Court File No. CV-21-656040-00CL

ONTARIO
SUPERIOR COURT OF JUSTICE
(COMMERCIAL LIST)

IN THE MATTER OF THE *COMPANIES' CREDITORS ARRANGEMENT ACT*, R.S.C. 1985, c. C-36, AS AMENDED

AND IN THE MATTER OF A PLAN OF COMPROMISE OR ARRANGEMENT OF LAURENTIAN UNIVERSITY OF SUDBURY

SUPPLEMENTARY RESPONDING APPLICATION RECORD OF THE ONTARIO CONFEDERATION OF UNIVERSITY FACULTY ASSOCIATIONS

March 16, 2021

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TAB 1

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IN THE MATTER OF THE *COMPANIES' CREDITORS ARRANGEMENT ACT*, R.S.C. 1985, c. C-36, AS AMENDED

AND IN THE MATTER OF A PLAN OF COMPROMISE OR ARRANGEMENT OF LAURENTIAN UNIVERSITY OF SUDBURY

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(Sworn March 16, 2021)

I, Russell Perry Janzen, of the City of Toronto, in the Province of Ontario, **AFFIRM AND SAY**:

1. I am a Senior Research Analyst with the Ontario Confederation of University Faculty Associations ("OCUFA"). As a result of this role, I am familiar with issues concerning provincial government funding of universities and university finances in general. I provide analytical and research support for OCUFA and its member associations. As a result of my role at OCUFA, I have knowledge of the matters deposed to herein. Where the facts set out in this affidavit are based on information provided by others, I have set out the source of that information and I believe all such information to be true.

Provincial funding of universities in Ontario

2. In Ontario and across Canada, the operations of universities are principally funded through two main sources: tuition and provincial transfer payments. The balance between these two funding sources is a matter of government policy. There is also

significant funding for sponsored research endeavours delivered through grants provided by third parties ("Sponsored Research Grants"). Despite what has happened at Laurentian University of Sudbury ("Laurentian"), Sponsored Research Grants are not intended to cover the general operating costs of a university.

3. Ontario's Ministry of Colleges and Universities ("MCU") is the principal Ontario government source of general operating funding to Ontario universities. According to data from the Council of Ontario Finance Officers (“COFO”), MCU accounted for 96 per cent of all Ontario government operating funding received by universities and affiliate institutions in 2019-2020. Eligible “provincially assisted institutions” to which MCU funding is transferred, and the “church-related and affiliated or federated institutions” to which such funds may be further transferred, are identified in The Ontario Operating Funds Distribution Manual of 2009. A copy of this manual is attached as Exhibit "A" to this affidavit.

4. MCU currently provides two basic types of funding to universities. The first is "core" operating grants, which are based on enrolment numbers. Allocation of core operating grants is in accordance with the Ontario University Funding Model Technical Manual of 2017, a copy of which is attached to this affidavit as Exhibit "B".

5. MCU also provides various special purpose grants. Certain of these special purpose grants provide funding to institutions for missions which differentiate them from other universities. Laurentian receives Northern Ontario Grants and Bilingualism Grants, known historically as “mission-related” grants. Laurentian also receives other grants in support of bilingual and Francophone education, and special purpose grants for the role it serves with respect to Ontario's Indigenous community.

6. Changes to the funding model were to take effect for the 2020-2021 fiscal year, coinciding with Strategic Mandate Agreements for the period 2020 to 2025, entered into between Ontario and the province's various public universities. Implementation of changes to the balance between enrolment-based funding and performance-based funding, as prescribed in Ontario’s Postsecondary Education System Performance/Outcomes Based Funding – Technical Manual, have been delayed due to

the COVID-19 pandemic. According to the SMA3, the total amount of MCU funding to Laurentian will remain unchanged during the period 2020-2025. SMA3 is attached to this affidavit as Exhibit "C". The Technical Manual is attached as Exhibit "D" to this affidavit.

7. On a per student basis, Ontario provides the least amount of funding to its universities of all Canadian provinces. Based on information provided by Statistics Canada and the Canadian Association of University Business Officers, Ontario's per-student funding in the 2018-2019 academic year was $7,610. Over the same time period, Newfoundland and Labrador provided $23,910 per-student, Alberta provided $15,140 per-student in 2018-2019, and all other provinces provided between $9,925 and $13,825 per student. Attached as Exhibit "E" to this affidavit is a chart setting out per-student funding by province.

8. Ontario's funding of universities on a per student basis has been declining for years. When adjusted for inflation, Ontario's funding of universities has declined by 24% over the last decade.

9. As of 2018-2019, funding from Ontario accounted for approximately 1/3rd of operating income for Ontario universities. Twenty years ago, Ontario provided approximately 51% of the operating costs of its various public universities. In the rest of Canada, provincial funding accounts for approximately 56% of universities' operating revenues.

Ontario's tuition policy has exacerbated decreased provincial funding

10. The financial issues facing Laurentian have been caused in part by Ontario government tuition policies. This included, most recently, an order reducing tuition for domestic students by ten per cent, followed by a tuition freeze, without providing a corresponding increase in provincial funding.

11. MCU regulates tuition for programs and for students deemed “eligible” for provincial funding. For decades, MCU has regulated the rate at which tuition for such eligible students and programs was allowed to increase. According to data from COFO,

provincially regulated domestic tuition represents 31 per cent of universities' general operating revenue. For Laurentian, the corresponding figure is 27 per cent. Tuition for ineligible programs and ineligible students - primarily international students - is not regulated. As the relative contribution of provincial funding for operations has declined over the last twenty years, universities typically sought to compensate by increasing domestic tuition by the maximum permissible amount.

12. Universities have also increased tuition fees for international students and sought to expand the number of international fee paying students to maintain enrolment growth. In 2010-11, the provincial average proportion of credit course tuition revenue from international fees was 17%. In 2019-20 this number had risen to 43%. Laurentian has not been able to benefit in the same way from international student tuition fees, as over the same time period, its proportion of credit course tuition from international fees only rose from 14% to 23%. To the extent that the province's funding model assumes a significant proportion of international students paying increased tuition, this has not materialized for Laurentian.

13. To make matters worse, the Government of Ontario ordered a 10% reduction in domestic tuition fees for each student in 2019-20 and ordered that there be no increases for 2020-21. Despite this reduction and freeze causing a permanent reduction in the amount of funds available to Laurentian and other universities, Laurentian received only temporary funding to offset the loss of income.

The distinct mission of Laurentian University: Northern, bilingual and tricultural

14. The nature of Laurentian University – and the public policy goals that are delivered through its operations – is such that a greater share of its funding comes from Ontario than most other universities in the province. The special status of Laurentian is reflected in its Strategic Mandate Agreement 3 ("SMA3"), negotiated between the Ontario Government and Laurentian and signed in September of 2020. Along with its commitment to Indigenous-focused education and reconciliation, it is the only university in Ontario, and in Canada, to be both Northern and bilingual.

a) Laurentian's role as a Northern Ontario institution

15. As noted in SMA3, "Laurentian University provides accessible opportunities to students in rural and northern areas with lower post-secondary participation rates" and "[a]s a result, has a high proportion of students in under-represented groups, mature students, part-time students and students studying in online programs."

16. As further described in SMA3, “Laurentian’s small student to faculty ratio encourages meaningful interactions with faculty and increased opportunities to develop their skills and competencies in laboratory settings", and further, "[m]any of Laurentian’s students face financial challenges that disrupt their education.” The small class size and student to faculty ratio are the results of the policy goals supported by Northern Ontario Grants and Bilingualism Grants.

17. Laurentian’s programs support Northern Ontario’s workforce needs and much of the expertise students gain at Laurentian remains in Northern Ontario. According to SMA3, “65% of Laurentian alumni reside in Northern Ontario after graduation.”

18. Central to the purpose of universities is their focus on research and the production of new knowledge. Research priorities are heavily influenced by the region in which an institution operates. Universities in Northern Ontario, including Laurentian, are engaged in research specific to their regions.

19. There are challenges to offering postsecondary education in Northern Ontario, including lower population densities and different demographics than the rest of Ontario.

20. Ontario has acknowledged the unique role of Northern Ontario universities with special Northern Ontario Grants. The Ontario Operating Funds Distribution Manual of 2009 notes that these grants have been provided since 1975-76 to northern institutions:

> “…to offset the extra costs faced by these universities. Besides those due to environmental factors, costs include those due to the isolation of northern universities, and the

> consequent need to maintain a more varied minimum range of programs than would be feasible without extra support."[1]

21. Over the last ten years and despite inflation, the Northern Ontario Grants have not increased. Accordingly, they have fallen in real terms, due to inflation. If the Northern Ontario Grant had been inflation-indexed since the last time it was increased in the 2004-2005 fiscal year, it would currently be worth approximately $2.1 million more for Laurentian.

22. In 2019-20, provincial funding to Laurentian represented 57 per cent of its operating revenues. While this is higher than most other Ontario universities, it is in line with other Northern Ontario universities and most other provinces, and follows directly from the distinct nature of Laurentian.

b) Laurentian's role as a bilingual institution

23. The bilingual nature of Laurentian is also a distinctive characteristic and another reason that costs at Laurentian are higher than some other universities in Ontario.

24. As noted in SMA3, 40% of the population in Greater Sudbury is bilingual. Since 1967-68, the Government of Ontario has provided special Bilingualism Grants in recognition of the incremental costs incurred in bilingual education. As set out in the Ontario Operating Funds Distribution Manual, such grants finance three main objectives:

> "first, to provide educational opportunities in their own language to Franco-Ontarians; second, to make available in institutions of different sizes parallel course streams in a bicultural ambience for both English and French language groups: third, to provide bilingual and bicultural exposure to anglophone and/or francophone groups."[2]

25. Maintaining parallel course streams entails added costs simply because of necessary duplication. The incremental costs for the additional courses include salary

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[1] See page 18 of Exhibit A.

[2] See Exhibit A, at page 19.

and benefits costs of faculty and of support staff. To ensure the institution is fully bilingual, there are additional expenses that flow from language testing and training for students, faculty and staff. Costs for this type of infrastructure include support staff and administration costs. The costs of duplication are also evident with respect to library resources. Other areas of incremental costs include translation, printing and publishing, computing services, and additional administrative overhead.

26. A study from the University of Ottawa in 2014 found that the Bilingualism Grant and other grants to support the university's bilingual mission, including provincial-federal joint funding programs, would have to increase by approximately 50% to cover the incremental costs of bilingual programming then in place. This study is attached as Exhibit "F" to this affidavit.

27. Over the last ten years, these Bilingualism Grants have not increased at all. Accordingly, they have decreased, in real terms, due to inflation. If the Bilingualism Grant to Laurentian had been inflation-indexed since the last time it was increased in the 2007-2008 fiscal year, it would currently be worth approximately $2.1 million more to Laurentian.

c) Laurentian's role as a Tricultural Institution

28. Part of Laurentian's mandate is a dedication to the importance of reconciliation and the fostering of a mutually respectful relationship between Indigenous and non-Indigenous peoples in Northern Ontario and across the country. It is officially a tricultural institution committed to offering education "in English and French with a comprehensive approach to Indigenous education," according to SMA3.

29. According to SMA3, "[e]ngagement flowing from Laurentian's tri-cultural mandate provides all Laurentian graduates with a unique and valuable perspective on truth and reconciliation."

30. The goals articulated in SMA3 are further articulated in Laurentian's Strategic Plan, approved by the Laurentian Board of Governors in December 2017 and attached as Exhibit "G" to this affidavit, which notes that:

> "Laurentian University will be a leader in the process of reconciliation through transformative postsecondary education and research.
>
> First Nations, Métis and Inuit students find a home away from home at Laurentian University where they excel in all faculties. With campus Elders and more than 25 full-time Indigenous faculty members in various disciplines, departments, and faculties, more Indigenous colleagues are teaching at Laurentian University than any other university in Ontario.
>
> The Indigenous Sharing and Learning Centre (ISLC), which opened on National Aboriginal Day 2017, features the spectacular round-room, inspired by the wigwam, with four entry points facing each of the cardinal directions, and provides state-of-the-art facilities in a variety of spaces, indoors and outdoors. The School of Indigenous Relations is equipping students as leaders to work more effectively with communities by learning about Indigenous worldviews, traditional teachings, theories, and practices. Students will find those crucial perspectives integrated into the curriculum across the faculties at Laurentian University ensuring that all Laurentian students gain a deeper understanding and appreciation of Indigenous peoples, their knowledges and histories, and their relationships to Canadian society. Laurentian University's Maamwizing Indigenous Research Institute is emerging as a key site for advancing research on these topics."

31. Laurentian's commitment to the importance of reconciliation and its existence as a tricultural institution necessarily requires provincial funding in addition to that which is provided through "core" operating grants. Except for two teacher education programs at other institutions, enrolment-based grants do not provide funding that is specifically for Indigenous educational programming. Enrolment-based funding is intended to support general operating expenses, including student and academic support, but does not provide added support for services unique to Indigenous members of the Laurentian student body, or faculty and staff, including Elders.

32. MCU special purpose grants for Indigenous Support have been essentially unchanged since 2009-2010. If funding for Indigenous Support were proportionate to French language funding on a per student basis, excluding Bilingual Grants which

provide for parallel course streams, Laurentian would have received approximately $2 million in additional funding this year.

The solution to Laurentian's crisis is increased public funding

33. It is vitally important that Laurentian continue to exist as a Northern, bilingual and tricultural institution. Laurentian is faced with stagnant tuition revenue – as a result of both demographics and Ontario government policy – and with the erosion of government funding. Despite these challenges, Laurentian's administration is focused on its labour costs, enrolment numbers and the number of programs that the university offers as the reason for the current financial crisis.

34. Laurentian is the first Ontario university to declare insolvency and enter CCAA proceedings, but it is not the first university to be under financial distress. Its insolvency filing is a direct result of Ontario's short-term failures to address the crisis with emergency funding and long-term failure to provide stable, predictable funding that reflects the realities facing Laurentian.

35. There are numerous examples of Ontario providing special funding when an institution is facing a financial crisis. For example:

(a) Algoma University – in the late 1980s, an examination of Algoma’s financial circumstances led to an Extraordinary Grant from the Province. This Extraordinary Grant continues and has been supplemented by a University Status Grant. Currently, the combined grant provides more than $6.3 million in annual funding that would not be otherwise available to Algoma as a result of its enrolment numbers.

(b) Hearst University – in the early 2000s, Hearst University was the recipient of a one-time special grant of $400,000 and then continuing annual Extraordinary Grants of $400,000 and later $600,000 to assist Hearst in dealing with its financial difficulties.

(c) Nipissing University – in 2014-2015, Nipissing experienced a financial crisis. The crisis was in part a result of changes in Ontario government policy for Teacher Education programs. Between 2015-2016 and 2017-2018, Ontario responded by providing over $2.8 million in special grants to Nipissing to address these issues.

(d) Nipissing also received $2 million in grants designated as Time-Limited Funding in 2015-2016, and a further $2.5 million in 2016-2017. If Laurentian were to receive similar time limited funding, based on its size, the grant would total approximately $8.4 million.

(e) At the same time as Nipissing received these Time-Limited Funding grants, other Northern Universities also received similar special funding. Laurentian received $1 million of this grant in 2016-2017.

(f) Most recently, the provincial government provided Laurentian and other Northern institutions with one-time funding for 2019-2020 to offset the loss of tuition revenue following from the government's tuition policy. If these grants had been made permanent and indexed to inflation, Laurentian could have expected at least an additional $4.4 million in funding from the provincial government to reflect the changes to tuition policy.

(g) In addition to Northern Ontario and Bilingualism Grants, the provincial government from time to time has established mission-related institution-specific grants. These latter grants include the Extraordinary Grants for Algoma and Hearst. They also include Differentiation Grants, which were first provided in 1981-1982 to Trent University. The Differentiation Grants were extended to include Nipissing University in 1998-1999, and OCAD University in 2007-2008.

36. The Provincial Government had time to provide additional funding to Laurentian prior to Laurentian's CCAA filing. It knew, or ought to have known, no later than the spring of 2019, that Laurentian was experiencing financial difficulty.

37. The *Act to Incorporate Laurentian University of Sudbury* requires that Laurentian’s accounts be audited at least once per year, and that the university’s annual reports be provided on request. Strategic Mandate Agreements for 2017-2020 (“SMA2”) identified five metrics of financial sustainability to be monitored. Two of the metrics include expendable net assets, or reserves, as a numerator. Laurentian’s SMA2 was signed in October 2017, and includes financial metrics for 2015-2016. Values for three of Laurentian’s metrics are negative. Attached as Exhibit "H" to this affidavit is a copy of SMA2.

38. According to the document properties of the SMA2 Annual Report available on Laurentian’s web-site, the report for 2017-2018 was produced in March 2019. A copy of the Annual Report is attached as Exhibit "I" to this affidavit. It does not include information on financial metrics. The five metrics for 2014-2015 through 2017-2018 were reported in the draft budget presented to the Laurentian Board of Governors in April 2019. A copy of the draft budget is attached as Exhibit "J" to this affidavit. The provincial government would have known about the negative balance in Laurentian’s expendable net assets as early as fall 2018, when Ontario Treasury Board reportedly conducted a review of universities’ reserves.

Conclusion

39. There are a number of precedents where the Government of Ontario has stepped in and provided emergency support to a public university in crisis. This has especially been the case for public universities with particular mandates to service Northern, bilingual and tri-cultural institutions. Yet, the Government of Ontario has not said anything about its policy objectives at Laurentian, and has not indicated how as a major stakeholder at Laurentian, it will support the university, if at all. Accordingly, Laurentian's administration appears to have been forced by governmental policy and inaction to file for creditor protection and to engage in a process that has little

recognition for the critical objectives that have underpinned Laurentian since its founding.

40. This affidavit is sworn in response to the relief sought by the Applicant's in the Initial Order and the continued application of the CCAA Proceedings.

AFFIDAVIT SWORN BY VIDEO CONFERENCE before me at the City of Toronto, in the Province of Ontario, this 16th day of March, 2021 in accordance with O. Reg. 431/20, Administering Oath or Declaration Remotely.	Russell Janzen **RUSSELL JANZEN**

A Commissioner for taking Affidavits *(or as may be)*

James Harnum (LS# 60459F)

TAB A

This is **Exhibit "A"**

referred to in the affidavit of Russell Perry Janzen

sworn before me, this 16th day of March 2021

A COMMISSIONER FOR TAKING AFFIDAVITS

THE ONTARIO OPERATING FUNDS
DISTRIBUTION MANUAL

A Manual Governing the Distribution of Ontario Government Operating Grants to Ontario Universities and University-Related Institutions (Formula Manual)

2009-10 FISCAL YEAR

Postsecondary Finance & Information Management Branch
Ministry of Training, Colleges and Universities
Toronto, Ontario

October 2009

FOREWORD

In case of conflict, rulings and interpretations in this manual take precedence over those contained in any other document referred to by this manual; however, any such conflict should be brought to the attention of the Director, Postsecondary Finance and Information Management Branch, Ministry of Training, Colleges and Universities.

Under no circumstances should a university make decisions unilaterally on matters requiring an interpretation of the distribution mechanism. Whether the problem is one of definition, one of programs not specifically identified in the categorization scheme, or one of exceptional circumstances requiring special consideration, the matter should be raised formally--prior to completion and submission of enrolment reports--by writing to the Director, Postsecondary Finance and Information Management Branch.

The Ministry fiscal year covered by this edition of the manual is 2009-10. Unless otherwise indicated, the rulings, procedures and definitions, etc., contained herein apply to the whole of this fiscal year and for fiscal years beyond 2009-10 until superseded.

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1. GENERAL INFORMATION

The purpose of a funding distribution mechanism or formula is to provide an objective method for determining the share of the provincial operating grant to be allocated to each institution. The Ontario distribution mechanism aims to ensure a reasonable degree of equity in the distribution of available government support. It does not in itself provide the basis for determining the level of such support.

It should be noted that the distribution mechanism is not intended to limit or control the expenditure of funds granted to the institutions, except in the case of specifically-targeted special purpose grants.

The non-targeted university operating grants may be applied to any eligible university operating expenditure. Eligible expenditures include all operating expenditures except those related to:

(a) assisted/sponsored research,

(b) principal and interest payments on capital indebtedness,[1]

(c) student aid,

(d) ancillary enterprises,

(e) capital projects.

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[1] It is recognized that a portion of total university operating income, which includes provincial operating grants, may be allocated to support principal and interest payments on capital indebtedness, as some institutions have done to finance projects under the SuperBuild capital program.

1.1. DEFINITIONS

A series of definitions used generally throughout this manual follows. Detailed definitions used in the calculation and reporting of enrolment for funding purposes are contained in Section 4 (Enrolment Reporting Requirements).

1.1.1. Institution

For the purposes of this manual, "institution" means an eligible university level institution as listed in Section 2.

1.1.2. Program

For the purposes of this manual, a program is defined as a sequence of courses or other units of study prescribed by an institution for the fulfillment of the requirements of a particular degree, diploma or certificate.

1.1.3. Transfer

A transfer is defined as a change from one sequence of courses or other units of study that fulfils the requirements of a degree, diploma or certificate to another sequence of courses that fulfill the requirements of a different degree, diploma or certificate, even if course credits are transferred from one program to the other.

1.1.4. Program Level

For the purposes of this manual, the program levels are defined as follows:

- preliminary or qualifying year
- diploma
- certificate
- undergraduate baccalaureate
- professional
- master's
- doctoral
- special or unclassified

1.1.5. Professional

As used in this manual, "professional" refers to programs leading to diplomas or degrees in the following disciplines:

Agriculture
Architecture
Commerce & Business
Administration
Dentistry
Divinity/Theology
Education
Engineering
Forestry
Household and Food Science
Hygiene and Public Health
Secretarial Science
Journalism
Law
Library Science
Medicine
Music
Nursing
Optometry
Pharmacy
Physical and Health Education and Recreation
Physical and Occupational
Therapy
Social Work
Veterinary Medicine and Animal Science

1.1.6. One Full Term or its Full-Time Equivalent

This is defined in detail in Section 4 (Enrolment Reporting Requirements). For undergraduate work, this means at least 0.5 Fiscal Full-Time Equivalent (FFTE). For graduate work, this means a minimum of a 1.0 term Full-time Equivalent (FTE).

1.1.7. Dependents

Dependents are defined as (refer to section 1.1.8 for definition of ‘dependent child’):

a) a spouse;

b) a common-law partner[2]

c) a dependent child or the dependent child of a spouse or common-law partner;

d) a dependent child of the dependent child referred to above.

1.1.8. Dependent Child

A dependent child is a child who is a biological child who has not been adopted by a person other than the spouse or common-law partner, or an adopted child;
and who is in one of the following situations of dependency:

a) under age 22 and not a spouse or common-law partner;

b) enrolled continuously at a college, university or other educational institution and dependent substantially on the financial support of the parent since before age 22 or since becoming a spouse or common-law partner if that occurred before age 22[3]; or

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[2] An affidavit signed by both spouses, confirming that they are living together in a conjugal relationship for not less than three years, or that they are living together in a conjugal relationship and are raising any children of whom they both are the natural or adoptive parent, is required to verify their common-law status.

c) a person with a disability who has been financially supported substantially by his or her parents, and who is unable to be self-supporting because of the disability.

1.2. HISTORICAL BACKGROUND

1.2.1. Funding Formula Overview

The purpose of a funding distribution mechanism or formula is to provide an objective method for determining the share of the provincial operating grant to be allocated to each institution. The Ontario distribution mechanism aims to ensure a reasonable degree of equity in the distribution of available government support. It does not in itself provide the basis for determining the level of such support.

The Ontario government annually allocates a global amount to the Ministry of Training, Colleges and Universities for operating support for the institutions. Factors considered in determining the university allocation include enrolment pressures and government priorities, balanced against other budget pressures.

The largest component of provincial operating grant is the Basic Grants Envelope. Funding from this grant envelope, also known as basic operating grant, or BOG, is enrolment-based and a non-targeted, block grant to the institutions.

The Basic Grant (BOG) envelope is distributed on the basis of Basic Operating Income (BOI) for all universities. BOI is the amount of operating grants provided by the government plus eligible fees, also known as Standard Fees[4].

BOI = BOG + Standard Fees

An institution's Basic Operating Grant is the difference between its BOI and its Standard Fees.

Each institution receives a fixed share of BOI based on historical weighted enrolment levels referred to as Basic Income Units (BIUs). Each institution's BIUs are arrived at by multiplying full-time equivalent enrolment by a weighting factor. The weighting factor varies by program and level of study and is a rough measure of how costs vary by program and by level of study. Program weights were established in 1966-67 and only slight modifications have been made to them since.

It should be noted that the distribution mechanism is not intended to limit or control the expenditure of funds granted to the institutions, except in the case of specifically-targeted special purpose grants.

The non-targeted, block grant nature of the basic operating grant recognizes the institutional autonomy of grant recipients. The funding distribution formula that has evolved since its inception in 1967 has maintained its focus to promote funding stability and predictability, subject to the Ministry's global allocation.

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[3] The terms under which such a student is considered to be enrolled continuously are determined at the institution level according to the institution's internal policies.

[4] The standard fee is set by MTCU and was last increased in 1996-97. Standard fees represent only a portion of the total tuition fee paid by students. Actual tuition fees are higher than standard fees.

1.2.2. Funding Formula Development

The idea of devising an objective mechanism to allocate operating grants to Ontario universities was deliberated for many years. A strong endorsement of this principle came from the 1965 Bladen Commission report.

The distribution of operating funds to Ontario universities by means of an enrolment-based formula was first introduced for the 1967-68 fiscal year. The various programs were weighted to approximate relative costs. Basic Income Unit (BIU) counts were generated by multiplying full-time equivalent (FTE) enrolment by the appropriate program weights. (The weights range from 1.0 to 7.5). To calculate the grant entitlement for each institution, the value of the basic income unit was determined by government, on the advice of the Committee on University Affairs. The dollar amounts of basic operating income (BOI) were calculated by multiplying the BIU counts by the BIU value. Formula fee rates were set for each program by the government, and reviewed each year. The full-time equivalent enrolment was multiplied by these fee rates to calculate total formula fee income. These formula fees were subtracted from basic operating income to determine each institution's operating grants.

Appendix 1 summarizes the changes in the formula between 1967-68 and 1986-87. The first version of the formula was used to determine the allocation of operating grants from 1967-68 through to 1972-73, with only some minor adjustments in weighting schemes and in the calculation of full-time equivalency. However, during this period, a change in policy occurred, whereby the government determined the total available operating grant dollars, rather than the BIU value for the year. This resulted in the formula becoming purely a mechanism for determining the distribution of grants between institutions, rather than the determining factor for the total amount of operating support provided. The BIU value was thereafter merely an artifact, determined by dividing the total available dollars by the total number of funding units in the system.

For the 1973-74 fiscal year, in response to representations from institutions, "slip-year" financing was introduced. Under this scheme, grants were distributed on the basis of the previous, rather than the current year's enrolment, thus permitting more effective planning in the institutions. Grants for the years 1973-74 through to 1975-76 were calculated in this way, with a few more minor changes in weighting and FTE calculation.

For the 1976-77 fiscal year there was a major change in the way that students were counted, with the simultaneous introduction of fractional unit counting and multiple term reporting for all students at the undergraduate level. Also in that year, a freeze was introduced on the graduate counts for funding purposes: the 1975-76 level was to be used for three years. Moreover, to reduce the sensitivity of the distribution mechanism to changes in enrolment at all levels the formula now took into consideration more than one year of enrolment data: in 1976-77 the grants were based on one-third 1974-75 and two-thirds 1975-76 undergraduate data; in 1977-78 an average of the previous three years was used.

For the distribution of 1978-79 operating grants, the formula was amended again: the notion of enrolment averaging to reduce sensitivity to enrolment fluctuations was retained, and the concept of base (or "fixed cost") and moving average (or "variable cost") was introduced. The base years were set at 1974-75, 1975-76 and 1976-77; the moving average consisted of the three years immediately prior to the grant year. To further reduce sensitivity to enrolment changes a factor was introduced which effectively discounted increases or decreases in enrolment beyond the base levels.

This formula remained in operation for grant distribution up to and including grants for 1983-84. The freeze on graduate student counts for funding purposes was lifted for grants distributed in 1979-80. The discount factors employed were fifty per cent at the undergraduate and master's graduate levels, and sixty-six and two-thirds per cent at the doctoral graduate level.

Operating grants for 1984-85, 1985-86 and 1986-87 were distributed on the basis of an "interim formula", consisting of two-thirds of the "old" formula and one-third of the "new" formula.

This "new" formula attempted further to reduce sensitivity to enrolment fluctuations, and to combat some concerns about the use of 1974-76 enrolment levels as a base. The "new" base funding BIU and formula fee counts consisted of the average of the old base years (1974-75, 1975-76, and 1976-77) together with the three years having the highest BIU counts between 1974-75 and 1982-83. This average was thus based on different years depending on the institution concerned. Moving-average BIU and fee counts were calculated from the latest three years, as before, but were the basis for only twenty-five per cent of the grant distributed by the "new" formula, at all levels.

1.2.3. Reaching Higher Investments and Multi-Year Accountability Agreements

In the 2005 Budget, the government announced the Reaching Higher Plan for postsecondary education. The plan included substantial additional operating funding for universities. Total operating grants to universities were increased to $2,861.1M in 2006-07, $3,036.6 million in 2007-08 and to $3,109.9M in 2008-09. The majority of the program is scheduled to be fully implemented by 2009-10 – one exception is the Graduate Expansion component which will extend to 2011-12.

Introduced in 2006-07, the Multi-Year Accountability Agreements for 2006-07 to 2008-09 were signed by the Minister and all publicly-funded colleges and universities. The objective of the agreements is to ensure that government funding is focused on achieving the government's goals for postsecondary education: access, quality and accountability.

1.3. DISTRIBUTION MECHANISM

1.3.1. Outline of Distribution Mechanism for 1987-88 and Beyond

On December 17, 1986, the Chairman of the Ontario Council on University Affairs delivered Advisory Memorandum 86-VII, "Modification of the Operating Grants Formula" to the Minister of Colleges and Universities. This advisory memorandum recommended a new operating grants allocation mechanism for 1987-88 and beyond.

Council reaffirmed its objectives for the operating grants distribution mechanism, as outlined previously in Advisory Memorandum 77-VII, "The Ontario System: A Statement of Issues", and re-iterated in Advisory Memorandum 82-XV. The objectives were to provide:

1) funding stability by preventing extreme fluctuations in institutional income;

2) funding predictability to assist institutions in their planning efforts;

3) equitable allocations among institutions;

4) accountability to the public by linking funds to some quantifiable factor; and

5) a method that is simple to use, understandable and practical to implement.

Earlier in 1986, the Council had consulted with the institutions on the priority that should be attached to each of these objectives. In general, institutions attached highest priority to funding stability and/or equitable allocation rather than to the other objectives. The primary direction for formula revision chosen by the Council was, therefore, enhanced funding stability, in order to achieve the following aims:

a) protect institutions' funding from the impact of the actions of other institutions;

b) reduce the incentive for institutions to use growth only for the purpose of increasing their share of total operating grants;

c) provide the opportunity for quality considerations as well as for quantity considerations in academic decisions; and

d) reduce short-term variations in funding which may result from fluctuating enrolment patterns in future years.

A secondary direction undertaken in this formula revision was to address some of the concerns raised by institutions about the fairness of the existing formula in recognizing individual institutional needs. The Council undertook to address those concerns only if there were new funds available to support adjustments. Such adjustments were not to be made in a zero-sum situation where they would result in reductions in funding for other institutions. The Minister, on November 3, 1986, announced that funds had been made available for the Council to address concerns about the recognition of expanded instructional and research activity, and the special needs of the northern institutions. The Council, therefore, had two additional aims for its formula revision related to instructional concerns:

a) to provide appropriate recognition for relative changes in past levels of activity by adjusting the level of funding with due regard to the past legacy of funding patterns; and

b) to adjust institutional funding over the long term, in relation to changing levels of activity.

The Council's recommended formula revision was a multi-faceted system of operating grant distributive mechanisms, with a number of different functions, but integrated in total impact. It is based on an "envelope" approach to operating grants allocation.

Five separate envelopes were designated for 1987-88:

1) Basic Grants Envelope;
2) Enrolment Adjustment/Accessibility Envelope;
3) Mission-Related Institution-Specific Envelope for:
    a. Northern Mission,
    b. Institutional Weights (Ryerson and OCAD),
    c. Bilingualism,
    d. Differentiation;
4) Research Overheads/Infrastructure Envelope; and
5) Program Adjustment Envelope.

In April 1988, the Minister requested that the OCUA provide advice on a new approach to funding for 1990-91 and subsequent years, to take into account the enrolment growth in 1989-90 and previous years, and to promote a planned and coordinated approach to future growth.

On March 30, 1989, the Council provided its advice[5], and the Minister accepted a plan for the modification of the corridor mid-points to accommodate growth in the system.

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[5] The Ontario Council on University Affairs, Advisory Memorandum 89-II, "Modification of the Operating Grants Formula".

On March 31, 1990, the Council provided advice on the new corridor mid-point levels[6].

On May 29, 1996, in response to the Woods Task Force Recommendations on Agencies, Boards and Commissions, the Minister announced OCUA and the Academic Advisory Committee (AAC) would be disbanded as of August 31, 1996.

Changes have been made to the envelope structure, as required, since 1987-88. The various grant envelopes are described in the following sections.

1.3.2. Basic Grants Envelope

The basic grants allocation mechanism operates in the following manner:

1) To begin with, each institution's share of the total basic grant equals its share of 1986-87 formula grants.

2) Institutions continue to receive approximately this level of "real" basic grants, so long as their "moving-average" of basic income units (BIUs) remains in a corridor of +/- 3 percent. The only variation in an institution's funding would be the tuition fees gained or lost by varying levels of enrolment.[7]

3) When an institution's moving-average BIUs fall below its corridor, it would have its BOI, and hence basic grants, reduced in line with the decline in BIUs. Under the terms of the formula devised by the Ontario Council on University Affairs, the institution may negotiate for the establishment of a new corridor lower than its current one at a lower level of basic grants to avail itself of the funding stability inherent within a corridor. A new corridor would be based on an agreed plan. The institution would be able to approach the Ministry prior to, or after, going below its floor.

4) When an institution's moving-average BIUs go above its corridor, it would receive no automatic increase in basic grants, but would retain all incremental tuition fees. With the agreement of the Ministry, and if it approaches the Ministry prior to going above its ceiling, the institution may negotiate the establishment of a new corridor above its current level at a higher level of basic grants. A new corridor would be based on an agreed plan.

5) The 1987-88 basic grants entitlements were adjusted as the enrolment/accessibility and institutional weight adjustments were applied.

6) Between 1990-91 and 1995-96, the basic grants entitlements were adjusted to reflect the revised corridor mid-points which had been negotiated by the institutions with OCUA during 1989-90. The adjustments were made via a temporary "transition grant" envelope and provided added funding based on revised moving-average enrolment counts. In 1996-97, funding allocated under the transition envelope was integrated with the basic grant envelope allocation.

This process allows the funding formula to bring stability and predictability to public funding for both universities and the Ministry. Additionally, the corridor adapts and changes either through negotiated adjustments of the mid-point corridor or by rolling funding increases into Basic Operating Grant.

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[6] The Ontario Council on University Affairs, Advisory Memorandum 90-I, "Revisions to Universities Formula Grants Envelope Corridor Mid-Points as a Result of the 1989-90 Corridor Negotiations".

[7] This assumes that total basic grants and formula fee rates increase annually at the same rate. If the percentage increases in total basic grants and formula fee rates differ, the rate of increase in basic grants may vary among institutions according to the proportion of BOI funded by fees at each institution. In this context "real" basic grants refers to the 1986-87 formula grants escalated by the annual increase in system-wide formula grants.

Grants are "rolled into base" and become part of the Basic Operating Grant (BOG) that is flowed through bi-weekly transfers to universities. Each time a grant is rolled into base the annual BOG envelope increases and the mid-point corridor for the affected institutions shifts if the rolled in grant has associated enrolments. (See Transition Grant Envelope section 1.3.13.2 for envelopes that have been rolled into Basic Operating Grant.)

1.3.2.1. Adjustments to the Corridor 2007-08 to 2011-12

During the double cohort period of accelerated growth, it was recognized that under the existing corridor mechanism, some institutions might fall below their corridor floor as their corridor mid-point rose faster than their 5 year moving average. In response, the Ministry temporarily held BIUs associated with growth over 2004-05 outside the corridor while developing a solution.

Further information on this adjustment will be provided in the next release of this manual.

1.3.3. Accessibility Fund for Students with Disabilities

This envelope grew out of the Enrolment Adjustment/Accessibility Envelope. Funding specifically targeted to assisting students with disabilities commenced 1989-90 (see Appendix 2.1). Until 1994-95, grants were allocated on the basis of each institution's share of base BIUs, subject to a funding floor provision that was established to ensure staffing of an office dedicated to serving persons with disabilities. Funding is distributed according to a three-year moving average of full-time equivalent student enrolments plus a slip year, again with a funding floor provision.

1.3.4. Performance Fund

On March 14th 2000, the Ministry announced that beginning in 2000-01, new operating fund of $16.5 million or 1 percent of the total operating grant would be allocated to institutions according to their performance on the following three indicators:

- graduate employment rate six-months after graduation;
- graduate employment rate two-years after graduation; and
- graduation rates.

For each indicator, institutions were ranked according to their score and divided into three categories: top third, middle third and bottom third. Allocations were based on their performance weighted by size (eligible undergraduate BIUs) and institutions in the top third received twice as much funding as an institution in the middle third. An institution in the bottom third did not receive any funding.

Effective 2001-02, the performance fund allocation increased to $23.2 million. The methodology used to distribute the funds changed; however, the indicators remain unchanged. A benchmark was established for each of the three indicators, set at 10 percent below the system average for the particular indicator. For example, if the system average is 95 percent, the 10 percent benchmark is 9.5 percent. The benchmark level which institutions must achieve to quality for performance funding would be 85.5 percent. Institutions at or above the benchmark were allocated funding in proportion to their performance from the benchmark and their size (eligible total BIUs). Institutions below the benchmark level did not receive funding.

Performance Funding provided since 2000-01 is shown in Appendix 2.2.

1.3.5. Quality Assurance Fund

In the March 2003 Budget, the Minister of Finance announced the creation of the Quality Assurance Fund

(QAF) for colleges of applied arts and technology and universities. The purpose of the QAF is to provide funding in support of quality at postsecondary institutions.

On July 25, 2003, the Ministry issued guidelines governing the operational framework of the QAF. For 2003-04, the universities received in total $74.9 million. Institutions submitted Quality Plans specifying areas of expenditures targeted by the institution for quality improvement, based on their assessment of most critical quality needs. The Ministry allocated the available QAF funding to the institutions based on approval of the quality plans submitted.

Eligible expenditures were related directly to maintaining and/or improving the quality of student education. The eligible expenditures for the QAF are:

- Investment in new faculty/academic staff and graduate teaching assistants: i.e. salaries and benefits, supplies, equipment and professional development costs related to these new hires.

- Investment in education resources: i.e. salaries and benefits of new staffing (e.g. specialized staff such as librarians, IT specialists, laboratory technicians); supplies and equipment to support such staff; books, computer hardware and software, instructional supplies and equipment for classroom, library and laboratory use.

- Investment in student services and student retention: i.e. salaries and benefits of new staffing, supplies and equipment in areas of:
    - Career planning and employment preparation initiatives
    - Academic counseling
    - Student remediation and retention strategies
    - Student health services
- Investment in new program development or existing program development: i.e. salaries and benefits of new staffing, supplies and equipment related to program development

QAF cannot be used to duplicate institutional investments in already-funded activities or replace non-Ontario Government funding sources already committed to projects such as the Strategic Skill Initiatives, the College Equipment and Renewal Fund and SuperBuild Capital Funding.

QAF is intended to enhance an institution's general operating requirements and, as such, major site renovations, capital projects and the costs of leasing premises are not eligible expenditures under this program.

QAF funding continues to be flowed at the 2003-04 rate to universities. Funds are distributed using the 2003-04 methodology allocation. This level of funding allows universities to continue to fund existing commitments such as faculty and academic staff that were acquired through the fund in 2003-04. In 2008-09, QAF funding was added to the Basic Operating Grant.

Quality Assurance funding provided since 2003-04 is shown in Appendix 2.3.

1.3.6. Accessibility/Expansion Funds

1.3.6.1. Undergraduate Enrolment Growth

In 2000-01, the government introduced a $16.5 million Accessibility Fund to ensure that universities were able to accommodate all students who applied for admission in September 2000. Universities were only eligible to access the fund if their admissions to first year entry-level programs in Fall 2000 were equal to or greater than those for Fall 1999. The Accessibility Fund of $16.5 million was rolled into the basic grants envelope in 2001-02.

In 2001-02, the Ministry announced a three-year funding envelope to provide full-average grant funding[8] for the anticipated increase in university enrolment resulting from the implementation of the new four-year secondary school curriculum.

The Ministry provided $20 million through the undergraduate Accessibility Fund in the first year of the envelope. Funding was distributed on the basis of each institution's positive year-over-year eligible BIU growth in first-entry undergraduate programs[9] (defined as undergraduate programs with a funding weight of 2.0 or less, excluding pharmacy and law.) This funding was rolled into the Basic Operating Grants envelope in 2002-03.

In 2002-03, the Ministry provided new funding of $117.0 million in the undergraduate Accessibility Fund. Of this amount, $30.7 million was allocated to fully fund growth from 2001-02[10] and $86.3 million was allocated to fund new growth in 2002-03.

The 2002-03 Undergraduate Accessibility Fund was distributed on the basis of each institution's positive year-over-year BIU growth in all undergraduate programs (including second-entry and professional programs), but excluding growth in programs that were funded through other sources in 2002-03. These programs were:

- undergraduate consecutive education enrolment funded through the Teacher Education Expansion program;
- medical enrolment funded through the Medical Expansion Grant; and,
- nursing programs, including collaborative nursing (FORPOS 171) and compressed and basic nursing, Post-RN and nurse practitioner programs (FORPOS 118).

For 2003-04, $30.7 million was rolled into the Basic Operating Grant and $82.0 million was distributed through the bi-weekly payments. The total amount was not rolled into the Basic Operating Grant envelope as a result of the implications to the corridor system of rolling these funds into base funding[11].

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[8] Full average funding is defined as the year over year increase in BIUs multiplied by the system- wide average BOI per BIU less the year over year increase in standard fees.

[9] Second-entry and professional programs (defined as undergraduate programs with a funding weight of more than 2.0, plus pharmacy and law) were excluded from this funding envelope and included in the graduate

[10] Total system-wide growth for 2001-02 was $50.7million.

[11] The 2002-03 enrolment growth, combined with a commitment to full-average grant funding for undergraduate enrolment growth triggered the following:

- sharp year-over-year increase in base BIUs for most institutions;
- matching increase in the corridor floor in 2003-04, calculated at 3% below the Base BIU count; and,
- institutions with a five-year moving average close to their corridor floor were forced out of their corridor by their 2002-03 enrolment growth.

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In 2003-04, the Ministry provided new funding of $195.5 million in the Undergraduate Accessibility Fund. Of this amount, $8.6 million was allocated to fully fund growth from 2002-03, $141.0 million was allocated to fund new growth in 2003-04 and $45.9 million was allocated to compensate universities for previous in-year funding shortfalls[12].

Consistent with the previous year, the 2003-04 Accessibility Fund was distributed on the basis of each institution's positive year-over-year BIU growth in all undergraduate programs (including second-entry and professional programs), but excluding growth in programs that were funded through other sources in 2003-04. These programs were:

- all nursing programs, including collaborative nursing (FORPOS 171) and compressed and basic nursing, post-RN and nurse practitioner programs (FORPOS 118);
- growth in medical programs funded through the Medical Expansion Grant; and
- institutions that received program approval to move their Occupational Therapy/Physiotherapy (OT/PT), from the undergraduate to the graduate level.

The 2004-05 Undergraduate Accessibility Fund was distributed on the basis of each institution's positive BIU growth over 2003-04, net of growth in the programs noted above (nursing, medicine and selected OT/PT programs).

Starting in 2005-06, the base year for the Undergraduate Accessibility Fund calculations was fixed to 2004-05. For each subsequent year, the distribution of this fund is calculated based on positive BIU growth over 2004-05 net of growth in nursing, medicine, medical residents and selected OT/PT programs as outlined above.

1.3.6.2. Graduate Enrolment Growth

In 2001-02, the Ministry provided $5.8 million through Graduate Accessibility envelope to support second-entry professional and graduate programs. The fund was distributed according to each university's share of second-entry professional and graduate BIUs, slipped one year. Universities had to grow in order to access this fund.

In 2002-03, the distribution of funds was changed to a performance-based formula. In response to a Ministry request for a performance-based approach to allocating the funds, the Council of Ontario Universities (COU) submitted a consensus proposal with recommendations supported by all universities. The Ministry accepted the COU consensus proposal to allocate the 2002-03 and 2003-04 graduate accessibility envelope.

As a key component of the recommended formula, the following five indicators, each with an equal weight, and averaged over three years, were used to allocate Graduate Accessibility Envelopes[13]:

- Graduate FTE Enrolment as an indicator of existing capacity and hence the ability to sustain expansion in graduate studies;

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[12] In the 2002 Ontario Budget, the government announced it would provide full average grant funding to universities for enrolment growth. However, there was a gap between projected and actual enrolment growth in 2001-02 and in the available Accessibility Funding in 2001-02. Following the 2002 Budget announcement, the Ministry decided to fund this gap on a slip-year basis, using funds from subsequent years' undergraduate Accessibility Fund, until it was fully funded. The slip-year funding based on final data totaled $45.9 million.

[13] Memo dated March 25, 2003 and April 4, 2003 from Kevin French, Director, Universities Branch, Ministry of Training, Colleges and Universities to Executive Heads.

- Graduate Basic Income Unit (BIU) which not only provides an indication of existing capacity, but also recognizes the difference in BIU weighting between master's and doctoral programs, and also provides a measure of institution's ability to sustain expansion in graduate studies;

- Research Funding from the federal government's research granting councils[14] to provide an indicator of peer-reviewed, competitive funding support for research, and indirectly, an indicator of funding available to support graduate students;

- Graduate Degrees Granted, to provide an indicator for output adjusted for Masters and Doctoral FTEs; and

- Graduate Awards to provide an indicator of success in attracting top graduate students.

As well, consistent with the COU proposal, the following provisions were also implemented in the funding allocation for 2002-03 and 2003-04:

- Second-entry undergraduate professional programs were excluded from the graduate envelope, and were accounted for in the regular undergraduate enrolment growth fund;

- A portion of the total funding available for graduate enrolment growth was set aside for capacity building at institutions with the smallest current graduate enrolments;

- New graduate programs must be approved through Ontario Council of Graduate Studies appraisal process to be eligible for funding by the Ministry;

- Universities had to have enrolment growth to qualify for funding.

The graduate Accessibility Fund for 2001-02 and 2002-03 was respectively rolled into the basic grants envelope in 2002-03 and 2003-04. The graduate Accessibility Fund provided since 2000-01 is shown in Appendix 2.4.

In 2004-05, as part of the Reaching Higher plan, the Ministry announced the goal of expanding graduate enrolment by 14,000 student spaces (measured in FTEs) by 2009-10 compared to 2002-03. In February 2009 this target was modified to 15,000 spaces by 2011-12 compared to 2002-03. Additional funding of \$15.6 million (2005-06), \$45.8 million (2006-07), \$118.7 million (2007-08) and \$164 million (2008-09) was provided to institutions for actual enrolment growth achieved under this program. In 2008-09, growth to 2007-08 was rolled into base.

1.3.6.3. Undergraduate Medical Enrolment Expansion

2009-10 to 2011-12 100 Medical Spaces Expansion:

The 2007 Ontario Budget announced a commitment to increase first year medical spaces by 100. This expansion is being implemented beginning in 2009-10 with 24 spaces, 67 spaces in 2010-11, and 9 spaces in 2011-12. New spaces at the University of Toronto, Western and year 3 at McMaster will be funded at a rate of \$49,526 per student. Year 1 and Year 2 at McMaster will be funded at a rate of \$74,289 per student owing to its compressed 3-year program, and Ottawa will be funded at a rate of \$52,526 to help support its bilingual medical program. NOSM undergraduate medical expansion spaces will be funded at a rate of $78,979 per student.

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[14] Social Science and Humanities Research Council, the Natural Sciences and Engineering Research Council and the Canadian Institute for Health Research (formerly the Medical Research Council).

2005-06 to 2008-09 First Year Undergraduate Medical Expansion:

The 2005 Ontario Budget announced a 15 percent increase to first year undergraduate medical enrolment above 2004-05 levels, to help address the physician shortage in Ontario. The 2005-06 to 2008-09 expansion of 104 new first-year undergraduate medical spaces, when combined with the 56 new first-year spaces at Northern Ontario School of Medicine (NOSM), represents a 23 percent increase of total new first year medical spaces over 2004-05.

The 104 new first year spaces were implemented over four years. In the academic year starting September 2005, three medical schools introduced 32 new first year undergraduate spaces, followed by an additional 20 new first year spaces at two medical schools in September 2006 and an additional 26 new first year spaces at 3 medical schools in September 2007, and a remaining 26 first year spaces at two medical schools in September 2008, totaling 104 new first year undergraduate spaces across Ontario's southern medical schools.

New spaces at the University of Toronto, Western and year 3 at McMaster are funded at a rate of $49,526 per student, versus the 2004-05 nominal rate of $22,526 per student. Year 1 and Year 2 at McMaster are funded at a rate of $74,289 per student owing to its compressed 3-year program, and Ottawa is funded at a rate of $52,526 to help support its bilingual medical program. NOSM undergraduate medical spaces are funded at a rate of $78,979 per student.

It is important to note that a significant number of these new undergraduate medical spaces will support new undergraduate Medical Education Campuses (MECs) in communities that do not currently host a medical school, including:

- University of Toronto will establish a medical education campus in Mississauga, opening September 2010;
- University of Western Ontario established a medical education campus in Windsor in September 2008;
- McMaster University established a medical education campus in Kitchener-Waterloo with students transferred there in January 2008; and
- McMaster University established a medical education campus in St. Catharines with students transferring there in January 2009.

2000-01 to 2002-03 First Year Undergraduate Medical Expansion:

In August, 2000, the government approved the expansion of medical undergraduate enrolment by 160 first-year positions in response to the recommendations of the Expert Panel on Health Professional Human Resources. This enrolment expansion was in response to concerns about current and future shortages of physicians in Ontario.

The 160 additional first-year positions represented 30 percent of the 1999-00 base number of entry positions, and were implemented over three years. In the academic year starting September 2000, the medical schools introduced 40 new entry undergraduate positions, followed by 73 additional entry positions in September 2001 and a remaining 47 additional entry positions in September 2002. Medical undergraduate enrolment growth is projected to total to an estimated 602 spaces at maturity in 2005-06.

Effective 2000-01, to support the implementation of the medical undergraduate expansion, the Ministry approved the following grant per new FTE:

$33,266 for first and second years of the three-year undergraduate medical program at McMaster University. The funding rate is based on $5,114 per BIU for the assigned annual weight of 7.5 BIUs, net of the program standard (formula) fee;

$22,177 for the four-year undergraduate medical program at the Universities of Ottawa, Queen's, Toronto and Western Ontario and the third year of the three-year program at McMaster University. The funding rate is based on $5,114 per BIU for the assigned annual weight of five BIUs, net of the program standard (formula) fee.

Enhanced Funding:

The 2005-06 Budget included enhanced funding for the previous 30 percent undergraduate medical enrolment expansion, to help support the quality and relevancy of undergraduate medicine at Ontario's southern medical schools. In 2005-06, this amounted to $12.4 million, or an additional $19,244 per new student space. In 2006-07 this figure rose to $17.7 million, or an additional $27,000 per new student space.

This will bring the on-going funding for these 30 percent expansion spaces to $49,526 per student at the medical schools at Queen's University, University of Toronto, Western, and $74,289 per student for Year 1 and Year 2 at McMaster University and $52,526 per student at the University of Ottawa.

Existing Medical Spaces, 1999-2000 and earlier:

All existing medical school spaces, before the first wave of increases in undergraduate medicine from 2000-01 to 2002-03 and the second wave of increases in undergraduate medicine from 2005-06–2008-09, are funded in a similar manner as all other regular operating grant programs. The funding rate is based on a per student BIU assignment, at an annual weight of 5 BIUs (7.5 BIUs for Year 1 and Year 2 of McMaster's compressed medicine program), net of the program standard (formula) fee.

1.3.6.4. Postgraduate Medical Enrolment

As part of the provincial response to the recommendations of the Physician Fact Finder and the Expert Panel on Health Professional Human Resources reports, the government also approved expansion of various postgraduate medical training programs, including the flow-through at the postgraduate level of the expansion of undergraduate medicine, the physician re-entry program and the international medical graduates training programs. Since 2003-04, the Ministry has been supporting these positions at the average rate of funding for a 2.5 BIU weight

The undergraduate and postgraduate medical expansion program grant funded since 2000-01 is shown in Appendix 2.5.

1.3.6.5. Nursing Enrolment Expansion: Collaborative Nursing Programs

In 2000, the regulation under the Nursing Act, 1991, was changed requiring all RN nursing education in Ontario to be restructured to the baccalaureate (degree) level. A baccalaureate education is now required for registration as a registered nurse effective January 1, 2005. The last graduates of the three year diploma program completed their studies in 2004.

At the recommendation of government, colleges and universities developed new collaborative baccalaureate programs that began admitting students in September 2001. The first students from these programs graduated by Spring 2005.

Operating Funds: Universities participating in a collaborative nursing program must report for funding purposes each year a number of baccalaureate nursing students (collaborative, stand-alone or Post-RN/degree-completion), expressed in BIUs that is greater than or equal to the average number of baccalaureate nursing BIUs reported in the three-year period 1997-98 to 1999-00. Two universities received funding based on enrolment growth above a one-year base of 1999-00. Operating funding is provided for enrolment growth reported in both the collaborative and Post-RN nursing program, at the university level of funding for two BIUs per FTE.

Any of the partners in the collaborative partnership may choose to report the enrolments to the Ministry for funding purposes, provided that enrolments are only reported once for funding purposes. The operating grant is flowed to the college partner designated by the partnership to receive the funding on behalf of the partnership. The partnership then has responsibility to allocate the grant between the college and university level partners.

Start-up and Expansion Funds: The Ministry approved $20 million start-up and expansion funds over three years to support the implementation of the collaborative nursing programs as follows:

- in 2000-01, a budget of $10 million was provided with collaborative partners receiving $3,000 for each first year full-time nursing student expected to enroll in a collaborative degree program in September 2001;
- in 2001-02, a budget of $4.6 million was allocated with collaborative partners receiving $1,630 for each actual full-time basic nursing student enrolled in the first year of a collaborative program as of November 1, 2001;
- in 2002-03, an allocation of $5.6 million was funded. The collaborative partnerships received $875 for each actual full-time basic nursing student enrolment in first year of the program, as of November 1, 2002, and an additional $875 for each actual full-time student enrolled in the second year as of that date.

The Collaborative Nursing fund provided since 2000-01 is shown in Appendix 2.6.

1.3.6.6. Graduate Nursing Expansion

In 2000, to support the transition to baccalaureate nursing, the province made an investment of $12.6 million in graduate nursing programs. The budget was allocated over seven years, beginning in 2001-02 and ending in 2007-08 to support increased enrolment in the Master of Science in Nursing or equivalent and provide a tuition waiver for college nursing faculty enrolled in these programs in Ontario universities.

The funding of $10.5 million was allocated on a pro-rata basis to the universities who applied for it. The six main universities offering the program received a percentage share of the available funding, based on their share of the enrolment baseline. Ten percent of the budget was allocated for the new Master's programs at Laurentian and Lakehead universities, which began after 2001.

The tuition waiver grant of $2.1 million was restricted to college faculty. The grant reimburses the universities for their actual costs incurred in waiving tuition and mandatory ancillary fees for college nursing faculty enrolled in the Master of Science in Nursing or equivalent.

The Graduate Nursing Expansion fund provided since 2001-02 is shown in Appendix 2.6.

1.3.6.7. Nursing Faculty Fund

The 2004 Ontario Budget contained a Nursing Faculty Fund, which committed $1M in 2004-05, growing to $4M in 2007-08 and future years, for a further expansion of graduate nursing programs, both Masters and the PhD in Nursing.   This fund also provided for a waiver of tuition and mandatory ancillary fees for Ontario college and university nursing faculty enrolled in a PhD in Nursing in an Ontario university.

At the end of 2007-08, enrolment growth in graduate nursing was added permanently to the universities' base funding, while they continue to be eligible to apply for growth in graduate nursing through the Graduate Accessibility Fund which supports growth in all graduate programs.

MTCU continues to provide a tuition waiver for Ontario college and university nursing faculty enrolled in a Masters or a PhD in Nursing in an Ontario university.

1.3.6.8. Compressed Nursing Degree Programs

In Fall 2000, upon receipt of applications to offer collaborative nursing 2001, a “partially-missing cohort” of graduates was projected to appear in 2003-04, due to the elimination of the three-year college diploma program in favour of the four-year degree.

In January 2001, Government announced $39 million in new funding for time-limited programs designed to produce nursing graduates in the years leading to the missing cohort. Colleges were invited to offer a final diploma and universities were asked to offer “compressed” nursing degree programs.

Since university based compressed programs in nursing degree had to produce their final graduates by December 2004, the grant was made available to universities over four years from 2001-02 to 2004-05. A compressed program was defined as producing graduates in less than the normal four-year, eight semester program with summer breaks.

Funding is provided at the rate of $7,700 per FTE, the dollar value of two BIUs in 2000-01 when the funding was announced. The compressed nursing program funds provided since 2001-02 are shown in Appendix 2.6.

1.3.6.9. Second Entry Nursing

Compressed Programs were initially funded for a limited time only to respond to the partially-missing cohort created by the introduction of the four-year baccalaureate programs. However, many institutions, including some who were unable to respond initially, indicated a strong interest in their continuation. To further increase the number of nursing students, MTCU secured approval for funding that would support Second-Entry Nursing programs on an on-going basis beginning in 2005-06,. This was intended to provide an alternative nursing education route for students with some prior postsecondary education. Programs designed to allow diploma-prepared Registered Practical Nurses to upgrade to a B. ScN or equivalents are eligible for Second Entry Nursing Funding. Programs that have received funding approval are funded at the rate of 2 BIUs per FTE, with funding flowed in-year.

1.3.6.10. Teacher Education Expansion

In 1999, in response to teacher shortages identified by the Minister’s Task Force on Teacher Recruitment and Renewal, the government approved $3.75 million annually for an additional 500 spaces in consecutive education programs in the ten Ontario universities that at the time were offering the consecutive program. The additional spaces were allocated to each university based on its percentage share of eligible enrolment in the consecutive program in 1998-99. The 500 additional spaces represented an increase of 10 percent over 1998-99 and brought the total annual number of funded consecutive teacher education spaces to 5,500 in 1999-00. Each new space was funded at the rate of $7,500, the value of two BIUs in

1998-99. As the Task Force had identified a high demand for teachers in subject specialties, faculties were requested to target high-demand areas (science, math, French, and technological studies).

The $3.75 million for the initial 500 spaces was rolled into the basic grants as a permanent addition to the base in 2000-01.

In 2000, to alleviate further concerns of teacher shortages, the government approved an additional expansion of 1,000 spaces for $7.5 million through to the end of 2003-04. Similar to the allocation of the first 500 spaces, each university received its share of the additional spaces based on its percentage of share of eligible enrolment in the consecutive program in 1998-99. Effective 2001-02, the number of funded spaces in the consecutive Education Programs increased to 6,500. These spaces have been maintained through 2008-09.

The Teacher Education Expansion fund provided since 1999-00 is listed in Appendix 2.7.

1.3.7. Mission-Related Institution-Specific Envelope

This envelope comprises the former category of operating grants known as "extra formula" which incorporated the special northern grants. Extraordinary grants are included in this envelope from time to time.

1.3.7.1. Northern Ontario Grants

In 1997-98, as a result of the dissolution of the Ontario Council on University Affairs and the need to streamline funding related activity within a down-sized Ministry, the former Northern Ontario Operations Grants, the Northern Ontario Mission Grants, and the Off-Campus special grants were combined into one Northern Ontario Grant. Special reporting requirements for the Off-Campus and Northern Mission Grants were discontinued, and the allocation of Northern Grants for 1997-98 and subsequent years is to be made in the same proportion as the sum of its predecessor grant allocations.[15] The purpose of the grant program remains that of its predecessor programs, described below.

In recognition of the unique role of northern institutions, a 50 percent increase to Northern Grants was announced in the 2002 Budget and implemented in 2002-03.

The allocations of Northern Ontario Grants are detailed in Appendix 2.8.

1.3.7.2. Northern Ontario Operations Grants

Northern Ontario grants are provided to the northern institutions to offset the extra costs faced by these universities. Besides those due to environmental factors, costs include those due to the isolation of northern universities, and the consequent need to maintain a more varied minimum range of programs than would be feasible without extra support. Support levels were determined by OCUA as a percentage of prior year's basic operating income, or in terms of the percentage increase in prior year's basic operating income. The "mini-formula" used for the calculation was outlined in OCUA Advisory Memorandum 75-VII. In Advisory Memorandum 88-III "Northern Ontario Grants Review", the Council recommended that this grant continue to be distributed according to the same mini-formula. This advice was accepted by the Minister, and grants were allocated in this manner until 1992-93. In response to restricted grants in 1992-93 and subsequent reductions in grant levels, OCUA advised that use of the mini-formula be suspended and grants were allocated annually according to the shares in effect in 1991-92 since that year.

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[15] In the case of Off-Campus grants the amount which was rolled in to the Northern Grant was an average of the enrolment based grants over the previous five years. This compensated for annual variations in grant levels between institutions which occurred because of the enrolment based nature of the funding.

The allocation of the northern Ontario operations grants from their inception in 1975-76 up to the 1996-97 year is detailed in Appendix 2.8.

1.3.7.3. Northern Ontario Mission Grants

Starting in 1987-88, a special annual grant allocation was made to the northern institutions to address particular needs in providing mission-related university-level education "for the north" in northern Ontario. In Advisory Memorandum 88-III, the Council advised that this grant be distributed to the northern institutions in the same proportions as the northern Ontario operations grants.

The Council recommended that the institutions at the beginning of each fiscal year be required to report to the Council how these funds were to be spent to support activities related to their northern Ontario mission and that they be required to report to the Ministry three months after the end of each fiscal year as to how the funds were spent. The need for an evaluation was re-affirmed in Advisory Memorandum 89-III. The evaluation was undertaken in 1992-93, and the resultant recommendations, accepted by the Minister, were put forward in Advisory Memorandum 92-XI. In summary, Council recommended that the grant recipients establish separate and specific accounting for funds that were expended under the terms of this envelope and that the definition of eligible expenditures excluded:

- all activities that could be eligible for funding under the Off-Campus Grant Envelope which was administered by the Ministry;
- practice teaching and related costs normally provided for through the weight of 2 that were allocated to teacher education;
- all off-campus activities not directly related to the Northern Mission teaching and research functions of the university or college;
- sabbaticals; and,
- library expenditures not directly related to activities that were unique to Northern Ontario Mission Grants.

The Ministry undertook to perform both pre- and post-fiscal year monitoring. At the beginning of each fiscal year, eligible institutions seeking Northern Ontario Mission grants were required to submit to the Ministry a planned expenditure report indicating how the funds were to be spent to support activities related to their northern Ontario mission. In addition, three months after the end of the fiscal year, grant recipients were required to submit to the Ministry a report of how the funds were actually spent.

1.3.7.4. Bilingualism Grants

The Government of Ontario has provided special bilingualism grants since 1967-68, in recognition of the costs incurred for this purpose by various institutions. These grants finance three main objectives: first, to provide educational opportunities in their own language to Franco-Ontarians; second, to make available in institutions of different sizes parallel course streams in a bicultural ambience for both English and French language groups: third, to provide bilingual and bicultural exposure to anglophone and/or francophone groups.[16]

In Advisory Memorandum 83-IX, the Ontario Council on University Affairs documented the incremental cost of existing bilingualism programs using 1981-82 cost data. On the basis of the study's findings, the level and distribution of bilingualism grants were adjusted in 1984-85 to reflect more accurately the incremental costs of bilingualism. This distribution among institutions formed the basis of bilingual grant allocations for the period 1984-85 through to 1988-89. The Ontario Council on University Affairs completed its third cost study of bilingualism in 1988-89, using 1987-88 data. The methodology was revised to include associated computer costs. The recommendations were presented in Advisory Memorandum 89-III and they incorporated the recommendation in Advisory Memorandum 88-IV, that an additional $5.0 million be provided for bilingualism programs in 1989-90. The total funds available for annual distribution within this program are equal to the previous year's grants increased by the percentage increase in the total university-system basic operating grants. The amounts allocated each year since 1967-68 are contained in Appendix 2.9.

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[16] Ref. First Annual Report, Ontario Council on University Affairs, 1974-75.

On January 9, 1992 the Minister of Education and Training asked that the Advisory Committee on Francophone Affairs (ACFA/CCAF) assess the extent to which the bilingualism grants envelope and the start-up/development and maintenance grants from the special purpose grants envelope contribute to the development of a complete range of French language programs and services at the university level[17]. Before its dissolution in December, 1993, ACFA/CCAF submitted its report to the Minister. The report was passed on to the Franco-Ontarian Education and Training Council (FOETC), which was mandated to make recommendations on French-language education. With the dissolution of FOETC in August, 1996, the responsibility for recommendations for French-language programs and services at the university level was transferred to the Consortium des universités de la francophonie ontarienne (CUFO).

In 1997, the start-up/development and maintenance grants were eliminated and the maintenance grant was amalgamated with the bilingualism grants. CUFO has developed an accountability framework for the bilingualism grants that includes an inventory of all courses offered in French. This report is submitted annually in March to the Ministry.

In 2006-07, the Ontario Government introduced the French-Language Targeted Quality Fund. This fund aims to enhance the quality of French-language programming at Ontario’s bilingual universities and to complement the projects under the Canada-Ontario Agreement on Minority-Language Education and Second Language Instruction 2005-09 and the Canada-Ontario Agreement on Complementary Projects Relating to Minority-Language Education 2005-06 to 2007-08. This fund was created to support program enhancement by offering more courses in French in order to encourage students to continue their university education in French. It also supports the completion of programs that are not offered entirely in French and promotes French-language postsecondary education as a valuable pathway (access strategy). Additionally, this fund promotes ways to improve recruitment and retention of French-language graduates into French-language postsecondary education.

As of 2006-07, the $4.7 million in French-Language Targeted Quality Funding is an ongoing base addition to the Bilingualism Grant.

1.3.7.5. Differentiation Grants

In 1981-82, a new category of operating fund grants was introduced: differentiation grants. In prior years, the Ontario Council on University Affairs had repeatedly stated its belief that there was a need for system-wide rationalization. This, it was felt, should be achieved primarily through institutional role differentiation. The Council believed that each institution must identify its existing strengths as a basis for planning and development, and channel its initiatives in relation to those strengths. The Council considered that differentiation grants were appropriate when an institution accepted a clearly differentiated role, demonstrated its intention to pursue its strengths efficiently and effectively, and required special funding to do so. The renewal or continuation of such a grant depends entirely on the progress the institution makes towards attaining its goals over the period for which the grant is awarded.[18] In 1987-88, the principle of a continuing differentiation grant was established. This new phase in the differentiation grant is geared towards maintaining a previously established differentiated role.[19]

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[17] Letter from the Honourable Richard Allen, Minister of Colleges and Universities, to Ms Dyane Adam, Chair, Advisory Committee on Francophone Affairs.

Trent University was the first recipient of a differentiation grant. In the course of its development, Trent has chosen to differentiate itself from the other institutions in the Ontario university system and has a particular role to play as the only institution in the province engaged almost entirely in undergraduate Arts and Science instruction.

In 1988-89, the Ontario Council on University Affairs initiated a thorough review to identify and estimate the incremental costs of Trent's differentiation. The findings are documented in Advisory Memorandum 89-IV. As a result of the findings, it was recommended in Advisory Memorandum 89-III that the level of the differentiation grant should be increased or decreased annually by the percentage increase or decrease in basic funding. However, since Trent’s differentiation grant was flat-lined beginning in 1999-00, this grant was increased by $1 million to $2.359 million, effective 2006-07. Since 1996-97 Trent’s differentiation grant has been flat-lined.

In 1998-99, Nipissing University became the second university to be awarded a differentiation grant. Nipissing’s grant, similar to Trent’s, was given to support Nipissing’s differentiated role as a primarily undergraduate university.[20]

In 2007-08, OCAD began receiving a differentiation grant to support its role of focusing on fine arts programs.

The differentiation grants awarded since 1981-82 are detailed in Appendix 2.10.

1.3.7.6. Extraordinary Grant to Algoma

In Advisory Memorandum 88-VIII, the Ontario Council on University Affairs responded to the Minister's May 27, 1987 request for advice regarding the appropriateness of Algoma College's mission, range of programs and course offerings, and also Algoma's capital and operating support requirements. Upon acceptance of Council's advice, the Minister awarded Algoma College an extraordinary operating grant for the first time in 1989-90, subject to the conditions noted in the advisory memorandum. Follow-up cost studies and reviews were carried out by OCUA to determine/recommend annual allocations.[21] The level of funding allocated each year is shown in Appendix 2.11.

In the 2002 Budget, in recognition of the unique role of northern institutions, a 50 percent increase in Northern Grants was announced. Starting in 2002-03, the Ministry increased the Extraordinary Grant to Algoma by 50 percent to $899,810. In 2004-05 a residual amount of $11,394 from the 2002-03 increase was split between Algoma and Hearst and a retroactive payment of $6,836 was made for 2003-04. As a result, Algoma’s extraordinary grant is $906,746 on an annual ongoing basis.

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[18] The Ontario Council on University Affairs, in Advisory Memorandum 80-VI, "The Allocation of the Government's Operating Support for the University System in 1981-82".

[19] The Ontario Council on University Affairs in Advisory Memorandum 87-I, "The Allocation of the Government's Operating Support for the University System in 1987-88".

[20] Advisement Letter from B. James Mackay, Director Universities Branch dated March 30, 1999 to Executive Heads.

[21] The Ontario Council on University Affairs in Advisory Memorandum 90-VII, "Extraordinary Grant for Algoma College 1990-91" and Advisory Memorandum 92-XI, "The Allocation of the Government's Operating Support for the University System in 1993-94". The annual change in funding level has been tied to the annual adjustment (increase or decrease) to the basic operating grant envelope.

1.3.7.7. Extraordinary Grant to Hearst

In 2000-01, Hearst was provided with a one-time special grant of $400,000 from the Official Languages in Education Program (OLE) envelope, of which $200,000 was provided by the federal government. The grant was provided to help Hearst deal with its financial situation.

In 2001-02, the government made a commitment to provide Hearst with an extraordinary grant in the amount of $400,000 annually to help them deal with their projected deficit.
In the 2002 Budget, in recognition of the unique role of northern institutions, a 50 percent increase in Northern Ontario Grants was announced. The Ministry increased the Extraordinary Grant to Hearst by 50 percent to $600,000 starting in 2002-03.

The level of funding allocated each year is shown in Appendix 2.11.

1.3.8. Research Overheads/Infrastructure Envelope (ROIE)

During the discussions which took place in 1985-86 surrounding the modification of the university operating grants formula, concern was expressed about the level of funding provided for the overhead costs of sponsored research through the existing formula grant mechanism. It was pointed out that sponsored research activity and direct funding had increased significantly in recent years. The support of the indirect or overhead costs of this research through operating grants had not kept pace. This had a particularly negative impact on the research infrastructure and other areas of university operations at institutions heavily involved in resource-intensive research.[22]

In 1986-87, under the auspices of the University Excellence Fund program, a total of $15 million was allocated to enhance the research resources of the universities. This money was targeted to assisting with the acquisition of research equipment, specialized experimental facilities and highly skilled technical and professional support staff.

The research overheads/infrastructure envelope provides continuing assistance in the funding of research overheads. The bulk of funding for research infrastructure and overheads continues to be provided through the basic grants envelope. The additional envelope must be considered a marginal funding source for research activity. As such, it should be responsive to changes in the level of sponsored research activity at each university and should reflect the relative levels of costs incurred at each institution.

Since 1987-88, the research overheads/infrastructure grants were allocated on the basis of each institution's proportion of peer-adjudicated sponsored research funding awarded to Ontario universities by the federal government's three granting agencies: the Social Sciences and Humanities Research Council (SSHRC); the Natural Sciences and Engineering Research Council (NSERC); and the Canadian Institute for Health Research (CIHR, formerly Medical Research Council).

A review of the appropriate long-term mechanism for supporting overhead and infrastructure costs of sponsored research was undertaken by the Ontario Council on University Affairs in 1988[23]. The Council recommended [24] that the allocation be made in future years on a similar basis to that made in 1987-88. Therefore, the distribution is made on the basis of a three-year moving average, and the total available grants are adjusted annually by the same percentage change as the basic operating grants.

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[22] The Ontario Council on University Affairs, in Advisory Memorandum 86-VII, "Modification of the Operating Grants Formula".

[23] The Ontario Council on University Affairs, in Advisory Memorandum 87-I, "The Allocation of the Government's Operating Support for the University System in 1987-88".

[24] The Ontario Council on University Affairs, in Advisory Memorandum 87-XV, "Research Overheads/Infrastructure Funding Envelope Allocative Mechanism".

To ensure that possible delays in obtaining research funding data from the federal granting councils do not postpone the allocative advice, Council recommended in Advisory Memorandum 91-XII that the allocation formula for distributing the ROIE funds be modified so that the years included in the three-year moving average are slipped two years instead of one. The Minister agreed and the revision became effective commencing the 1992-93 funding year. Research overheads/infrastructure funding provided since 1986-87 is shown in Appendix 2.12.

Since 2000-01, the Ministry has provided annual funding of $27.75 million for the research overheads/infrastructure envelope.

1.3.9. Special Purpose Grants

A number of operating grant payments are made to Ontario universities and related institutions which are targeted to system needs and Ministry priorities. Examples of programs for which special purpose grants are provided include:

- Aboriginal Education and Training Strategy (which supports programs and services for Aboriginal people);
- Francophone Programs (which assist, for example, with the start-up costs of the French as a Minority Language program and Ontario-Quebec faculty and student exchanges); and

Special Purpose Grants provided since 1995-96 are shown in Appendix 2.13.

1.3.10. Institution-Specific Envelopes

A number of operating grant payments are made to specific Ontario universities or related institutions which are intended to fund a specific purpose or need.

Total Institution Specific Grants provided since 1995-96 are shown in Appendix 2.13.

1.3.11. Learning Disabilities Initiatives

In the 1997 Budget, the Minister of Finance announced that the government would provide $30 million over five years, to establish the Learning Opportunities Task Force (LOTF) and to support the Task Force recommended pilot projects. The Task Force was established to provide advice to the Minister on the design and implementation of pilot projects that assist students with learning disabilities to make the transition from secondary school to college or university.

The Task Force established and evaluated eight pilot projects at ten institutions over five years from 1998 to summer 2003. In February 2002, the government responded to the Task Force's interim recommendations by announcing that up to $5 million in base funding would be available through the Enhanced Services Fund (ESF), to support learning strategists (LSs) and assistive technologists (ATs) at all publicly-funded colleges and universities.

In 2003-04 and as announced in the April 2003 Budget, the government committed funding to implement the following in response to the Task Force's final report:

- continuation of the Enhanced Services Fund;
- the establishment of two Regional Assessment and Resources Centres;
- 25 percent increase over 2002-03 funding levels for the Accessibility Fund for Students with Disabilities; and, other programs which may be introduced from time to time.

Funding provided since 1998-99 under the Learning Opportunities Task Force initiatives is shown in Appendix 2.14.

1.3.12. Partnership Grants

1.3.12.1. Access to Opportunities Program (ATOP)

In the 1998 Budget, the Minister of Finance announced the establishment of a fund for increasing enrolment in computer science and high-demand engineering programs at universities and colleges. On May 29, 1998, the Ministry of Training, Colleges and Universities announced the initial design of the program. Detailed guidelines were released in October 1998, and universities submitted applications under the program on November 16, 1998.

The objective of the ATOP program was to double entry-level domestic student enrolment over 1995-96 levels in undergraduate degree programs in high-demand engineering disciplines and/or computer science, by the end of 2000-01. At the graduate level, the approvals were to support an increase of up to 50 percent of 1997-98 total enrolment in core ATOP disciplines. Growth was to be achieved in existing core disciplines and in approved new core and non-core programs as outlined in the institution's multi-year plans. It was expected that by program maturity in 2004-05, ATOP would create up to 23,000 additional student spaces in high-demand engineering and/or computer science programs. By 2002-03, this target had been surpassed, with over 25,800 student spaces created in both colleges and universities (over 14,000 for universities).

In March 1999, universities were advised of the first stage of multi-year approval which provided $34.3 million to universities for 1998-99. Universities were provided with one-time start-up funds of up to $102.7 million, along with $62.5 million in on-going operating grants, over the first three years of the program.

For the one-time start-up funding, institutions were required to raise 50 percent of their start-up costs from the private sector. The province then provided one-time funding to match dollar-for-dollar private sector in-kind and/or cash contributions towards eligible one-time start-up costs. The maximum provincial start-up funding per incremental FFTE was:

- $9,800 for high-demand undergraduate engineering;
- $6,800 for undergraduate computer science;
- $9,800 annually, or $3,267 per term, for graduate students;

Universities had until November 30, 1999 to secure private sector donations and/or pledges. All donations had to have been received by the end of the institution's fiscal year 2000-01. Each university was required to submit an annual report outlining the revenues and expenditures related to the one-time start-up funding, as part of its annual audited financial statement.

Ongoing operating funds were provided for actual enrolment growth over the average of total undergraduate enrolments in 1995-96, 1996-97 and 1997-98, flowed on a slip year basis. Universities disadvantaged by the use of this three-year average and/or slip year funding are funded on total undergraduate growth over 1997-98 levels and receive in-year funding. For graduate programs, ongoing operating funds are provided for incremental growth over 1997-98 levels, flowed on a slip year basis.

The rates for ongoing operating funding per incremental FTE were:

- $5,000 for high-demand engineering;

- $3,500 for computer science;
- $10,000 annually or $3,333 per term for Masters students;
- $15,000 annually or $5,000 per term for Doctoral students.

Participating institutions were allowed to set their own tuition fees in computer science and engineering programs.

At maturity universities which received in year funding received $53 million in 2004-05. The remaining universities received ATOP slip year funds totaling $35.5 million in 2005-06.

In 2005-06, ATOP funding was included as part of the basic operating funding provided to universities.

Funding provided to universities for the Access to Opportunities Program from 1998-99 to 2005-06 shown in Appendix 2.15.

1.3.12.2. Graduate Scholarships in Science and Technology (OGSST)

Since 1998, Ontario, in partnership with the private sector, has rewarded excellence in graduate studies in science and technology. Under the original design of the program, the Ontario Graduate Scholarships in Science and Technology (OGSST) has awarded seventy-five million dollars to graduate students over a ten year period beginning in 1998-99 and ending in 2007-08. This program is in addition to and distinct from the Ontario Graduate Scholarship (OGS) program.

On August 4, 2006, the Ministry informed eligible institutions that the OGSST program was extended by one year, to 2008-09. The Government has decided to extend the OGSST program for an additional year to 2009-10, an additional investment of $5.01 million. Universities are expected to raise $2.5 million, from the private sector in 2009-10 towards the cost of scholarships provided to graduate students.

The scholarship value will be to a maximum of $15,000 annually, or $5,000 per term. Consistent with the 2:1 ratio of government funding to institutional funding for this program, the Ontario government portion of the award to an individual student will be to a maximum of $10,000 annually, or $3,333 per term. The remaining funds are to be provided by the institution, through fund-raising from the private sector. Individual universities can determine the actual value of the scholarships awarded, up to the maximum per term, based on the number of students they wish to support.

The scholarships are administered centrally within universities, with each university selecting recipient graduate students exhibiting overall academic excellence and research potential and abilities. Detailed program guidelines are distributed annually to universities, outlining eligibility criteria, selection criteria, eligible disciplines, accountability and reporting requirements. Please see Appendix 13 for the 2009-10 OGSST Guidelines.

Allocation of Funds

OGSST funds from the Government are allocated to the universities on a formulaic basis. The allocation mechanism relates directly to the purpose of the program, which is to reward excellence in graduate studies in science and technology. The provincial funds are distributed according to each university's share of eligible[25] full-time domestic graduate enrolments in applied sciences, biological sciences, and physical sciences. To account for changes in enrolment levels among institutions and for the introduction of new graduate programs over the ten year period, the allocation is re-calculated each year, based on a three-year moving average of enrolment, slipped two years.

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[25] Enrolments eligible for provincial funding ("BIU eligible").

A three year average of graduate enrolments (full-time, eligible, domestic enrolment in applied, biological, and physical sciences) is used in determining annual OGSST allocations. For example, in the 2009-10 allocations, the average of 2005-06, 2006-07 and 2007-08 graduate enrolments (full-time, eligible, domestic students in applied, biological and physical sciences) were used as the basis for allocating $5,010,000.

Please see Appendix 2.16 for the Ontario Graduate Scholarships in Science and Technology funding and Appendix 13 for the 2009-10 OGSST Guidelines.

1.3.13. Funding Rolled into the Basic Operating Grant Envelope

This section lists a series of grants which were discontinued prior to 2003-04 and have been rolled into the Basic Operating Grant in earlier years:

1.3.13.1. Enrolment Adjustment/Accessibility Envelope

In 1987-88, this envelope operated as an adjustment for funding anomalies which developed over the latter years of operation of the previous formula as a result of differences in the patterns of enrolment growth among Ontario universities. In 1988-89, this envelope was designated for the recognition of enrolment growth in 1987-88 beyond 1986-87 levels. In 1988-89, this envelope funded additional enrolment growth in 1988-89 over 1987-88 levels, as well as the flow-through of the 1987-88 over 1986-87 growth, and also provided special funding to encourage participation by currently under-represented groups.

Enrolment Adjustment: 1987-88 Grants
In 1987-88, a total of $25 million in enrolment adjustment grants was allocated in the following manner:

$12.5 million was allocated according to each institution's proportion of weighted growth BIUs. Growth BIUs were defined as the gap between an institution’s undiscounted and discounted BIUs and were calculated by subtracting each institution's 1986-87 funding BIUs (i.e., discounted BIUs) from the average of its 1983-84, 1984-85, and 1985-86 BIUs (i.e., undiscounted BIUs). Each institution's growth BIUs were weighted according to the proportion of its growth BIUs to its undiscounted BIUs (the three-year average indicated above).

$12.5 million was allocated according to each institution's proportion of the university system's unweighted growth BIUs.

For 1988-89, the grant amounts so generated were included in each institution's base grants and base BOI, for the purposes of calculating subsequent base grant entitlements.

Accessibility Envelope: 1988-89 Grants

The accessibility envelope recognized incremental enrolment growth in 1987-88 by funding, in 1988-89, the positive difference between each institution's 1987-88 and 1986-87 BIUs (at a rate equal to the 1988-89 base BOI per base BIU), less the positive difference in formula fees between the same two years.

Accessibility Envelope: 1989-90 Grants

To address the government's commitment to fully fund the incremental growth identified in 1987-88 in future years, in 1989-90 the positive difference between each institution's 1987-88 BIUs and its 1986-87 BIUs was funded at a rate equal to the 1989-90 base BOI per base BIU, less the associated incremental formula fees.

The government agreed to fund the positive difference between an institution's 1988-89 BIUs and its 1987-88 BIUs, at a rate determined by the total of the positive increases in BIUs between 1987-88 and 1988-89, to a maximum rate not more than the 1989-90 base BOI per base BIU less the associated incremental formula fees.

Total funding under the accessibility envelope in 1989-90 amounted to $88 million. Approximately $37.4 million was allocated to fund the flow-through of 1987-88 growth. A further $4 million was reserved to promote access for disabled persons and the remaining balance of approximately $46.6 million was allocated to fund the enrolment growth between 1987-88 and 1988-89.

Accessibility Envelope: 1990-91 Grants

In 1990-91, phasing down of the funding provided within the accessibility envelope commenced, with accessibility funds being transferred via the temporary "transition grants envelope" to the basic grants envelope (see Appendix 2.1). In 1990-91, universities received 70 percent of the funding related to enrolment growth in 1987 over 1986 levels, and 85 percent of the funding related to enrolment growth in 1988 over 1987 levels. The funds thus freed up were used to fund recent enrolment growth within the transition grants envelope.

Accessibility Envelope: 1991-92 Grants

In 1991-92, universities received 40 percent of the funding related to enrolment growth in 1987 over 1986 levels, and 70 percent of the funding related to enrolment growth in 1988 over 1987 levels. The funds thus freed up were incorporated into the transition grants envelope to fund recent enrolment growth up to the new corridor mid-points.

Accessibility Envelope: 1992-93 Grants

In 1992-93, universities received 40 percent of the funding related to enrolment growth in 1988 over 1987 levels. The balance of the funding originally associated with this envelope was transferred to the transition grants envelope to fund the planned enrolment growth up to the new corridor midpoints.

1.3.13.2. Transition Grants Envelope

This envelope funded the movement to new, higher enrolment levels negotiated by the universities with the Ontario Council on University Affairs in 1989. Funds allocated to the envelope were, in part, those freed up from the accessibility envelope as that envelope was phased out, as well as other funds allocated to enrolment growth (see Appendix 2.17). Government undertook to add $91.1 million to the university operating allocation over the years 1990-91 through to 1994-95 in order to accommodate new, planned enrolment levels.
Distribution of the funds within this envelope was based on the difference between the current moving-average of weighted enrolment (moving-average BIU counts) which was implemented in 1990-91 and base BIU counts. The moving-average was a five-year average, slipped one year.

BIUs funded under this envelope were capped at the level of the new, negotiated, corridor mid-points, and were net of any BIUs funded under the accessibility envelope. Associated standard (formula) fees were taken into account in the grant calculations.

In 1996-97, funding allocated under the transition envelope was integrated with the basic grants envelope.

1.3.13.3. Program Adjustment Envelope

The government's allocation for university operating support announced in November 1986[26] included provision for funds to assist in meeting the costs associated with program closure, program start-up in areas of critical need, moving capacity from one institution to another or initiating co-operative efforts or joint programs in order to facilitate desired program adjustments--the overall objective being to enhance quality and to encourage rationalization and differentiation.

The program adjustment envelope began in 1987-88, as a pro-rata distribution of $7 million. From 1988-89 onwards, the program operated on a quasi-competitive basis, with institutions submitting project proposals to OCUA for assessment and recommendation to the Minister.

Two competitions were held. The first resulted in the allocation of funds in 1988-89 and in 1989-90, the second in the allocation of funds in 1990-91 and 1991-92.

When the results of the second competition were assessed, concern was expressed[27] that the projects submitted, while meeting the minimum criteria for the envelope, did not accomplish the true objectives of the program, principal among them the initiation of significant change. A constraint of $2.3 million was imposed on the program adjustment envelope for 1991-92. This, coupled with the concerns expressed about the significance of the proposed projects, resulted in a reduced number of projects being funded. Complete funding for the approved projects was flowed to the institutions in 1990-91 and 1991-92, leaving no carry-over commitments for subsequent years.

On October 11, 1991 the Minister announced [28] that the program adjustment envelope would wind down at the end of the 1991-92 fiscal year, and the funds freed up from the termination of the program would be added to the basic grants envelope.

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[26] Letter from the Honourable Gregory Sorbara, Minister of Colleges and Universities to Mrs. Marnie Paikin, Chairman, Ontario Council on University Affairs, November 3, 1986, announcing operating support for 1987-88.

[27] Letters of March 25 and April 30, 1991 from the Honourable Richard Allen, Minister of Colleges and Universities to Dr. H. V. Nelles, Chair, Ontario Council on University Affairs.

[28] Letter from the Honourable Richard Allen, Minister of Colleges and Universities to Dr. H. V. Nelles, Chair, Ontario Council on University Affairs.

1.3.13.4. Library Enhancement and Student Equipment Fund

Funds originally allocated in 1986-87, and an additional amount allocated in 1990-91, specifically targeted towards the purchase of modern equipment and enhancement of library materials, have been rolled into the basic grants envelope.

1.3.13.5. Pay Equity Assistance

The Ministry of Training, Colleges and Universities provided Pay Equity Assistance to postsecondary institutions since 1991-92, to support the implementation of the Pay Equity Act of January 1, 1988. The Pay Equity Act aimed to eliminate wage gaps created by the undervaluing of women's jobs compared to men's jobs. Institutions were required to post their pay equity plans and begin making salary adjustments commencing January 1990.

The targeted funding in the postsecondary sector applied to job and/or proportional value pay equity plans.

Generally, the Ministry surveyed universities to determine their actual pay equity costs for the previous calendar year. Pay equity allocations were paid to institutions at government support rates. However, there was no pay equity survey for the 1997-98 calendar years. The Pay Equity allocation for 1998-99 and 1999-2000 was based on survey costs for the 1996 calendar year, and institutions received exactly the same allocations in 1998-99 and 1999-2000 as they did in 1997-98. See Appendix 2.18 for historical Pay Equity funding amounts.

Beginning in 2001-02, Pay Equity was included in Basic Operating Income and each institution received their fixed share of the Pay Equity allocation.

1.3.13.6. Fair Funding For Universities Grant

In the budget of May 1998, the government announced that an additional $29 million would be allocated to universities to reduce the variations in funding per student which had developed over the years. Funding was allocated based on the corridor midpoints used for the 1998-99 funding year. An estimate of discretionary fee revenue was added to the income from standard (formula) fees and basic grants for 1998-99, and the fair funding grants was calculated based on the difference in revenue per corridor midpoint BIU from $5,704 multiplied by the number of units in each institution's corridor midpoint count.

The additional funding was phased in over three years, $10 million in 1998-99, $20 million in 1999-00 and $29 million in 2000-01 (see Appendix 2.19). Grant recipients were required to provide a five year plan to hire new faculty and to provide professional development to existing faculty, with a view of enhancing the quality of undergraduate education.

The Fair Funding for Universities Grant was rolled into the Basic Operating Grant in 2001-02.

2. ELIGIBLE INSTITUTIONS

2.1. PROVINCIALLY ASSISTED INSTITUTIONS

The following university level institutions are eligible to claim support for various grants as outlined in this manual, subject to any limitations that may be imposed by the Minister as a condition for eligibility for each grant. Eligible enrolment in the federated or affiliated colleges listed in Section 2.2 may be claimed by the institutions below:

Algoma University
Brock University
Carleton University
College of the Dominican or Friar Preachers of Ottawa (Collége Dominicain)
University of Guelph
Lakehead University
Laurentian University
Le Collège de Hearst
McMaster University
Northern Ontario School of Medicine
Nipissing University
Ontario College of Art & Design
University of Ontario Institute of Technology
University of Ottawa
Queen's University
Ryerson University
University of Toronto
Trent University
University of Waterloo
The University of Western Ontario
Wilfrid Laurier University
University of Windsor
York University

New Institutions

Algoma University: On June 18, 2008, the Algoma University Act came into force establishing Algoma University as an independent, degree granting institution. Currently, Algoma University has the authority to offer undergraduate degrees in the programs it formerly offered in affiliation with Laurentian University. Additional degree granting authority may come into effect at a later date to be determined by government.

Northern Ontario School of Medicine (NOSM): The Northern Ontario School of Medicine (NOSM) opened its doors to the first 56 undergraduate students in September 2005, 36 students at the Laurentian University NOSM campus, and 24 students at the Lakehead University NOSM campus. At undergraduate maturity in 2008-09, there are 224 students total enrolled at NOSM (i.e. 56 students per year, for four years of undergraduate studies). The new medical school will ensure that medical students can study and live in Northern Ontario while learning first-hand about the unique health care needs of the region, and help ease physician shortages in Northern and rural communities.

In 2010-11, NOSM will expand by 8 new first year spaces as part of the 100 Medical Spaces Expansion, announced May 21, 2009 (see section 1.3.6.3).

University of Ontario Institute of Technology (UOIT): In the April 29, 2001 Throne Speech, the Government outlined its intention to establish a new postsecondary institution. Subsequently, the University of Ontario Institute of Technology (UOIT) was created through an act of the Legislative Assembly of Ontario on June 27, 2002. UOIT was funded through a specific grant in 2001-02, 2002-03 and 2003-04. This arrangement continued from 2004-05 to 2006-07. Starting from 2007-08, UOIT's specific grant was included in the Basic Grants Envelope without affecting other institutions' share of the total basic grant. UOIT's share of basic grant will continue to be based on its in-year actual enrolment until undergraduate steady-state enrolment level is achieved. Funding for UOIT's graduate enrolment is provided by the graduate accessibility envelope from 2006-07 onwards.

Nipissing University: In 1992, the Nipissing University Act, 1992 came into force establishing Nipissing University with a special mission to be a teaching-oriented institution that offers programs in education, liberal arts and science programs that specifically address the needs of northern Ontario. Prior to that, Nipissing had been an affiliate of Laurentian University. In 2001, its legislation was amended allowing Nipissing to grant any and all degrees.

Ontario College of Art & Design (OCAD): In 2002, OCAD's legislation amending its legislation came into force giving the college limited degree-granting authority. In addition to offering a diploma of Associate of the Ontario College of Art & Design, OCAD was granted the authority to offer: Bachelor of Fine Arts, Bachelor of Design, Master of Arts, Master of Fine Arts and Master of Design.

College of the Dominican or Friar Preachers of Ottawa: Dominican College became eligible for 50 percent provincial support commencing in September 1973. Any program introduced after September 1, 1967 must have met, or must meet, the same requirements for program approval as they apply to the provincially assisted institutions as set out in Section 3.1.

2.2. CHURCH-RELATED AND FEDERATED OR AFFILIATED INSTITUTIONS

Institutions listed in Section 2.1 may claim full operating support[29] for eligible enrolment in eligible programs in the following church-related institutions [30] which are federated or affiliated with them, subject to the criteria detailed below.

Assumption University	(University of Windsor)
Brescia University College	(The University of Western Ontario)
Canterbury College	(University of Windsor)
Concordia Lutheran Seminary	(Brock University)
Conrad Grebel University College	(University of Waterloo)
Huntington University	(Laurentian University)
Huron College	(The University of Western Ontario)
Iona College	(University of Windsor)
King's University College	(The University of Western Ontario)
Knox College	(University of Toronto)
McMaster Divinity College	(McMaster University)
Pontifical Institute of Medieval Studies	(University of Toronto)
Queen's Theological College	(Queen's University)
Regis College	(University of Toronto)
Renison University College	(University of Waterloo)

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[29] Church related and federated or affiliated institutions listed in Section 2.2 and Dominican College are not eligible to apply for direct capital funding from the province.

[30] Federated/affiliated institutions are shown with corresponding provincially assisted universities in brackets.

St. Augustine's Seminary[31]	(University of Toronto)
St. Jerome's University	(University of Waterloo)
St. Michael's College	(University of Toronto)
St. Paul University	(University of Ottawa)
St. Paul's United College	(University of Waterloo)
St. Peter's Seminary	(The University of Western Ontario)
University of Sudbury	(Laurentian University)
Thorneloe University	(Laurentian University)
Trinity College	(University of Toronto)
Victoria University	(University of Toronto)
Waterloo Lutheran Seminary	(Wilfrid Laurier University)
Wycliffe College	(University of Toronto)

2.2.1. Conditions for Funding Eligibility: Students

The conditions for eligibility for full support for enrolment in institutions listed in section 2 are:

a) that any student for whom operating eligibility is claimed be registered at one of the provincially assisted universities named in section 2.1 and the degree awarded be that of the provincially assisted university; and

b) that the standards of admission, curriculum, graduation, etc. be established and regulated by the appropriate academic bodies of the provincially assisted university.

2.2.2. Conditions for Funding Eligibility: Non-Theological Programs

Only those non-theological programs in existence at the federated and affiliated colleges when the 100 percent support policy was introduced on September 1, 1974 become automatically eligible. All other non-theological programs must have met, or must meet, the same requirements for program approval as those which apply to the provincially assisted institutions as set out in Section 3.1.

2.2.3. Conditions for Funding Eligibility: Theological Programs

Only those theological programs in existence on September 1, 1967 became automatically eligible for 100 percent support on April 1, 1976. Any program introduced after September 1, 1967 must have met, or must meet, the same requirements for program approval as those which apply to the provincially assisted institutions as set out in Section 3.1.

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[31] St. Augustine Seminary terminated its initial affiliation agreement with the University of Toronto on July 1, 1988. Thus the University of Toronto did not include enrolment associated with the seminary in its 1988-89 eligible enrolment reports. All enrolment associated with the seminary was removed from the University of Toronto totals, effective for funding in 1989-90 (Enrolment based portions of 1989-90 funding are based on enrolment in the years up to and including 1988-89.) A new affiliation agreement was signed in July 1989 and funding was re-instated for 1990-91, at which time eligible enrolment was re-introduced to the University of Toronto totals.

3. ELIGIBLE PROGRAMS

3.1. PROGRAM APPROVAL POLICY

3.1.1. Historical Record

3.1.1.1. Undergraduate Programs: 1974 to November 1, 1981

With the approval of their senates, institutions were free to establish new undergraduate programs and have them funded automatically. Only undergraduate programs of the following types required Ministry approval:

- new professional programs,
- new health sciences programs,
- new Ryerson and Ontario College of Art programs,
- new programs requiring extra formula support,
- new programs not included in existing weight categories for which a formula weight above 1.0 was required.

3.1.1.2. Undergraduate Programs: November 2, 1981 to December 15, 1982

On November 2, 1981, the Minister announced a freeze on all new undergraduate programs under which:

1) universities were asked to introduce no new undergraduate programs without prior consultation with the Ontario Council on University Affairs (OCUA);
2) universities could report enrolment in a new program for formula grant purposes only if the new program had received:
    a) OCUA's recommendation to the Minister for funding; and
    b) the Minister's funding approval.

The freeze applied to any undergraduate program offered by a university after November 1, 1981, which in content, format, or mode of presentation differed significantly from any of the programs previously offered by that university in which students were enrolled. Wherever clarification was required on the application of this general definition to particular cases, it was the university's responsibility to obtain it from OCUA.

Enrolment in new programs not approved for funding was to be reported as ineligible for formula grants. These freeze requirements terminated in December, 1982.

3.1.1.3. Undergraduate Programs: December 16, 1982 to November 7, 1996

In 1982, a new process was created for the review of new undergraduate programs. New programs in basic and “core” Arts and Science disciplines could be reported as eligible for grant purposes without having to obtain specific ministerial approval, while new professional, quasi-professional and special undergraduate programs were required to undergo review by OCUA and receive minister’s approval in order to be counted as eligible for funding purposes. On May 29, 1996, in response to the Woods Task Force Recommendations on Agencies, Boards and Commissions, the Minister announced OCUA and the Academic Advisory Committee (AAC) would be disbanded as of August 31, 1996. OCUA’s and AAC’s responsibilities with regard to academic program approvals were to be assumed by the Ministry.

3.1.2. Current Policy: Undergraduate Programs

On November 8, 1996 the Ministry announced an interim policy of self-administered regulation for 1996-97 to apply to both undergraduate and graduate programs (see Appendix 3).

Effective 2002-03, the Ministry adapted the program approval cycle to increase flexibility for institutions. Submissions were accepted twice a year, in April and November. This was modified in 2006-07, when submissions began to be accepted four times per year. Through a memo, institutions are informed of submission dates each summer for the upcoming year.

As part of the program approval process, institutions are required to include proposed tuition fees for each program submitted for approval, including examples of comparator programs used to set the tuition fee level.

3.1.2.1. Basic "Core" Arts and Science Programs

New programs in basic "core" Arts and Science disciplines may be reported as eligible for grant purposes without having to obtain specific ministerial approval, except where such a new program:

a) does not have a formula weight already assigned and a weight greater than 1.0 is sought; or

b) will require extra operating support; or

c) cannot be accommodated within existing available university facilities.

Programs in basic "core" Arts and Sciences disciplines are:

Biological Sciences (including Biotechnology)
English Language and Literature
French Language and Literature
General Arts and Science
Humanities (including ancient and classical languages)
Mathematical Sciences and Computer Studies
Physical Sciences
Social Sciences (including Women's Studies)
Theology

New “core” Arts and Science programs should be reported to the Ministry of Training, Colleges and Universities in the Program Developments Report (see Appendix 3) requested each spring.

3.1.2.2. All Other New Undergraduate Programs

All other new university programs at the undergraduate level (i.e., all programs outside the category defined as basic "core" Arts and Science) may be reported as eligible for operating grants only after review and approval by the Minister.

Further guidance regarding the Ministry’s program approval procedures and review criteria can be found in Appendix 3.

3.1.2.3. Graduate Programs

Concern with the proliferation of new graduate programs led the government to impose an embargo on new graduate program developments in 1970, followed by a suspension of the formula for graduate program funding in 1976.

In 1978, a program approvals process administered by the Ontario Council on University Affairs, including evaluative criteria, was established to advise the Ministry on the funding of new graduate programs. The Academic Advisory Committee (AAC) was later established in 1981 to apply the criteria and provide independent academic advice to OCUA regarding program submissions. New graduate programs could be reported as eligible for operating grant funding only after successful quality appraisal by the Ontario Council on Graduate Studies; review and recommendation by the OCUA; and approval for funding eligibility by the Minister.

On May 29, 1996, in response to the Woods Task Force Recommendations on Agencies, Boards and Commissions, the Minister announced OCUA and AAC would be disbanded as of August 31, 1996. OCUA's and AAC's responsibilities with regard to academic program approvals were to be assumed by the Ministry.

3.1.3. Current Policy: Graduate Programs

On November 8, 1996 the Ministry announced an interim policy of self-administered regulation for 1996-97 to apply to both undergraduate and graduate programs (see Appendix 3).

3.1.3.1. New Graduate Programs

New graduate programs may be reported as eligible for operating grants only after (a) successful quality appraisal by the Ontario Council on Graduate Studies (OCGS) and (b) review and approval for funding eligibility by the Minister.

3.1.3.2. Existing Graduate Programs

Existing graduate programs (i.e., those which already have been approved by the Minister for funding eligibility) must maintain an acceptable level of quality, as defined and appraised by the Ontario Council on Graduate Studies (OCGS), in order to continue to be eligible for operating grants. Graduate programs are currently subject to periodic appraisal on a seven-year cycle. Any program that is considered by OCGS to have fallen below an acceptable level of quality, or that has been withdrawn from appraisal, must be reported by OCGS to the Ministry of Training, Colleges and Universities which must, in turn, consider whether the program be withdrawn from funding eligibility.

Further guidance regarding the Ministry's program approval procedures and review criteria can be found in Appendix 3.

3.1.4. Closed, Merged, Rationalized/Restructured Programs

All closed, merged, and rationalized/restructured programs in the upcoming academic year are to be reported to the Ministry of Training, Colleges and Universities in the Program Developments Report (see Appendix 3) requested each spring.

3.1.5. Full-Cost Recovery Programs

Completely new programs[32] that are to be operated solely on a full-cost recovery basis are not subject to Ministry program approval procedures. However, the Ministry does wish to be kept informed of these program developments and the enrolments associated with them. Students in full-cost recovery programs should be reported to the Ministry as ineligible for funding on the required enrolment reports. The programs should be reported in the institution's annual Program Developments Report (see Appendix 3) each Spring.

Any new initiatives whereby students are enrolled on a full-cost recovery basis within regular, publicly-supported programs must be approved by the Ministry in advance of start up. Also, any initiative to convert an existing publicly supported program to full-cost recovery must be approved by the Ministry in advance. No university may simply declare a student who is enrolled in a regular, publicly-supported program ineligible to generate operating formula support. [33]

Normally, full-cost recovery sections within a publicly-supported program will not be considered for approval unless they are similar to existing programs such as the one provided to supernumerary post-graduate medical trainees who are sponsored by foreign governments.

3.1.6. Additional Cost Recovery Programs

From 1998-99[34] to 2003-04, universities had the discretion to set additional cost recovery fees for the following programs:

1. graduate programs;
2. undergraduate programs in Business/Commerce (second-entry programs only), Dentistry, Law, Medicine, Optometry, Pharmacy, and Veterinary Medicine; and,
3. undergraduate engineering and/or computer science under the Access to Opportunities Program, following Ministerial approval by outlining the university's plan to double the number of entry-level spaces in computer science and/or high-demand fields of engineering by September 2000, with the expectation that there would be a doubling of total enrolment in these programs by program maturity in 2004-05.

Additional cost recovery programs were subject to the same program approval requirement as regular programs (both at the undergraduate and graduate levels).

In 2004-05 and 2005-06 a tuition fee freeze took effect, and as a result no new additional cost recovery fees were introduced over this period.

In April 2006, a Tuition Framework was introduced for 2006-07 to 2009-10 that regulates maximum tuition fee increases in all publicly funded programs, including the above-listed types of programs.

Refer to Section 5.1.2.1 for more historical information on Cost Recovery Fees.

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[32] Simply mounting a version of a program "off site" does not in itself constitute a new program for cost-recovery purposes.

[33] International students enrolled in regular, publicly-supported programs may be declared ineligible under the international student tuition fee deregulation policy (see Section 5.1.3).

[33] Letter dated May 6, 1998 from David Trick, Assistant Deputy Minister Postsecondary Division, University Tuition Fee Guidelines, Effective 1998-99.

3.1.7. College- University Collaborative Programs

College-university collaborative programs may be reported as eligible for university operating grants, only after review and approval by the Minister. Universities must comply with the Program Approvals Process as outlined in Appendix 3.

3.1.8. Comparator Information on Tuition Fees per Program

Institutions must indicate in their program approvals submission to the Ministry the proposed fee rate for any new program. As per the tuition fee guidelines, institutions may set the tuition fee for new programs up to a level commensurate with the tuition charged for comparable university programs in Ontario. Fees should not exceed the maximum fee rates charged by other comparable Ontario university programs. Institutions should provide information on the comparator programs used to set the tuition fee level. Comparability is based on factors such as course and program design, credential outcome and assigned BIU weight.

The Ministry will review the appropriateness of the comparator programs chosen to set the tuition fee rate and has the final authority on all decisions of comparability. This information should be submitted in the Program Approval Summary form (Attachment 5 of the program approval submission package outlined in Appendix 3).

3.2. CATEGORIZATION AND WEIGHTING

3.2.1. General

One full-time undergraduate student enrolled for two terms of general degree work offered in a liberal arts program generates one basic income unit. Work in honours, professional and graduate programs is related on a rough cost basis to this basic core.

The categorization scheme does not pretend to reflect precisely the relative costs or the relative importance of each program at each university. There is no intention that the relationship in the categorization table should be reflected in detail in the spending of any university. The formula weights do not necessarily reflect differences in costs among various subjects within a given program or among program years. The formula for which the weights were initially devised was designed merely to produce a reasonably equitable overall distribution of basic grants. Use of weighted enrolment, or basic income units, generated by this categorization scheme in various envelopes of the current distribution mechanism reflects the general belief that relative overall program costs continue to be reasonably well defined by the existing categorization scheme.

The calculation of basic income units (BIUs) from full-time equivalents (FTEs) and formula program of study (FORPOS) weights differs slightly at the undergraduate and graduate levels. A full description of the calculation of FTEs is contained in the USER Reporting Guide. The procedure at the undergraduate level involves multiplying a term FTE count (otherwise known as an FFTE or fiscal full-time equivalent) by an annual weight for the undergraduate FORPOS to come up with the BIU count generated by the student for the term in question. At the graduate level, for fall, winter and spring terms, an annual FTE (1.0 for a full-time student, 0.3 for a part-time student) is multiplied by a term weight for the graduate FORPOS to produce the BIU count generated by the student for the particular term. For the summer session, graduate students are considered to be full-time for one half of a term, and therefore count for 0.5 FTE each. At both levels the BIUs for each term in which the student is present are then summed over the fiscal year to produce the BIU count generated for that fiscal year. See Appendix 4 for annual FTEs and BIUs.

3.2.2. Undergraduate: Diploma and First Degree

Category 1 **Annual Weight 1.0**

- Administration (Lakehead)
- Arts, First Year Honours
- Arts, General
- Arts and Science, First Year
- Education 5 Year Arts Concurrent, First Year (Toronto)
- Education 5 Year Arts and Science Concentration, First Year (Toronto)
- Education 5 Year Science Concurrent, First Year (Toronto)
- Environmental Studies/Science, First Year Honours
- Environmental Studies/Science, General
- Journalism, First Year
- Science, First Year Honours
- Science, General
- Social Work, First Year
- Theology
- Translators & Interpreters, First Year (Laurentian)
- Undergraduate diploma programs (other than those specifically listed in other categories or otherwise provided for in the USER Reporting Guide.

Category 2 **Annual Weight 1.5**

- Accounting - Post BA Diploma
- Art-As-Applied-To-Medicine (Toronto)
- Arts, Upper Years Honours (including Master's level "make-up" year)
- Commerce and Business Administration
- Education, Make-Up
- Education 5 Year Physical or Health Education Concentration, First Year (Toronto)
- Engineering & Management, Management Focused Years (McMaster, Ottawa, UOIT)
- Fine and Applied Arts
- Fine and Applied Arts, Diploma (OCAD only)
- Health Administration (Toronto)
- Law (Professional Program)
- Library Science
- Physical & Health Education
- Physical and Occupational Therapy, Diploma & Degree
- Public Administration, Degree (Ryerson)
- Public Administration, Diploma (Laurentian, Ryerson)
- Social Work, Upper Years only
- Translators & Interpreters, Upper Years (Laurentian)

Category 3 **Annual Weight 2.0**

- Agriculture
- Architecture
- Collaborative Nursing
- Education, Elementary and Secondary
- Education 5 Year Music Concurrent (Toronto)
- Education 5 Year Science Concurrent Upper Years (Toronto)
- Engineering
- Engineering & Management, Engineering Focused Years (McMaster, UOIT)
- Environmental Studies/Science, Upper Years Honours
- Food and Household Sciences
- Forestry
- Hotel and Food Administration (Guelph, Ryerson)
- Hygiene and Public Health
- Industrial Design (Carleton)
- Landscape Architecture, Diploma and Degree
- Music, Diploma and Degree
- Nursing
- Pharmacy (Professional Program)
- Public Health Nursing, Diploma
- Science, Upper Years Honours (including Master's level "make-up" year)

Category 4 **Annual Weight 5.0**

- Dentistry
- Medicine M.D. (except years 1 and 2 of McMaster's 3-year program; see Undergraduate Miscellaneous section)
- Veterinary Medicine

3.2.3. Undergraduate: Miscellaneous

Undergraduate programs which do not fall into the previous categories are shown in the following list. For a more complete list of institution-specific programs and the weights assigned to them, refer to the USER Reporting Guide.

	Annual Weight
Arts & Science Combined Program (upper years)	1.75
Dentistry Residents	2.5
Education 5 Year Arts or Phys/Health Conc., Upper Years (Toronto)	1.625
Education 5 Year Arts or Science Conc. (Lakehead)	1.65
Education 5 Year Phys/Health Conc. (Laurentian)	1.6
Engineering and Forestry Technology, Diploma (Lakehead)	1.2
Journalism:	
Honours, Years 2 to 4 and the one-year post-baccalaureate degree (All Year 1 are Category 1, Weight 1)	1.5
Medical Interns and Residents (3 terms)	2.5
Medicine, three years (McMaster)	

Years 1 and 2 only	7.5
(Year 3 is Category 4, Weight 5.0)	
Pharm D (Toronto)	2.25
Science & Management 5 year Program (UOIT)	1.7
OISE/UT Programs	
Certificate in Adult Education	
(qualifying or make-up year)	1.0
Master of Arts	1.5
Master of Education (10 units, without honours)	2.0
Ontario College of Art & Design – General Arts Program:	
1976-77 to 1986-87	1.3
1987-88 to 2002-03	1.35
2003-04 to present	1.5
Optometry (4 years, i.e., excluding pre-optometry)	3.0
Physician Assistant Education Program (McMaster)	3.0
Ryerson - All Programs:	
1974-75 to 1976-77	1.34
1977-78 to 1979-80	1.38
1980-81 to 1986-87	1.36
1987-88 to 1993-94	1.42
(Regular weighting applied commencing 1994-95)	
Teacher Education Program (4-year concurrent)	1.25
Undergraduate programs, excluding Law (York)	
1976-77 to 1978-79 only	1.284
(Regular weighting applied before 1976-77 and after 1978-79.)	
Undifferentiated undergraduate programs in the Faculty of Arts and Science (University of Toronto, Scarborough College and Erindale College):	
1972-73 to 1975-76	1.24
1976-77 to 1977-78	1.279
1978-79 to 1980-81	1.326
1981-82 to 1982-83	1.334
1983-84 to 1985-86	1.37
1986-87 to 1987-88	1.391
1988-89 to 1995-96	1.419
(Fully differentiated reporting commenced 1996-97).	

3.2.4. Graduate Programs[35]

Category 5 **Annualized Weight 2[36], Term Weight 1**

Master's level and First Year Ph.D direct from a baccalaureate.

- Commerce and Business Administration
- Hospital Administration
- Journalism
- Public Administration

Category 6 **Annualized Weight 3, Term Weight 1**

Master's level and First Year Ph.D direct from baccalaureate.

- Criminology
- Education
- Fine and Applied Arts
- Humanities
- Library Science (other than "make-up" year)
- Law
- Mathematics
- Master of Philosophy (M.Phil.)
- Physical and Health Education
- Social Sciences
- All specialist Graduate Diploma Courses
- Graduate programs not elsewhere specified (See Section 3.2.5 (2))

Category 7 **Annual Weight 4, Term Weight 1.333**

Master's level and First Year Ph.D direct from a baccalaureate.

- Agriculture
- Architecture
- Art Conservation
- Child Study
- Dentistry
- Engineering
- Environmental Studies
- Food and Household Science
- Forestry
- Geography

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[35] Annualized weight for graduate programs is based on the term weight multiplied by the number of terms per year in the normal, full-time program.

[36] The Ministry recognizes that some programs in the Category 5 list are run for three terms per year. These programs would be considered Category 6 with an annualized weight of 3.0.

- Hygiene and Public Health
- Medicine
- Music
- Nursing
- Pharmacy
- Physical and Occupational Therapy
- Physiological Optics
- Psychology
- Science (Physical and Biological)
- Social Work
- Urban and Regional Planning
- Veterinary Medicine

Category 8 **Annual Weight 6, Term Weight 2**

All Ph.D (except First Year Ph.D. direct from a baccalaureate).

Theology

For theology graduate programs to be considered for an increase in weight to 1.0 for Master's level and 2.0 for Ph. D level (categories 6 and 8), they must be offered under the jurisdiction of the graduate school of the university, and thereby subject to all of the rules and regulations that this implies, in addition to passing the Ontario Council of Graduate Studies quality appraisal process. [37]

The weight for theology graduate programs which are not able to satisfy the conditions stated, will remain at their current level of 0.5 per term for both the Master's and Ph. D levels.

Graduate: Miscellaneous

Graduate programs which do not fall into the categories defined on page 45 are shown in the following list. For a more complete list of institution-specific programs and the weights assigned to them, refer to the USER Reporting Guide.

	Term Weight
Compressed MBA (Western Ontario)	1.25
Dental Specialty - 3 Years (Toronto)	1.333
Dental Specialty - 4 Years (Toronto)	1.333
Compressed M.Eng. & Public Policy (McMaster)	1.25
Master of Architecture (Toronto)	1.333

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[37] Ontario Council on University Affairs Advisory Memorandum, 91-IX "Review of the Formula Weighting for Theology Programs".

3.2.5. Special Notes

1. Students in the upper years of honours undergraduate work in psychology, geography and mathematics shall be included in Category 3 (annual weight 2.0) because costs of undergraduate work in these subjects appear to be, on the average, similar to costs in honours science. At the master's level, however, mathematics would seem to be more appropriately grouped with the humanities and social sciences, and is therefore included in Category 6 (annual weight 3.0), while psychology and geography, because of laboratory and field work requirements, are again classed with science and engineering in Category 7 (annual weight 4.0).

2. Graduate programs "not elsewhere specified", as shown in Category 6, include all graduate degree and diploma programs not specifically covered in other categories mentioned in the above categories, or in the USER Reporting Guide.

4. ENROLMENT REPORTING REQUIREMENTS

Ontario universities are required to submit a series of enrolment reports to the Ministry of Training, Colleges and Universities annually. Each university must report all students who are registered in courses or programs normally credited to a degree, diploma, or certificate of the university, whether or not those students are eligible to be considered in the determination of the Ontario government's operating grant support. This enrolment information is then processed and stored in the Ministry's USER system. Details on the submission of enrolment reports, including schedules and file layouts, are contained in the USER Reporting Guide.

The Ministry requires an audit of the enrolment data of institutions that are eligible to receive Ontario operating grants. The objective of the audit is to render an audit report in the form prescribed in Appendix 5.

A university must bear the adverse consequences of its own errors in enrolment reporting, but will suffer no grant loss in respect of eligible enrolment under-reported if the situation arose because of an oversight on the part of the Ministry. It is the responsibility of the universities to see that no eligible students are unclaimed. Ministry policy with regard to adjustments is contained in the USER Reporting Guide.

Commencing in 2006-07, the Ministry assumed the role of collecting and summarizing data on degrees awarded at Ontario universities and related institutions. Details on the preparation and submission of this information can be found in the USER Reporting Guide.

4.1. ELIGIBLE STUDENTS

A student is eligible to be counted for operating grants if that student:

a) is enrolled at an eligible institution (see Section 2); and
b) is enrolled in a publicly-supported program (see Section 3); and
c) is enrolled in a program that meets the specific eligibility criteria for undergraduate courses/units of study discussed in Section 4.4 (only applicable to undergraduate students); or
d) meets the eligibility criteria for graduate students discussed in Section 4.5 (only applicable to graduate students)

and falls into any of the categories outlined below:

4.1.1. Citizens

A citizen of Canada within the meaning of the Citizenship Act, or a person registered as an Indian within the meaning of the Indian Act.

4.1.2. Permanent Residents

A permanent resident within the meaning of the Immigration and Refugee Protection Act:

a) a person who has been granted "permanent resident" status and has not had that status revoked; or
b) a person who has been approved “in-principle” for permanent resident status in Canada. Evidence of this is a letter which confirms that Citizenship and Immigration Canada has determined that he/she is eligible for immigration to Canada or meets the eligibility requirements to apply for permanent resident status in Canada. Such letters must be dated prior to the enrolment count date and presented prior to the enrolment report due date. Please see Appendix 5 for examples of accepted letters.

4.1.3. Eligible International Students

The status of all international students who are eligible to be counted for operating grant purposes must be fully documented and valid during the academic period for which they are being counted.[38]

An international student is eligible to be counted for operating grant purposes if that student falls within any of the following categories:

a) A person who is the dependent (see Section 1.1.7 for definition) of a Canadian citizen or permanent resident of Canada.
b) A visitor, and his/her dependents (see Section 1.1.7 for definition), who is authorized to work in Canada having been issued a work permit. The following students are excluded from this category:
    i. A visitor who is a graduate teaching assistant;
    ii. An international student holding a work permit to complete his/her co-op, internship or medical residency employment;
    iii. An international student holding an open work permit for post-graduate work (usually for up to three years of work opportunities upon graduation);
    iv. An international student whose spouse or common-law partner has received a work permit as a result of the international student holding a valid Study Permit;
    v. An international student holding an "Off-Campus Work Permit".
c) A visitor who is admitted to and remaining in Canada with official accreditation from the Canadian Department of Foreign Affairs and International Trade, who has entered Canada, or is in Canada, to carry out her/his official duties as:
    i. a diplomatic or consular officer;
    ii. or as a Canadian government-accredited representative or official of a country other than Canada, of the United Nations or any of its agencies, of any intergovernmental organizations of which Canada is a member;
    iii. or as a dependent (see Section 1.1.7 for definition) or a member of the staff of any such diplomat, consular officer; representative or official accredited to Canada by the Canadian government;
    iv. or a member of a foreign military force or of a civilian component; thereof admitted to Canada under the Visiting Forces Act or any dependents of such personnel.

4.1.4. Protected Persons

A person, and his/her dependents, who:

a) has been determined to be a protected person, including a Convention refugee or a person in need of protection, within the meaning of subsection 95(2) of the Immigration and Refugee Protection Act by the Immigration and Refugee Board (IRB) or the Minister of Citizenship and Immigration Canada. A protected person document issued under section 31(1) of the Immigration and Refugee Protection Act or a "notice of decision" issued by the Minister of Citizenship and Immigration Canada or by the IRB must be presented.
b) is a refugee claimant who applied to the federal government for Convention refugee status prior to January 1, 1989, and can provide documentation from Citizenship and Immigration Canada to that effect.

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[38] Where the status of an eligible international student changes part way through his/her program of study due to circumstances beyond the student's control (e.g., the dependent of a diplomat whose parent is reassigned to another country), the student may be reported as eligible until completion of that program, at which time this grandparenting provision will end. The terms under which such a student is still considered to be in a program are determined at the institutional level.

4.2. INELIGIBLE STUDENTS

No university may simply declare a student who is enrolled in a regular publicly-supported program ineligible to be counted for operating grant purposes without consulting the Ministry. This policy was effective beginning with the 1994 winter term.[39, 40]

Students who are properly determined to be ineligible for operating grant purposes are not subject to the fee regulations described in Section 5, with the exception of ineligible international students who are grand parented under the provisions of the international student fee deregulation which took place in 1996-97. [41]

A student is ineligible to be counted for operating grants purposes if that student falls in any of the categories outlined below:

4.2.1. Student Auditing Courses

A student who is "auditing" a university credit course (possibly registered in the course, but not taking the course for credit standing) is ineligible. To be claimed as eligible, a student must have taken a course for credit standing. Mere registration in a course does not mean eligibility for operating grant purposes.

4.2.2. Full-Cost Recovery Programs

A student who is enrolled on a full-cost recovery basis in a program is ineligible. (See Section 3 for program approval procedures regarding full-cost recovery programs.)

A student, such as a supernumerary post-graduate medical trainee sponsored by a foreign government, who is enrolled on a full-cost recovery basis in a regular, publicly-funded program under a special agreement with a government or corporate sponsor is ineligible. (See Section 3 for program approval procedures regarding full-cost recovery programs).

4.2.3. Ineligible Church-Related Institutions

A student who is enrolled in a church-related institution which does not meet the criteria outlined by the Minister's letter June 26, 1975 concerning affiliation with a provincially assisted degree granting institution is ineligible. [42] (See Section 2.2 for more details).

A student who is enrolled in an affiliated church-related institution in a theological program of study introduced after September 1, 1967, which has not met the requirements for program approval as set out in Section 3.1, or in a theological program that was ineligible under the former federal scheme of grants for universities and colleges is ineligible.

A student who is in an affiliated church-related institution in a non-theological program introduced after September 1, 1974, which has not yet met the requirements for program approval set out in Section 3.1 is ineligible.

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[39] Memorandum of April 21, 1994 from the Honourable Dave Cooke, Minister of Education and Training, to the Executive Heads of the provincially assisted universities and related institutions.

[40] Graduate students who have exceeded the maxima BIU provision are ineligible.

[41] Effective 1996-97, international students enrolled in regular, publicly-supported programs could be declared ineligible under the international student tuition fee deregulation policy that began that year.

[42] Dominican College has special status in this regard. See Section 2.1.1.

4.2.4. Ineligible International Students

An international student who does not fall in any of the categories listed in Section 4.1 is ineligible. An international student studying in Ontario under the terms of a formal exchange agreement may not be claimed as eligible for operating support purposes as per Section 5.3.

4.2.5. Ineligible Students: Miscellaneous

4.2.5.1. Ineligible Undergraduate Students

An ineligible undergraduate student is one who:

a) is enrolled in an undergraduate program of study for which Ministry funding approval is required but has not been obtained;

b) is enrolled in a joint/collaborative program with a college or another university where that student is counted fully by the other institution.

c) is registered in the first year of undergraduate degree program and, on the applicable count date, has not successfully completed the requirements for the Ontario Secondary School Honour Graduation Diploma (SSHGD) or the Ontario Secondary School Diploma with six Ontario Academic Credits (OSSD with 6 OACs) or the Ontario Secondary School Diploma (OSS) with six Grade 12 U or M courses (or a combination of Grade 12 U, M or OAC courses) or the equivalent, with the exception of:
   i. a mature student;
   ii. a student registered in Music at the University of Toronto who has completed the requirements for the Ontario Secondary School Graduation Diploma (SSGD) or the Ontario Secondary School Diploma (OSSD) or the equivalent from other educational jurisdictions and has certain additional qualifications in music;
   iii. a student who is registered in the transitional year program at the University of Toronto or York University who lacks the ordinary entrance qualifications because of economic, social, cultural or ethnic factors; or
   iv. a student who is registered in a collaborative nursing program that has been approved by the Ministry.

4.2.5.2. Ineligible Graduate Students

An ineligible graduate student is one who:

a) is enrolled in a graduate program introduced after Spring, 1971 which has not received approval in writing from the Ministry of Training, Colleges and Universities or for which funding approval has been withdrawn;

b) is enrolled in a program of study that has not been favourably appraised by the Ontario Council on Graduate Studies; (Note that appraisal is mandatory for Ph.D. programs established after January 1, 1969 and Master's programs established after July 1, 1967);

c) for whom the maximum number of BIUs have already been reported (see Section 4.5); or

d) is registered but inactive. (This would include a student working on his/her thesis and not making substantial demands on the resources of the institution.)

e) is enrolled in a joint/collaborative program with a college or another university where that student is counted fully by the other institution.

4.3. PART-TIME STUDIES

Any university claiming support for students not engaged in studies on a full-time basis will be expected to meet the following criteria:

4.3.1. Faculty and Teaching Staff

Instructors of part-time students are full members of the appropriate department and faculty with the full privileges and responsibilities of any regular or part-time faculty member. Appointments to the faculty, terms and conditions of work, including remuneration, should be consistent within the institution irrespective of whether a faculty member is teaching full-time or part-time students. Payment for services rendered should be based upon a regular teaching load, without regard to the time of day at which courses are taught. Overload teaching is not precluded in special circumstances.

4.3.2. Academic Structure

The development of courses of study for part-time students should be handled within the normal university structure under the direction of the senate or appropriate academic governing body. In universities where a college system is operative, it may be deemed appropriate to establish or maintain a special college having specific responsibility for part-time students. In such cases, the college itself, as well as the members of the teaching faculty and students, should have the same relationship to the university, including participation in the governing structure, as would prevail with any other college.

4.3.3. Admissions, Examinations and Academic Regulations

Regulations for part-time students should be built into the overall academic structure in such a way that the requirements for admission, promotion, degrees, etc., applying to part-time students are identical with those for full-time students. Special regulations for mature students, for example, should be university-wide or faculty-wide, without respect to whether a student is proceeding towards a degree on a part-time or full-time basis. While it is recognized that some special academic regulations for part-time students in particular may be required, these and academic regulations of a similar nature not specially for part-time students should be developed and administered by the same bodies and in the same manner.

4.3.4. Scheduling

The university should schedule its classes on an integrated extended day program basis which allows part-time students to enroll in classes offered during either day or evening hours and full-time students to attend classes specifically scheduled for part-time students when practical. The foregoing does not apply to work done through correspondence courses.

4.3.5. Interpretation

Any question with respect to the eligibility of part-time students at university should be submitted in writing to the Director, Postsecondary Finance and Information Management Branch, Ministry of Training, Colleges and Universities.

4.4. REPORTING OF UNDERGRADUATE LEVEL STUDENTS

For purposes of calculating and reporting fiscal FTEs (FFTEs) for undergraduate students, a number of specialized definitions apply:

4.4.1. Definitions

4.4.1.1. Term

A period of studies (including examinations) at a university, of about 15 to 17 weeks in length; or one half an academic year; or a semester; or the equivalent, as determined by a university. The terms are deemed to be: spring term (May - August); fall term (September - December); winter term (January - April). At some institutions, summer sessions and/or intersessions also exist. These sessions are about six weeks in length, and provide the equivalent of a term of study in a limited number of courses. These sessions normally take place between May and September.

4.4.1.2. Academic Year

An academic year consists of a period of studies (including examinations) normally comprising the months of September to April/May inclusive, or the equivalent[43].

4.4.1.3. Normal Full-Time Study Load

The normal full-time study load of an academic year in a program is that which would enable qualified persons whose principal activity is study at a university, to qualify for the university's degree or diploma in a specified normal number of academic years or terms for that program, assuming for purposes of definition, no more than one attempt at any part of those studies.

4.4.1.4. Unit of Study

A course, credit, credit hour or other unit of measurement established by a university to represent one part of the total requirements for completion of a degree or diploma program.

4.4.1.5. Registration Level

The ordinal number of years, terms, semesters, etc. employed by a university to indicate the standing of a student in the various stages or levels of a program (e.g. first year student, second year student, first semester student, etc.).

4.4.1.6. Fiscal Full-Time Equivalent (FFTE)

One FFTE is represented by a student whose study load in the fiscal year is equal to the normal full-time study load for his or her program and level of registration in the academic year.

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[43] However, academic program structures that require co-op or internship periods could span different fiscal years.

4.4.2. Application of Definitions

The great variety of programs leading to degrees and diplomas means that the calculation of FFTEs by each institution will be determined by the nature of the program itself while, at the same time, complying with the intent of the above definitions provided in Section 4.4. Some examples are provided as guidelines:

4.4.2.1. FFTE of Programs Defined by Unit of Study

Some programs measure progress toward the degree or diploma and express requirements for completing the program in exact numbers of units of study. For such programs, the "normal full-time study load" for an academic year is the total number of units of study required to complete the program, divided by the number of academic years of full-time study specified for that program. The FFTEs for a term are calculated by dividing the number of units of study registered by students in the program on the term count date, by the "normal full-time study load" for the academic year.

4.4.2.2. FFTE of Programs Defined by Academic Year

Some programs measure student progress toward the degree or diploma in "blocks" of study, usually of an academic year in duration. All work prescribed is compulsory, and promotion is from one "registration level" to the next rather than by discrete units of study. There is no part-time study, and students are not permitted to complete the degree or diploma requirements in less than the specified number of academic years or terms of full-time study. The only instance where a study overload is taken is for repeating failed work. In this case, the "normal full-time study load" is the total work of the academic year. The FFTEs for the term are equal to half the number of students registered in the program on the count date of the term.

4.4.2.3. FFTE of Programs Incorporating Normal Full-Time Study Load

Some programs, particularly some honour and professional programs, prescribe variable "normal full-time study loads" reflecting the fact that within the same program there may be differences in the work expected of individual students for the same degree or diploma. This arises because of differences in enrichment or emphasis. For such programs the "normal full-time study load" is any amount of work within the range prescribed. For students whose study loads are outside the range, the "normal full-time study load" would be the mid-point of the range, unless the institution identifies a point more representative of the loads of students engaged in full-time study in that program. The FFTEs for a term would be equal to half the number of students within the range of the "normal full-time study load" and, for students whose study loads are outside the range, the FFTEs would be determined by the sum of the study loads taken by such students in the term, divided by the normal full-time study load for the academic year. The total FFTEs for the term is the sum of the two situations above.

4.4.2.4. FFTE of Students in Credit Courses/Units of Study

In the case of students not registered in programs leading to degrees or diplomas but enrolled in units of study which are normally credited toward degrees or diplomas, the "normal full-time study load" and the method of calculating the FFTEs is governed by the program to which the units of study are usually credited.

4.4.2.5. FFTE of Students in Summer Session

The FFTEs for students registered on the applicable count dates in the summer sessions or intersessions are calculated by multiplying the number of student registrants by the fraction, in credit value, that the unit of study represents of the "normal full time study load" of the program for the academic year.

4.4.3. Concurrent Programs

Students concurrently registered in two distinct programs of study at the same institution may be reported in both programs. However, the FFTEs claimed under each program should reflect the course load for only that program. In the event that a student is registered in a course which could be equally well applied to either program of study, it is up to the institution to decide under which program the course will be counted. The course may not be counted under more than one program for that student at any one count date.

4.4.4. Eligibility of Courses/Units of Study

For a course or other unit of study to be eligible to be included in the calculation of eligible FFTEs:

a) it must be taken for credit;
b) it must normally be acceptable for credit as fulfilling in part the requirements for a degree or diploma of that institution; and
c) the student must be held academically responsible for his or her achievement in it (i.e., success, failure, etc. must be noted on the student's permanent record) in a way consistent with treatment of all courses or other units of study in that program.

A course or other unit of study normally credited toward a diploma may not be regarded as eligible to be included in the calculation of eligible FFTEs in a degree program unless it is normally accepted by the institution as fulfilling in part the requirements for a degree.

4.4.5. Diploma or Certificate Programs

Effective May 1, 1986, courses or other units of study within undergraduate diploma or certificate programs at Ontario universities may be included in the calculation of eligible FFTEs only if:

a) the course is eligible for credit toward a degree as approved by a senate or governing Council;
b) the minimum admission requirements for the certificate or diploma program are the same as those for degree students; and
c) similar methods of academic assessment are employed for degree, diploma and certificate students.[44]

4.4.6. Certificate Programs at Ryerson

Effective May 1, 1986, courses or other units of study within certificate programs at Ryerson may be included in the calculation of eligible FFTEs only if:

a) the course has been approved as part of an existing degree or diploma program and is transferable for full credit towards a degree or diploma program;
b) minimum admission requirements are the same as for degree or diploma students;
c) similar methods of academic assessment are employed for degree, diploma and certificate students.

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[44] Ontario Council on University Affairs Advisory Memorandum 85-I.

4.4.7. Additional Qualification Courses for Teachers

The Treasurer of Ontario announced on April 23, 1993, as part of the government's expenditure control plan measures, that government funding of enrolments in additional qualification courses for teachers would be phased out during a four-year period, 1993-94 to 1996-97. Commencing 1997-98, these courses were no longer eligible for any government support.

4.4.8. Differentiating Enrolment Between Honours and General Programs in Arts and Science

The following guidelines were adopted by the Ministry [45] following acceptance of the recommendations put forward by the Ontario Council on University Affairs in Advisory Memorandum 90-V, "Differentiation Between honours and general Programs in Arts and Science".

The guidelines were developed in response to the Minister's request for advice as to whether there should be a uniform system to differentiate honours and general students for enrolment reporting purposes. [46] The basic aims of the guidelines are to ensure fair and consistent reporting practices. A common approach in differentiating between honours and general programs is employed. In general:

a) all institutions must use the students' own declarations of the programs the students are pursuing in order to support honours/general reporting;
b) institutions must test the student declarations against their own academic policies and procedures in order to ensure that the courses the students have completed and those in which they are currently registered and their academic records support the reasonableness of institutional claims; and
c) institutions are held accountable for their application of these tests through the audit of enrolment.

4.4.8.1. Student Declarations

Procedures for obtaining/maintaining student declarations should be as simple and straightforward as possible, and yet provide accurate, up-to-date information.

Procedures and documentation requirements may vary among institutions; however, the information required on the declaration should be collected systematically and fairly.

A student declaration is required for each student that the institution proposes to report in Arts or Science at a weight greater than one and it must indicate that the student is pursuing a four-year, honours or specialist degree in a specified discipline or disciplines.

4.4.8.2. Initial Student Declarations:

The students, who are the primary agents in deciding what degree and program they are pursuing, must make an active initial declaration of intent, that is to say:

a) the first declaration must be the individual student's own statement -- or a similar act of volition in the case of electronic registration, such as choosing from a list of unbiased options and then entering an appropriate selection -- not that of the university or any other party;

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[45] Letter of November 21, 1990 from the Honourable Richard Allen, Minister of Colleges and Universities, to Dr. H.V. Nelles, Chairman, Ontario Council on University Affairs.

[46] Letters of February 15 and May 29, 1989 from the Honourable Lyn McLeod, Minister of Colleges and Universities, to Dr. H.V. Nelles, Interim Chairman, Ontario Council on University Affairs.

b) this declaration must be made at the time that the student has the first opportunity to enter a four-year honours or specialist program;
c) this declaration must be freely made -- the student must not be led into making this statement by such devices as a pre-printed response; and
d) the student's signature (or a bona fide proxy, approved in writing by the Ministry, in the case of electronic registration) is required.

4.4.8.3. Subsequent Student Declarations:

Student declarations, subsequent to the initial one, are required each time the student is asked to register his or her program of courses. These declarations:

a) are to be made in a formal manner;
b) must be "active" in nature (as indicated above) when a change is required of such magnitude as to alter the student's program or honours/general classification;
c) may be simply a confirmation of the student's registration status, if not subject to the "active" provision above (e.g., no change at all or merely a course drop/add change).

The university must have on file, for each applicable count date, a current and accurate record of the student declaration for each student in Arts or Science at a weight greater than one for whom the institution is seeking formula funding.

4.4.8.4. University Attestations

As with student declarations, university attestation procedures and documentation requirements may vary among institutions. Although each university's attestation procedure may be developed independently of the other universities and is to be based on the institution's own academic policies, the attestation must contain at least the following elements:

a) The student must have successfully completed the university's first year requirements and the requirements for entry into an honours or a four-year specialist program in Arts or Science. (In the case of universities on credit systems, this would normally mean that a student must have successfully completed at least four full courses or eight half courses before he/she may be reported in the upper years honours category.)

b) The procedure must assess whether the student had met, or could reasonably be expected to meet, the university's requirements for a specialist or honours degree in the specified discipline(s), given the courses enrolled in and the work completed to date. This examination of the students' records must include:
    - The courses completed and registered in with regard to the subject of specialization;
    - The seniority of the courses of the subjects(s) of specialization completed or registered in; and
    - The academic record of the students, all in relation to the university's own academic requirements.

The attestation procedure must also verify whether the student has obtained all necessary approvals from appropriate authorities in the university.

The institution's external auditor must ensure that the above minimums, at the very least, are met.

Students may be categorized as honours/specialists for enrolment reporting purposes only if:

a) their declarations indicate that they are pursuing a specialized or honours program leading to a four-year degree, and
b) they state the subject(s) of specialization, and
c) the institution's test of the students' declaration substantiate the reasonableness of the students' claim.

The university must have on file, for each applicable count date, a current and accurate record of the university attestation for each student in Arts or Science at a weight greater than one for whom the institution is seeking formula funding.

A detailed description of each university's specific methodology for obtaining and verifying student declarations is to be sent to the Ministry, in writing, prior to implementation of the methodology under the guidelines outlined here. After reviewing the submission, the Ministry will provide written confirmation regarding the compliance of the methodology to these guidelines. What is sent to the Ministry must be the description that the institution's external auditor will use to verify that the institution has adhered to its own regulations. (Any significant change to this description requires Ministry confirmation.)

Each institution's description of the specific methodology for verifying student declarations (and any subsequent changes) will be circulated by the Ministry to the other universities for their information.

4.4.8.5. Implementation

In keeping with the concept of openness and fairness, matters requiring Ministry interpretation/clarification will be transacted in writing by both the institution concerned and the Ministry; the outcome(s) of this procedure will be made known to the other institutions by the Ministry.

Enrolment reporting under the guidelines became effective in 1992-93. The effects of the guidelines on reported BIU counts were phased-in over a five-year period, to be fully implemented by the end of 1996-97.

Institutions were permitted to omit the phase-in process, if they so chose and were able to demonstrate that reporting all applicable Arts and Science enrolment under the new guidelines would result in a reduction or no change in applicable BIU counts. Institutions were to advise the Ministry, in writing, of their intentions in this regard when they submitted the initial enrolment report using these (new) guidelines. [47]

For those institutions opting to phase-in the effects of the guidelines, their "blended" Arts and Science BIU counts are to be used for funding purposes. These "blended" counts are based on one-fifth of the enrolment reported under the new reporting requirements and four-fifths under the old reporting requirements in 1992-93, two-fifths "new" and three-fifths "old" in 1993-94, and so forth until 1996-97 when all Arts and Science BIU counts will be based on enrolment reported under the new guidelines only, i.e., with no blending.

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[47] Letter of March 25, 1991 from the Honourable Richard Allen, Minister of Colleges and Universities, to the Executive Heads of the provincially assisted universities and related institutions.

For funding in 1993-94, the first funding year of the phase-in period, each institution will have included in its moving average the greater of:

a) its "blended" Arts and Science BIUs calculated for 1992-93, or
b) its Arts and Science BIUs reported for 1992-93 under the old guidelines minus 1 per cent.

For funding in 1994-95, each institution will have included in its moving average the greater of:

a) its "blended" Arts and Science BIUs calculated for 1993-94, or
b) its "blended" Arts and Science BIUs calculated for 1992-93 minus 1 per cent,

and so on, by updating calculations for successive years up to and including funding year 1997-98, the last funding year of the phase-in period.

Commencing funding year 1998-99, BIUs for each new year to be added to the moving average will incorporate Arts and Science BIUs reported only under the new guidelines.

This methodology will ensure an orderly progression to the new guidelines for the few institutions significantly affected by the changes and, at the same time, allow institutions to adapt, as appropriate, during the phase-in period.

Enrolment and associated major trends will be monitored in order to provide confidence in the data reported under the guidelines, i.e., to ensure that there is a reasonable degree of inter-institutional consistency in enrolment reporting and to ensure satisfaction of the fairness and comparability of the enrolment data used.

4.4.9. Arts and Science Programs Not Differentiated Between General and Honours

All students in undifferentiated programs in Arts and in Science not assigned a special weight (that is, a weight greater than 1.0) should be reported as if they were enrolled in the general course, except in the case of fourth year students (who are readily acknowledged as being in the honours category) and except for students in lower years who by virtue of academic standing, or other appropriate criteria embodied in university regulations, may reasonably be considered honours students.

Criteria for such differentiation, if they affect the calculation of funding BIUs, are subject to approval by the Ministry. Universities reporting second and third year students in Arts and in Science as honours should have a clearly differentiated honours program of study in Arts and/or in Science which is clearly distinct from the general program of study, or should have a record on file of the Ministry's approval of the academic criteria in use by the university for the differentiation of honours students for reporting purposes.

Commencing 1992-93, the criteria for differentiating honours and general enrolment in Arts and Science programs must conform to Ministry guidelines.

4.4.10. Imputing Procedure for Undifferentiated First Year Programs

Where a university employs an undifferentiated program, it is usually impossible to determine first year enrolments which would carry a weight in excess of 1.0 for first year, as first year students are not differentiated until they pass into their second year. In these circumstances, for purposes of calculating the BIU counts which would be generated by these students, enrolments in such programs shall be imputed as follows:

For each program carrying a weight in excess of 1.0 for first year:

a) Determine for year A, the ratio of second-year enrolment in that program to total second year enrolment.
b) Calculate provisional first year enrolment in that program by applying this ratio to total first year enrolment.
c) A year later, on the basis of programs actually taken by the former first year students now in second year, redetermine the ratio.
d) Apply the amended ratio to year A's total first year enrolment. The result, for BIU count purposes, will be the final first year enrolment in that program for year A.
e) An imputing adjustment in year B will be reported for the difference between provisional and final first year enrolment in that program in year A.

The above procedure can be extended to the second year of programs whose students are not identifiable as being enrolled in them until the third year. Ministry approval is required to claim imputed BIUs for funding. Such BIUs will be treated as normal BIUs for the purpose of financing.

4.5. REPORTING OF GRADUATE LEVEL STUDENTS

4.5.1. Graduate Student Status

A graduate student claimed for operating grant purposes must:

1) be engaged in studies requiring an honours undergraduate degree, or its equivalent, as a prerequisite for admission -- except for students enrolled in Category 5 [48] graduate programs where the honours degree admission requirement does not apply. (Students holding an undergraduate general degree, or its equivalent, and enrolled in programs listed under Categories 6, 7 and 8 should be identified as "qualifying year" or "make-up" students and reported as undergraduates.)

2) be making substantial demands upon the resources of the university where registered;

3) not be enrolled in a baccalaureate program in any of the following professional fields: social work, library science, law, medicine, teacher education (even if such a student possesses an honours undergraduate degree, he or she is not considered to be a graduate student);

4) not be ineligible for any of the reasons outlined in Section 4.2.

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[48] See Section 3.2.4 for a listing of categories.

4.5.2. Full-Time Graduate Student

A full-time graduate student must:

1) be pursuing his or her studies as a full-time occupation;

2) identify himself or herself as a full-time graduate student;

3) be designated by the university as a full-time graduate student;

4) be geographically available and visit the campus regularly. Without forfeiting full-time status, graduate student, while still under supervision, may be absent from the university (e.g., visiting libraries, doing field work, attending a graduate course at another institution, etc.) provided that, if any such period of absence exceeds four weeks in any one term, written evidence shall be available in the Graduate Studies Office to the effect that the absence has the approval of the Chairman of the Department and the Dean of Graduate Studies; [49]

5) be considered to be a full-time graduate student by his/her supervisor or equivalent (designated by the university);

As well as meeting the requirements for full-time status listed above, a student reported as belonging to the special category known as "summer school graduate student", must have been enrolled in a graduate full-time summer program of not less than six week's duration. The full-time equivalents of summer school graduate students are arrived at by multiplying student numbers by a conversion factor of 0.50.

If reported as a full-time summer school graduate student in the enrolment for a term report, a student could not also, for that term, be reported as a part-time student. The general rule is that no student may be counted in more than one basic category (full-time, part-time or summer school) in any one term.

4.5.3. Part-Time Graduate Students

All active graduate students other than full-time graduate students as defined above are part-time graduate students.

4.5.4. Counting of Graduate Student FTE

Graduate enrolment is counted on a per term basis, as for undergraduates. Enrolment for two terms is required for the completion of a "year" for students in Category 5 (annualized weight 2) [50], while three terms would be required for each full "year" in Categories 6 (annualized weight 3), 7 (annualized weight 4) and 8 (annualized weight 6). Accordingly, students in Category 5 and Category 6 will earn a weight of 1.000 for each term of attendance, while Category 7 and 8 students will earn, per term, weights of 1.333 and 2.000 respectively.

The requirements for graduate student status are detailed in Section 4.5.

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[49] Written evidence of approved absence for full-time graduate students is not required for students who are attending another university as part of a Ministry approved collaborative program in accordance with Section 4.6.2.

[50] See Section 3.2.4 for a listing of categories.

Minimum and maximum limits apply to the number of BIUs which a graduate student can generate for a university. See Section 4.5.5.

Counting for graduate students should be as follows: 1 full-time graduate student equals 1.000 FTE per term; 1 part-time graduate student equals 0.300 FTE per term in the spring, fall and winter terms and 0.500 in the summer sessions. [51]

4.5.5. Minima-Maxima Provisions

The purpose of the minima/maxima provisions is to ensure that the total of funding units claimed for a graduate student fall within a defined range, independent of the actual number of years required by the individual student to complete his or her program of study. These ranges are as follows:

FORPOS Category [52]	Minima	Maxima
Category 6 (Annualized Weight 3.0)	3 BIUs	6 BIUs
Category 7 (Annualized Weight 4.0)	4 BIUs	8 BIUs
Category 8 (Annualized Weight 6.0) [53]	21 BIUs	27 BIUs

The minima/maxima provisions are intended to apply only to programs involving a dissertation and ordinarily extending beyond a single academic session. It is for this reason that enrolment in Category 5 programs and in graduate diploma courses are excluded from the minima/maxima provisions. Theology programs reported at a weight of 0.5 per term are considered to fall within Category 5 for purposes of the minima/maxima provisions.

Minima and maxima provisions for graduate enrolment in education programs apply to students first registering after June 30, 1971.

4.5.5.1. Effective Dates

The limits shown above came into effect commencing with the 1968-69 academic session, which was the first year for accumulating units to be counted against individual students (1971-72 for students in education programs). The minima entitlement provisions apply only to students whose graduate studies began in 1968-69 or later (1971-72 in the case of students in education programs).

4.5.5.2. Minima Provisions

If, upon graduation, the total units claimed for a student fall short of the indicated minimum for his or her program, the shortfall may then be claimed as a minimum adjustment. Since it is not possible to predict on given reporting dates whether particular students will in fact be graduating at the conclusion of the semester being reported on, claims for students under the minimum provision should be made after they graduate.

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[51] Graduate FTE counting differs from undergraduate FFTE counting. Undergraduate students are counted as portions of a normal full-time load for the academic year as outlined in Section 4.4.

[52] See Section 3.2.4 for a listing of categories.

[53] Calculation of claims under these provisions must take into account all units claimed for students while they were in Category 6 or 7 programs.

4.5.5.3. Maxima Provisions

Students who are still in attendance and who have reached their maximum limit in total BIUs should be reported as ineligible to be counted for operating grant purposes, and no further BIUs may be claimed on their behalf.

4.5.5.4. Claiming (or Deducting) of BIUs Under Minima/Maxima Provisions

The report of BIUs claimed or deducted under these provisions should be submitted to the Ministry on the prescribed form along with the enrolment submissions. Claims under the minima provisions should be made on the form submitted immediately following the graduation of the student for whom entitlement is being claimed.

Students partially exceeding the maximum in the term being reported should be shown on the enrolment submission so as to generate the full BIU count in that term, and then the appropriate reduction to attain the maximum should be shown on the minima/maxima form; formula fees will be deducted for all such students. Students who are still in attendance and who have entirely exceeded their maximum limit should be reported as ineligible for grant purposes. Students for whom no units are claimed will not have formula fees charged against them.

4.5.5.5. Transfer of Entitlement

Students transferring into the Ontario system with advanced graduate standing shall have the number of BIUs ordinarily associated with the obtaining of such standing attributed to them.

Ineligible international students who become eligible shall have the number of BIUs attributed to them as if they had always been an eligible student.

Students in ineligible graduate programs that become eligible graduate programs shall have the number of BIUs attributed to them as if they had always been in an eligible program.

A graduate student transferring from one university to another within the Ontario system shall transfer only the remainder of his or her maximum total units.

Graduate students who transfer to graduate programs other than those originally embarked upon and on which units were earned will be dealt with as follows:

a) where advanced standing was granted, the units ordinarily associated with the obtaining of such standing should be attributed to the student; and

b) where no advanced standing was granted, no units previously claimed for the student need be carried forward.

4.6. JOINT/COLLABORATIVE PROGRAMS

4.6.1. College-University Joint/Collaborative Programs

Institutions should report students registered in joint/collaborative college of applied arts & technology - university programs eligible for funding in one of the following ways:

a) in an academic year where students are studying simultaneously at both the community college and the university, the institutions may report their respective proportions of the total student course (without double counting enrolment activity) as eligible to be counted for operating grant purposes;

b) where a student is taking the program sequentially at one institution and then the other, changing after each complete term or set of terms, each institution may report the student as eligible to be counted for operating grant purposes for the term or terms that the student is studying there;

c) one institution may report the student as eligible for operating grant purposes for the entire duration of the program.

4.6.2. Multi-University Joint/Collaborative Programs

Institutions should report students registered in joint/collaborative eligible for funding programs with other universities in one of the following ways:

a) in an academic year where students are studying simultaneously at two or more universities, each institution may report their respective proportions of the total student course (without double counting enrolment activity) as eligible to be counted for operating grant purposes;

b) where a student is taking the program sequentially at one university and then another, changing after each complete term or set of terms, each institution may report the student as eligible to be counted for operating grant purposes for the term or terms that the student is studying there;

c) one institution may report the student as eligible for operating grant support for the entire duration of the program.

When more than one university is reporting students in a multi-university joint/collaborative program, all universities must report the students using the same FORPOS code(s) and weight(s) as assigned by the Ministry during the program approval process and must be in compliance with the tuition fee guidelines in effect at that time.

Commencing in 2008-09, institutions are required to identify joint/collaborative programs with other institutions in their USER enrolment. For more information, please refer to the COLLAB element in the USER Reporting Guide.

4.7. ENROLMENT RELATED SUBMISSIONS

The following enrolment related reports and data are required to be submitted to the Ministry throughout the year.

4.7.1. USER Enrolment Counts

Enrolment count data files are to be submitted electronically using the format/layout defined in and in accordance with the schedule outlined in the latest version of the USER Reporting Guide. Files are to be transmitted to the Ministry via the Secure Online Data Transmission (SODT) utility (see below for connection details).

Separate enrolment data files must be submitted for each academic term.

4.7.2. Anticipated Actuals Winter Form

An Anticipated Actuals Winter form that summarizes winter enrolment estimates is due on 15 December. This form can be found in Appendix 6 and will be distributed electronically.

4.7.3. Minima/Maxima Adjustments Claim Form

One Minima/Maxima claim form is to be submitted for each term at the same time as the enrolment data. This form can be found in Appendix 6 and will be distributed electronically.

4.7.4. Imputing Adjustments Claim Form

One Imputing Adjustments claim form is to be submitted for each term at the same time as the enrolment data. This form can be found in Appendix 6 and will be distributed electronically.

4.7.5. Degrees Awarded Data

Commencing in 2006-07, the Ministry assumed the role of collecting and summarizing data on degrees awarded at Ontario universities and related institutions.

Degrees awarded data files are to be submitted electronically once per year in accordance with the format/layout and schedule outlined in the latest version of the USER Reporting Guide. Files are to be transmitted to the Ministry via the Secure Online Data Transmission (SODT) utility (see below for connection details).

4.7.6. Undergraduate & Graduate Projections

Institutions are required to provide undergraduate and graduate enrolment projections as well as details on collaborative programs in October/November. Forms, guidelines and the specific due date for this requirement are distributed in advance of the deadline.

4.7.7. Submitting Enrolment Data to MTCU

All enrolment data reports should be submitted to MTCU through the Ministry's Secure Online Data Transmission service (SODT). This service is accessible via an Internet browser at the following address: https://www.psa.gsa.gov.on.ca

(For log-in-account details and instructions, please contact the Universities Finance Unit)

5. SPECIAL PROVISIONS

5.1. TUITION FEES

5.1.1. Regular Tuition Fees

Standard ("formula") tuition fee levels are taken into account in the calculation of the operating grant entitlements for each institution. In setting its own support levels, the government considers the basic operating income of the institutions, of which fees are a part. Current standard fee rates are listed in Appendix 10.

5.1.2. Discretionary Fees

Through their individual acts of incorporation, Ontario universities have full legal authority to establish their own fee levels. The government's tuition fee policy guidelines provide for a penalty in the form of a grant reduction for fees charged above permitted levels. This applies only to students who are in programs eligible for government support.

The government introduced a provision in 1980-81 allowing institutions to charge a discretionary portion, in addition to standard tuition fees, without a reduction in government operating grants. The revenue accruing from the discretionary portion of the fees is not considered to form part of basic operating income and thus may be applied to any category of expenditure, with the exception noted below for 1996-97.

Commencing 1980-81, the discretionary portion was set at 10 percent, allowing institutions to charge up to 110 percent of the standard fee without grant penalty.

Commencing 1987-88, as a result of changes in policy governing ancillary fee structures, the discretionary portion was increased to 13 percent, providing for tuition fee rates of up to 113 percent of the standard fees without a reduction in operating grants.

For 1996-97, the discretionary portion was increased by an additional 10 percent. Universities could apply the additional 10 percent discretionary fee on an institution-wide basis. Provided that the revenue generated across all programs did not exceed 123 percent of the total standard fee revenue across all programs and no single increase from the discretionary component exceeded 20 percent, (or 33 percent above the standard fee rate) no grant penalty would be assessed. Appendix 10 shows the implications of this policy on standard fee rates. Ten percent of the additional tuition fee revenues were to be reserved for local student aid (calculated as 10 percent of the difference between the 1995-96 and 1996-97 fee levels, including the discretionary portion, applied to 1996-97 FTE eligible enrolments).

In 1997-98 the discretionary portion was increased by an additional 10 percent. Universities had the option of increasing average fees by zero to 10 percent (or 35.3 percent above the standard fee rate) to a maximum increase of 20 percent (or 59.6 percent above the standard fee rate) for any single program without a grant penalty being assessed.

In 1998-99 the discretionary portion was increased on average by up to 5 percent to improve the quality of students' programs and an additional 5 percent to invest in additional education program improvements (or in total 48.83 percent above the standard fee rate) to a maximum increase of 20 percent (or 75.56 percent above the standard fee rate) for any single program without a grant penalty being assessed.

For 1999-00, the discretionary portion was increased by an additional 9.09 percent. Universities had the option of increasing average tuition fees for all regulated programs by 0 percent to 9.09 percent (or up to

62.36 percent above the standard fee rate) to a maximum increase of 20 percent (or 91.52 percent above the standard fee rate) for any single program, without a grant penalty being assessed. Institutions were allowed to apply the additional 9.09 percent discretionary fee on an institution-wide basis.

On March 14, 2000, a five-year tuition fee policy for 2000-01 through 2004-05 was announced. Under this policy, universities could choose to increase tuition fees by a maximum average increase of 10 percent for most programs over the years 2000-01 through 2004-05. During this period, average fees could be increased annually by an amount equal to no more than 2 percent of 1999-2000 average tuition levels. Year-over-year percentage increases may not be compounded. Institutions may increase regulated tuition fee rates by an annual maximum of 20 per cent for any single program, as long as the average increase is no more than 2 percent.

Institutions that had not increased fees by the maximum allowable prior to 2000-01 were permitted to “catch up” to the maximum average fee.

In 2000-01, the first year of the five-year policy was implemented through an increase of 2 percent in the discretionary portion. Universities had the option of increasing average fees for all regulated programs by 0 percent to 2 percent (or 65.61 percent above the standard fee rate) to a maximum increase of 20% (or 129.82 percent above the standard fee rate) for any single program without a grant penalty being assessed.

For 2001-02, the second year of the five-year policy was implemented through an additional increase of 1.96 percent in the discretionary portion. Universities had the option of increasing average fees for all regulated programs by 0 percent to 1.96 percent (or up to 68.85 percent above the standard fee rate) to a maximum increase of 20 percent (or 175.79 percent above the standard fee rate) for any single program, without a grant penalty being assessed. Institutions were allowed to apply the additional 1.96 percent discretionary fee on an institution-wide basis.

For 2002-03, the third year of the five-year policy, the discretionary portion was increased by an additional 1.92 percent. Universities had the option of increasing average fees for all regulated programs by 0 percent to 1.92 percent (or up to 72.10 percent above the standard fee rate) to a maximum increase of 20 percent (or 181.09 percent above the standard fee rate) for any single program, without a grant penalty being assessed. Institutions were allowed to apply the additional 1.92 percent discretionary fee on an institution-wide basis.

For 2003-04, the fourth year of the five-year policy, the discretionary portion was increased by an additional 1.89 percent. Universities had the option of increasing average fees for all regulated programs by 0 percent to 1.89 percent (or up to 75.35 percent above the standard fee rate) to a maximum increase of 20 percent (or 186.4 percent above the standard fee rate) for any single program, without a grant penalty being assessed. Universities could apply the additional 1.89 percent discretionary fee on an institution-wide basis.

The average and maximum tuition fee levels for 2002-03 and 2003-04 are shown in Appendix 11.

Whether or not the institutions levied tuition fees in accordance with the schedule shown in Appendix 10 of this manual the Ministry deemed fees to have been levied by the institutions at the standard rates for the purpose of calculating their grant entitlements.

In 2004-05 and 2005-06 a tuition fee freeze took effect, replacing the 5-year tuition fee policy announced on March 14, 2000. As a result the discretionary portion of the tuition fees remained at the 2003-04 levels during the duration of the tuition freeze.

In April 2006, a new Tuition Fee Framework was introduced for 2006-07 to 2009-10 that regulates maximum tuition fee increases in all publicly funded programs. This new Tuition Fee Framework allows for tuition fee differentiation based on program and program year of study, and was based on the principle that tuition fees may increase annually within specified limits beginning with 2006-07 tuition fee levels over 2005-06, with the average tuition fees not to exceed 5% annually, excluding changes in enrolment.

During the early years of "formula" funding of Ontario universities, some special provisions applied to graduate students. A tuition fee exemption was allowed to full-time graduate students in respect of the third of three terms consecutively attended. This exemption was discontinued effective September 1, 1972. Further, permission to use government grants and fees to offset the third term fee was discontinued effective September 1, 1975. The standard fee is now deducted for each term of attendance for all graduate students, including the full-time equivalents of part-time students.

5.1.2.1. Additional Cost Recovery Fees

From 1998-99 to 2003-04, universities were given discretion to set tuition fees in these additional cost recovery programs:

- graduate programs;
- undergraduate programs in Business/Commerce (second-entry programs only), Dentistry, Law, Medicine, Optometry, Pharmacy, and Veterinary Medicine; and,
- undergraduate engineering and/or computer science programs, under the Access to Opportunities Program and following the approval of the Minister of Training, Colleges and Universities of a plan from the university that doubled the number of entry-level spaces in computer science and/or high-demand fields of engineering by September 2000, with the expectation of doubling total enrolment in these programs by program maturity in 2004-05.

Tuition fees for students enrolled in 1997-98 in these programs were to be protected from annual increases exceeding 20 percent, until such time as they could reasonably have been expected to have graduated from their 1997-98 program. All domestic students in the same program and year of study were required to be charged the same tuition fee rate.

In 2004-05 and 2005-06 a tuition fee freeze took effect, and as a result no new additional cost recovery fees were introduced over this period.

In April 2006, a Tuition Fee Framework was introduced for 2006-07 to 2009-10 that regulates maximum tuition fee increases in all publicly funded programs, including the above-listed types of programs.

From 1998-99 to 2006-07, for programs where additional cost recovery had been introduced, institutions were required to make available financial aid to Ontario students who would otherwise face financial need (as defined by the OSAP needs assessment) for the amount of tuition and ancillary fees above $4,500 ($5,350 for co-op programs). An institution’s share of student support could be drawn from the 30 per cent tuition fee set-aside, Ontario Student Opportunity Trust Funds or other institutional resources.

In 2007-08, the above special requirement for aid to students in additional cost recovery programs was discontinued, and replaced by the Ministry’s requirements for institutional participation in the Student Access Guarantee.

Refer to Section 5.1.3.1 for more information on the Student Access Guarantee.

5.1.2.2. College-University Collaborative Programs Fees

Tuition fees for programs that are jointly offered by a college of applied arts and technology and university may be determined by the institution and based on the following cases:[54]

In cases where students are studying simultaneously at both a college and university, the applicable annual tuition fee will be the weighted average of the sum of the normal full-time fees of the respective institutions, based on the respective proportion of the total student enrolment at each institution. The collaborative partners will decide which institution is to collect the tuition fees.

In cases where the student is taking the program sequentially at one institution and then the other, the applicable tuition fee in a year will be that of the institution where the student is counted for funding purposes. The institution claiming the student for funding purposes will collect the student fees.

In cases where one institution is claiming the student for operating grant support for the entire duration of the program, the applicable tuition fee rate for students in the program at that institution is to be charged. The institution claiming the student for funding purposes will collect the student fees.

Further information on the enrolment reporting options for collaborative programs can be found in Section 4.6.

5.1.3. Tuition Fee Set-Aside

Beginning in 1996-97, 10 percent of additional revenue due to increases in tuition fee rates was to be reserved for local student aid (calculated as 10 percent of the difference between the 1995-96 and 1996-97 fee levels, including the discretionary portion, applied to 1996-97 FTE eligible enrolments). For 1997-98, 1998-99 and 1999-00, any institution that chose to increase fees was required to set-aside 30 percent of the additional revenue due to increases in tuition fee rates to assist students in financial need. The 2000-01 to 2004-05 tuition fee policy announced on March 14, 2000, required that universities set-aside 30 percent of the annual increase in fee revenue for student assistance.

The set-aside was cumulative. In addition to the current year's set-aside amounts, all previous years' set-aside amounts were included in the current year's total set-aside calculation, dating back to 1996-97, when the set-aside policy was introduced.

In 2004-05 and 2005-06 a tuition fee freeze took effect. During the period of the freeze, universities were not expected to reserve any incremental amounts as there was no increase in tuition fees. Universities were required to continue to assess the tuition fee set-aside on the incremental tuition increases on all regulated and additional cost recovery programs from 1996-97 to 2003-04, and on enrolments in 2004-05 and 2005-06.

In April 2006, a Tuition Fee Framework was introduced for 2006-07 to 2009-10 that regulates maximum tuition fee increases in all publicly funded programs. The Guidelines for Implementation of the Tuition Fee Policy for Publicly-Assisted Universities, 2006-07 to 2009-10 identify that the tuition fee set-aside policy continues to be in effect with the following modification. The amount of tuition fee set-aside funding to be disbursed annually will be frozen at the 2005-06 levels, with adjustments to be made for annual enrolment changes.

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[54] Institutions may consult the Ministry for alternative tuition fee arrangements.

Tuition set-aside amounts are based on the final 2005-06 tuition set-aside reports, with adjustment to increase/decrease the amount of set-aside by the annual percentage increase/decrease in final audited full time equivalent (FTE) enrolment.

Institutions should direct set-aside assistance to the following types of eligible expenses: provision of required aid under the Student Access Guarantee and other expenditures to assist Ontario students that financial aid offices determine to be in financial need. The set-aside assistance should be in addition to the institutional funds provided for student assistance prior to introduction of the set-aside.

Assistance should be in the form of bursaries, student scholarships, work study and/or employment between academic terms (e.g. summer).

- Bursaries are non repayable funds used to supplement OSAP assistance received by students if they still have a shortfall in resources, or to assist other students with demonstrated financial need (as determined using the OSAP assessment process or other budget calculation).

- Student scholarships are non-repayable funds given, based on merit, to supplement OSAP assistance received by students if they still have a shortfall in resources, or to assist other students with demonstrated financial need. Effective 2001-02, the matching funds for the Ontario Graduate Scholarship program cannot be drawn from set-aside funds.

- Work study programs consist of part-time employment for students on or near campus while enrolled in a program of instruction to supplement OSAP assistance, or to assist other students with demonstrated financial need. Universities are to ensure that work study programs encourage self-help and self-development and give students a way of enhancing their resumes in preparation for the transition to full time employment and loan repayment. The institution's matching funds for the Ontario Work Study Program cannot be drawn from set-aside funds.

- Employment programs between academic terms (e.g. summer) provide eligible students with work on campus during the period between academic terms. Students must be in receipt of OSAP assistance during the prior academic year OR must have demonstrated financial need. The demonstrated financial need is to be determined using the OSAP assessment or other comparable financial need assessment tool. Students must also be returning to the postsecondary institution in the subsequent study period.

Ineligible uses of set-aside funds include: loans for students (however, this does not preclude bursaries to offset in-school interest); allocation to a student without proof of need; co-op placements with employers other than the university; and bursary program(s) that target programs, faculties and/or specific students.

International students whose enrolment is not reported for funding purposes (ineligible students) do not qualify for set-aside assistance. Enrolment and fee rates associated with these students have not been included for purposes of calculating set-aside obligations.

5.1.3.1. Student Access Guarantee

As part of the Tuition Framework for 2006-07 to 2009-10, the Province is partnering with publicly-assisted universities and colleges to offer a Student Access Guarantee. As a condition of increasing tuition, all publicly-assisted institutions must participate in this initiative.

The Student Access Guarantee co-ordinates Government and institutional student financial aid to support access.

Where a students' personal and family resources are not sufficient to cover their costs, students are expected to apply to the Ontario Student Assistance Program first. Under the Student Access Guarantee, it will be the responsibility of institutions to ensure that students are able to get enough additional aid to cover their costs for tuition, books, compulsory fees, equipment and supplies, when these are above the usual range of costs covered by OSAP.

The Ministry provides financial aid offices with calculations of OSAP recipients' "tuition/book shortfalls" to assist them in identifying where supplementary aid is needed to cover costs for tuition, book, compulsory fee, equipment and supply.

In 2008-09, the tuition/book shortfall is calculated as, a student's remaining financial need after receipt of available OSAP assistance, that is due to tuition and compulsory ancillary fees above $4,700/year ($5,560 for co-op programs) and/or book, equipment and supply costs above $1,020/year.

The details of the Student Access Guarantee requirements are set out in annual *Student Access Guarantee Guidelines*.

5.1.4. International Student Tuition Fees

Ministry-regulated differential fees for international students were instituted in 1977-78 and continued until 1995-96. Effective 1996-97, government funding for the majority of international students was discontinued and tuition fees for these students was deregulated. Since then, institutions have been allowed to set tuition fees for all international students who are ineligible to be claimed for funding purposes. Certain categories of international students may qualify as eligible for funding. Those students should be charged a maximum of the domestic fee rate. The categories of international students that are eligible or ineligible to be counted for funding purposes are listed in Section 4.1 and 4.2, respectively.

With regard to international students who are claimed as eligible for government funding under Section 4.1, institutions are expected to have documented procedures in place and implemented that will substantiate the eligible funding status.

5.2. COMPULSORY ANCILLARY FEES

A compulsory ancillary fee is defined as a fee imposed or administered by a given institution, or one of its constituent parts or its federated or affiliated institutions, in addition to regular tuition fees, which a student is required to pay in order to enroll in, or successfully complete, any credit course.

Compulsory courses are defined by the Ministry as those courses which a student is required to take in order to fulfill the requirements of his or her program or degree. This definition is of specific concern with respect to field trip fees (see Appendix 11, Part B).

A tuition-related compulsory ancillary fee is a fee which is levied to cover the costs of items normally paid for out of operating or capital revenue (operating and capital grants and tuition fees). Effective May 1, 1987, all "tuition-related" compulsory ancillary fees for items normally paid for out of operating revenue were prohibited. Effective September 1, 1991, all compulsory ancillary fees for items eligible for capital grants were also prohibited. Any revenue resulting from such fees will be considered to be tuition fee revenue. [Note: Fees associated with the cost of buildings, such as student centers or other facilities which are not normally eligible for capital grants, are permitted, whether collected as independent fees or as part of student activity fees.]

A non-tuition-related compulsory ancillary fee is a fee which is levied in order to cover the costs of items which are not normally paid for out of operating or capital revenue.

For the purposes of this policy guideline, the term student governments is defined as follows:

> the minimum number of student organizations which have both elected leadership and by-laws setting out their methods of operation and which, when viewed in combination at an individual institution, represent all students who are eligible to vote for a student organization.

The term student government representatives is defined as one representative from each of the above-defined student governments.

All compulsory ancillary fees levied by a university or related institution must:

i. be non-tuition-related, as defined above;
ii. be approved by the governing body; and
iii. be announced prior to collection through the institution's calendar and/or published fee schedule(s). [The fee announcements must provide a breakdown of all compulsory non-tuition-related ancillary fees, which explains their purpose(s) sufficiently to allow the student to understand clearly what materials, services or facilities have been made available through payment of the fee(s)].

Compulsory non-tuition-related ancillary fees which were in effect during the 1993-94 academic year [55] can neither be increased above 1993-94 levels, nor expanded to include new fees, except through the implementation of a protocol which has been agreed to by representatives of the institution's administration and student government representatives in light of the announcement of March 23, 1994 by the Minister of Training, Colleges and Universities and which has received approval from the institution's governing body.

The protocol(s) will set out the means by which students will be involved in decisions to increase the existing compulsory non-tuition-related ancillary fees or to introduce new ones.
The minimum requirements for a protocol document are provided in Appendix 11, Part A - Section I. Examples of some of the non-tuition-related compulsory ancillary fees which might be introduced or increased through the operation of a protocol are found in Appendix 11, Part A - Section II.

All approved protocols, showing the approval signatures and the dates of approval, must be submitted to the Director, Postsecondary Finance and Information Management Branch, Ministry of Training, Colleges and Universities.

Compulsory non-tuition-related ancillary fees which are exempt from the provisions are limited to those that follow:

i. Existing and future fees established by student governments, including those resulting from referenda sponsored by them;

ii. Existing fees established through referenda where the sponsor of the referenda was the university administration or a combination of the university administration and students; [University administrations cannot proceed with referenda concerning compulsory non-tuition-related ancillary fees, unless provided for within a protocol.]

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[55] The academic year will be that defined in each institution's academic calendar.

iii. Existing and future system-wide fees. System-wide fees are those where, through a formal agreement, the students affected at all Ontario universities pay a comparable fee for a comparable service; [In the case of provincial-based system-wide fees established in the future, the Ministry hopes that students can be involved in the determination of these fees.]

iv. Existing and future fees for the materials and services listed in Appendix 11, Part B;

v. Existing and future fees for the total costs of placing students in jobs for work terms. The types of placement costs that are considered eligible for this fee are described in Appendix 11, Part C.

In regard to the compulsory non-tuition-related ancillary fees referenced in item (iv) and item (v) above (Section 5.2), institutions must comply with the following provisions:

i. Institutions must provide a full rationale for each fee, including the reasons for its compulsory nature, at the time it is submitted to the governing body for approval;

ii. institutions must provide the above rationale to student governments, as well as any other information necessary for student governments to understand the purpose of the fee, the costs included in calculating the fee level, the students for whom the fee will be compulsory, the total revenue available from the fee and the process used for developing the fee; and,

iii. Institutions must respond with a full explanation to inquiries made by student governments in connection with concerns about any of these fees.

Should an institution levy a compulsory ancillary fee or institute an ancillary fee increase which is contrary to the provisions outlined above and should, in the case of fees covered under Section 5.2, no resolution be achieved through discussions among signatories to a protocol, then the institution's operating grant will be reduced by an amount which corresponds to the revenue raised by the fee or the fee increase.

5.3. EXCHANGE PROGRAMS AND STUDY ABROAD COURSES/PROGRAMS

Ministry policy concerning exchange programs and study abroad courses and programs has been essentially the same since 1981-82 (as noted below), with the exception of modifications necessitated by the deregulation of international student fees in 1996-97.

With regard to exchange programs or study courses/programs offered abroad, operating support is intended only for domestic students enrolled in credit courses: [56]

a) which are recognized as integral parts of specific degree programs at the Ontario institution, and

b) where duration in contact hours or equivalent is not less than comparable courses or programs offered at the Ontario institution during the same session.

Summary information on all study abroad courses and programs claimed for operating grants and all the necessary supporting data should be submitted annually by the responsible deans to the institution's registrar, who should see that they are cross-referenced to individual student records and kept on file to be made available to university auditors during the course of their audits of enrolment. See Appendix 6 for audit guidelines.

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[56] Excluding any courses offered as part of a holiday package.

An eligible student abroad may be claimed for operating support if he/she is registered in an Ontario institution and enrolled for credit in a degree program described in its official calendar, and is either:

(1) An exchange student studying abroad under the terms of a formal exchange agreement, or

(2) A student not part of an exchange program who has:

a) been assessed the regular academic fee for the course or program being taken;

b) received instruction paid for by the Ontario institution, regardless of whether the course or program is:

i. offered by the institution's own faculty;
ii. provided by faculty hired by the Ontario institution; or
iii. purchased from a university abroad attended by the student and leading to academic credit, and where the direct cost (including only items on which provincial operating grants and fees can normally be spent) is similar to that which would be incurred if the student were receiving instruction at the home institution.

An international student studying in Ontario under the terms of a formal exchange agreement may not be claimed as eligible for operating support purposes.

The Ontario government has established exchange programs managed by a consortium of Ontario universities including Ontario- Baden-Württemberg, Ontario Rhone-Alpes, Ontario-Jiangsu and Ontario Maharastra-Goa, and may establish other similar agreements in the future. Funding is provided to partially offset the costs of participating in the program and is distributed to the Exchange Office acting as the coordinating body for the program.

5.4. STUDENTS ENROLLED AT UNRELATED INSTITUTIONS

5.4.1. Cooperative Programs

Wherever a student registered in a program at one institution receives some instruction in that program from another unrelated institution, the following rules apply:

No matter where the student is taught, BIUs may only be claimed by the student's home university (i.e., the university where the student is registered). Fees will be deducted from the university claiming the Basic Income Units.

The arrangement made for payment between the home and host universities should not be reflected in the enrolment reports. Such matters are internal to the institutions involved.

5.4.2. Letter of Permission

When a student receives a formal letter of permission to register in a course or courses at another unrelated institution, each institution may only claim BIUs for those courses for which the student is actually registered at that institution.

5.4.3. Visiting Graduate Students

When a graduate student is registered in a program at one institution and receives some instruction in that program at another unrelated institution, BIUs may be claimed only by the student's home university, i.e., the university where the student is actually registered. The arrangement made for payment between home and host universities should not be reflected in the enrolment reports as it is a matter internal to the institutions involved.

6. APPENDICES

APPENDIX 1: SUMMARY OF MAJOR CHANGES IN THE FORMULA 1967-68 TO 1986-87

GRANTS FOR FISCAL YEAR	BIU VALUE	FORMULA WEIGHT CHANGES	COMMENTS
1967-68	$1,320		
1968-69	$1,450 + $24 computer grant		
1969-70	$1,530 + $26 computer grant	(i) undergraduate medicine: 3.0 to 5.0 (ii) undergraduate dentistry: 3.0 to 5.0 (iii) undergraduate veterinary medicine: 3.0 to 5.0 (iv) interns and residents: 1.5 to 2.5 (v) thesis only category (wt.1.0) discontinued. Students to be claimed either as full or part-time.	(i) definition of graduate students for category 5 requires only general (not honours) degree plus other new conditions. (ii) FTE of part-time graduates including graduate summer school changed from a division of course registrations by 5 to a multiplication of part-time numbers by 0.30 reported and weighted on a trimester bases.
1970-71	$1,650 (computer grant incorporated in BIU value)	(i) optometry from 2.0 to 3.0	(i) Graduate summer school conversion factor changed from 0.30 to 0.50.
1971-72	$1,730		(i) 10 month fiscal year (ii) Graduate formula fee increased from $133 per term to $242.50 per term; free third term introduced.
1972-73	$1,765		(i) Conversion factor for part-time undergraduates changed from course registration divided by 6.0 to division by 5.5 for institutions with integrated full and part-time programs. (ii) $100 increase in formula fee for two terms. (iii) free third term ended; graduate bursary introduced.

APPENDIX 1 (Continued)

GRANTS FOR FISCAL YEAR	BIU VALUE	FORMULA WEIGHT CHANGES	COMMENTS
1973-74	$1,825		(i) Slip year introduced. (ii) Part-time undergraduate conversion factor to 5.0.
1974-75	$1,955	(i) Upper years undergraduate social work: 1.0 to 1.5 (ii) Masters social work: 3.0 to 4.0 (iii) Forestry technology: 1.0 to 1.2 (iv) Engineering technology: 1.0 to 1.2	
1975-76	$2,111	(i) Ryerson weight established at 1.30	(i) Graduate bursary terminated.
1976-77	$2,312 undergraduate $2,255 graduate	(i) Ontario College of Art weight established at 1.30	(i) Undergraduate enrolment based on 1/3 1974-75 and 2/3 1975-76; graduate based on 1975-76 actual with 3 year freeze. (ii) International student fee of $750 per term based on current enrolment. (iii) Fractional unit counting introduced. (iv) Three term undergraduate reporting.
1977-78	$2,542 undergraduate $2,478 graduate		(i) Undergraduate enrolment based on 1/3 1974-75, 1/3 1975-76 and 1/3 1976-77. (ii) $100 increase in formula fee for two terms except for international students.
1978-79	$2,678 undergraduate $2,611 graduate		(i) Undergraduate count based on Undergraduate Funding Base plus 1/2 (Moving Average less U.F.B.)

APPENDIX 1 (Continued)

GRANTS FOR FISCAL YEAR	BIU VALUE	FORMULA WEIGHT CHANGES	COMMENTS
1979-80	$2,833 undergraduate $2,762 graduate		(i) Graduate Funding Base (average of 1974-75, 1975-76 and 1976-77) plus for Masters 1/2 (Moving Average - GFB) and for Doctoral 1/3 (Moving Average - GFB). (ii) Formula fee increased by 5% overall.
1980-81	$3,061 undergraduate $2,985 graduate	(i) Ryerson Moving Average Weight changed from 1.30 to 1.38	(i) Formula fee increased by 7.5% overall. (ii) Limit of 10% above formula fee set for actual tuition fees; charges above 10% to result in formula grant reductions.
1981-82	$3,368 undergraduate $3,284 graduate	(i) Changes to Ryerson's institutional weights as follows: Funding base from 1.3 to 1.34 Moving average from 1.38 to 1.36	(i) New policy introduced on exchanges and study abroad. (ii) Freeze introduced on new undergraduate programs. (iii) Formula fee increased by 10% overall.
1982-83	$3,749 undergraduate $3,656 graduate		(i) Freeze is lifted and new program approval policy is introduced re new undergraduate programs. (ii) Extraordinary formula fee increases for "new registrant" foreign students to $1,350 and $2,200 per term, for Type A and Type B programs respectively. Effective September 1, 1982. (iii) All other formula fees increased by 12.2%.

APPENDIX 1 (Continued)

GRANTS FOR FISCAL YEAR	BIU VALUE	FORMULA WEIGHT CHANGES	COMMENTS
1983-84	$3,962 undergraduate $3,864 graduate		(i) Second and final stage of extraordinary formula fee increases for "new registrant" foreign students. New Rates: $1,890 and $3,080 per term for Type A and Type B undergraduate programs respectively. $2,310 for graduate programs. (ii) All other formula fee rates increased by 5% overall.
1984-85	1983-84 (Old) Formula: $4,128 undergraduate $4,026 graduate New Formula: $3,124 Base $ 977 Moving Average		(i) Combination of 2 formulae used: 2/3 grant calculated with 1983-84 formula and 1/3 grant calculated with new formula. (ii) Special provision to ensure that no institution's formula grant increases by less than 5% over 1983-84 level. (iii) All formula fee rates increased by 5%.
1985-86	Old Formula: $4,162 undergraduate $4,059 graduate New Formula: $3,187 Base $ 975 Moving Average		(i) All formula fee rates increased by 5%. (ii) Combination of two formulae used again: 2/3 grant calculated using "old" formula, 1/3 grant calculated using "new" formula.
1986-87	Old Formula: $4,039 undergraduate $4,203 graduate New Formula: $3,312 Base $1,006 Moving Average		(i) All formula fee rates increased by 4%. (ii) Special provisions to ensure that no institution's formula and extra formula grant increased by less than 3.5% over 1985-86.

APPENDIX 2: GRANT TABLES

APPENDIX 2.1: ENROLMENT ADJUSTMENT/ACCESSIBILITY/ENHANCED ACCESS FOR STUDENTS WITH DISABILITIES ENVELOPE ($)

Year	General Enrolment	Students With Disabilities	Total
1987-88	25,000,000		25,000,000
1988-89	36,014,154		36,014,154
1989-90	84,000,000	4,000,000	88,000,000
1990-91	65,522,000	4,188,000	69,710,000
1991-92	52,951,023	4,848,600	57,799,623
1992-93	23,352,000	4,892,000	28,244,000
1993-94		4,892,000	4,892,000
1994-95		4,892,000	4,892,000
1995-96		4,892,000	4,892,000
1996-97		4,892,000	4,892,000
1997-98		4,892,000	4,892,000
1998-99		5,752,200	5,752,200
1999-00		5,752,200	5,752,200
2000-01		5,752,000	5,752,000
2001-02		5,752,000	5,752,000
2002-03		5,752,000	5,752,000
2003-04		7,257,000	7,257,000
2004-05		7,197,004	7,197,004
2005-06		11,148,476	11,148,476
2006-07		12,598,644	12,598,644
2007-08		12,047,565	12,047,565

APPENDIX 2.2: PERFORMANCE FUND

Year	Total
2000-01	16,500,000
2001-02	23,160,000
2002-03	23,160,000
2003-04	23,160,000
2004-05	23,160,000
2005-06	23,160,000
2006-07	23,160,000
2007-08	23,276,704
2008-09	23,280368

APPENDIX 2.3: QUALITY ASSURANCE FUND

Year	Total
2003-04	74,884,410
2004-05	74,598,001
2005-06	74,598,001
2006-07	74,409,916
2007-08	74,786,086
2008-09	74,786,086

APPENDIX 2.4: ACCESSIBILITY ENVELOPE ($)

Year	Undergraduate	Graduate	Total
2000-01	16,500,000	-	16,500,000
2001-02	20,000,000	5,800,000	25,800,000
2002-03	117,000,000	5,100,000	122,100,000
2003-04	193,000,000	20,200,000	213,200,000
2004-05	112,406,147	17,527,941	129,934,087
005-06	72,729,765	15,566,590	88,296,355
2006-07	103,189,285	45,876,519	149,065,804
2007-08	116,653,369	118,693,212	235,346,581
2008-09*	152,942,796	46,863,831	199,806,627

APPENDIX 2.5: MEDICAL ENROLMENT EXPANSION ($)

Year	Undergraduate Operating*	Post Graduate Operating	Total
2000-01	975,792		975,792
2001-02	3,792,285		3,792,285
2002-03	7,673,275		7,673,275
2003-04	11,155,069	3,746,005	14,901,074
2004-05	13,372,769	5,790,873	19,163,642
2005-06	28,479,745	7,865,810	36,345,555
2006-07	36,692,762	10,669,596	47,362,358
2007-08	40,918,657	14,479,624	55,398,281
2008-09*	46,533,233	15,744,003	62,277,236

**Includes funding for 30% expansion (existing and enhanced), as well as funding for the 15% expansion.*

APPENDIX 2.6: NURSING ENROLMENT EXPANSION ($)

Year	Collaborative Nursing: Start-up and Expansion Grants[1]	Collaborative Nursing: Operating Grant[1]	Graduate Expansion: Operating Grant for Masters Expansion	Graduate Expansion: Operating Grant for PhD Expansion	Graduate Expansion: Tuition Waiver (Includes PhD beginning in 2004-05)	Comp. Nursing/ Second Entry Nursing[2]
2000-01	$10,000,000					
2001-02	$4,370,000		$608,165		$93,636	$1,239,700
2002-03	$5,630,000	$10,600,000	$1,269,982		$144,651	$3,565,000
2003-04	0	$26,370,000	$1,218,778		$192,745	$3,334,000
2004-05	0	$45,634,298	$1,641,676	$1,660,279	$313,341	$4,555,247
2005-06	0	$61,363,004	$2,920,774	$1,022,518	$621,450	$5,338,611
2006-07	0	$70.599,162	$3,797,050	$1,467,068	$804,093	$6,994,359
2007-08	0	$72,444,586	$4,727,889	$1,824,755	$1,063,914	$9,421,128
2008-09		$77,219,677	$4,560,053	$1,850,111	$1,205,663	$11,973,818

a. Funding provided to Collaborative Nursing Program Partners which have responsibility to allocate funds among college and university partners.
b. Beginning in 2007-08, colleges received grants for second-entry nursing ($325,707 in 2007-08 and $1,093,108 in 2008-09).

APPENDIX 2.7: TEACHER EDUCATION EXPANSION ($)

Year	Total
1999-00	3,750,000
2000-01	7,500,000
2001-02	11,250,000
2002-03	11,250,000
2003-04	11,250,000
2004-05	11,250,000
2005-06	11,250,000
2007-08	11,250,000
2008-09	11,250,000

APPENDIX 2.8: NORTHERN ONTARIO OPERATIONS GRANTS ($)

Year	Lakehead	Laurentian	Algoma	Hearst	Nipissing	Total
1975-76	550,000	550,000	90,000	30,000	60,000	1,280,000
1976-77	1,075,000	1,085,000	150,000	90,000	141,000	2,541,000
1977-78	1,257,000	1,223,000	158,000	92,000	187,000	2,917,000
1978-79	1,380,000	1,356,000	166,000	97,000	214,000	3,213,000
1979-80	1,484,000	1,434,000	167,000	93,000	238,000	3,416,000
1980-81	1,572,000	1,508,000	170,000	96,000	245,000	3,591,000
1981-82	1,668,000	1,618,000	170,000	98,000	250,000	3,804,000
1982-83	1,805,000	1,772,000	177,000	102,000	274,000	4,130,000
1983-84	2,027,000	2,018,000	185,000	102,000	340,000	4,672,000
1984-85	2,233,000	2,247,000	191,000	101,000	404,000	5,176,000
1985-86	2,423,000	2,480,000	210,000	110,000	453,000	5,676,000
1986-87	2,598,000	2,671,000	226,000	115,000	478,000	6,088,000
1987-88	2,721,000	2,826,000	237,000	120,000	485,000	6,389,000
1988-89	2,883,000	3,001,000	241,000	117,000	518,000	6,760,000
1989-90	3,156,000	3,353,000	239,000	123,000	583,000	7,454,000
1990-91	3,303,000	3,504,000	252,000	128,000	613,000	7,800,000
1991-92	3,476,000	3,688,000	266,000	135,000	645,000	8,210,000
1992-93	3,612,000	3,834,000	276,000	141,000	670,000	8,533,000
1993-94*	3,347,000	3,307,000	256,000	219,000	781,000	7,910,000
1994-95	3,288,000	3,249,000	252,000	215,000	767,000	7,771,000
1995-96	3,245,000	3,207,000	249,000	212,000	757,000	7,670,000
1996-97	2,715,000	2,684,000	208,000	177,000	633,000	6,417,000

APPENDIX 2.8 *(continued)*

NORTHERN ONTARIO MISSION GRANTS ($)

Year	Lakehead	Laurentian	Algoma	Hearst	Nipissing	Total
1987-88	1,278,000	1,327,000	111,000	56,000	228,000	3,000,000
1988-89	1,279,000	1,332,000	107,000	52,000	230,000	3,000,000
1989-90	1,270,000	1,349,000	96,000	50,000	235,000	3,000,000
1990-91	1,270,000	1,348,000	97,000	49,000	236,000	3,000,000
1991-92	1,270,000	1,347,000	97,000	50,000	236,000	3,000,000
1992-93	1,270,000	1,347,000	97,000	50,000	236,000	3,000,000
1993-94*	1,177,000	1,162,000	90,000	77,000	275,000	2,781,000
1994-95	1,156,000	1,142,000	89,000	75,000	270,000	2,732,000
1995-96	1,141,000	1,127,000	87,000	75,000	266,000	2,696,000
1996-97	954,000	943,000	73,000	62,000	223,000	2,255,000

* Pseudo campuses of Laurentian at Hearst and Nipissing are included with the Hearst affiliate or Nipissing University, as appropriate, commencing 1993-94.

NORTHERN ONTARIO GRANTS* ($)

Year	Lakehead	Laurentian	Algoma	Hearst	Nipissing	Total
1997-98	4,045,654	3,755,635	281,000	287,751	1,114,331	9,484,371
1998-99	4,045,654	3,755,635	281,000	287,751	1,114,331	9,484,371
1999-00	4,086,111	3,793,191	283,810	290,629	1,125,474	9,579,215
2000-01	4,086,111	3,793,191	283,810	290,629	1,125,474	9,579,215
2001-02	4,494,721	4,172,511	312,191	319,691	1,238,022	10,537,136
2002-03	6,742,082	6,123,857	603,197	479,537	1,857,033	15,805,704
2003-04	6,742,082	6,123,857	603,197	479,537	1,857,033	15,805,704
2004-05	6,844,513	6,216,897	612,361	486,823	1,885,247	16,045,841
2005-06	6,793,298	6,170,376	607,779	483,179	1,871,140	15,925,772
2006-07	6,793,298	6,170,376	607,779	483,179	1,871,140	15,925,772
2007-08	6,793,298	6,170,376	607,779	483,179	1,871,140	15,925,772
2008-09	6,793,298	6,170,376	607,779	483,179	1,871,140	15,925,772

***** This grant encompasses both previous grants. (Northern Ontario Operations Grant and Northern Ontario Mission Grant)

APPENDIX 2.9: BILINGUALISM GRANTS ($)

Year	Ottawa	Laurentian	York	Hearst	Sudbury	St. Paul	Total
1967-68	1,080,000	155,000					1,235,000
1968-69	1,390,083	219,880					1,609,963
1969-70	1,575,323	278,653					1,853,976
1970-71	1,500,000	390,000					1,890,000
1971-72	1,500,000	450,000	100,000	18,000			2,068,000
1972-73	1,500,000	540,000	100,000	20,000			2,160,000
1973-74	1,887,000	540,000	128,000	13,600	10,700	19,300	2,598,600
1974-75	2,100,000	540,000	128,000	15,000	12,000	23,000	2,818,000
1975-76	2,310,000	600,000	140,000	20,000	25,000	25,000	3,120,000
1976-77	2,888,000	690,000	161,000	23,000	29,000	58,000	3,849,000
1977-78	3,172,000	758,000	177,000	25,000	32,000	64,000	4,228,000
1978-79	3,345,000	813,000	146,000	34,000	25,000	114,000	4,477,000
1979-80	4,657,000	1,142,000	176,000	52,000	27,000	192,000	6,246,000
1980-81	4,988,000	1,228,000	173,000	59,000	26,000	223,000	6,697,000
1981-82	5,486,000	1,356,000	173,000	68,000	25,000	264,000	7,372,000
1982-83	6,155,000	1,521,000	194,000	76,000	28,000	296,000	8,270,000
1983-84	6,885,000	1,702,000	217,000	85,000	31,000	331,000	9,251,000
1984-85	9,904,000	2,015,000	832,000	106,000	129,000	828,000	13,814,000
1985-86	10,399,000	2,116,000	874,000	111,000	135,000	869,000	14,504,000
1986-87	10,815,000	2,201,000	909,000	115,000	140,000	904,000	15,084,000
1987-88	11,248,000	2,289,000	945,000	120,000	146,000	940,000	15,688,000
1988-89	11,754,000	2,392,000	988,000	125,000	153,000	982,000	16,394,000
1989-90	14,109,000	3,651,000	1,833,00	140,000	196,000	1,465,000	21,394,000
1990-91	14,772,000	3,822,000	1,919,00	147,000	205,000	1,534,000	22,399,000
1991-92	16,960,000	4,388,000	2,203,00	168,000	235,000	1,762,000	25,716,000
1992-93	17,112,000	4,427,000	2,223,00	170,000	238,000	1,777,000	25,947,000
1993-94	15,863,000	4,104,000	2,060,00	158,000	220,000	1,648,000	24,053,000
1994-95	15,584,000	4,032,000	2,024,00	155,000	216,000	1,619,000	23,630,000
1995-96	15,381,000	3,980,000	1,998,00	153,000	213,000	1,598,000	23,323,000
1996-97	12,869,000	3,330,000	1,671,00	128,000	179,000	1,337,000	19,514,000

APPENDIX 2.9 *(continued)*

Year	Ottawa	Laurentian	York	Hearst	Sudbury	St. Paul	Total
1997-98	16,954,658	5,698,325	2,985,836	565,543	355,471	1,468,197	28,028,030
1998-99	16,954,658	5,698,325	2,985,836	565,543	355,471	1,468,197	28,028,030
1999-00	17,124,205	5,755,308	3,015,694	571,198	359,026	1,482,879	28,308,310
2000-01	17,124,205	5,755,308	3,015,694	571,198	359,026	1,482,879	28,308,310
2001-02	17,124,205	5,755,308	3,015,694	571,198	359,026	1,482,879	28,308,310

BILINGUALISM GRANTS ($) 2002-03 Onwards

Year	Ottawa*	Laurentian**	York	Hearst	Dominican***	Total
2002-03	18,557,785	6,098,135	3,007,704	569,686	75,000	28,308,310
2003-04	18,557,785	6,098,135	3,007,704	569,686	75,000	28,308,310
2004-05	18,557,785	6,098,135	3,007,704	569,686	75,000	28,308,310
2005-06	18,557,785	6,098,135	3,007,704	569,686	75,000	28,308,310
2006-07	18,557,785	6,098,135	3,007,704	569,686	75,000	28,308,310
2007-08	23,354,198	8,359,228	3,923,421	893,635	87,440	36,617,922
2008-09	22,811,446	8,321,792	3,186,965	802,635	87,440	35,210,278

* Includes St. Paul
** Includes Sudbury
*** Dominican started receiving Bilingualism Grants in 2002

APPENDIX 2.10: DIFFERENTIATION GRANTS ($)

Year	Trent	Nipissing	OCAD	Total
1981-82	1,400,000	0	0	1,400,000
1982-83	1,400,000	0	0	1,400,000
1983-84	1,500,000	0	0	1,500,000
1984-85	1,500,000	0	0	1,500,000
1985-86	1,500,000	0	0	1,500,000
1986-87	1,500,000	0	0	1,500,000
1987-88	1,500,000	0	0	1,500,000
1988-89	1,500,000	0	0	1,500,000
1989-90	1,590,000	0	0	1,590,000
1990-91	1,665,000	0	0	1,665,000
1991-92	1,773,000	0	0	1,773,000
1992-93	1,789,000	0	0	1,789,000
1993-94	1,658,000	0	0	1,658,000
1994-95	1,629,000	0	0	1,629,000
1995-96	1,608,000	0	0	1,608,000
1996-97	1,346,000	0	0	1,346,000
1997-98	1,346,000	0	0	1,346,000
1998-99*	1,346,000	530,000	0	1,876,000
1999-00	1,359,460	535,300	0	1,894,760
2000-01	1,359,460	535,300	0	1,894,760
2001-02	1,359,460	535,300	0	1,894,760
2002-03	1,359,460	535,300	0	1,894,760
2003-04	1,359,460	535,300	0	1,894,760
2004-05	1,359,460	535,300	0	1,894,760
2005-06	1,359,460	535,300	0	1,894,760
2006-07	1,359,460	535,300	0	1,894,760
2007-08	4,359,460	535,300	2,000,000**	6,894,760
2008-09	4,359,460	535,300	2,000,000	6,894,760

* Beginning in 1998-99 Nipissing become the second recipient for the Differentiation Grant

** Additional $1M for Trent and $2M for OCAD that were introduced in 2007-08 have been incorporated into this envelope leading to an increase in the total. Effective 2007-08 Trent's Differentiation was increased by $2M and the Trent at UOIT grant of $2M was discontinued.

APPENDIX 2.11: EXTRAORDINARY GRANT ($)

Year	Algoma	Hearst
1989-90	760,000	
1990-91	760,000	
1991-92	760,000	
1992-93	760,000	
1993-94	665,000	
1994-95	653,000	
1995-96	645,000	
1996-97	540,000	
1997-98	540,000	
1998-99	540,000	
1999-00	545,400	
2000-01	545,400	400,000
2001-02	599,940	400,000
2002-03	899,910	600,000
2003-04	899,910	600,000
2004-05	913,582	609,116
2005-06	906,746	604,558
2006-07	906,746	604,558
2007-08	906,746	604,558
2008-09	906,746	604,558

APPENDIX 2.12: RESEARCH OVERHEADS/INFRASTRUCTURE ENVELOPE (ROIE) ($)

Year	Total
1986-87*	15,000,000
1987-88	25,000,000
1988-89	25,125,000
1989-90	27,170,000
1990-91	28,447,000
1991-92	30,296,000
1992-93	30,569,000
1993-94	28,337,000
1994-95	27,839,000
1995-96	27,477,000
1996-97	22,990,000
1997-98	27,477,000
1998-99	27,477,000
1999-00	27,751,773
2000-01	27,751,770
2001-02	27,751,770
2002-03	27,751,770
2003-04	27,751,770
2004-05	27,751,770
2005-06	27,751,770
2006-07	27,751,769
2007-08	27,807,966
2008-09	27,751,770

*1986-87 funding provided under the auspices of the University Excellence Fund program.

APPENDIX 2.13: SPECIAL PURPOSE AND INSTITUTION SPECIFIC GRANT ($)

Year	Special Purpose[1]	Institution Specific[2]	Total
1995-96	61,382,098	0	61,382,098
1996-97	49,852,951	0	49,852,951
1997-98	12,975,915	33,852,959	46,828,874
1998-99	12,045,191	34,260,108	46,305,299
1999-00	17,173,608	17,075,136	34,248,744
2000-01	19,033,219	15,850,057	34,883,276
2001-02	14,048,228	13,517,911	27,566,139
2002-03	13,175,135	11,092,217	24,267,352
2003-04	19,735,160	11,016,189	30,751,349
2004-05	143,539,890	12,734,017	156,273,907
2005-06	26,618,201	34,504,140	61,122,341
2006-07	59,327,993	33,119,839	92,447,832
2007-08	58,184,054	31,283,063	89,467,117
2008-09	64,976,901	49,944,597	114,921,498

Notes:

1. Contains All Special Purpose, Ministry initiative and all other grants that are not specifically for an institution.
2. In 1995-96 and 1996-97, Institution Specific grants were combined with Special Purpose Grants.

APPENDIX 2.14: LEARNING OPPORTUNITIES TASK FORCE ($)

Year	Total
1998-99	5,239,087
1999-00	5,536,156
2000-01	5,327,663
2001-02	8,612,098
2002-03	4,594,314
2003-04	6,470,566

APPENDIX 2.15: ACCESS TO OPPORTUNTIES PROGRAM ($)

Year	Start- Up	On-going	Total
1998-99	30,429,746	3,870,254	34,300,000
1999-00	23,103,317	22,393,037	45,496,354
2000-01	48,704,752	35,933,448	84,638,200
2001-02		46,551,035	46,551,035
2002-03		56,737,596	56,737,596
2003-04		60,600,000	60,600,000
2004-05			53,000,001
2005-06			35,478,000

APPENDIX 2.16: ONTARIO GRADUATE SCHOLARSHIP IN SCIENCE AND TECH. (OGSST) ($)

Year	Total
1998-99	2,840,000
1999-00	6,080,000
2000-01	6,080,000
2001-02	5,000,000
2002-03	5,000,000
2003-04	5,000,000
2004-05	4,999,960
2005-06	5,000,000
2006-07	5,010,000
2007-08	5,010,000
2008-09	5,010,000
2009-10	5,010,000

APPENDIX 2.17: TRANSITION ENVELOPE ($)

Year	Accessibility Envelope (General Enrolment) Phase-Out	Additional Growth Fund	Total
1990-91	18,459,288	52,400,000[57]	70,859,288
1991-92	31,048,977	78,377,889	109,426,866
1992-93	60,648,000	88,878,000	149,526,000
1993-94		172,138,043	172,138,043
1994-95		169,112,000	169,112,000
1995-96[58]		171,725,890	171,725,890

APPENDIX 2.18: PAY EQUITY ENVELOPE ($000)

Year	Total
1991-92	4,998.4
1992-93	14,482.5
1993-94	18,910.0
1994-95	21,549.9
1995-96	18,961.3
1996-97	18,961.3
1997-98	18,961.3
1998-99	18,961.3

APPENDIX 2.19: FAIR FUNDING FOR UNIVERSITIES GRANT ($)

Year	Total
1998-99	10,000,000
1999-00	20,000,000
2000-01	28,999,999

* The Fair Funding for Universities Grant was rolled into the Basic Operating Grant in 2001-02.

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[57] Includes $4.7 million that was added to the original allotment.

[58] Last year for separate Transition Envelope; funding integrated with Basic Grants Envelope commencing 1996-97.

APPENDIX 3: PROGRAM APPROVALS PROCESS

Appendix 3.1 Historical Memorandum

MEMORANDUM TO: Executive Heads of Provincially-Assisted Universities, OCA, Algoma and Hearst

Information copies to: COU, CFSO, OCUFA, COUSA, OEICC, CUEW, FOETC, OPSEU

FROM: David Trick

DATE: November 8, 1996

SUBJECT: **Program Approvals Process**

I am writing further to the Minister's letter of May 29, 1996 announcing the closing of the Ontario Council on University Affairs (OCUA) and the Academic Advisory Committee (AAC). At that time, you were advised that the Ministry was reviewing the program approvals process to determine how it would be handled without the involvement of these two bodies. I am pleased to advise you that an interim process of self-administered regulation will replace the current program approvals process for the 1996-97 academic year.

The key features of the new process are:

- self-administered regulation by each university;
- a focus on new programs rather than those that are simply restructured or rationalized;
- a streamlined and standardized set of criteria to be used by universities in evaluating program proposals;
- an exemption on undergraduate core Arts and Science programs from review, as in the past;
- a simplified reporting process; and,
- final determination by the Minister on whether enrolments in new programs are approved for the purposes of funding, as is the case at present.

The Minister has accepted OCUA's recommendation to streamline and standardize the existing evaluative criteria. Group A and B undergraduate and Group C graduate programs (see a Attachment 1) will all be reviewed against the following seven criteria:

1. Certification that the program has undergone a nomenclature confirmation review by the University Senate for Group A and Group B undergraduate programs and by the Ontario Council on Graduate Studies (OCGS) for Group C graduate programs.

2. Certification of program quality by the University Senate for Group A and Group B undergraduate programs and by the Ontario Council on Graduate Studies (OCGS) for Group C graduate programs.

3. Certification by the governing body of the institution that the program can be financed by institutional resources or that the Minister has given prior approval of additional funding to cover any portion of program costs that cannot be absorbed by the institution.

4. Certification by the executive head that the program is consistent with the aims, objectives and existing strengths of the institution.

5. Certification by the executive head that there is convincing evidence of student demand.

6. Certification by the executive head that there is convincing evidence of societal need.

7. Convincing evidence that any duplicative similarities to existing programs in Ontario or Canada are justifiable for reasons of public funding.

More details regarding the information universities should consider in certifying the criteria have been met are attached (see Attachment 2).

Institutions must certify to the Ministry that the proposed new program meets criteria 1-6 (see Attachment 3). For graduate programs, certification by OCGS that the proposed new program meets criteria 1 and 2 must also be provided by the institution.

The Ministry will evaluate criterion 7. The Ministry will seek comments related to this criterion from institutions on new undergraduate program proposals.

New program developments which are products of restructuring/rationalization or based on existing programs need only be reported each Spring to the Ministry. Institutions will also be asked each Spring to report other annual program developments including program closures and mergers.

Additional information will be obtained annually by the Ministry from OCGS on the quality appraisal of new and existing graduate programs and from the Undergraduate Program Review Audit Committee (UPRAC) on the results of its audits.

All programs to be reviewed within the 1996-97 approvals cycle should be submitted on or before December 15, 1996. For those institutions who have already submitted programs, please complete the attached certification form (see Attachment 3). Program submissions and any questions should be directed to the attention of :

The Director, Universities Branch
Postsecondary Education Division
Ministry of Training Colleges and Universities and Training
9th Floor, Mowat Block
900 Bay St.
Toronto, Ontario
M7A 1L2
(416) 325-1952

In making this decision, the Minister has acknowledged with thanks the Academic Advisory Committee for its hard work and the input it provided on the revised process. I too would like to thank the members of the Committee for the important and substantial contributions they have made to the quality of academic programs at Ontario’s universities.

Original signed by

David Trick
Assistant Deputy Minister
Postsecondary Education Division

Appendix 3.2 2008-09 Program Approvals Cycle Memorandum

MEMORANDUM TO: Executive Heads of Provincially-Assisted Universities, Dominican, Hearst, and OCAD

CC: Council on University Planning and Analysis

FROM: Martin Hicks
Director

DATE: August 14, 2009

RE: **Call for 2009-10 Program Approval Submissions**

Since 1996, new "non-core" undergraduate programs (Group A Category) and all graduate programs (Group B Category) for which enrolment is eligible to be counted for funding purposes must be approved by the Minister of Training, Colleges and Universities (MTCU). "Core" undergraduate Arts and Science programs are exempt from this process (see Attachment 1 for listing of program approval categories).

New programs, once approved, will generate basic income units (BIUs) that are eligible to be counted for funding purposes through operating grants subject to the level of funding the government makes annually. New programs must also be ministry-approved in order for students who are enrolling in these programs to be eligible to receive assistance from the Ontario Student Assistance Program (OSAP).

Proposed Group A and B programs will be assessed for similarities to pre-existing programs in Ontario which may affect eligibility for public funding (see criterion 7 of Attachments 2 and 3). Universities must identify the extent to which their proposed new undergraduate or graduate programs may duplicate other programs offered in Ontario universities.

If duplication exists, justification and supporting documentation must be provided (see institutional checklist in Attachment 3). If the program is unique, it is essential to satisfy criterion 5 (societal need) and criterion 6 (student demand). Please include the proposed calendar entry and other descriptive documentation for each program, as well as a suggested program weight and Formula Program of Study (FORPOS) code.

Where a new program submission contains incomplete or insufficient rationale to support justifiable duplication, the new program will not be approved and will be held pending receipt of the additional documentation. Delays in providing the appropriate documentation before the deadlines may result in the program slipping to the next opportunity for review in the cycle.

As part of the review process, the ministry will fax or e-mail information about proposed Group A undergraduate programs to University Vice-Presidents, Academic, who will have an opportunity to comment on the extent to which these programs may duplicate an existing program. The ministry will consult the Ministry of Health and Long-Term Care in relation to proposed new programs in the health related and professional fields.

Classification of Instructional Programs (CIP):

Starting in 2009-10, MTCU is incorporating the CIP codes into our enrolment reporting system. In preparation for this and to assist our understanding of how the CIP codes are being assigned, we are requesting that institutions provide their suggested CIP code in Attachment 5.

Information on Tuition Fees per Program:
Institutions must indicate in their new program approvals submission to the ministry the proposed fee rate for any new program. As per the tuition fee guidelines, institutions may set the tuition fee for new programs up to a level commensurate with the tuition charged for comparable university programs in Ontario. Fees should not exceed the maximum fee rates charged by other comparable Ontario university programs. Institutions should provide information on the comparator programs used to set the tuition fee level. Comparability is based on factors such as course and program design, credential outcome and assigned BIU weight.

The ministry will review the appropriateness of the comparator programs chosen to set the tuition fee rate and has the final authority on all decisions of comparability. This information should be submitted in the Program Approval Summary form (Attachment 5).

Institutions should identify how the tuition fees are charged, for example, by program, by “flat fee”, or by course/credit. Institutions must also provide the tuition fee information as an annualized fee.

Information on Collaborative Programs:
The ministry requests that institutions submit further information on collaborative programs. Please ensure that each program submission which includes one or more institutional partner, from either the college/university sector, includes information on the enrolment reporting arrangement between partners, and with the ministry. This information can be placed in Attachment 5.

2009-2010 Program Approval Submission Schedule:

PROGRAM APPROVAL SUBMISSION DUE DATES
October 1, 2009
January 12, 2010
March 3, 2010
June 2, 2010
Program Development Report Due Date: May 3, 2010

Each program proposal submitted must include the following attachments:

1) **Program Approvals Certification Form (Attachment 3)**: must be completed for each proposed new program.
2) **OCGS Approval Form**: for every Group B graduate program, proof of approval from the Ontario Council of Graduate Studies (OCGS) must be submitted before it can be considered by the Minister.
3) **Program Approval Summary Form (Attachment 5):** use the attached Program Approval Summary form for each program.
4) **Program Calendar Information:** please attach the list of credits per program each year with corresponding course credits.

The annual Program Development Report (Attachment 4) that reports on program developments (i.e., restructured, merged and closed programs) should be received by fax by **May 3, 2010.** All universities are required to submit this report, regardless of whether there are any program changes to report. The risk of not submitting a report is that the ministry may not recognize students for funding purposes in programs that have changed without the ministry's knowledge.

Your program approval submissions, annual program development report, and any questions can be directed to:

Nadira Ramkissoon, Research Policy Analyst
Universities Unit, Postsecondary Accountability Branch
Ministry of Training, Colleges and Universities
900 Bay Street, 9th Floor Mowat Block
Toronto, ON M7A 1L2
Phone: 416-325-8925 Fax: 416-325-0108
Email: nadira.ramkissoon@ontario.ca

Thank you for your co-operation.

original signed by

Martin Hicks
Director

Attachment 1: Program Approval Categories

Undergraduate “Core Arts and Science Programs,” Group A - “Non-Core” Undergraduate Programs, and Group B - All Graduate Programs

Undergraduate “Core Arts and Science” Programs

Programs that are in basic disciplines which might be expected to be offered at any university... (and are) appropriate to the academic ethos and character of any university.

Biological Sciences (including Biotechnology)
English Language & Literature
French Language & Literature
General Arts and Science
Humanities (including ancient and classical languages)
Mathematical Sciences & Computer Studies
Physical Sciences
Social Sciences (including Women’s Studies)
Theology

***Note: Core Arts and Science programs are exempt from the program approval process.**

Group A - “Non-Core” Programs

Accounting, Accountancy
Actuarial Science
Agricultural Business
Agriculture
Architecture
Area Studies
Art Education, Conservation, Art Therapy
Clothing, Textiles, Design and Fashion
Commerce
Communications
Community, Urban and Regional Planning
Criminology
Dance
Dental Surgery
Dentistry
Dietetics
Drama
Education
 - Primary-Junior
 - Junior-Intermediate
 - Intermediate-Senior
 - Technological Studies
 - French as a First Language (FFL)
Engineering
Environmental Studies, Environmental Science
Family Studies, Family Science
Film, Cinema
Finance
Fine Art, Studio Art, Painting
Forest Technology
Forestry
Gerontology
Health Studies
Home Economics, Food Studies
Horticulture
Industrial, Labour Relations
Journalism
Kinesiology
Labour Studies
Landscape Architecture
Language and Literature Studies
Law
Law Enforcement
Legal Studies
Library Science
Linguistics
Management, Business Management
Marketing
Medical Illustration
Medicine
Midwifery
Municipal Administration
Music
Native Studies
Nursing
Nursing Education
Occupational Therapy
Optometry
Personnel and Administrative Studies
Pharmacology
Pharmacy
Physical Therapy, Physiotherapy
Physical Education
Planning
Public Administration
Public Service Studies
Radiation Therapy
Recreation
Resource Management
Social Work
Speech Pathology and Audiology
Survey Science
Systems Design
Theatre Arts
Translation, Interpretation
Urban Studies, Urbanism
Veterinary Medicine
War Studies

Group B – Graduate Programs

All graduate programs

Attachment 2: Information the University Should Consider in Certifying Criteria Have Been Met

Criteria	Institutional Check List
1. Program Nomenclature (“Truth-in-Advertising”)	➢ The University Senate or equivalent academic body should ensure that the program name and degree designation are appropriate to program content and consistent with current usage in the discipline.
2. Academic Quality	➢ Undergraduate: the University should ensure that the Senate or equivalent academic body has approved the undergraduate program. ➢ Graduate: the University should ensure that the Dean of Graduate Studies (or equivalent) has received a letter indicating the date program passed OCGS appraisal without requiring improvements.
3. Financial Viability	➢ The Board of Governors or equivalent body should ensure the university has in hand the requisite resources to introduce the program within existing funding levels and is prepared to maintain the program for a reasonable period of time (The approval of a program is not grounds for a request for additional funding from the Ministry to initiate or sustain the program). ➢ Where there is an increase in the minimum length of time required to complete an existing approved degree program, the institution should be able to justify the additional costs incurred to the institution, government and the student. ➢ In making these determinations, institutions should consider: o the impact of the program on funding and how the institution intends to finance and staff the proposed program o the additional costs (capital expenditures, additional faculty, etc), and the sources of additional funds (external grants, donations, government grants) o how other programs will be affected (joint offerings, closure, rationalization, decreased in size, etc.), including how and whether or not any cost savings will be involved

Criteria	Institutional Check List
4. Institutional Appropriateness	➢ The university should ensure the program is related to institutional mission, academic plans, and/or departmental plans. ➢ The university should ensure the program fits into the broader array of program offerings, particularly areas of teaching and research strength, collateral areas of study, etc. ➢ In making these determinations, institutions should consider: o notable resources available to the program demonstrating institutional appropriateness e.g. Chairs, institutes, centres; unique library collections or resources; facilities such as computer, laboratory, other acquisitions, etc. o external financial support demonstrating strength such as facility/equipment donations, other external donations, grants, etc.
5. Student Demand	➢ The University should ensure there is convincing evidence of student demand for the program. ➢ In making these determinations, institutions should consider: o projected enrolment levels for the first five years of operation (If the program is in operation, use actual and projected data) o intended steady-state annual enrolment and steady-state total enrolment projections and the year(s) in which they will be achieved o evidence of student demand through application statistics, for example: number of enquiries, applications received, number of qualified applicants, use of macro-indicator data (graduate only) o origin of student demand (% domestic and visa students; graduate only - the undergraduate or master's programs from which students would be drawn) o duration of the projected demand (e.g. short, medium or long-term demand from specified sources) o evidence of review and comment by appropriate student organization(s)

Criteria	Institutional Check List
6. Societal Need	➢ The University should ensure there is convincing evidence that graduates of the program are needed in specifically identified fields (academic, public and/or private sector). ➢ For professional program areas, the university should ensure congruence with current regulatory requirements of the profession. ➢ In making these determinations, institutions should consider: o dimensions of the societal need for graduates (e.g. socio-cultural, economic, scientific, technological) o geographic scope of the societal need for graduates (e.g. local, regional, provincial, national) o trends in societal need for graduates o duration of the societal need (e.g. short, medium, or long-term) o examples of evidence for the above would be: ▪ letters from a variety of potential employers of graduates who have seen the curriculum and commented upon the need for graduates within their organization and, more broadly, in their field of endeavour ▪ professional society and/or association comments about the need for graduates based on a review of the curriculum ▪ employment surveys, survey of the number of positions advertised in, for example, the CAUT Bulletin, AUCC University Affairs, etc. ▪ statistics related to the number of Ontario students leaving the province to study in the same field elsewhere in Canada or abroad
7. Duplication	➢ The University should cite similar programs offered by other institutions in the Ontario university system. ➢ The University should provide evidence of justifiable duplication based on societal need and/or student demand in cases where there are programs in the system that are the same or similar (Comments from other institutions regarding proposed new undergraduate programs will be sought by the Ministry. Comments regarding Health Science programs will also be sought from the Ministry of Health). ➢ The University should indicate innovative and distinguishing aspects of the program. ➢ The University should indicate why the institution is offering the program on a "stand-alone" basis rather than merging its resources with another institution in a joint program.

Attachment 3: 2009-10 Program Approvals Certification Form

Program Name and Degree Designation
(Please attach the Program's Calendar Entry)

Institution

The university certifies that the following six criteria have been evaluated and met for the above proposed new program:

☐ The program has undergone a nomenclature confirmation review by the University Senate for Group A undergraduate programs and by the Ontario Council on Graduate Studies for Group B graduate programs.

☐ Senate has certified program quality for Group A undergraduate programs and the Ontario Council on Graduate Studies has done so for Group B graduate programs. **(For graduate programs, a copy of OCGS approval is required)**

☐ The governing body of the institution has certified that the program can be financed by institutional resources unless the Minister has given prior approval of additional funding to cover any portion of program costs that cannot be absorbed by the institution.

☐ The program is consistent with the aims, objectives and existing strengths of the institution.

☐ There is convincing evidence of student demand.

☐ There is convincing evidence of societal need.

The university submits the attached information as evidence that any duplicative similarities to existing programs in Ontario or Canada are justifiable for reasons of public funding.

(Signature of President)

(Date)

Attachment 4: 2009-10 Program Developments Report FAXBACK

Institution: ______________________
Institutional Contact: _____________________
Telephone Number: _____________________

A. Rationalized / Restructured Programs

Program Name	**Degree Designation**	**Date Effective**	**Additional Information** (e.g. existing program based on)

B. Merged Programs / Departments

Program/Department Name	**Degree Designation**	**Date Effective**	**Additional Information** (e.g. existing program/department based on)

C. Closed Programs

Program Name	**Degree Designation**	**Date Effective**	**Additional Information**

Please fax the Annual Development Report, also referred to as the Faxback Report, to Nadira Ramkissoon, Universities Unit, Postsecondary Accountability Branch, Ministry of Training, Colleges and Universities to 416-325-0108 by **May 3, 2010**. You may also email the report to nadira.ramkissoon@ontario.ca

Relevant calendar copy information should also be provided (Attach additional pages if necessary).

Attachment 5: Program Approval Summary

2009-2010 PROGRAM APPROVAL SUMMARY

Please submit one form per program and attach the following:

1) **Program Approval Certification Form**
2) **Program Calendar Information (including a list of courses offered each year with credits attached to each course)**
3) **OCGS approval if required**

Institution:			
Name of Program:			
Length of Program:		**# of Semesters/Year:**	
Expected Start Date for Program:			
Suggested FORPOS Code & Program Weight:			
Suggested CIP code:			
Proposed Tuition Fee & Explanation **Include:** • **Examples of comparator programs used to set the tuition level (internal and/or external)** • **How tuition fees are charged (flat or program fee, or by course/credit)** • **Annualized tuition fee** **Note: Tuition fee should exclude all centrally collected ancillary fees and student referenda fees.**			
Does this program include a thesis option?			
In addition to the checklist provided by the ministry, please describe the following criteria below:			
Brief Program Description:			
Certification by the executive head that there is convincing evidence of societal need:			
Convincing evidence that any duplicative similarities to existing programs in Ontario/Canada are justifiable for reasons of public funding (please list/briefly describe similar programs):			
If this is a collaborative program with another college/university, please identify partners, and describe the arrangement by which institutions report enrolments as eligible to be counted for funding purposes.			
Institutional Contact Person:			

APPENDIX 4: UNIVERSITY ENROLMENT

(Source: MTCU USER)

	FTEs	BIUs
1983-84	220,821	375,796
1984-85	221,914	377,853
1985-86	220,201	375,784
1986-87	221,020	376,720
1987-88	227,241	387,358
1988-89	235,903	402,392
1989-90	243,734	415,840
1990-91	253,384	433,463
1991-92	263,467	451,398
1992-93	267,031	457,578
1993-94	264,017	452,345
1994-95	258,278	445,556
1995-96	255,667	440,179
1996-97	242,131	411,798
1997-98	241,916	412,838
1998-99	242,889	415,773
1999-00	248,688	425,823
2000-01	252,727	434,912
2001-02	263,492	456,398
2002-03	283,512	493,500
2003-04	315,258	545,587
2004-05	330,374	580,836
2005-06	344,521	607,841
2006-07	354,349	631,862
2007-08	357,936	646,913
2008-09	363,867	667,092

APPENDIX 5: SAMPLE LETTERS OF "APPROVAL-IN-PRINCIPLE" FOR PERMANENT RESIDENT STATUS

Appendix 5.1: LIVE-IN CAREGIVER APPROVED

This letter acknowledges receipt of your application for permanent resident status in Canada.

It has been determined that you meet the eligibility requirements to apply for permanent resident status as a member of the live-in caregiver class. However, a final decision will not be made until all remaining requirements for becoming a permanent resident have been met. If applicable, all of your family members, both in Canada and abroad, must pass medical and background checks. Even if your family members abroad are not applying to join you in Canada at this time, they must pass medical and background checks. You cannot become a permanent resident until you and your family members have passed medical and background checks.

If you are not already in possession of an open work permit and you wish to work elsewhere, or do not possess a valid study permit and wish to attend school for more than six months, you may apply for either or both. If you wish to apply for a study permit, be sure to include a letter from the educational institution you plan to attend. The letter should outline the type of course or program you are registered for, the start date and the expected completion date. Please contact an Immigration Call Centre in your area and request an application kit.

The client number shown in the upper right corner of this letter is your personal identification number. This number provides access to information on your file and, as such, for your own protection, you should not allow any other person to use this number. If sending correspondence to Citizenship and Immigration Canada, please include your personal identification number. Failure to include this number could result in the return of your correspondence unanswered.

If you require further assistance, please telephone your local Call Centre at the number indicated below and be prepared to quote your client number and your date of birth. General information and application kits may also be obtained through our Web site at http://www.cic.gc.ca.

Montréal 514-496-1010
Toronto 416-973-4444
Vancouver 604-666-2171

Appendix 5.2: PRELIMINARY/INITIAL APPROVAL TEMPLATE DRAFT – In Land Spouse

This letter acknowledges receipt of your application for permanent resident status in Canada.

It has been determined that you meet the eligibility requirements to apply for permanent resident status as a member of the spouse or common-law partner in Canada class. However, a final decision will not be made until all remaining requirements for becoming a permanent resident have been met. These requirements include medical, security and background checks for you and, if applicable, all of your family members, both in Canada and abroad, even if they are not applying to join you in Canada at this time. You cannot become a permanent resident until you and all your family members have met these requirements.

If you are not already in possession of a valid work permit or you have a work permit but wish to work elsewhere, or do not possess a valid study permit and you wish to attend school for more than six months, you may apply for either or both.

If you wish to apply for a study permit, be sure to include a letter from the educational institution you plan to attend. The letter should outline the type of course or program you are registered for, the start date and the expected completion date.

The client number shown in the upper right corner of this letter is your personal identification number. This number provides access to information on your file and, as such, for your own protection, you should not allow any other person to use this number. Please include your personal identification number in any correspondence with Citizenship and Immigration Canada. Failure to include this number could result in the return of your correspondence unanswered.

If you require further assistance, please telephone the Call Centre at 1- 888- 242-2100 (Toll Free). Be prepared to quote your client number and your date of birth. General information and application kits may also be obtained through our Web site at http://www.cic.gc.ca.

Appendix 5.3: IMMIGRANT APPLICATIONS IN CANADA MADE ON HUMANITARIAN OR COMPASSIONATE GROUNDS

This refers to your application for permanent residence from within Canada on humanitarian and compassionate grounds. This is a two-step decision-making process.

First, humanitarian and compassionate factors are assessed to decide whether to grant an exemption from certain legislative requirements to allow your application for permanent residence to be processed from within Canada. On (date), a representative of the Minister of Citizenship and Immigration approved your request for an exemption from these requirements for the purpose of processing this application.

Second, you must meet all other statutory requirements of the Immigration and Refugee Protection Act, for example, medical, security and passport considerations and arrangements for your care and support. As your application is processed, separate decisions will be made about whether you meet these other requirements. If more information is required, you will be sent a letter and asked to provide a reply within 30 days from the date the letter is sent to you.

Please note your application for permanent residence could be refused if:

- you and your family members do not meet all statutory requirements of the Immigration and Refugee Protection Act.

- you receive a letter asking for a reply within 30 days and do not respond.

- you fail to advise this office of any changes to your address. You may do so by writing to this office at the address shown at the top of this letter, by telephoning the CIC Call Centre or online at http://www.cic.gc.ca.

- you are not self-supporting. Persons in receipt of social assistance or welfare benefits, either directly or indirectly, are defined in the Immigration and Refugee Protection Act as inadmissible persons.

If preliminary information indicates that you probably meet all statutory requirements of the Immigration and Refugee Protection Act, you will receive a letter asking that you attend an interview at the Canada Immigration Centre in your area. A final determination on your application for permanent residence will be made at this interview. This usually occurs about nine months after the date your exemption was approved (see paragraph two of this letter). If you do not attend this interview, it could be interpreted as a lack of interest in permanent residence and your application could be refused.

If you wish to work or study in Canada while awaiting finalization of your application for permanent residence, you must request and receive an employment or student authorization. You will need the application kit titled “Application to Change Conditions or Extend My Stay in Canada” which can be obtained by telephoning the CIC Call Centre or visiting our Web site at http://www.cic.gc.ca.

If your marital status or personal situation changes, please write to this office immediately or telephone the CIC Call Centre.

Your exemption was granted, in part, due to the hardship you would face if you had to leave Canada and apply from outside of the country as usually required.

Please note if you leave Canada, there is no guarantee that you will be re-admitted so that you can continue with this application.

If you require clarification, more information, wish to provide a change of address or other information, please write to us at the address at the top of this letter, visit the CIC Web site at http:/ /www.cic.gc.ca or telephone the CIC Call Centre:
Anywhere in Canada (toll-free) 1-888-242-2100

The client number in the upper right corner of this letter is your personal identification number and it provides access to information on your file. For your own protection, do not allow any other person to use this number.

APPENDIX 6: ENROLMENT AUDIT

The Ministry of Training, Colleges and Universities requires an audit of the enrolment data of institutions which are eligible for support under the Ontario formula for operating grants and under the program of support for church-related universities and colleges. The objective of the audit shall be to render an audit report in the prescribed form.

1. Responsibility of Auditors

Auditors are responsible for providing an opinion on institutions' enrolment reports to the Deputy Minister of Training, Colleges and Universities in keeping with the spirit of Section 5805 of the CICA Handbook--Special Reports, explaining an audit opinion on financial information other than financial statements:

AUDITOR'S REPORT

TO: THE DEPUTY MINISTER OF TRAINING, COLLEGES AND UNIVERSITIES

At the request of (*name of institution*) we have examined the attached enrolment reports totalling (*number*) basic income units and formula fees of $ (*amount*) for the academic year 20 ___/___ which have been submitted to us by the Ministry of Training, Colleges and Universities. Our examination was made in accordance with generally accepted auditing standards, and accordingly included a general review of the records and procedures by which the above enrolment reports were prepared and such tests of the records of (*name of institution*) and other supporting evidence as we considered necessary in the circumstances.

In our opinion, the attached enrolment reports present fairly the weighted enrolment and formula fees of (*name of institution*) for 20 ___/___ for funding purposes, in accordance with instructions issued by the Ministry of Training, Colleges and Universities in the most recent edition of the "Ontario Operating Funds Distribution Manual," dated (*month*), 20 ___/___ and "Essential Notes and Reporting Instructions," dated (*month*), 20 ___/___ or through correspondence.

City ___________________________ (*Signed*) _________________________________
Auditor

Date __________________________

If the auditor is able to complete the audit report without qualification (because adequate assurance has been obtained from the audit work that the upper limit of errors throughout the enrolment reports does not exceed the materiality limit), it will not be necessary to disclose any known or projected errors to the Ministry; reporting requirements will, in these circumstances, be fully met by the submission of a signed audit report in the prescribed form.

If, on the other hand, based upon the results of the examination, the auditor is not able to complete the prescribed report without qualification(s) then he or she shall report these findings to the Deputy Minister of Training, Colleges and Universities explaining fully the circumstances involved, and will await further direction as to how to proceed with the examination.

It is recognized that during the course of the examination the auditor may wish to seek clarification or direction in regard to such matters as ambiguities arising from applying the categorization scheme.

Clarifications and interpretations of the formula for operating grants are the responsibility of the Ministry. If, therefore, the auditor wishes to consult, or to seek clarification or direction with respect to the examination, it should be done by writing to the Director, Postsecondary Finance and Information Management Branch, , Ministry of Training, Colleges and Universities.

The auditor of each reporting institution will provide the Deputy Minister of Training, Colleges and Universities with the enrolment audit report by December 31 following the conclusion of the academic year concerned and will provide a copy of all correspondence in this connection to the President (or the equivalent) of the university or college concerned.

2. Responsibility of Institutions

Each university or college must formally advise the firm of public accountants retained by it that an audit of enrolment is a condition for payment of enrolment-related operating grants and that the required examination for this purpose has been authorized. A copy of this letter should be forwarded to the Ministry, where it will serve as authorization for direct communication with the auditors.

3. Responsibility of the Ministry of Training, Colleges and Universities

The Ministry of Training, Colleges and Universities will provide the following to the auditor of each institution:

3.1 A summary of enrolment data received from the institution. (The auditor to confirm with the president and enrolment reporting officer their acceptance of it as a correct summary).

The enrolment data submitted will have been carefully reviewed and their arithmetical accuracy proven. Changes, if any, to the data submitted will have been noted and agreed to by the reporting institution.

3.2 An updated version of the "Ontario Operating Funds Distribution Manual".

3.3 An updated version of the "USER Reporting Guide”".

4. Guidance for Auditors

Determination of appropriate procedures and the scope of the audit necessary to support an opinion is a responsibility of the auditor. In making this determination, the procedures selected will not be limited to, but should include, the following factors traditionally considered essential to any enrolment audit:

4.1 A general review of student records and related procedures to ensure their adequacy for satisfactory completion of the enrolment reports.

4.2 A choice of either statistical sampling or judgmental testing as the audit approach most appropriate in the circumstances.

4.2.1 Item 6 of this appendix provides guidance with respect to statistical sampling techniques as applied to the audit of enrolment. The Ministry has prescribed a sampling confidence level of 95% and a materiality limit of 2% (with respect to the upper limit of net overstatements). That is, the statistical results yielded by a random sample must be such as to give the auditor at least 95% confidence that the total BIU's reported on the year's enrolment reports are not overstated by a net amount of more than 2%.

4.2.2 If, instead, judgemental testing procedures are used, the auditor should be satisfied that the audit tests of BIU records provide evidence at least equivalent to that required for an unqualified opinion where statistical sampling techniques are used.

4.3 The audit should highlight any areas of ambiguity encountered in applying the formula categorization scheme or the rules for determining eligibility for funding of programs or students and obtain a satisfactory authority reference for the manner in which the institution has dealt with situations not explicitly provided for in the "Ontario Operating Funds Distribution Manual."

4.4 The audit should include an examination of the reasons for changes between enrolment as reported and as approved by the Ministry of Training, Colleges and Universities. Procedural weaknesses should be noted so that the institution may take appropriate action to prevent their recurrence.

4.5 The audit should satisfactorily reconcile total fees computed, using reported enrolment data and the fee schedule of the institution, with academic fees as reported in the audited financial statements.

4.6 The auditor should obtain, in the prescribed form (see item 5), a certificate from the institution's registrar, attesting that (except as noted) enrolments in all programs of study offered fall within the formula categories under which they have been included. In addition, this certificate will declare that all enrolment reported is eligible for purposes of determining grant assistance except as noted in the certificate.

4.7 Four areas requiring special audit procedures are:

- formula units at the graduate level,
- study abroad courses and programs,
- eligible international student enrolment reporting and formula fees, and
- honours student differentiation criteria (when differentiated programs do not exist).

4.7.1 Item 7.1, entitled "Counting of Graduate Students--Audit Implications" (of the methods/procedures for establishing formula entitlements at the graduate level) lists some possible audit tests applicable to formula units at the graduate level. Item 7.2 provides a sample certification of graduate student status and eligibility for formula operating grant support (to be used for "verifying" some of the less auditable criteria).

4.7.2 Item 8 summarizes the information an auditor would need in order to verify the eligibility for formula funding of a student on a study abroad course or program. Institutions are required to keep on file a completed copy of this form, signed by a dean and the registrar (or their equivalents), for every study abroad course or program offered by the institution.

4.7.3 Item 9 outlines the procedures to be used by institutions and their auditors to identify international students for purposes of applying the international student fee policy and to determine conformity of institutional practice with this policy.

4.7.4 Institutions are required to keep on file a copy (copies) of the ministry's approval of the current (and/or historical) criteria used to differentiate students as honours, for reporting purposes, when differentiated programs of study do not exist. Auditors are required to attest that these criteria have been accurately applied within the overall materiality limits of their enrolment audit.

Institutions should obtain written approval from the ministry for existing criteria, and shall thereafter obtain ministry approval for any changes to such criteria. In enrolment audit reports, the auditors shall notify the ministry of any changes to existing criteria if ministry approval has not been obtained.

4.8 External auditors are required to complete a questionnaire (Item 4.8.1, following page) concerning the procedures that they have examined in conducting their enrolment audit.

4.8.1 ANNUAL ENROLMENT AUDIT QUESTIONNAIRE

TO: THE MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES

RE: ____

(*Name of Institution*)

AND THE ENROLMENT REPORT FOR FISCAL YEAR ENDING:______________________

(*TICK EITHER YES OR NO FOR EACH ITEM BELOW AND PROVIDE OTHER RESPONSES AS REQUIRED.*)

1. During the course of the enrolment audit, were there any matters that you have reported, or intend to report, to the management, the audit committee, the board of governors, or governing council of your client regarding material inaccuracies or the possibility of material inaccuracies in the enrolment report?

☐ YES ☐ NO

If YES, please outline what they are:

____

2a. Did you submit a management letter pertaining to the enrolment audit for the year prior to the year under review?

☐ YES ☐ NO

2b. Have all the matters in the management letter pertaining to the enrolment audit been resolved to your satisfaction?

☐ YES ☐ NO

If NO, please comment:

____

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3. Did you review the responses contained in this questionnaire with the institution?

☐ YES ☐ NO

NAME AND ADDRESS OF AUDIT FIRM:

____

SIGNATURE OF AUDITOR:____

NAME OF PARTNER IN CHARGE: ____

LICENCE NUMBER:____

5. Registrar's Certification in Connection with Audit of Enrolment

(Public Accounts Council of Ontario Licence Number)

(UNIVERSITY LETTERHEAD)

Registrar's Certification in Connection with Audit of Enrolment

To: (*Name of Auditor*)
(*Institution*) (*Session*)

Dear Sir:

In connection with your examination of the enrolment reports for (*session*) submitted to the Ministry of Training, Colleges and Universities and the records from which these have been prepared I hereby certify that to the best of my knowledge and belief:

1. That all records have been maintained in a manner consistent with the internal university procedures established for the compilation of enrolment data and that the figures shown on the enrolment reports agree with these records.

2. That there is explicit authority for inclusion of enrolments in all programs of study offered by the university within the formula categories under which they have been reported, except as noted below:

3. That all students ineligible for support under the provisions of the Ontario formula for operating grants have been excluded in determining the operating grant which has been paid.

   The numbers of such students and the programs of study in which they are enrolled are as noted below:

4. That all relevant instructions and provisions applicable to the completion of the enrolment reports and the determination of the operating grants have been correctly followed.

Yours truly,

____

____
Title

To be signed by the Registrar (or such other university official as is responsible for completion of MTCU enrolment reports).

6. STATISTICAL Sampling

Extracts from a letter dated October 18, 1972 from Clarkson, Gordon & Co. to Mr. F. J. Kidd, on the subject of the application of statistical sampling techniques to enrolment auditing follow.

6.1 Background

An auditor does not and cannot "certify to the accuracy" of figures in a financial statement (or enrolment report) first, because the accounting principles governing its preparation always require judgement in application and second, because it is usually completely impractical for the auditor to check 100% of the underlying transactions. Instead, the auditor bases his/her examination on tests guided by analyses of the figures, internal reconciliation of balances, review of internal control, and so on, and then reports, if appropriate, that "in her/his opinion" the financial statement (or enrolment report) "presents fairly" the financial position or other information required (such as the "weighted enrolment").

The words "in his/her opinion" imply that the auditor cannot provide 100% certainty but rather a reasonable degree of *confidence* as a result of the audit work. The words "present fairly" imply that the auditor cannot report that the financial statement (or enrolment report) is accurate to the cent but rather that (subject to the reasonable degree of confidence mentioned above) it is not misstated by a *material* amount. Any audit, therefore, implies a choice of *confidence* level and *materiality* limit. Such choices are made implicitly when an auditor employs judgemental testing procedures. (The auditor intuitively decides how *much* must be tested to be *reasonably sure* of detecting a *material error* if present). When an auditor employs statistical sampling procedures, however, the choice of confidence level and materiality limit (which in turn determine sample size) must be made explicit.

The Ministry has stated that for the purposes of the enrolment audit, the university auditor may employ *either* statistical sampling techniques *or* judgemental testing procedures. Where the nature of the enrolment records, however, permits the application of statistical sampling techniques, most university auditors will wish to consider such application seriously because of the benefits of greater objectivity to be derived therefrom. The following material is intended to indicate a method of applying such techniques.

6.2 Prescription of Confidence Level and Materiality Limit

The Ministry has prescribed a sampling confidence level of 95% and a materiality limit of 2% (with respect to the upper limit of net overstatements) where the university auditor employs statistical sampling procedures in arriving at an opinion on the reported "weighted enrolment."

6.3 Statistical sampling of BIUs

There are various different components of a complete enrolment audit: studying the system of internal control, reconciling reported academic fees to reported enrolment, sampling records of 'basic income units' (BIUs) to verify 'weighted enrolment' reflected in the year's enrolment reports, etc. The following material, however, addresses itself exclusively to the statistical sampling of BIU records to verify the year's enrolment reports.

What is required is a statistical sample of BIU records that will yield 95% sampling confidence that total BIUs reported on the year's enrolment reports have not been overstated by more than 2%.[59]

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[59] With respect to the specific prescribed guidelines of 95% confidence and 2% upper error limit, the Ministry prescription requires only that these be applied to net overstatements. When, however, the auditor expresses an opinion that the "enrolment reports present fairly the weighted enrolment" he/she will normally want to be

Since the objective of the audit test is to assess the frequency of net overstatements in total reported BIUs, the direction of the audit test must clearly be from the reported BIUs *back* to underlying enrolment records.

The first question is whether the auditor should select a random sample of students or a random sample of BIUs (in the former case every student would have an equal chance of selection while in the latter case every BIU would have an equal chance of selection). If the former method is chosen, the auditor will be able to arrive at a statistical conclusion that X% of the student records may contain BIU overstatements. The auditor will not, however, be able to convert this conclusion into a rigorous statistical conclusion with respect to total BIUs themselves.

If the X% of overstated student records were or might be mostly graduate students, then total BIUs might well be overstated by far more than X% (since each graduate student overstatement might be an overstatement of several BIUs). It is possible that additional judgemental testing (particularly among graduate records) may still permit the auditor in such a case to arrive at a reasonable judgemental conclusion. Nonetheless, it is desirable, where feasible, to obtain a statistical conclusion directly relating to reported BIUs and this can be done by drawing a statistical sample of BIUs.

The first point is, therefore, that it is desirable for the auditor to draw a *random sample of BIUs*; that is, every BIU among the total reported BIUs should have an equal chance of selection in the audit sample.

Such a procedure will, for example, give somewhat more chance of selection to graduate students than to undergraduates but this is appropriate since, in terms of BIUs, each of the former has a greater potential for overstatement than each of the latter.

6.4 Mechanics of Drawing a Statistical Sample of BIUs

Pure random sampling involves making a new random draw on each selection. A far less cumbersome procedure, however, is to use 'systematic' or 'interval' sampling whereby the auditor selects every nth BIU throughout the population. This requires two things:

1. that the auditor can identify a set of BIU records (the 'population') that has been added (or will be added) and agreed (or will agree) in total to the total BIUs reported on the year's enrolment reports, and

2. that the auditor can by some method count through this population of BIUs in order to select every nth one.[60]

For example, if the total population amounts to 4,000 BIUs and the auditor has estimated that a sample of 400 BIUs would be needed (sample size determination is discussed below) then every 10th BIU throughout the entire population would be selected. The counting through the population to pick every 10th BIU may be able to be done manually (if the BIU records exist on visible accounting reports) or by computer (if the BIU records exist on computer files).

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satisfied in any event that there is reasonable confidence that neither a material overstatement error nor a material understatement error exists. The procedures described in this appendix should usually be adequate to give such reasonable assurance with respect to understatements as well as overstatements.

[60] The mechanics of selecting every nth BIU are complicated if the BIU weights are applied manually at a summary level and are not readily available at a detail level. In some cases, this problem can be solved by stratifying the population into groups, students within each group having identical BIU weights. In a computerized system, however, these problems are not as great.

There is a risk that 'interval sampling' may contain a bias (if there is any periodicity or clustering in the pattern of errors throughout the population). For this reason, it is desirable for the auditor to use either 'randomly varying intervals' (the better method) or 'fixed intervals following several random starts'.

With the preferable method of 'randomly varying intervals' the auditor would use a stream of random intervals (obtained either from random number tables or a computer program) averaging to the desired average interval. For example, in the case above, if the auditor wishes 400 selections out of 4,000 BIUs then he or she needs to select at an average interval of 10, but the specific intervals would vary randomly above and below 10 (e.g. the auditor might count along 7 for the 1st selection point, another 15 for the 2nd, and so on). One method of obtaining varying intervals averaging to 10, for example, is to pick random numbers between 1 and 20 (twice the desired average interval), which, if enough are selected, will be bound to average to close to 10.

If, however, the auditor uses fixed intervals, he should take several random starts. One method (still using the above example) is to pick 3 random starts each between 1 and 30 at the very beginning of the population and then fixed intervals of 30 after each of these starts (producing in total a random start between 1 and 10 at the beginning of the population and then fixed intervals of 30 after each of these starts (producing in total about 400 selections). Another method is to pick a random start between 1 and 10 at the beginning of each third (or smaller division) of the population followed by fixed intervals of 10 thereafter throughout that division of the population. These methods are generally considered acceptable but the method of varying intervals described in the previous paragraph is to be preferred.

6.5 Evaluation of a Statistical Sample of BIUs

The evaluation of statistical samples will now be discussed and, following that, the planning of required sample size.

Suppose, temporarily, that a university consisted solely of students having 1 BIU each and that the only errors discovered by the auditor were instances where the student should not have been included at all (i.e. each discovered error represented a 1 BIU overstatement).

Statistical attribute sampling tables for 95% confidence (the confidence level prescribed by the Ministry) indicate the following:
For 95% confidence,[61]

Number of Errors Found In Sample	'Upper Error Limit Factor'
0	3.00
1	4.75
2	6.30
3	7.76
4	9.16

---

[61] This table is based on Poisson tables, and represents a slightly conservative (i.e., safe) approximation to Binomial tables (the rigorous values for attribute sampling from large populations). Additional conservatism arises when these values are used for very small populations (e.g., when 20% of the population has been covered in the sample) but the amount of this additional conservatism (from ignoring the "finite population correction factor") is slight. In any case, since both the above approximations are conservative, the values are safe for the auditor to use (i.e., if anything they will yield conclusions slightly more pessimistic than those the auditor is really entitled to as a result of sampling).

where:

$$\text{'upper error limit' frequency} = \frac{\text{'upper error limit' factor}}{\text{sample size}}$$

For example,

if 0 errors were found in a sample of 100,

$$\text{U.E.L.} = \frac{3.00}{100} = 3.00\%$$

if 1 error was found in a sample of 100,

$$\text{U.E.L.} = \frac{4.75}{100} = 4.75\%$$

if 3 errors were found in a sample of 400,

$$\text{U.E.L.} = \frac{7.76}{400} = 1.94\%$$

6.6 Evaluation for Varying Error Sizes

In practice, of course, a university does not consist solely of students having 1 BIU each but rather some having 1, some 4, some 2.5, etc. Suppose that, in drawing the statistical sample of BIUs, one particular BIU selected happens to fall within a student enrolment record for 4 BIUs. Of course, the auditor cannot verify merely the 1 BIU selected but rather must verify the whole student enrolment record of 4 BIUs. If this whole student record proves to be correct, then obviously the selected BIU therein must be correct too (and accordingly no sample error should be scored for this item).

On the other hand, if the whole student record proves to be fictitious then obviously the selected BIU therein is 100% fictitious too (and accordingly a sample error of *one* 100% fictitious BIU should be scored). If all selected BIUs turned out to be completely right or completely wrong then the table values above could always be used to project the 'upper error limit' of completely fictitious BIUs throughout the population (and this would represent the 'upper error limit' of overstatement in total reported BIUs).

However, in the above example, the auditor may find that the student enrolment record of 4 BIUs should properly have been recorded as 2 BIUs. In this case, the student enrolment record has been overstated by 50% of its reported value. It is logical then to consider each of the 4 reported BIUs (including the one selected BIU therein) as being "tainted" by a 50% overstatement error. In such a case, then, a sample error of *one* 50% overstated BIU should be scored.

6.7 Tainting Percentages Under 100%

How is such a 50% overstated BIU discovered as the only error, say, in a sample of 100 to be projected? Referring to the previous table, a sample of 100 containing 0 errors had a UEL of 3.00% while a sample of 100 containing 1 error had a UEL of 4.75%. It follows, in a sample of 100 containing no 100% errors and one 50% error, that 100% errors (0 found in sample) have a UEL of 3.00%, while 100% and 50% errors together (1 found in sample) have a UEL of 4.75%. It can be readily shown that the most conservative way of combining these two rigorous statistical conclusions is to attribute a 3.00% possible frequency to

100% errors and the remaining 1.75% possible frequency to 50% errors.

The net UEL would therefore be computed as follows:

Errors Found	Tainting 100%	UEL Incremental Factor	Product	Sample Size	Net UEL
0	100% x	3.00	= 3.00		
1st	50% x	1.75	= 0.88		
		4.75			
			3.88	÷100	= 3.88%

To permit such computation to be done when several different errors are found, a table of UEL incremental factors is desirable as follows:

For 95% confidence,[62]

Errors found in sample, ranked in declining tainting percentage	**'Upper error limit' incremental factor**
0	3.00
1st	1.75
2nd	1.55
3rd	1.46
4th	1.40
5th	1.36
6th	1.33
7th	1.30
8th	1.29
9th	1.27
10th	1.26
11th	1.24
12th	1.24
13th	1.22
14th	1.22
15th	1.21

where:

---

[62] This table represents merely the increments between successive values shown in the previous table. The derivation of the values is subject to the same technical note as Footnote 3.

The above method of evaluation by ranking tainting percentages is supported by Dr. Albert Teitlebaum of McGill University and also corresponds (except for differences in terminology) with that outlined in Chapter V of the Research Study, "Statistical Sampling in a Audit Context", published in March 1972 by the Canadian Institute of Chartered Accountants. It is possible to eliminate some of the conservatism inherent in this method by the use of a computer program, but such a refinement is usually not significant enough to be worthwhile.

'upper error limit' frequency value = $\dfrac{1}{\text{sample size}}$

x (3.00 x100%
+ 1.75 x tainting % for 1st error
+ 1.55 x tainting % for 2nd error
+ etc.)

and where:

tainting % of an error = $\dfrac{\text{amount of error (in BIUs)}}{\text{reported BIUs for that student record}}$

For conservatism, it is necessary to rank the errors in order of declining tainting % (as indicated above) since the UEL incremental factors are larger for the early errors. Note that the zero line is always scored at 3.00 x 100% since, even if no 100% errors are found in the sample, overstatement errors as large as 100% each (though no larger) could exist in the population.

6.8 Offsetting Overstatements and Understatements

The above procedures should be applied solely to errors of overstatement discovered in the audit sample. The logic is that individual errors of understatement cannot possibly aggravate any total overstatement and therefore in projecting individual errors of overstatement it is perfectly safe for the auditor simply to ignore any individual errors of understatement. If the gross UEL overstatements projected on the foregoing basis amounts to 2% or less then the auditor is in a position to give an unqualified opinion without consideration of the possible offsetting effect of any understatements.

Cases may arise, however, where the gross UEL of overstatements exceeds the 2% limit and yet it is most unlikely that the net overstatement could be this high because of the offsetting effect of understatement errors. It can be shown statistically that it is proper to deduct from the gross UEL of overstatement errors the MLE ('most likely error' rate) of understatement errors.[63]

The 'most likely error' of understatement (to be deducted above) is equal to the sum of the tainting percentages of individual understatement errors discovered in the audit sample divided by the sample size.

6.9 Summary of Evaluation Procedure

The above procedures can be summarized as follows:

6.9.1

After the BIU selection points have been identified throughout the population of reported BIUs, verify the student record in which selected BIU falls.

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[63] For 95% confidence, this statement is rigorous for populations consisting of up to 3.6% overstatements offset by 1.6% understatements. Even for 6% overstatements offset by 4% understatements, the slight inaccuracy of the statement is not large enough to be of material consequence. Auditors should, however, avoid using the offsetting benefit of understatements when gross projected errors in both directions are each several times the 2% materiality limit.

6.9.2

For each selected BIU determine a tainting % as follows:

$$\text{tainting \%} = \frac{\text{amount of error (in BIUs)}}{\text{reported BIUs for that student record}} \times 100\%$$

6.9.3

Rank the overstatement errors in order of declining tainting % and compute the gross UEL of overstatements as follows:

$$\text{Gross UEL of overstatements} = \frac{1}{\text{sample size}}$$

x (3.00 x 100%
+ 1.75 x tainting % for 1st error
+ 1.55 x tainting % 2nd error
+ etc.)

using the previous table.

6.9.4

Compute the most likely error of understatement as follows:

$$\text{MLE of understatement} = \frac{1}{\text{sample size}}$$

x (tainting % for 1st error
+ tainting % for 2nd error
+ etc.)

6.9.5

Compute upper error limit of net overstatement as follows:
Net UEL of overstatements = gross UEL of overstatements - MLE of understatements

6.9.6

Compare the net upper error limit of overstatements to the 2% materiality limit prescribed by the Ministry.

6.9.7

If the net UEL of overstatement is 2% or less, the auditor is in a position to give an unqualified opinion as far as this portion of the audit is concerned (although, of course, the results of other audit work such as the review of internal control, the reconciliation of academic fees, etc., must be assessed judgementally as well).

6.9.8

If, on the other hand, the net UEL of overstatement exceeds 2%, the auditor is not in a position to give an unqualified opinion. He should then consider the desirability of extending his sample size (this is discussed below). If, however, it seems clear that no amount of sample extension will lead to an unqualified opinion then he must report his findings to the Ministry.

6.10 Suggested Audit Working Paper

The audit working paper form (shown on the following page) can be used to record the statistical evaluation according to the foregoing procedures and contains an example to illustrate its use. In the example illustrated, the auditor discovered four overstatement errors and two understatement errors in the sample of 300 BIUs. The 'most likely' errors are 0.83% overstatements and 0.50% understatements, for a net 'most likely error' of 0.33% overstatements. The university records are *probably* overstated by only this small 0.33% rate. However, they *might*, subject to 95% confidence, be overstated by a net amount of as much as 1.83% (the net UEL of overstatement). Since this net UEL does not exceed the prescribed materiality limit of 2%, the auditor (subject to the completion and assessment of the other audit work: internal control review, academic fee reconciliation, etc.) is in a position to give an unqualified opinion. Had the net UEL, on the other hand, exceeded the 2% limit, the auditor would have had to consider the possibility of sample extension (discussed below).

6.11 Sample Extension

Suppose that in the foregoing example the auditor's sample of 300 had instead contained three 100% overstatement errors and no understatement errors. The statistical evaluation in this case would have worked out to the following:

MLE of over statement: $\frac{300\%}{300} = 1\%$

ULE of overstatement: $\frac{7.76}{300}\ 2.56\%$

Here the situation is that while the overstatement of reported BIUs is *probably* only 1% (which would be acceptable) it *might*, subject to 95% confidence, be as high as 2.59% (which is unacceptable). Based on the audit work done to date the auditor is *not* in a position to give an unqualified opinion. On the other hand, there is a reasonable indication that the population error is not material (i.e. not as high as 2%) and that a larger sample size will be able to prove this. In such a situation the auditor should extend the sample size by drawing additional items from the population.

6.10.1 ILLUSTRATION OF ENROLMENT AUDIT WORKING PAPER TO EVALUATE STATISTICAL SAMPLE OF BASIC INCOME UNITS (BIUs)

Identification No. of Student Found to Contain BIU Errors	**BIU As Reported**	**BIU Should Be**	**Amount Understated**	**Amount Overstated**	**Understatement Tainting % D/B * 100**	**Overstatement Tainting % E/B * 100**	**Rank of Overstatement Error (G) (In Declining Tainting %)**	**UEL Incremental Factor for This Rank of Error (per below)**	**Tainting % * UEL Incremental Factor (G * I)**
A	B	C	D	E	F	G	H	I	J
-	-	-	-	-	-	-	0	3.00	3.00
A423	4	3	-	1	-	25%	4	1.40	0.35
F218	2	3	1	-	50%	-	-	-	-
L106	1	0	-	1	-	100%	1	1.75	1.75
M247	3	1.5	-	1.5	-	50%	3	1.46	0.73
R351	1	2	1	-	100%	-	-	-	-
S067	4	1	-	3	-	75%	2	1.55	1.16

Totals	150%	250%		6.99
	)	)		)
	300	300	← SAMPLE SIZES →	300
	=	=		=
	Under	Over		
'Most likely error' MLE	0.50%	0.83%	Gross UEL of Overstatement:	2.33%
	→	0.50%	→ less MLE of Understatement:	0.50%
Net MLE of overstatement:		0.33%	Net UEL of Overstatement:	1.83%
			compare to:*	↕
			Prescribed materiality limit	2.00%

Factors for 95% Confidence

Errors in Sample (Ranked in Declining Tainting %)	'Upper Error Limit' Incremental Factor
0	3.00
1st	1.75
2nd	1.55
3rd	1.46
4th	1.40
5th	1.36
6th	1.33
7th	1.30
8th	1.29
9th	1.27
10th	1.26
11th	1.24
12th	1.24
13th	1.22
14th	1.22
15th	1.21

* If net UEL of overstatement exceeds the materiality limit, the auditor must either:

a) extend sample size and re-evaluate, or

b) report why unqualified opinion is impossible.

Suppose the auditor draws an additional 300 BIUs and finds a further three 100% overstatement errors therein (the same error frequency as in the initial sample). The auditor now has a total sample of 600 BIUs containing six 100% overstatement errors. It is appropriate to evaluate this expanded sample of 600 in exactly the same way as already described. The statistical evaluation of the 600 sample would work out to the following:

MLE of overstatement: $\frac{600\%}{600} = 1\%$

UEL overstatement: $\frac{11.85}{600} =1$

It might be noted that the MLE of 1% has not changed but the UEL has been reduced from 2.59% to 1.98% and is now acceptable (as being less than the prescribed 2% materiality limit). Based on the expanded audit work now completed, the auditor *is* in a position to give an unqualified opinion (always subject to completion and assessment of other audit work: internal control review, academic fee reconciliation, etc.).

In general, extending the sample size should not be counted on to change the MLE (though in any particular case it may in fact change it either up or down) but it can be counted on to reduce the precision gap between the MLE and the UEL, and thus usually to reduce the UEL. A greater amount of audit work permits a more precise answer and so the precision gap between the MLE and the UEL is narrowed.

The UEL will of course always exceed the MLE (there will always be some precision gap however large the sample size). Therefore, if in the auditor's preliminary sample of 300, he/she had discovered seven 100% overstatement errors--for a MLE of 2.3% and a UEL of 4.4%--there is no point in the auditor extending the sample size. The MLE projected from any extended sample is likely to remain in the neighbourhood of 2.3% and the UEL will be even higher than this. There is, therefore, little prospect of bringing the UEL down to 2% and thereby obtaining an acceptable conclusion. Indeed, if the initial work indicates that a material error (over 2%) *probably does exist* and it is unlikely that extended work will provide 95% confidence that a 2% error does not exist, the auditor should not extend the sample but proceed immediately to report to the Ministry.

6.12 Guide as to Sample Extension

The following table can be used as a guide in deciding to what extent an initial sample should be extended (if any extension is appropriate at all).

For 95% confidence:[64]

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[64] This table is constructed from the previous tables to show what sample size and error combinations yield a 2% UEL. Technically, the values shown are only rigorous for one-stage samples. Where a one-stage sample of 590 is found to contain 6 errors there is 95% confidence with respect to a 2% UEL. Where a sample of 590 however, is drawn in two stages (say, 240 first plus a further 350 later) with a possibility of stopping at the end of the first stage (in this case if only 1 error has been found in the first 240), it can be shown statistically that there is a slight fall-off in confidence level (in the range of a few percentage points). That is, if 6 errors are found in total in the two-stage sample of 590, there is not quite 95% confidence with respect to a 2% UEL as indicated above. However, it can be shown that in the range of sample extensions likely to be employed by auditors, such fall-off is slight. Considering the judgemental nature of a choice of 95% confidence in the first place, and the complexities of the statistical refinements necessary to obtain a perfectly rigorous answer, this slight statistical inaccuracy should not be considered of significance.

Sample Size	Number of 100% overstatement errors found in sample (assuming no understatement errors found)	MLE(=sample error rate)	UEL
150	0	0.00%	2%
240	1	0.42	2
320	2	0.64	2
390	3	0.78	2
460	4	0.88	2
520	5	0.94	2
590	6	1.02	2
660	7	1.06	2
720	8	1.10	2
790	9	1.14	2
850	10	1.18	2

To use the previous example, if the auditor had found a 1% sample error rate in an initial sample of 300 (say, three 100% errors), it would be reasonable to extend the sample size to 590 (or about 600) since the above table shows that if the 1% sample error rate continues the same when one extends the sample (which is the most likely event) then a sample of 590 is needed before a sample error rate as high as 1% yields a UEL of the desired 2%.

The above table can only, however, be an approximate guide because:

(a) the table is only in terms of 100% errors

- this gives the worst situation
- the situation is not as bad if an equivalent value of smaller errors is found instead for example, in a sample of 100, one 100% error yields an MLE of 1% and a UEL of 4.75%; however, two 50% errors yield an MLE of 1%, but a UEL of only 4.65%.

(b) the table is only in terms of overstatement errors

- the situation is slightly worse if the equivalent net value of sample errors is made up instead of offsetting overstatements and understatements
- for example, in a sample of 100, one 1percent overstatement sample error frequency yields a UEL of 4.75 percent; however, a net 1 percent overstatement sample error frequency made up of 2 percent overstatements offset by 1 percent understatements yields a net UEL of 5.30 percent.

Nonetheless, use of this table will give a general indication of the extent to which the sample size should probably be increased. Of course, if the sample error rate found in the initial sample is, say 1.6%, it may be uneconomical to increase the sample (since a total sample of well over 1,000 items would be required) and a report under Item 1, paragraph 3 may be preferable.

Note that when a sample is extended, the results of the initial sample must not be discarded but rather incorporated into the total cumulative sample. The cumulative sample (initial stage plus extension) must then be re-evaluated using the same procedures as outlined previously.

If a sample is extended from, say 400 to 600, it is also important that the additional 200 selection points be drawn randomly out of the whole population. The mechanics of drawing the additional 200 items are the same as for the first 400 (except of course, a different average sampling interval is involved). In fact, if there appears to be a reasonable possibility that sample extension may be required, the full 600 points can be identified in the first place (to avoid the need to go back and count through the population of BIUs a second time). In such a case, the initial sample of 400 would be randomly selected out of the 600 identified selection points (perhaps by omitting every third one), the initial sample of 400 verified, and the additional 200 selection points only examined should the initial sample of 400 prove unacceptable.

6.13 Planning the Initial Sample Size

The same table presented above as a guide for sample extension can also be used for planning the initial sample size. Referring to this table, it is clear that the initial sample must be no less that 150 items (since a sample of 150 items barely yields a 2% UEL if *no* sample errors are found). It would, however, generally be imprudent to choose an initial sample size as low as 150 since at this size the discovery of even one error, however small, will render the conclusions unacceptable and necessitate sample extension.

Previous years' audit results will obviously be the best guide. For example, if past sample error rates have varied between 0 and 0.6%, a sample size of about 300 would seem a prudent choice. Of course, there is always the chance that the current year results may turn out worse and the 300 prove inadequate. In such a case, however, the auditor can proceed to extend the sample size (rather than examining an excessive sample size to start with).

It should be stressed that while estimating the required sample size is always an uncertain business (involving, as it does, the anticipation of what sample error rate may be encountered), this uncertainty does not attach to the final statistical evaluation. Once a sample has been chosen, verified, and the sample error rate determined, an objective statistical conclusion can be drawn based on the evaluation procedures described earlier.

6.14 Summary of BIU Statistical Sampling Steps

The above procedures for conducting a statistical sample of BIU records can be summarized as follows:

6.14.1

Based on prior years' observed error frequencies (or any indications of the current year's frequency) choose an adequate sample size (greater than 150) by reference to the sample extension guide.

For example, if prior years' observed error frequencies have been in the range of 0 to 0.6%, an initial sample size of about 300 would usually be a prudent choice.

6.14.2

If there is a reasonable possibility that subsequent sample extension might prove necessary, choose (by reference to the guide) a gross sample size larger than in 6.14.1 above. Determine all the gross sample selection points by counting through the BIU population, either manually or by computer (see above discussion on sampling mechanics). Select the initial sample (6.14.1) out of the gross sample selection points (e.g. by selecting every other one, or every third, etc.).

6.14.3

Verify the initial sample and determine the tainting percentages of any individual errors of overstatement or understatement discovered therein.

6.14.4

Compute the statistical conclusion arising from the initial sample results by completing the audit working paper (referenced in item 6.10). Compare the net 'upper error limit' of overstatement to the prescribed 2% materiality limit.

6.14.5

If the net UEL of overstatement does not exceed 2%, the auditor is in a position to give an unqualified opinion (subject to the completion and assessment of other audit work: internal control review, academic fee reconciliation, etc.).

6.14.6

If the net UEL of overstatement exceeds 2%, but the net MLE of overstatement is significantly less than 2% (say, not much in excess of 1%) then there is every indication that an acceptable conclusion will be able to be reached through sample extension. Based on the sample error rate observed in the initial sample, and by reference to the sample extension guide, choose the extended sample size likely to be required.

6.14.7

Select additional sample items randomly (either from the population directly or from the additional gross sample selection points already held in reserve in 6.14.2) to increase the cumulative sample size up to the extended size chosen in 6.14.6. Verify these additional sample items. Re-evaluate the whole extended sample by re-completing the audit working paper. Compare the new net 'upper error limit' of overstatement to the prescribed 2% materiality limit. The process of sample extension can be continued in this manner until an acceptable conclusion is reached or until it becomes evident that no acceptable conclusion is possible.

6.14.8

Where the MLE of overstatement (of either the initial or extended sample) exceeds 2% or where it is only slightly under 2% (e.g., 1.6%, 1.8%, etc.) it is unlikely that any acceptable conclusion will be able to be reached through sample extension (or further sample extension). The auditor should therefore report her/his findings in such a case to the Ministry as called for in item 1, paragraph 3.

6.15 Investigation of the Nature of Errors Discovered

This appendix has been directed exclusively to the drawing of a statistical conclusion based on the frequency of errors observed in a sample of BIUs. None of the statistical work should, however, limit the auditor from evaluating judgemental any other evidence available from his/her audit work. In particular, it is desirable that the auditor investigate the *nature* of any errors discovered in the audit sample. If any errors discovered in the sample appear to be *systematic* in nature, the auditor may well wish to perform additional judgemental audit steps to assess the likely extent of such systematic errors, over and above the statistical sample projections of upper error limits.

6.16 Combination with Other Audit Conclusions

The statistical projections described in this appendix relate to the projection of a possible error frequency among the population of BIU records and the comparison of this upper error limit with the 2% materiality guideline. Of course, if other known errors are discovered outside the BIU records being subjected to sampling, the effect of these known errors should be added to the statistical 'upper error limits' and the total compared to the 2% materiality guideline. For example, if an overstating addition error of 0.5% was discovered in the summarization of the total BIU figure reported on the enrolment reports and, on top of this, the statistical upper error limit for overstatements among the individual BIU records was 1.9%, the total combined 'upper error limit' would be 2.4% (and hence unacceptable without further work).

6.17 Other Considerations

A number of other considerations may well arise in the conduct of any particular enrolment audit. For example, in some universities the net 'weighted enrolment' is reduced by certain cost-sharing percentages related to affiliated colleges. These cost-sharing percentages are themselves subject to audit and such audit may likewise be performed using statistical sampling procedures. In the latter case, it is desirable that the statistical conclusions regarding the gross reported BIU's and the statistical conclusions regarding the cost-sharing percentages be combined before comparison with the prescribed 2% materiality limit.

A discussion of this and other considerations is, however, beyond the scope of this appendix. The auditor who has had some training in statistical sampling techniques will be able to resolve such matters when they are encountered.

7.1 COUNTING OF GRADUATE STUDENTS: EXAMPLES SHOWING AUDIT IMPLICATIONS

Section	Evidence Required	Possible Audit Test
4.2.5.2(b)	Program of studies meets requirements of O.C.G.S. appraisals procedure	Where applicable, examine evidence of successful program appraisal
4.2.5.2(d)	No units have been claimed for students who are registered but inactive	Obtain certificate (see form, item 7.2)
4.5.1 (1)	Student has an honours undergraduate degree or equivalent	Examine transcript or other documentary evidence
4.5.1 (2)	Student is making substantial demands on resources of the university	Obtain certificate (see form, item 7.2)
4.5.2 (2)	Student identifies him/herself as a full-time graduate student records (statement of intent, etc.)	This should be verified by reference to student
4.5.2 (4)	Student claimed as full-time geographically available and visits campus regularly	This should be verified by reference to student
4.5.5	Minima and maxima provisions have been	(a) Examine, on a test basis, units claimed adhered to during the academic year under these provisions (b) Assess the adequacy of records and procedures for the correct determination of these claims
General	Adequate records and procedures have been established for the counting of graduate students for entitlement purposes	Review of internal control

7.2 COUNTING OF GRADUATE STUDENTS - CERTIFICATION (SAMPLE)

CERTIFICATION OF GRADUATE STUDENT STATUS AND ELIGIBILITY FOR FORMULA OPERATING GRANT SUPPORT

To:____
(*Name of Auditors*)

Term of 20___ 20___ Session _____________

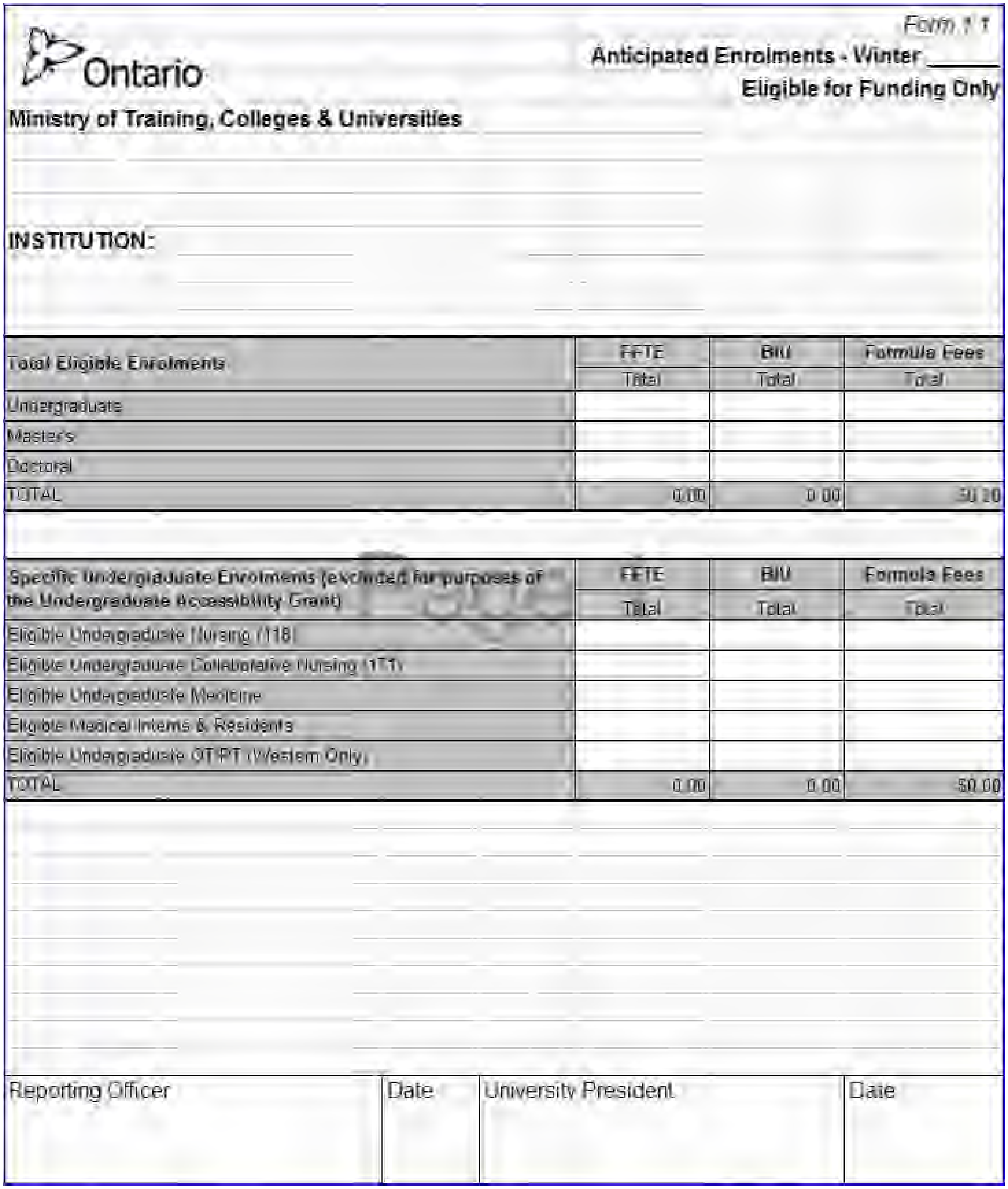
Name of Student: ____

Claimed for Support: _______________ Program of Study:_________________

Status reported: ~ Full-time ~ Part-time

	Yes	**No**
(i)This student made substantial demands upon the resources of the university (see Section 4.5.1(2)), i.e., either the student was registered in a regular course of study or was actively engaged in writing a dissertation under continuing supervision.	☐	☐
(ii)For students accorded full-time status (Section 4.5.2):		
(a) Apart from approved absence (see item b) was student geographically available and did he or she visit the campus regularly?	☐	☐
(b) If the student was absent from the university for a period exceeding four weeks, was such absence approved as required?	☐	☐

APPENDIX 7: ENROLMENT REPORTING FORMS



Form 1.1

Anticipated Enrolments - Winter ______

Eligible for Funding Only

Ontario

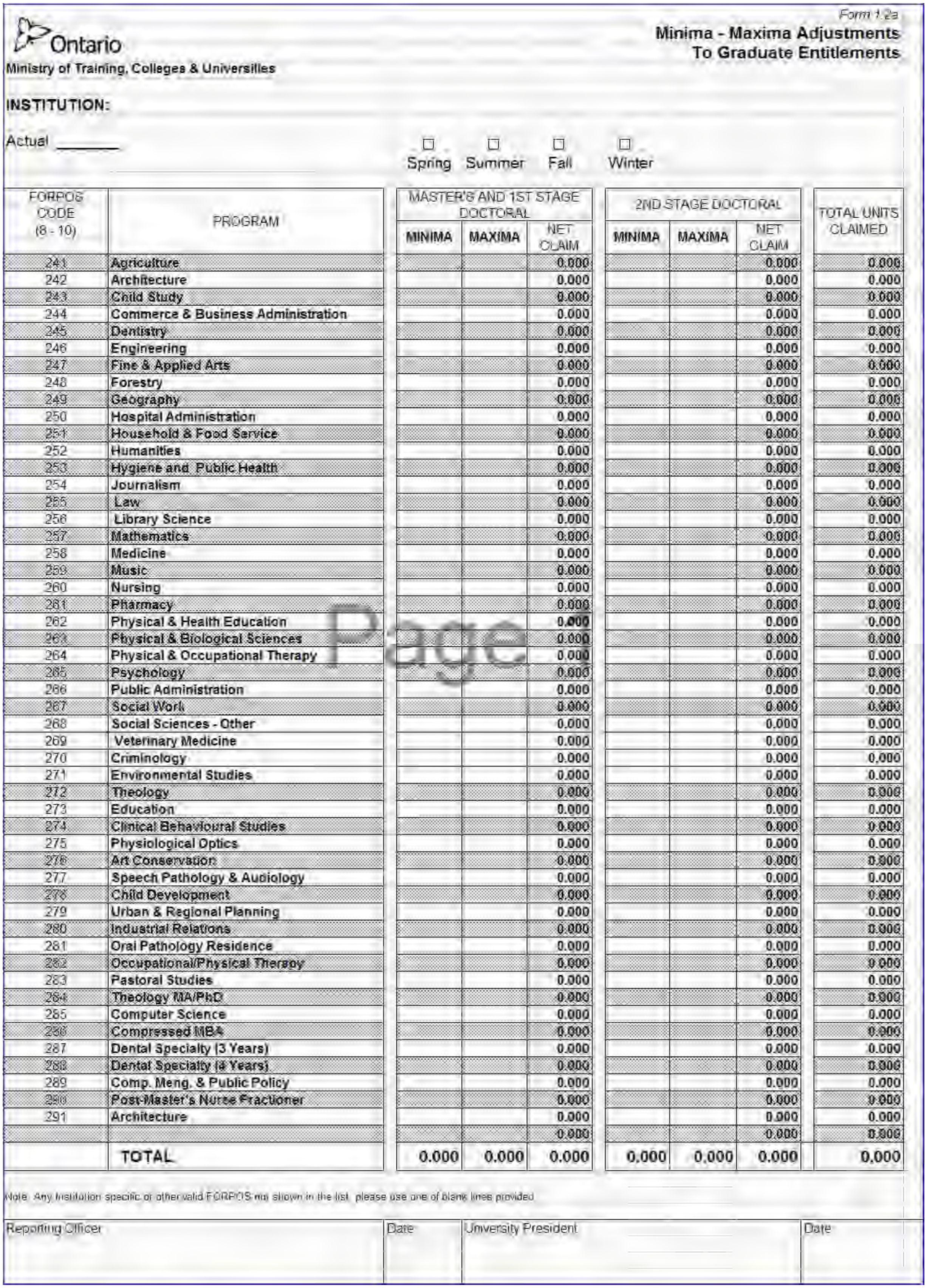
Ministry of Training, Colleges & Universities

INSTITUTION:

Total Eligible Enrolments	FFTE	BIU	Formula Fees
	Total	Total	Total
Undergraduate			
Master's			
Doctoral			
TOTAL	0.00	0.00	$0.00

Specific Undergraduate Enrolments (excluded for purposes of the Undergraduate Accessibility Grant)	FFTE	BIU	Formula Fees
	Total	Total	Total
Eligible Undergraduate Nursing (118)			
Eligible Undergraduate Collaborative Nursing (1T1)			
Eligible Undergraduate Medicine			
Eligible Medical Interns & Residents			
Eligible Undergraduate OT PT (Western Only)			
TOTAL	0.00	0.00	$0.00

Reporting Officer	Date	University President	Date



Form 1.2a

Ontario
Ministry of Training, Colleges & Universities

Minima - Maxima Adjustments
To Graduate Entitlements

INSTITUTION:

Actual ______

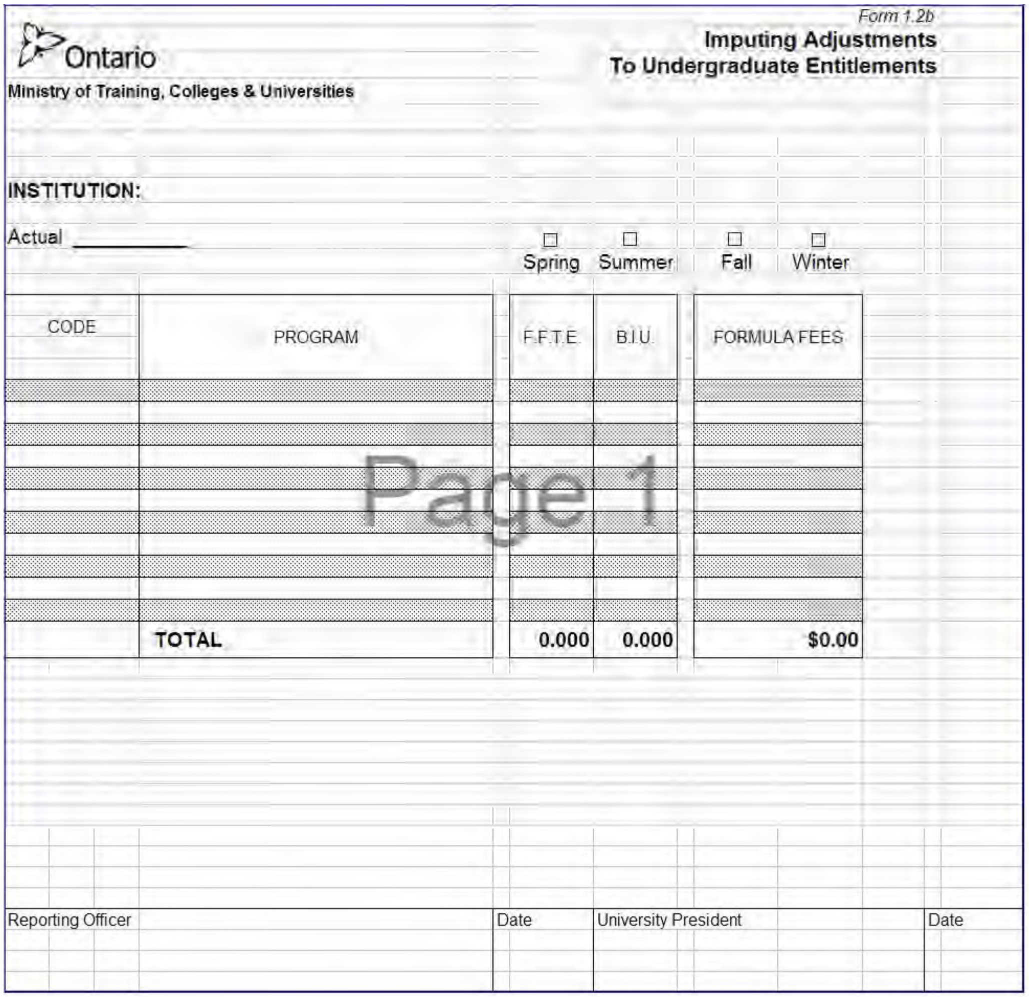
☐ Spring ☐ Summer ☐ Fall ☐ Winter

FORPOS CODE (8 - 10)	PROGRAM	MASTER'S AND 1ST STAGE DOCTORAL			2ND STAGE DOCTORAL			TOTAL UNITS CLAIMED
		MINIMA	**MAXIMA**	NET CLAIM	**MINIMA**	**MAXIMA**	NET CLAIM	
241	**Agriculture**			0.000			0.000	0.000
242	**Architecture**			0.000			0.000	0.000
243	**Child Study**			0.000			0.000	0.000
244	**Commerce & Business Administration**			0.000			0.000	0.000
245	**Dentistry**			0.000			0.000	0.000
246	**Engineering**			0.000			0.000	0.000
247	**Fine & Applied Arts**			0.000			0.000	0.000
248	**Forestry**			0.000			0.000	0.000
249	**Geography**			0.000			0.000	0.000
250	**Hospital Administration**			0.000			0.000	0.000
251	**Household & Food Service**			0.000			0.000	0.000
252	**Humanities**			0.000			0.000	0.000
253	**Hygiene and Public Health**			0.000			0.000	0.000
254	**Journalism**			0.000			0.000	0.000
255	**Law**			0.000			0.000	0.000
256	**Library Science**			0.000			0.000	0.000
257	**Mathematics**			0.000			0.000	0.000
258	**Medicine**			0.000			0.000	0.000
259	**Music**			0.000			0.000	0.000
260	**Nursing**			0.000			0.000	0.000
261	**Pharmacy**			0.000			0.000	0.000
262	**Physical & Health Education**			0.000			0.000	0.000
263	**Physical & Biological Sciences**			0.000			0.000	0.000
264	**Physical & Occupational Therapy**			0.000			0.000	0.000
265	**Psychology**			0.000			0.000	0.000
266	**Public Administration**			0.000			0.000	0.000
267	**Social Work**			0.000			0.000	0.000
268	**Social Sciences - Other**			0.000			0.000	0.000
269	**Veterinary Medicine**			0.000			0.000	0.000
270	**Criminology**			0.000			0.000	0.000
271	**Environmental Studies**			0.000			0.000	0.000
272	**Theology**			0.000			0.000	0.000
273	**Education**			0.000			0.000	0.000
274	**Clinical Behavioural Studies**			0.000			0.000	0.000
275	**Physiological Optics**			0.000			0.000	0.000
276	**Art Conservation**			0.000			0.000	0.000
277	**Speech Pathology & Audiology**			0.000			0.000	0.000
278	**Child Development**			0.000			0.000	0.000
279	**Urban & Regional Planning**			0.000			0.000	0.000
280	**Industrial Relations**			0.000			0.000	0.000
281	**Oral Pathology Residence**			0.000			0.000	0.000
282	**Occupational/Physical Therapy**			0.000			0.000	0.000
283	**Pastoral Studies**			0.000			0.000	0.000
284	**Theology MA/PhD**			0.000			0.000	0.000
285	**Computer Science**			0.000			0.000	0.000
286	**Compressed MBA**			0.000			0.000	0.000
287	**Dental Specialty (3 Years)**			0.000			0.000	0.000
288	**Dental Specialty (4 Years)**			0.000			0.000	0.000
289	**Comp. Meng. & Public Policy**			0.000			0.000	0.000
290	**Post-Master's Nurse Fractioner**			0.000			0.000	0.000
291	**Architecture**			0.000			0.000	0.000
				0.000			0.000	0.000
	TOTAL	0.000	0.000	0.000	0.000	0.000	0.000	0.000

Page 1

Note: Any institution specific or other valid FORPOS not shown in the list, please use one of blank lines provided.

Reporting Officer	Date	University President	Date



Form 1.2b

Ontario
Ministry of Training, Colleges & Universities

Imputing Adjustments To Undergraduate Entitlements

INSTITUTION:

Actual ___________

☐ Spring ☐ Summer ☐ Fall ☐ Winter

CODE	PROGRAM	F.F.T.E	B.I.U.	FORMULA FEES
	TOTAL	**0.000**	**0.000**	**$0.00**

Page 1

Reporting Officer	Date	University President	Date

APPENDIX 8: STUDY ABROAD PROGRAMS AND COURSES

(To be submitted for audit purposes by responsible Deans to Registrar)

1. University offering program/course ____
   Fiscal Year_______________________

2. Name of program/course
   ____

3. Category:
   ☐ Study abroad program
   ☐ Study abroad course
   ☐ Exchange program (under formal agreement)

4. When recognized by Senate for credit? ________ Ref: ________________________________

5. Designed as an integral part of what degree program?

6. Program level (year of study):

7. Length of program/course (in weeks): _____ From ________________ To ________________

8. What is the duration of the program/course in student contact hours?

Is this at least equal to the contact hours for comparable programs/courses (specified below) offered on campus in Ontario during the same sessions? ~ Yes ~ No

9. Courses offered abroad: ____
   (*Course Name*) (*Number*)

10. Location offered (country/city):

11. In what year was this program/course started?

12. If started before 1981, was MTCU approval for formula funding obtained?

13. Briefly explain why a foreign locale is essential for this program/course.

14. If this is an exchange program under the terms of a formal exchange agreement give:
    (a) Name and date of agreement:
    (b) A brief description of its terms:
    (c) Name of (each) other participating university:
    (d) Number of foreign students in Canada on this exchange (append list of their names)
    (e) Number of students from your university abroad on this exchange (append list of their names)
    (f) Number of FTE's claimed for formula grants
    (g) Number of BIU's claimed for formula grants

15. If this is not an exchange program give:

(a) Number of Ontario students enrolled in this study abroad program or course who have registered in Ontario at university (*append list of their names*).

(b) Have all of the above:

(i) enrolled for credit in degree programs described in their Ontario university's official calendar?
☐Yes ☐No

(ii) been assessed the regular academic fee for their study abroad program/course?
☐Yes ☐No

(iii) received instruction abroad paid for by their Ontario university?
☐Yes ☐No

(iv) together generated no more formula income for their Ontario university than twice its direct costs?
☐Yes ☐No

(Exclude from grant claim any students with "no" answers, noting which they are on appended list).

(c) Number of FTE's claimed for formula grants

(d) Number of BIU's claimed for formula grants

(e) 50% of (BIU's x current BIU value of $ _______) =

(f) Man-years of teaching given (based on an Ontario faculty member's normal annual load) by:
(i) Ontario university's regular faculty
(ii) Other faculty specifically retained by Ontario university for program/course

(g) Direct costs of program/course (formula-eligible expenditures only):

Teaching (attributable salaries & benefits	_____________
Other instructional costs	_____________
Physical facilities	_____________
Supplies and equipment	_____________
Other (specify)	_____________
Total (equal to 15(e) or greater)	_____________

_________________________ _________________________ _______________

Signature (*Responsible Dean, or equivalent*) Date Reporting Officer Date

APPENDIX 9: PROCEDURES TO BE USED IN CONNECTION WITH INTERNATIONAL STUDENT TUITION FEES

Section 5.1.4. provides a description of the policy regarding the application of international student tuition fees. Effective 1996-97, government funding for the majority of international students was discontinued and tuition fees were deregulated. Grandparenting provisions apply to international students enrolled in 1995-96. These provisions are outlined in Section 5.1. In addition, certain categories of international students, outlined in Section 4.1., may qualify as eligible for government funding purposes and these students should be charged a maximum of the domestic fee rate.

With regard to grandparented international students and international students who are claimed as eligible for government funding under Section 4.1.3, institutions are expected to have documented procedures in place and implemented that will substantiate the student’s grandparented or eligible funding status. These procedures are to be made available to the institution’s external auditors. The auditor's reporting in respect of these international students must:

- verify that tuition fees have been charged and students reported appropriately; and

- reference and attach a copy of the procedures, provide concurrence (or otherwise) as to the acceptability of the procedures, state whether examination was made in accordance with generally accepted auditing standards and accordingly, include such tests and other procedures as considered necessary in the circumstances and express an opinion as to whether or not the institution has complied with the referenced procedures.

APPENDIX 10: ONTARIO UNIVERSITY STANDARD FEE SCHEDULE, REGULAR 2008-09

Arts & Science and Other Programs	
Group 1: Technology (Lakehead)(a)	Standard Fee: $1,575
Groups 2 & 3:(b)	Discontinued
Group 4: Dental Hygiene (Technology) Nursing Technology	Standard Fee: $2,034
Group 5: Agriculture Arts & Science (Toronto) Arts & Science (1st Year, Trent) Arts, General & 1st Year Honours Arts, Upper Years Honours Conversion Engineering (Lakehead) Diploma Public Health Nursing Education Environmental Studies Fine & Applied Arts Forestry Household & Food Science Journalism Library Science Music Nursing Ontario College of Art and Design Programs (formerly Group 3) Physical & Health Education Preliminary Year Pre-medicine Secretarial Science Science General & 1st year Honours Science, Upper years Honours Social Work, 1st year Social Work, Upper years Theology	Standard Fee: $2,386
Professional and Graduate Programs	
Group 5: Commerce & Business Administration Computer Science Law Pharmacy Physical & Occupational Therapy Veterinary Medicine	Standard Fee: $2,386
Group 6:(c) Architecture Engineering Landscape Architecture Industrial Design Optometry	Standard Fee: $2,591
Group 7: (c) (d) Dentistry (e)	Standard Fee: $3,035

Medicine	
Graduate (One Term Fee) All Programs	Standard Fee: $1,198

(a) Not all standard fees for institution-specific programs are listed. Please refer to the *"Essential Notes and Reporting Instructions"*, produced by the ministry, for a detailed breakdown of institution-specific standard fees.

b) Group 2 (Ryerson-specific fee category) and Group 3 (OCAD-specific fee category) have been discontinued.

(c) Group 6 fees apply to all programs in the group, with the exception of the Optometry program at Waterloo, for which an additional $1,000 may be charged on top of the standard fee including the discretionary component.

(d) Standard fees are applied to Group 7 programs, except for the residency years of Oral Surgery and Oral Pathology and Medical Interns and Residents, to which a zero standard fee applies.

(e) For their Doctor of Dental Surgery program, Toronto and Western were permitted to increase the standard fee including the discretionary component, by an additional amount of up to $4,000, beginning with students entering in September, 1996.

APPENDIX 11: ONTARIO UNIVERSITY REGULAR TUITION FEE RATES (2002-03 AND 2003-04)

Fee Category [1,2]	2002-03			2003-04		
	Standard Fee	With Average Discretion Fee Portion of 72.10%	With Maximum Discretion Fee Portion of 181.09%	Standard Fee	With Average Discretion Fee Portion of 75.35%* (Base Fee Level)	With Maximum Discretion Fee Portion of 186.4%*
Undergraduate (Two Term Fee)						
Group 1: Technology (Lakehead)	$1,575	$2,711	$4,427	$1,575	$2,762	$4,511
Group 4: Dental/ Nursing Technology	$2,034	$3,501	$5,717	$2,034	$3,567	$5,825
Group 5:[3] Arts Science, etc.	$2,386	$4,106	$6,707	$2,386	$4,184	$6,833
Group 6:[4] Architecture Engineering [3], etc.	$2,591	$4,459	$7,283	$2,591	$4,543	$7,421
Group 7 [3,5] Dentistry [6] Medicine	$3,035	$5,223	$8,531	$3,035	$5,322	--
Graduate (One Term Fee) All Programs [3]	$1,198	$2,062	$3,367	$1,198	$2,101	--

1. Group 2 (Ryerson-specific fee category) and Group 3 (OCAD-specific fee category) have been discontinued. Also, see Appendix 5.1.1 in *Operating Funds Distribution Manual* for a more detailed breakdown of programs within each fee category.

2. Since 1998-99 the following programs were eligible for additional cost recovery: Business/Commerce (2nd Entry), Dentistry, Law, Medicine, Optometry, Pharmacy and Veterinary Medicine.

3. Since 1997, engineering and computer science programs participating in ATOP; and dentistry, medicine, law, optometry, pharmacy, veterinary medicine, 2nd entry business and graduate programs were designated as additional cost recovery-eligible.

4. Group 6 fees apply to all programs in the group, with the exception of the Optometry program at Waterloo, for which an additional $1,000 may be charged on top of the Standard Fee including the discretionary component.

5. Medical Residents and Oral Surgery/Pathology students pay no fees.

6. For their Doctor of Dental Surgery program, Toronto and Western were permitted to increase the standard fee including the discretionary component by an additional amount of up to $4,000, beginning with students entering September, 1996.

APPENDIX 12: REQUIREMENTS FOR PROTOCOLS – COMPULSORY NON-TUITION – RELATED ANCILLARY FEES

PART A - SECTION I

REQUIREMENTS FOR PROTOCOLS - COMPULSORY NON-TUITION-RELATED ANCILLARY FEES

GENERAL

- In order to accommodate the introduction of the protocol process, an optional two-stage approach was developed to give both institutions and students greater flexibility.
- Compulsory non-tuition related ancillary fees are to remain at 1993-94 levels unless a protocol is in place.
- An institution's governing body may not unilaterally change the text of a protocol agreed to by its administration and student government representatives, but shall refer any concerns back to those who developed the text.
- In the event that an eligible student government chooses not to nominate a representative for the purpose of developing a protocol, the written support of that student government is not required for the approval of the long-term protocol. However, the terms of the protocol will still affect the students represented by the non-participating student government.
- Institutions with a multi-campus facility may wish to have multiple protocols documents to address the different compulsory non-tuition related ancillary fee configurations at their institution.
- A review process may be provided for within a protocol(s).

INTERIM (or FIRST STAGE) PROTOCOL

The option of an interim protocol was developed to permit fee increases or new compulsory fees for 1994-95 only.

There was no requirement to have an interim protocol.

This alternative approach allowed increases or new compulsory fees for 1994-95 provided that:

- the institution's administration and student government representatives reached agreement on the text of an interim protocol recognizing that the methods used for student input for these purposes would not prejudice the development of a long-term (or second stage) protocol;
- the students eligible to participate in the development of an approval of an interim protocol included all student government representatives. Other student representatives may also have participated in the development of an interim protocol with the concurrence of the administration and student government representatives.
- student agreement to the interim protocol was obtained through, at minimum, the support of the majority of student governments involved in the development of the protocol, who in turn,

served on behalf of the majority of students paying compulsory non-tuition-related ancillary fees;

- written support from student government representatives for an interim protocol should have been obtained in compliance with the ministry's compulsory ancillary fee policy;

An interim protocol had the approval of the institution's governing body.

While an interim protocol should not prejudice the development of a long-term (second stage) protocol, it can be used to facilitate the development of a long-term protocol. This approach requires the agreement of both the institution's administration and student government representatives.

LONG-TERM (or SECOND STAGE) PROTOCOL

A long-term (or second stage) protocol will come into affect provided that:

- the institution's administration and student government representatives reach an agreement on the text of a long-term protocol;

- the students eligible to participate in the development and approval of a long-term protocol include all student government representatives;

- the administration and the student government representatives jointly identify representative(s) to be involved in the development and approval of a long-term protocol when there are students who pay compulsory non-tuition related ancillary fees who are not represented through any of the institution's student's governments;

- student agreement to the long-term protocol is obtained through, at minimum, the support of the majority of students involved in the development of the protocol who, in turn, serve on behalf of the majority of students paying compulsory non-tuition-related ancillary fees;

- the long term protocol has the approval of the institution's governing body.

PART A - SECTION II

EXAMPLES OF COMPULSORY NON-TUITION-RELATED ANCILLARY FEES THAT MIGHT BE REQUIRED FOR INCLUSION IN PROTOCOL

1. HEALTH/INSURANCE FEES

2. STUDENT ACTIVITY FEES

   Student activity fees are those fees, the revenue from which is not applied to the costs of instruction in any course or program normally offered for credit toward an eligible degree, diploma or certificate, but is applied to the costs of enhancing the cultural or social or recreational life of the students, or to provide other non-academic services to students. This definition excludes academic services such as library, computing and learning centre services.

3. ATHLETIC FEES

   Athletic fees are those fees, the revenue from which is not applied to the costs of instruction in any course or program normally offered for credit toward an eligible degree, diploma or certificate, but is applied to the costs of providing athletic or recreational services to student or the costs of athletic associations or the costs of institutional athletic teams.

4. TRANSPORTATION/PARKING FEES

5. HOUSING PLACEMENT FEES

   Institutions may charge compulsory ancillary fees for the total costs of placing students in housing.

Note: In some cases, these or other compulsory non-tuition-related fees may be combined into a single student service fee. Such combination fees are also examples of a fee which might be incorporated in a protocol.

PART B

FEES FOR FIELD TRIPS, MATERIALS AND SERVICES WHICH ARE EXEMPTED FROM SECTION 5.2

1. FIELD TRIP FEES

   Institutions may charge a compulsory ancillary fee for the reasonable, direct costs of travel and accommodation of students on compulsory field trips. Compulsory ancillary fees cannot be charged for such things as salaries and benefits or travel and accommodation of faculty, or for any specific tuition-related activities for any compulsory field trips.

   Compulsory ancillary fees cannot be charged for any component of out-of-province compulsory field trips in compulsory courses (as defined in Section 5.2.2). [Exemptions may be granted by the ministry for reasonable costs of compulsory out-of-province field trips in compulsory courses for institutions located near inter-provincial or international borders.]

2. FEES FOR LEARNING MATERIAL AND CLOTHING RETAINED BY THE STUDENT (E.G., DENTAL KITS)

3. FEES FOR MATERIAL USED IN THE PRODUCTION OF ITEMS WHICH BECOME THE PROPERTY OF THE STUDENT

4. FEES FOR MATERIAL OR SERVICES WHERE THE INSTITUTION ACTS AS A BROKER WITH A VENDOR FOR THE STUDENT

   These are fees paid by students to the university which do not produce net revenue for the institution but instead are set and levied through an agreement with a vendor. In these cases, the institution is neither the manufacturer nor supplier of the material or service being purchased. Similarly structured fees, where student governments serve in the "broker" role, are considered student government fees.

PART C

ELIGIBLE COMPULSORY NON-TUITION-RELATED ANCILLARY FEES ASSOCIATED WITH WORK TERM PLACEMENTS

Institutions may charge compulsory ancillary fees for the total costs of placing students in jobs for work terms. The following types of costs will be considered eligible for coverage:

i) placement-service costs including:
  - salaries and benefits of that portion of each position directly related to the provision of placement services and work-term activity, including such positions as placement directors, officers, assistants and administrative and support staff; and
  - non-salary expenditures attributable to the provision of placement services and work-term activities including travel, telephone, mailing/postage, printing, photocopying, publicity, computing, equipment and furnishing, supplies and expenses, and external meetings, etc.; and

ii) maintenance costs of space used for placement service, including costs of utilities, custodial service and security of this space. Eligible space should include:
  - the space used for administrative and professional placement staff; and
  - interviewing or meeting rooms used in the placement function.

The costs of space used for part of the time for other purposes should be adjusted according to the proportion of usage for placement service.

APPENDIX 13: OGSST PROGRAM GUIDELINES, 2008-09

Ontario Graduate Scholarships in Science and Technology (OGSST)
Program Guidelines 2009-10
Updated May 2009

Overview:

Since 1998, Ontario, in partnership with the private sector, has rewarded excellence in graduate studies in science and technology. Under the original design of the program, the Ontario Graduate Scholarships in Science and Technology (OGSST) has awarded seventy-five million dollars to graduate students over a ten year period beginning in 1998-99 and ending in 2007-08. This program is in addition to and distinct from the Ontario Graduate Scholarship (OGS) program.

On August 4, 2006, the Ministry informed eligible institutions that the OGSST program was extended by one year, to 2008-09. The Government has decided to extend the OGSST program for an additional year, to 2009-10. Decisions on the OGSST past 2009-10 will be communicated by the Ministry in Fall 2009, after an internal review of this program.

Government Funding:

The Ontario government has committed $50 million over ten years to this program, starting in 1998-99, plus an additional $5,010,000 invested in 2008-09. A further investment of $5,010,000 has been allocated for 2009-10. Universities are expected to raise $2,505,000 from the private sector in 2009-10 towards the cost of scholarships provided to graduate students.

Scholarship Value:

The scholarship value will be to a maximum of $15,000 annually, or $5,000 per term. Consistent with the 2:1 ratio of government funding to institutional funding for this program, the Ontario government portion of the award to an individual student will be to a maximum of $10,000 annually, or $3,333 per term. The remaining funds are to be provided by the institution, through fund-raising from the private sector. Individual universities can determine the actual value of the scholarships awarded, up to the maximum per term, based on the number of students they wish to support.

Eligible Students:

The scholarships must be awarded to Canadian citizens or permanent residents enrolled full-time[65] in approved research masters and or doctoral programs in science and technology at an Ontario university.

Recipients must exhibit overall academic excellence. Applicants entering the 1st or 2nd year of graduate studies must have an average of at least A minus, or the equivalent, on the last 20 one-term/semester courses or the equivalent completed. Applicants entering 3rd year or beyond of graduate studies must have an average of at least A minus, or the equivalent, on all graduate courses completed. Recipients will also exhibit research ability or potential; excellent communication skills; and interpersonal and leadership abilities. The university is responsible for assessing the overall academic performance of the applicant and determining that – taking into account both course work and research work – the applicant meets the minimum “A minus” requirement.

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[65] If a qualified applicant is unable to study full-time due to a disability, the student can still be considered for this program.

Recipients may hold other awards up to a total of $10,000 per year, but cannot hold an Ontario Graduate Scholarship (OGS) for the same year of study in which they hold an OGSST.

Students enrolled in a postgraduate MD training program and simultaneously registered in full-time doctoral graduate program may hold other awards that, together with the OGSST, do not exceed the current level of funding for clinical training provided by the Ministry of Health and Long-Term Care. Recipients may also accept research assistantships, part-time teaching positions, or other employment that does not affect their status as a full-time graduate student.

Recipients cannot be enrolled in a qualifying or make-up year or be on a paid educational leave or sabbatical.

Eligibility Conditions:

Master’s students can receive the scholarship for a maximum of two years and doctoral students for a maximum of four years, subject to a lifetime maximum of four years per student. Master’s students are not eligible for an OGSST after two years of study at the master’s level, and doctoral students are not eligible for an OGSST after five years of study at the doctoral level.

Note that the OGSSTs, unlike the OGSs, do not have attached to them a lifetime limit of four years of government-funded scholarship support, including OGS, NSERC, MRC (now CIHR), and SSHRC. It is possible for a doctoral student to have received four years of support from OGS or NSERC and still be eligible for one year of support through the OGSST program.

Each scholarship is tenable for a maximum of two years, i.e., recipients must reapply for a second two-year award. Since there currently is no decision on whether this program extends beyond 2009-10, universities are advised to award one-year awards in 2009-10.

Recipients must remain enrolled as a full-time student in an eligible program. Recipients who withdraw, transfer to part-time status, or fail to complete the term, will be required to repay the award.

Eligible Disciplines:

The OGSST program supports graduate students enrolled in research masters and doctoral programs in science and technology disciplines. Collaboration, inter-disciplinary study, and innovation are encouraged. The following are the eligible disciplines:

Applied Sciences:

Aerospace (may include Aeronautical Engineering)
Biomedical Engineering
Chemical Engineering
Civil Engineering and Architecture (may include Landscape Architecture)
Computer Engineering
Electrical Engineering
Engineering Science (may include Engineering, Engineering Physics, and Nuclear Engineering)
Mechanical Engineering
Mining, Metallurgy, and Material Science (may include Metallurgical Engineering)
Systems and Industrial Engineering (may include Systems/Design Engineering and Operational Research)

Biological and Life Sciences:

Biochemistry and Biophysics (may include Medical Biophysics)
Environmental Sciences (may include Agriculture, Ecology, Forestry, and Toxicology)
General Biological Sciences (may include Biology, Botany, Entomology,Microbiology, Mycology, Plant and Animal Biology, and Zoology)
Genetics, Cell, and Molecular Biology
General Health Science (may include research-oriented programs in Epidemiology, Human Kinetics, Hygiene, Nutrition, and Rehabilitation disciplines such as Occupational Therapy, Physical Therapy, Audiology, and Speech Pathology)
Human Biology (may include Anatomy, Biomedical Sciences, Food Science, Immunology, Neuroscience, Pathology, Pharmacology, and Physiology)
Medical and Veterinary Sciences (may include research-oriented programs in Dentistry, Medical Sciences, Nursing, Optometry, and Pharmacy)

Physical Sciences:

Chemistry
Computer Science (may include Information/Systems Science)
Earth Sciences (may include Geology and Geophysics)
Mathematics and Statistics
Physics (may include Astronomy, Meteorology, and Space Science)

Universities wishing to make an award in an area that is not listed here should contact the Postsecondary Finance and Information Management Branch (see contact name at the end of the guidelines). As a general rule, the following approach is taken: for programs such as Physical Anthropology and Physical Geography, an OGSST can be awarded to top students, provided the university views the program as a science program within the spirit and intent of the OGSST program. One “test” of the program as “science” would be that NSERC provides research grants and scholarships/ fellowships in this area, and SSHRC does not.

Note, however, that this affects only the eligibility of students, not the basis on which the awards are allocated across the system. The annual allocation is based on enrolment in science disciplines as coded in the Ministry’s University Statistical and Enrolment Reporting System (USER) (see Appendix 2 in the guidelines). While the university may choose to award a scholarship in, for example, Physical Anthropology, enrolment in this program does not generate scholarships.

As noted above, recipients should be enrolled in "research" programs. There is no established definition for this. It is incumbent upon the university to identify the graduate programs that can be viewed as “research” programs.

Allocation of Funds:

OGSST funds from the Government are allocated to the universities on a formulaic basis. The allocation mechanism relates directly to the purpose of the program, which is to reward excellence in graduate studies in science and technology. The provincial funds are distributed according to each university’s share of eligible[66] full-time domestic graduate enrolments in applied sciences, biological sciences, and physical sciences. To account for changes in enrolment levels among institutions and for the introduction of new graduate programs over the ten year period, the allocation is re-calculated each year, based on a three-year moving average of enrolment, slipped two years.

The following table provides the final distribution of OGSST Awards; using the average of 2005-06, 2006-07 and 2007-08 graduate enrolments (full-time, eligible, domestic students in applied, biological, and physical sciences) as the basis for allocating $5,010,000 for 2009-10.

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[66] Enrolments eligible for provincial funding (“BIU eligible”).

2009-10 OGSST Allocation

Institution	Enrolment Average for 2005-06, 2006-07 & 2007-08 [1]	Percentage Share of Total Enrolment	2009-10 Allocation based on Enrolment	2009-10 Number of Full Awards
Algoma	0	0.00%	$0	0
Brock	120	0.93%	$50,000	5
Carleton	642	4.98%	$250,000	25
Guelph	854	6.63%	$330,000	33
Lakehead	194	1.51%	$80,000	8
Laurentian	105	0.81%	$40,000	4
Hearst	0	0.00%	$0	0
McMaster	1,140	8.85%	$440,000	44
Nipissing	0	0.00%	$0	0
NOSM	0	0.00%	$0	0
OCAD	0	0.00%	$0	0
Ottawa	1,084	8.41%	$420,000	42
Queen's	1,027	7.97%	$400,000	40
Ryerson	421	3.27%	$160,000	16
Toronto	3,951	30.68%	$1,530,000	153
Trent	65	0.50%	$30,000	3
UOIT[2]	23	0.18%	$10,000	1
Waterloo	1,157	8.99%	$450,000	45
Western	1,427	11.08%	$550,000	55
Wilfrid Laurier[3]	8	0.06%	$10,000	1
Windsor	332	2.58%	$130,000	13
York	329	2.56%	$130,000	13
Total	**12,879**	**100.00%**	**$5,010,000**	**501**

For a full breakdown of enrolment, awards and allocations, please see Appendix 1 in the guidelines.
For full details on the SPEMAJ codes, please see Appendix 2 in the guidelines.

[1] Enrolments are defined as full-time graduate (Fall term data), domestic students, eligible for funding in science and technology disciplines (see SPEMAJ Codes).

[2] Beginning in 2007-08, one award is reserved for UOIT. However, effective 2009-10 UOIT's enrolments generate their allocation.

[3] One award reserved for WLU (Physical Geography, joint program with Waterloo).

Number of awards:

With $5,010,000 in provincial funding providing $10,000 toward the maximum value of individual awards, at least 501 full (three-term) scholarships will be available annually. The number of recipients in any year will vary, however, because of the variable award value, the multi-year award provisions, and related variables. Depending upon where they are in their program at the time of the award, and the length of their program, students can receive the award for less years than the allowable maximums, and for less than three terms in one academic year.

Academic Terms for the Award:

Program funds are provided on the Ministry's fiscal year basis, i.e. April to March, and are to be expended on a fiscal year basis. It is recognized that this does not completely coincide with most universities' academic years. The academic terms covered by the fiscal year include May, September and January. Universities wishing to provide a three-term award starting in September can do so by drawing on program funds from previous fiscal year.

Administrative Arrangements:

- The following conditions apply to the receipt and disbursement of funds at the university:

- The scholarships should be administered centrally within the university, e.g., through the Graduate Studies Office.

- Universities must raise new funds from the private sector (businesses, organizations, or individuals) to provide the matching funds for the scholarships awarded. The amount raised from the private sector in a fiscal year should be equivalent to at least one-half of the provincial allocation. This minimum amount can either be raised within the fiscal year or carried forward from the previous year.

- Funds received through research contracts or research grants cannot be used to match OGSST awards. New funds are to be raised that can be designated specifically for this program.

- Awards are to be made according to the conditions of eligibility of students and programs outlined above. Universities are expected to establish written guidelines for application and selection and to establish selection committees to make award decisions. Conditions of eligibility stated in these guidelines are a minimum. Universities may apply more stringent criteria as long as they fall within these eligibility requirements.

- Universities are expected to expend their scholarship funds within the fiscal year.

- Universities must make suitable arrangements for:

    - tracking the academic standing of recipients of two-year awards;

    - tracking recipients who transfer between universities, so that the four year maximum per student is not exceeded;

    - checking the OSAP restricted list status of all recipients through the institutional Financial

Aid Office, and ensuring that restricted applicants receive clearance from the Student Support Finance Unit of the Postsecondary Finance and Information Management Branch and/or the Canada Student Loans Plan before releasing scholarship funds. If clearance is not received, the applicant cannot receive the OGSST.

- The universities will issue a T4A to each recipient.

- The universities will bear the costs to administer the program within their institutions.

Accountability Requirements:

- At the end of each fiscal year, the university will provide a report to the Ministry of Training, Colleges and Universities, which includes the following:

  - the name, program, and level of study of each recipient;
  - for each recipient, the value of the award, and the number of terms of the award;
  - sources of the institutional matching funds;
  - a balance sheet for the funds.

The year end reports, due the third week in October, should be signed by the chief financial officer of the university and will also include:

- copies of the application form and guidelines developed by the university for administering and awarding the OGSSTs;
- if applicable, information on how A minus equivalency was determined for applicants whose last two years of full-time study did not include course work for which specific grades were assigned;
- confirmation that the eligibility criteria of the program were adhered to in granting all awards.

- A template is provided for the year-end report. This is a template only. The university can prepare the year-end report and attachments in its own preferred format, but must include, at a minimum, the information requested in the template, including the required signatures.
- The year end reports should be sent by October 23, 2009 to:

Manager
Universities Finance Unit
Postsecondary Finance & Information Management Branch
Ministry of Training, Colleges and Universities
7th Floor, Mowat Block, 900 Bay Street
Toronto, Ontario
M7A 1L2

- The year end reports will be used by MTCU to confirm appropriate use of the funds within these guidelines and to compile system-wide program information.

- The Ontario Council on Graduate Studies (OCGS) may work from time-to-time with the Postsecondary Finance and Information Management Branch to conduct periodic reviews of the effectiveness and efficiency of the OGSST Program and to make recommendations for adjustments as required, including recommendations for ensuring the program's compatibility with the OGS Program (in consultation with the OGS Selection Board).

Award Identification:

Awards will be clearly identified to applicants and recipients as partially funded by Province of Ontario, through the following means:

- Application forms and informational material published by the university must identify the awards as Ontario Graduate Scholarships in Science and Technology, funded in part by the Ministry of Training, Colleges and Universities;
- Universities are free to use “hyphenated names” for the awards, identifying a private sector contributor if appropriate, provided the provincial nature of the award remains clear, e.g., the Government of Ontario - Smith Company Graduate Scholarship in Science and Technology.
- Upon request by the Ministry, the university will provide the name and current address of the current OGSST recipients, so that the Minister can send congratulatory letters if desired. The university would be expected to comply within four weeks of the request from MTCU.

The Ministry will be pleased to discuss any aspect of these guidelines with university staff, and provide further clarification or interpretation of the guidelines. However, the Branch cannot review individual applications and rule on the eligibility of individual candidates. These are institutional awards and must be fully adjudicated by the university.

For further information, please contact:

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Senior Policy Advisor
Universities Finance Unit
Postsecondary Finance & Information Management Branch
Ministry of Training, College and Universities
7th Floor, Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2
416.314-3868
Itan.Farrokhyar@ontario.ca

TAB B

This is **Exhibit “B”**

referred to in the affidavit of Russell Perry Janzen

sworn before me, this 16th day of March 2021

A COMMISSIONER FOR TAKING AFFIDAVITS

Ontario University Funding Model Technical Manual

May 2017

Version 1.0

Ministry of Advanced Education
and Skills Development

University Funding Model Technical Manual

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1.0 INTRODUCTION

This manual describes changes to the Ontario university operating funding model, beginning in 2017-18 and outlines the design of the new model. It also provides the technical implementation details for the new funding model.

In the Differentiation Policy Framework 2013, and the first round of Strategic Mandate Agreements in 2014 (SMA1), the Ministry of Advanced Education and Skills Development (MAESD) committed to engaging the university and college sectors on changes to their respective funding model in order to better support differentiation and student focused outcomes.

In December 2015, after a period of extensive consultation on principles and priorities for a renewed university funding model, the government accepted the key recommendations in a report from former deputy minister Sue Herbert.

Throughout the spring, summer and fall of 2016, Expert Lead Glenn Craney led a technical consultation with the university sector and the development of the design of the new funding model described in this document. In spring and early summer 2016, there was a parallel consultation on principles for a renewed college funding model.

Throughout 2017, technical consultations were held with the sector to develop the implementation of the funding model described in this manual.

These engagements directly have resulted in the creation of new funding mechanisms for both the university and college sectors.

The ministry intends that the funding model will be regularly assessed with institutions and that its parameters may be adjusted based on discussion with institutions and government priorities. An open and transparent engagement process will guide the operation and implementation of the new model.

In 2017, MAESD launched the process of negotiating the second round of Strategic Mandate Agreements (called SMA2) with each university and college of applied arts and technology, intended to be in place for the 2017-18, 2018-19 and 2019-20 years. Implementation of the new funding model will begin in the 2017-18 year.

Reforms to the funding model are focused on accomplishing these key objectives:

- Improving student outcomes;
- Driving differentiation by linking a portion of funding to outcomes and allowing a greater focus on performance and outcomes over successive SMA cycles;
- Providing stability to institutions through a formula which provides predictable funding during a period of projected demographic change and enrolment decline at many institutions, and
- Supporting enrolment planning by institutions and the government.

Note to Readers on 2017-18 Implementation and Modelling

In 2017, the ministry engaged the university sector in a technical consultation to determine the eligible enrolments and associated funding that should form the basis of each institution's level of eligible enrolments at the time it enters the corridor system in 2017-18.

A funding model worksheet using operating funding and enrolment data from the 2015-16 year was developed in consultation with the sector to demonstrate the methodology to be used to implement the new funding model.

A preliminary version of the modelling worksheet which updates all data to reflect 2016-17 operating grant totals and weighted enrolment levels has been shared with the sector. A review of this updated worksheet with be conducted with the sector and once finalized, will be the basis of the funding model for 2017-18 and subsequent years.

The tables in Section 4.0 of this manual are therefore preliminary. Once finalized, this manual will be updated to reflect any changes to the final 2016-17 operating grants and audited enrolments.

It is important for all institutions to understand that this reform of the university funding model has been based on the principle that each institution will be protected from adverse fiscal impacts as a result of the changes to the new funding model. It is expected that no institution will see changes in its 2016-17 enrolment-based operating funding levels in 2017-18 as a result of changes to the funding model.

1.1 OVERVIEW OF THE NEW UNIVERSITY FUNDING MODEL

The new university funding model will include three major components.

1. An enrolment-based envelope, which will include a **Core Operating Grant** (COG) under which:

    - Each institution will be given a base level of operating funding based on a specific level of eligible enrolment.
    - The grant for each eligible student will be calculated using the same level of grant, weighted by program.
    - COG funding will be governed by an enrolment corridor mechanism. This enrolment corridor mechanism in the COG will provide equitable, predictable and stable funding for all institutions and provide a greater certainty for institutions and government in enrolment planning.
    - In future, the enrolment envelope may be supplemented by additional grants that provide funding to support enrolment growth. These grants would be outside of the COG for a period of time. The structure and relationship between the corridor system and future grants to expand enrolment are described in Section 3.

2. **A Differentiation Envelope** has been created which will allow for a portion of total operating grant funding to universities to be based on performance against outcomes in areas of government and institutional priority.

One of the government's priorities for the renewal of the university funding model was to create an outcomes-linked Differentiation Envelope.

The purpose of the Differentiation Envelope is to:

- Support the policy goal of institutional differentiation;
- Provide a mechanism to link funding to support outcomes such as student success;
- Support the ministry's stewardship role in the postsecondary sector, and,
- Diversify funding and support institutional areas of strength in a period of enrolment uncertainty.

The amount of funding in the Core Operating Grant and in the Differentiation Envelope is based on re-profiling of a number of existing ministry operating grants.

The Differentiation Envelope (DE) will total approximately $300M dollars in the university sector in 2017-18. In 2017-18, this grant is approximately 9% of current enrolment-based operating grants across the system.

3. The funding model will continue to have **Special Purpose Grants** to address government and system priorities such as special initiatives to improve access for Indigenous learners, francophone students and students with disabilities.

The conditions for the expenditures of these grants will be determined through normal processes, such as transfer payment agreements.

Other key features of the new funding model include:

- **A planned approach to enrolment growth:** Under the new funding model, there will no longer be automatic funding for enrolment growth, except when additional funding is made available for enrolment growth as described in Section 3.0.

  Existing separate envelopes for enrolment growth, such as Undergraduate Accessibility or Graduate Expansion Grants will be discontinued in in 2017-18 and the associated funding at the end of 2016-17 will be rolled into the new funding model.

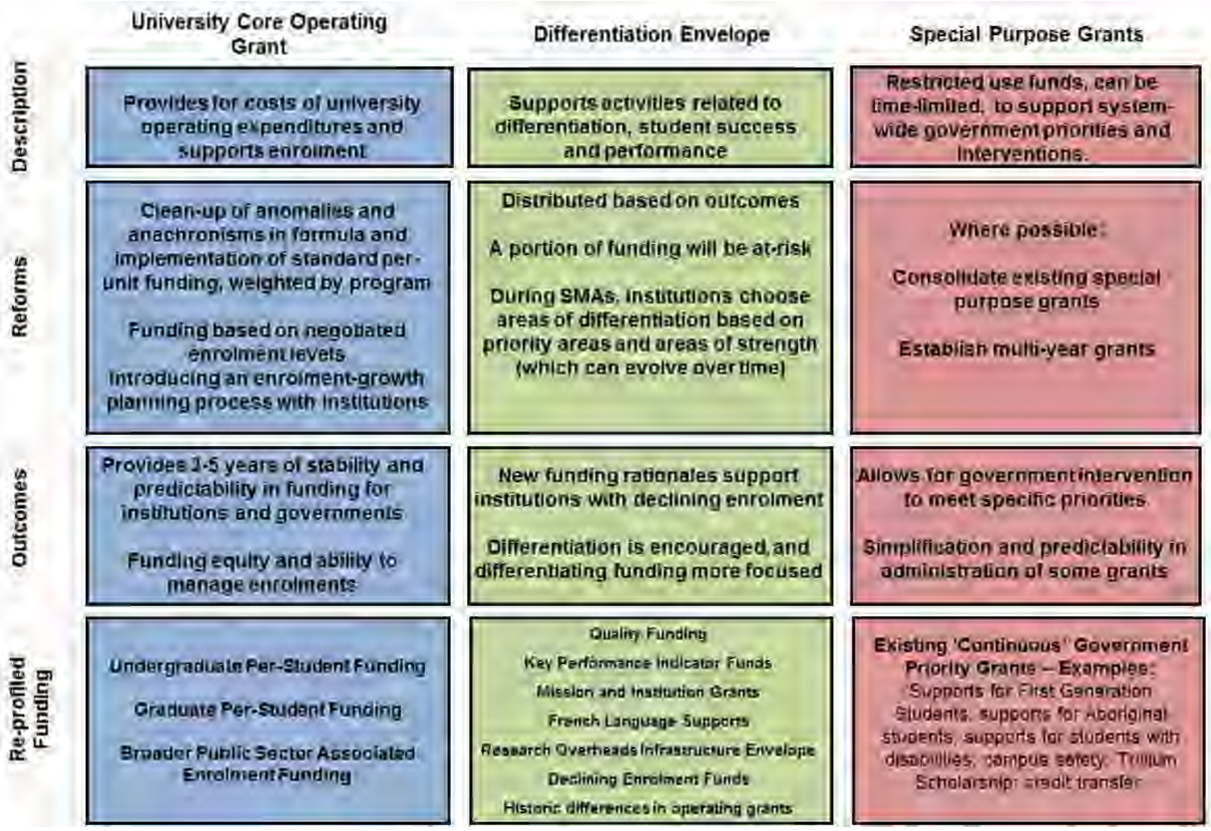
  In order for institutions to increase their level of funded enrolments beyond the base levels of enrolment funded through the COG and DE, institutions will need to participate in a growth planning and funding allocation exercise through the SMA process. In addition, the government will need to decide to provide additional funding for enrolment growth.

- **Support for Institutions with Planned Declining Enrolments:** The new model also provides transitional support for institutions with declining enrolment. In each SMA cycle, the ministry may allow for institutions to plan for a decline of enrolments over a negotiated period. As part of this plan, an institution may negotiate a modified corridor midpoint and the transition of COG funding to their Differentiation Envelope, where this funding will be subject to new accountabilities. See Section 3.3 for details.

- **Protecting Institutional Revenue:** A key principle of the reforms is that institutions should not be adversely affected by changes to the funding model. To achieve this, the total grants in each institution’s Core Operating Grant and Differentiation Envelope allocations as described in this technical manual will be maintained at least at the same level in 2017-18 as their final actual operating grants for 2016-17.

Figure 1 provides a high-level summary of each component of the new funding model, the source of each envelope, future directions for elements of the funding model and expected outcomes of each envelope.

Figure 1: New University Funding Model Conceptual Model



	University Core Operating Grant	Differentiation Envelope	Special Purpose Grants
Description	Provides for costs of university operating expenditures and supports enrolment	Supports activities related to differentiation, student success and performance	Restricted use funds, can be time-limited, to support system-wide government priorities and interventions.
Reforms	Clean-up of anomalies and anachronisms in formula and implementation of standard per-unit funding, weighted by program Funding based on negotiated enrolment levels Introducing an enrolment-growth planning process with institutions	Distributed based on outcomes A portion of funding will be at-risk During SMAs, institutions choose areas of differentiation based on priority areas and areas of strength (which can evolve over time)	Where possible: Consolidate existing special purpose grants Establish multi-year grants
Outcomes	Provides 3-5 years of stability and predictability in funding for institutions and governments Funding equity and ability to manage enrolments	New funding rationales support institutions with declining enrolment Differentiation is encouraged and differentiating funding more focused	Allows for government intervention to meet specific priorities Simplification and predictability in administration of some grants
Re-profiled Funding	Undergraduate Per-Student Funding Graduate Per-Student Funding Broader Public Sector Associated Enrolment Funding	Quality Funding Key Performance Indicator Funds Mission and Institution Grants French Language Supports Research Overheads Infrastructure Envelope Declining Enrolment Funds Historic differences in operating grants	Existing 'Continuous' Government Priority Grants – Examples: Supports for First Generation Students, supports for Aboriginal students, supports for students with disabilities, campus safety, Trillium Scholarship; credit transfer

2.0 THE UNIVERSITY CORE OPERATING GRANT

In the new funding model, each university will receive a specified amount of operating funding provided through a new Core Operating Grant.

The university Core Operating Grant will be provided to each eligible institution as a block grant which can be used to fund all university operating activities (as per section 1.0 of the *Ontario Operating Funds Distribution Manual*).

The COG will consist of the following reallocated grants:

1. Basic Operating Grant
2. Undergraduate Accessibility Grant
3. Graduate Expansion Grant
4. Graduate Expansion Grant - Funding for International PhDs
5. Medical--15% Expansion
6. Medical--100-space Expansion
7. Medical--Enhancement for Equalization
8. Medical--Postgraduate Resident Expansion
9. Other Nursing Grant
10. Second Entry Nursing Grant
11. Teachers Education - Enrolment Grant

These grants have been reallocated to the new COG and Differentiation Envelope and will not continue as separate grants in 2017-18.

A number of these grants, such as those related to Medicine, have been in place for several years and have reached steady-state and no longer need to be maintained outside of base funding. Consolidation of these grants will reduce separate reporting and tracking.

The total Core Operating Grant provided to each institution annually will be equal to the total WGUs at its corridor midpoint multiplied by a rate of the grant per Weighted Grant Unit (WGU), a new unit of funding created under the new funding model). See Section 2.2 for a description of the new WGU system and the calculation of the per WGU rate.

Under the corridor funding model, each institution will receive the amount of funding associated with its enrolments levels at its corridor midpoint, as long as the institution remains within its enrolment corridor. As a result of the consolidation of these enrolment-based grants into the new funding model, a new funding base for the 2017-18 fiscal year has been created which reflects funding and activity levels at the end of the 2016-17 year.

2017-18 Funding: The level of funding that each institution will receive when it enters the corridor system in 2017-18 will be based on its level of funded weighted enrolments associated with the funding from the above grants in 2016-17 (after taking into account the funding model changes noted in this manual and any required adjustments such as the International Student Recovery).

2.1 Universities and Institutions included in the Funding Model

The provincially-assisted institutions defined in Section 2.1 of the *Ontario Operating Funds Distribution Manual* and which have a Strategic Mandate Agreement with the ministry are included in the new funding model, with the exception of the Northern Ontario School of Medicine.

2.2 Enrolment Counting and New Weighted Grant Units

Enrolment will continue to be counted using a single measure of activity: enrolments as measured by Full-time Equivalent enrolments. These enrolments will be weighted by program and level of study using the new program weights noted in this manual.

The current rules for reporting Full-time Equivalents (FTEs), headcounts, as well as rules on eligible programs and students remain those specified in the *Ontario Operating Funds Distribution Manual* and the *USER Enrolment Reporting Guide*. Both documents will be amended to reflect the changes noted in this Technical Manual.

In prior years, Basic Income Units (BIU) were assigned to programs to reflect the differing relative costs of educating students in different programs and levels of study.

As part of the new funding model, the BIU weights have been revised to create equal grant funding per weighted student and to remove standard formula fees. This has been done in a relatively grant neutral manner.

The result is a new weighting system to replace the BIU which will be called a *Weighted Grant Unit (WGU).* The new relative funding weights applied across programs have not been significantly changed from the old BIU weights. See Appendix B for a list of previous BIU weights and the new WGU values which will come into effect in 2017-18.

The *graduate minimum/maxima* provisions stated in Section 4.5 of the *Ontario Operating Funds Distribution Manual will* remain in place, but will be adjusted from BIUs to the WGU system after consultation with the sector.

Institutions which report enrolments for *federated or affiliated institutions* in order to claim operating funding for those enrolments, as per Section 2.2 of the *Ontario Operating Funds Distribution Manual*, should include these enrolments in the reporting institution's corridor.

2.2.1 Funded Enrolments and Exceptions

Enrolments funded through the Core Operating Grant will include all funding-eligible undergraduate and graduate students, including funding-eligible international PhDs.

The corridor model will require some additional adjustments for particular programs or enrolments:

- **Medical Enrolments:** As part of the government's interest in managing human resources in the broader public sector, enrolment targets and caps will remain in place for medical education programs. Enrolments in these programs beyond established caps will not be funded and will not be counted for the purposes of determining an institution's enrolment relative to their corridor.

- **Teacher Education:** As part of the government's policy objective in managing teacher education supply and to support the implementation of policy changes to the duration of Initial Teacher Education programs, the existing enrolment target and caps for this program will remain in place.

  Enrolments in the ITE program beyond established caps will not be funded and will not be counted for the purposes of determining an institution's enrolment relative to their corridor.

- **Graduate Education:** During SMA1, the government supported additional funded growth in Master's and Doctoral enrolments and the conversion of some international PhDs to funded status, with targets and caps assigned to each institution. The amount of funding associated with each institution's actual eligible enrolments within those caps at the end of 2016-17 has been included in the enrolment-based operating funding that has been used to allocate the Core Operating Grant and the Differentiation Envelope. Enrolments over the target caps at the end of 2016-17 will not be counted for the purposes of determining an institution's initial corridor midpoint, subject to discussions through the SMA process.

  In the SMA2 negotiations, institutions may propose substitutions of enrolments between their Masters and Doctoral programs.

- **Collaborative Nursing Enrolments:** The current Collaborative Nursing program has not been incorporated into the new university or college funding models and will continue according to current guidelines for reporting and funding these programs. Nursing enrolments funded through the Collaborative Nursing Envelope provided to colleges (and distributed based on agreements with their university partners) will not be included in the new funding model in either sector.

  Universities are not to report certain enrolments in collaborative nursing programs for funding in its Core Operating Grant. Universities should exclude enrolments reported by either partner of a joint university-college Collaborative

Nursing program and funded through the college Collaborative Nursing Envelope, including university enrolments in post-basic nursing degree programs or not seeking a nursing degree. The funding rates for 2017-18 will be based on FFTE and the BIU funding rates that are used in the 2016-17 calculations for this program.

2.3 The Corridor Mechanism

A corridor mechanism has been established to provide funding predictability to universities and government during a time of stable or declining enrolments.

The corridor system provides a mechanism for joint enrolment planning between institutions and government. Institutional corridors and moving averages of enrolment protect grant income for institutions by buffering the effects of short-term enrolment fluctuations.

The corridor mechanism will determine whether an institution is eligible to receive a specified amount of funding that it has been allocated in Core Operating Grant funding.

The corridor mechanism is made up of these components:

1. A corridor midpoint: This is the level of weighted enrolments at which an institution will be entitled to a specified amount of Core Operating Grant.

The amount of COG funding associated with an institution's corridor midpoint will be maintained at the same level each year, provided that the institution stays within its established corridor range (i.e. does not fall below its corridor floor).

2. Corridor width: As part of the corridor system, a range of allowable variations in weighted enrolments from the corridor midpoint has been established.

This range is expressed as a maximum variation of (plus) +3% (the corridor ceiling) and a maximum variation of (minus) -3% (the corridor floor) of weighted enrolments from the corridor midpoint.

- For example, an institution with a corridor midpoint of 1,000 WGUs has a corridor floor of 970 WGUs students and a corridor ceiling of 1,030 WGUs, based on the corridor range of range of ± 3%.

3. Averaging of enrolments: The corridor mechanism will be based on a moving average of five years of enrolment, slipped one year.

- "Slipped one year" means that enrolments are counted based on a lag of one year (or slipped) from the current fiscal year. For example, in the 2017-18 fiscal year, enrolments are counted based on 2016-17 final audited enrolments.

- To support transition into the corridor system, during the first four years of the new funding model, the moving average will be based on the Growing Moving Average described in Section 2.3.3.

2.3.1 Corridor Assessment and Funding

Under the corridor mechanism, each institution's moving average of WGUs will be compared annually to its corridor midpoint to determine if an institution is within the corridor.

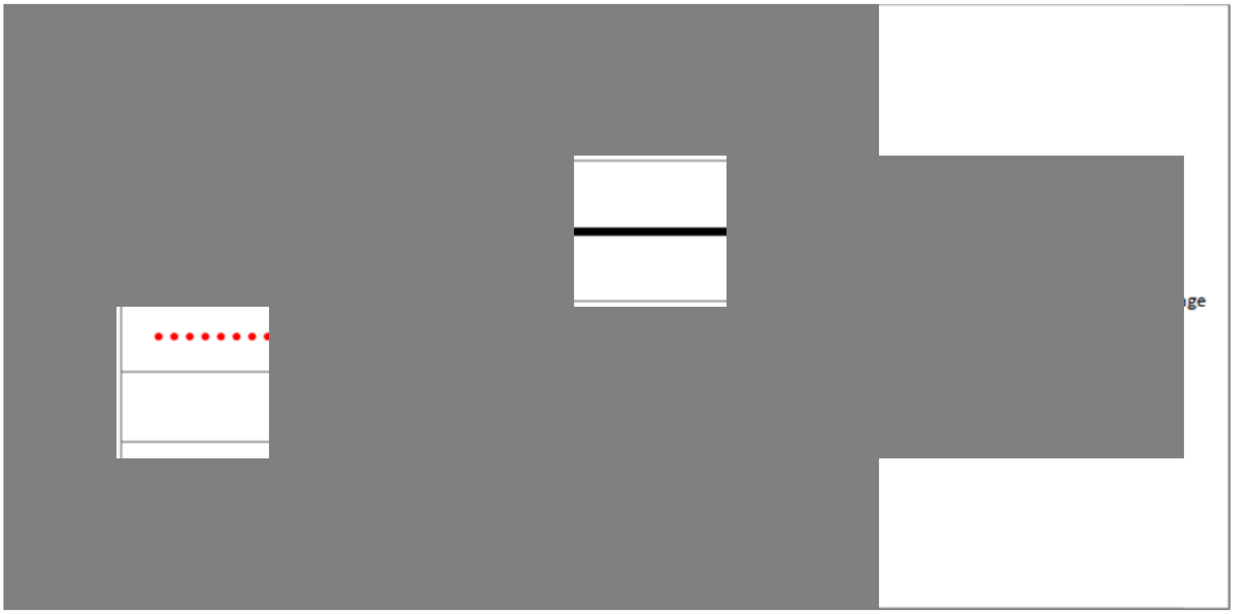
The corridor width (or range) will be from plus 3% (the ceiling) and minus 3% (the floor) of each institution's established corridor midpoint.

An institution will receive a specified level of COG funding equal to the level of WGUs and grants associated with its corridor midpoint enrolments, provided that its moving average enrolment remains within the corridor.

An institution whose moving average of WGUs *exceeds* its corridor midpoint in a given year will not receive any additional Core Operating Grant funding for enrolments in excess of its midpoint level.

An institution whose moving average of WGUs *declines* below its corridor floor will face a proportional reduction in COG funding for the difference between its moving average WGUs and its corridor floor (except for negotiated declines as noted in Section 3.3).

Figure 2 shows an example of how actual (in-year) enrolment levels would compare to the corridor midpoint and range based on a five-year growing moving average (described in Section 2.3.3).



2.3.2 Corridor - Detail

Corridor midpoints have been initially established for all institutions in the corridor system based on all its funding-eligible WGUs at the end of 2016-17 (see Section 2.0 for a list of all enrolment-based grants included in the new corridor and any exceptions to eligible enrolments).

A. Funding within the corridor

An institution's Moving Average WGUs at time t ($MWGUs_t$) are within its corridor, if:

$0.97 \times WGU_{MP}$ (corridor floor) $\leq$ MA $WGUs_{\mathbf{t}} \leq 1.03 \times WGU_{MP}$ (corridor ceiling)

Where WGU_{MP} = institution's corridor midpoint's WGUs

then,

COG_t = Grants at Midpoint

B. Funding above the corridor ceiling

If an institution's WGU enrolment in year t is above the corridor ceiling, so that:

MA $WGUs_t > 1.03 \times WGU_{MP}$ (corridor ceiling)

And the institution is not part of a planned growth process, then,

COG_t = Grants at Midpoint

C. Funding below the corridor floor

If an institution's enrolment in year t is below the corridor floor, so that

MA $WGUs_t < 0.97 \times WGU_{MP}$ (corridor floor)

then,

COG_t = Grants at Midpoint – ($0.97 \times WGU_{MP}$ - MA $WGUs_t$) $\times$ grant per WGU at midpoint

An alternative equation providing the same results would be:

$$COG_t = \text{Grants at Midpoint} \times \frac{\text{MA } WGUs_t + 0.03 \times WGU_{MP}}{WGU_{MP}}$$

Example: An institution's corridor midpoint is 1,000 WGUs. Using a hypothetical grant per WGU of $3,000, the institution's grant while in the corridor is $3M (its grants at the midpoint). In year t, when the assessed average of WGUs declines to 960 WGUs, the institution will experience a funding reduction equal to the difference in WGUs between 960 ($WGUs_t$) and the corridor floor of 970 WGUs (or 0.97 × 1000 WGUs). Their resulting grant is:

$$\text{COG}_t = \text{Grants at Midpoint} - (0.97 \times \text{WGU}_{MP} - \text{MA WGUs}_t) \times \text{grant per WGU at midpoint}$$

$$\text{COG}_t = \$3{,}000{,}000 - (0.97 \times 1{,}000 - 960) \times \$3{,}000 = \$2{,}970{,}000$$

2.3.3 Moving Averages in Corridor Enrolment Assessment

Assessing enrolment for the purposes of determining an institution's position relative to its corridor midpoint, corridor floor and corridor ceiling is based on its total number of funding-eligible WGUs.

Corridor enrolments will be assessed using a five-year moving average of WGUs, slipped one year, to determine each university's enrolment position within its corridor. This feature of the corridor is called the **Moving Average (MA).**

During the 2017-18 to 2021-22 period, the moving average count will be implemented in a phased manner by using a transitional *Growing Moving Average* (GMA), calculated as follows:

$$\text{MA WGUs}_{17\text{-}18} = (\text{WGUs}_{16\text{-}17} \times 5)/5$$

$$\text{MA WGUs}_{18\text{-}19} = (\text{WGUs}_{16\text{-}17} \times 4 + \text{WGUs}_{17\text{-}18})/5$$

$$\text{MA WGUs}_{19\text{-}20} = (\text{WGUs}_{16\text{-}17} \times 3 + \text{WGUs}_{17\text{-}18} + \text{WGUs}_{18\text{-}19})/5$$

$$\text{MA WGUs}_{20\text{-}21} = (\text{WGUs}_{16\text{-}17} \times 2 + \text{WGUs}_{17\text{-}18} + \text{WGUs}_{18\text{-}19} + \text{WGUs}_{19\text{-}20})/5$$

$$\text{MA WGUs}_{21\text{-}22} = (\text{WGUs}_{16\text{-}17} + \text{WGUs}_{17\text{-}18} + \text{WGUs}_{18\text{-}19} + \text{WGUs}_{19\text{-}20} + \text{WGUs}_{20\text{-}21})/5$$

$$\text{MA WGUs}_{22\text{-}23} = (\text{WGUs}_{17\text{-}18} + \text{WGUs}_{18\text{-}19} + \text{WGUs}_{19\text{-}20} + \text{WGUs}_{20\text{-}21} + \text{WGUs}_{21\text{-}22})/5$$

This GMA method could also be used for future roll-ins of any growth funding.

At full implementation of the corridor mechanism in 2022-23, the Moving Average will be implemented, calculated in the following manner:

$$\text{MA WGUs}_t = (\text{WGUs}_{t-1} + \text{WGUs}_{t-2} + \text{WGUs}_{t-3} + \text{WGUs}_{t-4} + \text{WGUs}_{t-5})/5$$

Where,

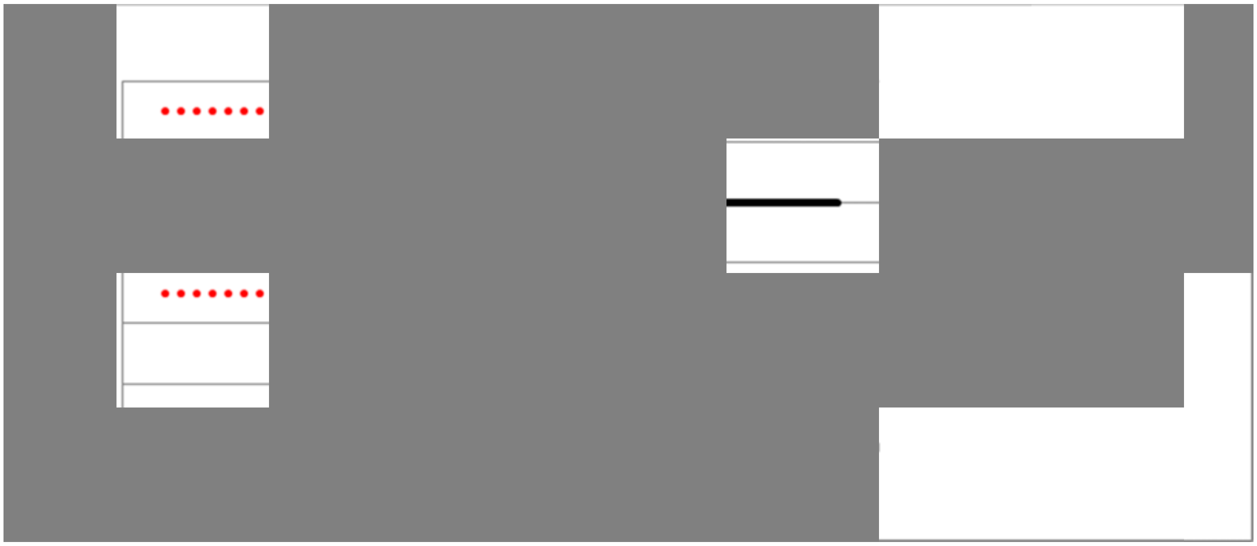
MA WGUs_t = Moving average of WGUs for year t.

WGUs_t = Number of WGUs in year t.

This feature of the formula will be referred to as the *Formula Moving Average (FMA).*

The moving average weights each year so that the impact of changes in enrolment in any single year will only affect 20% of the total calculation.

Figure 3 illustrates an example of an institution in which the actual year-to-year enrolment is declining and shows how that institution's Growing Moving Average for its corridor assessment compares to its corridor midpoint. This shows that an institution would remain in its corridor for a longer period compared to actual in-year enrolment. In this example, an institution would not fall below its corridor floor during the period of SMA2.



2.3.4 Negotiated Changes in Corridor Levels and Impacts of Exceeding Corridor Ceilings or Falling Below Corridor Floors

Institutions will negotiate their corridor midpoints, based on their enrolment plans, over a multi-year period as part of the SMA2 process and in future rounds of SMAs. Each institution's corridor midpoint should be based on enrolment plans that reflect institutional missions and priorities, which are consistent with projected trends in enrolment demand and which are fiscally and programmatically sustainable.

Under the corridor system, if an institution's moving average enrolment *declines* below its corridor floor, it will receive a corresponding deduction in its Core Operating Grant, equal to the value of each WGU below the floor, except in cases where an institution has negotiated a decline in enrolment as described in section 3.3.

Institutions whose moving average enrolment *exceeds* its corridor midpoint (except in cases where it is participating in planned growth plan) will not automatically receive additional funding for these enrolments.

Institutions should not expect that enrolments over their corridor midpoints will be funded by the government. Enrolments over the midpoint should be sustainable on the basis of overall institutional revenues.

The SMA negotiation process allows for institutions and governments to negotiate institutional enrolment plans. This collaborative process is intended to ensure that the ministry and the sector can engage in long-term enrolment planning and ensure fiscal sustainability for institutions as well as government,

The ministry acknowledges that changes in enrolment demand, institutional circumstances, economic conditions or program priorities may require changes to the enrolment planning assumptions negotiated in an SMA. In such circumstances, the ministry should be made aware of planned changes to institutional enrolment plans and these should be discussed proactively with the ministry. Similarly, the ministry should work collaboratively when policy and program changes require changes in institutional enrolment plans and programming.

If an institution is consistently in excess of its corridor ceiling (without engagement with the ministry as noted above), it may be required to review its enrolment management strategies and business plans with the ministry.

2.3.5 Corridor Midpoint Establishment and Adjustment

Institutions will negotiate with the ministry to establish multi-year enrolment plans and the midpoint of their multi-year corridor.

Each institution’s corridor midpoint will be established as part of its SMA negotiations. This midpoint is expected to remain in effect for at least the three-year term of SMA2 (2017-20).

The initial corridor midpoint for each institution will be based on the institution’s 2016-17 enrolment count. Final eligible WGUs for inclusion in the corridor midpoint have been adjusted as required to reflect programs with capped enrolments, such as Teacher Education and Medicine. The initial corridor midpoint is based on 2016-17 enrolments and is associated with a specific level of funding for those enrolments, based on 2016-17 grants.

As part of the SMA2 negotiations, the ministry is prepared to consider alternative approaches to the Growing Moving Average for smaller institutions where this approach would result in an institution falling out of its corridor during the 2017-18 to 2022-23 period. The ministry is also prepared to consider case-by-case correction of institutional irregularities or cases of unique treatment required for certain enrolments

In the negotiations for SMA2, each institution’s enrolment plans and corridor midpoints will be set for at least the three-year period of SMA2 and any transitional growth or decline plans that might be required will be negotiated.

Each SMA negotiation period will provide an opportunity to adjust corridor midpoints and associated funding to accommodate periods of planned enrolment growth or decline. See Section 3.0 for details on growth and decline.

An institution's corridor midpoint may be adjusted through future SMA negotiations. This process will consider factors such as past institutional enrolment performance and institutional growth plans and capacity.

In a case where an institution is given a new corridor midpoint, for example, in response to additional funding from government for enrolment growth, the moving average would normally be reset when the institution is given a new corridor midpoint.

2.3.6. Capped Programs in the Corridor Model

Institutions that exceed any enrolment target caps in programs which have been specified by ministry policy as having restricted enrolment levels will not receive funding for those enrolments above the specified cap. If the program is eligible for counting as part of the corridor, enrolment above the cap will not be counted as part of the corridor assessment. In addition, any current and future rules governing capped programs will apply. Enrolments above a cap are ineligible for inclusion in an institution’s corridor midpoint and these enrolments will not contribute to calculating the level of funding that an institution receives.

As per the rules of the corridor system, an institution below its midpoint but above its floor will only receive funding commensurate with its midpoint enrolment levels, even if it has enrolments in capped programs in excess of the midpoint.

Institutions which exceed specific program caps may be asked to submit additional enrolment details or to discuss enrolment management strategies with the ministry.

2.3.7 Corridor Funding Model - Continuity

In order to transition to the corridor model and to provide for predictability and enrolment planning, the corridor model described in this Technical Manual will be in place during the SMA2 cycle and will continue to be in effect until notice is given by the ministry of any change.

3.0 TREATMENT OF ENROLMENT GROWTH AND DECLINE

The new funding model provides institutions and government with the ability to take a planned approach to enrolment, with predictability of government funding through the COG and other funding envelopes.

Planned enrolment growth or decline will be supported by these mechanisms:

- Where government chooses to provide funding for enrolment growth, this growth would be funded through specific growth envelopes. These envelopes would normally be incorporated in the COG through the process described below.
- Institutions will be able request protection of its funding associated with significant planned reductions in enrolments through reallocation to the Differentiation Envelope. Details are described in Section 3.3.

3.1 Future Enrolment Growth Allocations

During times when funding is available to support enrolment growth in excess of enrolments funded at corridor midpoints, the ministry, in consultation with the sector, would seek to establish a multi-year plan for a system-wide growth target. Institutions would be asked to submit plans for institutional growth targets, which would be established through a negotiated process.

In the corridor model, funding to support enrolment growth could be delivered through a separate growth fund that would be reconciled into an adjusted corridor at the end of a fixed period, normally as part of an SMA negotiation cycle.

Any funding associated with such special enrolment growth envelopes will be funded in-year, up to the approved allocation. Funding for growth would be provided based on actual growth in WGUs over an institution’s corridor midpoint, up the level of the established WGU target.

This approach would mean that growth would be funded outside of the corridor for a period of time, until the growth WGUs and the funding associated with those WGUs would be incorporated into an institution’s funding and its corridor modified accordingly.

The government may also choose to negotiated adjustments to corridor midpoints (and associated COG and DE funding) in cases where significant long-term changes in enrolment demand are anticipated and funding is available from government

The basis on which the ministry would seek future enrolment growth funding is outlined in Section 7.0 “Total Operating Funding Allocations and Per-Student Funding Levels”.

Example: An institution's corridor midpoint is 10,000 WGUs and through negotiation with the ministry, the institution is approved to grow an additional 100 WGUs over its midpoint over a set period. Using a hypothetical grant per WGU of $3,000 (in the COG), an institution would be eligible to receive up to $300,000 in additional GOG funding over the course of the growth period. In addition, funding in the Differentiation Envelope would also be included in the enrolment growth allocation.

Case 1: Institution under agreed growth targets

If an institution is part of a planned growth process and,

$\text{WGUs}_t > \text{WGU}_{MP}$

and,

$\text{WGUs}_t \leq$ negotiated enrolment growth target

then,

$\text{COG}_t =$ Grants at Midpoint

plus,

Live Growth Funding = $(\text{WGUs}_t - \text{WGU}_{MP}) \times$ Grant per WGU at midpoint

Where,

$\text{WGUs}_t =$ Weighted Grant Units at time t

Using the example above: Live Growth Funding = $(\text{WGUs}_t - 10{,}000) \times \$3{,}000$

Case 2: Institution is over agreed growth targets

If an institution is part of a planned growth process and,

$\text{WGUs}_t > \text{WGU}_{MP}$

and,

$\text{WGUs}_t >$ negotiated enrolment growth target

then,

$\text{COG}_t =$ Grants at Midpoint

plus,

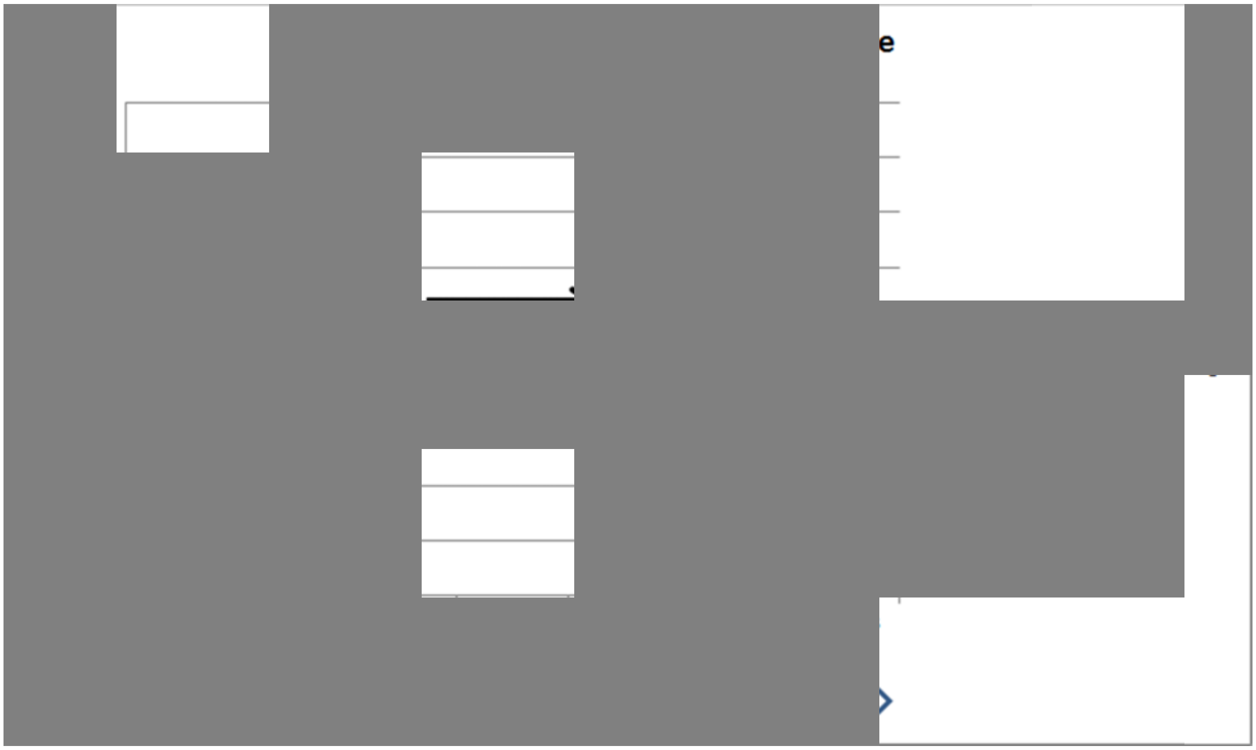
Live Growth Funding = (negotiated enrolment growth target - WGU_{MP}) × Grant per WGU at midpoint

Using the example above:

Live Growth Funding = (10,100 – 10,000) × $3,000

Live Growth Funding = $300,000

Figure 4 illustrates the process of funding enrolment growth ‘live’ and outside of the corridor. It is anticipated that growth plans would normally be negotiated at the beginning of an SMA cycle and the reconciliation of the resulting growth into the COG and DE would normally occur at the end of an SMA cycle.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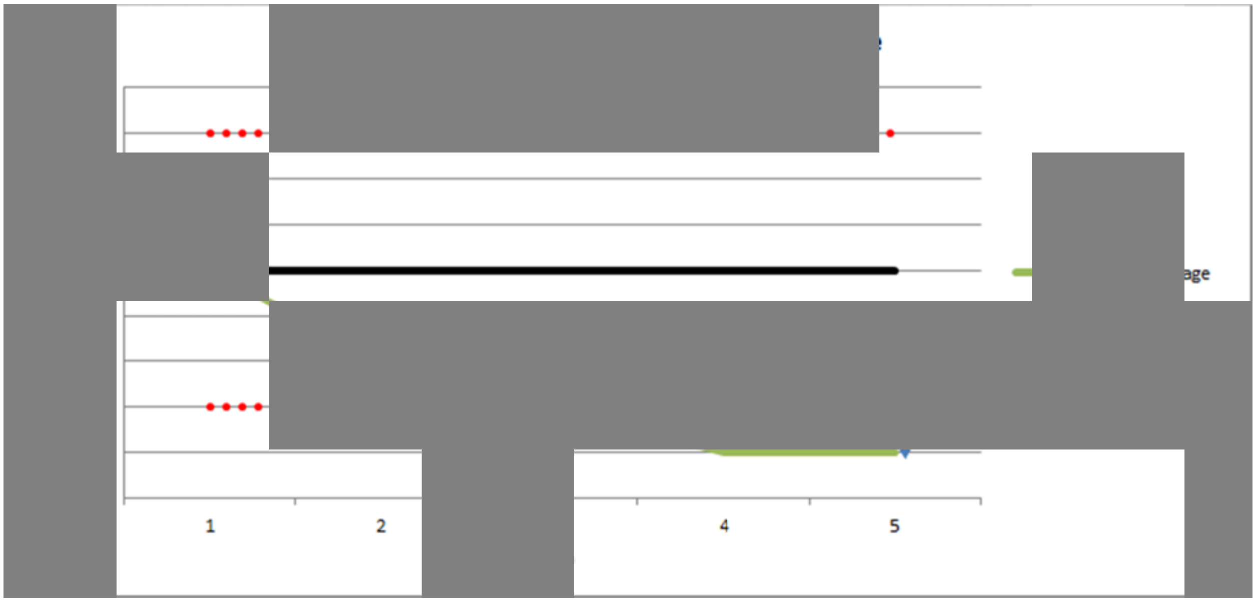
Note that the corridor and funding upon reconciliation will reflect the lesser of the total enrolment at the end of the growth period over an institution’s corridor midpoint or the institution’s approved amount of growth for that period.

3.2 Impact of Enrolment Decline Below Corridor Floor

If an institution’s moving average of WGUs falls below its corridor floor, it will face a reduction in its Core Operating Grant funding based on the difference between the corridor floor and the moving average of WGUs. Funding reductions will be the difference between the corridor floor and the moving average of WGUs and not the difference between the moving average of WGUs and the corridor midpoint. Figure 5 illustrates this concept.

In the example in Figure 5, the reduction in funding that an institution would experience *when below the corridor floor* (the line at 970) is equal to the difference between moving average of WGUs and the corridor floor – illustrated by the arrow.

In this example, the midpoint is 1,000 WGUs. With a hypothetical WGU value of \$3,000, the institution's grant while in the corridor is \$3,000,000 (its grant at midpoint). Beginning in year four, when the assessed average of WGUs declines to 960 WGUs, the institution will experience a funding reduction equal to the difference in WGUs between 960 (E_4) and the 3% corridor floor.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The formula for calculating the grant impact would be:

If the moving average WGUs in T year (E_t) is < 0.97 (representing the 3% corridor floor) of the Midpoint Enrolments

> Then Core Operating Grant = Grants at Midpoint – (0.97 × Midpoint Enrolments – E_t) × WGU grant value

Based on this, the resulting grant change is:

> Core Operating Grant = Grant at Midpoint – (0.97 × Midpoint– E_3) × WGU value, or
>
> Core Operating Grant = \$3,000,000 – (0.97 × 1000 – 960) × \$3,000

COG in year 4 therefore equals \$2,970,000; \$30,000 dollars less than the grant entitlement at corridor midpoint as the institution is 10 WGUs below its corridor floor.

3.3 Transition Support for Negotiated Declining Enrolment

Through the SMA process, an institution will be able to negotiate the reallocation of a portion of its Core Operating Grant funding that would otherwise be lost due to significant enrolment decline below its corridor floor to its Differentiation Envelope.

This special provision is intended to provide transition support to an institution for a specific period of time. The portion of funding transferred to the DE will be subject to new accountabilities, as well as any other policies associated with the Differentiation Envelope.

Access to this support is available as part of the negotiation of the Strategic Mandate Agreement (during each SMA cycle in which this opportunity is offered). A transition plan for managing the decline of enrolments and the transfer of funding to the Differentiation Envelope as well as the technical provisions to be in place during the transition period will be established as part of an institution's SMA.

An institution and the government will agree on a level of enrolments and associated funding to be reallocated during the transition period. While the ministry anticipates that the period of time for this transition support process will be the same as the period for an institution's SMA, the institution's transition to lower permanent enrolment level could be longer than the established term of an SMA, if required and agreed to by the government.

This transition support provision for a negotiated decline in enrolment would require the negotiation of a revised corridor midpoint.

An institution's enrolment will be assessed differently during a planned transitional period of decline. Instead of the normal moving average an institution will instead have its enrolment assessed using a three-year moving average, slipped one year.

An institution's enrolment in the first year of the transitional period would be based on the average of its actual weighted enrolment for the three consecutive years prior to the first year of the transition.

At the end of the transitional period, the institution's new corridor midpoint would be set at the value (in WGUs) of the last year of the transitional midpoint. If not entering another transitional decline period, the institution's moving average would be normally be reset and begin with the actual enrolment of the first year of the next SMA cycle.

The ministry will continue to work with the sector on the implementation details for this part of the funding model.

4.0 FUNDING MODEL REFORM MEASURES

The new university funding model allocates each institution's 2016-17 operating grants listed in section 2.0 between its new Core Operating Grant and its new Differentiation Envelope.

The funding per WGU in the COG will be based on a new, common rate which will provide equal funding per weighted enrolment in the base grant.

The amount of funding has been determined by these processes:

- *Step 1: Equalization of Weighted Per-Student Funding*
- *Step 2: Removal of Standard Formula Fees*
- *Step 3: Adjustment of the per WGU grant amount for COG funding equity.*

A spreadsheet documenting the new funding model has been developed with a technical consultation group with the university sector and shared with all universities.

4.1 Step 1: Equalization of Weighted Per-Student Funding

Over time, institutional variances in the rate of funding per weighted student have accrued in the system as a result of various program and funding decisions over the history of the university funding model.

The new Core Operating Grant is based on the principle of equity – that institutions should receive the same amount of funding for students in similar programs across all institutions. The new COG funding model therefore moves the previous university funding model to a common and equal weighted per-student funding rate for all eligible enrolments.

Note that the portion of each institution's 2016-17 enrolment-based operating grants affected by this equalization of funding and the elimination of formula fees has been transferred to each institution's Differentiation Envelope (Performance/Student Success Grant). This transfer means that each institution's 2016-17 total enrolment-based operating grants will be maintained at the same level in 2017-18 (before adjustments for the International Student Recovery or other required adjustments).

4.1.1 Equalizing BOI per BIU

The existing funding model is based on a concept called Basic Operating Income (BOI), which is a formula based on the sum of government operating grants and a calculated portion of tuition fees. When initially introduced, formula or standard fees were established in the funding model using the average of the existing tuition fees by program. Over time, government decisions on tuition and formula fees, roll-ins of particular programs, total grant levels, as well as institutional enrolment decisions, resulted in variations in BOI per BIU among institutions.

In order to set the foundation for the removal of the formula fee and establishment of a common grant per-WGU rate, a common and equal amount of BOI per Basic Income Unit (before the removal of formula fees) has been developed.

A revised system average BOI per BIU was derived by including all the funding envelopes for the enrolment-based grants listed in Section 2 and the associated eligible BIUs for these grants. For the 2016-17 year, this results in a system average BOI per BIU of $5,386.24. Please note that this combined BOI per BIU rate is used only for the determination of the allocations of the new COG and DE components of the formula.

The move to an equal rate per WGU in the Core Operating Grant has the effect of raising the rate of per-weighted student funding in the COG for some institutions (compared to the previous BOI per BIU rate), while lowering the amounts for others.

However, each institution's DE-Performance/Student Success grant allocation has been used to balance institutional impacts by ensuring that the funding affected by this equalization is transferred to that grant.

Table 1 shows the impact of Step 1 and the amount of funding that moves between each institution's Core Operating Grant and its DE-Performance/Student Success grant as a result of the equalization of BOI per BIU funding in Step 1.

[redacted]

4.2 Step 2: Removal of Formula Fees and Weight Rounding

4.2.1 Standard formula fees in the previous University Funding Model

Standard fees are a feature of the previous university operating grant calculations that took into account a notional portion of institutional revenue from tuition in certain programs when determining total operating grants.

Formula fees are an artifact in the university funding model from a period when tuition amounts charged by institutions for particular programs were mostly consistent across the system. As the standard formula fee calculation no longer serves a policy purpose, formula fees have been removed from the new funding model and the per-student grants revised accordingly.

In the previous funding model, the BIU weight for each program was multiplied by the amount of BOI per BIU and then the standard fee were subtracted from that total to determine the level of operating grant provided for that program.

4.2.2 Method to Remove Standard Formula Fees

In the implementation of the funding model, the ministry has tried to ensure that the removal of formula fees and the reweighting of BIUs has been as grant- neutral as possible.

As some programs had the same BIU weights, but differing standard fees, removing the formula fee but leaving the BIU weights the same would have resulted in a different level of grant for most programs

The new model used the system average BOI per BIU for 2016-17 and then removed standard formula fees amount for the 1.00 weight program from the equalized BOI per BIU. The grant at weight 1.0 was used as a reference grant which was used to adjust all other grants from BIUs to WGUs.

In order to ensure that the same amount of grant income will be received as under the previous funding model, modifications have been made to the weighting system by adjusting each program's grant weight (after the deduction of formula fees) to the base reference grant. This step results in a new imputed grant-only weight for all programs.

4.2.3 Rounding of WGU Weights

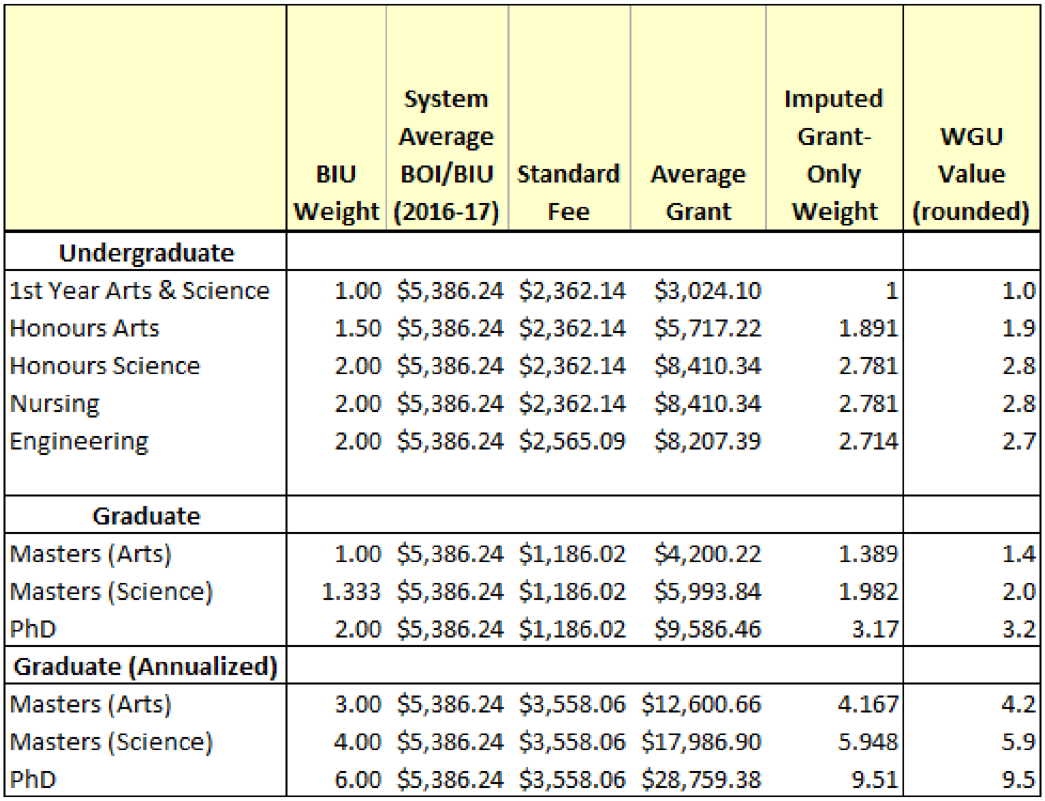
This method of removing formula fees and equalizing per-student funding creates a calculation of WGUs which maintains a close mathematical equivalence between the old and new per weighted-unit grant levels. Because of the interaction in the current model of BIU weights and formula fees, this equivalence was initially achieved by calculating the new weights to three decimal places. For example, a BIU weight of 1.5 converts to an imputed grant weight of 1.891.

In March 2017, the Council of Ontario Universities recommended to the ministry that for transparency and simplicity in the administration of the new funding model, the new WGU weights be rounded to one decimal place.

The ministry has incorporated this recommend change in the new funding model. It should be noted that the institutional impact of the reweighting and the rounding to one decimal place are balanced by transferring any resulting changes between each institution's DE-Performance portion and COG.

Table 2a below shows the results of the initial calculation of grant weights for selected programs (the imputed grant-only weight or the unrounded weights) and the rounded weights that will be used in the funding model.

Table 2a: Derivation of New WGU Weights



	BIU Weight	System Average BOI/BIU (2016-17)	Standard Fee	Average Grant	Imputed Grant-Only Weight	WGU Value (rounded)
Undergraduate						
1st Year Arts & Science	1.00	$5,386.24	$2,362.14	$3,024.10	1	1.0
Honours Arts	1.50	$5,386.24	$2,362.14	$5,717.22	1.891	1.9
Honours Science	2.00	$5,386.24	$2,362.14	$8,410.34	2.781	2.8
Nursing	2.00	$5,386.24	$2,362.14	$8,410.34	2.781	2.8
Engineering	2.00	$5,386.24	$2,565.09	$8,207.39	2.714	2.7
Graduate						
Masters (Arts)	1.00	$5,386.24	$1,186.02	$4,200.22	1.389	1.4
Masters (Science)	1.333	$5,386.24	$1,186.02	$5,993.84	1.982	2.0
PhD	2.00	$5,386.24	$1,186.02	$9,586.46	3.17	3.2
Graduate (Annualized)						
Masters (Arts)	3.00	$5,386.24	$3,558.06	$12,600.66	4.167	4.2
Masters (Science)	4.00	$5,386.24	$3,558.06	$17,986.90	5.948	5.9
PhD	6.00	$5,386.24	$3,558.06	$28,759.38	9.51	9.5

Note: Due to a prior ministry policy to adjust formula fees for tuition set-aside requirements, formula fees are subject to a multiplier of .99

Table 2b shows the grant amounts per institution at equal weighted funding, after formula fees have been removed, using the imputed grant weight (to three decimal places). The weights are then rounded to one decimal, and the grant per institution adjusted accordingly. The final column shows the change to the grant calculations by institution of the rounded weights. At this stage of the calculation, the amounts noted in the “Impact of WGU Rounding” column are retained in each institution’s COG.

[redacted]

[redacted]

[redacted]

A complete list of new grant weights are listed in Appendix B by FORPOS code and these new WGU weights will used in the revised university funding model from 2017-18 onwards. These weights do not preclude the creation of new or revised funding weights for new or restructured programs in future years.

4.3 Step 3: Adjustment of per WGU grant amount for COG funding equity

Funding per weighted enrolment in the COG has been equalized for every university and these enrolments will be the basis of the funded corridor midpoint enrolments for each university when it enters the corridor system in 2017-18.

Equalization of the weighted per-enrolment funding at the midpoint has not redistributed overall funding between institutions, as any changes to an institution's allocations that arise due to equalization of grants per WGU has been reallocated to that institution's DE (performance portion) allocation.

In order to meet the government's policy goal of creating a portion of funding for the performance-based portion of the Differentiation Envelope of approximately $300M, the amount of average grant per WGU in the COG has been set at a specific rate in order to reallocate a portion of the enrolment-based grant funding listed in Section 2.0 to the DE-Performance/Student Success Grant.

The Performance/Student Success Grant consists of the reallocations of the following grants:

- Key Performance Indicator grant ($23.3M)
- Quality Funding ($131M)
- The Research Overheads Infrastructure Envelope ($27.7M),
- Institution-specific differentiation/extraordinary grants for OCADU, Trent, Nipissing ($6.9M), and
- Approximately $111M from enrolment-based operating grant funding reallocated as described.

Table 3 shows the estimated final amount that will be reallocated to the DE-Performance/Student Success Grant from total system enrolment-based operating grants in 2016-17 is $111.7M.

This consists of an initial calculation of $126.2M as noted below, less the difference of $257K in the final column of Table 1 and the $14.7M in the final column of Table 2b.

[redacted]

See Appendix A for information about the reclassification of enrolment-based operating grants under the new funding model and performance versus mission-related portions of the Differentiation Envelope.

5.0 DIFFERENTIATION ENVELOPE

Starting in 2017-18, a Differentiation Envelope has been created that is intended to allow for funding to be linked with negotiated outcomes (but not during the SMA2 period). A portion of DE funding is expected to be linked to performance in the SMA3 period. Accountabilities, metrics and targets for the performance portion of the Differentiation Envelope are being developed jointly between the Ministry and the university sector for potential implement in SMA3.

5.1 Reallocation of Funding to Create the Performance/Student Success Grant

The Differentiation Envelope will contain a performance-based grant of approximately $300M at the start of the new funding model. The Performance/Student Success Grant in the Differentiation Envelope has been established from funds that have been reallocated from within the existing university operating funding envelope.

The following grants have been reallocated to this grant under the DE in 2017-18:

- Each institution's Key Performance Indicator funding and its Quality Funding, as well as the Research Overheads Infrastructure Envelope and the amounts for specific differentiation grants provided to OCADU, Trent and Nipissing These grants totalled approximately $188M dollars in 2016-17.

- Funding transferred from enrolment-based grants as a result of the reforms to the funding model noted in this manual. Approximately $111.7M dollars has been transferred to the DE-Performance/Student Success Grant

The following grants will be **included in the DE-Performance/Student Success Grant** and will be allocated and administered as follows:

- Each institution's amount of Quality Funding and Key Performance Indicator funding at the end of the 2016-17 fiscal year will be included in its Performance/Student Success Grant.

    - The amount of funding each institution will receive from both these grants will remain constant at 2016-17 levels during each year of the SMA2 period

    - While the ministry will continue to work with the sector to collect and publish KPI data, the use of this data as the basis for allocating the KPI grant will be discontinued in 2017-18.

- The allocation methodology for the Research Overheads Infrastructure Envelope (ROIE) will not change during the SMA2 period. Each institution will continue to be funded under the current formula which is based on shares of peer-adjudicated research funding awarded by the three major federal research-granting councils, calculated using a three-year moving average slipped two years.

Mission-Related Grants: The Ministry will reallocate several special purpose grants to the Differentiation Envelope:

- Bilingualism Grant
- French Language Support Grant
- Northern Ontario Grant
- Algoma Extraordinary Grant
- Hearst Extraordinary Grant.

These grants have been included in the Differentiation Envelope as they are provided to support specific institutional missions. The allocation method for each these grants will not change over the SMA2 period as a result of the new funding model.

The inclusion of these Mission-Related Grants in the Differentiation Envelope is not intended to put these grants into the category of outcomes-based funding. The current accountabilities for these grants will continue.

5.2 The Performance/Student Success Grant in the Differentiation Envelope

The portion of the Differentiation Envelope that will be available (in SMA3) for performance against outcomes will have a base funding amount of approximately $300M dollars, starting in 2017-18.

The initial proportion the Performance/Student Success Grant represents of total operating grants will vary between institutions as a result of historical differences in base funding between institutions as well as specific institutional circumstances.

Table 4 below shows the allocations of the Differentiation Envelope for each institution, noting the institutional amounts of Performance/Student Success Grant and Mission-Related Grants.

[redacted]

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5.3 Performance Linkages to the Strategic Mandate Agreements

The first round of Strategic Mandate Agreements and the 2016 Ontario Budget both indicated that government would explore ways to support the policy goal of supporting differentiation by linking funding to the Strategic Mandate Agreements.

The ministry expects that through the 2017-18 to 2019-20 SMA cycle (SMA2), the following issues related to the performance portion of the Differentiation Envelope will be addressed:

- Institutional strategic areas of priority;
- Metrics and targets for institutional performance in chosen areas; and
- Plans for special transition to reduced enrolment levels and the transition of enrolment-related funds from the Core Operating Grant to institutional DE-performance allocations.

5.4 Accountabilities Linked to the DE- Performance/Student Success Grant

In the Strategic Mandate Agreements covering the period 2017-18 to 2019-20, there will be new accountabilities accompanying the creation of the Performance/Student Success portion of the DE. In order for an institution to receive this allocation, it will be required to:

- Participate in the negotiation and signing of an institutional Strategic Mandate Agreement covering the period 2017-20;
- Negotiate the setting of enrolment levels and the corridor midpoint for at least the period of SMA2;
- Negotiate priority areas of strategic differentiation;
- Work with the ministry to refine metrics, targets and allocation methodologies for the Performance/Student Success Grant.

By the 2020-23 SMA cycle, performance metrics, targets and allocation methodologies will have been established in consultation with the university sector and that a proportion of differentiation funding will be distributed based on performance against selected metrics or targets during the 2020-23 SMA period.

5.5 Allocation of the Performance Portion of the Differentiation Envelope (SMA2)

As part of the 2017-20 SMA, institutions will be asked to describe how its Performance/Student Success grants funding supports its activities in five strategic areas of focus:

- Student Experience
- Innovation in Teaching & Learning Excellence
- Access and Equity
- Research Excellence and Impact
- Innovation, Economic Development and Community Impact

Each institution will have flexibility to focus on these areas in a manner that suits its individual circumstances and existing strengths.

In the 2017-2020 SMAs, institutions will establish a variety of metrics and targets. The Performance/Student Success Grant will not be linked to funding in the 2017-2020 SMA period. It is expected that the exercise of setting metrics and targets in the consultation with the sector will guide institutions and government in the development of a more performance-based allocation mechanism in SMA3.

6.0 SPECIAL PURPOSE GRANTS

The new funding model will retain a funding category for Special Purpose Grants. This is in recognition that the government needs to retain a means to directly invest in system-wide priorities or to ensure that specific policies are achieved. (See Appendix A for examples of grant reclassifications and Special Purpose Grants).

The majority of 2016-17 special purpose grants will continue as separate grants in 2017-18 and beyond. These grants continue to be subject to the same accountabilities and processes as specified in ministry policy and transfer payment agreements. The ministry will continue to explore opportunities to consolidate and/or simplify special purpose grant processes where possible and appropriate.

7.0 TOTAL OPERATING FUNDING ALLOCATIONS & PER-STUDENT FUNDING LEVELS

The new funding model provides a mechanism to allocate available operating funding to universities, but the model does not determine the level of funding required by each institution to meet its unique mandate and mission.

The funding model and levels described in this technical manual are subject to future government decisions on the total funds provided to the ministry through regular budget and decision-making processes.

Subject to the appropriation of funding by the government, the ministry will seek to maintain funding in the Core Operating Grant and the various components of the Differentiation Envelope at least at current levels during the SMA2 period. This will provide the funding predictability required by the corridor funding model and allow institutions and government to plan over a multi-year period.

Future government investments may come in the form of increased per-student funding in the Core Operating Grant and Differentiation Envelope, further investment in outcomes through the DE-Performance Grant, targeted funding for enrolment growth, or a combination of any of these components.

The new funding model is based on the premise that the total amount of per-student funding should be based on the sum of both the per WGU funding rate in the Core Operating Grant as well as a per WGU funding amount in the performance/student success portion of the Differentiation Envelope.

There will be institutional variances in total per-student funding as a result of allocations to the Differentiation Envelope. The amounts of funding in the DE in 2017-18 reflect decisions made through the history of the university funding model and therefore the rate of COG and Performance/Student Success funding per WGU will vary across institutions.

As a result, in future budget planning, the ministry would recommend that per student funding be based on increased per WGU funding in both the Core Operating Grant and the performance/student success portion of the Differentiation Envelope. Funding for enrolment growth would be requested in the same manner.

8.0 LINKS TO STRATEGIC MANDATE AGREEMENTS

The new funding model supports the Strategic Mandate Agreement process, with key enrolment management and funding model components being part of the SMA process:

- **Negotiated enrolment targets and corridor midpoints:** Each institution will work with the ministry to finalize its initial point of entry to the corridor and its longer-term enrolment plans.

- **Outcomes framework:** Elements of the framework for receipt of funding in the outcomes-based Performance/Student Success Grant will be negotiated with institutions for the SMA3cycle. This will include strategic areas of differentiation as well as specific metrics and targets that institutions will have to report on as part of SMA report-backs.

- **Enrolment Growth or Decline:** Strategic Mandate Agreement cycles will present a regular opportunity for the government to initiate a planned enrolment process and to provide funding to support that growth. Institutions will normally negotiate its projected enrolment growth at the beginning of an SMA cycle.

  An institution anticipating a significant decline in enrolment over the course of an SMA will have opportunities to transition of a portion of its Core Operating Grant funding (equal to its anticipated and negotiated enrolment decline) to its Differentiation Envelope.

  In any SMA cycle in which enrolment transition funding is unavailable, institutions that anticipate a period of enrolment decline may, during the SMA negotiation, establish a corridor plan with the ministry that will result in an adjusted midpoint and revised funding.

8.1 Continuous Improvement and Engagement

In order to support a new planning partnership with institutions and the ministry's strengthened stewardship role, the ministry recognizes that it is important to engage the university and college sectors on a regular basis and in a transparent and inclusive way. Full implementation of the proposed changes will take time. The ministry is committed to regular, structured engagement with both sectors in order to address any concerns that arise. As change is implemented, the ministry will strive to understand from institutions the impact the change is having on operations and the best way to utilize flexibility in the funding model the institutions are well-supported to perform their core missions.

8.2 Timelines

The goals of the first (2014-17) Strategic Mandate Agreement Cycle were to initiate bilateral negotiations on institutional strengths and government priorities, to establish processes for negotiation and joint planning and to build trust between the ministry and its sector partners.

The 2017-20 SMA2 cycle will allow the system to transition from a funding and planning model with has been based principally on enrolment growth to a system that supports funding stability and increases outcomes-based funding.

Through the SMA2 period (2017-20), institutions and the ministry will work together to establish metrics, targets and methodologies that will link to performance in SMA3 (2020-23). It is envisioned that these will be a combination of common, system-wide metrics in each category determined by the ministry, and some institution-specific metrics negotiated as part of the SMAs.

During SMA3, institutions will be subject to some funding risk in relation to their performance in the Performance/Student Success portion of the DE.

For further information on the new funding model, contact:

George Xenos, Manager, University Finance Unit, Postsecondary Finance and Information Management Branch, Postsecondary Education Division, MAESD

Email: George.xenos@ontario.ca Phone Number: 416-327-7476

Appendix A - Reclassification of University Operating Grants to the new Funding Model

[redacted]

Appendix B - Previous BIU Weights Compared to New 2017-18 WGU Weights

UNDERGRADUATE PROGRAMS - General Codes			Undergrad. Diploma/Non-Degree		Undergrad. Degree	
	Code	Program Name	BIU Weight	WGU Weight	BIU Weight	WGU Weight
	101	Agriculture	1	1.0	2	2.8
	102	Architecture	1	0.9	2	2.7
	103	Arts General	1	1.0	1	1.0
	104	Arts, Upper Year Honours			1.5	1.9
	105	Commerce & Business Admin	1	1.0	1.5	1.9
	106	Dentistry			5	7.9
	107	Engineering	1	0.9	2	2.7
	108	Fine and Applied Arts	1	1.0	1.5	1.9
	109	Forestry	1	1.0	2	2.8
	110	Household & Food Science	1	1.0	2	2.8
	111	Journalism	1	1.0	1	1.0
	112	Landscape Architecture	2	2.7	2	2.7
	113	Law	1	1.0	1.5	1.9
	115	Medicine			7.8	12.9
	117	Music	2	2.8	2	2.8
	118	Nursing	1	1.0	2	2.8
	119	Pharmacy			2	2.8
	120	PHE Education	1	1.0	1.5	1.9
	121	Physio & Occup Therapy	1.5	1.9	1.5	1.9
	123	Science, General, 1st Year Honours	1	1.0	1	1.0
	124	Science, Upper Year Honours			2	2.8
	125	Social Work, 1st Year	1	1.0	1	1.0
	126	Veterinary Medicine			5	8.1
	127	Environmental Studies			2	2.8
	129	Theology	1	1.0	1	1.0
	133	Preliminary Year	0.7	0.5		
	134	Med Residents & Interns	2.5	4.5		
	137	Optometry			3	4.5
	139	Education, Consecutive Degree			1.5	1.9
	145	Social Work, Upper Year			1.5	1.9
	158	Combined Law/MBA			1.75	2.3

UNDERGRADUATE PROGRAMS - General Codes			Undergrad. Diploma/Non-Degree		Undergrad. Degree	
	171	Collaborative Nursing			2	2.8
	190	Teacher Education	1.5	1.9	1.5	1.9
	191	Education	1.5	1.9	1.5	1.9
	439	AQ, (Formerly Reported 139)			1.5	1.9

UNDERGRADUATE PROGRAMS - Institution Specific Codes			Undergrad. Diploma/Non-Degree		Undergrad. Degree	
	Code	**Program Name**	**BIU Weight**	**WGU Weight**	**BIU Weight**	**WGU Weight**
University of Toronto	142	Education - Consecutive Diploma	1.5	1.9		
	174	Pharm D			2.25	3.2
	188	Physician Assistant Program			3	4.5
	442	Education - Consecutive Diploma	1.5	1.9		
Trent University	136	First Year Arts & Science	1	1.0	1	1.0
	166	Combined Arts & Science			1.75	2.3
Lakehead	136	First Year Arts & Science			1	1.0
	142	Education - Consecutive Diploma	1	1.0		
	150	Administration			1	1.0
	151	PGM In Engineering			2	2.8
	163	Phys Ed, Honours			1.5	1.9
	166	Combined Arts & Science			1.75	2.3
	187	Education, Aboriginal			1.5	1.9
	442	Education - Consecutive Diploma	1	1.0		
University of Windsor	136	First Year Arts & Science			1	1.0
	142	Education - Consecutive Diploma	1.5	1.9		
	166	Combined Arts & Science			1.75	2.3
	442	Education - Consecutive Diploma	1.5	1.9		
Wilfrid Laurier University	136	First Year Arts & Science			1	1.0
	166	Combined Arts & Science			1.75	2.3
Brock University	140	Education - Northern Nishnawbe			1.25	1.4
Laurentian University	142	Education - Consecutive Diploma	1.5	1.9		
	161	Translation & Interpretation Year 1			1	1.0

UNDERGRADUATE PROGRAMS - Institution Specific Codes			**Undergrad. Diploma/Non-Degree**		**Undergrad. Degree**	
	162	Translation & Interpretation, Upper Years			1.5	1.9
	165	Public Administration	1.5	1.9		
	442	Education - Consecutive Diploma	1.5	1.9		
Nipissing University	142	Education - Consecutive Diploma	1.5	1.9		
	442	Education - Consecutive Diploma	1.5	1.9		
University of Ottawa	142	Education - Consecutive Diploma	1.5	1.9		
	184	Civil Law & Honours International Dev			1.5	1.9
	442	Education - Consecutive Diploma	1.5	1.9		
Queen's University	142	Education - Consecutive Diploma	1.5	1.9		
	442	Education - Consecutive Diploma	1.5	1.9		
York University	142	Education - Consecutive Diploma	1.5	1.9		
	168	Health Administration			1.5	1.9
	442	Education - Consecutive Diploma	1.5	1.9		
Carleton University	146	Industrial Design			2	2.7
McMaster University	152	Engineering & Management (Engineering)			2	2.7
	153	Engineering & Management (Management)			1.5	1.9
	154	Year 3 Medicine			7.8	12.9
	155	Years 1 & 2 Medicine			11.7	19.3
	166	Combined Arts & Science			1.75	2.3
	188	Physician Assistant Program			3	4.5
University of Ontario Institute of Technology	152	Engineering & Management (Engineering)			2	2.7
	153	Engineering & Management (Management)			1.5	1.9
	186	Science and Management			1.7	2.2
University of Guelph	156	Hotel and Food Admin			2	2.8
	164	General Studies	1	1.0		
Ryerson University	156	Hotel and Food Admin			2	2.8
	165	Public Administration	1.5	1.9	1.5	1.9
University of Waterloo	166	Combined Arts & Science			1.75	2.3
	172	Accounting - Post BA Diploma	1.5	1.9		
OCAD University	175	Fine and Applied Arts	1.5	1.9	1.5	1.9

GRADUATE PROGRAMS - General Codes			Graduate Diploma/M. Phil		Masters/1st Stage Doctoral		2nd Stage Doctoral	
	Code	**Program Name**	**BIU Weight**	**WGU Weight**	**BIU Weight**	**WGU Weight**	**BIU Weight**	**WGU Weight**
	241	Agriculture	1	1.4	1.333	2.0	2	3.2
	242	Architecture	1	1.4	1.333	2.0	2	3.2
	243	Child Study	1	1.4	1.333	2.0	2	3.2
	244	Commerce & Business Administration	1	1.4	1	1.4	2	3.2
	245	Dentistry	1	1.4	1.333	2.0	2	3.2
	246	Engineering	1	1.4	1.333	2.0	2	3.2
	247	Fine and Applied Arts	1	1.4	1	1.4	2	3.2
	248	Forestry	1	1.4	1.333	2.0	2	3.2
	249	Geography	1	1.4	1.333	2.0	2	3.2
	250	Hospital Administration	1	1.4	1	1.4	2	3.2
	251	Household and Food Science	1	1.4	1.333	2.0	2	3.2
	252	Humanities	1	1.4	1	1.4	2	3.2
	253	Hygiene and Public Health	1	1.4	1.333	2.0	2	3.2
	254	Journalism	1	1.4	1	1.4	2	3.2
	255	Law	1	1.4	1	1.4	2	3.2
	256	Library Science	1	1.4	1	1.4	2	3.2
	257	Mathematics	1	1.4	1	1.4	2	3.2
	258	Medicine	1	1.4	1.333	2.0	2	3.2
	259	Music	1	1.4	1.333	2.0	2	3.2
	260	Nursing	1	1.4	1.333	2.0	2	3.2
	261	Pharmacy	1	1.4	1.333	2.0	2	3.2
	262	Physical and Health Education	1	1.4	1	1.4	2	3.2
	263	Physical and Biological Sciences	1	1.4	1.333	2.0	2	3.2
	265	Psychology	1	1.4	1.333	2.0	2	3.2
	266	Public Administration	1	1.4	1	1.4	2	3.2
	267	Social Work	1	1.4	1.333	2.0	2	3.2
	268	Social Science - Other	1	1.4	1	1.4	2	3.2
	269	Veterinary Medicine	1	1.4	1.333	2.0	2	3.2
	270	Criminology	1	1.4	1	1.4	2	3.2

GRADUATE PROGRAMS - General Codes			Graduate Diploma/M. Phil		Masters/1st Stage Doctoral		2nd Stage Doctoral	
	271	Environmental Studies	1	1.4	1.333	2.0	2	3.2
	272	Theology	0.5	0.5	0.5	0.5	0.5	0.5
	273	Education	1	1.4	1	1.4	2	3.2
	275	Physiological Optics	1	1.4	1.333	2.0	2	3.2
	279	Urban & Regional Planning			1.333	2.0	2	3.2
	282	Occupational/Physical Therapy			1.333	2.0	2	3.2
	285	Computer Science	1	1.4	1.333	2.0	2	3.2
	293	Teacher Education	1	1.4	1.333	2.0	2	3.2

GRADUATE PROGRAMS - Institution Specific Codes			Graduate Diploma/M. Phil		Masters/1st Stage Doctoral		2nd Stage Doctoral	
	Code	**Program Name**	**BIU Weight**	**WGU Weight**	**BIU Weight**	**WGU Weight**	**BIU Weight**	**WGU Weight**
Wilfrid Laurier University	283	Pastoral Studies					2	3.2
	284	Theology			1	1.4		
Laurentian University	277	Speech Pathology & Audiology			1.333	2.0		
	278	Child Development			1.333	2.0		
University of Ottawa	277	Speech Pathology & Audiology	1	1.4	1.333	2.0		
	283	Pastoral Studies	1	1.4	1	1.4	2	3.2
	284	Theology	1	1.4	1	1.4	2	3.2
Queen's University	276	Art Conservation	1	1.4	1.333	2.0	2	3.2
	280	Industrial Relations	1	1.4	1	1.4	2	3.2
	286	Compressed MBA			1.25	1.8		
University of Toronto	277	Speech Pathology & Audiology			1.333	2.0		
	284	Theology			1	1.4	2	3.2
	287	Dental Specialty 3 yr.			1.333	2.0		
	288	Dental Specialty 4 yr.			1.333	2.0		
	290	Nurse Practitioner Diploma	1	1.4				
	291	Architecture			1.333	2.0		
Carleton University	284	Theology			1	1.4	2	3.2
	291	Architecture			1.333	2.0		
McMaster	274	Clinical Behavioural	1	1.5	1	1.5		

GRADUATE PROGRAMS - Institution Specific Codes			Graduate Diploma/M. Phil		Masters/1st Stage Doctoral		2nd Stage Doctoral	
University		Studies						
	277	Speech Pathology & Audiology	1	1.4	1.333	2.0		
	282	Occupational/Physical Therapy	1	1.4	1.333	2.0	2	3.2
	289	Compressed M.Eng & Pub Policy			1.25	1.8		
Ryerson University	276	Art Conservation			1.333	2.0		
University of Waterloo	284	Theology			1	1.4		
University of Western Ontario	277	Speech Pathology & Audiology			1.333	2.0		
	284	Theology			1	1.4		
	286	Compressed MBA			1.25	1.8		

TAB C

This is **Exhibit "C"**

referred to in the affidavit of Russell Perry Janzen

sworn before me, this 16th day of March 2021

A COMMISSIONER FOR TAKING AFFIDAVITS

Stay at home except for essential travel and follow the restrictions and public health measures.

2020-2025 Strategic Mandate Agreement: Laurentian University

Read the agreement between Ontario and Laurentian University to understand its unique role in the province's post-secondary education system.

Introduction

Preamble

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

The Strategic Mandate Agreement (SMA):

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

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

Ontario's objectives

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

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

Institutional profile

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

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

Laurentian University's institutional profile:

Laurentian University is a microcosm of Canada: we are northern; we are bilingual; we are committed to reconciliation. Laurentian is committed to strengthening the foundation of knowledge in higher education and research to offer an outstanding university experience in English and French with a comprehensive approach to Indigenous education. Together with its federated partners, Laurentian University prepares leaders who bring innovative and intelligent solutions to local and global issues.

Laurentian University has been a leader among universities in responding to the COVID-19 outbreak. The first university in Canada to recognize the severity of the outbreak and suspend in-person activities, Laurentian was also the first to transition fully from in-person to remote learning.

The University remains committed to providing our students with a safe and exceptional university experience, maintaining Laurentian as the leading Northern Ontario university. Laurentian remains committed to providing an education that prepares our students for the workforce and to contribute to Greater Sudbury, the North and beyond.

Laurentian has been rapidly growing its reputation as a leading university for the North, with increasing international recognition and strong national, provincial and regional impact. We strive to deliver innovative academic and research programming that successfully prepares students as critical thinkers for the 21st century. We are committed to achieving this objective through cutting edge teaching and research programs that engage students within and beyond their disciplines, and provide real world experience and a concrete framework in how they can make a difference.

Laurentian University has a proven track record of delivering strong student outcomes and being socially and economically impactful. This includes:

- Highest Post Graduation Employment Rate (6 months and 2 years, Ontario University Graduate Survey: 2016)
- Ranked #1 in earned Research Income Growth (37% growth between 2017–2018, Research Infosource: 2018)
- Ranked 8th in Ontario for Research Intensity ($110,000 per full time faculty, Research Infosource: 2018)
- 9% increase in Indigenous student enrolment since 2009
- 6% increase in Francophone student enrolment since 2009
- 52% of enrolled students are First Generation postsecondary students
- 65% of Laurentian alumni reside in Northern Ontario after graduation

- Laurentian graduates have strong salary outcomes after graduation (Ontario University Graduate Survey: 2016)

Laurentian University has particular strengths that position us to create knowledge, undertake fundamental and applied research, and make significant contributions to crucial issues facing society.

Laurentian's strengths, as articulated in our 2018–2023 Strategic Plan, include: Mining and Environmental Sustainability; Interdisciplinarity; Francophone Cultures and Language; Indigeneity; and Well-being.

Our Strategic Plan is guided by the following pillars and shared values:

- The North inspires us: We celebrate our location in Greater Sudbury because Northeastern Ontario provides us with unique opportunities in an unmatched setting. The North is our advantage.
- Student success is our success: We focus on the student experience because we know that postsecondary education is transformational. Students are our core.
- Teaching and learning define us: We are creators, holders, and communicators of knowledge that connects the generations. Knowledge is our foundation.
- Curiosity drives our research: Through critical inquiry we discover answers relevant to society. Creativity shapes the future.
- Relationships are our priority: We pursue collaborations across campus and with local, provincial, national, and international partners because relationships empower us. Together we are stronger.

Guided by our strengths, pillars and shared values, we are strategically focusing on 25 outcomes (https://www4.laurentian.ca/strategicplan/) . Building on this Strategic Plan, the University ensures alignment with the Academic Plan, Research Plan, Multi-Year Budget and this SMA3 Agreement.

Our strategies and outcomes are aligned with the government's priorities: (i) addressing the evolving needs of the labour market; (ii) enhancing the skills and competencies of our students; and (iii) supporting a postsecondary education system that strengthens Ontario's economic competitiveness. Throughout this SMA3 Agreement, we have highlighted examples of how the strategies and outcomes that we are pursuing will enhance the government's priorities.

The strategy to weight the SMA3 Performance Metrics is data driven and informed by the University's strategic planning documents. A balanced approach, based on analysis of historical data, plans and projections for the future, as well as the Laurentian's ability to impact performance on specific metrics was utilized. The weightings are therefore not necessarily a measure of Laurentian's value of the performance metric outcome.

Performance-based funding

Notional annual allocation

For the SMA3 cycle, Laurentian 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. Laurentian University's notional allocations will not be impacted by previous year performance, and will follow a graduated activation plan as follows:

Year	**2020–21**	**2021–22**	**2022–23**	**2023–24**	**2024–25**
Differentiation Envelope	$16,213,262	$21,733,046	$27,252,994	$32,772,942	$35,532,916
Performance-based Grant	$16,213,262	$21,733,046	$27,252,994	$32,772,942	$35,532,916

Notes:

1. Activation of performance-based funding will not be in place for 2020–21 and 2021–22. Thereafter, activation for the following years will be determined through the SMA3 Annual Evaluation process.
2. Further details on calculations are available in Ontario's Performance-based Funding Technical Manual. The Performance-based Grant has been capped at the system-average annual proportion and residual funding remains part of the Differentiation Envelope. Notional allocation represents the Performance-based Portion of the Differentiation Envelope capped to the system-wide average.
3. The notional allocations presented above are estimates based on 2019–20 final operating grant totals.

Institutional weighting strategy

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

Institutional assigned metric weightings and notional performance-based funding allocations

Metric	**2020–21 weighting max. 35% min. 10%**	**2020–21 notional funding allocation**	**2021–22 weighting max. 30% min. 5%**	**2021–22 notional funding allocation**	**2022–23 weighting max. 25% min. 5%**	**2022–23 notional funding allocation**	**2023–24 weighting max. 25% min. 5%**	**2023–24 notional funding allocation**	**2024–25 weighting max. 25% min. 5%**	**2024–25 notional funding allocation**
1. Graduate employment rate in a related field	10%	$1,621,326	15%	$3,259,957	15%	$4,087,949	15%	$4,915,941	15%	$5,329,937
2. Institutional strength and focus	24%	$3,891,183	15%	$3,259,957	15%	$4,087,949	15%	$4,915,941	15%	$5,329,937
3. Graduation rate	23%	$3,729,050	15%	$3,259,957	15%	$4,087,949	15%	$4,915,941	15%	$5,329,937
4. Community and local impact of student enrolment	23%	$3,729,050	15%	$3,259,957	15%	$4,087,949	15%	$4,915,941	15%	$5,329,937
5. Economic impact (institution-specific)	10%	$1,621,326	15%	$3,259,957	10%	$2,725,299	10%	$3,277,294	10%	$3,553,292
6. Research funding and capacity: federal tri-agency funding secured	10%	$1,621,326	5%	$1,086,652	5%	$1,362,650	5%	$1,638,647	5%	$1,776,646
7. Experiential learning	NA	NA	10%	$2,173,305	10%	$2,725,299	10%	$3,277,294	10%	$3,553,292

Metric	2020–21 weighting max. 35% min. 10%	2020–21 notional funding allocation	2021–22 weighting max. 30% min. 5%	2021–22 notional funding allocation	2022–23 weighting max. 25% min. 5%	2022–23 notional funding allocation	2023–24 weighting max. 25% min. 5%	2023–24 notional funding allocation	2024–25 weighting max. 25% min. 5%	2024–25 notional funding allocation
8. Research revenue attracted from private sector sources	NA	NA	5%	$1,086,652	5%	$1,362,650	5%	$1,638,647	5%	$1,776,646
9. Graduate employment earnings	NA	NA	5%	$1,086,652	5%	$1,362,650	5%	$1,638,647	5%	$1,776,646
10. Skills and competencies	NA	NA	NA	NA	5%	$1,362,650	5%	$1,638,647	5%	$1,776,646

Priority areas and performance metrics

Summary

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

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

Skills and job outcomes

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

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

Economic and community impact

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

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

Productivity, accountability and transparency

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

- faculty activity
- faculty compensation

Skills and job outcomes

Performance metrics: narrative

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

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

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

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

Metric initiated: 2020–21

Laurentian University's narrative:

Laurentian University's employment rates, obtained through the Ontario University Graduate Survey, have consistently **ranked at the top of Ontario universities** and well above the provincial average since 2011. The results of this metric demonstrate that Laurentian graduates recognize the value of the education and skills they develop throughout the course of their degree. The acquired skills ensure their competency to enter the labour force, whether in Northern Ontario, the province or globally. Our strategic plan outcome **'to equip graduates to practice, teach and contribute as employees of choice in francophone, rural, and Indigenous contexts, throughout the North and beyond'** reflects our dedication to providing the required skills, as well as the additional competencies developed through the unique Laurentian experiences. These experiences, shaped by our tri-cultural mandate, are delivered to help our graduates succeed in their future employment opportunities.

Laurentian University plays a key role in supporting skills development in the North and beyond, supporting the government priority of strengthening skills and competencies for students. Our graduates, many of whom are bilingual, have a skill set that is sought in various spheres. Laurentian's small student to faculty ratio encourages meaningful interactions with faculty and increased opportunities to develop their skills and competencies in laboratory settings. Employers will find Laurentian graduates to be particularly strong at critical thinking, troubleshooting and problem solving. The North's requirement for resilience and tenacity, combined with Laurentian's interdisciplinary approach to teaching, develops graduates who are in demand and are prepared for the world's challenges.

The combination of skill sets obtained by attending both college and university is encouraged at Laurentian, who leads by example in student mobility. For students who have completed a two or three-year diploma through the college route, Laurentian offers many pathways designed to enhance student mobility including advanced standing in the absence of articulation agreements. A collaboration to highlight is the recent Sault College and Laurentian social work articulation agreement. Through this expanded partnership, eligible graduates of Sault College's two-year Social Service Worker – Indigenous Specialization (SSW-IS) program can move on to complete a Bachelor of Indigenous Social Work at Laurentian University in an additional two years.

While this is a consistently well-performing metric for Laurentian, there should be caution in knowing that survey response rates can vary each year. In addition, the survey responses obtained are at the discretion of the students' interpretation of the question and their own opinion resulting in potential risk of misrepresentation.

Alignment to Our Strategic Plan: Outcomes 1–3, 5–8, 11, 14, 25 (https://www4.laurentian.ca/strategicplan/)

Institutional strength and focus
Name: Diverse portfolio of programs in mining, environmental stewardship, architecture and other interdisciplinary programs representing areas of enrolment stability or growth
Definition: proportion of enrolment (Fall, full-time equivalents (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
Source: Provided by institutions, validated by University Statistical Enrolment Report (USER)/Ministry of Colleges and Universities

Metric initiated: 2020–21

Laurentian University's narrative:

Laurentian University offers 110 undergraduate and 60 graduate programs in English and/or French including 23 online degree programs.

Using the Classifications of Instructional Programs (CIP) groupings, Laurentian has defined a 50.6% proportion of the total enrolment, covering both undergraduate and graduate education and which represent areas of strength with expected stable and/or steady growth. In order to determine the CIP codes included, Laurentian:

- Performed an in-depth analysis of historical and projected enrolment;
- Engaged in extensive consultations with Senate, faculty councils, federated partners, faculty and staff;
- Ensured alignment with the strategic plans; and
- Evaluated labour market needs and student outcomes.

Our expertise in mining and environmental stewardship drives knowledge creation, economic prosperity, and ecological sustainability; locally, nationally, and internationally. Our world-class faculty and programming collaborate through our internationally recognized research centres, and partner with global industry leaders. At the same time, Laurentian has a deep, long-standing commitment to the environment. Decades of world-class scholarship on industrial contamination and the recovery of lands, lakes and communities have given Sudbury global resonance. Research facilities including the Vale Living with Lakes Centre and its Fresh Water Ecology Coop Unit present students in the M.Sc. in Biology and the PhD in Boreal Ecology with unmatched opportunities to study environmental issues and proactive solutions.

Many of the programs included in this metric create interdisciplinary knowledge. The flexible Bachelor of Arts degree structure allows students to combine modules across all faculties while studying in English and/or French. The McEwen School of Architecture, currently in the final stages of accreditation, offers a design-build model of instruction inspired by the significant contributions of Indigenous and northern collaborators. Our forensic science programs, the first in Canada to be accredited by FEPAC, bring together crime scene investigators with forensic scientists across disciplines. Our interdisciplinary graduate programs, including the PhD in Biomolecular Science and the PhD in Human Studies are prime areas of collaboration across disciplines, faculties, languages, and cultures.

French language and Indigenous programming thrive here and at our federated partners. Our students, staff and faculty benefit from meaningful engagements in a tri-cultural milieu. Our École de service social, for example, offers Canada's only online Bachelor of Social Work in French (Baccalauréat en travail social). In addition, Laurentian University, through our École des sciences de l'éducation, is one of two universities in Ontario that offer French language teacher education programs. The Indigenous Studies program, offered through the University of Sudbury, provides the opportunity for all students to develop an understanding and awareness of Indigenous peoples, their culture, traditions, aspirations and ways of knowing through both a historic and contemporary lens.

Laurentian also provides innovative programs which focus on addressing health concerns and the general well-being of the North and its rural populations. Laurentian boasts the second largest Speech-Language Pathology program (Orthophonie) in Canada. Our relationship with the Northern Ontario School of Medicine and Health Sciences North Research Institute creates numerous opportunities for strong student learning outcomes and collaboration.

Alignment to Our Strategic Plan: Our Strengths and all 25 Outcomes (https://www4.laurentian.ca/strategicplan/)

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

a given fall term and graduated from the same institution within seven years.
Source: University Graduation Rate Data Collections

Metric initiated: 2020–21

Laurentian University's narrative:

One of our core values is "**Student Success is our Success**". Laurentian prioritizes supporting its diverse student population through a range of services which directly assist students in achieving their educational goals and enhancing their readiness to enter the workforce.

Laurentian University plays a critical role in providing accessible opportunities to students in rural and northern areas with lower post-secondary participation rates. As a result, Laurentian has a high proportion of students in under-represented groups, mature students, part-time students and students studying in online programs. Many of Laurentian's students face financial challenges that disrupt their education.

Laurentian demonstrates its commitment to student success through our commitment to health and wellness inspired by the principles of the Okanagan Charter, faculty-specific academic advising, registration and course planning support, proactive outreach and interventions, mental health supports, career and employment services and first-year peer coaches. A new Transitions and Engagement unit, ensures students are set on a successful path to graduation by way of orientation activities and initiatives throughout the academic year.

As well, the Indigenous Student Affairs (ISA) office offers various engagement opportunities, including events and activities such as: 1. Biidaabin, a traditional feast to welcome new and returning students; 2. Nakiiwin Tek, a career information fair that connects students with potential employers from various organizations across Ontario; and 3. Academic workshops and mental health awareness, which provide assistance with time management, essay writing and exam preparation to keep students on top of their game in the pursuit of success.

The Accessibility Services Office offers resources and assistance for students with disabilities or diverse learning needs who require accommodations. Students are paired with an Accessibility Advisor responsive to students' individual needs, who works with faculty to provide a positive and equitable learning experience for all. The Laurentian Initiative for Transition (LIFT) program is a summer transition program that informs students of available resources and offers transition support for life on campus to ensure the best start possible for their post-secondary journey. A plan of accommodation can also be mapped out to ensure students' academic success.

Laurentian Online offers 23 degree programs and nearly 540 courses in online and/or blended formats, many of which are available in both English and French. All offerings provide the flexibility to complete a full program of study, complement on-campus study, or provide an opportunity to get ahead, keep up or catch up with a program of study as students' schedule permits. Almost 20% of Laurentian's enrolled students are studying in an online program and we have seen an increasing trend for online program registrations, including an increase of 12% in 2019F.

A caution is raised here as this metric has a propensity for being unstable due to relatively small graduate cohort sizes. A very small variation in cohort size results in a large impact on the graduation rates. This is one of the metrics that is difficult to anticipate for all small-sized institutions.

Alignment to Our Strategic Plan: Outcomes 3, 6, 7, 10, 11, 13, 21, 23, 25 (https://www4.laurentian.ca/strategicplan/)

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

Metric initiated: 2021–22

Laurentian University's narrative:

Student success means more than graduating from a post-secondary institution. Our students enter the workforce with the values, skills, abilities and knowledge sought by employers. Laurentian consistently demonstrates **high employment rates and high self-reported earnings** two years after graduation (Ontario University Graduate Survey, MCU).

Accessible postsecondary education is transformational. Providing confident graduates with relevant industry competencies strengthens the workforce of Ontario and beyond. Through high quality course offerings, highly qualified faculty members, work-integrated learning, study abroad opportunities and community partnerships, Laurentian University's students have the opportunity to obtain the desired skills and to network in the community to ensure a successful career.

Laurentian's Career Services team members work with students to prepare them for the workforce through workshops, targeted employment fairs, and a comprehensive Work Study program. They meet with students to review resumes and portfolios, conduct skill and career assessment measures, and create career pathway mapping.

Experiential learning support at Laurentian extends beyond career counselling, employment fairs, resume and interview preparation activities to encompass enhanced leadership development, entrepreneurship and applied learning opportunities in varied settings. See more in our Experiential Learning, Economic Impact and Skills and Competencies metrics.

Laurentian University also offers many accredited and high quality programs taught by expert faculty who ensure our students acquire the knowledge, skills, and attitudes to function as competent employees. Some of our accredited Laurentian programs include: Education, Engineering, Forensic Science, Management (EPAS), Nursing, Orthophonie, Social Work and Radiation Therapy; and soon to be accredited programs: Architecture and Management (AACSB).

Laurentian's programs are relevant for a career in the north and well beyond. They are designed to support the north's workforce needs while not limiting our graduates to geography-based careers. Laurentian programs consider and reflect global applications thus preparing leaders who bring innovative and intelligent solutions to local and global issues. In collaboration with its postsecondary partners in the Greater Sudbury area, employers, sector and industry leaders, Laurentian is committed to supporting a postsecondary education system that strengthens Ontario's economic competitiveness. It will continue leading the charge in strengthening the skills and competencies of students preparing for the workforce and building community relationships that will launch successful careers for our graduates.

Alignment to Our Strategic Plan: Outcomes 1, 2, 5, 6, 8, 9, 10, 11, 14–21, 25 (https://www4.laurentian.ca/strategicplan/)

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

Metric initiated: 2021–22

Laurentian University's narrative:

Laurentian embraces the importance of experiential learning (EL) and prioritizes the importance of building relationships. This is demonstrated in our strategic plan outcome: **Laurentian students in all faculties will benefit from enhanced leadership development and experiential learning across the institution, in community and industry settings, as we will double the number of work and experiential learning opportunities.**

We pursue collaborations across campus and with local, provincial, national, and international partners because relationships empower us. Learning by doing is embedded throughout Laurentian's programs and individual courses. With a student to faculty ratio of 19 (as per the Maclean's 2020 Rankings) students have access to faculty members supported by expert staff who help them connect with industry partners and experiential learning opportunities in the local community and beyond. For example, a new Teaching Fellow in Experiential Learning conducts workshops and provides individual mentorship for faculty members looking to increase the experiential learning content in their courses. Work integrated learning opportunities are threaded through Laurentian programs to help build learning skills acquired through more in-depth experiences in a co-op, internship, practicum, directed study, applied research thesis or capstone-project with industry partners.

Our Sports Administration students for example, benefit from hands-on experience and practice in sports management, marketing, finance, media, and communications throughout their first three years of study. The culmination of their studies is with a four to eight-month internship with organizations such as Toronto Maple Leafs, Hockey Canada, Toronto FC, International and Canadian Olympic Committees, Ottawa Senators, Adidas, Kansas City Chiefs, Under Armour, Toronto Blue Jays, Toronto Raptors, Edmonton Oilers, among others. As well, our Architecture program boasts an innovative 28-week co-op education model, where the first work-term is completed in industry and related fields, while the second work-term takes place in an office setting relating to architecture or design.

Sudbury and Northern Ontario provide a setting for field-based learning and research that cannot be duplicated elsewhere. Located on the southern rim of one of the world's largest, oldest and best-exposed meteorite impact sites, close to numerous base metal mines and a large variety of rock types, Sudbury's geology provides unique opportunities for field instruction. Our climate and natural environment offer distinct perspectives for environmental and ecological studies, and northern build considerations. Our northern location also comprises distinct social and cultural differentiation which Laurentian exemplifies in its mandate and academic delivery.

In early 2019, Laurentian created a new special advisor role, tasked with defining and baselining Experiential Learning (EL), coordinating funds from external partners, supporting faculty in the development and tracking of EL, and aligning EL and leadership-related work campus-wide. Funded in collaboration with RBC Future Launch, this special advisor is working with faculty members and staff in order to promote EL experiences such as studying abroad, field trips, student exchanges, and opportunities outside traditional co-ops and internships. This new role (in collaboration with a Teaching Fellow in Experiential Learning) includes consultation with faculty members to strategize on the integration of experiential learning opportunities into their courses by way of a working group and forthcoming Experiential Learning Advisory Network. To facilitate the management of EL opportunities at Laurentian, we have also implemented a new software system, Outcome (formerly Orbis), which will provide the ability to track EL experiences and allow for enhanced provision of EL opportunities.

This metric may actually underrepresent the number of our graduates with experiential learning components. We will continue to tag courses with well-defined experiential learning components throughout SMA3. It is important to note that experiences developed by Laurentian today will not be measured until several years in the future; that is, until students experiencing these learning opportunities today become graduates.

Alignment to Our Strategic Plan: [Outcome 1, 5, 6, 8, 14, 25 (https://www4.laurentian.ca/strategicplan/)](https://www4.laurentian.ca/strategicplan/)

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

Metric initiated: 2022–23

Laurentian University's narrative:

Laurentian University will be participating in this assessment and posting the results publically, when available.

Laurentian's course content and hands-on experiences provide students with the opportunity to obtain knowledge, skills and competencies that are required for future employment opportunities. We have established many Strategic Plan Outcomes that tangibly demonstrate our commitment to enhancing the skills and competencies of our students, including: **Laurentian students will benefit from enhanced services and infrastructure that support writing and information literacy, advising, academic planning**. Many of these opportunities are delivered through our Centre for Academic Excellence's (CAE) Learning Commons. This peer-led support hub connects upper year students with first year students as Transitioning Coaches, Writing Coaches and Peer Tutors for academic support and mentorship. The Learning Commons leads academic readiness workshops on presentation and research skills, academic integrity, study skills, and exam preparation.

Examples of our strategic commitment to developing the skills and competencies of our students include:

- Laurentian University Global Opportunities (LUGO) program allows students to earn credits towards their degree by completing a portion of their studies abroad. Experiencing life outside the classroom, in a different country, equips students with valuable marketable skills for global opportunities.
- Funded by RBC Future Launch, Laurentian offers the Backpack to Briefcase Professional Development Learning Series, which provides students with foundational career building skills and information about professional development and networking.
- Laurentian has 14 research centres and two affiliated centres that provide ample opportunity and access for students to mentor and train to be tomorrow's research leaders.
- Building on the Nobel Prize-winning international collaborations of the SNO experiment, we foster world-leading research in particle astrophysics at SNOLAB while providing job opportunities for students.
- The Foundry initiative promotes opportunities to engage with other innovators to ideate, create, explore new skills, and develop ideas that can go on to become startup companies or social enterprises.

Engagement flowing from Laurentian's tri-cultural mandate provides all Laurentian graduates with a unique and valuable perspective on truth and reconciliation. Students in various faculties are required to include electives containing Indigenous course content. In addition to the Indigenous content requirement, students must obtain an elective containing a language component as well as a scientific literacy component.

According to Census 2016, 40% of the population in Greater Sudbury is bilingual. For the last decade, Laurentian has provided students with the opportunity to complement their degree with a Certificate of Bilingualism which highlights the student's competencies and demonstrates that the student is officially bilingual. Students receive this certificate upon completion of 15 credits in English or French, whichever is not their primary language of study. There is always a high demand for bilingual employees, especially throughout Northern Ontario. Laurentian upholds a strong francophone focus with approximately 20% of students studying in a French language program. As one of two (soon to be three) Ontario universities offering French language programs, Laurentian contributes to the development and outreach of the French language in Ontario, Canada and on the global stage.

Alignment to Our Strategic Plan: Outcomes 2, 5–8, 10–15, 16–20, 21, 23, 25 (https://www4.laurentian.ca/strategicplan/)

Economic and community impact

Performance metrics: narrative

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

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

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

Metric initiated: 2020–21

Laurentian University's narrative:

Students who choose Laurentian University choose a truly Canadian experience. We embrace bilingualism and tri-cultural values, and offer a whole-hearted welcome to students from around the world. We are committed to **enhancing our relationships with municipalities, agencies, organizations, First Nations, and Indigenous communities, with a coordinated approach to creating beneficial initiatives for the North.**

The City of Greater Sudbury is a regional hub for postsecondary education and learning in Northeastern Ontario, with Laurentian and two community colleges. Approximately 36% of Laurentian registrants are from the Sudbury region, with the balance of enrolment coming from recruitment across the province (48%), out-of-province (10%), and internationally (6%). As such, Laurentian is an important economic catalyst for the Sudbury region and for the North, and has a significant impact across the province and beyond given the geographic breadth of its student population.

The French, English, and bilingual programs offered at Laurentian University are complemented by extensive research opportunities, as well as joint partnerships with local community businesses and organizations, and flexible articulation agreements with our fellow postsecondary institutions at large.

Laurentian University has many research strengths derived from our location, not the least of which is expertise in the restoration of damaged ecosystems, the creation of innovative mining technologies, and our involvement with the world-class Sudbury Neutrino Observatory (SNOLAB). We are recognized nationally and internationally because of these outstanding research partnerships.

Alignment to Our Strategic Plan: Outcomes 1–5, 8–11, 13, 14, 21–23 (https://www4.laurentian.ca/strategicplan/)

Economic impact (institution-specific)
Name: Co-op, Internships, Placements and Practicums
Definition: Number of student course registrations in co-ops, internships, placements and praticums (local, national and international)
Source: Institutional Course Registration Data

Metric initiated: 2020–21

Laurentian University's narrative:

We are inspired by our **Northern** partnerships and **relationships are our priority**. Through these partnerships and relationships, Laurentian is an important economic catalyst for the Sudbury region and for the North.

One measure of our economic impact can be demonstrated by the number of student course registrations in co-ops, internships, placements and practicums. With the support of our partnerships and relationships, Laurentian prides itself on the number of programs that offer built-in practical application modules such as co-ops, practicums, internships, placements, projects, field trips, travel/study abroad experiences, community volunteering, consultancy and other discipline-related opportunities. Through these experiences, Laurentian and its students contribute directly to the economy in the communities we serve.

Please see the narrative for the Experiential Learning metric for further information.

Laurentian University plays a key role in delivering far reaching economic contributions to Greater Sudbury, to Northern Ontario and to the province. These economic impacts include:

- One of the largest employers in the Greater Sudbury region, Laurentian employs over 2,000 staff and faculty, all of whom contribute to the local economy. In addition to its workforce, Laurentian attracts 3,600+ students annually from outside the Sudbury region, who also have a substantial economic impact in the region.
- Laurentian University's (including Federated Universities) direct spending in operating and research expenses for fiscal 2018–19 was over $237 million.

- The McEwen School of Architecture opened in 2013 and has been instrumental in the revitalization of downtown Sudbury.
- Since it opened its doors in 2011, NOSM (Northern Ontario School of Medicine) has contributed to the establishment of more than 655 medical professionals in the North.
- Laurentian's value and economic impact within the Greater Sudbury community is further supported through our various facilities and amenities, such as our Ben Avery multi-use recreational and wellness facility, Fraser and Alphonse Raymond Auditoriums, McEwen School of Architecture, and our residences and conference facilities. These installations and community spaces support local and provincial events which draw users from Greater Sudbury and beyond and contribute positively to the Greater Sudbury economy.
- Laurentian and its alumni, students, staff and faculty have been steadfast over the years in their willingness to give back to the community. Recently, Laurentian's Alumni Association celebrated 1,000,000 hours of volunteerism to acknowledge the strong community and economic impact this volunteer force has had on the community and the world. It is important to highlight that over 65% of Laurentian's alumni reside in Northern Ontario following degree completion.
- Laurentian has a long standing tradition of working with business and government to spur economic growth and enhance quality of life. Laurentian is ranked #1 in earned research growth and 8th in Ontario for research intensity. Our world renowned contributions in research and scholarly activity are far reaching and contribute to innovation, employment and direct expenses of over $44 million.
- Laurentian's total enrolment is comprised of approximately 6% international students, from some 66 countries. As international students, their economic impact extends beyond accommodations, transportation, living and leisure expenses to include tourism and travel to savour the full Canadian experience. Many of them choose to set up roots in the Sudbury and near region.

This summer, Laurentian hosted its eighth annual International Experience Program, where over 200 students from India's Gujarat Technological University (GTU) attended the University for six-weeks to complete courses and laboratories created by GTU, but delivered here in Sudbury by Laurentian faculty. The goal of this program is to give students from India a chance to experience Canada and our culture. This experience includes student life on campus and excursions within the community. Following the experience, Laurentian draws registrants who wish to pursue their studies in Sudbury.

Alignment to Our Strategic Plan: Outcomes 1, 2, 4, 6, 9, 10, 15, 16–20, 22, 24, 25 (https://www4.laurentian.ca/strategicplan/)

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

Metric initiated: 2020–21

Laurentian University's narrative:

'Curiosity Drives Our Research' provides the foundation for basic and applied research, innovation, and discovery at Laurentian University. Research strengths highlighted in our 2019-2023 Strategic Research Plan, include: 1) Materials, Minerals, Matter and Energy; 2) Environment; 3) Health, Health Services, and Well-being; and 4) Histories, Identities, Cultures and Languages. Laurentian has a consistent track-record of attracting tri-agency funding in these areas as seen from our increasing performance on this metric.

With NSERC funding, researchers are investigating the microbiology of extreme environments with a focus on developing, optimizing and prototyping biomining and bioremediation technologies. This research will fundamentally change the concept of "mining waste" from a liability to an economic resource. NSERC funding also supports new technology innovations to mitigate workplace hazards, and advances in forensics to enhance metabolite profiling in skeletal remains. Moreover, with a $1.6M award from NSERC, Laurentian researchers are leading a project on Landscape Carbon Accumulation through Reductions in Emissions, which will advance global practices on carbon sequestration.

Laurentian's SSHRC funded researchers in Orthophonie, are developing new tools to improve the identification of preschool children with developmental language disorders, the Institut franco-ontarien are leading research to preserve culture and enhance French language, and Human Kinetics researchers are developing culturally-relevant sport practices for athletes with marginalized identities and newcomers to Canada. Indigenous scholars received a SSHRC New Frontiers in Research award and in collaboration with Indigenous communities are collecting and returning paintings and drawings by residential school students in Anishinabe and Algonquin territories.

CIHR funding supports Laurentian University researchers as leaders in the health of rural and northern communities. Our Evaluating Children's Health Outcomes Research Centre in partnership with the Naandwechige-Gamig Wikwemikong Health Centre was awarded $1.5M from CIHR to nationally disseminate a program aimed at improving Indigenous Mental Wellness. Laurentian researchers are also collaborating with community to improve the use of Indigenous-identified health data for health services and policy planning.

Laurentian is committed to research excellence and will invest in supports required for students and faculty to continue to attract tri-agency funding. Our strategic plan states **we will continue to build our fundamental research base by recruiting additional Research Chairs and establishing Research Centres** in partnership with industry and community. This focus will increase our capacity to attract tri-agency funding in basic and applied research in our areas of research strength and emerging fields, while serving the research needs of our region.

In addition, it is important to note that Laurentian is one of eight Universities that receives funding from the Canada First Research Excellence Fund in support of Metal Earth and the Canadian Particle Astrophysics Research Centre projects. This important research income is not included in this metric, but accounts for a large portion of our research income.

Laurentian has been able to attract tri-agency funding; however, we are concerned about the volatility of this metric given our connections to resource-based industries, including mining. The definition for this metric represents only a small portion of Laurentian's total research and scholarship activity.

Alignment to Our Strategic Plan: Outcomes 1, 16–20, 25 (https://www4.laurentian.ca/strategicplan/)

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

Metric initiated: 2021–22

Laurentian University’s narrative:

Laurentian’s 16 Research Centres and innovation programs link researchers and external partners to engage in projects that are regionally impactful and globally relevant.

As Canada’s Mining University, Laurentian is a leader in applied research, innovation and commercialization with partners Vale, Glencore, United Steelworkers, Teck, and IAMGold. Through the Goodman School of Mines, Laurentian’s expertise extends to the full mining cycle from mineral exploration to occupational health and safety, all the way to bioremediation, environmental rehabilitation, and Indigenous relations. For example, we are recognized by the United Nations for our work in environmental rehabilitation of industrial landscapes. With our college and industry partners we are global leaders in making bioleaching an efficient, sustainable and profitable way to deal with mine tailings, and we are partnering with Waubetek to develop the Centre for Excellence in Indigenous Minerals Development. The Mineral Exploration Research Centre continues to collaborate with the Ontario Geological Survey, and mining and exploration companies, to advance research in exploration geophysics.

Research Centres engaged in forensic science, occupational health and safety, social justice, Indigenous relations, rural and northern health, and franco-ontarien language and culture are also positioned to attract research revenues from external partnerships. For example, a partnership with the Réseau du mieux-être francophone du Nord de l'Ontario, and the Centre de santé communautaire du grand Sudbury are collaborating to understand the health implications of linguistic and cultural barriers faced by Francophones, and partnerships with Public Health Sudbury and Districts are investigating social justice issues facing homeless peoples in northern Ontario.

Programming and research equipment in the Cliff Fielding Research, Innovation and Engineering Building, further positions Laurentian to attract external research revenues. The 60,000-square-foot facility includes innovation, material analysis, environmental and soil mechanics, prototype development, machine shop, hydraulic, and fluid mechanics labs. Faculty, students, and industry partners further benefit from the Jim Fielding Innovation and Commercialization Space which supports development of new products, and the Norinne E. Perdue Central Analytical Facility with advanced instrumentation to support applied research.

Our vibrant graduate student program, which attracts domestic and international students, is foundational to applied research growth. Graduate students in science communication, forensic science, architecture, computational sciences, occupational health and safety, engineering, and clinical psychology, to name a few, are all engaged in applied research projects with industry and community partners.

Laurentian University is committed to growing our applied research revenue and will continue to support researchers to forge regional, national and international collaborations. We will engage partners from industry, labour and community to collaborate on projects in areas of strength identified in our Strategic Plan and Strategic Research Plan, and we will partner to attract funding to support interdisciplinary, transformative, and emerging opportunities that will elevate the impact of research, innovation, and discovery at Laurentian University.

Despite Laurentian’s success in attracting private sector, and not-for-profit funding, this metric may be volatile as it is dependent on economic cycles. Currently, a large portion of Laurentian’s private sector research revenue is linked to the mining sector which is known to fluctuate.

Alignment to Our Strategic Plan: Outcomes 1, 16–20, 25 (https://www4.laurentian.ca/strategicplan/)

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

Faculty compensation

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

Enrolment profile

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

Corridor midpoint

For funding purposes **16,423.53** Weighted Grant Units (WGUs) will be the corridor midpoint value for the five-year period from 2020–25 for Laurentian University. Enrolment-related funding will be will 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.

Notes:

1. The midpoints presented in this table were established using final 2019–20 enrolment data.
2. Laurentian’s 2019-20 midpoint includes 530.18 Teacher Education WGUs rolled in from 2018-19.

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)
16,034.89	303.05	85.58	-	16,423.53

Projected funding-eligible enrolment

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

Below is Laurentian University's projection of funding-eligible enrolments as of February 28,2020.

Credential	2020–21	2021–22	2022–23	2023–24	2024–25
Undergraduate FFTE	6,519	6,519	6,519	6,519	6,519
Master's FFTE	434	474	504	504	504
Doctoral FFTE	121	130	130	130	131
Total FFTE	7,074	7,123	7,153	7,153	7,154

Projected international enrolment

Below is Laurentian University's projection of funding-ineligible international student enrolments as of February 28, 2020.

Credential	2020–21	2021–22	2022–23	2023–24	2024–25
Undergraduate FFTE	373	379	372	363	358
Master's FFTE	145	148	149	151	152
Doctoral FFTE	44	45	46	48	49
Total FFTE	562	572	568	561	560

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 Annual Evaluation will occur every year in the Fall-Winter and the updated appendix will be made publicly available the following Spring. Please note that fields with a hyphen indicate where data will be populated 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.

Laurentian University - SMA3 performance

Note: "2020–21 Actual performance" refers to the year in which the evaluation takes place and not necessarily the data from that year.

Metric	2016–17 Historical data	2017–18 Historical data	2018–19 Historical data	2020–21 Allowable performance target	2020–21 Actual performance	2021-22 Allowable performance target	2021–22 Actual performance	2022–23 Allowable performance target	2022–23 Actual performance	2023–24 Allowable performance target	2023–24 Actual performance
1. Graduate employment rate in a related field	91.76%	91.36%	94.33%	90.78%	-	-	-	-	-	-	-
2. Institutional strength and focus	46.57%	48.64%	50.62%	50.68%	-	-	-	-	-	-	-
3. Graduation rate	72.00%	71.64%	68.34%	69.20%	-	-	-	-	-	-	-
4. Community and local impact of student enrolment	8.64%	8.41%	8.26%	8.39%	-	-	-	-	-	-	-
5. Economic impact (institution-specific)	1,381	1,567	1,729	1,516.14	-	-	-	-	-	-	-
6. Research funding and capacity: federal tri-agency funding secured	0.69%	0.72%	0.77%	0.71%	-	-	-	-	-	-	-
7. Experiential learning	NA	NA	NA	-	-	-	-	-	-	-	-

Metric	2016–17 Historical data	2017–18 Historical data	2018–19 Historical data	2020–21 Allowable performance target	2020–21 Actual performance	2021-22 Allowable performance target	2021–22 Actual performance	2022–23 Allowable performance target	2022–23 Actual performance	2023–24 Allowable performance target	2023–24 Actual performance
8. Research revenue attracted from private sector sources	NA	NA	NA	-	-	-	-	-	-	-	-
9. Graduate employment earnings	NA	NA	NA	-	-	-	-	-	-	-	-
10. Skills and competencies	NA	NA	NA	NA	NA	NA	NA	Survey initiated	-	-	-

Laurentian University tri-agency research funding amounts:
2016–17: $4,407,741
2017–18: $4,787,361
2018–19: $5,220,886

Updated: November 26, 2020
Published: November 26, 2020

Related

- Read previous Strategic Mandate Agreements (https://www.ontario.ca/page/all-college-and-university-strategic-mandate-agreements)
- Go to college or university (https://www.ontario.ca/page/go-college-or-university-ontario)
- College programs, graduation and job rates (https://www.ontario.ca/page/college-programs-graduation-and-job-rates)
- University programs, graduation and job rates (https://www.ontario.ca/page/university-programs-graduation-and-job-rates)

TAB D

This is **Exhibit "D"**

referred to in the affidavit of Russell Perry Janzen

sworn before me, this 16th day of March 2021

A COMMISSIONER FOR TAKING AFFIDAVITS

Ontario's Postsecondary Education System

Performance/Outcomes Based Funding – Technical Manual

September 2019

Version 1.0

Ministry of Training, Colleges and Universities

Ontario

Ontario’s Postsecondary Education System Performance/Outcomes-Based Funding - Technical Manual

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Date	Version	Revisions
September 2019	1.0	Version released to sector on 09/04/2019.

1.0 INTRODUCTION AND BACKGROUND

This manual describes the processes underlying implementation of the performance/outcomes-based funding grant in the Differentiation Envelope of Ontario's University and College Funding Models. The performance/outcomes-based funding grant will be tied to performance outcomes starting in 2020-2021 as part of the third round of Strategic Mandate Agreements (SMA3).

Activation of the performance/outcomes-based funding grant is aligned with the planned reforms to the university and college funding models, which previously included implementation of corridor-based enrolment funding and the establishment of the Differentiation Envelope.

The focus of this manual is to provide an overview of the Ministry of Training, Colleges and Universities' (MTCU) approach to the activation of the performance/outcomes-based funding grant portion of the college and university funding models. This manual is intended to work in conjunction with the existing College and University Funding Model Technical Manuals.

Strategic Mandate Agreements and Postsecondary Education Funding

Strategic Mandate Agreements (SMAs) are bilateral agreements between the ministry and the province's 45[1] publicly-assisted colleges and universities. SMAs are a key component of the ministry's accountability framework for the postsecondary education system.

During the first round of Strategic Mandate Agreements in 2014 (SMA1), MTCU committed to engaging the university and college sectors on changes to their respective funding models in order to better support funding predictability and stability, as well as support differentiation and student-focused outcomes.

In 2016, this engagement took place, resulting in a redesign of the college and university funding models, including the following elements:

- Allocating the Core Operating Grant based on enrolment through a corridor mechanism to help support predictable funding during a period of projected demographic change and anticipated enrolment decline for many institutions; while supporting managed enrolment planning for both institutions and the government.

- The establishment of the Differentiation Envelope and creation of the Performance/Outcomes-Based Funding Grant, which links a portion of operating grant funding to performance outcomes and allows a greater focus on performance and outcomes over successive SMA cycles.

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[1] The Northern Ontario Medical School (NOSM) will have a customized Strategic Mandate Agreement for 2020-25.

The second round of Strategic Mandate Agreements (SMA2) were executed in 2017, implementing the first phase of the funding model redesign - implementation of the corridor mechanism, with universities entering enrolment corridors in 2017-18 and colleges entering enrolment corridors in 2019-20.

On April 11, 2019 the government announced that performance/outcomes-based funding would be implemented through the next round of Strategic Mandate Agreements (SMA3). Starting in the first year of SMA3 (2020-21), a system-average of 25% of MTCU operating grant funding will be provided on the basis of performance outcomes and ramping up to 60% by 2024-25.

At this same time, the government announced a finalized set of metrics against which institutional performance would be assessed, and the details of the mechanism that would be used to evaluate institutions' performance and resulting funding allocation.

Objectives for performance/outcomes-based funding include:

- Increasing trust and accountability through transparency and improved performance outcomes;
- Reducing red tape by striking an appropriate balance between accountability and reporting;
- 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.

In order to best meet these objectives, metrics have been selected and a performance/outcomes-based funding mechanism designed that best supports 'differentiated improvement', recognizing important institutional differences in terms of size, mandates and institutional strengths.

2.0 POSTSECONDARY EDUCATION SYSTEM FUNDING MODEL OVERVIEW

As described further in the university and college funding technical manuals, the university and college funding models include three major components:

1. **Enrolment Envelope**: funding related to enrolment, which includes a **Core Operating Grant (COG)** under which:
    - Colleges and universities are given a portion of operating funding based on a specific level of eligible enrolment (expressed in Weighted Grant Units (WGU) for universities and Weighted Funding Units (WFU) for colleges).

- The grant for each eligible student is calculated using the same amount of funding, weighted by program.
- COG funding is governed by an enrolment corridor mechanism. This provides equitable, predictable and stable funding for all institutions and provides a greater certainty for institutions and government in enrolment planning.

2. **Differentiation Envelope**: funding related to the **Performance/Outcomes-Based Grant**, under which:
    - A portion of total operating grant funding for colleges and universities is based on performance against outcomes in metrics aligned with government priority areas.

3. **Special Purpose Grants / Other Institutional Grants**: funding by which the government is able to address system priorities, such as initiatives to improve access for Indigenous learners, francophone students and students with disabilities. Also included are institution-specific grants, such as the Northern Grant; Small, Northern and Rural Grant; French Language/Bilingual grants.

2.1 Differentiation Envelope and Performance/Outcomes-Based Funding Grant

During the SMA3 period, the Differentiation Envelope proportion of overall provincial funding will grow in the manner described in Table 1 below, to a system-average of 60% of provincial operating grants in each sector by the year 2020-25.

2020-25 Strategic Mandate Agreements				
2020-21	**2021-22**	**2022-23**	**2023-24**	**2024-25**
25%	35%	45%	55%	60%

Table 1. Proportion of Provincial Operating Grants Distributed Based on Performance*
*Values represent a system-average of provincial operating grants to each sector; institutional proportions will vary.

In 2016, as part of the funding model review, the ministry established initial amounts of an institution’s Differentiation Envelope, reflecting historical differences in the system, such as program mix.

Expansion of institutional proportions of the Differentiation Envelope to create institutional notional performance/outcomes-based grant allocations has been accomplished as follows:

1. **Reprofiling existing quality, performance and differentiation funding:**

    - **Colleges**
        - College Funding Formula Holdback; and,
        - College Performance Funding.

    - **Universities**
        - University Performance Funding (Key Performance Indicators);
        - Research Overhead/Infrastructure Envelope (ROIE)
        - General Quality Fund; and,
        - Enrolment funds resulting from the Per-Weighted Grant Unit equalization and adjustment exercise as part of the university funding model reform;
        - Graduate Expansion Performance Grant; and,
        - Differentiation grants for specific institutions (e.g., Trent University, Ontario College of Art and Design, and Nipissing University).

2. **Reduction of Weighted Funding Units (WFU)/Weighted Grant Units (WGU) values:**

    - To create a system-wide Differentiation Envelope proportion of 60% of provincial operating grants to be delivered on the basis of performance outcomes, the funding rate for WFU/WGUs have been reduced on an equal basis.

    - As performance/outcomes-based funding will increase incrementally until reaching a steady-state of 60% in 2024-25, the funding rate of per-WGU and WFU will be reduced each year until the desired average proportion is reached (see Table 2 on page 9).

3. **Consistently applied methodology:**

    - Funding has been reprofiled from the Enrolment Envelope into the Performance/Outcomes-based Grant in a way that will be grant neutral for institutions.

        - Special Purpose Grants and grants previously characterized as ‘mission-related’ grants were used for totalling purposes, but not changed through the reprofiling of funding. These grants will be re-categorized under Special Purpose Grants/Other Institutional Grants. The conditions for the expenditures of these grants are determined through existing processes, such as transfer payments agreements or individual grant structures.

- For the purposes of determining the proportion of overall provincial operating grants reprofiled to create the performance/outcomes-based funding grant allocations, International Student Recovery (ISR) amounts, grants to other organizations, and one-time-only funding will be netted out. The system-wide and institutional proportions will be based on the resulting net grants to the institution.

- The principle of equalized per-student funding rates in the corridor has been maintained, with reductions being applied on a consistent per-WGU and WFU fund rate basis.

- The number of WGU/WFUs used for this purpose will be the corridor midpoint value assigned to an institution in the year for which the ‘move over’ is complete. For universities in SMA3 the corridor midpoint will include teacher education spaces and graduate spaces (master’s and doctoral) achieved up to target in SMA2 as per ministry communication on July 25, 2019. Collaborative nursing and clinical education students will continue to be funded as per the current approach.

- Institutions will be expected to maintain enrolment levels for the purposes of corridor enrolment funding as per the University and College Funding Model Technical Manuals.

- Institutions have differing grant ‘mixes’ as well as differing proportions of Core Operating Grants delivered on the basis of WGU/WFUs. As such, the notional performance/outcomes-based funding grant allocations for each institution will vary proportionally.

- As performance/outcomes-based funding grows incrementally, each year institutions will be ‘capped’ at the annual performance/outcomes-based funding proportion (e.g., 60%). Any funds above the cap will not be tied to performance outcomes and will flow through regular payment processes as part of the Differentiation Envelope.

The following is the resulting conceptual postsecondary education system funding model at its mature state in 2024-25.

Enrolment Envelope (33% Universities) (20% Colleges)	**Differentiation Envelope** (60% Universities) (60% Colleges)	**Special Purpose Grants / Other Institutional Grants** (7% Universities) (20% Colleges)
• Core Operating Grant, allocated based on enrolment through a corridor mechanism	• Peformance/Outcomes-Based Funding grant* distributed on the basis of outcomes on targets against metrics, through SMAs *Capped at the annual proportion; any above cap impact funding is flowed to institutions	• Includes purpose-specific grants such as mental health, French-language supports, and insitutional sustainability / extraordinary grants •In the college system, includes health-related enrolment funding, such as collaborative nursing and clinical education

Figure 1. Conceptual College and University Funding Models: 2024-25
*Proportions are system averages of total provincial operating funding. Special Purpose Grants include institutional differentiation grants. The college system proportion of Special Purpose Grants/Other Institutional Grants includes health-related funding not modified in per-student funding reduction exercise to create the expanded Differentiation Envelope(s).

3.0 NOTIONAL PERFORMANCE/OUTCOMES-BASED FUNDING ALLOCATIONS

As described above, up to 60% of total provincial operating funding will be delivered on the basis of performance outcomes by 2024-25. As such, the Differentiation Envelope will increase incrementally as per Table 1 on page 5.

However, institutions will have differing proportions of their overall provincial operating grants delivered on the basis of performance outcomes, which will be capped at the annual proportion. The ministry will calculate these new Differentiation Envelope funding amounts and provide them to institutions at the beginning of the SMA process.

As described in Section 2.1, funding will be transferred from the Enrolment Envelope, through a reduction in WGU/WFU rates, to each institution’s Differentiation Envelope to create an institution-specific notional performance/outcomes-based funding allocation. Differences in proportions are a function of historical factors and program, grant mix and overall revenue derived from enrolment funding.

As the system-wide average grows, institution-specific notional allocations will also grow in accordance with the timeline described in Table 1 on page 5.

The five-year notional allocations will not be impacted by an institution's previous year performance. While there is a risk that an institution may fail to earn all of its notional allocation in a given year, any funding loss will apply to that year only, next year's allocation will be unaffected and will 'reset'.

3.1. Allocation Methodology

To create the system-wide Differentiation Envelope proportion of 60% provincial operating funding for colleges, Weighted Funding Units (WFUs), and for universities, Weighted Grant Units (WGUs) funding rates have been reduced.

	2020-25 Strategic Mandate Agreements (SMA3)					
Year	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
System-wide Proportion: Performance/Outcomes-Based Funding	1.2% (C) 1.4% (U)	25%	35%	45%	55%	60%
Projected WFU Value*	$4,150	$2,990	$2,447	$1,904	$1,360	$1,089
Projected WGU Value*	$2,903	$2,343	$2,000	$1,657	$1,314	$1,143

Table 2. WFU/WGU Modifications
*Modification will be impacted by overall grant levels, as well as proportionality of grant types at the time, therefore the above are estimates based on 2017-18 allocations.

As performance/outcomes-based funding proportions are increased incrementally over a five-year period, per-WGU and WFU values will be modified annually in order to create the desired proportion of overall provincial operating grants delivered on the basis of performance outcomes.

The differences in required modification can be attributed to the higher volume of WGUs in the university system (more than 1 million WGUs to more than 250,000 WFUs). Therefore, the different funding rate changes in the sectors are a result of a number of factors, including relative starting proportions of the funding envelopes, and the number of total funding units in the system overall.

The approach on how corridor midpoints will be established for the duration of the SMA3 2020-25 period has been confirmed through a ministry communication to the sectors on July 25, 2019. Confirmation of each institution's corridor midpoint will be communicated as part of the bilateral discussions.

As described in section 2.1, one-time-only funding, ISR, and grants to other organizations have been netted out of system and institution-level funding prior to moving funding from the per-WGU/WFU value to the Differentiation Envelope.

Therefore, the desired overall proportion of performance/outcomes-based funding, and the associated value, will be calculated against this net provincial operating grant total.

One-time-only funding and grants to other organizations have been included for totalling purposes to determine that year's institution-specific notional allocation but will be reconciled through the usual accounting practices for this funding.

The prior year's ISR will be deducted, at an institution by institution level, from the Core Operating Grant at each institution prior to the calculation of that year's 'move-over' and WGU/WFU funding rate adjustment to create the desired proportion of performance-related funding. Using a net-of-ISR (as well as one-time-only funding and other organization grants) provincial operating total will ultimately reduce the gross amount of funding to be reallocated, avoiding a greater impact than necessary to enrolment funding in order to achieve the desired proportions.

Prior year ISR will be used as a proxy for anticipated ISR in the 'move over' calculation in order to avoid the potentially impactful in-year adjustment to funding proportions that would be required to incorporate current-year ISR figures. Any reconciliation to total funding that normally follows the finalizing of a given year's ISR will continue as currently in place, but it will not require any additional 'move-over' considerations.

It is important to note that initial notional allocations remain grant neutral for institutions.

3.2. Funding Distribution

Funding delivered on the basis of SMA-related outcomes will flow in-year, with an institution's performance/outcomes-based funding grant allocation delivered using the existing semi-monthly disbursement approach. Any residual funding in the Differentiation Envelope resulting from the annual performance/outcomes-based funding cap will also be delivered through this process.

As such, institutions will begin the fiscal year by receiving their Differentiation Envelope, including their notional performance/outcomes-based funding grant allocation disbursed through semi-monthly payments as per the ministry's regular payment schedule. Performance will be assessed through a 3rd Quarter (Q3) Annual Evaluation Report. Should an institution's performance fail to earn it 100% of its notional performance/outcomes-based funding allocation, the remainder of its semi-monthly payments in Q3 and Q4 will be adjusted based on performance results.

4.0 IMPLEMENTATION OF PEFORMANCE/OUTCOMES-BASED FUNDING

As described above, key objectives for performance/outcomes-based funding include supporting an increased institutional focus on postsecondary education alignment with labour market and economic outcomes, while demonstrating accountability and transparency through improved performance outcomes tied to government priorities.

Performance/outcomes-based funding will be operationalized through SMAs, using funding in the Differentiation Envelope (e.g., institution’s notional performance/outcomes-based funding grant allocations), and distributed through the mechanism that is later described in this manual.

4.1 Strategic Mandate Agreements

SMAs are a key accountability tool for the ministry. As SMAs are iterative in nature, each cycle presents an opportunity to focus on targeted government priorities.

As such, the beginning of each SMA cycle will establish the following operational considerations:

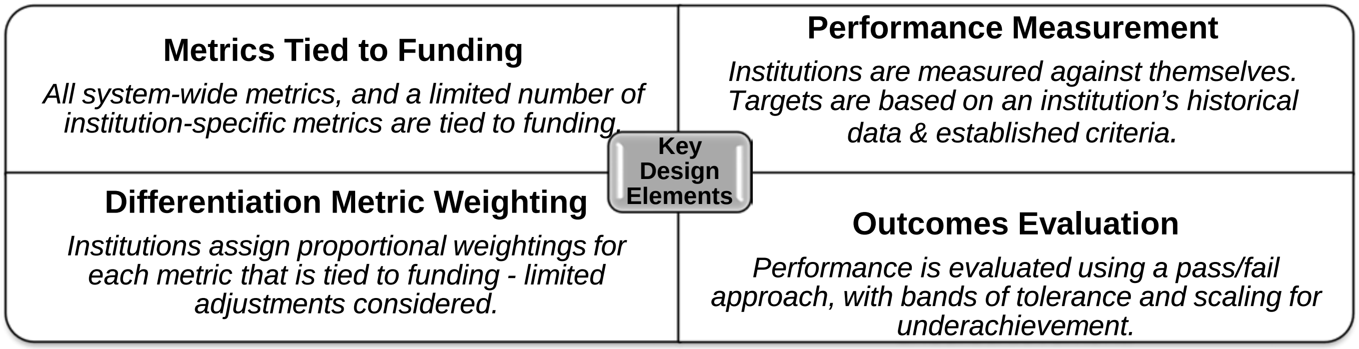
- Confirmation of government priority areas, as well as associated system-wide and/or institutional-specific performance metrics and reporting metrics;
- Institution notional funding allocations;
- Confirmation of enrolment corridors;
- Establishment of targets;
- Metric bands of tolerance and other evaluation parameters;
- Metric weighting parameters;
- Annual performance evaluation processes; and,
- Other items as necessary.

Details on the SMA3 cycle can be found in section 6.0.

4.2 Performance/Outcomes-Based Funding Mechanism

A mechanism to implement performance/outcomes-based funding has been designed that best supports differentiated and continuous improvement and aligns with the principles and objectives for performance/outcomes-based funding.

The mechanism’s key design features balance increasing the effectiveness and efficiency of institutions, while supporting institutional strengths in the postsecondary education system. Below is a visual representation of the performance/outcomes-based funding mechanism.



Metrics Tied to Funding

All system-wide metrics, and a limited number of institution-specific metrics are tied to funding.

Performance Measurement

Institutions are measured against themselves. Targets are based on an institution’s historical data & established criteria.

Differentiation Metric Weighting

Institutions assign proportional weightings for each metric that is tied to funding - limited adjustments considered.

Outcomes Evaluation

Performance is evaluated using a pass/fail approach, with bands of tolerance and scaling for underachievement.

Figure 2. Conceptual Performance/Outcomes-based Funding Mechanism

Metrics Tied to Funding

Performance metrics tied to funding are selected from sources that allow for improvements in data quality and follow predictable and regular reporting schedules that can be validated, replicated and verified. Metrics are balanced and broad enough to recognize the individual strengths and mandates of Ontario's postsecondary institutions in serving local communities and economies.

For more details on SMA3 performance metrics and reporting schedule please see section 6.1.

Differentiation Metric Weighting

To support institutional strengths and recognition of contributions to their communities and postsecondary education system, institutions will assign metric weightings to the performance metrics.

Metric weightings will impact the share of an institution's notional funding that can be received for successful performance related to a particular metric. The ministry will set parameters around metric weightings.

Metric weightings must total 100% and must be established for the duration of the SMA period. Institutions may be eligible to adjust weightings once during the SMA period.

For more details on SMA3 metric weighting parameters please see section 6.2.

Performance Measurement

Institutions will be measured against individualised targets based on historical performance. During the target-setting process, the ministry will establish targets using an institution's historical data and ministry established criteria.

The ministry will prepopulate measurable and quantifiable targets which support continuous improvement consistent with the institutional performance history for finalization during the SMA bilateral discussion period. Targets will be established using consistent principles.

For more details on target-setting, please see section 5.0.

Outcomes Evaluation

Institutions will be assessed annually by the ministry on performance against institutional-specific targets on performance metrics.

The ministry will also set reasonable bands of tolerance around targets to help mitigate against small year-to-year variances in performance. Bands of tolerance will be included in assessing achieved targets and will be informed by typical year-to-year variance experienced by institutions in that metric.

Institutions will receive their funding allocation for each metric by achieving or exceeding their allowable performance target (target - (target*band of tolerance)). Scaling for underachievement of allowable performance targets will be applied in cases where targets (and associated bands of tolerance) were not achieved.

Performance results will be communicated to institutions through the SMA Annual Evaluation Report. Evaluation will apply the following principles:

- Performance will be assessed on a metric-by-metric basis, and all performance will be expressed as a percentage of the target achieved so as to be comparable between metrics.

- An institution will receive 100% of the funding for a metric by meeting or exceeding its allowable performance target (target - (target*band of tolerance)). If the target is not met, partial funding, commensurate with actual performance, will be received. For example, if an institution achieves 90% of its allowable performance target on a metric, it will receive 90% of the notional funding associated with that metric.

5.0 TARGET-SETTING & BANDS OF TOLERANCE

Institutions will be measured against their own targets based on historical performance. Targets will be established using an institution’s historical data and include a continuous improvement factor.

The ministry will assign metrics a ‘band of tolerance’, or an allowable range around a target where institutional achievement will be considered successful for the purposes of earning 100% of the institution’s weighted notional allocation for that metric.

The target-setting process and associated bands of tolerance will support continuous improvement and be aligned with institutional performance history. In select cases, and with supporting data or context, targets that reflect the maintenance, or in rare cases, decline of performance in an area will be considered.

Principles informing the approach to target-setting and metric bands of tolerance are as follows:

- Targets and bands of tolerance will be set for each year of the SMA period;
- Targets will be numeric and objectively verifiable;
- Methodology is defensible, and based on a formulaic approach that can be consistently applied;
- Methodology passes standard of being reasonably simple and understandable by non-technical experts;

- Informed by institutional historical performance; institutions will be asked to supply historical data for metrics where they are the ‘keepers’ of the data;
- Includes element of continuous improvement and disincentivizes ‘continuous decline’;
- Recognizes the most recent historic performance in setting annual targets;
- Methodology allows for targets and bands of tolerance to be set on a metric-by-metric and institution-by-institution basis; and,
- Supports institutional strengths, including considerations for ‘best-in-class’ institutions.

5.1 Target-Setting Approach

Targets will be updated annually and set using the smallest percentage point variation over historical average.

The three most recent data points are averaged, and the smaller of the variations between Year 1 & Year 2 and Year 2 & Year 3 is added to the average. The direction of the variations (positive or negative) is not considered – the absolute size of the change from one year to the next will be used to determine the annual variations and to identify the smaller variation over the three-year period.

Example for Illustrative Purposes Only:

Institution A’s Graduation Rate for the three most recent years are 76%, 79%, and 77%.

- The average is 77.3%.
- The smallest annual variation is 2%-points (79% - 77% = 2%-points).
- Resulting in a target of 79.3% (77.3% + 2%-points = 79.3%).

Annualizing Targets & Bands of Tolerance

Consistent with the approach described above, the ministry will refresh performance targets and associated bands of tolerance annually as part of the regular SMA3 Annual Evaluation process.

The methodology will be applied to the most recent year of data which will also be used to inform annual performance outcomes. For specific metrics that use funding amounts[2], targets and performance outcomes will be calculated using a rolling three-year average.

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[2] Universities: Research Funding & Capacity; Research Revenue Attracted from Private Sector Sources
Colleges: Revenue Attracted from Private Sector Sources

During the SMA cycle, in cases where an institution demonstrates consecutive declines in actual performance for a given metric in the three most recent years, the ministry may choose to recognize only the results from the first two years for the purposes of target-setting.

5.2 Bands of Tolerance Approach

The ministry will establish metric-by-metric and institution-specific bands of tolerance, using a consistently applied formula as described below.

The ministry will assign a band of tolerance, or an allowable range around a target, where institutional achievement will be considered successful for the purposes of evaluation. This recognizes that year-to-year results may fluctuate slightly around a target and will help to mitigate against the funding impact for such small variances.

Bands of tolerance will be set using the average annual percent change (i.e., relative change) from the three most recent years of data. This is to capture relative variance and can be appropriately applied across a variety of measurement units found in the metrics (e.g., percentage and dollar values). The direction of the change (positive or negative) is not considered – only the relative size of the change in percentage terms will be considered.

Example for Illustrative Purposes Only:

Institution A's historical Graduation Rate data shows 74%, 80%, and 78% performance over the last three years.

- The percent change between 74% and 80% is 8.1%.
- The percent change between 80% and 78% is 2.5%.
- The average percent change over the past three years results in a band of tolerance of 5.3% ((8.1% + 2.5%)/2 = 5.3%).
- The 5.3% band of tolerance would be applied to the target to create a 'target floor' or 'allowable performance target' (target – (target*band of tolerance) = allowable performance target).

Anomalies

The ministry recognizes that the formulaic approach to bands of tolerance could result in certain anomalies not aligned with the general principles for target-setting and bands of tolerance, therefore the following mitigation strategies have been identified should an institution's calculated band of tolerance result in:

1. A fraction of a percentage under 1% (e.g., 0.5%)
    - Mitigation: a minimum of 1% will be applied.

2. An allowable performance target that is lower than an institution's historical performance
    - Mitigation: this value would be replaced by an allowable performance target equivalent to the lowest annual value in any of the three most recent years of data available.
    - It should be noted that this mitigation would also supersede the 1% minimum, if applicable.

5.3 Target-setting & Band of Tolerance Example

Institution	Most Recent Years of Data			Target*	Band of Tolerance**	Allowable Performance Target
	2015-16 (Year 1)	2016-17 (Year 2)	2017-18 (Year 3)	2020-21	2020-21	2020-21
A	62.2%	67.4%	76.5%	73.9%	10.9%	65.8%

Table 3. Target-Setting & Band of Tolerance Example

*Average of previous three years, plus smallest year-over-year percentage point variation

**Year-over-year percent change, average over the three most recent years

Target

In the example above, the average of the three most recent years of data is 68.7% ((62.2% + 67.4% + 76.5%) / 3 = 68.7%).

The smallest of the variations between years is 5.2%-points between Year 1 and Year 2 (67.4% - 62.2% = 5.2%-points). The larger variation is 9.1%-points between Year 2 and Year 3 (76.5%-67.3% = 9.1%-points).

The smaller variation is added to the three-year average to establish a target of 73.9% (68.7% + 5.2%-points = 73.9%).

Band of Tolerance

In the example above, the institution's historical performance increases from 62.2% in Year 1 to 67.4% in Year 2. This represents 8.4% of the Year 1 value (62.2%).

In Year 2 performance increases from 67.4% to 76.5% in Year 3. This represents 13.5% of the Year 2 value.

The average of the percent changes ((8.4% + 13.5%) / 2) is 10.9%, which results in the band of tolerance[3].

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[3] Note: The band of tolerance is not impacted whether the variation is positive or negative.

Allowable Performance Target

The resulting target is 73.9%. The band of tolerance is 10.9% of that amount, which is 8.1% (73.9% x 10.9% = 8.1%).

This results in an allowable performance target of 65.8% (73.9% - 8.1% = 65.8%).

5.4 Outcomes Evaluation

The ministry will assess each institution on its performance against targets associated with the SMA metrics. Evaluation for the purposes of funding will be conducted on an annual basis and results will be communicated through the SMA Annual Evaluation Report process.

Performance will be assessed on metric-by-metric basis, and all performance will be expressed as a percentage of the target achieved, so as to be comparable between metrics.

Data used for evaluation purposes will be the most currently available data available and verifiable from the sources underlying each metric at the time of the SMA Annual Evaluation Report process.

All performance will be assessed based on a pass/fail approach with scaling for underachievement. Metric-specific bands of tolerance around targets will be a consideration in assessing achieved targets and evaluated performance will result in two potential outcomes:

- The first is a ‘pass/fail’ assessment, wherein an institution will receive 100% of its weighted notional allocation for the metric with an achievement score that meets or exceeds its target in the metric, or the band of tolerance associated with the metric.

Example for Illustrative Purposes Only:

An institution has a target of 85% in Graduate Employment Rate, with a 2% band of tolerance (83.3% allowable performance target). The institution achieves 84% Graduate Employment Rate, exceeding its allowable performance target. As a result, the institution will receive 100% of its notional funding for this metric.

- The second ‘tier’ of evaluation occurs when an institution fails to meet its allowable performance target (target – (target*band of tolerance)). In this situation the institution will receive a portion of the metric’s notional funding commensurate with its level of achievement on the metric.

Example for Illustrative Purposes Only:

An institution has a target of 85% in Graduate Employment Rate, with a 2% band of tolerance. The institution achieves 77% or 92.4% of its allowable performance target. This is below the 2% band of tolerance for this metric, and so excludes the institution from receiving 100% of the notional allocation associated with this metric. Instead, it will receive a scaled amount of 92.4% of its notional funding for this metric.

6.0 2020-25 STRATEGIC MANDATE AGREEMENTS (SMA3)

SMA3 will be a five-year cycle and will be significantly streamlined to support reporting burden reduction, while implementing performance/outcomes-based funding. SMA3 will deliver bilateral agreements from April 1, 2020 – March 31, 2025, executed between the ministry and Ontario’s publicly-assisted colleges and universities, with the following key focuses:

- Performance Funding: the ministry will calculate and provide each institution with its annual notional performance/outcomes-based funding allocation.
- Metric Weighting: Institutions will assign weightings to each metric in accordance with the ministry established parameters and graduated implementation plan for weighting.
- Performance Targets: the ministry will operationalize the target-setting process described in section 5.0, through the prepopulation of institution-specific historical data sets (where applicable) and finalized through discussions.
- Bands of Tolerance: the ministry will calculate metric and institution-specific bands of tolerance.
- Enrolment Funding: the ministry will confirm the enrolment corridor midpoints for the 2020-25 period. Institutions will provide five-year enrolment projections for domestic and international students.

Broad policy and system design issues will not be considered as part of SMA3 bilateral discussions and will be referred as appropriate within the ministry.

6.1 SMA3 Priority Areas and Metrics

SMA3 will link 10 metrics (nine system-wide and one institution-specific (universities) and eight system-wide and two institution-specific (colleges)) to performance/outcomes-based funding through two priority areas identified to best support the priorities of government, related to:

- Skills & Job Outcomes
- Economic & Community Impact

A third priority area has been identified related to Productivity, Accountability & Transparency, and will include two reporting metrics related to faculty compensation and faculty workload; however, these metrics will not be tied to performance funding.

Metrics will be phased in over a three-year period from 2020-21 to 2022-23, enabling data refinement and/or in some cases data development to support their use in a performance system, as well as to coincide with a phased-in approach to the system-level proportion of funding.

<table>
<tr><th>Priority Area</th><th>Colleges</th><th>Universities</th></tr>
<tr><td rowspan="6">Skills & Job Outcomes</td><td colspan="2">Graduate Employment Earnings</td></tr>
<tr><td colspan="2">Experiential Learning</td></tr>
<tr><td colspan="2">Skills & Competencies</td></tr>
<tr><td colspan="2">Graduate Employment</td></tr>
<tr><td colspan="2">Institutional Strength / Focus</td></tr>
<tr><td colspan="2">Graduation Rate</td></tr>
<tr><td rowspan="4">Economic & Community Impact</td><td>Institution-specific (Apprenticeship-related)</td><td>Research Funding & Capacity: Tri-Agency Funding</td></tr>
<tr><td>Innovation: Funding from Private Sector Sources</td><td>Innovation: Research Funding from Private Sector Sources</td></tr>
<tr><td colspan="2">Community / Local Impact</td></tr>
<tr><td colspan="2">Institution-Specific (Economic Impact)</td></tr>
<tr><td rowspan="2">Productivity, Accountability & Transparency</td><td colspan="2">Faculty Compensation</td></tr>
<tr><td colspan="2">Faculty Workload</td></tr>
</table>

Table 3. SMA3 Priority Areas and Metrics
See section 9.0 (Appendices, 9.1) for detailed metric operational definitions and activation for metrics phase-in.

6.2 Metric Weighting Parameters

As described in section 4.2, the performance/outcomes-based funding mechanism has been designed to enable institutions to assign funding weights to the SMA metrics. Metric weightings will impact the share of an institution's notional funding that can be received for successful performance related to a particular metric.

Ministry parameters around metric weightings will be set, which for SMA3 will be a minimum of 5% and a maximum of 25% at steady-state in 2024-25.

As metrics will be phased in over a three-year period from 2020-21 to 2022-23, and associated funding over the full five-year period, the metric weightings and ministry parameters will also be phased-in using the following minima and maxima parameters:

- 2020-21: Maximum 35%, minimum 10%
- 2021-22: Maximum 30%, minimum 5%
- 2022-23: Maximum 25%, minimum 5%

Institutions will be required to set metric weightings for each metric, consistent with the weighting parameters, for each year of the SMA3 period. Metrics must total 100% in any given year and weightings will be quantified by the ministry and confirmed through the SMA3 bilateral discussions.

For all institutions, the Skills & Competencies metric will be weighted at 5% starting in year 2022-23 for participation and posting of results online.

At the government's discretion, institutions will have an opportunity to adjust metric weightings once during the SMA3 cycle.

See section 9.0 (Appendices, 9.2) for metric weighting examples.

6.3 SMA3 Instrument & Institutional Data Workbooks

To begin SMA3 bilateral discussions with institutions, the ministry will prepopulate and issue an institution-specific SMA3 instrument/agreement and data workbook to each institution, which will include metric definitions and sources, historical data, targets for finalization, and the associated bands of tolerance.

For metrics where institutions will provide the data (e.g., Institutional Strength / Focus, Institution-Specific Economic Impact and Institution-Specific Apprenticeship-related (colleges)) institutions will complete the relevant sections of the data workbook for validation / analysis by the ministry for alignment with ministry criteria and data quality.

6.4 SMA3 Annual Evaluation Process

An SMA Annual Evaluation Report will be produced annually. For the 2020-25 SMA period this report will be called the ‘SMA3 Annual Evaluation Report’.

In the Fall of each fiscal year for which performance is being evaluated to determine performance/outcomes-based funding, this report will be produced, prepopulated and coordinated by the ministry and distributed to institutions for review and validation, as well as completion of data inputs, where necessary.

7.0 Reallocation of Unallocated Funding

The performance/outcomes-based funding mechanism has been designed to enable the reallocation of unallocated funding, in any given year. When this happens, reallocation would only impact that year, and would not impact future notional allocations.

7.1 Metric-by-Metric Reallocation

Unallocated funding will be reallocated on a metric-by-metric basis, with redistribution proportional to notional allocations by metric.

Therefore, each year, during the SMA3 Annual Evaluation process, any funding made available through underachievement by institutions in a particular metric will be redistributed to all institutions who have earned 100% of their notional allocation in that metric (e.g., have met or exceeded its allowable performance target).

The reallocation of available funding will be based on the relative proportion of institutional notional funding impacted by an institution’s performance/outcomes-based grant size and chosen weightings by metric in that year. This process will be repeated for each metric using any funds available in that metric.

The amount of funding available to a successful institution is determined by an institution’s share of the total notional funding of all institutions receiving reallocated funds for the individual metric and the relative notional allocations recognizes both the level of risk an institution has in a metric through the assigned metric weighting, as well as the size of the institution.

Example for Illustrative Purposes Only

	Weighting (Min-10%, Max-35%)	**Allowable Performance Target**	**Actual**	**% of Allowable Performance Target** *(Actual ÷ Allowable Performance Target)*	**Notional Allocation**	**Actual Allocation** *(% of Allowable Performance Target Achieved x Notional Allocation, max 100%)*	**Difference (funds available for redistribution)** *(Notional Allocation – Actual Allocation)*	**Share of Notional Allocation for Institutions Achieving Targets** *(Notional Allocation ÷ ∑ Notional Allocations for Successful Institutions)*	**Reallocation** *(Share of Notional Allocation for Institutions Achieving Targets x ∑ Funds available for redistribution)*
1	20%	64%	65%	101.6%	$4,501,974	$4,501,974	$0	11.0%	$156,691
2	15%	74%	76%	102.7%	$3,195,364	$3,195,364	$0	7.8%	$111,214
3	15%	73%	73%	100.0%	$4,805,068	$4,805,068	$0	11.8%	$167,240
4	15%	72%	70%	97.2%	$2,456,396	$2,388,162	$68,233	0.0%	$0
5	20%	72%	73%	101.4%	$1,383,363	$1,383,363	$0	3.4%	$48,148
6	15%	70%	68%	97.1%	$5,409,453	$5,254,897	$154,556	0.0%	$0
7	20%	74%	63%	85.1%	$4,475,317	$3,810,067	$665,250	0.0%	$0
8	15%	77%	78%	101.3%	$2,088,275	$2,088,275	$0	5.1%	$72,682
9	15%	68%	65%	95.6%	$3,225,564	$3,083,260	$142,304	0.0%	$0
10	15%	73%	75%	102.7%	$5,105,304	$5,105,304	$0	12.5%	$177,690
11	10%	66%	67%	101.5%	$806,897	$806,897	$0	2.0%	$28,084
12	15%	74%	71%	95.9%	$1,889,656	$1,813,049	$76,608	0.0%	$0
13	10%	65%	66%	101.5%	$879,627	$879,627	$0	2.2%	$30,615
14	10%	73%	75%	102.7%	$2,938,114	$2,938,114	$0	7.2%	$102,261
15	15%	65%	70%	107.7%	$1,260,163	$1,260,163	$0	3.1%	$43,860
16	20%	77%	81%	105.2%	$4,246,733	$4,246,733	$0	10.4%	$147,807
17	30%	73%	69%	94.5%	$2,438,436	$2,304,823	$133,613	0.0%	$0
18	20%	71%	71%	100.0%	$6,993,045	$6,993,045	$0	17.1%	$243,393
19	10%	75%	76%	101.3%	$788,202	$788,202	$0	1.9%	$27,433
20	20%	72%	69%	95.8%	$3,111,684	$2,982,031	$129,654	0.0%	$0
21	10%	70%	70%	100.0%	$276,749	$276,749	$0	0.7%	$9,632
22	20%	73%	68%	93.2%	$731,300	$681,211	$50,089	0.0%	$0
23	15%	65%	66%	101.5%	$1,097,227	$1,097,227	$0	2.7%	$38,189
24	10%	66%	68%	103.0%	$441,499	$441,499	$0	1.1%	$15,366
Total					***$64,545,408***	***$63,125,102***	***$1,420,306***	***100.0%***	***$1,420,306***
Total Notional Allocation of Institutions Achieving Targets									***$40,807,602***

Table 4. Metric-by-metric reallocation example

8.0 Adjustments & Continuous Improvement

As described, the SMA cycle will allow for a limited opportunity to make changes to institutional metric weightings once during the cycle. Any requested changes would need to be supported with context on why a weighting may no longer be appropriate, such as a demonstrated change in direction or demonstrated risk arising from current weightings. The ministry maintains the ability to establish principles or limits for these changes.

The ministry will continue to monitor the implementation of performance/outcomes-based funding on an ongoing basis.

For further information on the performance/outcomes-based funding portion of the postsecondary education funding models, contact:

Strategic Mandate Agreement Secretariat, Ministry of Training, Colleges and Universities

Email: StrategicMandateAgreements@Ontario.ca

9.0 APPENDICES

9.1 SMA3 Metric Operational Definitions and Activation Schedule

University Performance Metrics			
Skills & Jobs Outcomes			
Metric Name	**Operational Definition**	**Data Source**	**Activation**
Graduate Employment Rate in a related field	Proportion of graduates of 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	MTCU Ontario University Graduate Survey (OUGS)	Year 1 (2020-21)
Institutional Strength/Focus	Proportion of enrolment (FTEs, domestic and international) in an institution’s program area(s) of strength	University Statistical Enrolment Report (USER)	Year 1 (2020-21)
Graduation Rate	Proportion of all new, full-time, year one undergraduate university students (domestic and international) of bachelors (first-entry), or first professional (second entry) degree programs who commenced their study in a given fall term and graduated from the same institution within 7 years	University Statistical Enrolment Report (USER) - Enrolment and Degrees Awarded data collections	Year 1 (2020-21)
Graduate Employment Earnings	Median employment earnings of university graduates, two years after graduation	Education and Labour Market Longitudinal Platform (ELMLP), Statistics Canada	Year 2 (2021-22)
Experiential Learning	Number and proportion of graduates in undergraduate programs, who participated in at least one course with required Experiential Learning (EL) component(s)	Institutions	Year 2 (2021-22)
Skills & Competencies	Random sample of undergraduate students (domestic and international)	Education and Skills Online Tool, Organisation for Economic Co-operation and Development (OECD)	Year 3 (2022-23)
Economic & Community Impact			
Metric Name	**Operational Definition**	**Data Source**	**Activation**
Community/Local Impact	Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located	University Statistical Enrolment Report (USER), Enrolment data collection; Census Data (Statistics Canada)	Year 1 (2020-21)
Institution-Specific (Economic Impact)	Definition to be provided/confirmed with institutions during SMA3 bilateral discussions, dependent on metric proposals	Institutions	Year 1 (2020-21)

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	Research Support Program, The Tri-Agency Institutional Programs Secretariat (TIPS)	Year 1 (2020-21)
Innovation: Research Revenue Attracted from Private Sector Sources	Research revenue attracted from private sector sources	Canadian Association of University Business Officers (CAUBO)	Year 2 (2021-22)

University Reporting Metrics

Productivity, Accountability & Transparency

Metric Name	Operational Definition	Data Source	Posting
Faculty Compensation	TBD	Institutions	Year 1 (2020-21)
Faculty Workload	TBD	Institutions	Year 1 (2020-21)

College Performance Metrics

Skills & Jobs Outcomes

Metric Name	Operational Definition	Data Source	Activation
Graduate Employment Rate in a related field	Proportion of graduates employed full-time in a field related or partially related to their program six months after graduation	College Graduate Outcomes Survey (CGOS) and Employer Satisfaction Survey	Year 1 (2020-21)
Institutional Strength/Focus	Proportion of enrolment (full-time headcount, domestic and international) in an institution's program area(s) of strength	College System Enrolment Report (CSER), Enrolment data collection	Year 1 (2021-22)
Graduation Rate	Percentage of full-time students (domestic and international), who entered a program of instruction in a particular enrolment reporting period and graduated within a specific period of time (200% program completion timeframe for diploma and certificate programs and 175% for degrees)	Graduation Rate Submission Process, College Graduation Rate Tool (CGRT)	Year 1 (2020-21)
Graduate Employment Earnings	Median employment earnings of college graduates in a given calendar year, two years after graduation	Education and Labour Market Longitudinal Platform (ELMLP), Statistics Canada	Year 2 (2021-22)
Experiential Learning	Number and proportion of graduates in programs, who participated in at least one course with required Experiential Learning component(s)	MTCU Graduate Record File Data; File attached to College Graduate Outcomes Survey (CGOS) and Employer Satisfaction Survey	Year 2 (2021-22)
Skills & Competencies	Random sample of diploma students (domestic and international)	Education and Skills Online Tool, Organisation for Economic Co-operation and Development (OECD)	Year 3 (2022-23)

Economic & Community Impact			
Metric Name	**Operational Definition**	**Data Source**	**Activation**
Community/Local Impact	Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located	College Statistical Enrolment Report (CSER), Enrolment data collection; Census Data (Statistics Canada)	Year 1 (2020-21)
Institution-Specific (Economic Impact)	Definition to be provided/confirmed with institutions during SMA3 bilateral discussions, dependent on metric proposals	Institutions	Year 1 (2020-21)
Innovation: Revenue Attracted from Private Sector Sources	Total revenues generated from providing instructional and non-instructional services to non-Government Ontario-based, Canadian and foreign firms, agencies, or associations, where the activity is paid for by the firm, agency, or association and not by students through student tuition or fees	College Financial Information System (CFIS)	Year 2 (2021-22)
Institution-Specific (Apprenticeship-related)	Definition to be provided/confirmed with institutions during SMA3 bilateral discussions, dependent on metric proposals	Data provided by institutions	Year 3 (2022-23)

College Reporting Metrics

Productivity, Accountability & Transparency			
Metric Name	**Operational Definition**	**Data Source**	**Posting**
Faculty Compensation	TBD	Institutions	Year 1 (2020-21)
Faculty Workload	TBD	Institutions	Year 1 (2020-21)

9.2 Metric Weightings Example

University example for illustrative purposes only - a research-focused university with a high local impact may weight its notional allocation against the metrics as follows:

	2020-21 (Year 1 – 25%)		2021-22 (Year 2 – 35%)		2022-23 (Year 3 – 45%)		2023-24 (Year 4 – 55%)		2024-25 (Year 5 – 60%)	
Metric	Weighting (min: 10%; max: 35%)	Notional Allocation	Weighting (min: 5%; max: 30%)	Notional Allocation	Weighting (min: 5%; max: 25%)	Notional Allocation	Weighting (min: 5%; max: 25%)	Notional Allocation	Weighting (min: 5%; max: 25%)	Notional Allocation
1. Graduate Employment in a related field	10%	$5.41M	5%	$3.71M	5%	$4.81M	5%	$5.86M	5%	$6.38M
2. Institutional Strength/Focus	15%	$8.12M	10%	$7.51M	10%	$9.61M	10%	$11.72M	10%	$12.76M
3. Graduation Rate	10%	$5.41M	10%	$7.51M	10%	$9.61M	10%	$11.72M	10%	$12.76M
4. Community/Local Impact	15%	$8.12M	10%	$7.51M	10%	$9.61M	10%	$11.72M	10%	$12.76M
5. Institution-Specific (Economic Impact)	15%	$8.12M	10%	$7.51M	10%	$9.61M	10%	$11.72M	10%	$12.76M
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured	35%	$18.94M	30%	$22.53M	25%	$24.03M	25%	$29.30M	25%	$31.9M
7. Experiential Learning			5%	$3.71M	5%	$4.81M	5%	$5.86M	5%	$6.38M
8. Innovation: Research Revenue Attracted from Private Sector Sources			15%	$11.27M	15%	$14.42M	15%	$17.58M	15%	$19.14M
9. Graduate Employment Earnings			5%	$3.71M	5%	$4.81M	5%	$5.86M	5%	$6.38M
10. Skills & Competencies					5%	$4.81M	5%	$5.86M	5%	$6.38M
Total	100%	$54.1M	100%	$75.1M	100%	$96.1M	100%	$117.2M	100%	$127.6M

College example for illustrative purposes only – a college whose priorities include shifts in program mix and community / local impact may weight its notional allocation against the metrics as follows:

	2020-21 (Year 1 – 25%)		2021-22 (Year 2 – 35%)		2022-23 (Year 3 – 45%)		2023-24 (Year 4 – 55%)		2024-25 (Year 5 – 60%)	
Metric	**Weighting (min: 10%; max: 35%)**	**Notional Allocation**	**Weighting (min: 5%; max: 30%)**	**Notional Allocation**	**Weighting (min: 5%; max: 25%)**	**Notional Allocation**	**Weighting (min: 5%; max: 25%)**	**Notional Allocation**	**Weighting (min: 5%; max: 25%)**	**Notional Allocation**
1. Graduate Employment Rate in a related field	15%	$3.96M	5%	$1.85M	5%	$2.38M	5%	$2.92M	5%	$3.18M
2. Institutional Strength/Focus	30%	$7.91M	25%	$9.25M	20%	$9.53M	20%	$11.66M	20%	$12.73M
3. Graduation Rate	20%	$5.27M	15%	$5.55M	15%	$7.15M	15%	$8.75M	15%	$9.55M
4. Community / Local Impact	20%	$5.27M	15%	$5.55M	10%	$4.77M	10%	$5.83M	10%	$6.36M
5. Institution-Specific (Economic Impact)	15%	$3.96M	10%	$3.70M	10%	$4.77M	10%	$5.83M	10%	$6.36M
6. Graduate Employment Earnings			5%	$1.85M	5%	$2.38M	5%	$2.92M	5%	$3.18M
7. Experiential Learning			20%	$7.40M	15%	$7.15M	15%	$8.75M	15%	$9.55M
8. Innovation			5%	$1.85M	5%	$2.38M	5%	$2.92M	5%	$3.18M
9. Institution-Specific (Apprenticeship-related)					10%	$4.77M	10%	$5.83M	10%	$6.36M
10. Skills & Competencies					5%	$2.38M	5%	$2.92M	5%	$3.18M
Total	100%	$26.37M	100%	$37.00M	100%	$47.66M	100%	$58.31M	100%	$63.63M

9.3 Glossary of Key Terms

Strategic Mandate Agreements (SMAs)	Bilateral agreements established between the Ministry of Training, Colleges and Universities and the Province's 45 publicly-assisted colleges and universities.
Performance/outcomes-based funding metrics	Ten system-wide and institution-specific metrics under two priority areas of Skills and Job Outcomes, and Economic and Community Impact, tied to performance outcomes.
Reporting metrics	Two metrics on faculty workload and faculty compensation as part of the Productivity, Accountability and Transparency priority area, for reporting and data collection purposes only and not linked to performance/outcomes-based funding.
System-wide metrics	Metrics with standardized definitions applicable to all colleges or universities. These include nine metrics for universities and eight metrics for colleges.
Institution-specific metrics	Metrics identified by individual colleges and universities; includes an institution-specific metric that measures the unique economic impact of colleges and universities, and an apprenticeship-related metric for colleges only.
Metric Weightings	Assigned by each institution to each metric for the duration of the SMA3 cycle to reflect institutional strengths. The chosen weighting will impact the share of an institution's notional funding that is associated with performance related to a particular metric. Parameters for weightings are set by the ministry at a minimum of 5% and a maximum of 25% at steady-state in 2022-23.
Target	The performance value an institution aims to achieve on a given metric in a given year. Targets are calculated by using the average of three most recent years of the respective performance metric values plus the smallest annual percentage point variation over this period.
Band of Tolerance (BoT)	An allowable range around a target, where institutional achievement will be considered successful for the purposes of annual evaluation. Bands of Tolerance will be calculated using the average annual percent change from the three most recent years of data.
Allowable performance target	The minimum performance required for an institution to receive its full notional funding allocation on a given metric and be eligible for reallocated funding. The allowable performance target is calculated by combining the band of tolerance with the target.

Scaling	Calculation to provide partial funding to an institution that fails to achieve its allowable performance target. An institution’s percentage of its allowable performance target determines the amount of the institution’s funding allocation it receives for each metric on an annual basis.
Rolling Average	A rolling average of the last three available years of data in a metric in any given year (combined values divided by three). A one-year slip after a rolling average is used when data is not available for the most recent year or requires updates changes/updates.
SMA Evaluation Reports	Annual reporting tools used to evaluate institutional performance on targets and determine actual allocations of performance/outcomes-based funding.

TAB E

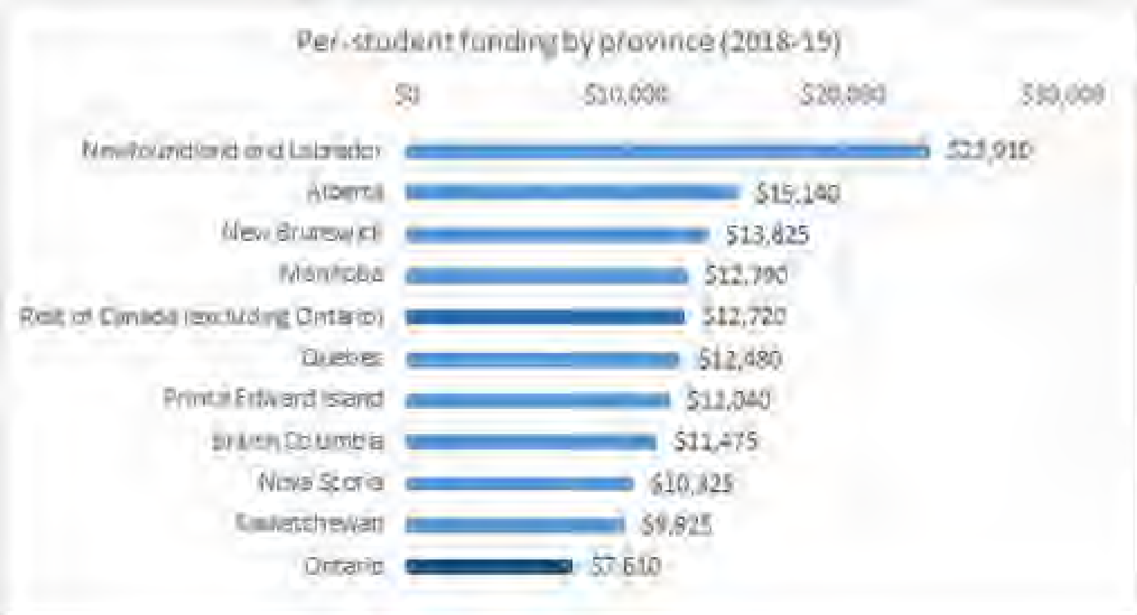
This is **Exhibit “E”**

referred to in the affidavit of Russell Perry Janzen

sworn before me, this 16th day of March 2021

A COMMISSIONER FOR TAKING AFFIDAVITS

Provincial government operating funding per full-time equivalent student, 2018-19



Sources:
Canadian Association of University Business Officers, *Financial Information of Universities and Colleges*
Statistics Canada, *Postsecondary Student Information System*

TAB F

This is **Exhibit "F"**

referred to in the affidavit of Russell Perry Janzen

sworn before me, this 16th day of March 2021

A COMMISSIONER FOR TAKING AFFIDAVITS

Costs and Benefits of Bilingualism at the University of Ottawa

Pierre Mercier and Victoria Díaz

Institutional Research and Planning

May 2014

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Executive Summary

The benefits of bilingualism outweigh its costs. Bilingualism enables the University of Ottawa to serve the postsecondary needs of Franco-Ontarians alongside those of many other French speaking Canadians and even international students. This is achieved by a university ranking among the 200 best in the world.

The size, comprehensiveness and research intensity of the bilingual solution implemented by the University of Ottawa provide access in French to a much broader set of programs than a smaller unilingual university would be able to achieve, especially in the areas of professional and graduate education, including engineering, education, law, health and medicine, as well as a wide cross-section of Masters and PhDs. The bilingual model provides more service at a lesser cost per student than a smaller unilingual institution because it shares fixed costs across both linguistic communities and avoids the duplication of very nearly all management levels.

The co-existence and integration of the two linguistic groups in a common, respectful, environment favors the development of inter-group awareness, exposure, communication, sensitivity and exchange. This last characteristic of the utmost importance for the Province of Ontario.

Yet, even though the bilingual model is a far-reaching success, it does cost more to operate than a single language large institution. The following table summarizes the shortfall associated with bilingualism at the University of Ottawa. The supplementary cost for current service is the result of factors such as the number of supplementary course sections, second language training, library collections, translation, publication and advertising, and the promotion of bilingualism. The investment required for service enhancement is the need to expand the diversity of the course offerings in French to make it globally equivalent to the educational richness available in English.

The incremental costs of bilingualism for the current level of service provided by the University to its students and the community amounts to $49M. Taking into account the existing funding of $32M the University still has to divert $17M from its operating budget, an amount which should really be devoted to the quality of programming in terms of reducing class sizes and improving the student/professor ratio. Adding to this the resources required to offer the same diversity and richness of education in French as we do in English, even prorated to the smaller size of the French population, the total financing shortfall is calculated to be $30M.

Summary of 2012-13 incremental costs of bilingualism at the University of Ottawa

Description	Annual Amount
Supplementary costs for current service	$ 49M
Accessibility and equity enhancement	$ 13M
Total Cost	**$ 62M**
Current financing	$ 32M
Total Shortfall	**$ 30M**

Sommaire exécutif

Les bénéfices du bilinguisme surpassent ses coûts. Le bilinguisme permet en premier lieu à l'Université d'Ottawa de server les besoins en éducation universitaire de la population Franco-Ontarienne, et de le faire aux côtés de nombreux autres citoyens canadiens et internationaux d'expression française. Ceci est accompli par une université qui se range parmi les 200 meilleurs au monde.

La taille, l'étendue des domaines de formation couverts, et l'intensité de la recherche dans la solution bilingue implantée par l'Université d'Ottawa fournissent l'accès en français à un éventail de programmes beaucoup plus large que ce qu'une université unilingue plus petite serait en mesure d'offrir, particulièrement dans les domaines professionnels et des études supérieures avancées, incluant le génie, l'éducation, le droit, la santé et la médecine, ainsi qu'une panoplie de maîtrises et de doctorats. Le modèle bilingue fournit plus de service à un coût moyen par étudiant moins élevé qu'une université unilingue plus petite parce qu'il partage les coûts fixes entre les deux communautés linguistiques et évite la duplication de pratiquement tout l'appareillage de gestion.

La coexistence et l'intégration des deux groupes linguistiques dans un environnement commun et respectueux favorise le développement d'une prise de conscience, d'exposition, de communication, de sensibilité et d'échange intergroupe. Cette caractéristique est d'une importance cruciale pour la Province de l'Ontario.

Même si le modèle bilingue est économique et un succès à grande échelle, il n'est pas gratuit. Le tableau ci-dessous résume le manque à gagner associé au bilinguisme à l'Université d'Ottawa. Les coûts supplémentaires pour les services courants sont le résultat de facteurs tels que le nombre de sections de cours supplémentaires qu'on doit maintenir ouvertes en dépit de leur taille non-optimale, les deux collections de la bibliothèque, la traduction, la publication, la publicité, ainsi que la promotion du bilinguisme. Les investissements requis pour améliorer le service correspondent au besoin d'expansion de la diversité des sujets de cours offerts en français pour la rendre globalement comparable à la richesse éducative actuellement offerte en anglais.

Les coûts additionnels du bilinguisme pour le niveau de service actuellement fourni par l'Université s'élève à $49M. Considérant le financement existant à la hauteur de $32M, il y a encore $17M du fonds de fonctionnement de l'Université qui devrait normalement être plutôt dépensé sur la qualité de la programmation en termes de réduction de taille de classe et de ratio étudiant/professeur. Ajoutant les ressources nécessaire afin d'offrir la même diversité et richesse de choix de cours en français comme en anglais, même au prorata de la taille de la population francophone par rapport à l'anglophone, le manque à gagner total est estimé à $30M.

Sommaire des coûts du bilinguisme en 2012-13 à l'Université d'Ottawa

Description	Somme annuelle
Coûts supplémentaires pour le service actuel	$ 49M
Investissement pour rendre la richesse éducative équitable	$ 13M
Coût total	**$ 62M**
Financement existant	$ 32M
Manque à gagner total	**$ 30M**

Costs and Benefits of Bilingualism at the University of Ottawa

The purpose of this report is to describe the costs and the benefits of operating the University of Ottawa as a bilingual university in Ontario.

The benefits are multiple. First, it enables the University of Ottawa to primarily serve the postsecondary needs of Franco-Ontarians alongside those of many other French speaking Canadians and even international students. Second, by virtue of its size, comprehensiveness and research intensity, the bilingual solution implemented by the University of Ottawa provides access in French to a much broader set of programs than a smaller unilingual university would be able to achieve, especially in the areas of professional and graduate education, including education, law and medicine, as well as a wide cross-section of Masters and PhDs. Bilingualism provides more service at a lesser cost per student than a smaller unilingual institution because it shares fixed costs across both linguistic communities and avoids the duplication of very nearly all management levels. Finally, the co-existence and integration of the two linguistic groups in a common, respectful, environment favors the development of inter-group awareness, exposure, communication, sensitivity and exchange. This last characteristic of the utmost importance for the Province of Ontario. All this is achieved by a university ranking among the 200 best in the world.

Although the bilingual model of the University of Ottawa is economical and a far-reaching success, it does cost more to operate than a comparably large unilingual institution. The costs are generated by multiple factors. Some are associated with the obligation to maintain a larger number of course sections than would be necessary in a unilingual environment. When there is a small overflow of students needing access to a certain course, they cannot be added to the existing sections until such time as the size of the overflow fully justifies the opening of an additional section, because of the language barrier. Other costs are attached to second language training for professors and staff; maintaining two full-fledged library collections; translating and publishing all public documents; finding and hiring bilingual staff; providing computer software and services in both languages; buying publicity and advertising; and leading the research and culture of bilingualism through the Official Languages and Bilingualism Institute and through the offering a university level French immersion stream. Finally, there is a need to expand the diversity of the courses offered in French to make the offer globally equivalent to the educational richness available in English.

The report is organized as follows. First we present the mission of the University of Ottawa and the historical context of the bilingual model. Next we review the level of financing currently available from Governments to support the linguistic aspects of our mission. Then we assess the cost of bilingualism for the current level of service offered. And, finally, we quantify the investments needed to enhance access and quality of university education in French in Ontario to a level more fully comparable with what is available in English. In closing, we argue that the bilingual model is a more efficient use of public funds than opening a separate, exclusively French speaking university.

Historical Context

Since 1848, the University of Ottawa has been a reflection, an observatory and a catalyst of the Canadian experience in all its complexity and diversity with a special emphasis on bilingualism. Located in the heart of the national capital, at the junction of French and English Canada, the University is uniquely committed to the promotion of French culture in Ontario, to bilingualism, and to multiculturalism. Through the groundbreaking work of our community members, we are uniquely positioned, as one of the top 200 universities in the world, to give students a remarkable education in both official languages.

In order to accomplish its mission in both official languages, the University has established an exemplary model of functioning based on its high performance in size, in the variety of both undergraduate, professional and graduate programs it offers, and its economy of means compared to having two unilingual universities to accomplish the same. According to data from the Ontario University Applicant Center (OUAC), the University of Ottawa receives 50% of all applications made by Ontario High School students having graduated from an Ontario French High School. The University of Ottawa offers a comprehensive range of programs in both English and French at the undergraduate (200) and graduate (185) levels, including 75 undergraduate and professional programs for which the University is seeking the protection of the *Loi sur les services en français*. Of the 42,000 full-time and part-time students, about 13,000 are francophone, about 600 of whom are from abroad. In addition, the University of Ottawa is home to close to 1,500 Francophile students registered in our French immersion program and to an additional 2,000 Francophile students coming from French immersion high schools. The University is de facto the primary institution serving the needs of Franco-Ontarians alongside many other French speaking Canadians and international students.

Bilingualism provides more service at a lesser cost per student than a smaller unilingual institution because it shares fixed costs across both linguistic communities and avoids the duplication of very nearly all management levels. As shown in Figure 1, the University of Ottawa is among the most efficient universities in Ontario in its ratio of administrative to total expenses[1], achieving this while serving the two linguistic groups. To establish a separate university serving exclusively the francophone community would immediately duplicate much of these expenses without serving more people. In 2012, the administrative expenses at Ontario institutions slightly under 20,000 students were around $8-9M. There is also evidence in Figure 1 that these costs would represent a lesser efficiency as they tend to represent a large fraction of the total operating expenditures in smaller institutions.

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[1] Category "Administration & General" divided by "Sub-Total - Instruction and Research Administrative expenses" as per the 2010-11 annual report of the Council of Ontario Finance Officers (COFO). Courtesy of the University of Western Ontario.

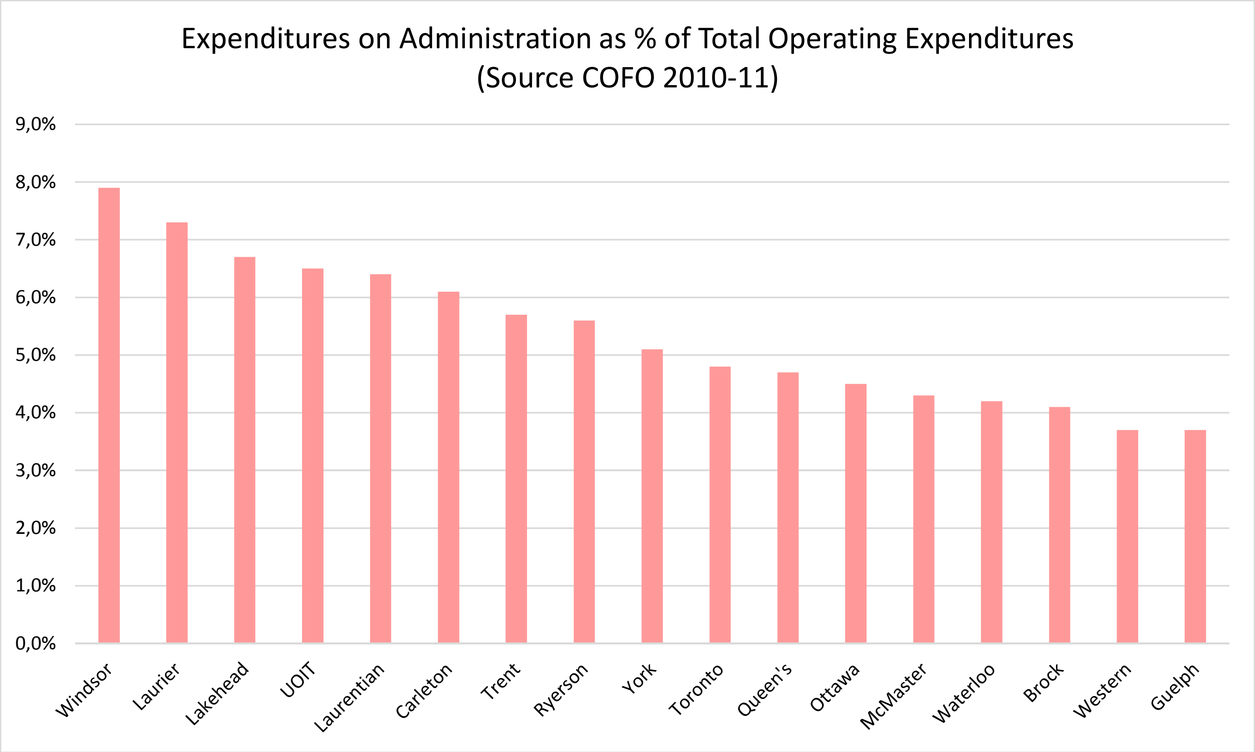

Figure 1: Administrative efficiency at the University of Ottawa

The co-existence and integration of the two linguistic groups in a common, respectful, environment favors the development of inter-group awareness, exposure, communication, sensitivity and exchange. This characteristic of the utmost importance for the Province of Ontario because the two groups do co-exist in the community and the workplace. This co-existence is not without its tensions and challenges but what better place to learn to understand one another than in a non-threatening learning environment.

The University goes to great lengths to maintain a good linguistic balance while operating bilingually. There are four performance indicators in the Scorecard monitoring the linguistic balance on campus including the crucially important percentage of actively bilingual[2] professors (66%) and staff (94%). This level of active bilingualism enables the conduct of meetings bilingually, without repetition, and to offer services in either French or English at all times.

Since 1967, the Government of Ontario has provided some funding to universities offering programs in both French and English. The bilingualism funding envelope has evolved over the years. When this study was last updated in 2005, funding for bilingualism and for services in French stood at $28 million provincially, with $18 million to the University of Ottawa (including $1.5 million to Saint-Paul University). In his 2005 report on postsecondary education in Ontario, the Honorable Bob Rae recognized the need to increase base funding to help French-language colleges and bilingual universities to play a more effective role in fostering a vibrant francophone, postsecondary education community in Ontario. In the intervening decade, the Federal Government has developed its Official Languages in Education programs with partnership contributions from the province of Ontario. In 2012-13, $54 million were distributed to the Ontario University sector to support French and bilingual education[3], with $32 million for the University of Ottawa. The table below summarizes linguistic funding from government to the University of Ottawa for 2012-13.

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[2] For support staff, the level of bilingualism is assessed by the direct supervisor. Active bilingualism is determined by the ability to communicate clearly and to understand the second language with few difficulties. For faculty members, the level of bilingualism required is determined in the hiring contract and is a condition for receiving tenure. Active bilingualism is defined as the ability to teach in one's second language.

Bilingualism funding from government to the University of Ottawa for 2012-13	
Bilingualism Grants	22053482
French Language Access	6299835
Official Languages in Education (OLE) Programs Provincial Contribution	1669239
Official Languages in Education (OLE) Programs Federal Contribution	1732473
Total	**31755029**

The University of Ottawa is very grateful for the support it has obtained over the years. Nevertheless, the growth in the number of francophone students from 9,700 in 2003-04 to 13,000 in 2012-13, the increasing demand for new programs in French, and the need to improve the breadth and quality of programs and course offerings to francophone students, bring us to review the costs of bilingualism today.

The first source of costs of operating a bilingual university arises from the direct delivery of existing programs. These costs have been assessed following the essentials of the methodology originally recommended by the Ontario Council on University Affairs (OCUA) in 1978 and updated in 1983, in 1989 and in 2005[4]. However, we have modified the methodology as appropriate to better reflect current university operations and data availability. The current analysis is based on 2012-13 data and contains seven primary aspects: a) supplementary course offering costs; b) second language training; c) library operations; d) translation services; e) publishing, printing, stationery and supplies; f) administrative staff; and g) computer services. We have also added (i) publicity and advertising costs and (ii) costs associated with offering a French immersion program.

In addition, Professor François Vaillancourt, a recognized expert in the economics of bilingualism, has kindly reviewed the methodology of the study and we followed his recommendations for the report.

Costs of Current Level of Service

The University offers its courses in French and in English. The bulk of these courses are parallel in that they cover the same curriculum in either language. In addition, some courses are non-parallel because they are offered in one language only. Each is treated separately.

A course is presumed to run full year, i.e. from September to April [1 Full Course Equivalent (FCE)]. Courses running from September to December or January to April are counted as 0.5 FCE.

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[3] Ministry of Training Colleges and Universities (MTCU): Final University Operating Transfer Payments Totals (FTOT) for 2012-13

[4] *Incremental Costs of Bilingualism at the University of Ottawa – 2003-2004*, Report prepared by the Office of Institutional Research and Planning. August 2005.

For parallel courses, a supplementary section[5] is that which would not be offered by a unilingual institution of the same size of student body. In a unilingual institution, the maximum size of a section is established as a function of academic considerations as well as room seating capacity and teaching resources. Students requesting access to courses are allocated to the various sections according to demand and availability. When sections become full, a certain amount of overflow will be allowed until this amount becomes too large. It is only then that a new section will be opened, thus incurring additional teaching costs. When course sections are not all in the same language, the ability to use the overflow as a buffer is much more limited because students cannot be spread across the sections in the other language. Note that the University does not impose an overall number of sections and then allocate some in English and some in French thus keeping total costs capped. Nor does it increase class size in English in order to be able to afford the section in French. There is however a pressure to close French sections as some of them do tend to be small.

We calculate the number of supplementary sections caused by bilingualism by taking, within each language, the total number of sections for a given course minus the normal or optimal number of sections where the normal number of sections is defined as the total student registrations divided by the normal maximum section size for that course. Where a normal maximum size does not exists, we use the average size. The number of supplementary section per course is always limited to one only.

The following types of courses are excluded from the study: Directed studies and other forms of one-on-one teaching; distance education courses (online, videoconferencing, etc.); courses offered by Algonquin College as part of our collaborative programs; courses that are part of self-financed full recovery programs such as the Additional Qualifications in Education and the Executive MBA; courses offered by the faculty of Medicine; and language and translation courses. The list of parallel supplementary sections is presented below.

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[5] Each course topic has its own course code (e.g. PSY1100, PSY1200, etc.) and each course may have one or more section offering the same course in different rooms or at different times (e.g. PSY1100A, PSY100B, etc.)

Parallel Supplementary Sections					
ADM	14.75	EAS	0.5	MAT	7.5
ANT	3	ECH	2	MBA	1
APA	6	ECO	10.5	MCG	2.5
API	5.5	ECS	6	MDG	4
ART	2	EDU	7.5	MUS	1
BCH	2	ELG	1.5	NSG	16.5
BIO	5.5	EPE	1	PAP	3
BPS	1.5	FEM	4	PED	2.5
CEG	1	GEG	1	PHI	10
CHM	6	GNG	1.5	PHY	6.5
CLA	1	HIS	5	POL	15.5
CML	14.5	HSS	5	PSY	14.5
CMN	6.5	HUM	0.5	SCS	1.5
CRM	11.5	IGL	4.5	SEG	0.5
CSI	2	IPA	7.5	SOC	6.5
CVG	0.5	ISC	3	SRS	0.5
DCA	3.5	ITI	2	SSS	0.5
DCL	2	LCL	3	THE	4
DRC	1.5	LIN	0.5	THO	5
DVM	2	LSR	0.5	**Total**	**262.25**

Non-parallel courses exist when different subject material is being offered in order to provide an adequate range of courses in either English or French. In order to avoid attributing incremental costs to non-parallel courses which would be offered by a unilingual institution with the same size student body, we studied only French non-parallel courses. Also, in order to avoid attributing incremental costs to non-parallel sections where the students could have been accommodated in other sections of the same discipline in the same language, we counted as supplementary only the French sections that were smaller than the University's average section size.

Non-parallel Supplementary Sections					
ADM	0,5	ECH	1	MAT	4
ANT	2	ECO	1	MDV	0,5
APA	2	EDU	8	MUS	2
API	0,5	EFR	1	NSG	2,5
ARB	0,5	ELA	0,5	NUT	8,5
ART	0,5	EPE	0,5	ORA	5,5
BCH	0,5	ERG	0,25	PAP	2
BIO	2	EVG	0,67	PED	25
BPS	0,5	FEM	1	PHI	4
CDN	0,5	FRA	20	PHT	0,25
CIN	0,5	FRE	4,5	PHY	2
CLA	1	GEG	5	POL	7
CML	13,17	GEO	2	PSY	0,5
CMN	1,5	HIS	3	RUS	0,5
CRM	1,5	HSS	1	SOC	6
CSI	0,5	IPA	3	SRS	4
DCA	0,5	ISC	7	SVS	18
DCC	2	ISI	1,5	THE	2
DCL	6	LCL	0,5	THO	8
DLS	1	LCM	1	**Total**	**225.3**
DRC	19	LIN	3		
EAS	1	LSR	0,5		

The incremental professorial cost is derived separately for full-time and part-time professors using the overall actual University proportion of 50% sections taught by full-time professors and 50% by part-time professors. For full-time faculty costs, the proportional number of supplementary sections is divided by the average teaching load for full-time professors and multiplied by the average faculty salary including fringe benefits (excluding medicine). In 2012-13, the average teaching load for all professors, computed over the entire record set of courses formally evaluated by students at the University of Ottawa, is 2 FCE. For part-time faculty costs, the relevant number of supplementary sections is multiplied by the average part-time faculty salary per section. The combined cost of parallel and non-parallel supplementary courses is presented in the next table.

Teaching staff costs			
A	Teaching FCE per full-time professor		2
B	Total supplementary FCE	(262.3 + 225.3)	487.6
C	Full-time professors required	(B x .5 / A)	121.9
D	Part-time professors required	(B x .5)	243.8
E	Full-time average salary $120,000 + 23.98% benefits)		$ 148,776
F	Part-time salary per FCE		$ 18,600
G	Total professors costs	(C x E + D x F)	**$ 22,670,474**

Note that the original OCUA methodology assumed that all university teaching relied on regular full-time faculty members. Instead, we have estimated the costs of delivery using a 50/50 mix of regular full-time professors and part-time lecturers. Had we estimated the supplementary teaching costs using the OCUA full-time only methodology, the costs would have reached at $36.3 million instead of $22.6.[6]

For academic support staff, the incremental costs are obtained by applying the ratio of supplementary sections to the total number of sections (8.96%) multiplied by the total cost of all support staff in teaching related activities, including staff in faculties and services (e.g., libraries, learning support services, international office).

Support staff costs			
H	Total FCE		5,445
I	Ratio of supplementary sections to total sections	B / H	8.96%
J	Total academic support staff costs		$ 32,508,361
K	Support staff incremental cost	(I x J)	**$ 2,912,749**
Total Professors and Support Staff Costs			
L	Teaching + Support costs	(G + K)	**$ 25,583,223**

In order to enable the University to function bilingually in all its meetings and all its interactions with students as well as with the media and community representatives, we must ensure that our professors and staff are actively bilingual. The first strategy is to recruit individuals who are already bilingual before entering the University. But this is not always possible. Also, there are situations where highly talented individuals are not bilingual but are willing to learn a second language, which is beneficial to the University in a competitive environment. Thus the University must provide the necessary resources to support second language acquisition. The estimation of the costs includes second language training for professors and staff, language lab costs, language ability testing for professors, staff *and students* as we promote bilingualism for all. The amounts reported represent recurring yearly expenditures.

The second language training is just one part of a much wider action taken by the University to promote bilingualism. The University has created its Official Languages and Bilingualism Institute (OLBI), a breeding ground for innovation and fresh ideas, where anyone dedicated to expanding and sharing our knowledge of bilingualism can join forces with others in achieving that goal. A leader in the fields of official languages and bilingualism in Canada, OLBI provides an ideal setting for analysis, research and development designed to serve university communities, as well as public, private and non-governmental agencies and organizations in the area of official languages, bilingualism and language planning.

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[6] Our external reviewer suggested that we should cost the teaching provided by regular professors at 40% of their total workload which also comprises research and community service. While this costing would be more *accurate* in an ideal sense, unfortunately, the University cannot hire regular professors in blocks of 40% teaching only. In effect, this economy has already been achieved by the mix of full-time and part-time in place.

Second Language Training	
Second Language Testing	$ 167,510
Intensive Courses	$ 2,616,355
General administration	$ 2,128,207
Other support staff (contractual)	$ 1,489,084
Total	$ 6,401,156
At 97% to avoid double counting with administrative staff overhead	**$ 6,209,121**

We did not include a premium wage associated with bilingualism as our salary structure, both for professors and staff, is set against comparable organizations most of which are not bilingual. The reality is that recruiting is a challenge because the pool of highly talented persons who are also bilingual is much smaller than the same talent pool regardless of language, and individuals who present both highly sought abilities are given absolute priority for hiring.

As part of its educational efforts, the University has chosen to create continuity in the bilingualism educational path of students entering from high school immersion by offering a university level French Immersion stream. Students enrolled in French Immersion study partially in French while earning their undergraduate degree. This stream is offered in 76 programs across first entry faculties. French immersion students have access to a wide variety of resources on campus, including a dedicated mentoring centre and French writing help, and numerous opportunities to learn French outside the classroom. To support the stream, the University has a program director and immersion courses which are a combination of two different activities: A regular content course taught in French and an accompanying 90-minute language course. A language professor attends the content course with the immersions students, and then teaches the language class to help the immersions students develop the French skills directly relevant to the field of study. This language support is offered in first- and second-year courses to help lay the foundation for future bilingual studies.

French Immersion Studies	
Salaries administrative staff	$ 254,129
Other expenditures immersion program	$ 82,645
Total	**$ 336,774**

When it comes to the library, a fully bilingual university must maintain two full collections. This is much more than buying a few extra copies in a unilingual environment to make up for the larger institution size. Supporting studies in French as well as in English requires different items. Nevertheless, to correct for the fact that Anglophone universities do maintain a part of their collection in French especially if they have related programs such as French Studies for example, we adjusted the costs estimates accordingly.

Library			
A	One-time costs of purchasing French materials (e.g., monographs, etc.)		$ 1,077,313
B	On-going costs of maintaining French collection (e.g., renewals for electronic access, etc.)		$ 1,479,919
C	11,000 documents catalogued at an average cost of $60 per document		$ 660,000
D	Total bilingualism related library expenditures	(A + B + C)	$ 3,217,232
E	Annual cost of the total collection of monographs, print and electronic serials		$ 15,703,900
F	Proportion of costs of French language collection to the total collection minus the corresponding proportion at a comparable unilingual university	(D / E) -0.6%	19.9%
G	Total incremental costs of bilingualism in library services	(F x E)	**$ 3,125,076**

For translation services, as for other support staff, we calculated salaries and benefits for internal translation staff. We also added the ongoing (not the capital) cost of office space for the central team as their positions are dedicated. We did not capture human resources overhead specifically for this team.

Translation Services	
Central university translation department	
Expenditures and honoraria for external translators	$ 169,500
Internal staff costs	$ 622,248
Office Space	$ 12,500
Decentralized translation initiatives	
Honoraria for external translators (paid by faculty)	$ 145,187
Internal staff costs (at the departmental level)	$ 367,215
Expenditures by services (e.g., sports services)	$ 4,435
Total	**$ 1,321,085**

The cost of publishing, printing, stationary and supplies is for the production of administrative materials (e.g. Minutes, official reports, and public documents). It excludes the expenditures of DocUcentre, a self-recovery service photocopying course notes for students. The 30% ratio was estimated through a survey of relevant staff.

Publishing, Printing, Stationary and Supplies	
Total cost of photocopying	$ 2,414,219
Total cost paper and printing	$ 1,920,684
Total cost of supplies	$ 425,315
Total	$ 4,760,218
Incremental cost estimated at 30%	30%
Incremental cost	$ 1,428,065

To calculate the administrative overhead due to bilingualism, we took the total administrative salary mass, subtracted positions already captured elsewhere, and added a 3% overhead. The 3% figure is derived from the work of Vaillancourt and Coche (2009 and 2012)[7] but reduced from 5% because we already capture other costs such publishing, advertising, etc. directly in other steps of this report. Finally we added the full cost of positions that exist strictly because of bilingualism, including office space for these last positions. Examples of such positions include Associate deans responsible for francophone affairs in the faculties of Medicine and Education, and liaison officers for Ontario francophone students.

Administrative Overhead		
A	Total salary mass, support staff	$ 154,886,164
B	Minus	
	1) administrative staff Immersion	$ (254,129)
	2) administrative staff Language Services	$ (622,248)
	3) administrative staff in positions due to bilingualism	$ (1,245,188)
C	Adjusted salary mass (A - B)	$ 152,764,599
D	Adjusted salary mass + benefits (C + C x 23.98%)	$ 189,397,550
E	Bilingual overhead associated with administrative staff (D x 3%)	$ 9,469,878
F	Costs associated with positions directly attributable to the bilingual nature of the university	$ 2,238,357
G	Total administrative staff costs (E+F)	**$ 11,708,235**

The cost estimates for computer services are based on expenses for software and work time spent by computer staff producing bilingual databases and interfaces as we have an in-house Student Information System, fully bilingual on content, administrative and client interfaces, similar to the Federal Government presence on the web. The 30% ratio was confirmed recently in replies to a request for proposal to replace our in-house system by a commercial one. It is only by coincidence that it is similar to the proportion of francophone student population.

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[7] Vaillancourt, F.; Coche, O. (2009) *Official Language Policies at the Federal Level in Canada: Costs and Benefits in 2006*. Fraser Institute. Vaillancourt, F.; Coche, O.; Cadieux, M.A.; Ronson, J.L. (2012) *Official Language Policies of the Canadian Provinces: Costs and Benefits in 2006*. Fraser Institute.

Computing Services	
Software rentals	$ 113,276
Software purchases	$ 3,577,574
Software maintenance	$ 4,797,660
Total	$ 8,488,510
Incremental cost at 30%	30%
Estimated incremental cost	**$ 2,546,553**

We used the same 30% ratio for publicity and advertising.

Publicity and Advertising	
Total cost of publicity/advertising	$ 2,093,651
Total cost of web design (professional contracts)	$ 134,491
Total	$ 2,228,142
Incremental cost estimated at 30%	30%
Incremental cost estimated	**$ 668,443**

In summary, the incremental costs of bilingualism for the current level of service provided by the University to its students and the community amounts to $49M. Taking into account the existing funding of $32M the University still has to divert $17M from its operating budget, an amount which should really be devoted to the quality of programming in terms of reducing class sizes and improving the student/professor ratio.

Summary for Current Level of Service	
Incremental costs of teaching staff	$ 22,670,474
Incremental costs of academic support staff	$ 2,912,749
Sub-total	$ 25,583,223
Second Language Training	$ 6,209,121
Immersion	$ 336,774
Library	$ 3,125,076
Translation	$ 1,321,085
Publishing, printing, stationary and supplies	$ 1,428,065
Administrative overhead	$ 7,920,284
Computing services	$ 2,546,553
Publicity and Advertising	$ 668,443
Sub-total	$ 23,555,401
Total incremental cost of current level of service	**$ 49,138,624**
Current financing	$ 32,154,329
Current Shortfall	**$ 16,984,295**

Accessibility and Equity Enhancement

The OCUA methodology focused almost exclusively on costs incurred at the current level of service provided. However, from an equity perspective, it is important that we also address the breadth and quality of programs that are made available to Franco-Ontarians. Accordingly, it is necessary to expand our educational offerings to address the needs of the francophone community and to ensure that existing programs in French are of the same quality as those offered in English. This implies offering more diverse and advanced courses and programs in French. In 2005, the Rae Review has indicated that "the funding formula for both colleges and universities needs to reflect the additional challenges of providing French language higher education in a province that has a substantial English-speaking majority". One such challenge is precisely that of offering the same diversity of access and choice in course content.

For 2012-13, the University of Ottawa's database indicated that 1,824 distinct course topics were scheduled in English while only 740 were scheduled in French[8]. Thus, 1,084 topics or 542 FCEs would be required to equate the richness of teaching in both languages. However, since the French speaking student body is smaller than its English speaking counterpart, it would not necessarily be possible to populate as many distinct courses. To take this into account, we further prorated by .45 according to the ratio of French (13,000) to English (29,000) speaking students on campus.

Accessibility and Quality Enhancement	
Teaching Cost of supplemental courses	$ 25,583,223
FCE in supplemental cost above	487.6
Estimated share to calculate cost (542 / 488)	111%
Estimated cost of richness	$ 28,397,378
Proportion French to English students (fall 2012)	45%
Share of richness	**$ 12,778,820**

Total Costs and Benefits

The ultimate goal of the University of Ottawa is to be able to offer an education that is equally diverse and comprehensive in both French and English. Adding the costs currently incurred to the costs necessary to equate richness, the total cost is realistically evaluated at $62M.

Description	Annual Amount
Supplementary costs for current service	$ 49M
Accessibility and equity enhancement	$ 13M
Total Cost	**$ 62M**
Current financing	$ 32M
Total Shortfall	**$ 30M**

As explained in the historical context, opening a separate French only university would duplicate fixed costs easily reaching a similar value but being unproductive. By comparison, the $62M identified here would not only alleviate the current underfinancing and thus improve quality in terms of class size and student/professor ratio, but also enhance the richness and diversity of the education available to Franco-Ontarians. This is a high performance solution.

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[8] This database assessment was based on the new trend of designing courses at 3 rather than 6 credits per course. To convert to FCE, the number of courses is divided by two.

TAB G

This is **Exhibit "G"**

referred to in the affidavit of Russell Perry Janzen

sworn before me, this 16th day of March 2021

A COMMISSIONER FOR TAKING AFFIDAVITS

Our strategic plan

Our purpose

Located on the 1850 Robinson-Huron Treaty territory, Laurentian University recognizes that we are on the traditional lands of the Atikameksheng Anishnawbek and Wahnapitae First Nations. Laurentian is committed to strengthening the foundation of knowledge in higher education and research to offer an outstanding university experience in English and French with a comprehensive approach to Indigenous education. Together with its federated partners, Laurentian University prepares leaders who bring innovative and intelligent solutions to local and global issues.

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Our shared values

Laurentian University is a microcosm of Canada: we are northern; we are bilingual; we are committed to reconciliation. Canadians are known for our diversity as we promote inclusion, civility, and respect. Our best solutions are collaborative ones. We are rich in natural resources. We are stewards of vast landscapes and beautiful environments. Our health care is the envy of many. While some have declared, “The world needs more Canada,” we are convinced the world needs more Laurentian. Laurentian University has particular strengths that position us to create knowledge, undertake fundamental research, and make significant contributions to crucial issues facing society.

At Laurentian University we agree on these shared values:

- The North inspires us;
- Student success is our success;
- Teaching and Learning define us;
- Curiosity drives our Research; and
- Relationships are our priority.

As we imagine 2023, Laurentian University will seek out opportunities for collaborations, investments, and accomplishments that align with the following strengths.

Our strengths

Indigeneity:

Laurentian University will be a leader in the process of reconciliation through transformative postsecondary education and research.

First Nations, Métis and Inuit students find a home away from home at Laurentian University where they excel in all faculties. With campus Elders and more than 25 full-time Indigenous faculty members in various disciplines, departments, and faculties, more Indigenous colleagues are teaching at Laurentian University than any other university in Ontario.

The Indigenous Sharing and Learning Centre (ISLC), which opened on National Aboriginal Day 2017, features the spectacular round-room, inspired by the wigwam, with four entry points facing each of the cardinal directions, and provides state-of-the-art facilities in a variety of spaces, indoors and outdoors. The School of Indigenous Relations is equipping students as leaders to work more effectively with communities by learning about Indigenous worldviews, traditional teachings, theories, and practices. Students will find those crucial perspectives integrated into the curriculum across the faculties at Laurentian University ensuring that all Laurentian students gain a deeper understanding and appreciation of Indigenous peoples, their knowledges and histories, and their relationships to Canadian society. Laurentian University's Maamwizing Indigenous Research Institute is emerging as a key site for advancing research on these topics.

Francophone Cultures and Language:

Laurentian University will be a catalyst for vibrant Francophone cultures and communities across Ontario and beyond.

The Franco-Ontarian flag proudly flies on our campus, where it was first created. Laurentian offers outstanding opportunities for Francophones to study in French and for immersion students to continue their studies in French or in bilingual programs. French language thrives here where programs, (including those in the École des sciences de l'éducation, the École d'orthophonie, the Département d'études françaises), and research and advocacy work conducted through the Institut franco-ontarien (IFO) are all housed in the recently renovated Alphonse Raymond Building. Through the École de service social and Laurentian Online, we are the only university in Canada to offer the online Bachelor of Social Work in French.

The Northern Ontario regional section of the Association francophone pour le savoir (ACFAS-Sudbury), is based at Laurentian University. Teachers, who are vital to the future of French language, are educated here by award-winning colleagues. Our students, staff and faculty benefit from opportunities for meaningful engagements in a bilingual milieu.

Interdisciplinarity:

Laurentian University will create interdisciplinary knowledge to offer compelling solutions for society's complex challenges.

The flexible Bachelor of Arts degree structure allows students to combine modules from Arts, Science and Business Administration while studying in both

English and French. With a vibrant presence in Greater Sudbury's downtown, a studio-based model of instruction, and inspired by the significant contributions of Indigenous and northern collaborators, the McEwen School of Architecture proposes sustainable built-environment solutions that respond to community needs. Our forensic science programs, the first in Canada to be accredited, now include the Bachelor of Forensic Identification (BFI) degree - the only degree of its kind in Canada that brings together crime scene investigators with forensic scientists across disciplines. We offer North America's only comprehensive Science Communication program with both a graduate diploma and a Master's program.

Our interdisciplinary graduate programs, including the MA in Humanities, the PhD in Biomolecular Science, the PhD in Human Studies and the PhD in Rural and Northern Health, are prime sites of collaboration across disciplines, faculties, languages, and cultures. Students in the Master's in Interdisciplinary Health program have the option to work toward either an MA or an MSc degree. The Cliff Fielding Research Innovation and Engineering Building fosters a culture of collaboration with maker spaces that are shared across the faculties. Building on the Nobel Prize-winning international collaborations of the SNO experiment, we foster world-leading research in particle astrophysics at SNOLAB while providing job opportunities for students in multiple disciplines.

Mining and Environmental Sustainability:

Laurentian University's expertise in mining and environmental stewardship will drive knowledge creation, economic prosperity, and ecological sustainability, locally, nationally, and internationally.

Our campus, surrounded by hundreds of lakes, is near to many of the world's largest mineral deposits and a variety of complex ecosystems. Our commitment to excellence in all aspects of environmental studies and mineral resource research and education includes advancing critically important relationships with Indigenous peoples. Our world-class faculty, (with the Goodman School of Mines, the Harquail School of Earth Sciences, and the Bharti School of Engineering), collaborate through our internationally recognized research centres, and partner with global industry leaders. Students in mining-related programs at Laurentian receive the highest calibre training in the scientific, technical and socio-economic aspects of the industry because Laurentian offers a comprehensive approach to the entire mining life cycle. At the same time, Laurentian University has a deep, long-standing commitment to the environment.

Decades of world-class scholarship on industrial contamination and the recovery of lands, lakes and communities have given the “Sudbury story” global resonance. Laurentian University’s School of the Environment builds on this reputation with undergraduate programs leading either to a B.A. or a B.Sc. degree. Research facilities including the Vale Living with Lakes Centre and its Fresh Water Ecology Coop Unit present students in the M.Sc. in Biology and the Ph.D. in Boreal Ecology with unmatched opportunities to study environmental issues right at our doorstep.

Well-being:

Laurentian University will provide innovative solutions to address particular health concerns and the general well-being of the North and its populations.

We equip highly qualified personnel who study in English and in French, and with Indigenous communities. Our Nursing programs benefit from a state of-the-art clinical learning lab and many collaborative partnerships. We have the only Midwifery program in French in Canada outside of Québec and the second largest Speech-Language Pathology program in Canada. The presence of the Northern Ontario School of Medicine (NOSM) at Laurentian creates numerous opportunities for research and program collaboration. Laurentian University's Centre for Rural and Northern Health Research (CRaNHR) and our Centre for Research in Occupational Safety and Health (CROSH) are leaders in academic and applied health research. Colleagues in the Indigenous Social Work Program and the School of Social Work contribute to improving the general well-being of individuals, groups, communities and society.

Laurentian researchers and professors from the Faculty of Arts (specifically in Sociology and Psychology), the Faculty of Health, NOSM, and the Health Sciences North Research Institute (HSNRI) are designing and implementing initiatives that advance knowledge and meet the needs of rural, northern and Indigenous peoples

Consult

Process
Committee
Outcome 26
Resources
Contribution

Envision a collaboration?

imagine2023@laurentian.ca

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TAB H

This is **Exhibit "H"**

referred to in the affidavit of Russell Perry Janzen

sworn before me, this 16th day of March 2021

A COMMISSIONER FOR TAKING AFFIDAVITS

Stay at home except for essential travel and follow the restrictions and public health measures.

Ontario

Page archived

This page is no longer current and is provided for archival and research purposes. Read the most recent information. (https://www.ontario.ca/page/all-college-and-university-strategic-mandate-agreements)

Archived - 2017-20 Strategic Mandate Agreement: Laurentian University

Read the agreement between Ontario and Laurentian University to understand its unique role in the province's post-secondary education system.

Preamble

This Strategic Mandate Agreement between the Ministry of Advanced Education and Skills Development and Laurentian University outlines the role the University currently performs in Ontario's postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives and government priorities.

The Strategic Mandate Agreement (SMA):

- Identifies and explains the shared objectives and priorities between the Ontario government and the University
- Outlines current and future areas of program strength
- Supports the current vision, mission, and mandate of the University and established areas of strength within the context of the University's governing legislation
- Describes the agreed-upon elements of the new university funding model, including:
    - a University's enrolment plans as well as their projections of their enrolments relative to their corridor midpoint and any desired changes to their corridor during the period of this SMA; and
    - differentiation areas of focus including metrics and targets
- Provides information on the financial sustainability of the institution; and
- Informs Ministry decision-making and enables the Ministry to align its policies and processes to further support the University's areas of strength

The term of the SMA is from April 1, 2017 to March 31, 2020.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect joint commitments made in the SMA (e.g. Major Capacity Expansion, Highly Skilled Workforce, etc.). Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

Ontario's Vision for Postsecondary Education

Ontario’s colleges and universities will drive creativity, innovation, knowledge, skills development and community engagement through teaching and learning, research, and service.

Ontario’s colleges and universities will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario’s economy.

Laurentian University Vision, Mission and Mandate

In its 2012-2017 Strategic Plan, Laurentian University articulated the following purpose statement:

Laurentian University with its federated university partners offers an outstanding university experience in English and French with a comprehensive approach to Indigenous education that prepares students as agents of change by stimulating them to ask new questions, to challenge what we know, and so empower them to create innovative solutions for future local and global issues.

Aspirations

The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions. The SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry’s policies and standard processes. The Ministry will not be approving any requests for capital funding or new program approvals, for example, through the SMA process.

Institutional Aspirations

Laurentian University articulated the following aspirations in its 2012-2017 Strategic Plan:

Key Goals	**Aspirations**
Student Satisfaction and Engagement	We will be among the top 25 % of Canadian universities in student satisfaction and student engagement.
National Recognition	We will be among Canada’s top 10 universities in our category.
We will be known for our world-class expertise in: rural and northern children’s health; stressed watershed systems; mining innovation and exploration; multicultural sport and physical activity; genomics and bioinformatics; particle astrophysics; environment, culture and values; applied evolutionary ecology; and nanotechnology.	
University of Choice	Laurentian is a first-choice destination with a reputation for academic excellence and opportunity, attracting the best students, staff, and faculty from across Canada and around the world.
Community Responsiveness	We will actively engage with community partners ensuring that Laurentian continues to contribute to the prosperity and well-being of the city of Greater Sudbury and its surrounding regions, and that local communities actively champion Laurentian.

Key Goals	Aspirations
We will further our partnerships with Francophone, First Nations, Métis and Inuit communities, faculty, and staff using resourceful and supportive approaches.	
Organizational Excellence	We will be known for our positive organizational culture.

Shared Objectives and Priorities for Differentiation

Student Experience

This section captures institutional strengths in improving student experience, outcomes and success. This section recognizes institutions for measuring the broader learning environment, such as continuity of learning pathways; retention; student satisfaction; co-curricular activities and records; career preparedness; and student services and supports.

Institutional approach to improving student experience

French, English and Indigenous cultures thrive together at Laurentian University, offering Canadian and international students an enriched learning environment that is a microcosm of Canada. Laurentian goes to great lengths to ensure personal success by providing a range of academic and social supports for its diverse student population, ensuring its students acquire a strong foundation that meets the challenges and opportunities of the 21st century.

One of the five key goals in Laurentian’s 2012-2017 Strategic Plan is student engagement and satisfaction. Results pursued included:

- Integrated classroom learning with real-world experience through placements, case-based projects, independent learning, applied research, studies abroad, group work, community service or senior capstone projects, with alumni support
- Support for teaching and learning excellence through the services at a new Centre for Academic Excellence
- One-stop student services, leveraging state-of-the-art technology, that are seamless and respond to student needs
- Informed, diversified, affordable, local and healthy food choices that meet cultural requirements for students, staff, and faculty
- Dynamic student experiences in new social spaces that nurture a strong sense of community and belonging
- Engaged alumni who proactively support Laurentian University’s academic and social activities, including emerging sports such as women’s and men’s varsity hockey clubs

Laurentian students benefit from small classes and meaningful interactions with faculty, staff, and students. Laurentian students enjoy a unique connection between its learning and natural milieu, affording students, faculty, and staff with an enriched learning, working and living environment in a pristine park-like setting in Greater Sudbury.

One of the five key goals in Laurentian’s 2012-2017 Strategic Plan is being a university of choice. Results achieved included:

- Modernizing the Sudbury campus, including classrooms designed flexibly to accommodate diverse teaching-learning s
- Increasing the proportion of international students from 6.1 % in 2011 to 8 %
- Increasing the numbers of students who have enriched learning experiences abroad

- Becoming 100 % 802.11n wireless

As part of the Laurentian's 2018-2023 Strategic Plan currently in development, the Board of Governors expects a stronger emphasis on mental health.

Examples of institutional initiatives

- In 2012 Laurentian created the **Centre for Academic Excellence (CAE)**. It helps students transition to university and stay on track during their studies. The CAE now offers a variety of academic supports, including academic advising, academic writing assistance, learning assistance and Laurentian Online. It is led by a newly created position of Associate Vice-President, Learning and Teaching. Quality of curriculum and instruction is one of the key drivers of the student experience and student success. Increasingly, the focus of the CAE will be to build capacity among faculty with regards to pedagogy

- In 2018 Laurentian will open its new **Cliff Fielding Research, Innovation and Engineering Building**. This new facility will include four capstone innovation labs in civil, chemical, mechanical and mining engineering. The labs will allow over 160 fourth-year engineering students to put their knowledge and skills to work to address creative design problems for actual clients. These projects include problem definition, development of concepts, concept presentation to industry and the creation of a working physical prototype at the end of the year-long project. The building will also include: a Materials Analysis Lab to support researchers, students and industry partners in chemical analysis as well as mechanical, metallurgical, corrosion, heat treatment and capability testing; an Environmental and Soil Mechanics Lab; a Prototype Development and Machine Shop; an Integrated Software Lab; and a Hydraulics and Fluid Mechanics Lab
- In 2019 Laurentian will open its new stand-alone $10 million **Student Centre** funded by the Students' General Association (SGA). Designed by and for students, this new facility aims to improve the student experience, especially for students living off campus who are looking for additional space to study and benefit from enhanced campus interactions and activities

Metrics and targets

System-Wide Metrics	**2019-20 Target**
Proportion of fourth year students with two or more High-Impact Practices (HIPs) (from the National Survey of Student Engagement)	Increase from 62.3% on the National Survey of Student Engagement (NSSE) 2014 (last year available) to 63% on NSSE 2020 the %age of fourth-year students who participated in 2 or more High-Impact Practices. Includes participation in a learning community, service learning, research with faculty, participation in an internship or field experience, study abroad, and culminating senior experience.
Year 1 to Year 2 retention (from the Consortium for Student Retention Data Exchange)	Increase from 84.5% on CSRDE 2014 fall cohort (last year available) to 85.5% on 2020 fall cohort.
Proportion of operating expenditures on student services, net of student assistance (as reported in the Council of University Finance Officers data)	Maintain the proportion of operating expenditures at 6.08%, as reflected in the 2015-16 COFO Report.[1]

Institution-Specific Metrics	**2019-20 Target**
Number of students asked to withdraw from the University or their program	Decrease the proportion of students asked to withdraw from the University or their academic program by 5% by 2020.

Innovation in Teaching and Learning Excellence

This section focuses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes.

This section captures institutional strengths in delivering high-quality learning experiences, such as experiential, entrepreneurial, personalized and digital learning, to prepare students for rewarding careers. It includes recognition of student competencies that improve employability.

It begins to identify indicators of quality that are currently available and within an institution's control.

Institutional approach to innovation in teaching and learning excellence

One of the five key goals in Laurentian's 2012-2017 Strategic Plan is national recognition. Results pursued include:

- Advancing in the process of securing an accreditation from the Association to Advance Collegiate Schools of Business (AACSB)
- Securing and retaining highly talented faculty members through multi-year planning and proactive recruitment
- Establishing interdisciplinary executive programs through the Goodman School of Mines
- Uniting professional health programs into one Faculty, contingent on Senate approval, to position Laurentian as a leader in inter-professional health education and research

One of the four key goals adopted by Senate in its 2015-2018 Academic Plan is to improve student retention. Senate adopted the following strategies:

- Review early leavers studies and internal surveys to design and implement a Laurentian response
- Focus on work-integrated learning and develop a central office to support these activities
- Pursue the development of interdisciplinary degree program options and design the timetable to ensure these program options are available to students and facilitate multi-year planning
- Ensure appropriate academic and library supports are available for all students, with a particular focus on Indigenous students.

Another key goal adopted by Senate in its 2015-2018 Academic Plan is to expand the role and use of technology in degree program delivery. The Senate adopted the following strategies:

- Expand opportunities for faculty to embrace technology through start-up or project grants and promote use of the Institutional Repository to publish scholarly activity
- Develop the Laurentian Online Institute to include: a focus on adult and distance education learners; coordinated delivery between online and on-campus courses; library online research skills instruction; a goal of 100 % utilization of the Learning Management System by 2018-19; and a blended learning format in 20 % of courses delivered
- Promote and support a focus on teaching with technology and an expansion of Indigenous content in the online curriculum

Examples of institutional initiatives

- laurentian offers a wide variety of experiential learning opportunities for students, including co-operative education in engineering, computer science and business and practicums and placements in education, midwifery, nursing, speech pathology, social work and human kinetics. as part of its commitment to expand experiential learning, laurentian has developed a co-curricular transcript. this initiative complements the student experience in the classroom with a number of activities related to student leadership, culture and informal learning opportunities. for example, there are a number of indigenous and

francophone cultural opportunities documented in the transcript (e.g., a drum circle, beading, mitchif and anisinaabemowin language workshops, etc.)
- as laurentian continues to make progress on its aacsb accreditation, in may 2016 it secured international epas accreditation for its on-campus bachelor of business administration program (https://laurentian.ca/program/business-administration) and for its bachelor of commerce in sports administration, which is one of canada's only undergraduate business degrees in sports administration (https://laurentian.ca/program/sports-administration) . as of may 2016, 98 business programs in 72 universities in 33 countries had the epas accreditation, mostly in europe. epas is an international program accreditation system operated by the european foundation for management development (efmd). it aims to evaluate for accreditation the quality of management programs that have an international perspective and appropriately high quality. the decision to award epas accreditation to the laurentian programs followed a three-year process, which culminated in a peer review team visit by business education leaders from morocco, the united kingdom and france. it involved an in-depth review of the two programs through an intensive comparative evaluation of 25 university-level standards and 56 program-level standards.
- The **Goodman School of Mines** was launched in 2013 following a gift from the Goodman Family. Unique in Canada, it is led by an Executive Director — a tenured faculty member with industry experience — who reports directly to the Provost so as to encompass all disciplines. A Global Advisory Board recommends directions to meet the needs of industry and provides valuable insights. The Executive Director is empowered to offer resources to relevant departments and schools. The Goodman School of Mines goals are to: expand interdisciplinary majors, thereby enhancing the skills of future professionals in mineral exploration and mining in such areas as occupational health and safety, Indigenous relations, mining management and finance; drive the creation of executive programs at the undergraduate and graduate levels in modular, short-course or distance education formats and other delivery mechanisms as opportunities arise; formalize new provincial, national and international alliances with other postsecondary institutions, including an International Network of Schools of Mines with Laurentian serving as a major hub; and double enrolment in mining-related programs by 2020. Prominent guest speakers have taken part in the Goodman School Lecture Series. An inaugural Goodman Gold Challenge was held (and won by a Laurentian team) in January 2017

Metrics and targets

System-Wide Metrics	2019-20 Target
Composite score on National Survey of Student Engagement questions related to students' perceived gains in higher order learning outcomes	Maintain the composite score of 26.9 in fourth year in NSSE 2014 to NSSE 2020
Proportion of programs with explicit curriculum maps and articulation of learning outcomes	20% of programs by 2020-2021 will have explicit curriculum maps and articulation of learning outcomes
Graduation rate (from the Consortium for Student Retention Data Exchange)	Increase the graduation rate from 64.9% (2009 Fall cohort, first-time, full-time, first-year, fall term who graduated within six years) to 65.0% for the 2015 Fall cohort.

Institution-Specific Metrics	2019-20 Target
Capacity to implement learning outcomes in the curriculum at the course, program and degree level	40 faculty members will have been trained to incorporate learning outcomes in the curriculum

Access and Equity

This section recognizes institutions for their efforts in improving postsecondary education equity and access. Institutions play an important role in providing equitable and inclusive environments that make it possible for students from diverse communities to thrive and succeed.

Institutions will also be recognized for creating equitable access opportunities that can include multiple entrance pathways and flexible policies and programming, with the focus on students who, without interventions and support, would not otherwise participate in postsecondary education. Examples include outreach to marginalized youth, transition, bridging and access programs for adults with atypical education histories and who do not meet admission requirements.

Institutional approach to improving access and equity

According to the Higher Education Quality Council of Ontario (HEQCO), among Ontario universities, Laurentian has the:

- Highest proportion of first-generation students
- Second-highest proportion of French-language students
- Second-highest proportion of Indigenous students
- Third-highest proportion of part-time students

One of the five key goals in Laurentian's 2012-2017 Strategic Plan is being a university of choice. Results pursued included:

- Establishing Laurentian as a destination for Francophone and French immersion students from across Canada and targeted French-speaking countries
- Increasing enrolments of First Nations, Inuit and Métis students from across Canada who choose Laurentian for its culturally responsive learning environment and enhanced bursaries
- Opening a front door/welcoming centre with effective signage in French, English and Ojibway

One of the four key goals adopted by Senate in its 2015-2018 Academic Plan is to develop French language and Indigenous programming consistent with Laurentian's purpose. The Senate adopted the following strategies:

- Review the 100-plus first-year course sections offered in French to determine whether the structure of existing programs could be improved to increase the choice of courses after the first year
- Explore the launch of French programs in signature disciplines in high demand
- Explore the creation of a first-year interdisciplinary seminar in French on contemporary issues and a similar seminar during fourth year in French to allow students to reflect on their learning
- Design programs to accommodate students completing French immersion programs and facilitate bilingual degrees (majors/minors) with students taking courses or writing exams in either language
- Promote an expansion of Indigenous content in the curriculum

Examples of institutional initiatives

- The **Maamwizing Indigenous Research Institute** was established in September 2016, bringing together researchers pursuing work that embraces Indigenous worldviews while promoting a de-colonizing approach to research and focusing on the needs and voices of Indigenous peoples and communities. The word maamwizing means "coming together" or "collaborating together" in Anishinaabe. Laurentian now has 25 First Nation or Métis full-time faculty, including a new Canada Research Chair in Indigenous Health. The new Scientific Director of the Canadian Institutes of Health Research's (CIHR's) Aboriginal Peoples' Health is also located in Greater Sudbury at the Health Sciences North Research Institute
- A 3,400-sq.-ft. addition and 4,200-sq.-ft. renovation of the Parker Building was completed in 2017, creating an **Indigenous Sharing and Learning Centre** funded by Laurentian, Glencore and RBC. This enables Laurentian's 1,000 students who voluntarily self-identify as First Nation, Métis and Inuit to have a home away from home. It provides the space for scholars, students and community members to engage in research in social sciences and humanities and in innovative capacity-building efforts supporting the needs and aspirations of Indigenous communities. Consistent with the Calls for Action of the Truth and

Reconciliation Commission, it will become a platform to advance understanding of reconciliation.The location is historically significant, metres away from the Apology Cairn erected in 1986 when the first official apology was made to Indigenous peoples by The United Church of Canada during its 31st General Council at Laurentian

- In September 2016, Laurentian officially re-opened the **renovated Alphonse-Raymond Building**. An important building for the Franco-Ontarian community, it now houses the École des sciences de l'éducation, the French Studies Department, the Franco-Ontarian Institute and the new École d'orthophonie (which is now Canada's second-largest speech pathology program). A modern atrium now welcomes students, faculty and staff and constitutes a new gathering space for the Francophone community
- Laurentian University, Collège Boréal and Cambrian College are developing a **bilingual 2+2 pathway for the two colleges to Laurentian's Bachelor of Business Administration and Baccalauréat en administration des affaires** Students can take courses in either language at either college and complete their degree at Laurentian. Anyone who does five courses in any of the three institutions in the other language would get a Laurentian bilingualism certificate, thereby increasing their employability. This particular pathway could serve as a model to be scaled up and replicated in other programs. College pathways of this kind are especially useful in achieving Laurentian's targets for Indigenous enrolment, because Indigenous students participate at much higher rates in college than university. Pathways from a French-language college to university will also increase access to university programs for Francophone learners. Laurentian works with its college partners to provide opportunities and modes of delivery to reduce time and cost to completion
- Since the 1960s, Laurentian has been on the cutting edge of distance education to reach the rural and remote students it serves. In recent years this has led to the development of more online learning and programs (e.g., Service social, Business Administration) to meet the needs of both distance and on-campus learners. Laurentian Online and its federated universities offer 21 degree programs and nearly 400 online and distance education courses in English and in French, with an enrolment record in fall-winter 2016-17 of 11,726 course registrations. Laurentian is second only to Waterloo in terms of the number of courses advertised on eCampusOntario and has the highest number of courses offered. The flexibility afforded by online learning is an important tool for student success. In addition, the need for lifelong learning makes the ability to learn effectively online a key skill for long-term success

Metrics and targets

System-Wide Metrics	**2019-20 Expected Value**
Number and proportion of the following groups at an institution:	
Indigenous students	Increase Indigenous student enrolment from 808 and 11.5% in 2016-17 to 819 and 11.6% in 2020-2021.
First generation students	In 2016-17, 3,500 students and 49.8% were first- generation students. In 2020, this is expected to rise to 3,549 and 50%.
Students with disabilities	In 2015-16, 848 or 9% of students were students with disabilities. In 2020-2021 9% or 860 would be expected to be students with disabilities.
Francophone students	In 2016-17, 1,517 or 21.6% of students were Francophone students. Laurentian's target is to maintain the enrolment of Francophone students at at least 1,517 by 2020-2021.

System-Wide Metrics	2019-20 Expected Value
Share of OSAP recipients at an institution relative to its total number of eligible students	In 2015-16, 59.7% of Laurentian students were OSAP recipients.
Number of transfer applicants and registrations, as captured by the Ontario University Application Centre	Maintain the number of transfer applicants and registrants at 746 and 104 respectively in 2015-16 despite a< demographic decline in colleges feeding Laurentian programs.

Institution-Specific Metrics	2019-20 Target
Number of programs requiring credits in courses with Indigenous content	Increase the number from 6 in 2016-2017 to 34 programs in 2020-2021.

Research Excellence and Impact

This section captures institutional strengths in producing high-quality research on the continuum of fundamental and applied research through activity that further raises Ontario's profile as a globally recognized research and innovation hub. It also acknowledges that research capacity is strongly linked with graduate education.

Institutional approach to research excellence and impact

One of the five key goals of Laurentian's 2012-2017 Strategic Plan is national recognition. This aspiration is to be among Canada's top 10 universities in Laurentian's category. Outcomes pursued included:

- Raising the total annual research dollars from $21.9 million in 2010 to $30 million, with increased numbers of research grants in social sciences and humanities increasing from $314,400 in 2011 to $400,000
- Enhancing travel supports to faculty and graduate students giving peer-reviewed papers at international or national conferences
- Nationally showcasing Laurentian's exceptional teaching and research by way of its web presence and communications

Another aspiration was for Laurentian to be known for its expertise in: rural and northern children's health; stressed watershed systems; mining innovation and exploration; multicultural sport and physical activity; genomics and bioinformatics; particle astrophysics; environment, culture and values; applied evolutionary ecology; and nanotechnology. Outcomes pursued included:

- Expanding research intensity through research chairs and scholars-in-residence in areas of research strength
- Establishing Laurentian world-wide as the university renowned for freshwater research, through the Vale Living with Lakes Centre

To facilitate and encourage initiatives and new collaborations within its nine areas of research excellence, Laurentian University has identified five strategic research themes in its 2012-2017 Strategic Research Plan:

- Environment and conservation
- Health and wellness
- Social and cultural research and creativity
- Engineering, mineral and material sciences
- Subatomic Physics – Sudbury Neutrino Observatory Lab (SNOLAB)

All faculty research is valued and important to Laurentian's overall mission. In its 2012-2017 Strategic Research Plan, the Senate approved a set of research values:

- Intellectual impact: the pursuit of excellence in all forms of research, based on the highest standards of the peer-reviewed process
- Engagement: the involvement of faculty, students, federated university partners, and the community at all levels as an integral part of the research enterprise
- Mnaddendmiwin (Respect) and inclusivity: the importance of valuing Indigenous knowledge and the importance of supporting outstanding research in all fields
- Interdisciplinarity: the ability to create synergies between disciplines to foster innovative research
- Research integrity: the commitment to creating an environment that promotes responsible conduct by embracing standards of excellence, trustworthiness, and ethical practices
- Dissemination and knowledge translation: the exchange and synthesis of knowledge to address the gap between the large volume of research data and its systematic review and implementation in academic and non-academic outlets

Examples of institutional initiatives

- Laurentian was one of only 16 Canadian universities to have secured funding in the first two rounds of allocations under the **Canada First Research Excellence Fund (CFREF)**. Laurentian is among only four of the 82 non-medical-doctoral Canadian universities to have received CFREF. Laurentian's seven-year, $104 million program Metal Earth, launched in September 2016, will lead to the discovery of more ore bodies, generate more mineral exploration investments in Canada and create wealth for all Canadians. It will make Laurentian a global leader in mineral exploration research. The Department of Earth Sciences received a $10 million private gift from the Harquail Family in September 2016 and has since been renamed the Harquail School of Earth Sciences
- A 4,000-sq.-ft. expansion to the School of Education building was completed in 2016 to create a **Cardiovascular and Metabolic Research Unit,** enabling Greater Sudbury to attract a new research unit of 25 people. The mission of this research unit is to foster excellence in cardiovascular and metabolic research by facilitating activity and collaboration among scientists at Laurentian, the Northern Ontario School of Medicine (NOSM) and Health Sciences North. Specifically, its research will focus on the pathophysiological mechanisms, biomarker exploration and novel therapeutic approaches for cardiovascular diseases, diabetes and cancer. Members of the research unit will also be interested in studies on asthma and aging development
- In 2018 Laurentian will open the 10,000-sq.-ft. **Norinne E. Perdue Collaborative Research and Development Space,** which will support existing research and expand research capacity. It will provide shared space for Laurentian's research centres from its seven faculties. It will also allow Laurentian to offer more fee-for-service analytical work. Currently, many researchers do not have the resources to fund their own equipment or the expertise to operate highly specialized instruments that require ongoing maintenance. Instead of encouraging research spacefor individual researchers, Laurentian wishes to encourage collaboration among researchers and across academic departments and schools through the sharing of equipment and expertise. Laurentian has had great success with this collaborative model in the design and construction of research spaces for the Vale Living with Lakes Centre (which has won 7 awards including the Holcim Award) and NOSM. A highly effective centralized analytical facility will benefit faculty, giving them more opportunities to undertake technical and highly scientific analysis. It will play a critical role in developing, attracting and retaining highly qualified, talented people, performing leading research and generating breakthrough ideas

Metrics and targets

System-Wide Metrics	2019-20 Target
Tri-council funding (total and share by council)	Increase the CIHR, NSERC, SSHRC and total Tri-Council funding - shares to total Ontario Universities
Number of papers (total and per full-time faculty)	Increase slightly the number of papers per faculty member

System-Wide Metrics	2019-20 Target
Number of citations (total and per paper)	Maintain or increase the number of citations per paper. .[2]

Institution-Specific Metrics	2019-20 Target
Number of research chairs	Increase from 18 in 2016-17 to 23 in 2020-21.

Innovation, Economic Development and Community Engagement

This section recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focuses on regional clusters, customized training, entrepreneurial activities, jobs, community revitalization efforts, international collaborations, students, partnerships with Aboriginal Institutes and a program mix that meets needs locally, regionally and beyond.

Institutional approach to innovation, economic development and community engagement

Laurentian University was founded to serve resource-based and rural regions. Fresh water surrounds Greater Sudbury and is a key element in the Laurentian identity, with its focus on "Clean Water Now and Forever" and on healthy communities through professional health programs, including the Northern Ontario School of Medicine. Laurentian University is vital to the socio-economic and creative life of the communities where we live, learn, and work.

One of the five key goals in Laurentian’s 2012-2017 Strategic Plan is community responsiveness. Outcomes pursued included:

- Establishing a cutting-edge curriculum that draws students internationally to the School of Architecture in downtown Sudbury
- Launching new programs (subject to Senate approval) responding to community needs, including: occupational health and safety; Indigenous relations; information technology security/data centres and management; théâtre et littérature franco-ontariens; integrated approaches to environmental science and environmental studies; and northern policy
- Developing new partnerships that further engage local communities to work with Laurentian on emerging priorities, including the performing and film arts
- Implementing quality housing solutions to meet changing student needs
- Continuing to support Laurentian’s high-quality French-language programs, including those that respond to community need for services in health, education, culture, and business
- Revitalizing the Certificate of Bilingualism, awarded to 500 students per year
- Completing the Indigenous Sharing and Learning Centre to serve as the gathering place to support Indigenous knowledge on the Sudbury campus
- Enhancing proactive hiring practices to increase the proportion of Indigenous faculty and staff
- Increased Indigenous content in courses from 13 % of all courses to 16 %

One of the four key goals adopted by Senate in its 2015-2018 Academic Plan is to expand graduate programs. Senate adopted the following strategies:

- Expanding academic supports for graduate students, e.g., teaching workshops, including meeting space needs, instrumentation for advanced study and appropriate library/archival resources
- Supporting the creation of new graduate programs, including a focus on health, Indigenous perspective, and the north
- Supporting the appointment of internal research chairs to help expand existing degree programs or establish new programs.

Examples of institutional initiatives

- The new **McEwen School of Architecture** was launched in downtown Sudbury in September 2013, after strong advocacy and leadership by a local steering committee dedicated to urban renewal. This is the first school of architecture to open in Canada in more than 40 years and the first to offer courses in French in Canada outside Québec. Students have already won global design competitions such as the Bergen International Wood Festival in Norway. The School benefited from a generous $10 million donation from Rob and Cheryl McEwen in June 2016. Like NOSM, Laurentian's McEwen School of Architecture develops new knowledge in the North, for the North. Use of design and materials that respond to northern cultures, communities and climate are expected to generate new opportunities for industry to grow in northern communities. The $45 million capital project was completed in 2016-2017. The Master of Architecture degree is being launched in 2017-2018
- In February 2016, Laurentian launched the **Laurentian Mining Innovation and Technology (LMIT)** The newly formed umbrella organization coordinates and promotes all mining-related research conducted at Laurentian through centres such as the Mineral Exploration Research Centre (MERC), the Centre for Research in Occupational Safety and Health (CROSH), the Vale Living with Lakes Centre (VLWLC) and the Mining Innovation Rehabilitation and Applied Research Corporation (MIRARCO). This one-stop approach to mining research enhances opportunities through synergistic and intuitive project alignments, shared resources, and focused coordination. It supports the provincial government's new Mineral Development Strategy
- In 2018 Laurentian will open the **Jim Fielding Innovation and Commercialization Space**. By creating an incubator-zone to ignite and stoke both innovation and commercialization, Laurentian will help local industry and emerging start-ups by bridging the existing gap between laboratory and market. Laurentian has the opportunity to partner with the Northern Centre for Advanced Technology Inc. (NORCAT), Sudbury's Regional Innovation Centre. Laurentian will leverage NORCAT's expertise, programming and credentials as a leading innovation centre to directly support the projects undertaken in the new incubator. The Jim Fielding Innovation and Commercialization Space will deliver an array of dynamic programs, services and resources for start-up clients. These will encourage cross-disciplinary linkages, industry collaborations, community engagement and critical problem solving to accelerate the process of creation, development, growth and sustainability of new enterprises
- In 2017-18 Laurentian will hire a new Research Chair in **Sustainable Northern Economic Development** to help build capacity for informed public policy development and practice in Northern Ontario. Through his/her research program, the Chair will provide leadership in the field of regional development, one of the priority areas identified in Laurentian University's Strategic Research Plan. The successful candidate will be a compelling public intellectual who acts as a thought leader in civil society on issues of community and economic development. This initiative is partially funded by generous donors who are passionate about the sustainable development of Northern Ontario. Their efforts also led to the creation of the popular Goring Family Lecture Series on Sustainable Northern Economic Development
- In 2017-18 Laurentian is launching Canada's first Masters program in **Science Communication**. Delivered in partnership with Science North, Canada's second-largest science centre, it will build on the success of the Science Communication Graduate Diploma introduced in 2006-2007, which was the first and only comprehensive Science Communication program of its kind in North America co-delivered with a science centre
- Other successful partnerships between Laurentian and Science North include the **Northern Leadership Program (NLP)**. The goal of the NLP is to develop and accelerate leadership skills and capabilities, strengthen networks and build leadership capacity within the North. Using a model that includes monthly classroom sessions, diagnostics, individual development plans and action learning, participants have the opportunity to put new leadership skills into action immediately. NLP Fellows also work with an executive coach, are mentored by community leaders and participate in peer coaching groups to further develop themselves as leaders. The program partners for NLP Cohort 4 in 2015-2016 — Child and Community Resources, Child and Family Centre, the City of Greater Sudbury, Collège Boréal, Laurentian University, North East Community Care Access Centre, and Science North — each nominated Fellows to participate in this one-year program. Each partner also developed leadership stretch initiatives that

provided opportunities for the NLP Fellows working in cross-sectorial teams to put their leadership skills into action. New partners are joining the program for Cohort 5 in 2016-2017

Metrics and targets

System-Wide Metrics	**2019-20 Target**
Graduate employment rates	Remain in the top 5 Ontario universities by 2020-2021 in terms of 6-month graduate employment rates. [4]
Number of graduates employed full time in a related job	Remain in the top 5 Ontario universities by 2020-2021 in terms of the proportion of graduates employed full time in a related job. [5]

Institution-Specific Metrics	**2019-20 Target**
Community, social and/or health development initiatives and collaborations	Laurentian will engage by 2020 in six (6) new meaningful community, social and/or health development initiatives and collaborations.

Enrolment Strategy and Program Direction

Enrolment plan and corridor midpoints

This section also establishes the agreed-upon corridor midpoint that will form the basis of enrolment-related funding over the course of the SMA period.

Corridor midpoint

For funding purposes **15,891** Weighted Grant Units (WGU) will be the corridor midpoint value for Laurentian University. This value was determined using the institution’s actual enrolment (expressed as WGUs) from the 2016-17 academic year. Laurentian University will receive funding consistent with this level of enrolment and subject to the policies contained within the Ontario University Funding Model Technical Manual, May 2017, Version 1.0.

Projected funding-eligible undergraduate enrolments

Below is the institutions projected enrolment of funding-eligible undergraduate enrolments for Laurentian University

	Projected 2017-18	**Projected 2018-19**	**Projected 2019-20**
Undergraduate Full-time Headcounts	6,003	5,896	5,873

Note – for this table, Full-time Headcount should be reported for Fall term only.

Graduate allocation – SMA 2017-2020

Below are the allocation of funding eligible graduate and PhD spaces for Laurentian University

	Target 2017-18	**Target 2018-19**	**Target 2019-20**
Masters	442	514	542

	Target 2017-18	Target 2018-19	Target 2019-20
PhD	104	118	123
Total	546	632	665

Note – allocation shown in FTEs

Projected international enrolment

	Projected 2017-18	Projected 2018-19	Projected 2019-20
Undergraduate **Full-time Headcounts**	444	505	589
Masters Full-time Headcounts	53	53	53
Doctoral Full-time Headcounts	33	33	33
Total Enrolment Full-time Headcounts	530	591	675

Note: International enrolments include all funding ineligible international students.

International enrolment strategy and collaboration

As stated in its 2012-2017 Strategic Plan, Laurentian's purpose includes an expectation that students be empowered to create future solutions to global issues. A number of outcomes were identified in the 2012-2017 Strategic Plan, including: food choices meeting cultural requirements; enhanced travel supports to faculty and graduate students giving peer-reviewed papers at international conferences; seeking international AACSB accreditation for the Faculty of Management; being recognized for expertise in specific areas of research excellence, including at the Vale Living with Lakes Centre; and seeing an increase in the proportion of international students and in the number of students who have enriched learning experiences abroad.

Laurentian has recently signed a five-year Memorandum of Understanding with the China University of Mining and Technology (CUMT). The partners will jointly establish the Sino-Canadian Ultra Deep Mining Research Center (SCUDMRC), whose research focus will be to build an advanced scientific platform in the mining field. Working collaboratively, Laurentian and CUMT will promote, through SCUDMRC, scientific and industrial research and projects in the mining area of Deep Ground, Deep Ocean and Deep Space Mining technologies.

In 2012 Laurentian signed an agreement with Zhejiang University of Finance and Economics (ZUFE) to offer a dual degree in accounting. https://laurentian.ca/news/laurentian-and-zhejiang-university-offer-innovative-dual-degree (https://laurentian.ca/news/laurentian-and-zhejiang-university-offer-innovative-dual-degree) ZUFE is recognized as the top accounting program in the Chinese province of Zhejiang (population: 55 million). Up to 100 students are admitted by ZUFE in year one on a competitive basis. Students complete most of their courses in China, complete 12 consecutive months of intense courses in Greater Sudbury and receive a degree from both institutions. The first cohort graduated in June 2016. Laurentian's Senate approved the program. Senate's Institutional Quality Assurance Process applies.

The main risk factor relates to geopolitical changes that can occur in other countries. To mitigate this risk, Laurentian increased the number of countries represented in its student population from 31 in 2000-2001 to 61 in 2016-2017. International enrolment has been stable over the last five years, ranging annually between 574 and 609 (headcount). Saudi Arabia (33 %), China (23 %) and Nigeria (nine %) constitute Laurentian's three most popular sources of international students. Enrolment from Saudi Arabia peaked in 2014 at 264 and now stands at 188. Enrolment from China peaked in 2004 at 271 and now stands at 133.

Approval of the international strategy rests with the President and Vice-Chancellor, within the Board-approved annual budget and policies. Approval of programs or pathway agreements rests with Senate.

Strategic areas of program strength and expansion

Program areas of strength

1. Geology, including Mineral Exploration
2. Engineering and Architecture
3. French-Language Programs
4. Forensic Science
5. Medicine/Rural and Northern Health
6. Indigenous Relations
7. Restoration and Conservation Ecology
8. Education
9. Business and Sports Administration
10. Interdisciplinary Arts

The proposed areas of program strength are intended to inform program approval processes.

Program areas of expansion

1. Engineering and Architecture
2. French Language and Bilingual Programs
3. Indigenous programming
4. Earth Sciences, Forensic Science and Information Technology
5. Northern Health and Development including PhD in Human Kinetics, Physical Therapy and Occupational Therapy

Financial sustainability

The Ministry and the University recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario's vision for the postsecondary education system. To this end, it is agreed that:

It is the responsibility of the governing board and senior administrators of the University to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the University agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future.

The University remains accountable to the Ministry with respect to effective and efficient use of provincial government resources and student resources covered by policy directives of the Ministry, or decisions impacting upon these, to maximize the value and impact of investments made in the postsecondary education system.

System-wide Metrics	**2015-16 Actuals**
Net Income / (Loss) Ratio	(1.11%)
Net Operating Revenues Ratio	5.16%
Primary Reserve Ratio	(14 days)
Interest Burden Ratio	1.66%

System-wide Metrics	2015-16 Actuals
Viability Ratio	(0.09)

Institutional Collaborations and Partnerships

- Laurentian University is an active member of Universities Canada, the Council of Ontario Universities, the Association des universités et collèges de la francophonie canadienne (ACUFC) and its Consortium national de formation en santé (CNFS) and Consortium national de formation en justice, the Ontario Council on Articulation and Transfer (ONCAT), eCampusOntario, Contact North and of the Consortium des universités de la francophonie ontarienne (CUFO)
- Laurentian University respects the autonomy of its affiliated and federated universities (Université de Hearst, Huntington University, Thorneloe University, University of Sudbury) and is always willing to collaborate with some or all of them on areas of common interest.
- Laurentian University shares the Northern Ontario School of Medicine (NOSM) with Lakehead University
- Laurentian University created the Northern Policy Institute in partnership with Lakehead University
- Health Sciences North, Northeastern Ontario's academic health science centre, and its Health Sciences North Research Institute, are affiliated with Laurentian University, enabling collaborations in health-related teaching and research
- No other university has nursing collaborations with as many Ontario colleges as Laurentian University (Cambrian College, Collège Boréal, Northern College (two sites), Sault College, St. Lawrence College (three sites)
- One of Greater Sudbury's strengths is the close collaboration among its three postsecondary institutions (Laurentian University, Cambrian College, Collège Boréal), covering two languages and two postsecondary education sectors. Senior leaders and Governors from the three institutions meet regularly. This a national success story to be highlighted and nurtured. The institutions plan to build on this success in the next three years, including through new program pathways, new joint recruitment efforts and increased research collaborations
- Another noteworthy collaboration is with Northern College in mining-related education, research and innovation
- The University of Sudbury, with its Department of Indigenous Studies, supports Laurentian University's mandate of offering a comprehensive approach to Indigenous education
- Laurentian's three federated universities all offer undergraduate programming in the Arts
- Huntington University offers undergraduate programming in Communications Studies, Religious Studies and Gerontology. In 2016-2017, it served 158.5 full-time equivalent (FTE) students declaring one of Huntington's programs as their program of study and the equivalent of approximately 230 FTE students when factoring in all students taking course sections at Huntington
- Thorneloe University is home to the departments of Ancient Studies, Religious Studies, Theatre Arts and Motion Picture Arts and Women's, Gender, and Sexuality Studies. It offers Certificate, Diploma and Bachelors Degree programs in Theology through the School of Theology. In 2016-2017, it served 63.4 FTE students declaring one of Thorneloe's programs as their program of study and the equivalent of approximately 323 FTE students when factoring in all students taking course sections at Thorneloe
- The University of Sudbury offers programs in Indigenous Studies, Philosophy, Religious Studies, Études journalistiques and Folklore et ethnologie. In 2016-2017, it served 62.6 FTE students declaring one of the University of Sudbury's programs as their program of study, including 11.2 FTE students enrolled in French-language programs, and the equivalent of approximately 291 FTE students when factoring in all students taking course sections at the University of Sudbury
- The Université de Hearst offers programming in Administration des affaires (three or four years), Arts, Arts – Étude des enjeux humains et sociaux (three or four years) and Arts – Psychologie (four years) at its campuses in Hearst, Timmins and Kapuskasing. Over the last five years, the Université de Hearst has delivered on average 19 degrees per academic year across its three campuses

- Health Sciences North is the academic health science hub of Northeastern Ontario. Its mission is to improve the health of northerners by working with its partners to advance quality care, education, research and health promotion. Its vision is to be globally recognized for patient-centred innovation. It has a $450 million budget, 3,900 employees, 280 physicians and 600 volunteers, and is affiliated with Laurentian University and the NOSM
- Governed by its own board of directors, the Health Sciences North Research Institute (HSNRI) research institute of HSN is affiliated with Laurentian. Its purpose is to contribute to sustainable solutions for health challenges faced by the people and communities of Northeastern Ontario. HSN RI has generated over $21 million in research funding, created 75 full-time equivalent positions, and successfully raised $15 million in funding for the new Walford research facility. HSNRI has already proven to be an appealing destination to conduct innovative research with the attraction of world-renowned research chairs in Healthy Aging, Personalized Medicine, Cancer Solutions, and Northern and Indigenous Health, all of which are leading research programs tailored to the health priorities of the region, wrapped around a population health focus to achieve health equity for Ontario's Northern and Indigenous communities

Ministry/Government Commitments

- The SMA2 process has focused on implementing the first stages of the new funding model and demonstrating the ongoing commitment by all colleges and universities to student success. Future growth will only be funded through negotiated changes to an institution's funded enrolment corridor . Through the SMA2 cycle, the ministry will continue to work closely with institutions to ensure all dimensions of the funding model are implemented.
- In a memo to colleges and universities dated March 7, 2017, the ministry committed to using the SMA2 (2017-20) process as a transitional phase to commence the collaborative and joint development of performance metrics and targets, tied to funding, for SMA3 (2020-23). The ministry reiterates this commitment and reaffirms that metrics and targets included in SMA2 are not tied to funding at this time and are a beginning point for further discussions with the sector prior to their application in SMA3. Colleges and universities will have the opportunity to reset and realign metrics prior to the application of metrics in SMA3. The ministry will also engage other stakeholders as part of discussions on a broad metrics strategy
    - The ministry commits to establishing a joint working group with each of the sectors and to begin detailed discussions in fall 2017 on metrics/targets and to seek input on the performance measurement methodology for SMA3.

- Colleges, universities and the ministry all benefit from processes that are transparent and non-duplicative. The ministry commits to work with colleges and universities to continue to streamline processes and seek opportunities to further reduce red tape (in part through increased access to other tools) , including reducing or eliminating duplicated reporting requirements.
- Through SMA2 discussions, the ministry has heard concerns about the challenges of delivering breadth in programming for Francophone and Francophile students, including the cost and funding of such delivery. Starting in fall 2017, the ministry commits to consulting institutions who have a formal mandate for bilingual and/or French-language delivery to review the delivery of French-Language programming and consider these concerns
- In 2016, an extension of the existing tuition policy framework was announced to support a major reform in OSAP. The ministry will engage with both the college and university sectors around the next tuition policy framework, including examining the issue of tuition anomalies in certain professional programs as a result of past changes to tuition policy, and, for colleges, examining tuition levels relative to competitive college tuition frameworks in Canada.
- In recent years and during the SMA process, there has been an increased interest in the creation of a new polytechnic designation in the Ontario postsecondary education system. Starting in fall 2017, the ministry commits to undertake a review that examines whether improved benefits for students and employers are sufficient to make such a change. The ministry commits to working collaboratively with institutions across the sectors on this review.

- The ministry commits to continue to work collaboratively with universities to assess the anticipated need for additional graduate spaces related to programs that are currently under development.
- Starting in fall 2017, the ministry commits to undertake a review of the university Northern Grant working collaboratively with universities to examine whether the criteria for access and allocations of the Northern Grant represent an equitable approach.

[1] Laurentian tends to have data reporting issues on such rankings because its faculty may use either the English or French name of the university when they publish, or the English or French name of one of its federated or affiliated universities or of NOSM.

[2] Laurentian is prioritizing investments in IT (which will indirectly improve student services) and research.

[3] Laurentian tends to have data reporting issues on such rankings because its faculty may use either the English or French name of the university when they publish, or the English or French name of one of its federated or affiliated universities or of NOSM.

[4] In 2015-16, Laurentian University had the highest 6 month graduate employment rates at 91.9% (6 six months) and 95% (2 two years). Laurentian has led the province in the 6 six-month category for the last 6 six years. Source: Key Performance Indicators, Employment Rate of Graduates in Undergraduate Programs, MAESD, Ontario University Graduate Survey.

[5] Based on the 2013 cohort, 92% of graduates were employed full-time in a job closely or somewhat related to their schooling

2014-2017 Strategic Mandate Agreement, Laurentian University (https://www.ontario.ca/page/2014-17-strategic-mandate-agreement-laurentian-university)

Updated: November 26, 2020
Published: March 16, 2018

TAB I

This is **Exhibit "I"**

referred to in the affidavit of Russell Perry Janzen

sworn before me, this 16th day of March 2021

A COMMISSIONER FOR TAKING AFFIDAVITS

LAURENTIAN UNIVERSITY
Strategic Mandate Agreement Annual Report 2017-18
Part 1. Overview

Introduction

The 2017-20 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Training, Colleges and Universities outline the role universities perform in Ontario's postsecondary education system and how they will build on institutional strengths to fulfil their mandate and help support system-wide objectives and government priorities.

Each priority area in 2017-20 SMAs includes system-wide and institution-specific metrics and targets.

The SMA Annual Report is used by the ministry to track progress on metric performance on an annual basis. The SMA Annual Report is also an opportunity for institutions to provide contextual information and a narrative associated with performance in the shared priority areas. ***Part 1. Overview*** introduces the institutional context for metrics performance, overall and by priority area. ***Part 2. Data Workbook*** includes historical data and most recently available values for both system-wide and institution-specific metrics.

For more information on the Strategic Mandate Agreements, please visit the Ontario Government webpage.

Institutional Narrative

Located on the Robinson-Huron Treaty of 1850 territory, Laurentian University recognizes that we are on the traditional lands of the Atikameksheng Anishnawbek and Wahnapitae First Nations. Laurentian is committed to strengthening the foundation of knowledge in higher education and research in order to offer an outstanding university experience in English and French with a comprehensive approach to Indigenous education. Together with its federated partners, Laurentian University prepares leaders who bring innovative and intelligent solutions to local and global issues.

Laurentian University has the highest proportion of first generation post-secondary attendees in Ontario. It is also unique in having both a very high proportion of students who identify as being Indigenous (15%) and who study in French language programs (19%). These proportions have increased in recent years. This creates a very diverse student body and requires the University to provide appropriate supports for those students.

The 2018-2023 Strategic Plan contains many outcomes aimed specifically at the success of these populations. The five values included in the plan are:

- The North inspires us;
- Student success is our success;
- Teaching and learning define us;
- Curiosity drives our research; and
- Relationships are our priority.

Aspirations

Laurentian University articulated these five aspirations in its 2018-2023 Strategic Plan and will seek out collaborations, investments, and accomplishments that align with the following strengths.

LAURENTIAN UNIVERSITY
Strategic Mandate Agreement Annual Report 2017-18
Part 1. Overview

Strengths	Aspirations
Indigeneity	Laurentian University will be a leader in the process of reconciliation through transformative postsecondary education and research.
Francophone Cultures and Language	Laurentian University will be a catalyst for vibrant Francophone cultures and communities across Ontario and beyond.
Interdisciplinarity	Laurentian University will create interdisciplinary knowledge to offer compelling solutions for society's complex challenges.
Mining and Environmental Sustainability	Laurentian University's expertise in mining and environmental stewardship will drive knowledge creation, economic prosperity, and ecological sustainability, locally, nationally, and internationally.
Well-being	Laurentian University will provide innovative solutions to address particular health concerns and the general well-being of the North and its populations.

Priority Areas

1. Student Experience

Institutional Approach to Improving the Student Experience

Laurentian University has undertaken a series of measures to increase the Year 1 to Year 2 retention rate, which is now at 85.1%. One of these measures is the reorganization the Centre for Academic Excellence (CAE), which includes new student and faculty engagement units that provide additional pedagogical support.

The proportion of operating expenses for student services has grown to 7%. Laurentian has surpassed its target through the creation of a Learning Commons, where students can access tutoring and writing assistance. A new Peer Navigator program also pairs incoming students with upper-year students, in order to provide peer mentoring and increase student engagement.

Laurentian has observed a decrease in the proportion of fourth-year students with two High-Impact Practices, which is now at 51.2%. In order to reach its target, Laurentian has obtained philanthropic funding to hire a Special Advisor Leadership and Experiential Learning Work and has launched an initiative to integrate classroom learning with real-world experience.

Finally, the proportion of students who asked to withdraw from the University or their program has decreased by 22%, surpassing the 5% target for 2020. Academic Advisors in the CAE met one-on-one with more students, resulting in a higher percentage of students being redirected from withdrawing.

Additional information on the student experience can be found in the Laurentian University 2018-2023 Strategic Plan where one of the five themes is "Student Success is Our Success".

2. Innovation in Teaching and Learning Excellence

In 2017-2018, the CAE provided training to 36 faculty members regarding the incorporation of learning outcomes in the curriculum. Since July 2018, an additional 11 faculty members have received formal training. All-new course instructors receive guidance from an instructional designer when developing their online courses.

Through the activities of the CAE, faculty members are receiving increased mentorship to enhance their teaching, specifically in the areas of technology-enabled learning and integrating Indigenous perspectives. Two faculty members were selected as Teaching Fellows to provide support such as facilitating workshops and individual consultation.

Laurentian University has observed a decrease in its graduation rate, which is now at 63.7%. In support of reaching our target of 65%, Laurentian has reorganized the CAE to support increased retention, developed leadership and experiential learning opportunities and improved support services and infrastructure dedicated to students.

The composite score on the National Survey of Student Engagement questions related to student's perceived gains in higher-order learning outcomes has slightly decreased and is now at 26.5%, which is 0.4% below our target. The above-noted support for improved teaching and experiential learning is also aimed at improving performance on this parameter.

Laurentian University does not currently measure the proportion of programs with explicit curriculum maps and articulation of learning outcomes but is developing a methodology to be able to track this metric.

For more information on the present theme, see the value "Teaching and Learning Define Us" of the Laurentian University 2018-2023 Strategic Plan.

3. Access and Equity

Laurentian University's student population is uniquely diversified. As mentioned in its 2018-2023 Strategic Plan, the institution is committed to promote and foster inclusion, acceptance, and respect for diversity.

In 2017-2018, Laurentian has successfully surpassed its target for increasing the student population of the following groups:

- Francophone students (1595 full-time students)
- Indigenous students (981 full-time students)

As expected, Laurentian's first generation post-secondary attendee population is tracking toward its prediction of 3,549 full-time students by 2020. There are currently 740 students registered with the Accessibility Office, which is likely an under-representation as a much larger number of students self-declare as having a disability.

Laurentian has substantially exceeded its target for the number of programs requiring credits in courses with Indigenous content, which is now at 57 programs. This increase is attributed to the Bachelor of Arts degree requirement for six credits of Indigenous Content. This course-content requirement is also being explored by programs in other Faculties.

More information on the theme of Access and Equity can be found in the Laurentian University 2018-2023 Strategic Plan under the values "Student Success is our Success", "Teaching and Learning Define Us" and "Relationships are Our Priority".

4. Research Excellence and Impact

In 2017-2018, Laurentian University maintained its funding targets received from the Tri-Council:

- CIHR funding (0.3% share of the total to Ontario universities)
    - In terms of achievements, Laurentian was awarded a $2.1M grant from the Health Systems Research Fund for a project entitled "Evidence to Action - integrating the voices of Aboriginal Children".
- SSHRC funding (0.8% share of the total to Ontario universities).
    - Laurentian has surpassed its goal of $400,000 in annual SSHRC funding, reaching $658,925.

- NSERC funding (1.2% share of the total to Ontario universities)
  - In terms of achievements, under Environment and Conservation, Laurentian received over $1.6M from the OCE and NSERC for a project entitled “Landscape carbon accumulation through reductions in emissions (L-CARE): developing brownfield management protocols for carbon sequestration and habitat use”.

Tri-Council funding has nearly doubled since 2015-2016, largely due to funding from the Canada First Research Excellence Fund for two projects, Metal Earth and Canadian Particle Astrophysics Research Centre, and other significant increases in NSERC funding, especially for Collaborative Research and Development grants. For two consecutive years, Laurentian has been ranked #1 in Canada for research income in the undergraduate university category, according to Research InfoSource.

The institution has also maintained its number of research chairs, for a total of 18.

For more information on the research excellence theme, the Laurentian University 2018-2023 Strategic Plan contains a value entitled “Curiosity Drives Our Research”.

5. Innovation, Economic Development and Community Engagement

Laurentian’s graduate employment rate within six months of graduation is now at 92.2%, and the employment rate within two years of graduation is now at 96.1%. Laurentian University remains in the top 5 of Ontario universities for these categories.

The proportion of Laurentian graduates who are working full-time is now at 91.5%.

Laurentian University is engaged in several community, social and health development initiatives, including with Indigenous communities. Laurentian has received funding from the Canada First Research Excellence Fund and is collaborating with more than 12 mining companies in the region and all over Canada to become a leader in metal endowment research and a world-class innovator.

Laurentian has also launched a STEM education project with Indigenous communities. The institution is dedicated to its health research collaborations with the Northern Ontario School of Medicine, Health Science North, Thunder Bay Regional Health Sciences Centre and their research institutes.

Attestation

Laurentian University confirms that all information being submitted to the ministry as part of the 2017-18 SMA annual report is accurate and has received approval from the University President.

Please complete the contact information below.

Institutional Contact Name:	Dr. Serge Demers Interim Vice-President, Academic and Provost
Telephone:	705.675.1151 ext. 3900
Email:	sdemers@laurentian.ca
Completion Date:	January 16, 2019
Website address for posting ministry approved report:	Laurentian.ca/policies-accountability/sma-report-back

Laurentian University SMA2 Annual Report 2017-18 Part 2

System-Wide Metrics

ID	Priority Area	Metric Name	2014-15	2015-16	2016-17	2017-18
8	Student Experience	Year 1 to Year 2 retention rate	84.4%	84.5%	82.6%	85.1%
34	Student Experience	Proportion of senior-year students with two High-Impact Practices (HIPs)	62.3%			51.2%
98	Student Experience	Average number of High Impact Practices (HIPs) per fourth-year student	2.0			1.7
71	Student Experience	Proportion of operating expenses on student services, net of student assistance	6.3%	6.1%	7.0%	6.7%
52	Innovation in Teaching and Learning Excellence	Graduation rate	66.8%	64.9%	68.2%	63.7%
41	Innovation in Teaching and Learning Excellence	Proportion of programs with explicit curriculum maps and articulation of learning outcomes				
35	Innovation in Teaching and Learning Excellence	Composite score on NSSE question related to students' perceived gains in higher order learning outcomes	26.9			26.5
103	Access and Equity	Number of first generation students enrolled at institution	3,538	3,660	3,500	3,321
104	Access and Equity	Number of students with disabilities enrolled at institution	690	848	628	740
105	Access and Equity	Number of Indigenous students enrolled at institution	717	786	808	981
106	Access and Equity	Number of French-language students enrolled at institution	1,390	1,436	1,517	1,595
36	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	62.3%	59.7%	57.1%	61.5%
84	Access and Equity	Number of transfer applications	622	746		
107	Access and Equity	Number of transfer registrations	118	104		
48	Research Excellence and Impact	Number of papers per faculty member			0.7	
50	Research Excellence and Impact	Number of citations per paper			7.4	
97	Research Excellence and Impact	CIHR funding - share to total Ontario universities			0.3%	0.3%
96	Research Excellence and Impact	SSHRC funding - share to total Ontario universities			0.7%	0.8%
95	Research Excellence and Impact	NSERC funding - share to total Ontario universities			1.2%	1.2%
94	Research Excellence and Impact	Total Tri-Council funding - share to total Ontario universities			0.7%	0.7%
87	Innovation, Economic Development and Community Engagement	Of those graduates who are working full-time, what proportion are working in related jobs	93.0%	92.0%	92.0%	91.5%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 6 months	93.9%	91.9%	93.7%	92.2%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 2yr	97.1%	95.0%	96.1%	96.1%

Grey-out cells: data not available

Institution-Specific Metrics

#	Priority Area	Metric Name	Objective of Metric	2016-17	2017-18
1	Student Experience	Number of students asked to withdraw from the University or their program	Monitor improvements in student success.	263	206
2	Innovation in Teaching and Learning Excellence	Capacity to implement learning outcomes in the curriculum at the course, program and degree level	Increase institutional capacity to create curricula that have a consistent outcome focus from the degree to course level.	8	36
3	Access and Equity	Number of programs requiring credits in courses with Indigenous content	Assess degree of indigenization of the curriculum.	6	57
4	Research Excellence and Impact (Univ)	Number of research chairs	Increase research capacity in strategic areas.	18	18
5	Innovation, Economic Development and Community Impact	Community, social and/or health development initiatives and collaborations	Increase our community engagement in strategic areas.		

Grey-out cells: data not available

Appendix 1. Data inputs required for calculation of selected system-wide metrics

Metric ID	Metric Name	Data inputs - for calculating metrics	2016-17	2017-18
36	Share of OSAP recipients at an institution relative to its total number of eligible students	Total OSAP Award Recipients	3,845	4,009
		Total Eligible Student Headcount	6,736	6,520
71	Proportion of operating expenses on student services Table 6 COFO Financial Report	Total operating expenses (000s) (Cell L36)	$159,895	$156,124
		Student service expenses (000s) (Cell G36)	$18,087	$18,021
		Scholarships, bursaries (000s) (Cell G28)	$6,905	$7,603

Research Funding Data

Metric ID	Metric Name	Data inputs - for calculating metrics	2014-15	2015-16	2016-17	Total (14/15 - 16/17)	3yr avg. (14/15 - 16/17)
97	CIHR funding - Share to total of Ontario Universities	University funding value	$693,288	$778,144	$1,058,000	$2,529,432	$843,144
		Total Ontario funding value	$304,962,320	$304,827,533	$337,697,915	$947,487,768	$315,829,256
96	SSHRC funding - Share to total of Ontario Universities	University funding value	$465,351	$572,984	$516,693	$1,555,028	$518,343
		Total Ontario funding value	$64,980,841	$66,781,141	$73,737,728	$205,499,710	$68,499,903
95	NSERC funding - Share to total of Ontario Universities	University funding value	$3,109,860	$3,573,074	$3,594,689	$10,277,623	$3,425,874
		Total Ontario funding value	$276,845,451	$273,490,047	$293,234,732	$843,570,230	$281,190,077
94	Tri-Council funding - Share to total of Ontario Universities	University funding value	$4,268,499	$4,924,202	$5,169,382	$14,362,083	$4,787,361
		Total Ontario funding value	$646,788,611	$645,098,721	$704,670,375	$1,996,557,708	$665,519,236

Bibliometrics Data (as of Nov.2017 for the time period 2011-2015)

Metric ID	Metric Name	Data inputs - Counts for calculating metrics	2011	2012	2013	2014	2015	Total (2011-2015)	5yr avg. (2011-2015)
50	Number of citations per paper	Number of citations	2,595	2,759	2,424	1,377	996	10,151	
48	Number of papers per faculty member	Number of papers	247	275	280	270	294	1,366	273
		Number of faculty members					378		

Appendix 2. University Metrics - Dictionary

ID	Metric Name	Description	Source	Reporting Period	Notes
8	Year 1 to Year 2 retention rate	Percentage of first-time, full-time undergraduate university students who commenced their study in a given Fall term and have continued to study at the same institution in the next Fall term	Consortium for Student Retention Data Exchange (CSRDE)	Academic year, returning cohort. E.g., the 2016-17 data value reflects students who enrolled in Fall 2015 and returned to the institution in Fall 2016	Based on cohort analysis by CSRDE and reported by universities through SMA Annual Reports. Compatible with CSRDE graduation rate
34	Proportion of fourth-year students with two or more High-Impact Practices (HIPs) (1)	Percentage of students who participated in two or more of the six High Impact Practices (HIPs) as identified in NSSE - service learning, learning community, research with a faculty member, internship or field experience, study abroad and culminating senior experience	National Report on "Customizable Items Selector", National Survey of Student Engagement (NSSE)	Academic year when National Survey of Student Engagement (NSSE) is administered; e.g., data for 2014 NSSE is included under 2014-15. Most Ontario universities participate in the survey every three years and provide data only for these years (2014 and 2017)	Participation includes the percentage of students who responded "Done or in progress" for five HIPs (Q11) and at least "Some" of courses included a community-based project for service learning (Q12)
98	Average number of High Impact Practices (HIPs) per fourth-year student (1)	Average number of High-Impact Practices (HIPs) of the six HIPs identified in NSSE per respondent	National Report on "Customizable Items Selector", National Survey of Student Engagement (NSSE)	Academic year when National Survey of Student Engagement (NSSE) is administered; e.g., data for 2014 NSSE is included under 2014-15. Most Ontario universities participate in the survey every three years and provide data only for these years (2014 and 2017)	Participation includes the percentage of students who responded "Done or in progress" for five HIPs (Q11) and at least "Some" of courses included a community-based project for service learning (Q12)
71	Proportion of operating expenses on student services	Percentage of total student services expenses, excluding scholarships and bursaries, in total operating expenses in a given fiscal year (consolidated values including affiliates where applicable)	Council of Ontario Finance Officers (COFO)	Fiscal Year	Proportion of operating expenses on student services is calculated as total student services expenses (Cell G36) minus scholarships, bursaries etc. (Cell 28) divided by total operating expenses (Cell L36) as per Table 6, COFO Financial Report of Ontario Universities
52	Graduation rate	Percentage of first-time, full-time undergraduate university students who commenced their study in a given Fall term and graduated from the same institution within 6 years	Consortium for Student Retention Data Exchange (CSRDE)	Academic year, graduating cohort: e.g. 2015-16 data value reflects students who enrolled in Fall 2009 and graduated within six years, before or in calendar year 2015	Based on cohort analysis by CSRDE and reported by universities through SMA Annual Reports. Compatible with CSRDE retention rate
41	Proportion of programs with explicit curriculum maps and articulation of learning outcomes	Proportion of programs with explicit curriculum maps with articulation of learning outcomes	Institutional data	Academic year	As part of the Quality Assurance process introduced in 2010, all academic programs undergoing cyclical review are required to articulate learning outcomes in relation to undergraduate and graduate degree-level expectations. Curriculum mapping involves the articulation of learning outcomes at the course level.
35	Composite score on NSSE question related to fourth-year students perceived gains in higher order learning outcomes	Students' perceived gains in knowledge, skills and personal development	National Survey of Student Engagement (NSSE)	Academic year when National Survey of Student Engagement (NSSE) is administered; e.g., data for 2014 NSSE is included under 2014-15. Most Ontario universities participate in the survey every three years and provide data only for these years (2014 and 2017)	Skills gains are measured as a simple sum of NSSE means for ten areas (Q17a-Q17j) including effective writing and speaking, critical thinking, numerical analysis, work-related knowledge and skills, team-work, problem-solving, being an informed and active citizen, understanding people of other backgrounds
103	Number of first generation students enrolled at institution	Total number of full-time first generation students enrolled at institution	Enrolment data	Academic year	First generation student is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a first generation student
104	Number of students with disabilities enrolled at institution	Total number of students with disabilities registered with the Office for Students with Disabilities	Table 1 of the institution's annual report to the ministry for the Accessibility Fund for Students with Disabilities (AFSD); enrolment data	Academic year	Number of students with disabilities for 2016-17 year is based on the AFSD reports. Please review and update where necessary to align with previous values

ID	Metric Name	Description	Source	Reporting Period	Notes
105	Number of Indigenous students enrolled at institution	Total number of full-time Indigenous students enrolled at institution	Enrolment data	Academic year	Indigenous is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Indigenous peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs
106	Number of French-language students enrolled at institution	Total number of full-time French-language students enrolled at institution	Enrolment data	Academic year	A student is considered a French-language student if he or she meets at least one of the following criteria of: The student's mother tongue is French; The principal language of correspondence with the student is French; The student was previously enrolled in a French-language education institution; The student was enrolled in a postsecondary program delivered partially in French
36	Share of OSAP recipients at an institution relative to its total number of eligible students	Full-time Ontario Student Financial Aid (OSAP) recipients at an institution as a share of its total number of full-time grant eligible enrolment	OSAP recipients: MTCU; Full-time grant eligible enrolment: Institutional data	Academic year, 2016-17 and 2017-18. OSAP academic year starts at August 1, with academic year end data available at the end of August the following year. Full-time enrolment: funding-eligible November 1st headcount of undergraduate and graduate students with 60% Load (0.3FTE) or greater	The number of OSAP awards includes any undergraduate and graduate student who has applied for full-time OSAP assistance and was issued funding. Note: In 2017-18 the definition was adjusted to reflect the number of recipients that were issued awards (rather than the number of applicants eligible for awards) and to exclude the double counting of applicants.
84	Number of transfer applications	Full-time transfer students in the fall of the first-year of a university program, who have applied to university and have identified on applications to Ontario University Applications Centre (OUAC)	Ontario University Applications Centre (OUAC) reports and reported by universities through SMA Annual Reports	Academic year of application and registration	Metric does not reflect all transfers as it excludes transfer students who apply directly to university and includes only students who applied through OUAC in the fall of the 1st year of university from publicly-assisted colleges and universities
107	Number of transfer registrations	Full-time transfer students registered in the fall of the first-year of a university program, who have applied to university and have identified on applications to Ontario University Applications Centre (OUAC)	Ontario University Applications Centre (OUAC) reports and reported by universities through SMA Annual Reports	Academic year of application and registration	Metric does not reflect all transfers as it excludes transfer students who apply directly to university and includes only students who applied through OUAC in the fall of the 1st year of university from publicly-assisted colleges and universities
48	Number of papers per full-time faculty	Number of papers divided by the number of full-time faculty at the university (including affiliates)	SCOPUS (Elsevier) data on papers; Faculty data: Common University Data Ontario (CUDO) or institutional data on faculty eligible for research funding	Papers: Calendar year, 5-year average, one year slip (2011-2015); Faculty: Full-time faculty (Fall 2015). Data was collected as of November 2017	Data includes articles, reviews, self-citations, and captures affiliated hospitals and institutions. Metric calculated by MTCU
50	Number of citations per paper	Number of citations divided by the number of papers published over a period of five years at the university (including affiliates)	SCOPUS (Elsevier) data on papers and citations	Calendar year, 5-year total, one-year slip, citations in 2011-16 on papers published in 2011-15, and papers published in 2011-15. Data collected as of November 2017	Data includes articles, reviews, self-citations, and captures affiliated hospitals and institutions. Metric calculated by MTCU
97	CIHR funding - share to total Ontario universities	Canadian Institutes of Health Research (CIHR) funding received by university (including affiliates) and percentage in total CIHR funding received by all Ontario universities in a given fiscal year	Research Support Programs, The Tri-agency Institutional Programs Secretariat (TIPS)	Fiscal Year, 3-year rolling average, one-year slip. The 2017-18 metric value is based on the average for the period 2014-15 to 2016-17	Funding includes CIHR research grants received by universities and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities, and excludes funding for research chairs, fellowships, scholarships, awards and prizes. Full list of exclusions is available at http://www.rsf-fsr.gc.ca/apply-demande/calculations-eng.aspx
96	SSHRC funding - share to total Ontario universities	Social Sciences and Humanities Research Council (SSHRC) funding received by university (including affiliates) and percentage in total SSHRC funding received by all Ontario universities in a given fiscal year	Research Support Program, The Tri-agency Institutional Programs Secretariat (TIPS)	Fiscal Year, 3-year rolling average, one-year slip. The 2017-18 metric value is based on the average for the period 2014-15 to 2016-17	Funding includes research grants received by universities and their affiliates from SSHRC and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities, and excludes funding for research chairs, fellowships, scholarships, awards and prizes. Full list of exclusions is available at http://www.rsf-fsr.gc.ca/apply-demande/calculations-eng.aspx

ID	Metric Name	Description	Source	Reporting Period	Notes
94	Tri-Council funding - share to total Ontario universities	Tri-Council funding received by university (including affiliates) and percentage in total Tri-Council funding received by all Ontario universities in a given fiscal year	Research Support Program, The Tri-agency Institutional Programs Secretariat (TIPS)	Fiscal Year, 3-year rolling average, one-year slip. The 2017-18 metric value is based on the average for the period 2014-15 to 2016-17	Funding includes research grants received by universities and their affiliates from the three federal research granting agencies and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities, and excludes funding for research chairs, fellowships, scholarships, awards and prizes. Full list of exclusions is available at http://www.rsf-fsr.gc.ca/apply-demande/calculations-eng.aspx
95	NSERC funding - share to total Ontario universities	Natural Science and Engineering Research Council (NSERC) funding received by university (including affiliates) and percentage in total NSERC funding received by all Ontario universities in a given fiscal year	Research Support Fund, The Tri-agency Institutional Programs Secretariat (TIPS)	Fiscal Year, 3-year rolling average, one-year slip. The 2017-18 metric value is based on the average for the period 2014-15 to 2016-17	Funding includes NSERC research grants received by universities and their affiliates and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities, and excludes funding for research chairs, fellowships, scholarships, awards and prizes. Full list of exclusions is available at http://www.rsf-fsr.gc.ca/apply-demande/calculations-eng.aspx
87	Of those graduates who are working full-time, what proportion are working in related jobs	Percentage of university graduates in the labour force employed full-time in a job related to skills developed at university, two years after graduation	Ontario University Graduate Survey (OUGS)	Academic year when the Ontario University Graduate Survey (OUGS) is administered, e.g. 2017-18 data value reflects graduates from bachelor or first professional degree programs who graduated in calendar year 2015 and responded to the 2017-18 OUGS	Metric is based on the number of respondents employed in full-time jobs closely related or somewhat related to skills developed at university, and the total number of OUGS respondents employed in full-time jobs. The labour force includes persons who were employed or unemployed but looking for work
1	Graduate employment rates	Percentage of university graduates in the labour force employed six months and two years after graduation	Ontario University Graduate Survey (OUGS)	Academic year, when Ontario University Graduate Survey (OUGS) is administered, e.g. 2017-18 data value reflects graduates from bachelor or first professional degree programs who graduated in calendar year 2015 and responded to the 2017-18 OUGS	Graduate employment rates are based on the number of respondents in the labour force who were employed part-time, full-time or were offered a job, and the total number of OUGS respondents in the labour force. The labour force includes persons who were employed or unemployed but looking for work

TAB J

This is **Exhibit "J"**

referred to in the affidavit of Russell Perry Janzen

sworn before me, this 16th day of March 2021

A COMMISSIONER FOR TAKING AFFIDAVITS

2019-20
BUDGET

Growing Stronger

Together. Ensemble. Maamwi.

LaurentianUniversity
Université**Laurentienne**

2019-20 DRAFT BUDGET AND OUR PLAN FOR LONG-TERM SUSTAINABILITY

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Executive Summary

Over the course of the past decade, Laurentian University has invested in programs, infrastructure, resources and processes which would set the University up for growth and resilience within a declining demographic paradigm. Our vision has remained steadfast, and we have diligently anchored our purpose and strong tri-cultural mandate through the alignment of our Strategic Plan and Strategic Mandate Agreement.

Fiscal Context

We have faced a challenging fiscal context, amplified by a series of unforeseen pressures which had thus far been countered by our collaborative efforts on a Long-Term Sustainability Plan. This hard work and difficult decisions resulted in savings of $6.1 million for 2018-19, and a further $10.1 million in revenues, efficiencies and savings for 2019-20.

In January 2019, the Provincial government announced a tuition fee reduction of 10% which would take effect in May 2019. This announcement represents a 13% decline in tuition fee revenue for 2019-2020 – 10% from the actual fee reduction and a further 3% from loss of a projected increase – and grows to a 16% tuition revenue decrease in the ensuing year. For the 2019-2020 fiscal year alone, this announcement represents a $5.5 million loss. An application will be made to MTCU for financial support under the Postsecondary Sustainability Fund.

This document presents our 2019-20 Draft Budget and how we will invest $161.0 million to fulfill our mandate and achieve our Strategic Mandate Agreement and Strategic Plan outcomes.

What does the future hold for Laurentian?

Moving forward, we will require MTCU transition funding to support this revenue loss. We will also require increased investment from government in Northern, Francophone and Indigenous Grants to continue to support our purpose, our strengths and our important Tri-cultural mandate.

We have a strong case for increased governmental funding given our circumstances and northern location. We are also cognizant of the provincial fiscal realities and must anticipate the risk that funding may be insufficient and/or temporary in nature. Consequently, we will remain focused on the future that our Strategic Plan outcomes will deliver, as well as the implementation of measures outlined in our *Sustainability Register.* These measures will be guided by our 2018-2023 Strategic Plan and three defined lenses: **student success**, **growth**, and **transformation**.

Focused on the challenges and opportunities of our strategic course, we are building on our investments and growing stronger, together.

Overview of the Institution

Laurentian University is located on the territory of the Robinson-Huron Treaty of 1850, and recognizes its placement on the traditional lands of the Atikameksheng Anishnawbek and Wahnapitae First Nations.

Laurentian is committed to strengthening the foundation of knowledge in higher education and research to offer an outstanding university experience in English and French with a comprehensive approach to Indigenous education. Together with its federated partners, Laurentian University prepares leaders who bring innovative and intelligent solutions to local and global issues.

In recent years, Laurentian experienced significant growth and anchored its leadership role in the development and vitality of Northern Ontario.

9% increase

in Indigenous student enrolment in last decade

5.8% increase

in Francophone student enrolment since 2009

1st

Ranked **1st in Canada** among primarily undergraduate universities for **earned research income growth** (↑37% from 2017)[1]

Laurentian graduates have the SECOND HIGHEST SALARY outcomes in Ontario[3]

Highest post-graduation employment rate

in Ontario for 7 of the last 8 years[2]

STUDENT EXPERIENCE

Year 1 to Year 2 **retention rate** is now at **85.1%** *(the highest rate of the last 5 years)*[4]

The proportion of students who were asked to withdraw from the University has decreased by 22% between 2016-2017 and 2017-2018[5]

Research Excellence and Impact: Tri-Council **funding** has **doubled** since 2015-2016[6]

52.3%[7] of enrolled students are First Generation postsecondary students

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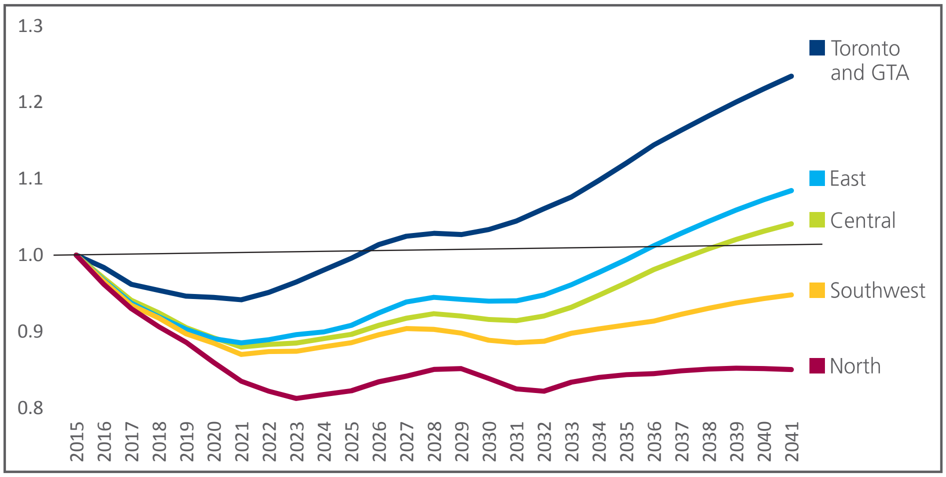
[1] Research Infosource 2018
[2] Laurentian University 2017-2018 SMA Report-Back
[3] HEQCO 2016: *The Differentiation of the Ontario University System: Where are we now and where should we go?*
[4] [5] [6] Laurentian University 2017-2018 SMA Report-Back
[7] Based on 2018 Fall Self-Identification Survey, includes full-time and part-time students

Facts About Our Fiscal Context

Demography and Domestic Enrolment

Since 2015, Ontario universities have been facing challenges in domestic enrolment due to weak demographic trends in Canada. The projected number of university entrants[9] is anticipated to drop by 9% and universities will not recover to the level of 2015 until 2033[10].

This demographic shift is having a more profound impact on smaller, rural and northern universities where the student pool will not recover[11]. The graph below shows Ontario's 18-to-20-year-old population projections at the regional level, disaggregated into five regions tracked by the Ontario Ministry of Finance[10].



Ontario Regional Population Projections - 18 to 20 Year Olds[12]

Northern universities have significant challenges to meet their financial obligations while providing quality programming. Serving as the primary postsecondary institution for catchment areas covering hundreds of kilometres, they are vital to the economic fabric of these communities. Northern Ontario communities depend on them to educate a local workforce of professionals, in a wide array of disciplines, which will keep them competitive and thriving.

Positioned for growth

Despite projected declining demographics from Laurentian's catchment area, over the past few years significant gains were made in attracting students from the Greater Toronto Area (GTA) and abroad, and engaging further within our catchment area[13].

Over the past decade, Laurentian's GTA enrolment has grown by 32%, and its international contingent has increased by 49%; it has also managed an increase of 7% in its own catchment area. This growth is the result of significant mobilization efforts by Laurentian to increase its relevance and enhance the student experience through:

- program expansion, including architecture and graduate-level studies;
- a new focus on multidisciplinarity and cross-discipline value-added options for students;
- modernized student classrooms, study spaces and labs;
- the establishment of a Centre for Academic Excellence;
- a one-stop student services hub;
- new and modernized residence spaces and expanded dining facilities;
- enhanced work-integrated learning opportunities;
- a revitalized recruitment strategy that continues to position Laurentian for future growth.

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[9] Aged between 18 to 20 years old

[10] [11] [12] HEQCO 2017: University Sustainability: Signal Data

[13] For more details, please refer to *Appendix A*

Pressures that Impacted our Financial Sustainability

Although this growth and momentum have been positive for Laurentian, and have assisted in mitigating the impact of the forecasted declining domestic enrolment, there are a number of factors that have also challenged financial sustainability over the course of the last few years:

- **University funding formula** impacts an annual structural deficit - expenses are increasing at a greater rate compared to revenues.[14]
- **Closure of Barrie Campus** resulted in a decline of over 600 full-time equivalent (FTE) students; 17 faculty members were transferred to the Sudbury Campus.
- Annualized impact of **Campus Modernization debt repayments**.
- **Faculty hires** to meet accreditation commitments in 5 programs (Architecture, Social Work, Service Social, Orthophonie, Indigenous Social Work).
- **Additional operating costs** to support newly constructed facilities.
- **Decline in enrolment** of 409 full-time-equivalent students in Fall 2017 compared to Budget, and targets set in financial forecasts were not achieved.
- **Loss of 130 international students (FTE) in Fall 2018** from Saudi Arabia resulting from retaliation announcement.

The Board of Governors and its Finance Committee approved a report titled *Long-Term Sustainability of the University* in February 2017. Since many of the solutions to the fiscal challenges need time to resolve, the Laurentian University Board of Governors approved a budget for fiscal 2018-19 with a deficit of no greater than $4.4 million. The preliminary forecast for 2019-20 fiscal, after the loss of the international students from Saudi Arabia, was that the annual operating deficit would grow to in excess of $10 million. Considering the weak financial health of the University, the Board of Governors directed Laurentian University to return to a balanced budget in 2019-20, and capped the operating fund accumulated deficit at no greater than $14.8 million.

Financial Metrics: Poor Financial Health

The Council of Ontario Finance Officers (COFO), an affiliate of the Council of Ontario Universities (COU), has been collecting Financial Health data from the Ontario Universities since 2010-11. *Table 1* below provides a snapshot of Laurentian's Key Financial Results from 2014-15 to 2018-19 (forecast). These financial results are used to calculate Laurentian's Strategic Management Agreement Financial Health Metrics, which are summarized in *Table 2* on page 8.

TABLE 1

Laurentian University's Key Financial Results (in $000s)

	2014-15	2015-16	2016-17	2017-18	2018-19 Forecast
Consolidated revenue over expenses (deficiency)	($1,986)	($1,745)	($1,822)	$2,060	($4,538)
Operating fund accumulated deficit	($9,811)	($9,211)	($10,331)	($10,122)	($14,660)
Decrease (increase) in operating fund accumulated deficit	($1,579)	$600	($1,120)	$209	($4,538)
Internally restricted funds (excluding capital)	$6,235	$2,285	$1,500	$3,831	$3,131
Long-term debt	$62,839	$85,799	$98,762	$95,317	$91,853

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[14] Grants are frozen and tuition fees were capped at 3% prior to 2019-20. In addition, Northern Grants have not increased since 2004-05 and Francophone Grants have not increased since 2007-08.

Table 1 illustrates that the University's operating fund has a large accumulated deficit, which grew from $9.8 million in 2014-15, to $14.7 million forecasted for 2018-19.

Also, unlike other universities in the province, Laurentian has very low levels of operating reserve funds set aside in internally restricted funds which decreased from $6.2 million in 2014-15 to $3.1 million forecasted for 2018-19.

TABLE 2

Financial Health metrics for Laurentian University and the 2016-17 comparable data and ranking out of 20 universities

	Financial Health Metrics				Comparative Data 2016-17		
	2014-15	**2015-16**	**2016-17**	**2017-18**	**Ranking (out of 20)**	**All Universities**	**Similar-sized Universities**
Net Income/Loss Ratio	(1.00%)	(1.10%)	(1.00%)	1.05%	18	5.20%	0.90%
→ Primary Reserve Ratio (days)	(7.00)	(14.00)	(17.00)	(11.81)	20	106.00	24.00
→ Viability Ratio	(5.70%)	(8.10%)	(9.00%)	(6.60%)	20	2.78%	11.00%
Interest Burden Ratio	1.60%	1.70%	2.00%	2.44%	7	2.20%	3.20%
→ Cash Flow/Revenue Ratio	1.50%	5.20%	(1.00%)	(1.08%)	20	9.00%	6.70%

Note: Laurentian is ranked last (→) in the Primary Reserve Ratio, Viability Ratio and the Cash Flow/Revenue Ratio within the Ontario University system.

As described in *Table 2*, Laurentian has negative 12 days for the Primary Reserve Ratio compared to 24 days as the average for smaller sized Universities (Algoma, Lakehead, Laurentian, Nipissing, OCAD, UOIT) and 106 days for all Ontario universities.

This ratio is a snapshot of the financial strength and flexibility of an institution and indicates how long it could function with its expendable reserves.

Negative 12 days means that Laurentian must rely on external borrowing to fund operations at various times during the year.

Clearly, Laurentian is in a different situation than other Ontario universities. While positioning itself for sustainability and growth, it has faced compounded financial challenges which make it increasingly susceptible to additional pressures. Laurentian has an accumulated operating deficit and it is not sustainable to increase it because our internal reserves are low.

Planning for Long-Term Sustainability

The conversation about the journey to sustainability has been ongoing at Laurentian for many years. In 2016-17, when the Laurentian University Board of Governors approved the operating budget, it also received a multi-year financial forecast that projected deficits from 2017-18 through to 2021-22. The situation would have led to an accumulated deficit of more than $43 million by the end of 2021-22, if action was not taken by the Board of Governors in 2017.

Faced with unfavourable financial projections and poor financial health, Laurentian engaged with its internal community of stakeholders on ways to achieve long-term sustainability and reverse the deficit trend.

Informed by extensive consultations, the Board of Governors and its Finance Committee approved a report titled *Long-Term Sustainability of the University* in February 2017, which outlined a series of proposed short-term, medium-term and long-term measures to ensure fiscal sustainability.

The plan identified the need to make some hard choices to reduce costs, increase revenues and invest in structural processes and capacity changes, grouped under the following **10 themes**:

① The ability to adapt **academic programs** to changing conditions.
② An organizational design for **people and their work** that meets current and future needs.
③ An approach to allocation of all resources to **budget the plan** for our priorities.
④ A strong **government advocacy** so Laurentian's circumstances are understood.
⑤ A **diversified revenue** model that allows the University to mitigate risk.
⑥ Managing **annual/cumulative operating deficit/surpluses** for long-term planning.
⑦ A focus on enrolment through **recruitment and retention** as a revenue determinant.
⑧ A fair and fiscally responsible sharing of costs of student supports through **student fees**.
⑨ Expenditures on **scholarships and bursaries** that reflect the goals of financial aid.
⑩ **Collaboration** between all University stakeholders to maximize efficiency.

Many of the measures identified in the *Long-Term Sustainability Plan* take time to implement and generate benefits that would start small and increase over time. This plan is enabling Laurentian to make the necessary changes, maintain its positive momentum and allows for a smooth transition to a higher revenue and lower cost operation.

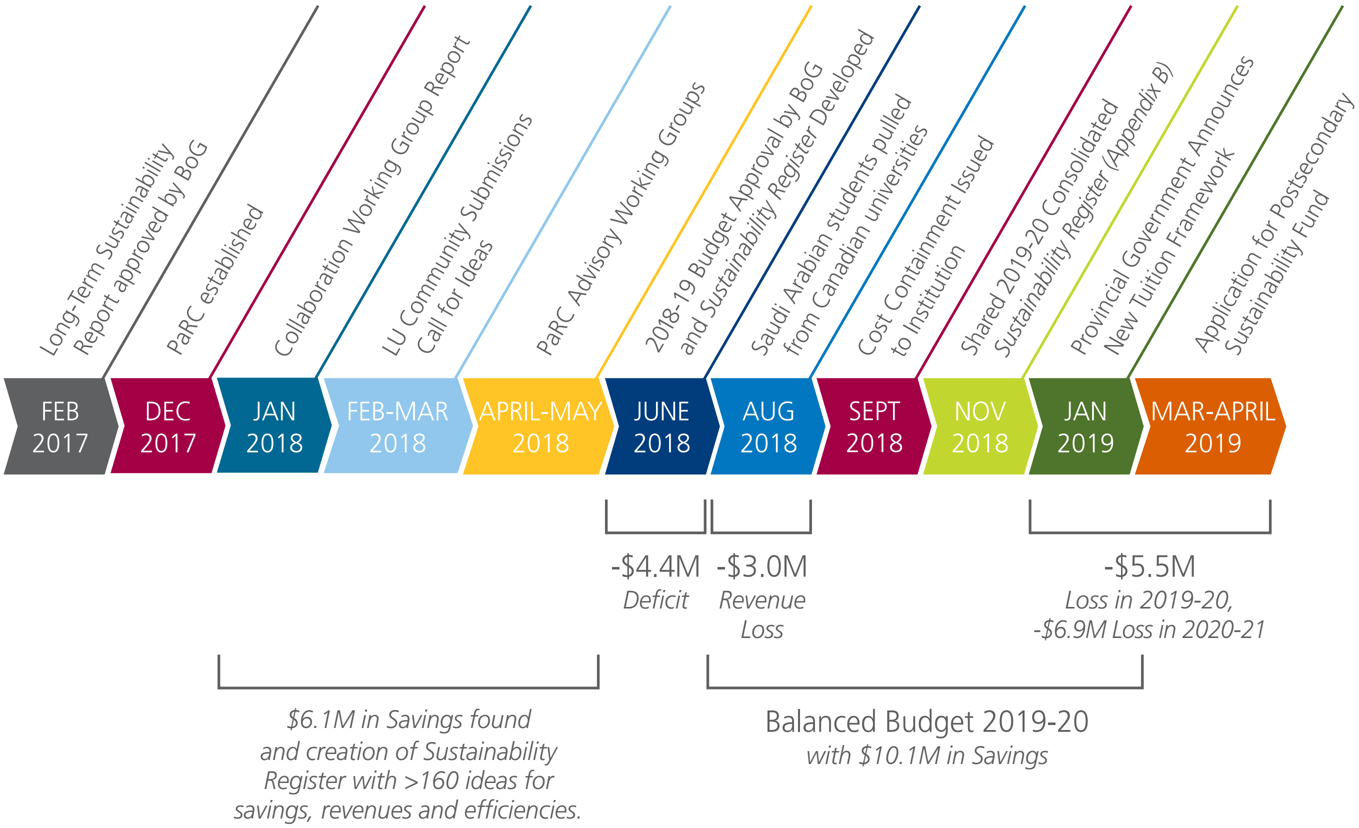
Internal Consultations and Team Efforts

In order to prepare a balanced budget and multi-year plan within the approved budget parameters, Laurentian sought additional consultations and refined the measures identified in the *Long-Term Sustainability Plan*. A Collaboration Working Group, made up of staff and faculty was assembled and this team provided a series of recommendations for a pathway to better collaboration amongst Laurentian's community and its partners.

In the same year, the University expanded its historic internal Budget Committee to create the Planning and Resource Committee (PaRC). Comprised of large budget holders, PaRC assists in planning and allocation of resources to ensure that the annual budget reflects reasonable assumptions, estimates and resources to:

- achieve the purpose of the University and its mandate;
- implement Laurentian's Strategic Plan and other planning documents (SMA, Academic Plan, Research Plan);
- manage operational, financial and enrolment risks; and
- ensure long term sustainability.

In early 2018, PaRC, along with many advisory working groups, submitted budget proposals and received hundreds of ideas during the *Call for Ideas* from students, staff and faculty. The process of engagement and planning for long-term sustainability is summarized below.


Long-Term Sustainability Report approved by BoG
FEB 2017
PaRC established
DEC 2017
Collaboration Working Group Report
JAN 2018
LU Community Submissions Call for Ideas
FEB-MAR 2018
PaRC Advisory Working Groups
APRIL-MAY 2018
2018-19 Budget Approval by BoG and Sustainability Register Developed
JUNE 2018
Saudi Arabian students pulled from Canadian universities
AUG 2018
Cost Containment Issued to Institution
SEPT 2018
Shared 2019-20 Consolidated Sustainability Register (Appendix B)
NOV 2018
Provincial Government Announces New Tuition Framework
JAN 2019
Application for Postsecondary Sustainability Fund
MAR-APRIL 2019
-$4.4M Deficit
-$3.0M Revenue Loss
-$5.5M Loss in 2019-20, -$6.9M Loss in 2020-21
$6.1M in Savings found and creation of Sustainability Register with >160 ideas for savings, revenues and efficiencies.
Balanced Budget 2019-20 with $10.1M in Savings

The unanticipated loss of international students from Saudi Arabia created additional financial challenges for Laurentian. However, we were able to dig deeper, and focused our decisions using the lenses of our 2018-2023 Strategic Plan to implement many initiatives from our *Sustainability Register* and a return to a balanced plan.

The most recent announcement in January 2019 from the provincial government of a 10% decline in eligible domestic tuition, represents a decline of 13% compared to the preliminary financial forecast for 2019-20, since historically the Tuition Fee Framework enabled a 3% annual increase in domestic tuition rates. This amounts to an approximate $5.5 million decline for 2019-20 in tuition revenue that Laurentian needs more time to resolve. This revenue loss grows to $6.9 million in 2020-21.

The *Sustainability Register*: Great Ideas from the Laurentian Community

Using the great ideas and the work of the institution over the period of 2017 and 2018, the *Sustainability Register* was the foundation for an action plan to achieve the targets set to return to a balanced budget in 2019-20 and to ensure long-term sustainability.

Appendix B provides the *Consolidated Sustainability Register* that PaRC has been using to guide our return to balanced budget plans. The sustainability initiatives have been grouped into the 10 themes approved by the Board for our *Long-Term Sustainability Plan*.

As outlined in *Appendix B*, Laurentian University has forecasted $10.1 million in additional revenues, reduced expenses and efficiencies, which had produced a balanced draft operating budget for 2019-20, before the 13% decline in forecasted tuition fee revenue tied to the January 2019 announcement.

The tough choices and decisions made to return to a balanced budget were anchored on our 2018-2023 Strategic Plan priorities, and the lenses of student success, growth and transformation.

Appendix B also outlines the remaining sustainability initiatives the University is working on to address the 13% tuition revenue shortfall in 2019-20, and the 16% tuition fee shortfall and structural deficit in 2020-21, and in the case where provincial sustainability funding does not extend beyond 2019-20.

RECRUITMENT AND RETENTION

- Review and enhance our *International Recruitment Plan*.
- New course-based graduate programs.
- Analyse opportunity for increased revenues related to more online courses and/or experience based credits.

COLLABORATION

- Exhaust opportunities for collaboration between Laurentian, NOSM and the federated universities.
- Equitable recovery of administrative operating and costs from external organizations.

PEOPLE AND THEIR WORK

- Consider a freeze or limit to travel.
- Analyse outsourcing and shared service opportunities.
- Consider a reduction in part-time positions and/or hours.

CONTINUOUS IMPROVEMENT

- Centralize printing and reduce printing expenses.
- Review Varsity Athletics to determine if savings, increased revenues, or efficiencies can be found.
- Evaluate across-the-board reduction of budgeted expenses.

DIVERSIFIED REVENUE

- Task a leader with revenue growth, in ancillary operations.
- Review Trust Funds and Gift Agreements to determine if funds are available to allocate to strategic and/or eligible operating expenses.

STUDENT FEES

- Review Administrative fees to revise or introduce new fees.
- Develop a common understanding of shared student support services and conduct a Student Fee Referendum, in partnership with Student Associations.

2019-20 Draft Operating Budget

Overview

The 2019-20 Draft Operating Budget is $161.0 million, which represents an increase of 0.2% from 2018-19 Budget and 1.0% increase from anticipated actuals for 2018-19.

Table 3 provides an overview. For additional information, please refer to *Appendix C* which contains the 2019-20 Draft Operating Budget Statements and Schedules.

TABLE 3

2019-20 Draft Operating Budget Overview (in millions)

	Budget 2018-19	Anticipated actual 2018-19	Preliminary Forecast	Draft Budget 2019-20
TOTAL REVENUES	$156.3	$154.8	$157.9	$161.0
TOTAL EXPENDITURES	$160.7	$159.3	$168.0	$161.0
NET SURPLUS (DEFICIT)	**($4.4)**	**($4.5)**	**($10.1)**	**---**

The preliminary forecast for 2019-20, prior to the announcement of the decline in forecasted tuition revenues, required that the University identify potential revenues, cost reductions and efficiencies totalling $10.1 million, in order to balance the budget. As outlined in *Table 4* below, the 2019-20 Draft Operating Budget was balanced by achieving $5.5 million in salary and benefit reductions, $3.0 million in increased revenues and $1.6 million in expense reductions/efficiencies. This draft budget relies on $5.5 million of transition funding from the Ministry of Training, Colleges and Universities (MTCU), from the recently announced Postsecondary Sustainability Fund.

Over the past year, the members of the Planning and Resource Committee had to make difficult choices to achieve the targets to ensure a return to a balanced budget. We remained focused and our decisions were guided by our 2018-2023 Strategic Plan, as well as many initiatives inspired by feedback from staff and faculty throughout the organization and captured in our *Sustainability Register*.

TABLE 4

Summary of savings (additional revenues, reduced expenses and efficiencies), achieved by theme, incorporated into the 2019-20 Draft Operating Budget[15]

Theme	**Savings Incorporated in the 2019-20 Draft Budget** (in millions)
Recruitment and Retention	$0.7
People and Their Work	$4.7
Continuous Improvement	$2.4
Collaboration and Equitable Sharing of Revenues with Federated Partners	$2.0
Student Fees	$0.1
Diversified Revenues	$0.2
Government Advocacy	TBD
Total Savings *(Increased Revenues/Expense Reductions)*	**$10.1**

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[15] For more detail, please refer to *Appendix B*.

Benchmarking

A comparative analysis of Laurentian University operating expenses by category provides financial insight by using sectoral specific benchmarking. Using publicly available financial data from the Council of Ontario Financial Officers (COFO), and enrolment data from Common University Data Ontario (CUDO), the following table highlights operating expenses on both a percent of operating, and per student basis.

TABLE 7

Comparison of Laurentian University Operating Expenses by Category[17]

	Laurentian 2017-18 Actuals		2019-20 Draft Operating Budget		Average of Northern Universities[18]		Average of Comparator Universities[19]		Average of all Ontario Universities	
	% of Total	$/Student[20]	% of Total	$/Student[21]	% of Total	$/Student[20]	% of Total	$/Student[20]	% of Total	$/Student[20]
Academic	58.60%	$11,948	59.20%	$12,834	55.34%	$11,928	55.60%	$10,710	55.00%	$11,024
Academic Support	7.40%	$1,514	8.70%	$1,893	6.11%	$1,297	6.40%	$1,206	6.60%	$1,206
Library	3.30%	$676	3.20%	$687	3.48%	$749	3.80%	$726	3.70%	$732
Student Services	12.30%	$2,513	11.20%	$2,424	13.25%	$2,882	13.20%	$2,529	12.90%	$2,562
Central Computing & Communications	2.90%	$591	3.50%	$758	4.45%	$972	3.40%	$654	3.70%	$698
Administration & General	3.80%	$781	3.20%	$685	6.53%	$1,410	6.60%	$1,265	6.20%	$1,176
Physical Plant	9.50%	$1,930	9.00%	$1,947	8.70%	$1,876	8.60%	$1,641	9.30%	$1,827
External Relations	2.20%	$442	2.10%	$463	2.14%	$462	2.40%	$439	2.60%	$505

Laurentian spends well above the average Ontario University in Academic expenses. This includes all direct costs of faculties, academic departments, graduate studies, deans and departmental offices. In 2017-18, this represented approximately $924 more per student invested in academic delivery compared to the provincial average. Laurentian also spends approximately $254 per student more on academic support services such as research support, faculty and instructional support services, registrar's office and student recruitment.

By contrast, when compared to its comparator group, and the provincial average, Laurentian University expenses in administration and general (eg. human resources, finance, planning, etc.) are significantly lower, approximately half that of the provincial average, or $395 less per student.

Laurentian spends more than its comparator group and other Northern institutions on Physical Plant, such as maintenance of buildings and grounds, utilities and, custodial, yet less than the provincial average. The inverse is observed with Central Computing where the 2019-20 Draft Budget brings Laurentian expenses in Central Computing, including supports for Information Technology, close to the provincial average, but still lower than other Northern Universities.

The 2017-18 expenses in the library, student services, and external relations categories are also slightly lower, compared to other Ontario Universities.

Looking to the 2019-20 Draft Operating Budget, after the $10.1 million of budget reductions, *Table 7* outlines how the University has allocated the resources aimed at achieving the outcomes of both the 2018-2023 Laurentian Strategic Plan and the 2017-2020 Strategic Mandate Agreement (SMA). They are described in greater detail in the following section.

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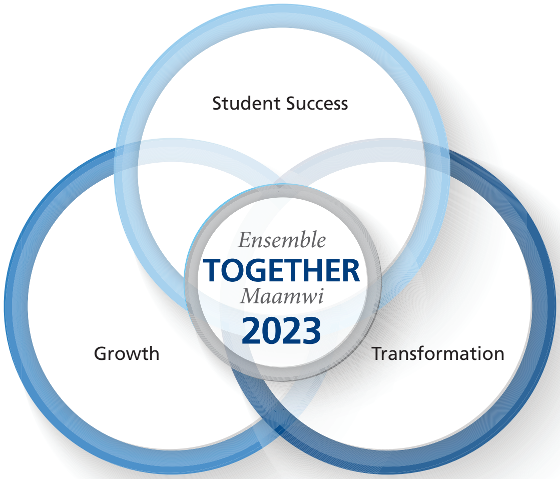
[17] 2017-2018 Operating expenses for other institutions obtained from Council of Ontario Financial Officers (COFO)
[18] Northern Universities: Lakehead, Nipissing
[19] Comparator Universities: Brock, Lakehead, Nipissing, Trent, Windsor, Laurier. Bilingual: Ottawa
[20] 2017-2018 Enrolment in Headcount obtained from Common University Data Ontario (CUDO)
[21] Based on projected Enrolment in Headcount for 2019-20

Budgeting the Plan:

Monitoring our Progress, Celebrating our Success

The $161.0 million resource allocation decisions and investments have been informed by our Strategic Plan outcomes, which align with our MTCU Strategic Mandate Agreement. Anchored on the five pillars of the 2018-2023 Strategic Plan, the Laurentian University Planning and Resource Committee (PaRC) adopted the following three lenses to achieve sustainability in the long-term:



Student Success

STUDENT SUCCESS IS OUR SUCCESS. We focus on the student experience because we know that postsecondary education is transformational.

The 2019-20 Draft Operating Budget invests $13.7 million which equals 8.5% in student services. These services include:
- academic advising, career guidance and placement services;
- campus recreation services, and intramural and intercollegiate athletics;
- student health, mental health counselling and wellness services, and accessibility support services;
- grants to support student organizations and student centre costs;
- student financial aid administration, awards and services at the Hub;
- other student services such as international student supports, social and cultural activities for students funded by the university;
- transition and orientation support for prospective and existing students;
- scholarships and bursaries.

The success of Laurentian students requires a commitment to an academic culture and conditions where students are invited to rise to the level of academic excellence that we extend. We must embrace the wealth of experiences that students bring and provide opportunities to succeed. To that end, the *2017-23 Laurentian University Retention Plan* positions strategies in key areas to have the greatest impact on Laurentian student success.

How will we monitor our success?

✓ **By engaging students to stay at Laurentian.** Year 1 to Year 2 retention rate from the Consortium for Student Retention Data Exchange in 2017-2018 was 85%, which is an improvement from 82.6% the previous year. The investments in student services and strategies outlined for 2019-2020 position Laurentian to maintain or improve this position.

✓ **By having more satisfied students.** Laurentian aims to remain in the top 5 of Ontario universities in terms of 6-month graduate employment rates. We also project to remain in the top 5 of Ontario universities in terms of the proportion of graduates employed full-time in a related job.

✓ **By decreasing the number of students asked to withdraw from the University or their academic program.** Laurentian's proactive and personalized academic and student services in the Academic Advantage program helps guide students to maintain and regain good academic standing, and make progress toward their individual academic goals.

Growth

THE NORTH INSPIRES US. We celebrate our location in Greater Sudbury because northeastern Ontario provides us with unique opportunities in an unmatched setting.

The forecast for 2020-21 is that over 80% of Laurentian's revenues will be frozen, since domestic tuition fee rates and provincial grants are not expected to increase. Now, more than ever, Laurentian needs to remain focused on strategically growing our student enrolment, attracting and retaining students to the North, and on other sources of revenues.

The 2019-20 Draft Operating Budget contains a number of investments that position us for the necessary growth in revenue in order to be sustainable:

- Over $2.1 million investment to support domestic and international recruitment, including the addition of an enrolment position to support recruiters, admissions and transitions.
- Currently in year 2 of a 4-year international recruitment strategy, including new agents and scholarship program for open enrolment programs.
- $2.8 million investment to support graduate teaching assistants, waivers and scholarships.
- Support from Marketing and Digital Strategies teams of experts.
- Continuation of the Transition and Engagement Team for domestic and international students aimed at supporting students entering University and staying to learn.
- Introduction of a refined Customer Relationship Management (CRM) system to assist with increased communication with prospective students.
- Continued focus on pathway opportunities between high schools, colleges and universities.

How will we monitor our success?

✓ **By strategically growing eligible undergraduate and graduate student enrolment** to exceed the 6,285 FTE 2019-20 budget projection, and minimize the risk of a reduction to the MTCU corridor funding envelope.

✓ **By growing international student enrolment**, from 370 FTE to a minimum of 423 FTE, and by attracting students from a diverse range of countries.

✓ **By improving our conversion and retention rates**. Laurentian issued 1,894 offers to students choosing Laurentian as the first choice for fall semester 2018, and only 1,199 enrolled. Investments and strategies are working to improve this conversion rate.

CURIOSITY DRIVES OUR RESEARCH. Through critical inquiry we discover answers relevant to society.

Laurentian recently launched its 2019-2023 Strategic Research Plan and the vision statement is: "We will aspire to be a leader and partner for research projects and innovative solutions that are regionally, nationally and globally significant."

The 2019-20 Draft Operating Budget invests $2.8 million or 1.8% of the budget to support direct research activity. In addition, the Draft Operating Budget (in other line accounts) supports the related facility costs, lab space, information technology needs, financial and human resource support, as well as other costs directly related to supporting research activity.

The research support costs and other administrative overhead costs are partially supported by the revenue generated by the Federal Research Support Fund, estimated to be $2.0 million in the 2019-20 Draft Operating Budget.

These supports, along with the critical work conducted by our faculty and researchers generates over $30 million in direct research related revenues and expenses which are not included in the annual operating budget. This activity is included in the annual audited consolidated financial statements of the University.

How will we monitor our success?

✓ **By the number of research chairs.** Laurentian currently has 19 research chairs and our Strategic Plan calls for growth of 4 chairs to 23, by 2023.

✓ **By maintaining our position as 1st in Canada among primarily undergraduate universities for earned research income.**

Transformation

TEACHING AND LEARNING DEFINE US. We are creators, holders, and communicators of knowledge that connects the generations.

Laurentian University is in the process of updating its Academic Plan. Innovation and transformation in teaching and learning will remain in the forefront to align with targets and outcomes of the Strategic Plan and Strategic Mandate Agreement.

There is an opportunity to redesign how we operate as a University to make it humanly and financially possible for us to sustain high-quality work and achieve the goals we set in our strategic plan.

For example, there is an opportunity to transform curricula and courses in a way that achieves the ambitious goals we have for our students and that they have for themselves within the resources we are likely to have at our disposal. To achieve this, we will need to explore new ways of thinking about curriculum, pedagogy, the roles of various players involved in learning and the possibilities offered by the environment in which we operate. The same is true of our research and support endeavours.

The 2019-20 Draft Operating Budget invests $102.9 million or 63.9% in the delivery of teaching and learning, the library and academic support. This budget invests in the delivery of 112 Undergraduate Programs, 60 Graduate Programs, including 51 programs available in French, 4 offered in a bilingual format and a total of 27 available through online delivery. More specifically, we are investing to support:

- our vibrant high-quality accredited programs by providing the appropriate resources to meet external accreditation requirements.
- professors in their teaching by providing opportunities for faculty peer-mentoring and collaboration with colleagues who specialize in pedagogy and instructional design.
- quality, flexible and accessible teaching and learning options through increased technology-enabled online and/or hybrid program and course offerings.
- Indigenous education through expanded Indigenous curriculum offerings across all faculties.

How will we monitor our success?

✓ **By increasing the number of programs requiring credits in courses with Indigenous content**, from 6 in 2016-17 to 34 programs in 2020-21.

✓ **By increasing the capacity to implement learning outcomes in the curriculum at the course, program and degree level.** Target is to have 40 faculty members trained to incorporate learning outcomes in the curriculum.

✓ **By increasing the proportion of programs with explicit curriculum maps and articulation of learning outcomes.** Target is 20% of programs by 2020-21.

✓ **By maintaining the composite score on National Survey of Student Engagement.** Questions related to students' perceived gains in higher order learning outcomes at 26.9 in fourth year in NSSE 2014 to NSSE 2020.

RELATIONSHIPS ARE OUR PRIORITY. We pursue collaborations across campus and with local, provincial, national, and international partners because relationships empower us.

This budget invests resources to support:

- Staff and faculty professional development, leadership development and training opportunities.
- The Truth and Reconciliation Commission Calls to Action and the work of a task force to identify priority actions, beginning by offering cultural safety training and opportunities to learn the Anishinaabemowin language to faculty, staff, and students.
- Appropriate resources to promote and foster inclusion, acceptance, and respect for the diversity that exists within our campus community.
- External relations, and support of alumni and donors to create opportunities for mutual benefit that enhance the student experience.

How will we monitor our success?

✓ **By delivering on our Tri-Cultural Mandate.**
  - In 2016-17, 1,517 or 21.6% of students were Francophone students and Laurentian's target is to maintain this enrolment.
  - In addition, Laurentian's target is to increase Indigenous student enrolment from 808 or 11.5% in 2016-17 to 819 or 11.6% in 2020-21.

✓ **By promoting and fostering inclusion, acceptance, and respect for the diversity that exists within our campus community.**
  - In 2016-17, 3,500 students were first-generation students. In 2020, this is expected to rise to 3,549.
  - In 2015-16, 9% or 848 students were students with disabilities. In 2020-21, 9% or 860 students would be expected to be supported with disabilities.
  - During 2019-20, Laurentian will update four (4) policies: Code of Student Rights and Responsibilities; Policy on Response and Prevention of Sexual Violence; Respective Workplace and Learning Environment and Employment Equity.

✓ **By increasing employee engagement,** as measured by our Have your Say survey.

✓ **By doubling the number of work and experiential learning opportunities** through mutually beneficial opportunities with donors and alumni.

Continuing the Journey Towards Sustainability

Laurentian Requires an Injection of Transition Funding from MTCU

In January, the MTCU announced a new Tuition Fee Framework, which mandates a 13% decline in domestic tuition fees for 2019-20, as well as the freezing of tuition fees for 2020-21. This represents approximately $5.5 million in permanent lost revenues in 2019-20, and rises to $6.8 million for 2020-21, based on original projections used to plan for the preliminary forecast.

The Ministry has announced the creation of a fund to support financially vulnerable institutions to transition to the new tuition policy. The short-term sustainability fund has been established to support smaller, northern institutions that demonstrate immediate financial need in 2019-20, and a commitment to developing a plan to achieve long-term sustainability at lower domestic tuition levels.

As outlined in this report, **we feel Laurentian's business case for transition funding is strong.**

This Draft Operating Budget relies on $5.5 million of transition funding. The journey to sustainability has been ongoing and has achieved its intended results: growth in revenues and a lower cost operation of $6.1 million in 2018-19, and a further $10.1 million in 2019-20 budget. If Laurentian had to immediately implement further reductions of $5.5 million, it would directly impact our ability to achieve our 2018-2023 Strategic Plan and the delivery of programs and services in accordance with our Strategic Mandate Agreement.

The need for government support is critical to Laurentian University since:

- Laurentian's poor fiscal health does not provide the opportunity to use one-time funds, such as reserves.
- Long-term sustainability of the University has been a journey and our strategy contains a series of short-term, medium-term and long-term measures to ensure fiscal sustainability. Many initiatives are still in-progress and we need transition assistance until further savings can be achieved.
- Laurentian experienced a decline in international students from Saudi Arabia which was unexpected and outside of the University's control, and created additional pressure on the return to balanced budget plan.
- Higher costs of supporting and teaching students in Northern Ontario, with a Tri-cultural mandate, to a high population of students that are first generation students and many of whom have a higher level of financial need.

The Strategic Mandate Agreement will be renewed for fiscal 2020-21, and in light of the Provincial fiscal realities, Laurentian must be prepared for the risk that MTCU grants continue to be frozen or decline.

A preliminary forecast for 2020-21 anticipates a deficit of approximately $8 to $9 million assuming:
- Core grants are frozen at 2018-19 levels
- Tuition fees are frozen at 2019-20 levels and thus $6.8 million less than originally planned
- MTCU Transition Funding is only provided for one-year, 2019-20
- University's expenses increase by 3.0% based on historical salary and benefit increases and inflationary increases in operating expenses.

Plans to Address Tuition Fee Shortfall and Long-Term Sustainability

We have a strong case for increased governmental funding given our circumstances and northern location. However, Laurentian needs to be prepared if MTCU funding is insufficient and/or temporary in nature.

Consequently, Laurentian needs to remain focused to ensure this potential future structural deficit can be balanced. Resource allocation decisions and investments will be informed by our Strategic Plan, and the three lenses to achieve long term sustainability: Growth, Student Success, and Transformation.

The action plans have been inspired by feedback received from staff and faculty throughout the organization and captured in our *Sustainability Register*. The goal of these outcomes and actions need to generate additional revenues or savings of between $8 to $9 million on or before 2020-21. Additional details are found in *Appendix B: Consolidated Sustainability Register.*

Over 200 staff and faculty members participated in the 2019-20 Draft Budget Conversations. This feedback is informing the Planning and Resource Committee action plans.

> "This budget conversation has started a change cycle, let's not let this opportunity to think strategically go to waste. Looking at our 3 key areas, we need a transparent plan for how we will reach our success metrics. Not just as individual units but how each unit fits into a bigger plan together, there are still many barriers within units."
>
> *- Comment from a participant in the 2019-20 Draft Budget Conversations*

Based on the feedback received, Appendix B has been refined and updated. As summarized below in Table 8, the measures in this *Long Term Sustainability Register* will evolve as additional information becomes available. Laurentian University will keep the Finance Committee, Senate and the Board of Governors informed over the coming months.

TABLE 8

Summary of Actions to address Tuition Fee shortfall and long term sustainability (as per Appendix B - Consolidated *Sustainability Register*)

Sustainability Theme	Targets to address Tuition Fee Shortfall and Long Term Sustainability
Recruitment and Retention	Implementing coordinated action to achieve strategic growth and student success (Increased applications, retention rates and conversion rates) Target: 400 to 500 FTEs required above 2019-20 Projection $0 to $4.0 million by 2020-21
People and Their Work	Target: Staff and Faculty FTEs to be capped at or below 2019-20 levels. $0 to $4.0 million by 2020-21
Continuous Improvement	Target: $0.3 to TBD of non-salary expense reductions and efficiencies.
Student Fees and Diversified Revenues	Target: $0 to $1.0 million
Government Advocacy	Target: $0 to $7.0 million
TOTAL	**Target: $8.0 to $9.0 million +**

The 2019-20 Draft Operating Budget and our plan for long term sustainability does not come without risks. *Appendix D* outlines the key risks and most importantly, the mitigation plans to illustrate how the University is prepared to manage these risks.

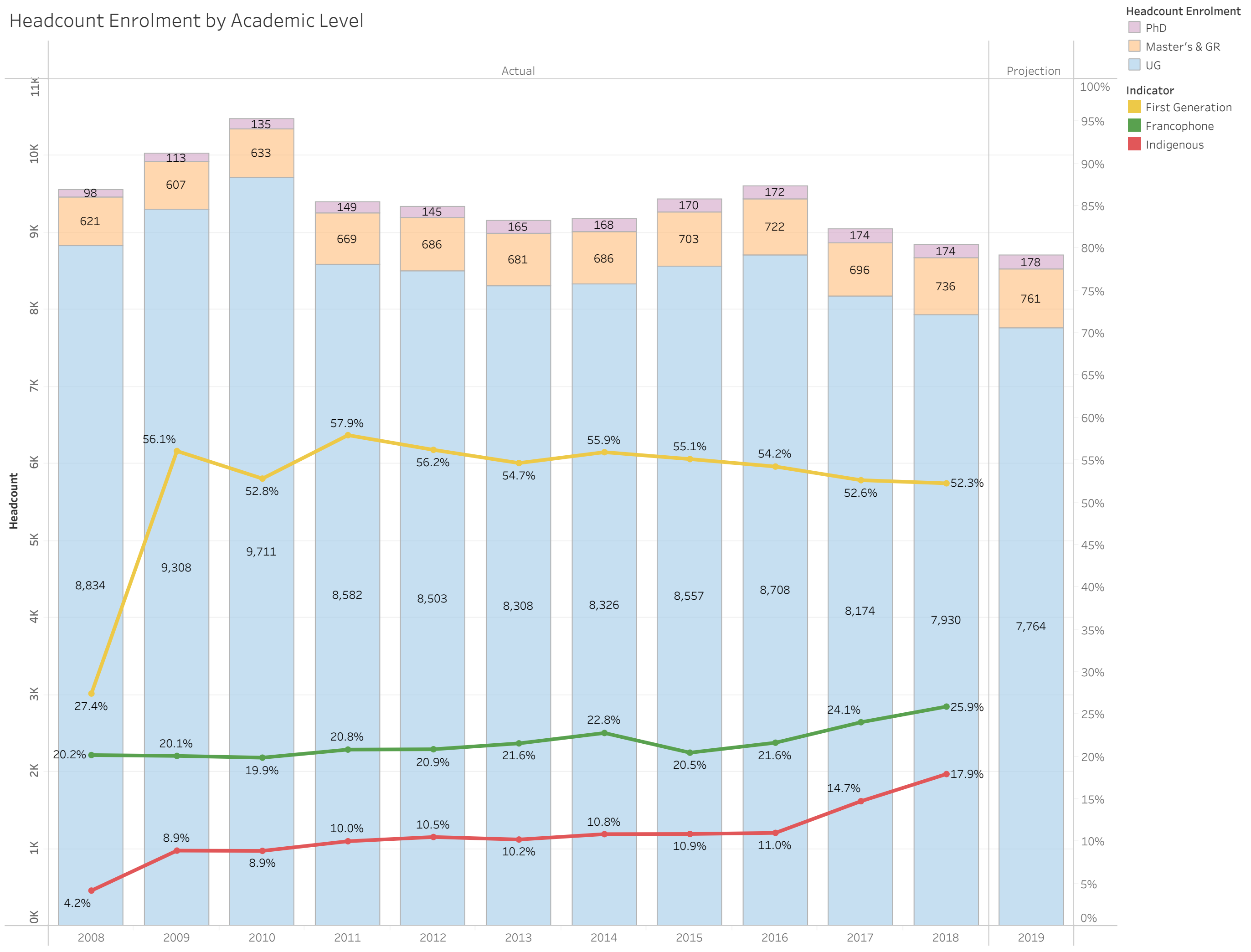
Conclusion

Laurentian's commitment to providing world-class education and opportunities for students is unwavering as it continues to trace its path to sustainability. Within an environment of projected demographic decline and despite unforeseen financial pressures, it is determined to hold the line on costs and to seek revenue and savings opportunities which will sustain growth and increase its relevance in the North and well beyond.

The past decade has shown us and the world what we are capable of, individually and as a community. With strong strategic plans and alignments, clarity on the path forward, and a shared vision for the future, we are emboldened to build on our investments and grow stronger together, *ensemble, maamwi*.

Appendix A

Laurentian University Enrolment from 2008 to 2018, with 2019 Projection



Note: 2019 Projection as at February 28, 2019.

Appendix B

Consolidated *Sustainability Register*

	Description of Sustainability Measures	Savings Achieved in 2019-20 (in millions)	Savings to address Tuition Fee Shortfall and Structural Deficit (in millions)
Theme: Recruitment and Retention			
1	Strategic growth in Graduate enrolment, and improved retention and conversion rates (not including GTA investments) (Outcome #9)	$0.5	TBD
2	Strategic growth in International enrolment, and improved retention and conversion rates (not including investments) (Outcome #10)	$1.1	TBD
3	Strategic growth in Undergraduate enrolment, and improved retention and conversion rates (not including investments) (Outcome #10)	($0.9)	TBD
4	Analyse opportunity for increased revenues related to a) more online courses b) experience-based credits (Outcome #13)	$0.0	TBD
5	Analysis and sharing of Academic Activity-Based revenues and expenses. Continue pilots and discussions regarding revenue sharing models/ gains sharing to incent organizational transformation, academic program sustainability and modernisation to meet the demands from students and industry partners.	$0.0	TBD
Subtotal		**$0.7**	**$0.0 to $4.0**
Theme: People and their work			
6	Contain the growth of the planned budget increase in faculty positions and support faculties and departments in redesign of offerings to increase effectiveness and sustainability while maintaining our tri-cultural mandate	$2.4	TBD
7	Review best practices used in University sector to generate workforce reductions through incentives to retire	$0.0	TBD
8	Contain the growth or possible reduction in non-faculty salaries and benefits expenses (LUAPS, LUSU, Term Contracts, Part-Time/Timesheet)	$1.8	TBD
9	Evaluate the impact of a reduction of the University's policy of budgeting Professional Development at 1% of Salaries and Benefits (from 1% to 0.75% or 0.5%), except where contractually obligated.	$0.0	TBD
10	Review the annual compensation increase for LUAPS employees	$0.0	TBD
11	Revised Merit Pay Evaluation System for Executive Team and LUAPS (long term goal of new AVPHROD) and evaluate the impact of a reduction to the Merit Pay Envelope	$0.5	TBD
Subtotal		**$4.7**	**$0.0 to $4.0**

Description of Sustainability Measures	Savings Achieved in 2019-20 (in millions)	Savings to address Tuition Fee Shortfall and Structural Deficit (in millions)
Continuous Improvement		
12 Updated valuation of Consolidated Pension Plan assets as of July 1, 2018	$0.8	$0.0
13 Review Employee Benefit Plan for administrative efficiencies	$0.0	TBD
14 Review Varsity Athletics to determine if savings, increased revenues, or efficiencies can be found	$0.0	$0.3 to $0.5
15 Review service levels for core or essential University services and non-core services: a) Analyze outsourcing, shared services opportunities, reduced service levels in non-core areas. b) Continue to ensure efficient and effective expenditures expenditures for administration, academic support, research and student services; compare to service level expectations and use benchmarking and evidence-based decision making (see measures under *People and Their Work*)	$0.0	TBD
16 Reduction of Education Advisory Board (EAB) Membership contracts	$0.03	$0.05
17 Review of efficiencies and environmental sustainability impact of expanding managed printing services and collaborative purchasing of stationary	$0.2	$0.0
18 Review and development of Policies: 1) Cell Phone Policy 2) Travel 3) P-Card	$0.0	$0.0 to $0.2
19 Review Historical expenses to determine if an across-the-board reduction can be achieved. In year, Non Essential expenses limited or suspended as per cost containment directive - reduction in travel costs, meals, other non-essential expenses	$1.4	$0.0
20 Review existing space utilization; Review best practices and develop policies which will guide decision making to ensure use of space is optimized	$0.0	TBD
21 Energy efficiencies and other utility savings	$0.0	TBD
22 Review of Lease with Infrastructure Ontario to determine if space occupied at Willet Green Centre can be optimized	$0.0	TBD
23 Review use of LU Space and Equipment by external parties to determine if costs can be recovered	$0.0	$0.0 to $0.1
Subtotal	**$2.4**	**$0.3 to TBD**

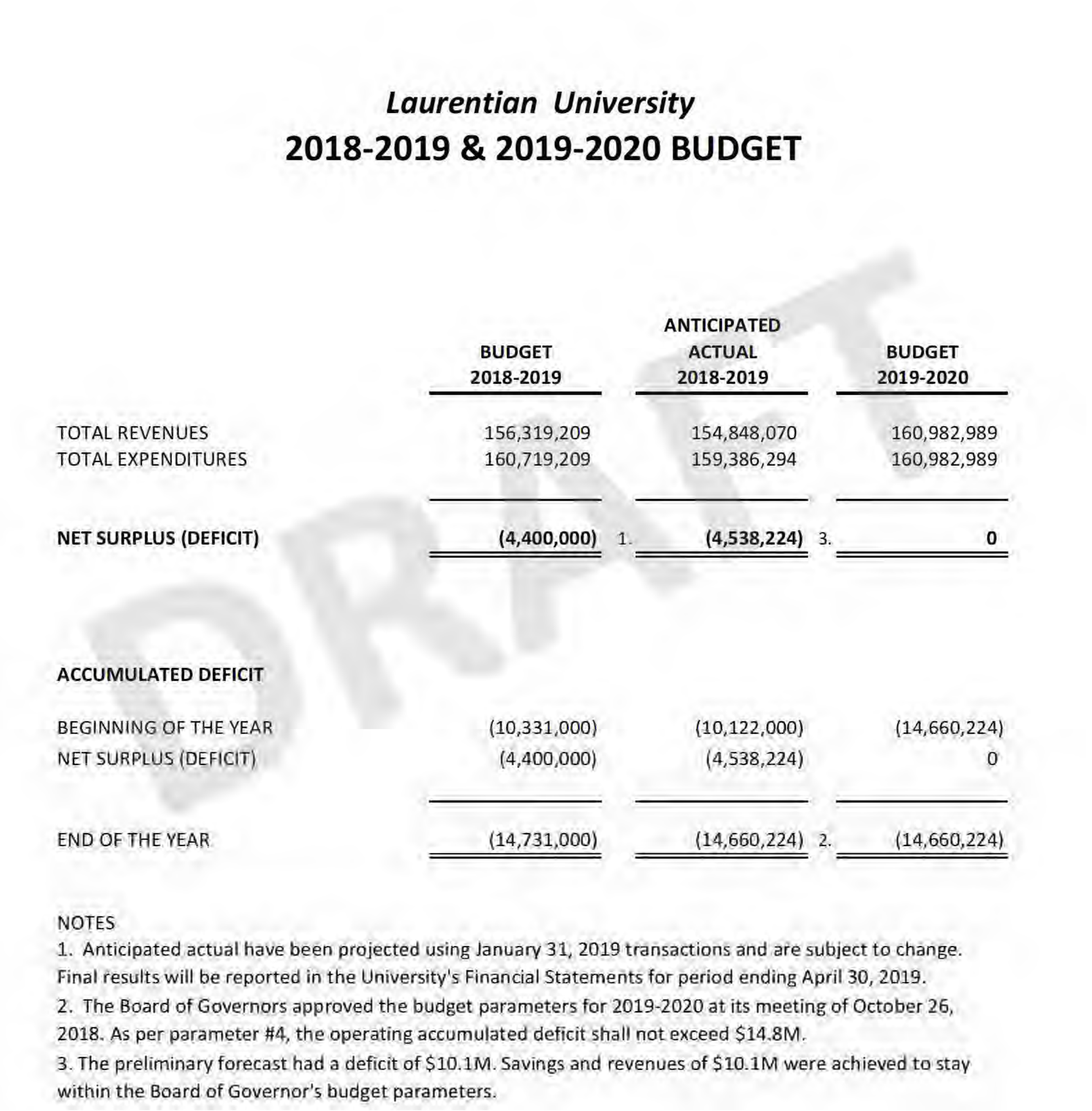
Collaboration		
24 Equitable grant sharing model between LU and Federated Universities, consistent with new Provincial funding formula	$1.7	$0.0
25 Equitable recovery of administrative operating and costs from external organizations	$0.3	$0.0
Subtotal	**$2.0**	**$0.0**

DDescription of Sustainability Measures		Savings Achieved in 2019-20 (in millions)	Savings to address Tuition Fee Shortfall and Structural Deficit (in millions)
Student Fees			
26	Develop a common understanding of shared student support services and conduct a Student Fee Referendum, in partnership with Student Associations.	Completed Fall 2018	$0.0
27	Explore, benchmark and introduce additional student fees to recover costs for services provided, in accordance with MTCU and new Ancillary Fee	$0.1	$0.0 to $1.0
Subtotal		**$0.1**	**$0.0 to $1.0**
Diversified Revenue			
28	Review of Trust Funds and Gift agreements to determine if funds are available to allocate to strategic and/or eligible operating expenses	$0.2	TBD
29	Further increase contribution from Ancillary Operations	TBD	$0.0
Subtotal		**$0.2**	**TBD**
Government Advocacy			
30	a) Application for one-time transition funding from MTCU under the Postsecondary Sustainability Fund to address tuition fee shortfall, $5.5 in 2019-20. b) Continue advocacy with MTCU for an increase in Northern, Francophone and Indigenous Grants to support the delivery of our unique mandate in Northern Ontario	$0.0	$0.0 to $7.0
Subtotal		**$0.0**	**$0.0 to $7.0**
GRAND TOTAL		**$10.1**	**$8.0 to $9.0 +**

Appendix C

2019-20 Draft Operating Budget Statements and Schedules

STATEMENT 1



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Laurentian University

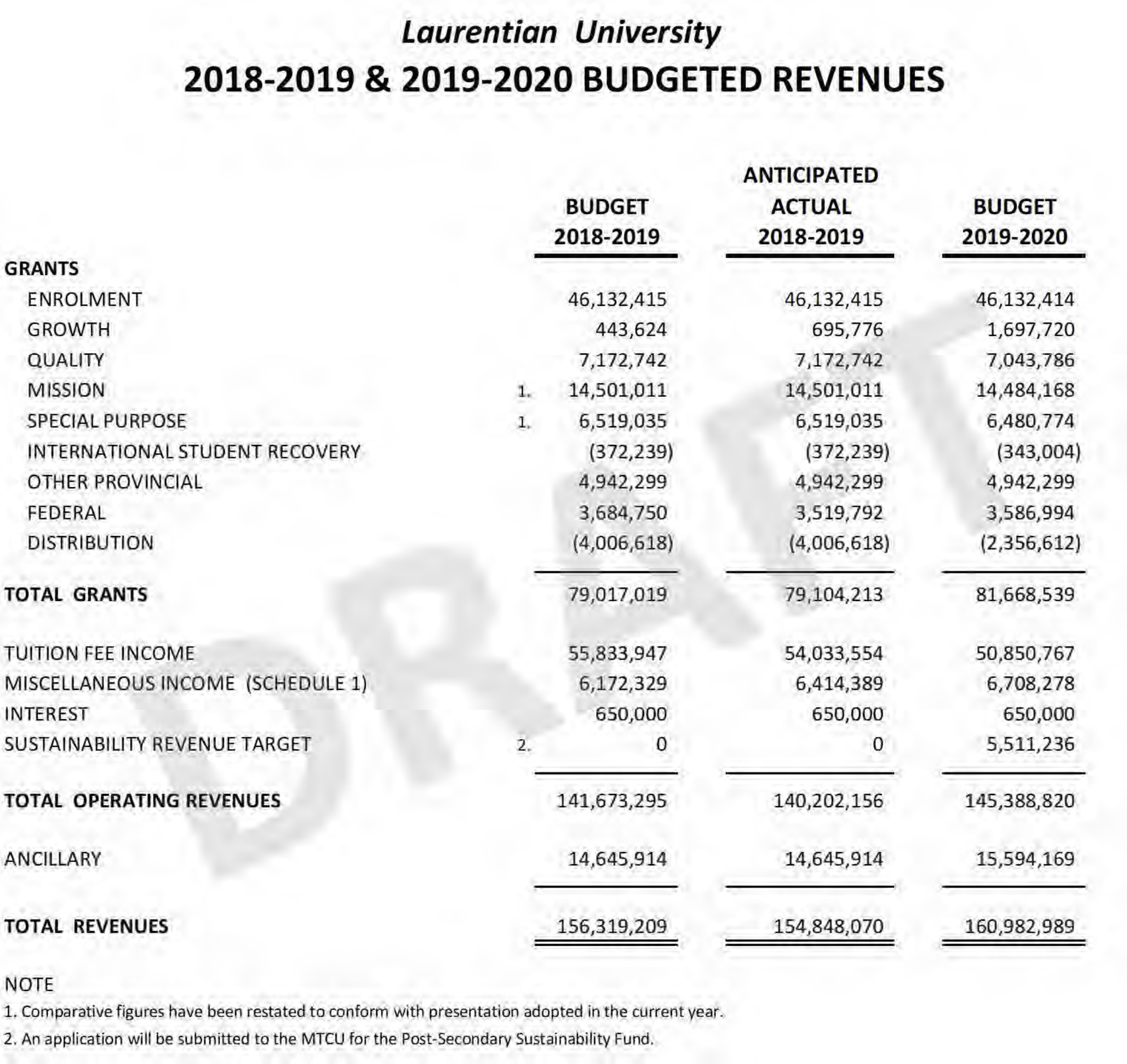
2018-2019 & 2019-2020 BUDGET

	BUDGET 2018-2019	ANTICIPATED ACTUAL 2018-2019	BUDGET 2019-2020
TOTAL REVENUES	156,319,209	154,848,070	160,982,989
TOTAL EXPENDITURES	160,719,209	159,386,294	160,982,989
NET SURPLUS (DEFICIT)	**(4,400,000)**	1. **(4,538,224)**	3. **0**
ACCUMULATED DEFICIT			
BEGINNING OF THE YEAR	(10,331,000)	(10,122,000)	(14,660,224)
NET SURPLUS (DEFICIT)	(4,400,000)	(4,538,224)	0
END OF THE YEAR	(14,731,000)	(14,660,224)	2. (14,660,224)

NOTES

1. Anticipated actual have been projected using January 31, 2019 transactions and are subject to change. Final results will be reported in the University's Financial Statements for period ending April 30, 2019.
2. The Board of Governors approved the budget parameters for 2019-2020 at its meeting of October 26, 2018. As per parameter #4, the operating accumulated deficit shall not exceed $14.8M.
3. The preliminary forecast had a deficit of $10.1M. Savings and revenues of $10.1M were achieved to stay within the Board of Governor's budget parameters.

STATEMENT 2



Laurentian University

2018-2019 & 2019-2020 BUDGETED REVENUES

		BUDGET 2018-2019	ANTICIPATED ACTUAL 2018-2019	BUDGET 2019-2020
GRANTS				
ENROLMENT		46,132,415	46,132,415	46,132,414
GROWTH		443,624	695,776	1,697,720
QUALITY		7,172,742	7,172,742	7,043,786
MISSION	1.	14,501,011	14,501,011	14,484,168
SPECIAL PURPOSE	1.	6,519,035	6,519,035	6,480,774
INTERNATIONAL STUDENT RECOVERY		(372,239)	(372,239)	(343,004)
OTHER PROVINCIAL		4,942,299	4,942,299	4,942,299
FEDERAL		3,684,750	3,519,792	3,586,994
DISTRIBUTION		(4,006,618)	(4,006,618)	(2,356,612)
TOTAL GRANTS		79,017,019	79,104,213	81,668,539
TUITION FEE INCOME		55,833,947	54,033,554	50,850,767
MISCELLANEOUS INCOME (SCHEDULE 1)		6,172,329	6,414,389	6,708,278
INTEREST		650,000	650,000	650,000
SUSTAINABILITY REVENUE TARGET	2.	0	0	5,511,236
TOTAL OPERATING REVENUES		141,673,295	140,202,156	145,388,820
ANCILLARY		14,645,914	14,645,914	15,594,169
TOTAL REVENUES		156,319,209	154,848,070	160,982,989

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NOTE

1. Comparative figures have been restated to conform with presentation adopted in the current year.

2. An application will be submitted to the MTCU for the Post-Secondary Sustainability Fund.

STATEMENT 3

Laurentian University

2018-2019 & 2019-2020 BUDGETED EXPENDITURES

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		BUDGET 2018-2019		SCHEDULE	BUDGET 2019-2020	
ACADEMIC						
SCIENCE, ENGINEERING & ARCHITECTURE		27,440,457	17.1%	2	26,913,331	16.7%
HEALTH		21,026,068	13.1%	3	21,256,475	13.2%
ARTS		18,810,402	11.7%	4	18,343,070	11.4%
MANAGEMENT		7,583,054	4.7%	5	7,635,470	4.7%
EDUCATION		4,409,088	2.7%	6	4,849,815	3.0%
GRADUATE TEACHING ASSISTANTS	1.	2,362,455	1.5%	10	2,774,868	1.7%
LAURENTIAN ONLINE		2,499,231	1.6%	7	2,549,325	1.6%
PROFESSIONAL ALLOWANCE & START-UP		1,110,000	0.7%		1,107,000	0.7%
GOODMAN SCHOOL OF MINES		451,912	0.3%	5	349,116	0.2%
SABBATICALS & OTHER PROVISIONS	1.	(1,082,722)	-0.7%		(593,981)	-0.4%
DEBT SERVICING (INTEREST & PRINCIPAL)	1.	3,099,098	1.9%		3,154,098	2.0%
		87,709,043	**54.6%**		**88,338,587**	**54.9%**
STUDENT SERVICES						
STUDENT SERVICES	1.	6,362,942	4.0%	8	6,215,126	3.9%
DEBT SERVICING (INTEREST & PRINCIPAL)	1.	2,535,626	1.6%		2,580,626	1.6%
SCHOLARSHIPS & BURSARIES		5,375,886	3.3%	8	4,886,033	3.0%
BARRIE STUDENTS IN SUDBURY		442,500	0.3%		0	0.0%
		14,716,953	**9.2%**		**13,681,785**	**8.5%**
ACADEMIC SUPPORT						
RESEARCH		3,457,441	2.2%	9	2,843,888	1.8%
LIBRARY		4,858,798	3.0%	9	4,612,157	2.9%
ACADEMIC SUPPORT & OTHER ACADEMIC	1.	8,465,379	5.3%	10	9,090,550	5.6%
FACULTY OF GRADUATE STUDIES	1.	930,384	0.6%	10	1,062,542	0.7%
		17,712,002	**11.0%**		**17,609,137**	**10.9%**
NON-ACADEMIC						
ADMINISTRATION	1.	8,270,662	5.1%	12	8,182,733	5.1%
INFORMATION & COMMUNICATION TECHNOLOGY		5,244,411	3.3%	13	5,081,102	3.2%
EXTERNAL RELATIONS	1.	3,214,032	2.0%	13	3,125,943	1.9%
OTHER PROVISIONS		197,283	0.1%		(72,800)	0.0%
INDIRECT RESEARCH GRANT DISTRIBUTION		100,000	0.1%		145,000	0.1%
		17,026,388	**10.6%**		**16,461,978**	**10.2%**
PHYSICAL PLANT						
PHYSICAL PLANT		11,463,471	7.1%	11	11,917,521	7.4%
DEFERRED MAINTENANCE PROVISION		1,299,692	0.8%		1,174,346	0.7%
		12,763,163	**7.9%**		**13,091,867**	**8.1%**
STRATEGIC PLAN	1.	**120,000**	0.1%		**285,000**	0.2%
TRANSFER FROM RESERVE	2.	**(1,000,000)**	-0.6%		**(740,000)**	-0.5%
OPERATIONAL COMMITMENT-MSOA	3.	**300,000**	0.2%		**300,000**	0.2%
ANCILLARY		**11,371,659**	7.1%		**11,954,635**	7.4%
TOTAL EXPENDITURES		**160,719,209**	**100.0%**		**160,982,989**	**100.0%**

NOTES

1. Comparative figures have been restated to conform with presentation adopted in the current year.
2. Operating reserve for income stabilization.
3. The "Operational Commitment-MSOA" represents the repayment of prior years shortfalls.

STATEMENT 4

Laurentian University

ANALYSIS BY OBJECT OF BUDGETED EXPENSES

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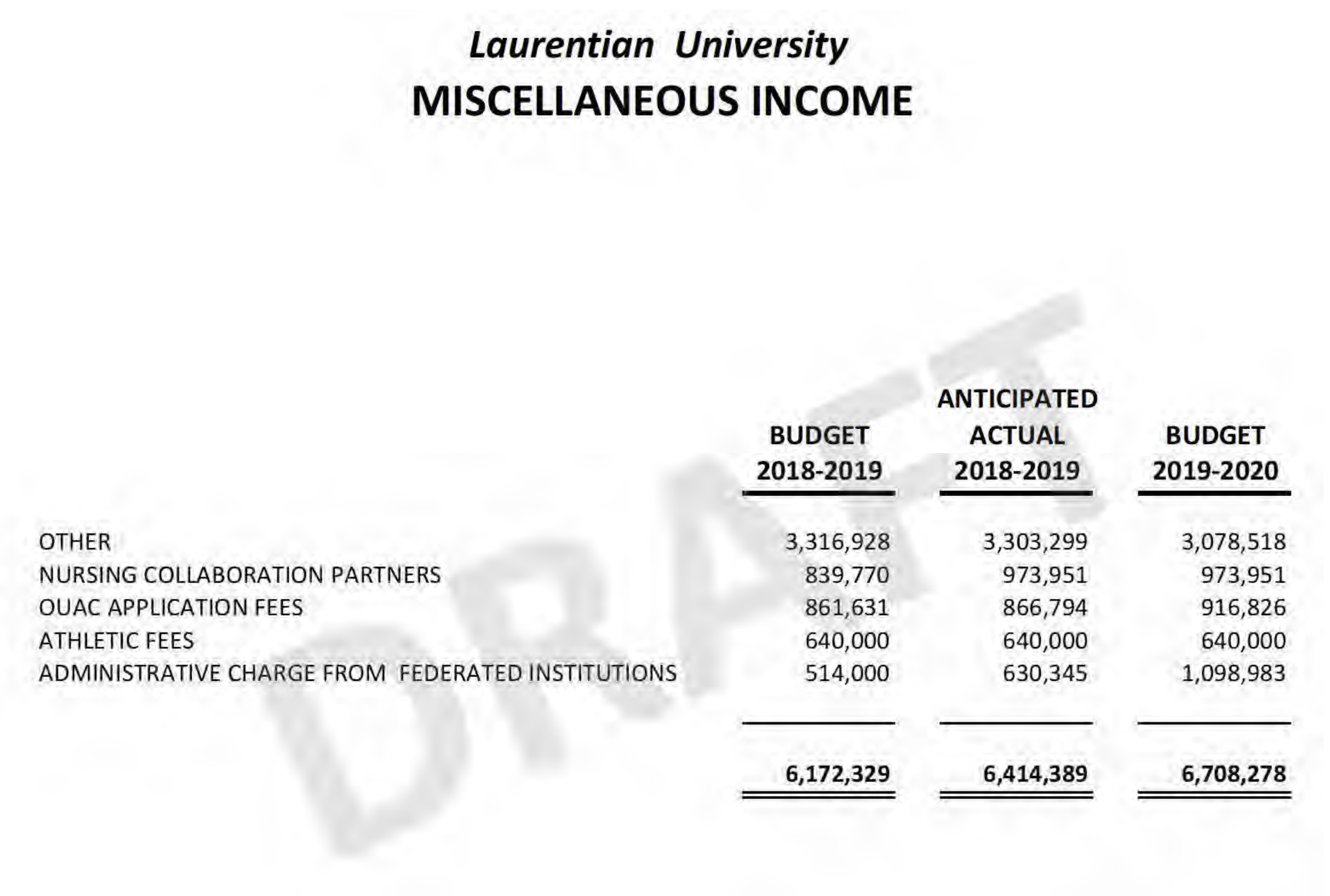
		BUDGET 2018-2019	ANTICIPATED ACTUAL 2018-2019	BUDGET 2019-2020
SALARIES & BENEFITS		119,044,082	117,483,721	119,949,759
OPERATING EXPENSES	1.	14,251,717	14,379,163	13,410,059
OPERATING EXPENSES ANCILLARY		8,242,048	8,242,048	8,724,643
OCCUPANCY	1.	8,428,252	8,428,252	8,717,771
DEBT SERVICING (INTEREST & PRINCIPAL)		5,634,724	5,634,724	5,734,724
SCHOLARSHIPS & BURSARIES		5,375,886	5,475,886	4,886,033
OPERATIONAL COMMITMENT-MSOA		300,000	300,000	300,000
BARRIE STUDENTS IN SUDBURY		442,500	442,500	0
TRANSFER FROM RESERVE		(1,000,000)	(1,000,000)	(740,000)
TOTAL EXPENDITURES		**160,719,209**	**159,386,294**	**160,982,989**

NOTE

1. Comparative figures have been restated to conform with presentation adopted in the current year.

SCHEDULE 1



Laurentian University

MISCELLANEOUS INCOME

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	BUDGET 2018-2019	ANTICIPATED ACTUAL 2018-2019	BUDGET 2019-2020
OTHER	3,316,928	3,303,299	3,078,518
NURSING COLLABORATION PARTNERS	839,770	973,951	973,951
OUAC APPLICATION FEES	861,631	866,794	916,826
ATHLETIC FEES	640,000	640,000	640,000
ADMINISTRATIVE CHARGE FROM FEDERATED INSTITUTIONS	514,000	630,345	1,098,983
	6,172,329	**6,414,389**	**6,708,278**

SCHEDULE 2

DRAFT

FACULTY OF SCIENCE, ENGINEERING & ARCHITECTURE

	FACULTY SALARIES	NON-FACULTY SALARIES	BENEFITS	TOTAL SALARIES & BENEFITS	OPERATING	OTHER	2019-2020 BUDGET	2018-2019 BUDGET
DEAN	881,942	449,559	226,807	1,558,308	206,560	(15,000)	1,749,868	1,810,470
ENGINEERING	3,538,838	528,515	779,604	4,846,957	99,000	(250,000)	4,695,957	4,923,177
MCEWEN SCHOOL OF ARCHITECTURE	2,181,908	446,813	496,966	3,125,687	386,965	0	3,512,652	3,691,158
CHEMISTRY & BIOCHEMISTRY	2,476,787	363,466	543,941	3,384,194	76,894	0	3,461,088	3,234,641
BIOLOGY	2,173,496	438,058	509,729	3,121,283	66,797	0	3,188,080	3,098,819
MATHEMATICS & COMPUTER SCIENCE	2,447,719	71,140	459,205	2,978,064	41,285	0	3,019,349	3,064,140
HARQUAIL SCHOOL OF EARTH SCIENCES	1,767,671	241,017	383,207	2,391,895	17,319	0	2,409,214	2,580,778
ENVIRONMENT	1,901,644	28,991	349,611	2,280,246	26,467	(142,393)	2,164,320	2,153,900
PHYSICS	1,155,168	259,265	265,864	1,680,297	26,663	0	1,706,960	1,863,776
FORENSIC SCIENCE	636,216	178,959	163,005	978,180	27,663	0	1,005,843	1,019,598
	19,161,389	3,005,783	4,177,939	26,345,111	975,613	(407,393)	26,913,331	27,440,457
BUDGET- 2018-2019	19,319,695	3,011,389	4,427,746	26,758,830	1,084,375	(402,748)	27,440,457	

SCHEDULE 3

DRAFT

FACULTY OF HEALTH		FACULTY SALARIES	NON-FACULTY SALARIES	BENEFITS	TOTAL SALARIES & BENEFITS	OPERATING	OTHER	2019-2020 BUDGET	2018-2019 BUDGET
DEAN		849,565	131,244	137,960	1,118,769	62,810	0	1,181,579	1,175,966
NURSING	1.	4,794,384	891,650	1,020,721	6,706,755	31,291	(225,000)	6,513,046	6,393,401
HUMAN KINETICS	2.	3,853,148	541,812	839,645	5,234,605	55,853	0	5,290,458	4,768,489
SOCIAL WORK		2,082,733	285,402	448,769	2,816,904	41,526	0	2,858,430	3,283,954
MIDWIFERY		1,072,922	293,121	239,095	1,605,138	205,430	0	1,810,568	1,713,323
INDIGENOUS RELATIONS		694,301	169,663	168,069	1,032,033	24,044	0	1,056,077	1,020,967
ORTHOPHONIE		806,550	57,982	160,708	1,025,240	22,500	0	1,047,740	1,019,604
RURAL & NORTHERN HEALTH		800,133	54,233	158,535	1,012,901	11,075	0	1,023,976	1,002,664
NURSING PRACTITIONER		332,182	107,545	43,973	483,700	109,000	0	592,700	592,700
LU IN BARRIE		0	0	0	0	0	0	0	55,000
PROVISION		0	(92,845)	(25,254)	(118,099)	0	0	(118,099)	0
		15,285,918	2,439,807	3,192,221	20,917,946	563,529	(225,000)	21,256,475	21,026,068
BUDGET- 2018-2019		14,906,232	2,491,317	3,283,530	20,681,079	569,989	(225,000)	21,026,068	

NOTES

1. Includes - Clinical

2. Includes - Outdoor School

SCHEDULE 4

DRAFT

FACULTY OF ARTS	FACULTY SALARIES	NON-FACULTY SALARIES	BENEFITS	TOTAL SALARIES & BENEFITS	OPERATING	OTHER	2019-2020 BUDGET	2018-2019 BUDGET
DEAN	933,702	152,377	150,731	1,236,810	38,634	0	1,275,444	1,246,694
PSYCHOLOGY	1,883,977	50,452	352,274	2,286,703	21,511	0	2,308,214	2,725,160
NORTHERN AND COMMUNITY STUDIES	1,785,244	54,233	335,560	2,175,037	13,590	0	2,188,627	2,093,205
HISTORY	1,755,133	54,233	330,149	2,139,515	8,216	0	2,147,731	2,065,785
ECONOMICS	1,408,820	27,010	260,512	1,696,342	9,561	0	1,705,903	1,682,063
LAW & JUSTICE	1,207,014	27,010	224,247	1,458,271	5,879	0	1,464,150	1,441,862
ENGLISH	1,040,513	59,279	203,104	1,302,896	9,772	0	1,312,668	1,320,174
ÉTUDES FRANÇAISES	1,005,443	52,811	195,043	1,253,297	10,135	0	1,263,432	1,199,213
POLITICAL SCIENCE	955,026	27,010	178,965	1,161,001	13,884	0	1,174,885	1,202,433
SOCIOLOGY	846,051	54,233	166,787	1,067,071	10,986	0	1,078,057	1,366,798
MUSIC	642,084	27,263	112,293	781,640	4,687	0	786,327	768,404
MODERN LANGUAGES & LITERATURES	614,797	27,703	118,014	760,514	4,929	0	765,443	743,002
PHILOSOPHY	575,850	27,703	111,015	714,568	1,628	0	716,196	700,982
OTHER PROGRAMS	158,705	33,065	36,472	228,242	31,143	0	259,385	254,627
PROVISION	0	(81,283)	(22,109)	(103,392)	0	0	(103,392)	0
	14,812,359	593,099	2,753,057	18,158,515	184,555	0	18,343,070	18,810,402
BUDGET- 2018-2019	14,913,694	737,070	2,953,076	18,603,840	206,562	0	18,810,402	

SCHEDULE 5

FACULTY OF MANAGEMENT	FACULTY SALARIES	NON-FACULTY SALARIES	BENEFITS	TOTAL SALARIES & BENEFITS	OPERATING	OTHER	2019-2020 BUDGET	2018-2019 BUDGET
DEAN	704,168	210,187	151,708	1,066,063	19,481	117,000	1,202,544	1,235,392
MARKETING & MANAGEMENT	2,467,790	51,616	457,502	2,976,908	13,591	0	2,990,499	2,720,764
FINANCE & OPERATIONS	1,343,526	32,669	250,318	1,626,513	7,645	0	1,634,158	1,607,732
ACCOUNTING	751,162	32,669	143,870	927,701	5,267	0	932,968	1,094,954
SPORTS ADMINISTRATION	614,094	83,001	132,929	830,024	45,277	0	875,301	924,212
	5,880,740	410,142	1,136,327	7,427,209	91,261	117,000	7,635,470	7,583,054
BUDGET- 2018-2019	5,710,874	463,289	1,176,959	7,351,122	101,931	130,000	7,583,054	

	FACULTY SALARIES	NON-FACULTY SALARIES	BENEFITS	TOTAL SALARIES & BENEFITS	OPERATING	OTHER	2019-2020 BUDGET	2018-2019 BUDGET
GOODMAN SCHOOL OF MINES	135,600	148,702	64,814	349,116	0	0	349,116	451,912
BUDGET- 2018-2019	242,471	206,254	104,816	553,541	0	(101,629)	451,912	

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SCHEDULE 6

FACULTY OF EDUCATION	FACULTY SALARIES	NON-FACULTY SALARIES	BENEFITS	TOTAL SALARIES & BENEFITS	OPERATING	PRACTICUM	2019-2020 BUDGET	2018-2019 BUDGET
DEAN	553,077	76,994	91,671	721,742	71,373	0	793,115	780,844
SCHOOL OF EDUCATION	1,497,325	168,593	314,140	1,980,058	84,597	100,640	2,165,295	1,865,115
SCIENCES DE L'ÉDUCATION	1,284,692	152,686	271,866	1,709,244	9,961	172,200	1,891,405	1,763,129
	3,335,094	398,273	677,677	4,411,044	165,931	272,840	4,849,815	4,409,088
BUDGET- 2018-2019	3,040,078	383,619	651,887	4,075,584 1.	183,668 1.	149,836	4,409,088	

NOTE

1. Comparative figures have been restated to conform with presentation adopted in the current year.

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SCHEDULE 7

DRAFT

LAURENTIAN ONLINE	FACULTY SALARIES	NON-FACULTY SALARIES	BENEFITS	TOTAL SALARIES & BENEFITS	OPERATING	FEES	2019-2020 BUDGET	2018-2019 BUDGET
LAURENTIAN ONLINE	1,561,547	719,028	305,285	2,585,860	380,539	(929,098)	2,037,301 1.	2,010,428
TEACHING AND INNOVATION	0	411,166	84,914	496,080	15,944	0	512,024 1.	488,803
	1,561,547	1,130,194	390,199	3,081,940	396,483	(929,098)	2,549,325	2,499,231
BUDGET- 2018-2019	1,535,528	1,060,210	377,202	2,972,940	439,858	(913,567)	2,499,231	

NOTE
1. Comparative figures have been restated to conform with presentation adopted in the current year.

SCHEDULE 8

DRAFT

STUDENT SERVICES	FACULTY SALARIES	NON-FACULTY SALARIES	BENEFITS	TOTAL SALARIES & BENEFITS	OPERATING	OTHER	2019-2020 BUDGET	2018-2019 BUDGET
STUDENT LIFE, HEALTH SERVICES AND ACCESSIBILITY	0	1,171,582	287,914	1,459,496	576,721	0	2,036,217 1.	2,102,996
CAMPUS RECREATION & VOYAGEUR ATHLETICS	0	1,519,260	300,259	1,819,519	842,649	(751,707)	1,910,461	1,907,431
STUDENT AWARDS AND FEES & SERVICE INNOVATION	0	660,148	172,187	832,335	18,843	(119,361)	731,817	724,319
ACADEMIC ADVISING	0	675,424	167,409	842,833	7,691	(128,914)	721,610 1.	537,412
INTERNATIONAL	0	231,587	59,608	291,195	103,500	0	394,695	487,094
INDIGENOUS STUDENT AFFAIRS	0	205,146	48,835	253,981	3,178	0	257,159	250,206
POST-SECONDARY ACCESS & INCLUSION PROGRAM	0	121,652	29,508	151,160	12,007	0	163,167	166,667
CAREER READY	0	0	0	0	0	0	0	186,817
	0	4,584,799	1,065,720	5,650,519	1,564,589	(999,982)	6,215,126 1.	6,362,942
BUDGET- 2018-2019 1.	0	4,531,358	1,095,080	5,626,438	1,602,605	(866,101)	6,362,942	

NOTE
1. Comparative figures have been restated to conform with presentation adopted in the current year.

	FACULTY SALARIES	NON-FACULTY SALARIES	BENEFITS	TOTAL SALARIES & BENEFITS	OPERATING	OTHER	2019-2020 BUDGET	2018-2019 BUDGET
SCHOLARSHIPS & BURSARIES	0	0	0	0	0	4,886,033	4,886,033	5,375,886
BUDGET- 2018-2019	0	0	0	0	0	5,375,886	5,375,886	

SCHEDULE 9

DRAFT

	FACULTY SALARIES	NON-FACULTY SALARIES	BENEFITS	TOTAL SALARIES & BENEFITS	OPERATING	OTHER	LIBRARY ACQUISITIONS	2019-2020 BUDGET	2018-2019 BUDGET
LIBRARY	1,281,894	897,555	462,993	2,642,442	75,879	(210,389)	2,104,225	4,612,157	4,858,798
BUDGET- 2018-2019	1,370,062	819,568	481,398	2,671,028	83,545	0	2,104,225	4,858,798	

RESEARCH	FACULTY SALARIES	NON-FACULTY SALARIES	BENEFITS	TOTAL SALARIES & BENEFITS	OPERATING	OTHER	2019-2020 BUDGET	2018-2019 BUDGET
RESEARCH OFFICE	0	883,846	208,829	1,092,675	272,587 1.	180,000	1,545,262 3.	1,854,896
ANIMAL CARE FACILITY	0	305,518	78,989	384,507	24,567	(20,000)	389,074	386,079
RESEARCH INITIATIVES	0	0	0	0	0 2.	292,665	292,665	605,947
CLIFF FIELDING INNOVATION AND COMMERCIALIZATION SPACE	0	165,116	40,245	205,361	110,700	0	316,061 3.	296,473
PERDUE CENTRAL ANALYTICAL FACILITY	0	146,572	37,193	183,765	32,330	0	216,095	229,403
RESEARCH ETHICS BOARD	14,142	50,056	15,030	79,228	5,503	0	84,731	84,643
	14,142	1,551,108	380,286	1,945,536	445,687	452,665	2,843,888	3,457,441
BUDGET- 2018-2019	14,142	1,749,999	439,236	2,203,377	488,117	765,947	3,457,441	

NOTES
1. Includes - Research Grant 160,000, Research Initiatives - Emeritus $20,000
2. Includes - Research Allowance $202,665, Masters Thesis Supervision $90,000
3. Comparative figures have been restated to conform with presentation adopted in the current year.

SCHEDULE 10

DRAFT

FACULTY OF GRADUATE STUDIES	FACULTY SALARIES	NON-FACULTY SALARIES	BENEFITS	TOTAL SALARIES & BENEFITS	OPERATING	OTHER	2019-2020 BUDGET	2018-2019 BUDGET
GRADUATE TEACHING ASSISTANTS	2,485,414	0	248,541	2,733,955	40,913	0	2,774,868	2,362,455
GRADUATE STUDIES	211,997	191,696	88,986	492,679 1.	29,863 1.	540,000	1,062,542	930,384
	2,697,410	191,696	337,528	3,226,634	70,776	540,000	3,837,410	3,292,839
BUDGET- 2018-2019	2,322,653	189,941	303,578	2,816,172 2.	76,667 2.	400,000	3,292,839	

NOTES

1. Includes graduate student scholarships, travel and international tuition fee waivers for graduate students.

ACADEMIC SUPPORT & OTHER ACADEMIC	FACULTY SALARIES	NON-FACULTY SALARIES	BENEFITS	TOTAL SALARIES & BENEFITS	OPERATING	OTHER	2019-2020 BUDGET	2018-2019 BUDGET
LIAISON AND STUDENT RECRUITMENT	0	1,021,180	259,469	1,280,649	795,592	0	2,076,241	1,719,118
REGISTRAR	0	1,354,566	324,386	1,678,952	100,872	0	1,779,824 2.	1,470,001
IT TEACHING & LEARNING	0	333,759	90,327	424,086	451,824	0	875,910	924,058
ABORIGINAL PROJECTS	0	465,653	109,458	575,111	230,689	0	805,800	805,800
CONSORTIUM NATIONAL DE FORMATION EN SANTÉ	0	332,696	63,117	395,813	244,687	0	640,500	640,500
PROVOST AND VICE-PRESIDENT ACADEMIC	0	449,960	88,833	538,793	44,701	0	583,494	571,501
CENTRE FOR ACADEMIC EXCELLENCE	185,656	228,075	80,553	494,284	28,366	0	522,650 2.	447,132
CREDIT TRANSFER	0	343,034	93,305	436,339	66,985	0	503,324	503,324
FRANCOPHONE INITIATIVES	0	329,980	76,566	406,546	159,813	(122,181)	444,178	433,226
ASSOCIATE VICE-PRESIDENT FRANCOPHONE AFFAIRS	193,855	96,250	55,699	345,804	14,809	0	360,613	322,623
INDIGENOUS ACADEMIC AFFAIRS	233,971	0	42,045	276,016	0	0	276,016	259,449
COMPUTER EQUIPMENT-FACULTY	0	0	0	0	0	130,000	130,000	130,000
ACADEMIC SUPPORT	0	0	0	0	0	40,000	40,000	40,000
SENATE TRANSLATION	0	0	0	0	0	27,000	27,000	30,000
ACADEMIC PROGRAM REVIEW	0	0	0	0	0	25,000	25,000	25,000
PROVISIONS	0	0	0	0	0	0	0	143,647
	613,482	4,955,153	1,283,758	6,852,393	2,138,338	99,819	9,090,550 2.	8,465,379
BUDGET- 2018-2019 2.	459,747	4,707,963	1,175,467	6,343,177	2,709,672	(587,470)	8,465,379	

NOTE

2. Comparative figures have been restated to conform with presentation adopted in the current year.

SCHEDULE 11

DRAFT

PHYSICAL PLANT	**SALARIES**	**BENEFITS**	**TOTAL SALARIES & BENEFITS**	**OPERATING**	**OTHER**	**2019-2020 BUDGET**	**2018-2019 BUDGET**
UTILITIES	0	0	0	4,354,999	(1,061,444)	3,293,555	3,201,541
MAINTENANCE SERVICES	1,404,786	360,960	1,765,746	1,275,639	(450,000)	2,591,385	2,356,192
CLEANING CONTRACTS	0	0	0	2,163,801	(193,514)	1,970,287	1,932,634
CAMPUS SAFETY	1,186,785	284,330	1,471,115	93,385	0	1,564,500	1,449,924
SPACE RENTALS	0	0	0	850,000	(169,284)	680,716	680,716
FACILITIES SERVICES	312,000	67,830	379,830	187,899	0	567,729	634,116
MUNICIPAL TAXES	0	0	0	536,600	0	536,600	536,600
INSURANCE	0	0	0	440,000	0	440,000	400,000
POSTAL/ SHIPPING/ RECEIVING	130,154	35,085	165,239	11,976	0	177,215	176,565
SPACE PLANNING	74,578	20,285	94,863	671	0	95,534	95,183
CAPITAL PROJECTS & ENERGY AND SUSTAINABILITY	399,693	97,610	497,303	3,997	(501,300)	0	0
	3,507,996	866,100	4,374,096	9,918,967	(2,375,542)	11,917,521	11,463,471
BUDGET- 2018-2019	3,319,664	868,847	4,188,511	9,612,313	(2,337,353)	11,463,471	

SCHEDULE 12

DRAFT

ADMINISTRATION	SALARIES	BENEFITS	TOTAL SALARIES & BENEFITS	OPERATING	OTHER	2019-2020 BUDGET	2018-2019 BUDGET
HUMAN RESOURCES & ORGANIZATIONAL DEVELOPMENT	1,857,980	422,497	2,280,477	549,384	40,000	2,869,861	2,969,505
FINANCIAL SERVICES	1,337,540	322,306	1,659,846	214,690	(83,265)	1,791,271	1,767,935
UNIVERSITY SECRETARIAT	402,491	86,784	489,275	467,329	0	956,604	989,049
OFFICE OF THE PRESIDENT AND VICE CHANCELLOR	523,441	101,134	624,575	70,990	0	695,565 1.	740,302
EQUITY, DIVERSITY AND HUMAN RIGHTS	366,332	78,421	444,753	51,491	0	496,244	440,274
VICE-PRESIDENT ADMINISTRATION	297,171	57,552	354,723	17,313	0	372,036 1.	361,824
TRANSLATION SERVICES	195,353	44,146	239,499	34,467	0	273,966	274,827
INSTITUTIONAL PLANNING	192,974	45,937	238,911	21,131	0	260,042 1.	255,340
UNIVERSITY MEMBERSHIP	0	0	0	247,000	0	247,000	247,000
CONVOCATION	15,908	1,591	17,499	153,500	0	170,999	170,000
BOARD OF GOVERNORS	0	0	0	49,145	0	49,145	54,606
	5,189,190	1,160,368	6,349,558	1,876,440	(43,265)	8,182,733	8,270,662
BUDGET- 2018-2019 1.	5,155,513	1,208,822	6,364,335	1,954,644	(48,317)	8,270,662	

NOTE

1. Comparative figures have been restated to conform with presentation adopted in the current year.

SCHEDULE 13

DRAFT

	SALARIES	BENEFITS	TOTAL SALARIES & BENEFITS	OPERATING	OTHER	2019-2020 BUDGET	2018-2019 BUDGET
INFORMATION AND COMMUNICATION TECHNOLOGY	2,340,672	595,928	2,936,600	2,229,502	(85,000)	5,081,102	5,244,411
BUDGET- 2018-2019	2,322,819	617,506	2,940,325	2,389,086	(85,000)	5,244,411	

EXTERNAL RELATIONS	SALARIES	BENEFITS	TOTAL SALARIES & BENEFITS	OPERATING	OTHER	2019-2020 BUDGET	2018-2019 BUDGET
UNIVERSITY ADVANCEMENT	1,112,908	258,661	1,371,569	82,200	0	1,453,769	1,539,002
MARKETING	338,360	88,020	426,380	48,150	162,000	636,530	617,694
DIGITAL STRATEGIES	283,723	74,100	357,823	27,000	0	384,823	384,139
CHIEF OF STAFF	210,825	42,036	252,861	32,004	0	284,865	366,785
COMMUNICATIONS	248,492	60,764	309,256	47,700	0	356,956	296,412
CHANCELLOR	0	0	0	9,000	0	9,000 1.	10,000
	2,194,308	523,581	2,717,889	246,054	162,000	3,125,943	3,214,032
BUDGET- 2018-2019	1. 2,146,619	502,995	2,649,614	309,418	255,000	3,214,032	

NOTE

1. Comparative figures have been restated to conform with presentation adopted in the current year.

SCHEDULE 14

DRAFT

ANCILLARIES	REVENUES	SALARIES & BENEFITS	OPERATING	2019-2020 TRANSFER TO OPERATIONS	2018-2019 TRANSFER TO OPERATIONS
HOUSING	9,241,347	1,030,546	6,703,977	1,506,824	1,413,382
PARKING	1,653,764	148,721	125,870	1,379,173	1,280,532
FOOD SERVICES	1,287,500	157,903	840,908	288,689	275,220
COPIER & PRINTER OPERATIONS	493,260	86,872	162,888	243,500	33,000
BUSINESS DEVELOPMENT	200,000	0	0	200,000	250,000
PRINT HUB	625,000	384,658	146,592	93,750	99,720
CAMPUS SERVICES	750,000	395,269	268,133	86,598	84,900
CENTER FOR ACADEMIC DEVELOPMENT	816,900	647,522	128,378	41,000	37,500
LAURENTIAN ENGLISH LANGUAGE INSTITUTE	526,398	378,501	147,897	0	0
TECH HUB	0	0	200,000	(200,000)	(200,000)
	15,594,169	3,229,992	8,724,643	3,639,534	3,274,254
BUDGET- 2018-2019	14,645,914	3,129,612	8,242,048	3,274,254	

Appendix D

Budget Risks and Mitigation Plans

The following is a summary of the key risks facing the University in its 2019-20 Budget and long-term sustainability plan:

Budget Risks	Mitigation Plans
Not achieving projections for new students (undergrad, graduate and international)	Implemented robust enrolment modeling and tracking; Budget conservatively; Additional budget investments and resources for recruitment initiatives; Recruitment of international students from a variety of countries and a diversified international recruitment strategy
Not maintaining or improving historical retention levels	Investments in Centre for Academic Excellence ie. Student Advising, Transition; Implementing recommendations from Campus Mental Health Task Force with additional financial support from students as a result of Student Referendum will be invested in Mental Health Services for 2019-20
Government grants decline (in year 2018-19 or 2019-20 and beyond)	Budgeting for 0% growth, except for Graduate as per SMA and FRP; Advocacy efforts to differentiate Laurentian (Northern, Francophone, Indigenous, Fiscal Health)
2018-19 Deficit exceeds $4.4 million	Cost Containment Directives to continue until April 2019 and Laurentian is exploring other measures if required
2019-20 One-Time Sustainability Grant Funding is not sufficient	Implementation of Sustainability Initiatives, as identified in the Register
Investments required to implement 2018-2023 Strategic Plan exceed budget allocations in forecast	Prioritizing existing resources, decelerate planned investments
Not achieving Strategic Mandate Agreement (SMA) Key Performance Indicators thus potentially putting Differential Envelope Grant Funding at risk in future years	Monitoring KPIs in SMA2 before implementation of SMA3

Appendix E

Definitions of Expense Categories

Academic
Includes all direct costs of faculties, academic departments, graduate teaching assistants, deans and departmental offices, online delivery, and other academic functions and expenses attributable to the area of instruction.

Student Services
Reflects the cost of services provided to students such as mental health counseling and supports, advising, career guidance, placement services, athletics, recreation, health and wellness services, accessibility, scholarships, financial aid and international office.

Academic Support
All activities provided in direct support of instruction including Vice-President Academic, faculty and instructional support services, francophone affairs, Indigenous supports, recruitment, registrar, admissions, records and graduate studies office.

Physical Plant
Reflects costs related to the physical facilities of the university such as maintenance, cleaning, utilities, insurance, campus safety, postal, property taxes and space rental.

Ancillary
Costs relating to revenue generating operations including housing, parking, food services, print hub, campus services, School of Education's Centre for Academic Development, copier and printer operations and Laurentian English Language Institute.

Administration and General
Includes President, Vice-President Administration, Board of Governors, financial services, purchasing, human resources, equity and diversity supports, institutional planning, translation, memberships, legal, audit fees and convocation.

Central Computing
Includes computer and technology related services, activities and resources which are centrally managed.

Library
Encompasses the university's main library as well as the School of Architecture library. Includes the cost of faculty, staff, books, licenses, electronic access to books and periodicals and the provision of library services.

External Relations
Includes advancement, development, alumni, Chief of Staff, communications, digital strategies and marketing.

Research
Captures central research expenditures including our research office, animal care facilities, Perdue Central Analytical Facility, Cliff Fielding Innovation and Commercialization Space and Research Ethics Board.

IN THE MATTER OF THE *COMPANIES' CREDITORS ARRANGEMENT ACT,* R.S.C. 1985, c. C-36, AS AMENDED

AND IN THE MATTER OF A PLAN OF COMPROMISE OR ARRANGEMENT OF LAURENTIAN UNIVERSITY OF SUDBURY

Court File No. CV-21-656040-00CL

ONTARIO
SUPERIOR COURT OF JUSTICE

Proceeding commenced at Toronto

AFFIDAVIT OF RUSSELL JANZEN

(Sworn March 16, 2021)

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IN THE MATTER OF THE *COMPANIES' CREDITORS ARRANGEMENT ACT*, R.S.C. 1985, c. C-36, AS AMENDED

AND IN THE MATTER OF A PLAN OF COMPROMISE OR ARRANGEMENT OF LAURENTIAN UNIVERSITY OF SUDBURY

Court File No. CV-21-656040-00CL

ONTARIO
SUPERIOR COURT OF JUSTICE

Proceeding commenced at Toronto

SUPPLEMENTARY RESPONDING APPLICATION RECORD OF THE ONTARIO CONFEDERATION OF UNIVERSITY FACULTY ASSOCIATIONS

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