

Georgian College
2013-2014
BUSINESS PLAN

GEORGIAN
COLLEGE

Executive summary

In March 2010, Georgian College launched a five-year strategic plan titled *Vision 2015*. The plan was developed in consultation with diverse college stakeholders as a roadmap to guide institutional planning and decision-making around a common vision, mission and five strategic priorities.

In October of 2012, Georgian built upon *Vision 2015* to develop a proposed Strategic Mandate Agreement (SMA) in response to the Ministry of Training Colleges and Universities' transformation agenda for postsecondary institutions. Given the emergence of a number of new priorities driven from the SMA, the Board of Governors approved a plan to refresh and align *Vision 2015* to ensure it is focused and relevant.

Georgian College will be well positioned to negotiate its Strategic Mandate Agreement with the Ministry during this fiscal year given *Focus 2015* has brought increased focus to its priorities outlined in its SMA submission (attached). This revitalized plan, called *Focus 2015*, is grounded by four strategic priorities—pathways, extraordinary experiences, community connections and operational excellence—that chart the college's actions over the next two years and provide the framework for the 2013-14 Business Plan.

Focus 2015 also aligns with Georgian's commitments to the Ministry of Training, Colleges and Universities regarding enrolment growth, access for under-represented students, online learning, student retention and other objectives that are detailed in the Multi-Year Accountability Agreement.

The 2013-14 Business Plan identifies the commitments and/or foundation work underway this year for each of the 42 strategies from *Focus 2015* to enable the college to meet its two year commitments. The report uses the following categories to address the information requirements detailed in the operating procedure:

- *Strategies*: The objectives to be achieved.
- *2013-14 actions*: The major actions the college will take during the year to achieve those strategies.
- *Success measures*: The outcomes the college expects to achieve.

Significant external factors outside the control of the college that are likely to affect the achievement of the outcomes are also identified.

Vision, mission and values

Our mission

To inspire innovation, transform lives and connect communities through the power of education.

Our vision

Be the most personally connected learning organization in Canada – a catalyst for individual, organizational and community transformation.

Our values

Our commitment to students and their success is guided by the following unwavering values:

- Excellence
- Entrepreneurial spirit
- Public accountability
- Fiscal and environmental sustainability
- Respect for all
- Community connections

Our plan

STRATEGIC PRIORITY 1

Pathways

Supporting student access, engagement, persistence and success

| Strategies | 2013-14 actions | Success measures |
|--|--|---|
| Commitment P1: INDIVIDUALIZED STUDENT EXPERIENCE | | |
| P1.1 Enhance student access, recruitment and retention through strategic enrolment management. | <ul style="list-style-type: none"> ▪ Conduct external review of strategic enrolment management (SEM) processes. ▪ Produce a rolling three-year strategic enrolment plan from analysis results. | <ul style="list-style-type: none"> <input type="checkbox"/> Five-year enrolment targets established. <input type="checkbox"/> SEM strategies defined and communicated. |
| P1.2 Launch enhanced student engagement initiatives focused on orientation, first-year experience, advisement, early alert and retention strategies. | <ul style="list-style-type: none"> ▪ Evaluate pilot projects/initiatives. ▪ Implement successful initiatives college wide. ▪ Define and enhance tools to measure retention. | <ul style="list-style-type: none"> <input type="checkbox"/> Improved annual orientation survey results. <input type="checkbox"/> Timely referrals to college services. <input type="checkbox"/> Retention measures defined and used as a means to track improved student retention: one per cent annually. |
| P1.3 Implement targeted outreach and engagement strategies aimed at under-represented student populations, including first generation, students with disabilities and Aboriginal learners. | <ul style="list-style-type: none"> ▪ Develop a plan to launch innovative initiatives to attract and retain students from under-represented populations. | <ul style="list-style-type: none"> <input type="checkbox"/> Work completed to launch initiatives for fall 2014. |
| P1.4 Enhance recruitment, onboarding, integration and engagement of international students. | <ul style="list-style-type: none"> ▪ Develop a plan to diversify country mix. ▪ Initiate the design of Academic Excellence training for faculty with focus on cross-cultural fluency. | <ul style="list-style-type: none"> <input type="checkbox"/> Current enrolment levels from key markets retained and emerging markets expanded. <input type="checkbox"/> Training plan in place and Academic excellence training module launched. |

| Strategies | 2013-14 actions | Success measures |
|---|---|--|
| P1.5 Strengthen College and Career Preparation services to increase transition to postsecondary programs. | <ul style="list-style-type: none"> ▪ Analyze gaps in college and career preparation services relating to transition to postsecondary programs. | <ul style="list-style-type: none"> <input type="checkbox"/> Gap analysis complete. <input type="checkbox"/> Strategy developed to increase students entering vocational programs. |
| Commitment P2: EASIER ACCESS AND MORE WAYS TO LEARN | | |
| P2.1 Expand flexible and alternative delivery options, including more choice for students to study part-time and online. | <ul style="list-style-type: none"> ▪ Implement targeted flexible delivery initiatives. ▪ Assess and develop a plan to address faculty development for blended learning. | <ul style="list-style-type: none"> <input type="checkbox"/> Over next two years, pilot compressed 7-1-7 delivery, expand hybrid/blended offerings, increase online course offerings and enrolment of university graduates in accelerated diploma programs. <input type="checkbox"/> Faculty development plan in place. |
| P2.2 Connect all seven campus locations with video conferencing and aggressively pursue technology to increase access and postsecondary participation rates. | <ul style="list-style-type: none"> ▪ Equip all seven campuses with video conferencing technology. ▪ Enrolment plan in place that outlines programs/services to utilize videoconferencing. | <ul style="list-style-type: none"> <input type="checkbox"/> Operational video conferencing technology implemented at all seven campuses. <input type="checkbox"/> Five programs and one service using videoconferencing by fall 2014. |
| Commitment P3: NEW ACADEMIC PATHWAYS LEADING TO GRADUATE CERTIFICATE AND DEGREE COMPLETION | | |
| P3.1 Create new college degrees and expand university partnerships within the University Partnership Centre to meet the needs of students, employers and the communities we serve. | <ul style="list-style-type: none"> ▪ Develop a plan to increase college degrees. ▪ Plan developed to increase the University Partnership Centre enrolment and partners. ▪ Conduct a survey of degree students to gather information to enhance the student experience. | <ul style="list-style-type: none"> <input type="checkbox"/> Multi-year plan in place to launch ten degrees by 2016-17. <input type="checkbox"/> Plan developed and annual growth targets set. <input type="checkbox"/> Survey results collected. <input type="checkbox"/> Service and scholarship action plan developed. |
| P3.2 Create cost-effective and accelerated pathways for university graduates to access career-focused diploma and graduate certificate programs that will help them become job-ready. | <ul style="list-style-type: none"> ▪ Identify program opportunities for university graduates to prepare them for employment. ▪ Enhance marketing of career-focused programs to university graduates. | <ul style="list-style-type: none"> <input type="checkbox"/> Two new program opportunities ready to launch fall 2014. <input type="checkbox"/> Increase number of university graduates enrolled in college programs. |

STRATEGIC PRIORITY 2

Extraordinary experiences

Innovative learning experiences to distinguish our graduates

| Strategies | 2013-14 actions | Success measures |
|--|---|--|
| Commitment E1: EXTRAORDINARY EXPERIENTIAL LEARNING | | |
| E1.1 Expand our experiential learning model to offer a suite of applied learning options integrated with program curriculum, including, but not limited to: community service learning; international study and/or work abroad; cooperative education; applied research; student-run enterprises; and interdisciplinary studies. | <ul style="list-style-type: none"> ▪ Assess and expand experiential learning: <ul style="list-style-type: none"> ○ Create a definition of and framework for experiential learning at Georgian. ○ Develop inventory of existing activities college-wide. ○ Expand experiential learning opportunities. | <ul style="list-style-type: none"> <input type="checkbox"/> Definition of experiential learning created and communicated. <input type="checkbox"/> Inventory developed and communicated. <input type="checkbox"/> Plans in place for all diplomas and degrees to have experiential learning by fall 2014. |
| E1.2 Introduce co-curricular records and explore innovative options to package credentials. | <ul style="list-style-type: none"> ▪ Introduce the co-curricular record at all campuses and for students in fall 2013. | <ul style="list-style-type: none"> <input type="checkbox"/> Student consultations complete. <input type="checkbox"/> Policies and procedures defined. <input type="checkbox"/> Successful roll-out of co-curricular record in fall 2013. |
| Commitment E2: RECOGNIZED CANADIAN LEADER IN ENTREPRENEURSHIP EDUCATION | | |
| E2.1 Embed entrepreneurship as a signature learning experience by incorporating common entrepreneurship learning outcomes in Georgian programs. | <ul style="list-style-type: none"> ▪ Create inventory of opportunities for all students to develop entrepreneurial skills regardless of program or profession. ▪ Develop resources to support program areas to grow entrepreneurial learning. ▪ Use community connections and expertise to build and deliver entrepreneurial knowledge in programs and within college community. | <ul style="list-style-type: none"> <input type="checkbox"/> Within two years, 100% of Georgian College students will have entrepreneurship embedded in their program. <input type="checkbox"/> External entrepreneurship engagement plan developed for each of the five academic areas annually. |

| Strategies | 2013-14 actions | Success measures |
|---|--|--|
| E2.2 Expand specialized entrepreneurship learning and programs through the Henry Bernick Entrepreneurship Centre. | <ul style="list-style-type: none"> ▪ Develop a link between the Entrepreneurship Centre and other entrepreneurship activities such as the Centre for Applied Research and Innovation and the Community Education Partnership Centre. | <ul style="list-style-type: none"> <input type="checkbox"/> Plan in place outlining strategies that will commence in fall 2014. |
| E2.3 Expand social entrepreneurship opportunities across the college. | <ul style="list-style-type: none"> ▪ Inventory existing social entrepreneurship initiatives. ▪ Create database of potential community partners and initiatives. | <ul style="list-style-type: none"> <input type="checkbox"/> Inventory developed. <input type="checkbox"/> Database created and available. |
| Commitment E3: RELEVANT PROGRAMS OF EXCEPTIONAL QUALITY | | |
| E3.1 Develop a market-focused three-year academic plan to address the needs of apprentice-, diploma-, and degree-bound students. | <ul style="list-style-type: none"> ▪ Lead a consultation process to develop a new academic plan. | <ul style="list-style-type: none"> <input type="checkbox"/> Plan completed with Information Technology and Physical Resources requirements identified. |
| E3.2 Continue to invest in the orientation, engagement and development of our faculty and staff to deliver leading-edge curriculum, innovative teaching practice, experiential and technology-enabled learning. | <ul style="list-style-type: none"> ▪ Establish strategic priorities for employee learning and development, including: orientation, compliance training, core skills and targeted professional development for faculty, support staff and administrators. ▪ Launch enhanced program for employee tuition reimbursement. ▪ Launch enhanced development programming for faculty related to innovative teaching practice and technology enabled learning. | <ul style="list-style-type: none"> <input type="checkbox"/> Employee learning strategy developed based on learning needs assessment. <input type="checkbox"/> Assessment of training management systems completed and options identified. <input type="checkbox"/> Tuition assistance program effective April 2013. <input type="checkbox"/> Number of additional faculty developed to deliver distributed learning courses. |
| E3.3 Work closely with employers, industry and other community partners to ensure we evolve our programs to meet current and future needs. | <ul style="list-style-type: none"> ▪ Complete a strategic review of program and community advisory committees. ▪ Use technology to enhance our external/internal engagement and communication and reduce the barrier of travel. | <ul style="list-style-type: none"> <input type="checkbox"/> Clear goals, roles, processes and connections defined to optimize committees. <input type="checkbox"/> Audio and or video conferencing available for meetings. |

| Strategies | 2013-14 actions | Success measures |
|---|--|--|
| <p>E3.4 Expand new pathways and programs focused on skills shortages in trades and emerging technologies.</p> | <ul style="list-style-type: none"> ▪ Create partnerships for industry to leverage access to learning resources. | <ul style="list-style-type: none"> <input type="checkbox"/> Partnership created with Industry. <input type="checkbox"/> Increased emphasis on green technologies with one new program (trades/technology) developed or redeveloped per year. |

STRATEGIC PRIORITY 3

Community connections

Serving our students, employers and communities through partnerships

| Strategies | 2013-14 actions | Success measures |
|--|---|--|
| Commitment C1: CATALYST FOR COMMUNITY, SOCIAL AND ECONOMIC DEVELOPMENT | | |
| C1.1 Conduct a comprehensive assessment of the central Ontario economy to define postsecondary needs. | <ul style="list-style-type: none"> ▪ Define data requirements and resources. ▪ Conduct study, analyze data and generate report. ▪ Study utilized to refine academic plan and college work plans. | <ul style="list-style-type: none"> <input type="checkbox"/> Definition of requirements and resources completed by fall 2013. <input type="checkbox"/> Study completed. |
| C1.2 Grow non-credit continuing education opportunities at all campuses and provide flexible, responsive, professional and workforce training and development for different market segments. | <ul style="list-style-type: none"> ▪ Implement new leadership and structure for Continuing Education. ▪ Develop a plan to grow continuing education at all campuses. | <ul style="list-style-type: none"> <input type="checkbox"/> Continuing Education structure and leadership implemented and communicated. <input type="checkbox"/> Baseline contribution margins and annual targets established. |
| C1.3 Explore employment services and co-op to provide a one-window employment and career services approach for clients, students and employers. | <ul style="list-style-type: none"> ▪ Complete an internal review of co-op and employment services and identify opportunities to streamline service delivery to both students and the public. | <ul style="list-style-type: none"> <input type="checkbox"/> Review completed. |
| Commitment C2: COMMUNITY, GOVERNMENT, INDUSTRY, EMPLOYER AND ALUMNI CONNECTIONS EXPANDED | | |
| C2.1 Work with community partners at each campus location to develop mutually beneficial hubs for entrepreneurship and innovation. | <ul style="list-style-type: none"> ▪ Share Henry Bernick Entrepreneurship Centre assessment of community partner initiatives and service providers with campus leaders and community advisory committees. ▪ Create models for hubs. | <ul style="list-style-type: none"> <input type="checkbox"/> Henry Bernick Entrepreneurship Centre plan and assessment report communicated. <input type="checkbox"/> Model of hubs designed. |
| C2.2 Partner with the City of Barrie to advance Georgian's downtown presence. | <ul style="list-style-type: none"> ▪ Assess opportunities and potential partnerships to add value through a downtown presence. ▪ Research funding partners. | <ul style="list-style-type: none"> <input type="checkbox"/> Assessment and research completed. |

| Strategies | 2013-14 actions | Success measures |
|--|---|--|
| 2.3 Expand our partnerships to support work-integrated learning, applied research, relevant curriculum, learning supports and donor opportunities. | <ul style="list-style-type: none"> ▪ Research value add of databases to maintain college-wide information. ▪ Develop a toolkit to cultivate industry partnerships, program and community advisory committees. | <ul style="list-style-type: none"> <input type="checkbox"/> Databases mapped, governance framework and strategy developed. <input type="checkbox"/> Toolkit and training launched. |
| C2.4 Define and communicate our value proposition and differentiation through a refreshed visual identity and brand position. | <ul style="list-style-type: none"> ▪ Conduct reputation and visual identity research. ▪ Evolve Georgian's visual identity and brand position. | <ul style="list-style-type: none"> <input type="checkbox"/> Research completed. <input type="checkbox"/> Plan developed with timelines for refreshed creative and brand position. |
| C2.5 Engage our students, employees, alumni, governors, partners, donors, advisory committees and other stakeholders as ambassadors and champions. | <ul style="list-style-type: none"> ▪ Family campaign conducted to engage and garner support of key stakeholder groups at Georgian College. ▪ Identify, schedule and track opportunities to engage select stakeholders in donor calls, community, industry and college sector specific events. | <ul style="list-style-type: none"> <input type="checkbox"/> 100 per cent participation attained from Board and Senior Leadership Team. <input type="checkbox"/> Active participation from employees and retirees. <input type="checkbox"/> Tracking mechanism established to capture community development opportunities. |
| Commitment C3: LOCAL AND GLOBAL PARTNERSHIPS STRENGTHENED | | |
| C3.1 Strengthen and diversify our global connections through increased international enrolment and new international partnerships. | <ul style="list-style-type: none"> ▪ Establish connections and relationships to meet two year commitments below: <ul style="list-style-type: none"> ○ Articulation agreements with 10 international institutions. ○ International partners offering field and/or co-op placements. ▪ Identify international partnerships for domestic students to complete co-op abroad. ▪ Identify partnerships for Georgian faculty to teach, train and consult abroad. ▪ Identify international partnerships with other education institutes. | <ul style="list-style-type: none"> <input type="checkbox"/> Within two years, increase inbound articulation and credit transfer agreements for Chinese and Latin American students; increase international partners accepting faculty and staff to teach, provide training or consulting services, increase partnerships with other international educational institutes and increase opportunities for international co-op placements. |

| Strategies | 2013-14 actions | Success measures |
|--|--|---|
| <p>C3.2 Strengthen our connections with the Aboriginal community and our commitment to Aboriginal education locally, provincially and nationally through our partnership with the Anishnabe Education and Training Circle.</p> | <ul style="list-style-type: none"> ▪ Plan in place and foundational work underway to increase aboriginal representation on program advisory committees. | <ul style="list-style-type: none"> <input type="checkbox"/> Within two years have aboriginal representation on 50% of program advisory committees. |
| <p>C3.3 Enhance professional development and contract training offerings through a new model for continuing education.</p> | <ul style="list-style-type: none"> ▪ Increase partnerships to attract international visitors to Georgian for contract, English as a Second Language and entrepreneurial training. ▪ Market and grow our continuing education and corporate training through our alumni. ▪ Rebuild the continuing education website. | <ul style="list-style-type: none"> <input type="checkbox"/> Relationships established to support targets established for 2015. <input type="checkbox"/> Incentives for alumni in place to support registration targets for 2015. <input type="checkbox"/> Planning process underway to establish the website implementation plan by June 2014. |
| <p>C3.4 Develop a plan that will enhance local partnerships to meet the needs of the communities we serve.</p> | <ul style="list-style-type: none"> ▪ Complete an assessment of partnership initiatives/activities in each campus community. | <ul style="list-style-type: none"> <input type="checkbox"/> Report on community activities by campus completed. |
| <p>C3.5 Heighten our academic and intellectual leadership with initiatives that engage the broader community to grow our reputation and strengthen our community connections.</p> | <ul style="list-style-type: none"> ▪ Actively engage Deans, Campus Managers and Principals to grow stakeholder relationships. ▪ Community Advisory Committees promote and support a Georgian initiated signature event at each campus location in 2014. | <ul style="list-style-type: none"> <input type="checkbox"/> New contacts tracked and shared with Advancement and Community Development. <input type="checkbox"/> Plans in place for an event in each community. |

STRATEGIC PRIORITY 4

Operational excellence

Ensuring our institution is efficient, effective and responsive

| Strategies | 2013-14 actions | Success measures |
|--|--|---|
| Commitment O1: STRATEGIC REINVESTMENT AND FISCAL ACCOUNTABILITY | | |
| O1.1 Implement key initiatives to achieve financial sustainability. | <ul style="list-style-type: none"> ▪ Comprehensive plan in place to rationalize the budget and identify reallocation of resources and/or reinvestment in strategic priorities. ▪ Enhance culture of accountability. | <ul style="list-style-type: none"> <input type="checkbox"/> Budget analysis completed and budget rationalization process under way. <input type="checkbox"/> Reinvestments prioritized and/or budget balanced. <input type="checkbox"/> Accuracy of budget forecasts built into administrator performance and development plans. <input type="checkbox"/> Tools and mandatory training provided for 100 per cent budget holders. <input type="checkbox"/> Fiscal updates included in Strategic Leadership Council, Leadership Dialogues, Board Debriefs and employee sessions. |
| O1.2 Implement a multi-year strategic investment strategy to support organizational renewal. | <ul style="list-style-type: none"> ▪ Establish foundational planning processes to identify strategic investments. ▪ Annual financial allocation for staff driven innovative and entrepreneurial projects. | <ul style="list-style-type: none"> <input type="checkbox"/> Strategic investment list completed for 2014-15 budget. <input type="checkbox"/> Projects completed will be reviewed to determine success. |
| O1.3 Develop a multi-year facilities renewal plan. | <ul style="list-style-type: none"> ▪ Review and establish integrated space/facilities/information technology planning processes. ▪ Facilities assessment completed. ▪ Establish ergonomic furniture and office standards. | <ul style="list-style-type: none"> <input type="checkbox"/> Protocols established to facilitate timely planning process. <input type="checkbox"/> Projects identified and approved by January for 2014-15 fiscal year. |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> VPA Inc. Report from MTCU. <input type="checkbox"/> Standards in place. |

| Strategies | 2013-14 actions | Success measures |
|---|---|---|
| O1.4 Support integrated planning and evidence-based decision-making through an enterprise data and reporting strategy. | <ul style="list-style-type: none"> ▪ Hire a manager of Enterprise Data Management. ▪ Develop Enterprise Data Management strategy. ▪ Establish annual integrated planning and decision-making cycle. | <ul style="list-style-type: none"> <input type="checkbox"/> Enterprise Data Manager hired. <input type="checkbox"/> Enterprise Data Management strategy developed. <input type="checkbox"/> Annual integrated planning calendar established. |
| O1.5 Broaden our fundraising activities to support student success. | <ul style="list-style-type: none"> ▪ Determine campaign priorities. ▪ Develop a campaign plan that will involve volunteer leaders, Senior Leadership Team and academic and service leaders. ▪ Resources and training for key staff and volunteers. | <ul style="list-style-type: none"> <input type="checkbox"/> Case for support developed. <input type="checkbox"/> Campaign volunteer leadership identified and recruited. <input type="checkbox"/> Resources in place and training completed. |
| Commitment O2: SERVICE EXCELLENCE | | |
| O2.1 Develop and embed a customer service philosophy and service excellence culture. | <ul style="list-style-type: none"> ▪ Establish service principles and standards for internal and external customers. ▪ Develop a training plan. | <ul style="list-style-type: none"> <input type="checkbox"/> Service principles defined and communicated. <input type="checkbox"/> Training plan developed. <input type="checkbox"/> Customer service embedded as a common commitment in administrator performance plans. |
| O2.2 Implement a 'right stop' approach to service delivery, including unified online student services portal that will allow the majority of transactions with the college remotely and through mobile devices. | <ul style="list-style-type: none"> ▪ Form stakeholder steering committee to develop model/communications strategy. ▪ Finalize design for physical delivery and queue management approach. | <ul style="list-style-type: none"> <input type="checkbox"/> Improved KPI student satisfaction results. <input type="checkbox"/> Reduced student time spent in transactional activity; increased time spent in high value learning/service. |

| Strategies | 2013-14 actions | Success measures |
|---|--|--|
| Commitment O3: CULTURE OF INNOVATION AND ENTREPRENEURSHIP THROUGH ORGANIZATIONAL RENEWAL | | |
| O3.1 Streamline and improve our business processes and leverage technology. | <ul style="list-style-type: none"> ▪ Develop a plan of targeted priorities for process improvement. ▪ Build organizational capacity for collaboration through the employee intranet. ▪ Develop a plan to implement workflow improvements through the employee intranet platform. | <ul style="list-style-type: none"> <input type="checkbox"/> Priority projects identified and work plan in place. Training plan in place with staged rollout to administrators and staff. <input type="checkbox"/> Internal consultations complete and workflow priorities identified. |
| O3.2 Optimize our teaching and learning environment so it is responsive to the needs of our students. | <ul style="list-style-type: none"> ▪ Identify priorities to enhance the learning environment through the development of the Academic Plan. | <ul style="list-style-type: none"> <input type="checkbox"/> Schedule priorities to enhance the learning environment identified, including information technology and physical resources requirements. |
| O3.3 Launch three new entrepreneurial initiatives annually. | <ul style="list-style-type: none"> ▪ Identify and develop business cases for three new entrepreneurial initiatives. | <ul style="list-style-type: none"> <input type="checkbox"/> Business case analysis and recommendations completed. |
| O3.4 Build organizational capacity through employee engagement, diversity and accessibility, human resource and talent management strategies. | <ul style="list-style-type: none"> ▪ Develop Human Resources Plan that includes programs to build organizational capacity and priorities established by Diversity Accessibility and Inclusion Committee. ▪ Complete an organizational study to answer the question “How can Georgian leaders inspire and sustain a culture of entrepreneurship?” | <ul style="list-style-type: none"> <input type="checkbox"/> Human Resources Plan defined with priority programs implemented. <input type="checkbox"/> Organizational philosophies and practices identified that will support and sustain a culture of entrepreneurship. |

External factors

Factors outside the control of the college that could potentially affect the achievement of its outcomes are detailed below.

Funding

Georgian is greatly affected by the Ministry's plan for phased elimination of the *Small Northern and Rural* grant. The impact of the elimination of this grant, combined with the cancelled *Enrolment Bridging* grant, translates into more than \$4 million per year of lost operating revenue to Georgian. This equates to a 12 per cent reduction in the general operating grant, compared to a two per cent average reduction across the college system. This fiscal impact must be considered as strategies are undertaken to ensure the long-term sustainability of Georgian College.

Demographic changes

In Ontario, the number of 15 to 19 year olds will decline 6.9 per cent between 2011 and 2016, from a high of 871,500 to a low of 811,600¹ (medium-growth scenario applied). The decline is likely to be less severe in the GTA and Barrie, although other regions within Georgian's catchment area may experience a similar rate of decline for this population range. Despite the fact that the demand for college programs is on the rise (in fact, first-year enrolment in Ontario's colleges was at its highest level ever in 2012²), demographic trends are changing such that the postsecondary "direct" cohort will no longer be the traditional college student, forcing a change in marketing strategies and student services, and implementing robust retention strategies.

The demographic situation will also force increased competition among the postsecondary system in Ontario to attract students, both within the shrinking traditional student market and the increasing international and university graduate market.

Evolving Technology

The exponential rate of technological change results in several implications for the college. Technological innovations and web-based solutions happen at a much faster rate than the college's traditional planning timeframes, so the technology itself becomes obsolete before the plan can be deployed. Technology now drives and shapes physical infrastructure. New buildings and renovations have significant technology implications which come with an increased operating risk in a 24/7 environment.

Technology, particularly in the form of online course delivery, also leads to increased competition for students among the Ontario college system as well as with other online educational institutions, both physical and virtual, that are located around the world.

¹ Statistics Canada estimates, 2006 and 2010, and Ontario Ministry of Finance projections.

² Colleges Ontario, *Record numbers of students enroll in Ontario's colleges*, December 5, 2012.

Appendix 1: 2013-14 budget for Georgian College

Attached.

BUDGET

2013/14

Approved Budget

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PRESIDENT'S REMARKS

As the College brings forward its 2013/14 budget, it is concluding the process of closing the 2012/13 fiscal year. The Board had approved a deficit of almost \$3 million for 2012/13 and college staff pledged to reduce this shortfall throughout the fiscal year. By the end of March 2013, the deficit figure had been reduced to about \$2.3 million with the college unable to project more of an improvement because enrolment, while increasing, had not hit budgeted targets. Fortunately, during the fiscal year-end closure, additional positive news has been realized further reducing the projected deficit. Fiscal 2012/13 should now close out with a surplus of about \$0.6 million.

The planning for the 2013/14 budget has lasted the better part of a year. Two goals were established at the outset:

- The 2013/14 budget would be break even , and;
- A fund would be established to allow for investments in initiatives that would help Georgian attain its strategic goals.

Succeeding with this would be a challenge for an organization that, for many years, had operated with deficit budgets and without the resources necessary to invest in its future. It would also be difficult, in such short period of time, to either reduce expenses or increase revenues by the amount required to support these two goals. Projections early in the process had shown a multi-million dollar shortfall of revenues even before tackling the two lofty objectives that had been set.

It is most unfortunate that the Province's finances are so severely strained at a time when the demand for college education is the highest it has ever been. Georgian is feeling this pinch. The loss of the Small, Northern and Rural Grant, the Enrolment Bridge Grant, the reduction in per student grants and the new government policy reducing the rate at which tuition fees can increase all add together into a huge revenue impact for Georgian. This environment makes achieving the two budget goals even more challenging.

With the strong support of college staff, we have made significant progress towards the goals that were established. We will have a breakeven budget for 2013/14 - the first one since 1995/96. We will, however, make a board approved draw on the college's reserves to support the early retirement plan – a one-time initiative that will help the college address the budget challenges it will face in future years.

There will also be a strategic initiatives investment fund in 2013/14. To achieve this, the college will draw on the remaining amount of a donation received several years ago that will support about \$2 million in new investment at Georgian.

The plan that has been established to move Georgian to a financially sustainable position will require several years to accomplish. Many of these changes will require consultation and reflection. However, current projections show that a breakeven budget is possible in the coming years. In addition, a permanent \$3 million strategic initiatives investment fund can be established in 2014/15 and will be carried over into each budget year thereafter. All of this will require more effort throughout the upcoming year by staff to find ways to deliver quality programs and services to our students in a more efficient manner. Given government finances and our highly competitive environment, we have no choice in the matter.

The budget being presented to the Board for its consideration is a very reasonable one. It is a low risk budget. Staff have addressed the enrolment challenges that impacted the previous year's budget. However, some perennial issues, such as deferred maintenance, remain as an ongoing risk for the college that cannot be addressed under the current government funding model.

Most importantly, the college will be able to maintain its programming and services to its growing population of students. The quality of experience that the students will receive over the coming academic year will be to the usual Georgian standards.

Uncertainty still lies ahead for Georgian and the Ontario college system as the government continues down its current pathway of austerity. Further changes to funding are expected in the coming years. However, the multi-year path that we have set out on will position us well to respond to this changing environment. Georgian will continue to focus on its students, employers, communities, and the economic well-being of Ontario. In addition, we believe once the Board reviews and approved its Focus 2015 Plan, we are well positioned to finance our strategic priorities.

I accordingly recommend:

That the Board of Governors approve the break-even 2013/14 budget as presented.

BUDGET PROCESS 2013/14

INTRODUCTION

As in previous years, the College has used a budget process that allows strategic, operational and academic planning to guide the College. The budget serves only as a constraint in determining how far the College can proceed in meeting its long-term goals. Each year the budget development process provides many challenges as planned expenses traditionally exceed known or anticipated revenues. The Financial Analysis section will outline in more detail the fiscal challenges the College is facing.

The College will have a small surplus for 2012/13. This surplus represents about 0.2% of the combined revenue and expense budgets. Georgian is also not expected to be in a deficit recovery position (as defined by the Ministry) by the end of 2012/13.

In the development of the budget for 2013/14, the College has been very mindful of the goals it has set in its multi-year Strategic Plan and more recently proposed Strategic Mandate Agreement. The goals of the strategic plan combine the need for fiscal responsibility with a continuing emphasis on providing excellence in its core business of teaching, learning, and strengthening community and industry connections.

While Georgian is endeavoring to grow and enhance the quality of its core business, the constraints imposed upon it through reductions in government funding for 2013/14 make significant progress a difficult proposition. Of particular concern is the elimination of the Small Northern and Rural Grant (SNR) and the reduction in per student funding. The SNR Grant represents an equivalent reduction of 9.3% of the College's general purpose operating grant. The Ministry has also announced a tuition fee increase this year of 3% (compared to a 5% increase in previous years) and this will negatively impact revenue planning by more than \$500,000 per year.

In accordance with its goal of being fiscally responsible, the Senior Leadership Team launched a five year Action Plan in 2012/13. This five year plan will take into account the reduced funding the College will receive starting in 2013/14. The College will investigate a variety of financial strategies that ideally will allow it to continue to build quality programs and services while reducing its planned deficit to zero. A strategic investment fund will also be established to allow for investments in initiatives that would help attain specific strategic goals.

ESTABLISHING THE BASE BUDGET

The starting point for the budget process was the same as it has been in previous years. The 2012/13 budget served as the basis for the 2013/14 budget. The 2012/13 permanent budget was downloaded from Banner Finance. Adjustments were made by the Financial Planning area of the College based on established criteria with direction

from senior management. The budget planning process started in early fall of 2012. Regular budget reports were brought to the Board of Governors and College Council over the months that followed.

Some of the criteria used to determine the base-budget adjustments were as follows:

- Adjustments to the full-time salaries and benefits were based on the most recent Full-Time Staff Complement available. Known and anticipated impacts of the collective agreements and terms and conditions of employment were budgeted.
- Funds for vacant staff positions were allocated.
- Funds were allocated centrally for various College-wide complement-related items, such as parental leaves, sick leaves, etc.
- Revenues and expenses for all one-time projects such as contract training, conferences, special grants, etc., were removed. Budget was allocated for any new one-time projects in 2013/14.
- The revenue and expenses related to ongoing grants and projects were adjusted to the appropriate levels, based on information available.
- Adjustments have been made for anticipated changes to non-salary costs such as leases, utilities rentals, etc.

Once the above tasks were completed the College had what is referred to as its “2013/14 Base Budget”.

DEVELOPMENT OF THE 2013/14 DRAFT BUDGET

As has been the past practice, the College has been developing and maintaining multi-year revenue and expense forecasts. Forecasts for 2013/14 were refined and a preliminary deficit for 2013/14 was determined early in the budget process. The shortfall between revenues and expenses was significant and at one point in the process exceeded \$3.3 million, excluding any allowance for strategic investment. While a variety of factors contributed to this situation, essentially government funding is not keeping pace with the increases in salaries and benefits, the rate of enrolment growth and the increasing costs for basic operations such as utilities.

The budget planning process started in the fall of 2012. New information as well as decisions made by senior management over the course of the past few months has reduced the deficit to a break-even budget.

Solutions to reduce the deficit included improvements in faculty productivity, course/section delivery efficiencies, increasing international fees, removal of credit cards as a payment option to decrease credit card processing costs, and a whole host of various adjustments across the entire College. A sizeable share (47%) of the budget solutions were achieved by tightening the slack in several budget lines ensuring changes to the budgets did not impact programs and services to the students.

Certain operational improvements will continue to be a focus in 2013/14 to work towards financial pressures (particularly from decreased funding) in 2014/15 and beyond.

ENROLMENT

FULL-TIME POST-SECONDARY

The College's full-time funded post-secondary enrolment for 2013/14 is projected to increase by 2.5% over the previous fiscal year's audited enrolment. This represents a projected growth of 253 students in diploma programs. The College had an increase in full-time funded enrolment in 2012/13 of 300 students, which represents an increase of 3.1%. (Refer to the tables on pages 12 to 14 for a more detailed breakdown.)

The College is planning a decline in enrolment of about 18% in the University Partnership Centre (UPC) for 2013/14. The decline in UPC in 2012/13 was 185 students which represented a 20.7% decrease.

International enrolment is expected to grow by 11.0% or 67 students over the actual 2012/13 enrolment levels. International enrolment in the post-secondary area has continued to increase at Georgian over the last several years. This planned growth and the ability to meet enrolment projections continues to be vulnerable to changes in global conditions. The growth in International enrolment in 2012/13 was 11.3%, an increase of 62 students.

Second Career Strategy (SCS) enrolment had increased substantially since it was launched in 2008/09, but is now on the decline across the college sector. The chart below reflects the enrolment levels of the Second Career Students at Georgian. In 2012/13, the MTCU (Ministry of Training, Colleges, and Universities) capped the Second Career grant. The grant has been capped at a lower level in 2013/14 with planned enrolment set at 212 students.

Second Career Strategy (SCS)

| Location | Actual FTE Enrolment 2009/10 | Actual FTE Enrolment 2010/11 | Actual FTE Enrolment 2011/12 | Actual FTE Enrolment 2012/13 | Planned FTE Enrolment 2013/14 |
|--------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------------------|
| Barrie | 242 | 230 | 154 | 82 | 90 |
| Orillia | 62 | 70 | 47 | 29 | 32 |
| Owen Sound | 48 | 67 | 51 | 55 | 61 |
| South Georgian Bay | 10 | 9 | 14 | 7 | 7 |
| Midland | 32 | 12 | 7 | 5 | 5 |
| Muskoka | 14 | 9 | 10 | 4 | 4 |
| Orangeville | 6 | 28 | 31 | 12 | 13 |
| Total | 414 | 425 | 313 | 193 | 212 |

NEW PROGRAM LAUNCHES FOR 2013/14

The College is planning four new programs for fiscal 2013/14. Some existing programs will also see planned section adjustments to match student demand while some programs will be suspended due to reduced application levels and industry challenges. Below is a summary of the new programs launched in 2011/12, 2012/13, and those planned for launch in 2013/14.

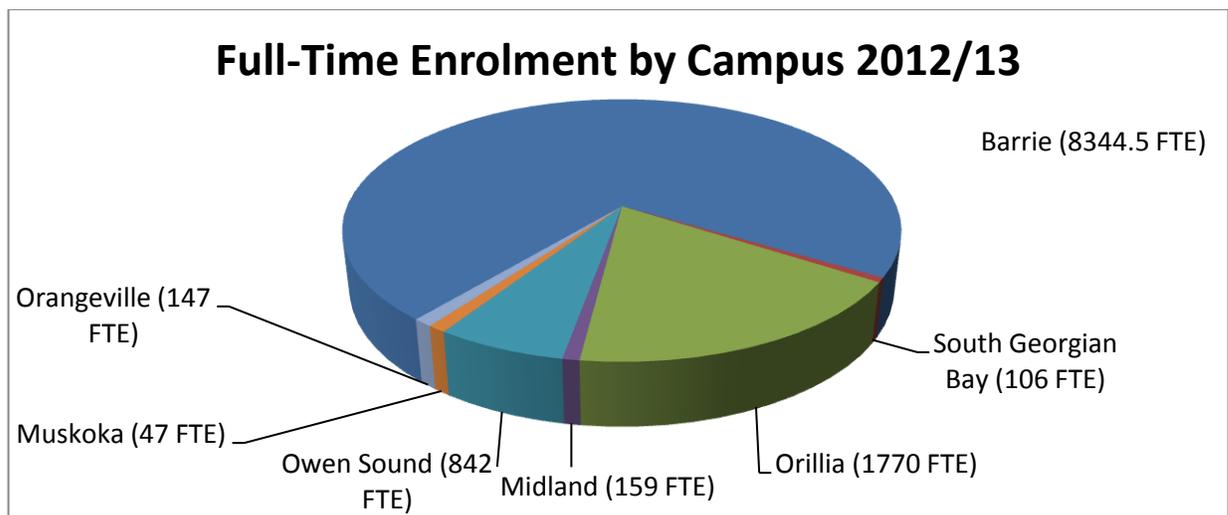
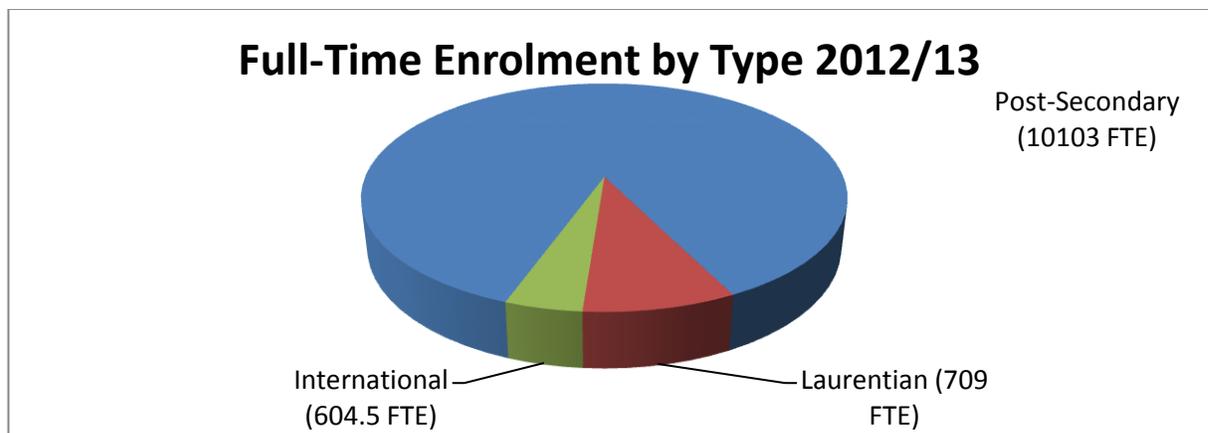
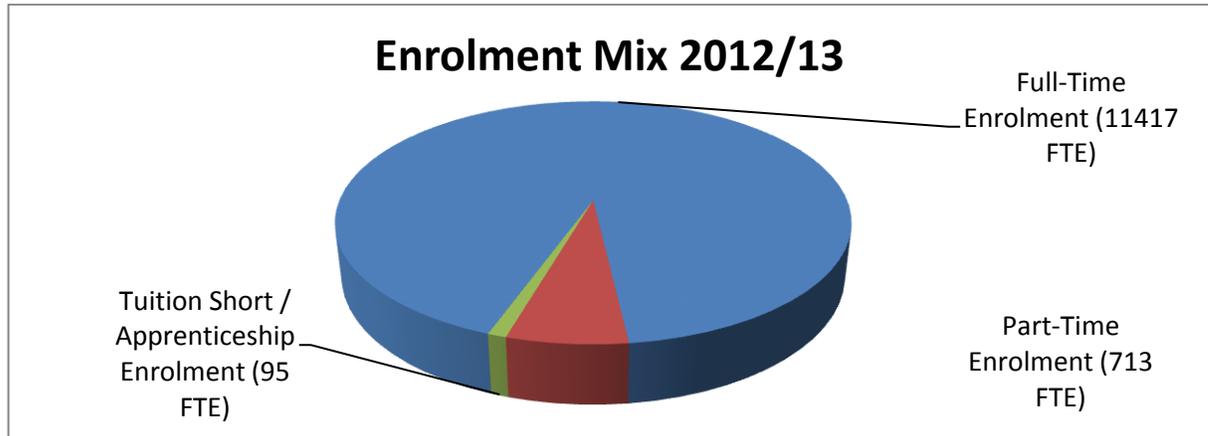
First-Year Intakes of New-Program Launches

| Program | | Actual Enrolment 2011/12 | Actual Enrolment 2012/13 | Planned Enrolment 2013/14 |
|--|----|--------------------------------|--------------------------------|---------------------------------|
| Esthetician | BA | 40 | | |
| Pharmacy Technician | BA | 20 | | |
| Automotive Business | BA | 66 | | |
| Community Integration through Co-operative Education | BA | 17 | | |
| Protection Security & Investigation | OR | 22 | | |
| Event Management | BA | 15 | | |
| Community and Justice Services | OR | 10 | | |
| Plumbing Techniques | MI | 12 | | |
| Electrical Techniques | MI | 31 | | |
| Sustainable Systems | BA | 8 | | |
| Veterinary Assistant | OR | 15 | | |
| Business Fundamentals | BA | | 9 | |
| Entrepreneurship & Small Business Management | BA | | 54 | |
| Fitness & Health Promotion | BA | | 63 | |
| Occupational Health & Safety | BA | | 7 | |
| Occupational Therapy Assistant / Physiotherapy Assistant | BA | | 55 | |
| Ashishnaabemowin Language Programming | BA | | | 9 |
| Museum & Gallery Studies | BA | | | 21 |
| Kitchen & Bath Design (risk - pending enrolment interest) | BA | | | 0 |
| Mobile Application Development (risk - pending enrolment interest) | BA | | | 0 |
| Total | | 256 | 187 | 30 |

The above chart reflects how the College’s strategic investment in new programs has helped maintain and grow Georgian’s share of the college system enrolment.

ENROLMENT MIX AT GEORGIAN

The following three charts provide some detail on the enrolment mix at Georgian. All the data in the charts reflect full-time equivalent enrolments (FTE's) for more accurate comparisons. Full-time enrolment includes all Diploma, Degree, and International students. Part-time enrolment includes all funded and non-funded enrolments.



THE UNIVERSITY PARTNERSHIP CENTRE

The University Partnership Centre currently houses six partners:

- Central Michigan University
- Laurentian University
- Nipissing University
- University of Ontario Institute of Technology
- University of Windsor
- York University

Eleven distinct degree programs are being delivered at Georgian College, including three college degree programs with specialties in automotive management, golf management, and police studies. Georgian has capacity, as determined by the Ministry, to deliver seven additional college degrees and the Centre is currently developing baccalaureate offerings in interior design, business, and counseling psychology. Over the past year, the University Partnership Centre has undertaken partnership discussions with Lakehead University with an eye on joint ventures in disciplines that include science, engineering technology, information technology, fine art and recreation & leisure. In the meantime, work continues on articulation and transfer arrangements with post-secondary institutions within Canada and around the globe.

INTERNATIONAL

The number of international students increased 88 per cent from 2009 to 2013. Based on the February 2013 report, over 700 international students (post-secondary and English for Academic Purpose) from 42 countries are currently studying at Georgian. The Regional Manager structure established last year and the new in-country representative network will be more effective in promoting and marketing Georgian in our key markets such as India, China, Japan, South Korea and Brazil.

As international student enrolment continues to grow, it is equally important to provide excellent support services to ensure international students have the most memorable experience at Georgian College. After receiving the highest ranking in the International Student Barometer (ISB) survey 2011, Georgian College again received the highest score among Ontario colleges. Georgian is ranked number two among all Canadian colleges and universities, and number three in the world 2012. The ISB survey is the largest and most extensive survey of international students globally.

APPRENTICESHIP

Georgian College has been involved in a variety of aspects of apprenticeship training for many years. Apprenticeship training takes place at the Midland, Owen Sound, Barrie, Orillia, and Muskoka campuses. In the 2012/13 academic year, there were over 1,200 full and part-time apprentices enrolled in one of more than 20 apprenticeship and pre-apprenticeship programs offered at Georgian. Apprenticeship is also part of the suite services that are promoted at our Employment Services offices in Orangeville, Orillia and Barrie. The in-school apprenticeship training revenue at Georgian College is approximately 2.4 million dollars.

In addition to in-school delivery, Georgian receives funding to:

- Renew/replace and buy new equipment through the Apprenticeship Enhancement Fund - \$410,000 in 11/12, \$465,000 in 12/13, and a projected \$465,000 for 13/14
- Deliver 6-month, full-time Pre-Apprenticeship Training program in Welding, Small Engine and Marine Engine Techniques
- Support the Ontario Youth Apprenticeship Training programs with a number of school boards
- Provide “dual credit” program Small Engine and Welding courses with local school boards – currently delivering 5 sections at Midland campus
- Provide academic upgrading to individuals wishing to enter into apprenticeship training
- Develop curriculum for academic needs in apprenticeship training specifically for Marine Engine and Precision Metal trades.
- Provide disability services for apprenticeship students
- Provide targeted ‘Certificate of Qualifications’ test preparation courses funded by MTCU
- Deliver solar panel installation training for Electricians and Electrical apprentices
- Organize and deliver a 2 day high school skilled trades expo - over 400 high school students registered for the event in May 2013

Georgian delivers one year Techniques programs in Plumbing, Marine Engine, Electrical and Small Engine that feed directly into apprenticeship programs. Many of the one year graduates came back to us as apprentices in their respective fields.

PART-TIME STUDIES

An organizational and operational review of Continuing Education was completed over an eight week period. In conducting this review, data both internal and external to Georgian was gathered to complete a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, with a view to recognizing the strengths of Continuing Education as it exists now, and to identify areas where it may not be living up to its full potential. The College is moving forward with the recommendations to align the responsibility for credit activity with the academic area and to establish a new operating model that will foster innovation and growth in both continuing education and workforce development.

ENROLMENT TABLES

ENROLMENT SUMMARY TABLE

| | Percentage Change 2011/12 vs. 2012/13 | Change in Full-Time Equivalent Students (FTE) | Percentage Change 2012/13 vs. 2013/14 | Change in Full-Time Equivalent Students (FTE) |
|----------------------------------|---------------------------------------|---|---------------------------------------|---|
| Full-Time Post Secondary Diploma | 3.1% | 300 | 2.5% | 253 |
| Full-Time Post Secondary Other | | | | |
| UPC - LU | -20.7% | (185) | -18.3% | (130) |
| International | 11.3% | 62 | 11.0% | 67 |
| Apprenticeship | -11.3% | (24) | 0.5% | 1 |
| Part Time Studies | -0.3% | (2) | 0.0% | 0 |

COMPARISON OF FULL-TIME POST-SECONDARY DIPLOMA

| | 2012/13 ACTUAL | 2013/14 PROJECTED | 2013/14 | |
|---|----------------|-------------------|------------|-------------|
| | FTE | FTE | Growth | % Change |
| Total Full-Time Equivalent (FTE) Enrolment | 10,103 | 10,356 | 253 | 2.5% |

| | 2011/12 ACTUAL | | | 2012/13 ACTUAL | | | 2012/13 | |
|----------------------------------|----------------|--------------|--------------|----------------|--------------|--------------|------------|-------------|
| | SUMMER | FALL | WINTER | SUMMER | FALL | WINTER | FTE | |
| | | | | | | | Growth | % Change |
| Barrie | 1,919 | 5,901 | 5,938 | 2,181 | 6,031 | 6,175 | 315 | 4.6% |
| Orillia | 382 | 1,528 | 1,533 | 245 | 1,498 | 1,484 | (108) | -6.3% |
| Owen Sound | 166 | 709 | 699 | 178 | 756 | 743 | 52 | 6.6% |
| South Georgian Bay | 21 | 54 | 85 | 49 | 83 | 80 | 26 | 32.5% |
| Midland | 8 | 107 | 132 | 22 | 130 | 163 | 34 | 27.5% |
| Muskoka | 22 | 63 | 69 | 20 | 30 | 44 | (30) | -39.0% |
| Orangeville | 88 | 69 | 114 | 108 | 78 | 107 | 11 | 8.1% |
| Total Full-Time Enrolment | 2,606 | 8,431 | 8,570 | 2,803 | 8,606 | 8,796 | 300 | 3.1% |

COMPARISON OF FULL-TIME POST-SECONDARY OTHER

| | 2012/13 | 2013/14 | 2013/14 | |
|--|------------|------------|-------------|---------------|
| | Actual | Projected | Growth | % Change |
| Total UPC - LU (FTE) Enrolment | 709 | 580 | -130 | -18.3% |
| Total International (FTE) Enrolment | 605 | 671 | 67 | 11.0% |

| | 2011/12 | 2012/13 | 2012/13 | |
|--------------------------------|------------|------------|--------------|---------------|
| | Actual FTE | Actual FTE | FTE Growth | % Change |
| UPC - LU | | | | |
| Barrie | 715 | 564 | (151) | -21.1% |
| Orillia | 179 | 145 | (34) | -18.8% |
| Total UPC - LU | 893 | 709 | (185) | -20.7% |
| International | | | | |
| Barrie | 536 | 588 | 52 | 9.7% |
| Orillia | 4 | 12 | 8 | 228.6% |
| Owen Sound | 2 | 4 | 2 | 75.0% |
| South Georgian Bay | 0 | 0 | - | 0.0% |
| Midland | 2 | 2 | - | 0.0% |
| Muskoka | 0 | 0 | - | 0.0% |
| Orangeville | 1 | 1 | - | 0.0% |
| International FTE Total | 543 | 605 | 62 | 11.3% |

COMPARISON OF APPRENTICESHIP

| | 2012/13 | 2013/14 | 2013/14 | |
|---|------------|---------------|----------|-------------|
| | Actual FTE | Projected FTE | Growth | % Change |
| Total Apprenticeship (FTE) Enrolment | 189 | 190 | 1 | 0.5% |

| | 2011/12 | 2012/13 | 2012/13 | |
|--------------------|------------|------------|-------------|---------------|
| | Actual FTE | Actual FTE | FTE Growth | % Change |
| Barrie | 28 | 25 | (3) | -10.7% |
| Orillia | 3 | 2 | (1) | -33.3% |
| Midland | 99 | 94 | (5) | -5.1% |
| Muskoka | 23 | 19 | (4) | -17.4% |
| Collingwood | 2 | 0 | (2) | -100.0% |
| Owen Sound | 58 | 49 | (9) | -15.5% |
| Total | 213 | 189 | (24) | -11.3% |

COMPARISON OF PTFF / PTNF

PTFF (Part-Time Fully Funded) refers to student contact hours that will generate Ministry funding through the Operating Grant. The Ministry establishes tuition fees.

PTNF (Part-Time Non Funded) refers to student contact hours that are ineligible for Ministry funding. The College establishes tuition fees.

| | 2012/13 ACTUAL | | | 2013/14 PROJECTED | | | 2012/13 | | |
|----------------------------------|----------------|------------|------------|-------------------|------------|------------|-------------|-------------|-------------|
| | PTFF FTE | PTNF FTE | TOTAL FTE | PTFF FTE | PTNF FTE | TOTAL FTE | PTFF Growth | PTNF Growth | % Change |
| Total Part-Time Enrolment | 533 | 180 | 713 | 533 | 180 | 713 | 0 | 0 | 0.0% |

| | 2011/12 | | | 2012/13 | | | PERCENTAGE CHANGE | | |
|--------------------|------------|------------|------------|------------|------------|------------|-------------------|--------------|--------------|
| | PTFF FTE | PTNF FTE | TOTAL FTE | PTFF FTE | PTNF FTE | TOTAL FTE | PTFF | PTNF | TOTAL |
| Barrie | 371 | 63 | 434 | 377 | 72 | 449 | 1.6% | 14.3% | 3.5% |
| Orillia | 65 | 14 | 79 | 73 | 14 | 87 | 12.3% | 0.0% | 10.1% |
| Owen Sound | 37 | 75 | 112 | 34 | 65 | 99 | -8.1% | -13.3% | -11.6% |
| Midland | 12 | 19 | 31 | 15 | 12 | 27 | 25.0% | -36.8% | -12.9% |
| Muskoka | 12 | 5 | 17 | 15 | 5 | 20 | 25.0% | 0.0% | 17.6% |
| South Georgian Bay | 7 | 6 | 13 | 5 | 4 | 9 | -28.6% | -33.3% | -30.8% |
| Orangeville | 17 | 12 | 29 | 14 | 8 | 22 | -17.6% | -33.3% | -24.1% |
| TOTAL | 521 | 194 | 715 | 533 | 180 | 713 | 2.3% | -7.2% | -0.3% |

FINANCIAL ANALYSIS

BUDGET ADJUSTMENTS

Below is a summary outlining the changes that have been made to the budget for 2013/14 that have affected the shortfall between revenues and expenses.

ACADEMIC OPERATIONS

Georgian has been very successful at growing its enrolment over the last few years. However, due to the funding model that is currently in place, provincial funding for growth continues to lag enrolment. The table below displays the following:

- Grants - the actual total of the in-year General Purpose Operating Grant (GPOG), Enrolment Growth Grant (EG), excluding the portion for Part-Time Fully-Funded (PTFF Students)
- WFU - FT – weighted funding units for full-time students, excluding International, UPC, Second Career, and Nursing degree (funded separately). The 2012/13 and 2013/14 information has been estimated as it is not provided by the Ministry until October 2013.
- Grant per WFU – calculation from two prior categories dividing the Grant by WFU

| Year | Grant | WFU – FT | Grant per WFU |
|---------|--------------|----------|---------------|
| 2009/10 | \$38,951,104 | 9,618 | \$4,050 |
| 2010/11 | \$40,177,843 | 10,540 | \$3,812 |
| 2011/12 | \$41,815,975 | 11,407 | \$3,666 |
| 2012/13 | \$44,489,567 | 11,806 | \$3,768 |
| 2013/14 | \$48,050,640 | 12,101 | \$3,971 |

The Ministry policy indicates that they fund \$4,358 per WFU (in 2012/13 and prior years) as part of this lagged funding. A policy lever is being enacted in 2013/14 that will reduce the grant per WFU to \$4,317. From the chart above, Georgian is receiving \$346 less per WFU (\$4,317 - \$3,971) based on the lagged funding calculations. If the funding were to be received in-year based on WFU, Georgian would be entitled to receive approximately \$4.2 million more in grant funding.

In developing the 2013/14 budget, the academic area found cost efficiencies of approximately \$874,000. These savings included efficiencies in section planning, ensuring class size is fully maximized and full-time Faculty are teaching to full capacity. Reviews are currently underway in how the Academic area is structured and the optimal delivery model for Continuous Education. Enrolment planning was integrated college wide with targets set realistically. Other savings include areas where budgets have traditionally been higher than actual expenditures, such as sick replacement, professional development leave replacement, new faculty orientation and advertising for part-time programs.

BOOKSTORE, STUDENT RESIDENCE AND KEMPENFELT

The Bookstore's past year's fiscal performance has proved to be challenging as the textbook industry is in a state of significant change and sales continue to decline. The net contribution for the Bookstore has been budgeted at about the same level as the actual 2012/13 contribution.

The Residence has continued to have successful years as the financing is paid down and interest expense is decreasing. Maintenance costs on the building may increase as the building ages and summer business is reasonably variable. The contribution to College overhead is budgeted to be higher in 2013/14 than budgeted in 2012/13.

Kempfenfelt's operations have struggled with the downturn in the economy and decreased government business. 2012/13 was another challenging year with results falling short of initial budget by over \$160,000. The 2013/14 budget has been adjusted to recognize this risk.

SERVICE AREAS

In developing the 2013/14 budget, service areas found efficiencies by removing underutilized budgets in several areas or by increasing revenue targets to more accurately reflect past achievements. No specific account had any cut that would have a significant impact on service levels.

COLLEGE WIDE

Tuition was planned based on the Ministry's 2013/14 tuition fee policy. Other fees were adjusted to bring the fees more in-line with similar fees charged in the College system. This would reflect students paying less for tuition fee deferral. Cost related to credit card fees will be reduced with the removal of the option to pay full-time tuition fees.

For several years the College had strategically invested in new program development with substantial growth. This year new program growth will be much smaller but funds have been budgeted to invest in strategic initiatives. This plan will be fully budgeted by 2014/15 and will be carried over into each budget year thereafter.

BUDGET UNCERTAINTY / RISK

There is a relatively low level of risk built into the budget despite the fact that the budgeted deficit for 2012/13 was eliminated for 2013/14.

Revenue targets have been established and increased in some areas that should be attainable given the results of the recent past. As outlined in the section on enrolment, the College has established enrolment growth targets for almost all areas of its academic operations. However, some unpredictability in how these targets will be realized is unavoidable. For example, international recruitment can be impacted by a different set of variables including visa issues and geopolitical instability.

A collective agreement is in place for faculty and support staff. Thus, there is relative certainty about salary and benefit costs for these groups. Administrative staff salary ranges are still “frozen” for senior administrators. It should be noted that benefit costs may increase for each group irrespective of salary increases.

REVENUES AND EXPENSES

In 2012/13 the total revenue for Georgian pushed above the \$172 million mark. The total revenue for 2013/14 is expected to exceed that amount. However, the budget presented in this document intentionally underestimates this revenue in that only the net contributions to be received from corporate training and some government contracts are presented. The College has traditionally, and quite effectively, planned in this manner. As new business is received in the above-named areas during the year, the net budgets reflected in the budget book will be adjusted upwards to reflect the total gross revenue and total gross expense. The gross revenue and expense for this business is not reflected at this point in time as contracts are unknown.

The 2012/13 General Purpose Operating Grant and Enrolment Growth Grant represented about 27% of Georgian’s total revenue (2011/12 was approximately 26%). Provincial grant funding per student is not keeping pace with growth and is actually being decreased per WFU in 2013/14. The College is forced to find new and innovative ways to generate revenues to offset this shortfall.

Other provincial funding including Employment Ontario and the Nursing Grants are all being maintained at similar levels to 2012/13 budgets as no major changes are expected in these funding categories for 2013/14. The Ministry has indicated that it will eliminate the Small, Northern, and Rural Grant over a two year time frame, and as a result, the budget for this grant has been reduced by \$1.7 million.

The Key Performance Indicators (KPI) funding is projected to be at a similar level as 2012/13. Georgian’s performance in past KPI results should help the College maintain or increase its share of funding in 2013/14.

Georgian has increased the tuition fees in 2013/14 to the maximum 3% allowed by the Ministry’s tuition policy. As in the past (due to provincial requirements) the College will budget a portion of this increased fee revenue and return it to the students in the form of financial aid. The total tuition set aside for 2013/14 is \$2.85 million.

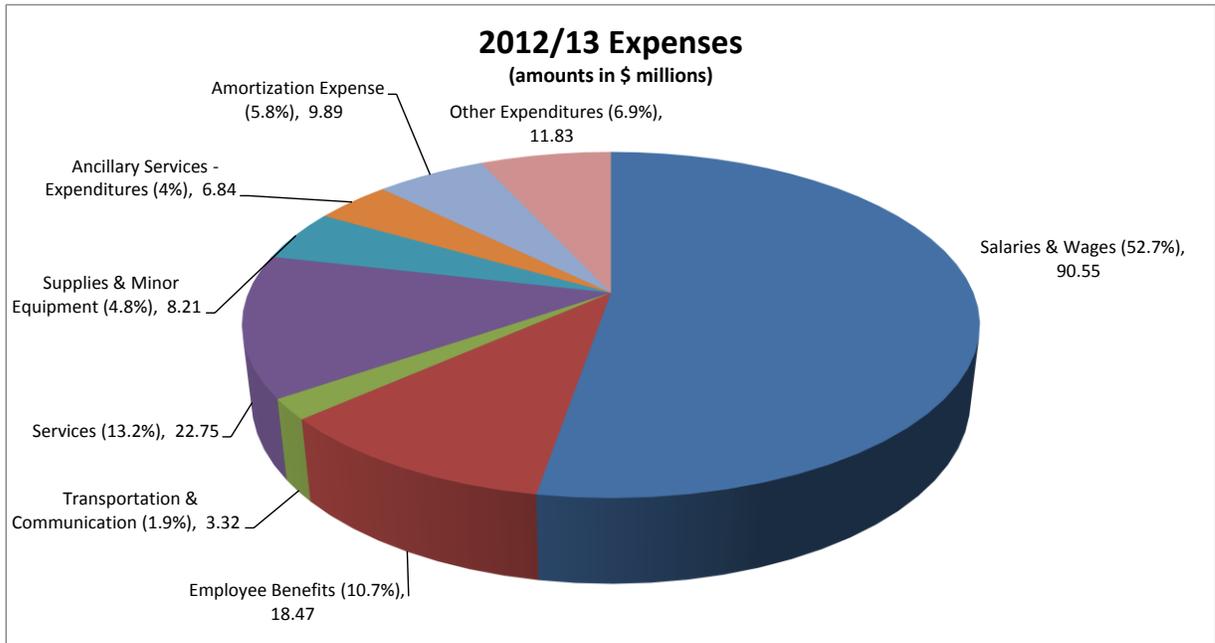
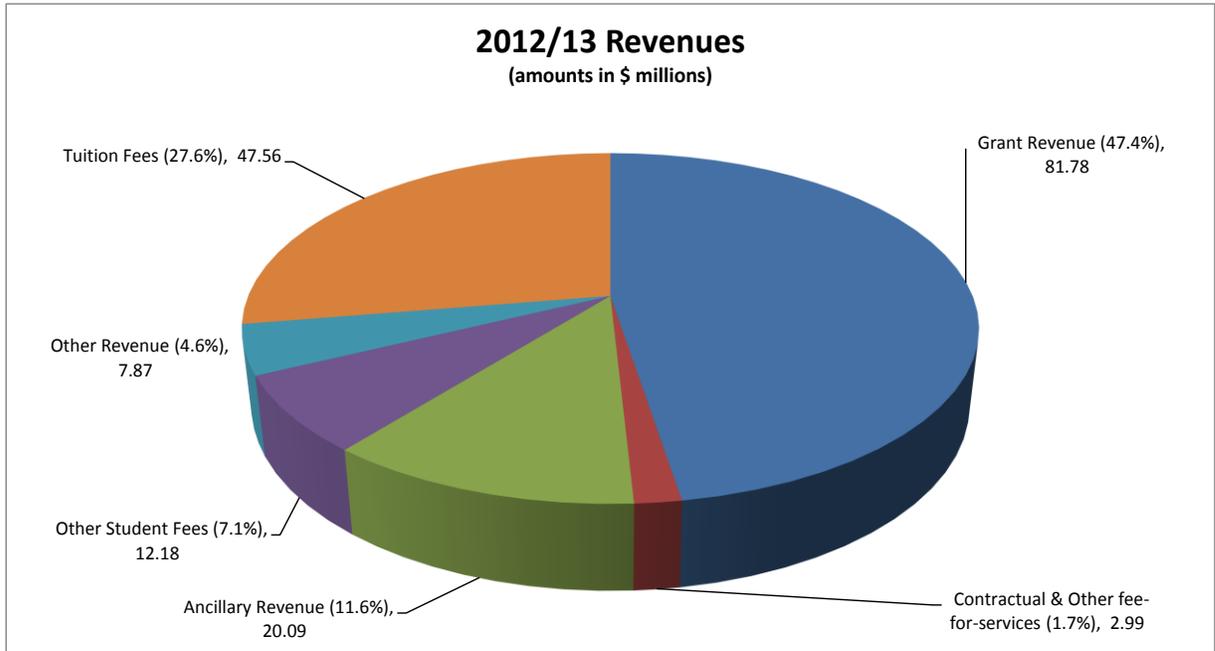
Second Career Student enrolment was increasing since it was launched in 2008/09, but is now declining. The grant revenue generated in this successful Ministry initiative immediately impacts the current-year funding as it is not funded using a slip-year funding mechanism. For 2013/14, the Second Career Grant has been budgeted at a similar level to 2012/13 actuals as enrolments are expected to be relatively stable.

FINANCIAL CHARTS AND SCHEDULES

The next 8 pages provide the financial detail on the revenues and expenses for the 2012/13 and 2013/14 fiscal years. The charts on page 19 provide a high level summary of the break-down of the 2012/13 revenues and expenses by broad categories.

- **Revenue and Expense Charts**
- **Schedule 1** - Compares the 2012/13 projected year end to the approved budget.
- **Schedule 2** - Provides the 2012/13 revenue allocation break-down by VP portfolio.
- **Schedule 3** - This is the actual 2012/13 summary of Statement of Operations that the Ministry requires each College to complete. There are several additional pages that are sent to the Ministry with this summary.
- **Schedule 4** - The same summary as Schedule 1 with the 2013/14 budget detail.
- **Schedule 5** - The same summary as Schedule 2 with the 2013/14 budget detail.
- **Schedule 6** - The same summary as Schedule 3 with the 2013/14 detail that is required to be completed for the Ministry.
- **Schedule 7** – This provides a summary of the College’s deficit recovery position at March 31 for the 2012/13 and 2013/14 fiscal years.

REVENUE AND EXPENSE CHARTS



SCHEDULE 1: SCHEDULE OF REVENUE & EXPENDITURE 2012/13 ACTUAL

| | 01-Apr-12 APPROVED BUDGET* | | 2012/13 PROJECTED YEAR-END** |
|--------------------------------------|---|--|---|
| REVENUES | | | |
| Grant Revenue | 74,480,900 | | 81,784,720 |
| Tuition Fees | 49,806,300 | | 47,562,310 |
| Other Student Fees | 11,397,000 | | 12,177,969 |
| Contractual & Other fee-for-services | 4,317,600 | | 2,991,892 |
| Ancillary Revenue | 20,425,000 | | 20,087,172 |
| Other Revenue | 6,276,900 | | 7,871,138 |
| TOTAL REVENUE | 166,703,700 | | 172,475,200 |
| EXPENDITURES | | | |
| Salaries & Wages | 90,888,500 | | 90,550,520 |
| Employee Benefits | 18,513,500 | | 18,471,843 |
| Transportation & Communication | 2,804,800 | | 3,323,986 |
| Services | 20,826,800 | | 22,750,290 |
| Supplies & Minor Equipment | 9,442,700 | | 8,205,248 |
| Ancillary Services - Expenditures | 7,149,300 | | 6,838,192 |
| Amortization Expense | 9,326,900 | | 9,889,087 |
| Other Expenditures | 10,743,500 | | 11,830,178 |
| TOTAL EXPENDITURES | 169,696,000 | | 171,859,344 |
| SURPLUS / (DEFICIT) | (2,992,300) | | 615,856 |

* In certain instances, approved budget reflects the net contribution to be received from corporate, apprenticeship and gov't contract training.

** Year end figures reflect gross revenue and gross expenses related to the approved budgeted net contributions.

SCHEDULE 2: REVENUE ALLOCATION BY VP 2012/13

| Org Type Description | Tuition & Grant Revenue | Other Revenue | Expenses | Net Contribution | Contrib % | % of Ttl Revenue | % of Ttl Expenses |
|---|------------------------------------|----------------------|--------------------|-------------------------|------------------|-------------------------|--------------------------|
| VP Academic | | | | | | | |
| Aboriginal | 281,511 | 641,612 | 789,653 | 133,470 | 14% | 1% | 0% |
| Automotive / Business | 12,149,334 | 1,600,306 | 9,987,117 | 3,762,523 | 27% | 8% | 6% |
| Human Services | 12,491,437 | 593,706 | 8,350,583 | 4,734,560 | 36% | 8% | 5% |
| Computer Studies & Design Arts | 6,955,647 | 1,159,979 | 6,203,797 | 1,911,829 | 24% | 5% | 4% |
| Health | 23,132,056 | 1,921,811 | 15,519,466 | 9,534,401 | 38% | 15% | 9% |
| Hospitality & Tourism | 6,012,979 | 924,340 | 6,339,355 | 597,964 | 9% | 4% | 4% |
| General Arts & Science | 2,834,191 | 178,358 | 1,694,693 | 1,317,855 | 44% | 2% | 1% |
| Tech | 10,465,075 | 833,026 | 7,623,108 | 3,674,993 | 33% | 7% | 4% |
| University Partnership | 3,853,107 | 32,455 | 2,652,173 | 1,233,390 | 32% | 2% | 2% |
| Owen Sound | 7,703,631 | 1,893,965 | 7,874,025 | 1,723,571 | 18% | 6% | 5% |
| Midland | 2,664,735 | 1,206,354 | 3,042,181 | 828,909 | 21% | 2% | 2% |
| Muskoka | 740,503 | 555,904 | 1,298,723 | (2,316) | 0% | 1% | 1% |
| Orangeville | 1,350,361 | 1,674,068 | 2,416,946 | 607,484 | 20% | 2% | 1% |
| South Georgian Bay | 881,292 | 540,082 | 1,056,872 | 364,503 | 26% | 1% | 1% |
| Community Programs (BA/OR/OS Only) | - | 4,973,260 | 4,562,342 | 410,918 | 8% | 3% | 3% |
| Dual Credit | - | 1,543,618 | 1,406,649 | 136,968 | 9% | 1% | 1% |
| Applied Research | - | 393,763 | 509,002 | (115,239) | -29% | 0% | 0% |
| Academic Overhead | - | 336,135 | 3,293,691 | (2,957,556) | -880% | 0% | 2% |
| Total VP Academic | 91,515,861 | 21,002,743 | 84,620,375 | 27,898,228 | 25% | 65% | 49% |
| VP Student Engagement | | | | | | | |
| Registrar | - | 1,403,498 | 7,759,897 | (6,356,399) | | 1% | 5% |
| Library Services | - | 76,811 | 3,393,180 | (3,316,369) | | 0% | 2% |
| Student Services | - | 8,529,985 | 10,384,279 | (1,854,294) | | 5% | 6% |
| Co-op | - | 1,778,959 | 1,721,250 | 57,709 | | 1% | 1% |
| Residence | - | 4,052,297 | 3,069,596 | 982,702 | | 2% | 2% |
| Bookstore | - | 7,894,310 | 7,460,898 | 433,412 | | 5% | 4% |
| International | - | 7,320,318 | 2,590,726 | 4,729,592 | | 4% | 2% |
| Overhead | - | - | 372,259 | (372,259) | | 0% | 0% |
| Total VP Student Engagement | - | 31,056,178 | 36,752,084 | (5,695,906) | | 18% | 21% |
| VP Planning | | | | | | | |
| Information Technology | - | 143,265 | 7,155,633 | (7,012,368) | | 0% | 4% |
| Information Technology - 1 Time Projects | - | 50,679 | 51,414 | (734) | | 0% | 0% |
| Educational Technology | - | 1,721,969 | 1,628,640 | 93,329 | | 1% | 1% |
| Human Resources | - | 37,186 | 3,989,806 | (3,952,621) | | 0% | 2% |
| Organizational Planning & Development | - | 620 | 769,001 | (768,381) | | 0% | 0% |
| Total VP Planning | - | 1,953,719 | 13,594,494 | (11,640,775) | | 1% | 8% |
| VP Administration | | | | | | | |
| Financial Services / Purchasing | - | 1,892,336 | 5,568,047 | (3,675,711) | | 1% | 3% |
| Physical Resources | - | 4,190,964 | 9,566,630 | (5,375,666) | | 2% | 6% |
| Physical Resources - 1 Time Projects | - | 2,183,107 | 2,179,005 | 4,102 | | 1% | 1% |
| Kempenfelt | - | 2,443,479 | 2,696,887 | (253,408) | | 1% | 2% |
| Total VP Administration | - | 10,709,886 | 20,010,569 | (9,300,683) | | 6% | 12% |
| VP Marketing | | | | | | | |
| Corporate Marketing | - | 424,748 | 2,978,299 | (2,553,551) | | 0% | 2% |
| ODAR | - | 1,987,994 | 2,136,436 | (148,443) | | 1% | 1% |
| Total VP Marketing | - | 2,412,742 | 5,114,736 | (2,701,994) | | 1% | 3% |
| President and Board of Governor's Office | - | - | 760,495 | (760,495) | | 0% | 0% |
| College Wide Accounts | | | | | | | |
| General Revenues | | 7,981,628 | 1,117,503 | 6,864,124 | | 5% | 1% |
| Amortization / Depreciation | - | 5,842,444 | 9,889,087 | (4,046,643) | | 3% | 6% |
| Total College Wide Accounts | - | 13,824,072 | 11,006,590 | 2,817,481 | | 8% | 6% |
| Grand Total | 91,515,861 | 80,959,339 | 171,859,344 | 615,856 | | 100% | 100% |

SCHEDULE 3: MTCU STATEMENT OF OPERATIONS 2012/13

| | |
|--|--------------------|
| 4 Revenue | 172,475,200 |
| 41 Grant Revenue | 81,784,720 |
| 411 Grant Revenue | 75,942,276 |
| 412 Flow Through Grants | - |
| 413 Provincial Grants Repayment of Prior Year | - |
| 414 Amortization of Deferred Capital Contributions | 5,842,444 |
| 43 Tuition Fees | 47,562,310 |
| 431 Tuition Fee - Regulated | 34,931,862 |
| 432 Tuition Fee - Unfunded | 12,098,438 |
| 439 Tuition Fee - Other | 532,010 |
| 44 Other Student Fees | 12,177,969 |
| 449 Other Student Fees | 12,177,969 |
| 45 Contractual and other fee-for-services | 2,991,892 |
| 451 Contractual Services | 2,991,892 |
| 452 Other fee-for-services | - |
| 46 Ancillary Revenue | 20,087,172 |
| 461 Ancillary Revenue | 20,087,172 |
| 49 Other Revenue | 7,871,138 |
| 491 Reimbursement of Expenses | - |
| 492 Donations | 384,016 |
| 493 Gain/Loss on Sale of Assets | 54,103 |
| 494 Gain/Loss on Sale of Inventory and other Assets | - |
| 499 Other Revenue | 7,541,224 |
| 5 Expenses | 171,859,344 |
| 51 Salaries & Wages | 90,550,520 |
| 511 Salaries - Full Time & Partial Load Academic | 38,106,225 |
| 512 Salaries - Part Time & Sessional Academic | 8,078,124 |
| 513 Salaries - Support Staff | 29,231,736 |
| 514 Salaries - Administrative Staff | 13,823,930 |
| 515 Other Salary Costs - Full Time & Partial Load Academic | 1,004,828 |
| 516 Other Salary Costs - Part Time & Sessional Academic | - |
| 517 Other Salary Costs - Support Staff | 305,678 |
| 518 Other Salary Costs - Administrative Staff | - |
| 52 Employee Benefits | 18,471,843 |
| 521 Benefits - Full Time & Partial Load Academic | 7,932,145 |
| 522 Benefits - Part Time & Sessional Academic | 767,467 |
| 523 Benefits - Support Staff | 6,728,797 |
| 524 Benefits - Administrative Staff | 3,100,334 |
| 525 Pension Plans | - |
| 526 Postemployment Benefits & Compensated Absences | 56,900 |
| 53 Transportation & Communication | 3,323,986 |
| 531 Transportation & Communication | 3,323,986 |
| 54 Services | 22,750,290 |
| 541 Services | 10,043,990 |
| 542 Utilities & Maintenance | 10,501,604 |
| 543 Rental Expenditures | 2,204,697 |
| 55 Supplies & Minor Equipment | 8,205,248 |
| 551 Supplies & Minor Equipment | 8,205,248 |
| 56 Ancillary Services - Expenditures | 6,838,192 |
| 561 Ancillary Expenditures | 6,838,192 |
| 57 Amortization Expense | 9,889,087 |
| 571 Amortization Expense | 9,889,087 |
| 59 Other Expenditures | 11,830,178 |
| 591 Interest & Insurance Expenses | 4,915,159 |
| 599 Other Expenses | 6,915,019 |
| SURPLUS/(DEFICIT) | 615,856 |

SCHEDULE 4: SCHEDULE OF REVENUE & EXPENDITURE 2013/14 BUDGET

| | 01-Apr-13 BUDGET* |
|--------------------------------------|------------------------------|
| REVENUES | |
| Grant Revenue | 80,122,400 |
| Tuition Fees | 50,898,000 |
| Other Student Fees | 12,009,400 |
| Contractual & Other fee-for-services | 2,537,800 |
| Ancillary Revenue | 21,016,400 |
| Other Revenue | 6,682,500 |
| TOTAL REVENUE | 173,266,500 |
| EXPENDITURES | |
| Salaries & Wages | 90,909,100 |
| Employee Benefits | 19,610,000 |
| Transportation & Communication | 2,756,200 |
| Services | 21,480,100 |
| Supplies & Minor Equipment | 8,518,200 |
| Ancillary Services - Expenditures | 7,360,200 |
| Amortization Expense | 9,955,800 |
| Other Expenditures | 12,676,900 |
| TOTAL EXPENDITURES | 173,266,500 |
| SURPLUS/ (DEFICIT) | - |

SCHEDULE 5: REVENUE ALLOCATION BY VP 2013/14

| Org Type Description | Tuition & Grant Revenue | Other Revenue | Expenses | Net Contribution | Contrib % | % of Ttl Revenue | % of Ttl Expenses |
|---|------------------------------------|----------------------|--------------------|-------------------------|------------------|-------------------------|--------------------------|
| VP Academic | | | | | | | |
| Aboriginal | 328,644 | 692,900 | 869,635 | 151,909 | 15% | 1% | 1% |
| Automotive / Business | 12,281,784 | 1,538,600 | 10,054,054 | 3,766,330 | 27% | 8% | 6% |
| Human Services | 12,929,594 | 473,500 | 8,625,678 | 4,777,416 | 36% | 8% | 5% |
| Computer Studies & Design Arts | 8,260,251 | 1,216,800 | 6,487,377 | 2,989,673 | 32% | 5% | 4% |
| Health | 25,126,268 | 1,488,500 | 16,342,912 | 10,271,856 | 39% | 15% | 9% |
| Hospitality & Tourism | 6,317,928 | 649,200 | 6,101,068 | 866,060 | 12% | 4% | 4% |
| General Arts & Science | 2,962,615 | 179,300 | 1,779,033 | 1,362,882 | 43% | 2% | 1% |
| Tech | 10,975,544 | 591,000 | 7,281,444 | 4,285,101 | 37% | 7% | 4% |
| University Partnership | 3,580,300 | - | 2,110,000 | 1,470,300 | 41% | 2% | 1% |
| Owen Sound | 8,397,881 | 1,457,300 | 7,795,039 | 2,060,142 | 21% | 6% | 4% |
| Midland | 2,623,686 | 788,800 | 2,371,822 | 1,040,663 | 30% | 2% | 1% |
| Muskoka | 866,903 | 395,300 | 1,218,854 | 43,348 | 3% | 1% | 1% |
| Orangeville | 1,322,185 | 1,589,300 | 2,414,072 | 497,413 | 17% | 2% | 1% |
| South Georgian Bay | 774,618 | 550,400 | 1,093,712 | 231,306 | 17% | 1% | 1% |
| Community Programs (BA/OR/OS Only) | - | 4,305,400 | 3,806,100 | 499,300 | 12% | 2% | 2% |
| Dual Credit | - | 206,700 | 91,700 | 115,000 | 56% | 0% | 0% |
| Applied Research | - | 285,000 | 400,000 | (115,000) | -40% | 0% | 0% |
| Academic Overhead | - | 321,000 | 3,005,600 | (2,684,600) | -836% | 0% | 2% |
| Total VP Academic | 96,748,200 | 16,729,000 | 81,848,100 | 31,629,100 | 28% | 65% | 47% |
| VP Student Engagement | | | | | | | |
| Registrar | - | 1,590,000 | 7,750,800 | (6,160,800) | | 1% | 4% |
| Library Services | - | 75,500 | 3,495,900 | (3,420,400) | | 0% | 2% |
| Student Services | - | 8,620,800 | 10,608,400 | (1,987,600) | | 5% | 6% |
| Co-op | - | 1,755,300 | 1,755,300 | - | | 1% | 1% |
| Residence | - | 4,044,700 | 3,203,700 | 841,000 | | 2% | 2% |
| Bookstore | - | 8,393,500 | 7,993,200 | 400,300 | | 5% | 5% |
| International | - | 8,241,100 | 2,698,100 | 5,543,000 | | 5% | 2% |
| Overhead | - | - | 361,800 | (361,800) | | 0% | 0% |
| Total VP Student Engagement | - | 32,720,900 | 37,867,200 | (5,146,300) | | 19% | 22% |
| VP Planning | | | | | | | |
| Information Technology | - | 158,000 | 7,644,400 | (7,486,400) | | 0% | 4% |
| Information Technology - 1 Time Projects | - | - | - | - | | 0% | 0% |
| Educational Technology | - | 2,124,000 | 2,190,300 | (66,300) | | 1% | 1% |
| Human Resources | - | - | 3,137,100 | (3,137,100) | | 0% | 2% |
| Organizational Planning & Development | - | - | 863,500 | (863,500) | | 0% | 0% |
| Total VP Planning | - | 2,282,000 | 13,835,300 | (11,553,300) | | 1% | 8% |
| VP Administration | | | | | | | |
| Financial Services / Purchasing | - | 1,524,700 | 6,505,800 | (4,981,100) | | 1% | 4% |
| Physical Resources | - | 4,245,600 | 9,968,300 | (5,722,700) | | 2% | 6% |
| Physical Resources - 1 Time Projects | - | 340,900 | 340,900 | - | | 0% | 0% |
| Kempenfelt | - | 2,673,000 | 2,866,900 | (193,900) | | 2% | 2% |
| Total VP Administration | - | 8,784,200 | 19,681,900 | (10,897,700) | | 5% | 11% |
| VP Marketing | | | | | | | |
| Corporate Marketing | - | 349,000 | 3,068,000 | (2,719,000) | | 0% | 2% |
| ODAR | - | 1,479,700 | 2,054,800 | (575,100) | | 1% | 1% |
| Total VP Marketing | - | 1,828,700 | 5,122,800 | (3,294,100) | | 1% | 3% |
| President and Board of Governor's Office | - | - | 680,800 | (680,800) | | 0% | 0% |
| College Wide Accounts | | | | | | | |
| General Budget Salaries (Non-specific) | - | - | 1,146,600 | (1,146,600) | | 0% | 1% |
| General Revenues | - | 7,902,900 | 3,128,000 | 4,774,900 | | 5% | 2% |
| Amortization / Depreciation | - | 6,270,600 | 9,955,800 | (3,685,200) | | 4% | 6% |
| Total College Wide Accounts | - | 14,173,500 | 14,230,400 | (56,900) | | 8% | 8% |
| Grand Total | 96,748,200 | 76,518,300 | 173,266,500 | (0) | | 100% | 100% |

SCHEDULE 6: MTCU STATEMENT OF OPERATIONS 2013/14

| | |
|--|--------------------|
| 4 Revenue | 173,266,500 |
| 41 Grant Revenue | 80,122,400 |
| 411 Grant Revenue | 73,851,800 |
| 412 Flow Through Grants | - |
| 413 Provincial Grants Repayment of Prior Year | - |
| 414 Amortization of Deferred Capital Contributions | 6,270,600 |
| 43 Tuition Fees | 50,898,000 |
| 431 Tuition Fee - Regulated | 36,750,100 |
| 432 Tuition Fee - Unfunded | 13,582,700 |
| 439 Tuition Fee - Other | 565,200 |
| 44 Other Student Fees | 12,009,400 |
| 449 Other Student Fees | 12,009,400 |
| 45 Contractual and other fee-for-services | 2,537,800 |
| 451 Contractual Services | 2,537,800 |
| 452 Other fee-for-services | - |
| 46 Ancillary Revenue | 21,016,400 |
| 461 Ancillary Revenue | 21,016,400 |
| 49 Other Revenue | 6,682,500 |
| 491 Reimbursement of Expenses | - |
| 492 Donations | 188,700 |
| 493 Gain/Loss on Sale of Assets | - |
| 494 Gain/Loss on Sale of Inventory and other Assets | - |
| 499 Other Revenue | 6,493,800 |
| 5 Expenses | 173,266,500 |
| 51 Salaries & Wages | 90,909,100 |
| 511 Salaries - Full Time & Partial Load Academic | 38,451,400 |
| 512 Salaries - Part Time & Sessional Academic | 7,773,600 |
| 513 Salaries - Support Staff | 29,928,900 |
| 514 Salaries - Administrative Staff | 13,855,700 |
| 515 Other Salary Costs - Full Time & Partial Load Academic | 653,900 |
| 516 Other Salary Costs - Part Time & Sessional Academic | - |
| 517 Other Salary Costs - Support Staff | 245,600 |
| 518 Other Salary Costs - Administrative Staff | - |
| 52 Employee Benefits | 19,610,000 |
| 521 Benefits - Full Time & Partial Load Academic | 8,215,100 |
| 522 Benefits - Part Time & Sessional Academic | 832,000 |
| 523 Benefits - Support Staff | 7,348,100 |
| 524 Benefits - Administrative Staff | 3,214,800 |
| 525 Pension Plans | - |
| 526 Postemployment Benefits & Compensated Absences | - |
| 53 Transportation & Communication | 2,756,200 |
| 531 Transportation & Communication | 2,756,200 |
| 54 Services | 21,480,100 |
| 541 Services | 9,600,100 |
| 542 Utilities & Maintenance | 9,619,600 |
| 543 Rental Expenditures | 2,260,400 |
| 55 Supplies & Minor Equipment | 8,518,200 |
| 551 Supplies & Minor Equipment | 8,518,200 |
| 56 Ancillary Services - Expenditures | 7,360,200 |
| 561 Ancillary Expenditures | 7,360,200 |
| 57 Amortization Expense | 9,955,800 |
| 571 Amortization Expense | 9,955,800 |
| 59 Other Expenditures | 12,676,900 |
| 591 Interest & Insurance Expenses | 4,316,900 |
| 599 Other Expenses | 8,360,000 |
| SURPLUS/(DEFICIT) | - |

SCHEDULE 7: MTCU CALCULATION FOR DEFICIT RECOVERY PLANNING

| | 2012/2013 PROJECTION | 2013/2014 BUDGET |
|--|---------------------------------|-----------------------------|
| As at April 1 | \$ 11,369,266 | \$ 11,220,015 |
| Surplus (Deficit) for the Year (Schedule 1 or 3) | 615,856 | - |
| Exclude change in Vacation, Vested Sick Leave, Future Benefits, Compensating Absences, Non-vested Sick Leave | (765,107) | - |
| MTCU Deficit Recovery | \$ 11,220,015 | \$ 11,220,015 |

The historical MTCU definition for Deficit Recovery Position was confirmed in early 2008 via discussions with the Ministry. The calculation of the MTCU Deficit Recovery number has to be maintained as a positive value. If this number were to ever become negative, the College would be required to provide to the Ministry an appropriate deficit recovery plan.

Vacation expense, vested sick leave, employee future benefits, compensating absences and non-vested sick leave are included in the surplus (deficit), however these numbers are excluded from the MTCU deficit recovery calculation.

The Ministry has stated that it will move from the use of the deficit recovery value as the sole indicator of the College's financial health to a series of financial indicators. These indicators have not been officially finalized and as a result are not included in this budget.

In 2012, college sector representatives proposed some similar indicators. Approval and agreement by the MTCU and the college sector representatives has not yet resulted in finalization of such indicators (per email from MTCU April 26, 2013). As a result, Georgian has continued to use this definition of Deficit Recovery.

Appendix 2: Georgian College's Strategic Mandate Agreement

Attached.



Georgian College Vision, Proposed Mandate Statement and Priority Objectives

A submission to begin the process of developing strategic mandate agreements (SMAs):

To: The Honourable Glen Murray
 Ministry of Training, Colleges and Universities

From: Dr. MaryLynn West-Moynes
 President and Chief Executive Officer
 Georgian College

October 1, 2012

Part 1: Georgian College – Proposed Mandate Statement

Building on our Strengths

For 45 years, Georgian College has helped people from all walks of life to access quality educational experiences that connect them to opportunities and prepare them for life and career success. Since its inception, Georgian has evolved to meet the growing and changing needs of students and to become a catalyst for economic development in central Ontario, bringing strong social and cultural benefits to the communities we serve and to the Province of Ontario. Georgian's annual economic impact is estimated at \$157 million regionally and \$361 million provincially¹.

Georgian's success as a leading Canadian college is due in large part to our ability to apply entrepreneurial and innovative thinking to the business of education. Not only was Georgian the *first* co-operative education college in Ontario, but today it is the largest, with more than 3,500 employers offering 4,500 co-op positions each year. Work-integrated learning is core to academic programming at Georgian. We are known for attracting the most dynamic industry and community leaders, building rich partnerships, and providing industry with highly skilled graduates to help to grow and sustain their operations. Georgian consistently ranks in the top 10 among Ontario colleges in graduate employment².

In addition to providing innumerable academic opportunities in a traditionally underserved region, Georgian has led the way in creating cost-effective pathways for students, ranging from academic upgrading, apprenticeship and diploma programs, to a variety of graduate certificate, college and university degree programs offered through the Ministry-approved *University Partnership Centre* shared-services model (see Appendix A).

With campuses in Barrie, Orillia, Owen Sound, Midland, Muskoka, Orangeville and South Georgian Bay, Georgian has the largest geographical reach of any Ontario college and is also among the fastest growing. Between 2002 and 2012, Georgian's full-time domestic enrolment increased by 83 per cent. Georgian today welcomes over 10,000³ full-time students, including international students from more than 43 countries. Part-time study registrations number more than 28,000 annually.

Georgian received the highest possible marks in the provincial Program Quality Assurance Process Audit and has recently ranked number one among 200 institutions in an international student satisfaction survey⁴. Georgian has been honoured as one of Canada's Top 100 Employers (for the sixth time) and has been named one of Canada's Greenest Employers for the past three years.

Georgian's highly successful *Power of Education* campaign has well surpassed its \$25 million goal, raising more than \$40 million to facilitate the development and expansion of key programs and fund industry-driven improvements at Georgian's campuses. More than 900 annual awards and scholarships, valued at over \$700,000, are distributed to students annually. Our strength in building sustainable community, as well as business and industry partnerships, is evident through this fundraising success, placing Georgian as a leader in advancement among the Ontario CAATs. This demonstrates the enormous trust and credibility our institution has earned among our community partners.

Positioning Ourselves for the Future

Georgian is well-positioned to leverage past successes and to shape programs, services and operations for the future. Fundamentally, Georgian has been and continues to be committed to lead in applied, career-focused education.

Building on our strategic plan, *Vision 2015*, and our mission to *inspire innovation, transform lives and connect communities through the power of education*, we will advance our reputation as a college focused on

¹ Analysis based on model developed by Christopher A. Sarlo, PhD., 2010-11 data.

² MTCU, Key Performance Indicators, Graduate Employment Rate.

³ OCAS, full-time enrolment for all years, all fee categories, November Headcount.

⁴ International Student Barometer (ISB) survey, administered by International Graduate Insight Group, 2011.

entrepreneurship to become a Canadian leader in postsecondary education. By cascading the principles of entrepreneurship and innovation into every facet of our organization, we will support the Ontario Government's vision for postsecondary education by providing all graduates with comprehensive skills to increase productivity, innovation and sustainability in market-oriented careers. This refined focus is aligned with the Ontario Government's goal of a 70 per cent postsecondary attainment rate across the labour market. Georgian's well-known reputation for advancing student access and success, combined with close links to business and industry will enhance our graduates' abilities in the workforce and in job creation, thereby strengthening the communities we serve.

At Georgian, we define entrepreneurship as a process that transforms innovative ideas into value that builds prosperity and, ultimately, benefits individuals, communities and society. More than a business practice, entrepreneurship is a way of thinking and acting that is a critical skill for success in any sector of the creative economy⁵. There is a misconception by society that this type of thinking cannot be bridged into teaching and learning. We do not accept this at Georgian.

Driving our resolve is a recognition that most of our graduates will be employed in small- or medium-sized enterprises (SMEs) and that the communities we serve need to grow SMEs as part of their economic development strategies.

Within the context of our strategic plan and the Ontario Government's vision for postsecondary education, our three priority objectives are:

1. Extraordinary teaching and learning through **entrepreneurship education, experiential opportunities and technology-enabled delivery.**
2. Student access, mobility and choice through **expanded pathways and innovative partnerships.**
3. Institutional sustainability by **modelling entrepreneurship and innovation through a process of organizational renewal.**

These priorities incorporate the principles of putting students first, meeting the needs of the creative economy and focusing on productivity, innovation and sustainability. Our first priority builds on our strong reputation for innovation and experiential opportunities. Through uniquely designed curriculum that embeds entrepreneurship into all programs, combined with a choice of relevant experiential learning opportunities, Georgian graduates will join the workplace tooled with a signature learning experience that erases the walls between the classroom and the workplace. Our differentiated "deep learning" approach will ensure Georgian graduates have the skills to become *job creators* - skills we know are needed to maintain and build Ontario's prosperity across all sectors. To achieve this, students will be engaged in innovative, flexible, technology-enabled learning and work environments that will advance their future careers and strengthen their entrepreneurial/*intrapreneurial*⁶ endeavours.

Our second priority expands on our commitment to ensure that students have educational options to accelerate their careers. We will build on our differentiated university partnership model to facilitate education required in the 21st Century. We will provide real applied, career-focused diplomas and degree credentials that complement the needs of society, the workforce and individuals.

Finally, recognizing that a leading institution must lead from within, we at Georgian will focus on productivity, innovation and sustainability by applying our values of entrepreneurship and innovation as foundational principles to transform and build on our own institutional efficiency and effectiveness through a process of organizational renewal, thus truly positioning ourselves as *The Entrepreneurship College*.

In the following pages, we have set out a bold plan to build on Georgian's strengths, as well as to embrace the need for transformational change over the next 10 years. This agenda will lead to a modernized approach to

⁵ Adapted from the Kauffman Foundation.

⁶ The practice of entrepreneurship within a large organization.

producing highly skilled graduates with unique, career-focused, innovative and entrepreneurial skills. Through our graduates, we will ultimately build more prosperous communities.

Investing in our Transformation

To achieve this agenda, Georgian recognizes a need to commit to and invest in transformation.

Given our significant growth in student enrolment over the past 10 years, a potential exists to leverage certain economies of scale. To do so will require investment in information technology, physical infrastructure and human resources over the short to medium term, as we implement strategies that will ultimately achieve efficiencies and productivity over the long term.

We will review and renew our business practices through an entrepreneurial lens by leading a business process improvement strategy, mentored by our business and industry partners, to enhance our institutional productivity and financial sustainability. Investments will be required to support our transformation, with specific emphasis on increasing the cost-effectiveness of the service and academic areas of the college, enhancing student retention, accelerating program reviews and curriculum development to support the changing needs of the global economy and preparing students to be job *creators*. We will make adjustments to the program mix where appropriate.

Georgian will be greatly affected by the Ministry's plan for phased elimination of the *Small Northern and Rural* grant. The impact of the elimination of this grant, combined with the cancelled *Enrolment Bridging* grant, translates into more than \$4 million per year of lost operating revenue to Georgian. This equates to a 12 per cent reduction in the general operating grant, compared to a two per cent average reduction across the college system. This fiscal impact must be considered as strategies are undertaken to ensure the long-term sustainability of Georgian College. Georgian proposes that, at a minimum, this funding be restored.

In addition, a number of policy and regulatory changes will be required for Georgian to achieve its full potential. We strongly support the position of Colleges Ontario on implementation of a three-year degree, regulatory changes to nursing education, expansion of the collaborative 2+2 and other pathway partnerships and improved recognition and transferability of completed postsecondary credits. In addition we support the call for investment in developing a world-class, technology enabled learning model and an expanded role for colleges in the in-school part of apprenticeship training.

With the above-mentioned policy changes, a short- to medium-term one-time investment in information technology infrastructure, renovations to physical space and human resources estimated at \$12 million, Georgian's success in achieving the priority objectives outlined in this mandate agreement will be measured through increased domestic and student enrolment and retention, increased online program offerings, new video conferencing technology to serve our large region, new innovative student pathways and increased productivity through the modernization of business processes. These will result in efficiencies, elimination of duplication and shared services across the college sector.

As noted by Colleges Ontario in its submission, the postsecondary system can be modernized by rethinking the roles of institutions and focusing on credit recognition and pathways. Proposed productivity savings equate to over \$100 million for the system and over \$450 million in benefits for students. Georgian's priorities contribute to these savings by focusing on student pathways, leveraging infrastructure to develop new integrated diplomas/degrees (similar to the 2+2 model at Guelph-Humber) and providing career-oriented three and four-year degrees.

Part 2: Georgian College – Vision 2015

Georgian's strategic plan, *Vision 2015*, was developed through extensive community consultation over a period of nine months. Our vision, mission and strategic priorities were co-created with input from more than 700 constituents, including students, alumni, employers, sector, government and community partners. We are extremely proud of our strategic plan, which builds on our strengths, articulates aspirational goals and

recognizes the important role we play as a community partner, a top employer and a catalyst for economic development in central Ontario and beyond. We believe our strategic plan is fully aligned with the Ontario Government’s vision for postsecondary education, and we look forward to accelerating key priorities within our plan that will support the Government’s direction.

Georgian’s *vision* is to be the most personally connected learning organization in Canada – a catalyst for individual, organizational and community transformation. Through partnerships, we will connect people from all walks of life to extraordinary learning experiences that will inspire innovation and prepare them for life and career success. With a reputation for excellence, Georgian graduates will be in demand by employers and will contribute in many ways to the economic vitality, sustainability and quality of life of their communities. Our learners and employees will feel a lifelong connection to Georgian because of the positive difference we have made in their lives.

Our *mission* is to inspire innovation, transform lives and connect communities through the power of education. Georgian’s strategic plan outlines five *strategic priorities*: advance student access and success; inspire extraordinary teaching and learning; champion employee engagement; strengthen community and industry connections; and build sustainability through innovation.

We will advance our mission and vision by living our *values* of connectedness, engagement and collaboration; innovation and entrepreneurship; strength through diversity; continuous quality improvement; and, respect for people and the environment.

Part 3: Georgian College – Priority Objectives

Priority #1 Extraordinary teaching and learning through entrepreneurship education, experiential opportunities and technology-enabled delivery.

Proposed Strategies

- Be recognized as a Canadian leader in entrepreneurship education through the Henry Bernick Entrepreneurship Centre. Georgian will:
 - Launch new diploma and graduate certificate programs in Entrepreneurship.
 - Expand our affiliation with the internationally recognized Kauffman Foundation, the world’s largest foundation devoted to entrepreneurship education and advancing innovation, to deliver licensed *Fast Trac™* programs through Continuing Education.
 - Establish research and internship programs for students.
 - Implement business coaching and mentorship programs.
 - Establish mechanisms for incubating new student ventures.
 - Partner with Aboriginal communities to provide specialized entrepreneurship programs and services.
- Embed entrepreneurship as a signature learning experience by incorporating common entrepreneurship learning outcomes in all Georgian programs.
- Work collaboratively with the City of Barrie and other interested central Ontario communities to evolve each community’s concept of an entrepreneurship centre.
- Expand our experiential learning model to offer our students a suite of applied learning options that will complement program curriculum and be reflected on students’ co-curricular transcripts. In addition to co-operative education, internships, clinical or field placements, expanded options for students to choose from include community service learning; international opportunities; applied research projects; community-based projects; student-run enterprises; and interdisciplinary study options.
- Increase online course offerings by 10 per cent annually to an overall target of offering 30 per cent of all courses online by 2020. To support this objective, Georgian will provide comprehensive professional development to our faculty through our Centre for Teaching and Learning, on innovative teaching practices and curriculum design.
- Establish video conferencing and leverage technology to increase access and postsecondary participation rates at the seven major communities in Georgian’s large geographic footprint.

Discussion

At Georgian, entrepreneurship will be a signature learning experience – paying dividends for graduates and the entire region in the form of job creation and stronger economic growth. Georgian will inspire students to not only look for jobs – but to create them. This will be achieved through the Henry Bernick Entrepreneurship Centre and a partnership with the Kauffman Foundation (North America’s most renowned entrepreneurship education institution) as well as by integrating entrepreneurship education into existing Georgian programs.

The next phase of Georgian’s highly successful Power of Education fundraising campaign will focus on enabling our entrepreneurship initiatives. This new phase has already raised \$1.5 million. A feasibility study is underway to assess our ambitious goal of raising another \$25 million for this effort. Georgian is also poised to partner with the City of Barrie to establish an entrepreneurship centre and will continue to support additional emerging opportunities across our region.

We will build on our institution’s strength as the largest and most established co-op college in Canada by expanding experiential learning opportunities, allowing students to develop transferable skills and networks that cannot be achieved through classroom delivery alone. Through innovative experiential learning, students will acquire workplace preparedness and will benefit from additional opportunities to connect with business, industry and communities to further develop their potential.

Georgian students, who already benefit from co-operative education work terms or other work-integrated learning experiences such as internships, clinical or field placements, will soon have more opportunities – being able to choose from a suite of experiential learning options as part of their course of study. Providing opportunities for meaningful “deep learning” experiences is not new at Georgian. By further increasing student engagement and success through an expanded experiential learning model, we will reduce time to completion rates and costs to government and students.

Georgian’s commitment to technology-enabled learning is evident in our classrooms. We will continue to offer flexibility and choice about where, when and how students learn by expanding video-conferencing options. This strategy will help eliminate geographic barriers and increase efficiency to broaden course offerings in communities with restricted public transportation.

| | |
|---|---|
| Priority #2 | Student access, mobility and choice through expanded pathways and innovative partnerships. |
| <i>Proposed Strategies</i> | |
| <ul style="list-style-type: none"> • Conduct a comprehensive assessment of the central Ontario economy to define postsecondary needs and inform program planning, differentiation and potential strategic alliances that will drive employment growth and prosperity in our region and support the Ontario Government’s goal of 70 per cent postsecondary attainment. • Create a “one-stop” approach to college, university and college-university programs in central Ontario, with a mandate to increase outreach, and awareness, and to remove barriers to postsecondary options for direct and non-direct students in apprenticeship, college, university and college+university programs (dual credential). • Enhance secondary-to-postsecondary success through an innovative <i>Transition to Postsecondary</i> initiative in partnership with secondary schools to attract students away from the duplication of the “victory lap” option and into credit-based, transferable postsecondary programs. • Launch an <i>Advanced Engagement Initiative</i> focused on first-year students from under-represented populations, including Aboriginal, first generation and students with disabilities. | |

**Priority #2
continued**

Student access, mobility and choice through expanded pathways and innovative partnerships.

- Strengthen college-university-college pathways:
 - Develop financially sustainable college-to-university pathways through Georgian’s University Partnership Centre with a shared services model. This currently serves 1,500 full-time students enrolled in 16 disciplines with 11 degree credentials in partnerships with Central Michigan University, Lakehead University, Laurentian University, Nipissing University, University of Ontario Institute of Technology, University of Windsor and York University.
 - Build on our recent Memorandum of Understanding signed with Lakehead University to further explore a sustainable collaborative framework, student pathways, learning opportunities, and potential research initiatives geared to meet the growing educational and economic needs of central Ontario.
 - Leverage existing infrastructure to develop new integrated diploma/degree credentials (similar to the 2+2 model at Guelph Humber) with partners such as Lakehead University.
- Complement the degree offerings in central Ontario with Georgian College career-oriented three and four-year degrees, with a primary focus on health and technology.
- Partner with Ontario colleges to streamline transfer from apprenticeship-to-college and college-to-college.
- Expand apprenticeship offerings to produce a supply of skilled trades people based on central Ontario needs.
- Explore the role of Georgian as a primary or secondary partner in a satellite university campus in Barrie. Assess changes to the structure of higher education offerings in Barrie to promote a shared services model and streamlined and complementary programs for college students and graduates, and to ensure a financially sustainable model for the community that maximizes a talent force to drive the creative economy.
- Create cost-effective and accelerated pathways for university graduates to access career-focused diploma and graduate certificate programs that will help them become job-ready.

Discussion

The development of a one-stop approach to *Pathways to Career-focused Education* will increase awareness, outreach, access and options for students in affordable and financially sustainable ways. Through in-person and technology-enabled support, Georgian will make it easier for students to navigate their career-focused educational journey, from where they are in life to where they wish to be.

We will enhance our student-centred service that supports direct and non-direct transitions into postsecondary education, bridging diploma students to degree studies, and connecting university graduates to programs that will help them become job ready. We will work with educational partners to ensure students have the right information to make educational choices as a key to improving and sustaining participation. We will develop multilateral partnerships that are Bologna-compatible with high schools, universities and other colleges to reduce duplication across an educational continuum that includes apprenticeship and enhances student mobility.

We will create new pathways for students while addressing a growing demand for nurses in our region by offering all four years of the baccalaureate degree in nursing at Georgian. Government and community investment in the Centre for Health and Wellness has resulted in additional capacity for program delivery in the health sciences field. Georgian is now equipped to deliver the full four years of a nursing degree, maximizing the use of this space and enabling students to remain at Georgian rather than commute/transfer to another institution to complete their degree. Georgian supports Colleges Ontario’s position for a regulatory change that would authorize colleges to grant the Bachelor of Science in Nursing degree.

We will build on our success in increasing postsecondary participation rates among Aboriginal youth – one of the fastest growing populations in Canada. Through innovative Aboriginal inclusion programs and services, we will increase our outreach efforts and further develop programs to meet the needs of Aboriginal students, including entrepreneurship.

Priority #3 Institutional sustainability by modelling entrepreneurship and innovation through a process of organizational renewal.

Proposed Strategies

- Promote a culture of innovation by renewing our operations through an organizational effectiveness strategy focused on streamlining our business processes, eliminating duplication, leveraging technology and optimizing our space utilization. This initiative will be mentored by a business and industry council convened by the President to ensure best practice knowledge sharing and an entrepreneurial focus.
- Implement a unified online student services portal that will allow students to complete the majority of transactions with the college remotely and through mobile devices. This will include access to such student services as learning support, enrolment services and advising, thus achieving efficiencies in physical space and service delivery while improving student engagement and satisfaction.
- Accelerate implementation of our Human Resources Information, Enrolment Management and Business Intelligences systems to provide quality, timely and predictive data for decision-making and to achieve operational efficiencies. Continue to lead consortiums with other colleges to leverage vendor services, share knowledge and reduce implementation costs.
- Build on our commitment to realize efficiencies through shared services across the college sector by participating in the Colleges Ontario initiative.
- Launch three new entrepreneurial initiatives annually. In the first year:
 - Establish a Marine Emergency Duties Training Centre in Owen Sound to continue to provide mandatory training for the Great Lakes marine shipping industry on a fee-for-service basis.
 - Launch an international edu-tourism initiative.
 - Launch a third initiative to be determined, based on opportunities generated through our organizational effectiveness strategy.
- Achieve a two per cent increase in student enrolment annually over the next five years:
 - Achieve a one per cent increase in student retention annually.
 - Achieve a 10 per cent increase in international student enrolment annually.

Discussion

While providing entrepreneurship as a signature learning experience, Georgian will also model this vision by adopting an entrepreneurial mindset to transform our institution. Through a process of organizational renewal, Georgian will embed our stated values of entrepreneurship and innovation as foundational practices in every aspect of our work. In living this philosophy, Georgian will be recognized as an institution that uses an entrepreneurial mindset to re-think how it delivers all programs and services.

In today's competitive and ever-changing environment, finding better ways to engage with our constituents is critical to making our college more productive and better able to deliver quality. Georgian has acquired a customer relationship management and business intelligence software solution. We will improve the efficiency of recruitment, retention and alumni efforts and better engage our constituents through personalized experiences and interactions. Developing an enterprise-wide strategy that includes predictive analytics will align student success strategies to impact student retention, avoid costly duplication of efforts and ensure efficient and effective academic planning.

By leveraging our investment in technology, Georgian will design a unified online student experience. We will improve and optimize the services which impact the student experience by reducing the complexity of interactions with the college. As student preferences continue to evolve, we will meet the expectation of a consistent experience, giving students more control over how and when services are accessed. A unified system and services approach will permit us to deliver an enhanced experience in a more efficient and cost-effective manner.

Year-round student intakes and the significant number of co-op programs have enabled Georgian to increase and optimize utilization of our facilities. Our students now graduate throughout the year, with convocations

held in June, October and February. This better aligns with workforce requirements, maximizes our use of space and meets the needs of our increasingly diverse student population. Since 2008, Georgian has increased the number of new full-time students starting in January by more than 500 per cent, from 222 in 2008 to 1,122 in 2012. The use of our facilities during the summer semester has also grown to approximately 3,000 students, which is almost one-third of our student population.

Georgian will increase its retention rates by continuing to concentrate on student-focused teaching and learning. We are closely examining student retention to address the challenges that students are faced with during their first semester at college. This focus will, first and foremost, contribute to student success and graduation rates.

As part of this review of student retention and our focus on choice in experiential learning and pathways to higher education, we will undertake a review of our program mix to ensure it aligns with our strategic direction and that it includes curriculum to support the development of job creators and productivity in the new economy while also attracting and retaining students.

Appendix A - Georgian College University Partnership Centre

Background

The University Partnership Centre (UPC) was created in 2003 through a public announcement by the Ontario Government at the same time Humber, Conestoga and Sheridan were designated as the first Institutes of Technology and Advanced Learning (ITAL).

This provincially unique model was designed to be an innovative and efficient means to provide access to baccalaureate and graduate level degrees in Central Ontario:

- The UPC model differed from the focus of the ITALs. It was intended to promote collaboration with universities through a focus on pathways from college-to-university and university-to-college to enhance student attainment rates by efficient and effective utilization of postsecondary academic expertise and resources.
- The UPC exemplifies the shared “back office operations” envisioned in the Drummond Report.

The University Partnership Centre Today

Georgian’s University Partnership Centre has been successful in addressing the specific regional needs in central Ontario for access to a range of postsecondary options. As the UPC approaches its 10-year anniversary, the tremendous impact of this achievement on our community is evidenced in the number of highly respected partners and number of students enrolled. This accomplishment is further elevated considering the higher than average Aboriginal populations and lower than average attainment rates in our environment.

Today, UPC serves approximately 1,500 degree students. Georgian and its seven partners offer seven undergraduate university degrees, three university graduate programs and three college degrees. The centre has developed more than 400 articulation and transfer agreements with universities domestically and internationally. In addition, there are 16 graduate certificates offered through the centre that serve as a university-college pathway.

Degree Activity – Fall Semester Full Time Enrolment 2003-2012⁷

| Institution | Degree | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 ⁸ |
|--------------|-----------------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------------|
| Laurentian | BA/BBA/BSW | 318 | 484 | 610 | 718 | 741 | 835 | 889 | 917 | 896 | 765 |
| York | BScN | 246 | 254 | 240 | 243 | 259 | 313 | 296 | 300 | 313 | 287 |
| Georgian | Automotive Management | 55 | 72 | 86 | 102 | 139 | 130 | 57 | 59 | 62 | 51 |
| Georgian | Police Studies | 22 | 61 | 92 | 119 | 124 | 101 | 102 | 148 | 177 | 204 |
| York | BEd | 45 | 45 | 45 | 57 | 52 | 45 | 42 | 44 | 42 | 43 |
| Georgian | Golf Management | -- | -- | -- | -- | -- | 23 | 53 | 63 | 74 | 63 |
| CMU | Master of Arts | 42 | 18 | 34 | 22 | 21 | 9 | 12 | 10 | 13 | 10 |
| Nipissing | Master of Education | -- | -- | -- | -- | 40 | 40 | 40 | 10 | -- | |
| Windsor | Master of Social Work | -- | -- | -- | -- | -- | 23 | 40 | 18 | -- | |
| UOIT | BScN | -- | -- | -- | -- | -- | -- | -- | 45 | 81 | 102 |
| TOTAL | | 728 | 934 | 1107 | 1261 | 1376 | 1519 | 1531 | 1614 | 1658 | 1525 |

⁷ Based on November 1 Count Date (OCAS – SWSC042). Includes all students (domestic, international and SCS where applicable); does not include students on work terms.

⁸ 10-Day Count.

The growth of the centre has been restricted over the past several years:

- In 2007, Georgian intentionally stopped adding new university partners due to space constraints.
- In 2011, the Ministry of Training, Colleges and Universities placed a restriction on the addition of new programs and/or partners in anticipation of its satellite campus policy.

With the opening of the Centre for Health and Wellness in September 2011, Georgian now has capacity to expand the number of partners/programs in the UPC.

In June 2012, with the Ministry's permission, Georgian signed a memorandum of understanding with Lakehead University to explore a sustainable, collaborative framework that would serve the growing and economic needs of central Ontario. This initiative has the potential to provide a new suite of high-calibre, applied, career-focused degrees, in a cost-effective model, relevant to the new economy.

A comprehensive assessment of the needs of the central Ontario economy is required to define the post-secondary needs that will drive employment growth and prosperity in the region and support the Government's goal of 70 per cent postsecondary attainment.