

Meeting of the Board of Governors & Annual General Meeting

MEETING NUMBER FOUR HUNDRED AND NINETY EIGHT OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON **MONDAY, JUNE 13, 2016 AT 4:00 – 6:00 PM**, IN ROOM **CA105 IN THE ACCE BUILDING**, OTTAWA CAMPUS, OTTAWA.

AGENDA

Celebrating Success – Entrepreneurial Award – Vet Tech Program		C. Brulé	10 min
1.	Constitution of the Board Meeting	K. Leroux	
2.	Declarations of Conflicts of Interest		5 m.
3.	Approval of the Consent Agenda	K. Leroux	10 m.
	3.1 Minutes of the Board of Governors' meetings of April 11 th and May 3 rd , 2016		
	3.2 Executive Committee Report	K. Leroux	
	3.3 Academic & Student Affairs Committee Report	J. Brockbank	
	3.4 Audit & Risk Management Committee Report	N. Cheng	
	3.5 Governance Committee Report	P. Nadeau	
	3.6 Foundation Report	L. Clark	
	3.7 4 th Quarter 2015/2016 Business Plan Update	D. Wotherspoon	
	3.8 Banking Officers Resolution	D. McNair	
4.	Business Arising from the Minutes		
	4.1 Algonquin College 2017-2022 Strategic Plan	C. Jensen D. Wotherspoon	45 m.
	4.2 International Update	D. Wotherspoon	10 m.
	4.3 Healthy Living Education Update	C. Brulé	10 m.
5.	Decision Items & Reports		
	5.1 Board Officer & Committee Membership Appointments 2016/2017	P. Nadeau	5 m.
	5.2 Algonquin College Bylaws One and Three Amendments	P. Nadeau	5 m.
	5.3 4 th Quarter 2015/2016 Financial Report & Audited Financial Statements	N. Cheng, D. McNair	15 m.
	5.4 Major Capital Infrastructure and Facilities Projects	D. McNair T. Schonewille	10 m.

	5.5 2015/2016 Annual Report and Progress Against Strategic Plan 2012-2017	Executive Team	10 m.
6.	Items for Information 6.1 Board of Governors Summer Key Messages 6.2 Project Fusion Benefits Measurement Framework 6.3 Capital Projects Summary 6.4 Freedom of Information Annual Report 6.5 Colleges of Applied Arts and Technology (CAAT) Retirement Compensation Annual Report to Sponsors 6.6 Report from the Board Chair 6.7 Report from the President 6.8 Management Summary Report	S. Anderson M. Fares D. McNair D. McNair C. Jensen K. Leroux C. Jensen Executive Team	15 m.
7.	Upcoming Events <ul style="list-style-type: none"> Spring Convocations: <ul style="list-style-type: none"> Ottawa, June 20th, 21st, 22nd, am and pm ceremonies President's Breakfast, Thursday, August 25, 2016 New Governor Orientation Session, August 25, 2016 Perth Bursaries Golf Tournament, September 16, 2016 Board Retreat, Perth, Ontario, September 18, 19, 2016 Board Meeting, October 11, 2016 Board Christmas Dinner, December 5, 2016 Board Meeting, December 12, 2016 		
8.	In Camera		
9.	Meeting Adjournment		

***DRAFT Board of Governors Work Plan 2016-2017
As of June 2016***

BOARD RETREAT – To be determined by Board Executive Committee SEPTEMBER 18/19, 2016
BOARD MEETING OCTOBER 11, 2016
CONSENT AGENDA
Board committee reports
Foundation Board Report
Code of Ethical Conduct
First Quarter 2016/2017 Business Plan and Budget Update
BUSINESS ARISING FROM THE MINUTES
Strategic Plan 2017/2022 Communications Roll-Out
Healthy Living Education Initiative
Enterprise Resource Planning (Project Fusion) Milestone Update
International Update
NEW BUSINESS
Algonquin College Corporate Risk Profile
Algonquin College Research Ethics Board 2015/2016 Report
FOR INFORMATION
Board of Governors' Fall Key Messages
Report from the Chair
Report from the President
Management Summary Report
IN CAMERA

BOARD MEETING DECEMBER 12, 2016
--

CONSENT AGENDA

Board committee reports

Foundation Board Report

Second Quarter 2016/2017 Business Plan and Budget Update
--

BUSINESS ARISING FROM THE MINUTES
--

Healthy Living Education initiative

Enterprise Resource Planning (Project Fusion) Update (as required)
--

International Update

NEW BUSINESS

2017/2018 Budget Assumptions and 3-Year Pro Forma

Policy SA16 Sexual Assault/Sexual Violence
--

Advisory Committees' Annual Report

FOR INFORMATION

Board of Governors' Early Winter Key Messages

Report from the Chair

Report from the President

Management Summary Report

IN CAMERA

BOARD MEETING FEBRUARY 13, 2017
--

CONSENT AGENDA

Board committee reports

Foundation Board Report

Third Quarter 2016/2017 Business Plan and Budget Update

BUSINESS ARISING FROM THE MINUTES
--

Healthy Living Education initiative

Enterprise Resource Planning (Project Fusion) Update (as required)
--

International Update

NEW BUSINESS

2017/2018 Tuition Fee Schedules

2017/2018 Business Plan and Budget Approval

FOR INFORMATION

Board of Governors' Late Winter Key Messages
--

Report from the Chair

Report from the President

Management Summary Report

IN CAMERA

WINTER BOARD RETREAT March 2017
--

Foundation Board Chair & Exec. Director are invited
--

BOARD MEETING APRIL 10, 2017

CONSENT AGENDA
Board committee reports
Foundation Board Report
BUSINESS ARISING FROM THE MINUTES
Healthy Living Education initiative
Enterprise Resource Planning (Project Fusion) Update
International Update
NEW BUSINESS
Appointment of New Governors for 2017/2018
Board Officer and Board Committee Appointments
FOR INFORMATION
Board of Governors' Spring Key Messages
Report from the Chair
Report from the President
Management Summary Report
IN CAMERA

BOARD MEETING & ANNUAL GENERAL MEETING JUNE 12, 2017
CONSENT AGENDA
Board committee reports
Foundation Board Report
Banking Officers Resolution
Fourth Quarter 2016/2017 Business Plan Update
BUSINESS ARISING FROM THE MINUTES
Healthy Living Education Initiative
Enterprise Resource Planning (Project Fusion) Update (as required)
International Update
NEW BUSINESS
Fourth Quarter Financial Results & Audited Financial Statements
Annual Report 2016/2017 and Progress Against Strategic Plan 2017-2022
FOR INFORMATION
Board of Governors' Summer Key Messages
Freedom of Information Annual Report
Capital Projects Summary
Colleges of Applied Arts & Technology (CAAT) Retirement Compensation Annual Report to Sponsors
Report from the Chair
Report from the President
Management Summary Report
IN CAMERA

MINUTES OF MEETING NUMBER FOUR HUNDRED AND NINETY SIX OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON **MONDAY, APRIL 11, 2016 AT 4:00 PM**, IN CA105 IN THE ACCE BUILDING, WOODROFFE CAMPUS.

Present:	Kathryn Leroux, Chair	Regrets:	Peter Nadeau
	Pam Auchterlonie		Michael Tremblay
	Shubham Bawa		
	Fred Blackstein		
	Jim Brockbank	Senior Management:	Claude Brulé, Academic
	Nancy Cheng		Mark Fares, Digital Technologies & Innovation
	Lynne Clark		Cathy Frederick, Human Resources
	Shellee Fournier		Duane McNair, Finance & Administration
	Sherryl Fraser		Laura Stanbra, Student Services
	Stephen Heckbert		Scott Anderson, Communications, Marketing & External Relations
	Cheryl Jensen, President		
	Dr. Jim Robblee		
	Kelly Sample		
	Mark Sutcliffe		
	Michael Waters	Recorder:	Suzannah DiMarco

Observers: A list of observers is provided in Appendix A.

1. CONSTITUTION OF THE MEETING

Chair Leroux constituted the meeting at 4:05 pm.

Celebrating Success – Algonquin College Cyber Security Day

M. Fares, Vice President Digital Technologies and Innovation, introduced C. Delmage, Senior Manager Information Security and Data Privacy, who presented on the Cyber Security conference held at Algonquin College on February 24th and 25th, 2016. The conference included a trade show, recruiting job fair, cyber security start-up showcase and technical demonstrations. Dustin White, Business Program student and project manager for Cyber Security Day, and Sandra Street, student in the Cyber Security program, briefed members on their respective roles in planning the conference and on the day itself, and the resulting opportunities. Governors congratulated the students and management on the successful event.

Board Education – Strategic Plan Overview & Activity

S. Anderson, Executive Director Communications, Marketing and External Relations, briefed members on the Strategic Planning process to date, and provided an overview of the framework and strategic foundations that have been key in developing the Strategic Plan's themes and goals. Discussion occurred regarding the central theme of being "learner driven" and how that could translate into a personalized learning experience for students. Governors noted that industry is being challenged to

personalize products and services to meet consumers' higher expectations. The theme of customized education and dream development is consistent with the results of the internal and external focus groups that were held by the Hazelton Group in Fall 2015. Governors concurred that a "one size fits all" model of programs and services no longer meets client expectations, and that this focus would provide Algonquin College with opportunities to lead in the field. Members were advised that a new draft Strategic Plan is being developed and will be forwarded for feedback in May. Final approval of the Strategic Plan will be requested at the June 13, 2016 Board meeting.

2. CONFLICT OF INTEREST DECLARATION

Members were asked to declare conflicts of interest with items on the agenda. Governor Heckbert indicated a potential conflict of interest because of a current grievance, however this was deemed not to be a conflict with any items on the Board Agenda. No other potential or actual conflicts of interest were declared.

3. APPROVAL OF THE CONSENT AGENDA

Chair Leroux asked whether any Governor wished to remove an item from the consent agenda. No items were removed.

RESOLUTION

MOVED & SECONDED P. Auchterlonie & M. Waters

THAT the Board of Governors approves the Consent Agenda items.

CARRIED.

3.1 Minutes of the February 8, 2016 Board of Governors meeting

RESOLUTION

THAT the Board of Governors approves the Minutes of the meeting of February 8, 2016.

3.2 Executive Committee Report

Chair Leroux provided a verbal update to members.

3.3 Academic & Student Affairs Committee Report

Governor Brockbank, Chair of the Academic & Student Affairs Committee provided a verbal report on the meeting that was held on March 24, 2016. The program review process and the enrolment update report were highlighted.

Program Approval - Action Sports Park Development, Ontario College Certificate

RESOLUTION

THAT the Board of Governors approves the Action Sports Park Development, Ontario College Certificate program effective Fall 2017.

CARRIED.

3.4 Audit & Risk Management Committee

Governor Cheng, Chair of the Audit & Risk Management Committee provided a verbal report on the meetings that were held on February 25th and March 31st, 2016.

Endowment Fund – Investment Policy Review

RESOLUTION

THAT the Board of Governors approves the following amendments to the Algonquin College Endowment Funds Statement of Investment Policies and Goals:

- a) Establish a Target Rate of Return of 5.6% over a five-year rolling average of market value;**
- b) Include BBB Rated Bonds as a permitted investment; and**
- c) Adjust the Asset Mix Policy as follows:**
 - Increase Cash or Cash equivalents Benchmark Target from 0% to 3% (Range 0% - 20%)**
 - Decrease Global Equities Benchmark Target from 43% to 40% (Range 30% - 50%);**
- d) Amend the names of the benchmark indices for Fixed Income and Cash & Cash Equivalents to reflect the current brand names of the indices, as presented.**

CARRIED.

3.5 Governance Committee Report

Governor Clark, on behalf of Governor Nadeau, Chair of the Governance Committee provided a verbal report on the meeting that was held on March 7, 2016.

- 1) Appointment of new Governors
This item will be addressed separately under item 5.1 of the Board Agenda.
- 2) Governor Re-Appointments

RESOLUTION

THAT the Board of Governors approves the re-appointment of Governor Michael Waters, Governor Jim Brockbank and Governor Peter Nadeau to three-year terms respectively, beginning September 1, 2016.

CARRIED.

- 3) Policy BGI-01 Responsibilities of the Board – Compliance Report

RESOLUTION

THAT the Board of Governors approves the Compliance Report for policy BGI-01 Responsibilities of the Board as presented.

CARRIED.

- 4) Terms of Reference – Executive Committee

RESOLUTION

THAT the Board of Governors approves the revised Executive Committee Terms of Reference as presented.

CARRIED.

3.6 Foundation Board Report

Governor Clark, Foundation Board representative, provided members with an update on the Foundation Board activities.

4. BUSINESS ARISING

4.1 Healthy Living Education Update

C. Brulé, Senior Vice President, Academic, provided an update on the Healthy Living Education initiative. Significant efforts have been undertaken in the development of a business case and an advocacy strategy in support of the project. The Healthy Living Education President's Advisory Panel, co-chaired by President Jensen and Governor Dr. Robblee, held its inaugural meeting on March 8, 2016 in the Algonquin College Smart Apartment. The President's Advisory Panel members provided valuable feedback to management regarding the Healthy Living Education strategy, and offered suggestions for moving forward with academic programming, and with the project in general. Dr. Robblee noted the robust feedback, valuable advice and support that the President's Advisory Panel members provided. The report was accepted for information.

President Jensen advised Governors of the federal government's call for proposals for Postsecondary Institutions Strategic Investment funds. Members were advised that the College has a dedicated team developing a proposal that will be submitted to the federal government on May 9th, that focuses on innovation, entrepreneurship and creating learning environments for indigenous learners. Projects must be substantially completed by April 30th, 2018. A discussion occurred regarding the impact of this proposal versus the Healthy Living Education project planning that is well underway. Members discussed various other funding sources, for example the Green Capital Initiative Fund, that would allow the College to access funding for the Healthy Living Education Initiative. Management will keep the Board updated regarding developments for both initiatives. The report was accepted for information.

4.2 International Update

President Jensen provided a verbal update on International. Onshore Post-secondary Education Programs surpassed targets for 2015-2016, with enrolments of 1,592 FTEs this past year, a 16% overall increase, including a 24% increase in Level 1 students. From the three targeted countries, increases were seen as follows; India, up by 25%, China, up by 22%, and Nigeria, up by 1%.

Members were advised that C. Jensen and D. Wotherspoon are traveling to Kuwait and Jazan in late April, 2016. A briefing on the trip will be provided at the June 13th Board meeting.

5. DECISION ITEMS & REPORTS

5.1 Appointment of New Governors for 2016/2017

Governor Clark referred members to the materials in their packages and provided a briefing on the recruitment campaign that was completed in the Pembroke region during February and March. After a focused advertising campaign, candidate interviews were held on March 10, 2016. The results of the interviews were considered by the Governance Committee and as a result, a

recommendation is being made for the appointment of Mr. Jay McLaren to the Board of Governors.

RESOLUTION

MOVED & SECONDED J. Brockbank & N. Cheng

THAT the Board of Governors approves the appointment of Jay McLaren to the Board of Governors for a three-year term, effective September 1, 2016.

CARRIED.

5.2 Enterprise Resource Planning Update (Project Fusion)

M. Fares introduced J. Bryan, Project Manager for Project Fusion who provided members with a status update. Early planning and team training on the Workday product began in December, 2015 and January, 2016. Planning activities started with Meteorix in January.. A joint project team was established and orientation of all project management processes were part of the project priorities, to ensure a disciplined approach to implementation is applied. A key focus for the team has been the development of a change management strategy accompanied by an engagement and communication plan, as well as a well-developed training approach. A Board working group met with members of the Project Fusion team on March 3rd to review data residency issues and risk identification and mitigation strategies associated with Project Fusion. Members of the Board working group acknowledged the planning that had occurred, and noted that they were satisfied with the rigor and due diligence being applied to the Project. In conclusion, members were advised that a benefits measurement framework would be submitted to the Board for information. The report was accepted for information.

6. ITEMS FOR INFORMATION

Members were referred to the items for information included in their materials.

6.1 Board of Governors Spring 2016 Key Messages

The report was accepted for information.

6.2 Board Chair's Report

The report was accepted for information.

6.3 President's Report

The report was accepted for information.

6.4 Management Summary

The report was accepted for information.

7. IN CAMERA

An in camera session was held at the close of the regular meeting.

8. MEETING ADJOURNMENT

There being no further business, the regular meeting was adjourned at 6:00 pm.

IN CAMERA SESSION

RESOLUTION

MOVED & SECONDED J. Brockbank & M. Waters

THAT the Board of Governors move to an in camera session for the purposes of discussing procurement negotiations.

CARRIED.

The in camera session ended at 6:50 pm.

MEETING ADJOURNMENT

There being no further business, the meeting was adjourned at 6:55 pm.

Kathryn Leroux, Chair

Suzannah DiMarco, Recorder

APPENDIX A

Observers:

Jo-Ann Aubut, Dean, Academic Development
Jill Bryan, Senior Project Manager, Project Fusion
Brent Brownlee, Director, Ancillary Services
Craig Delmage, Senior Manager, Information Security
Cathy Dempsey, Director Finance & Administration
Amy Desjardins, Executive Director, Algonquin College Foundation
Barbara Foulds, Dean, Faculty of Health, Public Safety and Community Studies
Jean-Guy Fréchette, Associate Director, Government and Stakeholder Relations
Michael Gawargy, Director, Information Technology Services
Mark Hoddenbagh, Executive Director, Partnerships & Applied Research
Cristina Holguin-Pando, Director, Partnerships, Applied Research, Innovation and Entrepreneurship
Eric Hollebome, Director, Marketing and Recruitment
Christopher Janzen, Dean, Faculty of Technology & Trades
Daniel Kelly, Professor, Faculty of Technology
Jim Kyte, Dean, School of Hospitality and Tourism
George Langill, Healthcare Consultant
Jacquie Millar, The Citizen reporter
Tracy McDougall, Executive Assistant to the President
Krista Pearson, Registrar
Andrew Pridham, Chair, Information & Communications Technology
Todd Schonewille, Director, Physical Resources
Shelley Styles, Director, Student Services
Claire Tortolo, Acting Coordinator, ESL International, Language Institute
Jane Trakalo, Chair, Community Studies
Dustin White, Student, School of Business

MINUTES OF MEETING NUMBER FOUR HUNDRED AND NINETY SEVEN OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON **TUESDAY, MAY 3, 2016 AT 4:00 PM**, IN THE ROSSER BOARDROOM, C BUILDING, WOODROFFE CAMPUS.

Present:	Kathryn Leroux, Chair	Regrets:	Shubham Bawa
	Pam Auchterlonie		Peter Nadeau
	Fred Blackstein		Michael Waters
	Jim Brockbank		
	Nancy Cheng		
	Lynne Clark	Senior Management:	Claude Brulé, Academic
	Shellee Fournier		Mark Fares, Digital Technologies & Innovation
	Sherryl Fraser		Cathy Frederick, Human Resources
	Stephen Heckbert		Duane McNair, Finance & Administration
	Cheryl Jensen, President		Laura Stanbra, Student Services
	Dr. Jim Robblee		Scott Anderson, Communications, Marketing & External Relations
	Kelly Sample		Doug Wotherspoon, International & Strategic Planning
	Mark Sutcliffe		
	Michael Tremblay		
		Recorder:	Suzannah DiMarco
		Guests:	Peggy Austin
			Paul Gardner

1. CONSTITUTION OF THE MEETING

Chair Leroux constituted the meeting at 4:05 pm.

2. CONFLICT OF INTEREST DECLARATION

Members were asked to declare any conflicts of interest with items on the agenda. Governor Cheng declared a conflict of interest with Algonquin College's proposal for Postsecondary Institutions Strategic Investment Funds, due to her position as Assistant Auditor General. Governor Cheng advised that the department of Innovation, Science and Economic Development, the department that will approve college proposals, rests within her audit portfolio. As a result of this conflict, Governor Cheng will abstain from the vote to approve Algonquin College's proposal.

3. NEW BUSINESS

3.1 Postsecondary Institutions Strategic Investment Fund

President Jensen briefed members on the background and context for the College's submission of a proposal to access funds from the Postsecondary Institutions Strategic Investment Fund. An overview of the proposal was provided, including a description of how existing space would be renovated and repurposed, if the College was to be successful in receiving funds. The proposal aligns well with the federal and provincial strategic directions with respect to applied research, entrepreneurialism, sustainability and creating learning environments for indigenous populations, by transforming existing space into a new Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship. The capital costs associated with this development project were reviewed, as were the sources of funds, which are a combination of federal and provincial funding.

Discussions occurred regarding the financial exposure associated with the proposal and the various sources of funding. President Jensen advised that a President's Advisory Council will be called together to develop funding strategies associated with this proposal, and a fundraising campaign tailored to the project would be developed by the Foundation. Caution was called for with respect to the proposed procurement model associated with the redevelopment project, to minimize any potential liability risks. Of note, the government funding will help to address the significant deferred maintenance issue in postsecondary education. Members advised management to consider whether all available government funding for aboriginal and indigenous education has been maximized. Members asked whether the College's indigenous community had been engaged in discussions of the proposal and it was noted that support from key indigenous community leaders and the College's Aboriginal Education Council has been received. Discussion occurred regarding the impact of this proposal on the planning and development of the Healthy Living Education Initiative. It was noted that the Healthy Living Education project is an integral element of the College's five-year capital plan and will continue to be a priority.

Governor Sutcliffe exited the meeting at 4:39 pm.

Governor Heckbert exited the meeting at 4:50 pm.

RESOLUTION

MOVED & SECONDED K. Leroux & M. Sutcliffe

THAT the Board of Governors approves in principle the development of the \$44.94 million Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship at Algonquin College pending confirmation of funding received from the Federal Post-Secondary Institution Strategic Investment Fund and the Ontario Provincial Government. Subject to satisfactory due diligence checks, the following enabling motions are approved:

THAT the Board of Governors approves the investment of up to \$9.54 million in the Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship from the College's Internally Restricted Net Assets over the years FY 2016/17 and FY2017/18, and

THAT the Board of Governors approves a non-competitive procurement of services to develop and construct the Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous

Entrepreneurship in order to meet the substantial completion deadlines required to be eligible for federal funding.

CARRIED.

Abstention – Governor Cheng

4. IN CAMERA SESSION

An in camera session was not held.

5. MEETING ADJOURNMENT

There being no further business, the regular meeting was adjourned at 6:00 pm.

Kathryn Leroux, Chair

Suzannah DiMarco, Recorder

MEMO

DATE: June 13, 2016

TO: Board of Governors

FROM: Governor Brockbank, Chair, Academic & Student Affairs Committee

SUBJECT: Academic & Student Affairs Committee meeting of May 19, 2016

For documentation in support of the agenda items, please visit the Board's SharePoint site; choose the ASAC meeting folder – May 19, 2016 meeting materials.

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL
PROGRAM REVIEW

Small Business Management – Trades, Ontario College Diploma

RESOLUTION

MOVED & SECONDED S. Fraser & K. Leroux

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Small Business Management – Trades, Ontario College Diploma program effective Fall 2017.

CARRIED.

One opposed. Governor S. Heckbert

Motive Power Technician – Diesel/Truck Equipment, Ontario College Diploma

RESOLUTION

MOVED & SECONDED S. Heckbert & K. Leroux

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Motive Power Technician - Diesel Equipment/Truck, Ontario College Diploma program effective Fall 2017.

CARRIED.

B. ITEMS THE COMMITTEE HAS REVIEWED – FOR INFORMATION TO THE BOARD

a) Enrolment Update Report

Members reviewed the enrolment information for the Spring 2016 term and applications for the Fall 2016 term. The data are shown in Appendix A: Enrolment Update Report.

Spring 2016 enrolment for Level 1 and Returning Students (Post-Secondary and Graduate Certificates) of 3,084 is on track to achieve budgeted enrolments for Spring 2016. Current net

registration is a 353 student (12.9%) increase over last year at the same time. Level 1 registrants are trending well at 337 or 96 students (39.8%) better than last year at the same time. Returning student registrations of 2,747 represents a year-over-year growth of 257 students (10.3%). International enrolment of 420 is a 120 student (40%) increase over budget and represents a significant portion of the positive enrolment results for the College. Based on current results and trends, the College is on track to meet the Spring 2016 budget enrolment of 3,021 by Audit date (June 30).

Fall 2016 applications are down by 3.7% from last year (20,344). Non-direct applications are down 1.2% and direct are down 6.8%. The system average is down overall by 2.7%, but up 0.4% in non-direct applications and down 5.8% in direct. Algonquin College confirmations are 7,643 compared to 8,267 last year, which is down 7.5%. In comparison, the College system is experiencing an overall confirmation decrease of 1.8%. Growth in confirmations is primarily experienced by Colleges in proximity to the Greater Toronto Area. Members were advised that enrolment conversion efforts are actively underway to mitigate the shortfall.

b) Board Achievement Award update

Members reviewed the report associated with cross-College awards conferred annually at the Convocation ceremonies.

c) Student Success Initiatives

Members were briefed on initiatives that focus on the success of students.

d) Academic Program Dashboard/Scorecard Draft Report

Members reviewed a prototype report that identifies the overall academic program health indicators in the form of a program scorecard.

e) Program Launches and Enrolments Summary Report

Members reviewed an annual report on the enrolment status of new program launches over a two-year timeframe between Fall 2014 and Winter 2016, and the introduction of the program proposal pipeline.

f) 2014/2015 Strategic Mandate Agreement Report Back and 2015/16 Key Performance Indicators

Members reviewed the Report Back to the Ministry of Training, College and Universities on Algonquin College's 2014/2015 Strategic Mandate Agreement. In addition, a report on the 2015/2016 Key Performance Indicator results for Algonquin College were reviewed.

MEMO

DATE: June 13, 2016

TO: Board of Governors

FROM: Governor Cheng, Chair, Audit & Risk Management Committee

SUBJECT: Audit & Risk Management Committee meetings of May 16th and June 2nd, 2016

For documentation in support of the agenda items, please visit the Board's SharePoint site, choose the Audit & Risk Management Committee meeting folder.

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL

At the May 16, 2016 meeting:
2015/2016 Draft Audited Financial Statements

RESOLUTION

MOVED & SECONDED M. Waters & K. Sample
THAT the Audit and Risk Management Committee:

A. Approve the submission of the 2015/2016 draft Algonquin College financial statements to the Ministry of Training, Colleges and Universities for consolidation with the Province of Ontario financial statements.

B. Recommend approval of the 2015/2016 2364193 Ontario Inc. financial statements to the Algonquin College Board of Governors.

CARRIED.

At the June 2, 2016 meeting:
2015/2016 Revised DRAFT Audited Algonquin College Financial Statements

Appendices associated with this item can be found under Board agenda item 5.3 of this meeting package - "4th Quarter 2015/2016 Financial Report & Audited Financial Statements.

RESOLUTION

MOVED & SECONDED M. Waters & K. Sample

THAT the Audit and Risk Management Committee recommends the approval of the 2015-16 Algonquin College Financial Statements to the Board of Governors on June 13, 2016, and

THAT the Audit and Risk Management Committee recommends to the Board of Governors the approval of the transfer of \$8,696,808 from unrestricted net assets to internally restricted net assets, and

THAT the Audit and Risk Management Committee recommends the approval of the 2015-16 Financial Statements for the Algonquin College Foundation to the Board of Governors and the Board of Directors of the Foundation, and

THAT the Audit and Risk Management Committee recommends the approval of the 2015-16 Financial Statements for 2364193 Ontario Inc. to the Board of Governors on June 13, 2016, and

THAT the Audit and Risk Management Committee receives the March 31, 2016 Auditors' Letter of Recommendations for information.

CARRIED.

1. Appointment of the Auditors for 2016/2017

RESOLUTION

MOVED & SECONDED K. Sample & M. Waters

THAT the Audit and Risk Management Committee recommends to the Board of Governors that Deloitte be appointed as the audit firm for Algonquin College and its controlled entities for the 2016/2017 fiscal year.

CARRIED.

B. ITEMS THE COMMITTEE HAS APPROVED – FOR INFORMATION TO THE BOARD

At the May 16, 2016 meeting:
2015/2016 Draft Audited Financial Statements

RESOLUTION

MOVED & SECONDED M. Waters & K. Sample

THAT the Audit and Risk Management Committee:

A. Approve the submission of the 2015/2016 draft Algonquin College financial statements to the Ministry of Training, Colleges and Universities for consolidation with the Province of Ontario financial statements.

B. Recommend approval of the 2015/2016 2364193 Ontario Inc. financial statements to the Algonquin College Board of Governors.

CARRIED.

Capitalization Policy for Software Purchases and Development

RESOLUTION

MOVED & SECONDED K. Sample & M. Waters

THAT the Audit and Risk Management Committee approves the capitalization policy for software purchases and software development, with the noted amendments.

CARRIED.

C. INFORMATION ITEMS PRESENTED TO ARM COMMITTEE

The following items were presented for information:

- ✓ Internal Audit – Human Resources Management;
- ✓ Endowment Fund Investment Results for Year Ending March 31, 2016;
- ✓ March 31, 2016 Audit Results/Year-End Communication;
- ✓ Exception Report on Non-Competitive Procurement (Single/Sole Source);
- ✓ 4th Quarter 2015/2016 Enterprise Risk Management Report;
- ✓ 2016 Management Discussion and Analysis Report;
- ✓ 4th Quarter 2015/2016 Financial Report; and
- ✓ Audit & Risk Management Committee draft work plan 2016/2017.

MEMO

DATE: June 13, 2016
TO: Board of Governors
FROM: Governance Committee
SUBJECT: Governance Committee meeting of May 30, 2016

For documentation in support of the agenda items, please visit the Board's SharePoint site; choose the Governance Committee meeting May 30, 2016 meeting folder.

A. ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL

1) Policy BGI-01 Responsibilities of the Board – Compliance Report Follow-Up

Members reviewed the Board Compliance Report that was reformatted based on feedback from the Board of Governors at the April 11, 2016 meeting. The revised compliance report can be found in Appendix A: BGI-01 Responsibilities of the Board, Report Card as of March 7, 2016.

RESOLUTION

MOVED & SECONDED S. Fournier & M. Tremblay

THAT the Governance Committee recommends to the Board the approval of the revised Compliance Report associated with Policy BGI-01: Responsibilities of the Board.

CARRIED.

2) Board of Governors Officers and Committee Memberships

Supporting documentation is included in Board agenda item 5.1.

RESOLUTION

MOVED & SECONDED P. Auchterlonie & L. Clark

THAT the Governance Committee recommends to the Board of Governors the slate of Board Officers and Committee memberships for the 2016/2017 academic year.

CARRIED.

B. ITEMS THE COMMITTEE HAS REVIEWED AND ACTIONED – FOR INFORMATION TO THE BOARD

1) Policy AA16 Honorary Degrees, Honorary Diplomas and Fellowship Awards

The Governance Committee reviewed the revised College policy for the awards of Honorary Degrees and Diplomas and Fellowship awards.

2) New Governor Orientation 2016

MEMO

Members reviewed the draft agenda for the two-part orientation session for new Governors scheduled on August 25th and September 18th. The Foundation Board members will be invited to attend part one orientation on August 25th, where College operations and programs and services will be reviewed.

3) Governance Committee draft work plan 2016/2017

Members reviewed the draft work plan for the upcoming year.

BGI-01 Responsibilities of the Board

Appendix A

Report Card as of March 7, 2016

Policy BGI-01 Responsibilities of the Board of Governors states: "The Governance Committee shall report on Board compliance with all Board Responsibilities by reporting to the Board any deficiencies on an annual basis." This table was developed from the list of Board responsibilities listed in each of the key Board source documents – By-Laws, terms of reference and governance policies.

Source Document	Responsibility	Comments
Bylaw 5	Summary of the Advisory Committee Annual Reports.	A summary was submitted to the Board as part of the Academic & Student Affairs Committee Report on October 13, 2015.
Executive Committee Terms of Reference	Conduct the President's annual performance on the attainment of corporate goals and outcomes and compensation review. (1-3)	This is to be completed for 2015/2016 in June, 2016.
Audit and Risk Management Committee, Terms of Reference	Risk Management/Internal Controls The Board should ensure that appropriate practices are implemented to identify and manage risk including appropriate monitoring and reporting. (BG1-01, 2.2)	The Audit & Risk Management Committee reviews the corporate risk profile in February and April each year. An update on risks and management action is given in October, February, April and June. The updated risk report will be submitted to the Board by the Audit & Risk Management Committee at the April 11, 2016 Board meeting.
Financial Statement review	Review the annual draft financial statements.	This will be conducted through the Audit & Risk Management Committee in May, 2016, and submitted to the Board in June, 2016.
Review of Board ARM Committee performance (ARM Cmt Terms of Reference)	Evaluate the Audit and Risk Management Committee's performance through the periodic review of the Terms of Reference.	The Audit & Risk Management Committee's work plan includes a review of the Terms of Reference in Fall, 2016.
Governance Committee Terms of Ref	To be responsible for the annual nomination of the Chair and Vice Chair.	The Governance Committee will recommend to the Board at the April 11, 2016 meeting.

BGI-01 Responsibilities of the Board

Appendix A

Report Card as of March 7, 2016

Source Document	Responsibility	Comments
BG I-01 Responsibilities of the Board of Governors	The Board shall establish governance structures to enable the achievement of expected institutional outcomes with clear lines of communication and internal accountability. (1-1)	In support of this, the Academic & Student Affairs Committee was initiated in March, 2014.
	The Board shall assess periodically the attainment of College mission and strategic plan. (1-2)	Quarterly Business Plan updates are submitted to the Board. The Board annually reviews Key Performance Indicator results and final results of the Business Plan, based on the Strategic Plan. This will occur at the June 13, 2016 Board meeting.
	The Board shall review, amend, and approve the College's annual business plan, budget, and annual report that support the strategic plan. (1-4)	The Board approved the annual Business Plan at the February 8, 2016 Board meeting.
	The Board shall periodically assess its effectiveness with respect to governance, accountability and the attainment of the College mission and strategic plan. (1-5)	The Board completed the Evaluation Survey and Self-Assessment in March, 2016. Results will be presented to the Board at the April, 11, 2016 meeting.
Board Accountability	The Board shall take corrective action, as necessary, if any expected outcomes or quality of performance are not achieved. (1-6)	Processes are in place to ensure that reviews of all outcomes and performance are completed in a regular and timely fashion. Board reporting follows work plan timelines for all major committees.

BGI-01 Responsibilities of the Board

Appendix A

Report Card as of March 7, 2016

Source Document	Responsibility	Comments
	<p>The Board shall approve all programs of instruction that a college will offer, suspend or cancel.</p> <p>The Board shall ensure that programs of instruction are developed and implemented consistent with provincial standards where they exist. (1-7)</p>	<p>The Program Review Committee ensures all programs of instruction are developed and implemented consistent with provincial standards where they exist. This occurs prior to programs being submitted to the Academic & Student Affairs Committee and Board for approval. Following Board approval, the Credential Validation Service validates programs once it is demonstrated that they are in compliance with the Minister's Binding Policy Directive Framework for Programs of Instruction and in adherence with Program Provincial Standards where they exist. Such credentials can only be conferred by the College once validation from the Credential Validation Service has been received. A program suspension recommendation was submitted to the Board on February 8, 2016 through the Academic & Student Affairs Committee using the Academic Area AA30 Program Suspension policy and procedure.</p>
	<p>The Board shall approve the creation of a wholly owned subsidiary corporation, including a college foundation, if required. (1-8)</p>	<p>The College does not require an additional subsidiary corporation at this time.</p>
	<p>The Board should ensure that proven methods for program development and review occur. (2-1)</p>	<p>The Program Review Committee has a mature and well documented program development and approval process. The Program Quality Assurance Framework is detailed within policy AA38 Program Quality Assurance that consists of three primary elements, Annual Curriculum Review, Program Mix Review and a cyclical five-year Program Quality Review. Deans' Program Quality Review and Implementation Follow-up status reports are provided to the Academic & Student Affairs Committee then the Board annually, in late Fall. The Program Lifecycle Management process was discussed in detail at the March 12, 2016 Board of Governors Retreat.</p>

BGI-01 Responsibilities of the Board

Appendix A

Report Card as of March 7, 2016

Source Document	Responsibility	Comments
	The Board should ensure that regular reports on the operational and financial situation of the College are completed, including reports on the progress the College is making towards meeting the strategic plan and on performance measures against benchmarks. The Board should also ensure that necessary audit systems are in place. (2-3)	Quarterly progress reports against annual Business Plan are scheduled to be provided to the Board in October 2015, February, April and June, 2016. Performance against the Strategic Plan will be included in the College's Annual Report. Any deficiencies are reported to the Board of Governors through the Audit & Risk Management Committee.
	The Board should use an established process for recruitment, delegation of accountability for College operations, and performance review and compensation of the President. (2-4).	A performance evaluation framework is in place.
	The Board should ensure that the College's communications with students, business, community stakeholders, and the Ministry is ongoing and effective. (2-5)	The College's total communication efforts will be summarized in the June, 2016 Annual Report. The position of Executive Director, Communications, Marketing and Government Relations has been reinstated to ensure timely and comprehensive communication of major initiatives and issues.
	The Board should ensure that the college operates in accordance with legal and regulatory requirements. (2-6)	Quarterly remittance declarations are presented to the Board to identify compliance with legal and regulatory requirements. A statement is to be added to the College's Annual Report.

BGI-01 Responsibilities of the Board

Appendix A

Report Card as of March 7, 2016

Source Document	Responsibility	Comments
	<p>The Board should ensure that ongoing review and development of academic programs uses proven methods that involve stakeholders in an effective and meaningful way. (2-7)</p> <p>The Board should ensure the College's commitment to quality education and service excellence including continuous improvement. (2-8)</p>	<p>All programs have Advisory Committees in place in accordance with College policy AA01: Advisory Committees. An Advisory Committee Summary Report is submitted to the Board annually at the fall meeting. The Program Quality Review process engages faculty, student, and industry stakeholders in informing continuous improvement processes. The Ontario Colleges Quality Assurance Service's Program Quality Assurance Process Audit conducted in April, 2011, affirmed the College's processes by awarding the highest rating of "mature" quality assurance practices for all quality criteria. The College is currently preparing its self-study package for the next Program Quality Assurance Process Audit visit, scheduled for June 6 and 7, 2016 and is undertaking an analysis of its compliance with the six quality standards.</p>
	<p>The Board should ensure that the College's applied research activities have appropriate accountability for research funds and appropriate processes for research outcomes, including commercialization. (2-9)</p>	<p>Reports are submitted to all granting and funding agencies, as per contractual obligations including timeline and audit requirements.</p>
BG I-02 Appointment/ Reappointment Of External Governors	<p>The Governance Committee will bring recommendations for appointments or reappointments of external governors for approval.</p>	<p>Governance Committee will submit recommendations to the Board at the April 11, 2016 meeting.</p>
BG I-03 Communication with the Board of Governors	<p>Communication of all major issues and initiatives will be made with approval of the Board Chair.</p>	<p>Policy BGI-04 describes the responsibility of the Board Chair in terms of communications on behalf of the Board.</p> <p>Board members are given a brief update of College events and initiatives at each Board meeting for use in the community.</p>

BGI-01 Responsibilities of the Board

Appendix A

Report Card as of March 7, 2016

Source Document	Responsibility	Comments
BG I-04 Responsibilities of the Board Chair	The Board Chair's responsibilities will be clearly defined in a Board policy with accompanying procedures.	Policy BGI-04 is reviewed annually. The last update was January 25, 2016.
BG II-01 Programs of Instruction	The Board shall be informed of joint college university programs and new apprenticeship programs.	Staff will submit to the Board information regarding joint college/university programs and new apprenticeship programs, through the Academic & Student Affairs Committee. This information will be imbedded in the Summary Report of Program Launches & Enrolments coming to the Committee at the May 19, 2016 meeting.
BG II-01 Programs of Instruction	The Board is responsible for approving program suspensions.	This occurs as needed. The last program suspension was approved by the Board through the Academic & Student Affairs Committee at the February 8, 2016 meeting.
BG II -02 Financial Management	At fiscal year end, the President shall present to the Board for approval a report on the achievements of the operational outcomes of that year's Business Plan and the audited financial statements.	This occurs annually at the June Board meeting. The report will be presented at the June 13, 2016 Board meeting.
	The Board's annual report shall be submitted.	Occurs annually at the June Board meeting. This will occur at the, June 13, 2016 Board meeting.
	The College will have an Integrated College Development Plan (ICDP).	Management presented the Integrated College Development Plan at the September, 2014 Board Retreat. The Five-Year Woodroffe Master Development Plan was presented to the Board June 8, 2015. Further updates will be provided in conjunction with the Healthy Living Education initiative.

MEMO

DATE: June 13, 2016

TO: Board of Governors

FROM: Algonquin College Foundation Board of Directors

SUBJECT: Foundation Update

Special Foundation Board Meeting

On May 19th the Foundation Board Chair, John Owens, called a special meeting of the Board. The purpose of this meeting was to hear updates from members of the College's Executive Team on key initiatives including strategic planning, Healthy Living Education, and the Entrepreneurship, Innovation and Learning Centre. The update was appreciated by Board members and will serve to inspire them as they advocate for our College in the community.

Garbarino Girard Centre for Innovation in Seniors Care launched at Algonquin College

On May 25th, Algonquin College, the Champlain Local Health Integration Network (LHIN), the Western Ottawa Community Resource Centre, and representatives from the local health and wellness industry formally unveiled the Garbarino Girard Centre for Innovation in Seniors Care. Accompanying the unveiling of this Centre was the announcement of a one million dollar donation from the Estate of the late Anita Garbarino Girard. This donation supports the renovation and equipping of the Centre as well as the provision for bursaries and research support for students in the applied health areas. The donation also allows for the evaluation of the Adult Day Program run in the Centre with the support of Western Ottawa Community Resource Centre.

Birdies for Bursaries Golf Tournament

The annual President's Golf Tournament- "Birdies for Bursaries" took place on, May 24th at Loch March. The tournament was sold-out and offered exciting additions including student participation, great gifts, impressive prizes and an exceptional dinner back at the College that featured a sneak peek into the College's kitchens.

MEMO

AC Employer Coffee Breaks

The Algonquin College Alumni and Friends Network launched its AC Employer Coffee Break program in March 2016. As part of the 50th Anniversary celebrations, the Algonquin College Alumni and Friends Network is visiting 50 companies/organizations that hire our graduates to share some coffee and Timbits, meet and engage Algonquin College graduates in the community, hear their stories, and thank the employers who hire them.

To date, coffee breaks have been held at seven companies in Ottawa, allowing the team to reconnect with over 115 graduates and generate over half a dozen alumni stories. The goal is to visit 25 companies by March 2017 and 50 by March 2018.

International Alumni

The Alumni and Friends Network is working with the Algonquin College International Department in support of targeted communications directed towards international alumni living in Canada and abroad. The Foundation's collective goal will be to enhance existing relationships and to identify potential international alumni volunteers to support future outreach abroad and domestically.

2015-2016 Business Plan Quarterly Update

4th Quarter Dashboard Report

Goal 1: Deliver an exemplary applied education and training experience.

Graduation Rate

- 1 Develop and pilot a program completion strategy for final semester students who are missing one or two courses to graduate.

Retention Rate

- 2 Implement cross-College intervention initiatives in first term classes to assist students experiencing academic challenges.
- 3 Create a one-stop physical and digital environment for onshore international students.
- 4 Assess and validate College hybrid and online offerings against the Hybrid and Online Quality Assurance Standards (HOQAS).
- 5 Prepare for the institutional-level Program Quality Assurance Process Accreditation in 2016.

Quarter Four

- Completed
- In progress to reach goal within academic year
- Has not reached goal
- Previously completed

Goal 2: Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.

Enrolment (PSE) and other

- 6 Coordinate marketing, recruitment and admission efforts across 25 targeted programs.
- 7 Healthy Living Education (HLE) initiative establishes a planned Centre of Excellence with learning enterprises that will enhance the health and wellness of the College community and National Capital Region through the provision of academic programming, products, services, training and graduates.

Enrolment (online - FTE equivalents)

- 8 Enhance the choice and flexibility of student learning options by increasing the availability of fully online offerings.

Enrolment (PSE International - FTE equivalents)

- 9 Expand recruitment and business development efforts in China, India & Nigeria.

Students enrolled in applied degrees

- 10 Continue the development of new degree programs.

Students enrolled in graduate certificates

- 11 Develop four on-campus graduate certificates.

Goal 3: Leverage technology to enhance the educational experience.

Online courses offered

- 12 Implement Curriculum Services hybrid and online program development plan.

Unique hybrid courses offered

- 13 Implement Curriculum Services hybrid and online program development plan.
- 14 Continue to build on past experience to enhance and expand the Bring-Your-Own-Device initiative as a program delivery format.
- 15 Continue to build on past experience to enhance and expand the eText initiative to additional programs.

Goal 4: Provide opportunities for every full-time student in Ontario College Credentialed programs to have a work-integrated learning experience.

- 16 Implement Year-3 roll-out of the Work-Integrated Learning (WIL) program initiative.
- 17 Establish five new stand-alone and 18 new in-class applied research projects.

Goal 5: Deliver exceptional service to our diverse student and client populations.

Student Satisfaction

- 18 Align initiatives with Key Performance Indicators (KPI) survey questions and results to enhance student satisfaction.

2015-2016 Business Plan Quarterly Update

4th Quarter Dashboard Report

Employer satisfaction

- 19 Increase number of employers in the annual survey pool.

Alumni satisfaction

- 20 Enhance alumni awareness and engagement.
- 21 Enhance alumni awareness and engagement.

Goal 6: Leverage technology to automate and modernize our business processes, forstering an enviro

Business processes developed to measurably lower cost and/or improve productivity.

- 22 Informed by the College's Digital Strategy, complete the College's IT Strategy.
- 23 Initiate applied research project in collaboration with KPMG to review College services and identify opportunities to enhance student and client experience, improve efficiencies, implement service metrics and achieve sustainable efficiencies.

- Completed
- In progress to reach goal within
- Has not reached goal
- Previously completed

Goal 7: Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.

Employee Engagement

- 24 Implement the top three initiatives/priorities determined by the 2014-15 Employee Engagement Survey.
- 25 Ensure Professional Development opportunities support all employee groups.
- 26 Implement direction and guidance to meet the HR priorities of the College.

Goal 8: Create and foster an environment in which the College's model of leadership competencies and behaviours is supported.

Leadership training

- 27 Continue to offer modules of leadership through the Management Academy to all Administrators.
- 28 Implement first full fiscal year framework of Responsibility Centre Management model, based on approved Responsibility Centre Management principles to encourage innovation and align academic authority with financial accountability.

Goal 9: Align our funded operational expenditures with provincial funding

- Completed. Standard operating procedure.

Goal 10: Expand non-funded opportunities to increase revenue.

Number of organizations served through Corporate Training

- 29 Deploy an account management sales model, implement a suite of educational technology options for the corporate audience, and enhance self-service capacity to increase the number of Corporate Training client organizations served.

Alternative revenues


- 30 Implement Year 2 of the College's International Education Strategic Plan.
- 31 Develop College Ancillary Services roadmap to achieve strategic objectives that enhance services to students and employees, increases sales, improves productivity and provides more resources for strategic investment priorities.

Goal 11: Leverage strategic business partnerships to meet the capital needs of the College.

Cash, in-kind contributions and returns from alternative financing.

- 32 Complete Year 2 of the 5 Year Fundraising Plan.


2015-2016 Business Plan Quarterly Update
4th Quarter Dashboard Report


- 
- 33

Lead the implementation of the second Energy Savings Contract (ESCO2) facility improvement measures to achieve energy savings, reduce greenhouse gas emissions and encourage a culture of sustainability.

Goal 12: Create the technological foundation to align with the digital direction.

College data accessible through a common BI portal.

- 
- 34

Increase the College’s capacity to leverage Business Intelligence (BI) enabling decisions that are supported by data.
- 
- 35

Improve the College's capacity to define, collect, analyze and disseminate institutional data, information and research in service of the institution's planning, decision-making and performance measurement needs.

Availability of College networks and internet access.





- 
- 36

Ensure a consistent level of internet, wireless and network connectivity to students and employees.

Q4 EXCEPTION REPORT

2012-17 Strategic Goals	Metric	2015-16 Target	2015-16 Initiative/Leveraged Action	2015-16 Measures	Ref	Status	Comments - Q4
Goal 1: Deliver an exemplary applied education and training experience.			ACADEMIC Assess and validate College hybrid and online offerings against the Hybrid and Online Quality Assurance Standards (HOQAS), adapted from the Quality Matters TM (QM) rubric.	ACADEMIC 300 hybrid and online offerings assessed and validated against the Hybrid and Online Quality Assurance Standards (HOQAS).	4	▲	ACADEMIC 257 course quality assessments completed.
Goal 2: Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.	Enrolment (Online - FTE equivalents)	3,500	ACADEMIC & STUDENT SERVICES Coordinate marketing, recruitment and admission efforts across 25 targeted programs.	ACADEMIC & STUDENT SERVICES (1) Completed - website visits to targeted programs increased by 12.36% (2) Complete - email open rates for targeted programs have risen 7.3% over last year, attaining a open rate of 33.8% (3) Unmet - applications decreased by 11% to targeted programs; applications declined in direct entrance from high school due to smaller demographic available market (4) Unmet - original target deemed unrealistic. (5) Completed - 6 postsecondary programs launched. (6) Completed - Schools achieved goal via various on- and off-campus promotional activities. (7) Completed - customer journey report and internal audit prepared and presentd to Strategic Enrolment Management Steering Committee.	6	▲	ACADEMIC & STUDENT SERVICES Mostly complete except for activities (3) and (4).


Q4 EXCEPTION REPORT

		3,500	ACADEMIC Enhance the choice and flexibility of student learning options by increasing the availability of fully online offerings.	ACADEMIC (1) Five online Graduate certificate programs developed and delivered (CCOL). (2) Three stackable programs developed by Winter 2016 (CCOL). (A stackable credential is part of a sequence of credentials that can be accumulated over time to build qualifications and move along a career pathway.) (3) 200 additional online full-time equivalents (FTEs) (FT: 150 FTEs, PT: 50 FTEs) (CCOL).	8		ACADEMIC (1) One program launched Spring 2016; one program pending Ministry approval; three programs in development. (2) Three programs developed and approved for Fall 2016 launch. (3) 189 full-time equivalents achieved.
	Students enrolled in applied degrees	531	ACADEMIC & STUDENT SERVICES (1) Continue the development of new degree programs. (2) Create and implement a degree marketing and recruitment plan.	ACADEMIC & STUDENT SERVICES (1) Four degree programs submitted to the Ministry/Postsecondary Education Quality Assessment Board. (2a) Degree bridging programs promoted in Fall 2015 to students in final year of diploma studies. (2b) Dedicated degree marketing strategy reflective of competitive analysis and best practices developed and implemented by November, 2015 .	10		ACADEMIC & STUDENT SERVICES (1) Two programs submitted to MTCU/PEQAB; one program tracking for submission by May 31, 2016; one program on hold due to unanticipated professional association requirement changes. (2a) Completed. Degree Pathways Fair held November 2015. (2b) Completed.
	Students enrolled in graduate certificates	920	ACADEMIC Develop four on-campus graduate certificates.	ACADEMIC Four on-campus graduate certificates launched.	11		ACADEMIC Three programs launched; one deferred to 2016-17.
Goal 4: Provide opportunities for every full-time student in Ontario College Credentialed programs to have a work-integrated learning experience.	Programs with work experience opportunities	93%	ACADEMIC Implement Year-3 roll-out of the Work-Integrated Learning (WIL) program initiative.	ACADEMIC Curriculum amended during Annual Curriculum Review cycle to reflect the addition of work-integrated learning activities in 13 eligible programs of study.	16		ACADEMIC Work-integrated learning solutions in place for seven programs. Remaining programs still under review.

Q4 EXCEPTION REPORT

Goal 6: Leverage technology to automate and modernize our business processes, fostering an environment of continuous improvement.	Business processes developed to measurably lower cost and/or improve productivity.	40	<u>FINANCE & ADMINISTRATION</u> , STUDENT SERVICES, HUMAN RESOURCES Initiate applied research project in collaboration with KPMG to review College services and identify opportunities to enhance student and client experience, improve efficiencies, implement service metrics and achieve sustainable efficiencies.	<u>FINANCE & ADMINISTRATION</u> , STUDENT SERVICES, HUMAN RESOURCES (1) Complete first phase of execution of the project and achieve milestones established during the planning phase. (2) Identify and present to PC opportunities for service operation savings equivalent to 0.5% of total 2015/2016 operating budget. (3) Identify and present to PC opportunities to enhance measureable value to students and clients for services provided by at least four service departments. (4) Key service metrics identified and implemented for each department participating in first phase of execution upon President's Council approval.	23	▲	<u>FINANCE & ADMINISTRATION</u> (1) Phase I observations, findings and recommendations presented to ACET and CBC and now being documented in final formal report. (2) Opportunities presented in both cost savings and revenue generation as required. Identified potential savings opportunities of over \$2M (0.6%), with many more potential savings that cannot be quantified at this time. (3) In depth review was done in Test Centre, Counselling Services, Employment Services and Strategic Enrolment. (4) Key service metrics will be documented in final report due to Executive Team in June.
Goal 7: Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.	Employee Engagement	N/A	HUMAN RESOURCES Ensure Professional Development opportunities support all employee groups.	HUMAN RESOURCES Needs analysis survey of college-wide professional development offerings completed and reported to President's Council.	25	◆	HUMAN RESOURCES This initiative was deferred and will be addressed by the development of a People Plan/HR Strategy in 2016/2017.
		N/A	HUMAN RESOURCES Implement direction and guidance to meet the HR priorities of the College.	HUMAN RESOURCES "Year of our Employee" Plan developed and presented to President's Council and the College community.	26	◆	HUMAN RESOURCES This initiative was cancelled and will be addressed with the development of the People Plan/HR Strategy in 2016/2017.
Goal 10: Expand non-funded opportunities to increase revenue.	Alternative Revenues	31%	<u>FINANCE & ADMINISTRATION</u> Develop College Ancillary Services roadmap to achieve strategic objectives that enhance services to students and employees, increase sales, improves productivity and provides more resources for strategic investment priorities.	<u>FINANCE & ADMINISTRATION</u> College Ancillary Services net contribution increased by 25% over 2012/13 baseline net contribution.	31	◆	<u>FINANCE & ADMINISTRATION</u> College Ancillary Services achieved a net contribution increase of 20.3% over the 2012/13 baseline net contribution.

Q4 EXCEPTION REPORT

Goal 11: Leverage strategic business partnerships to meet the capital needs of the College.	Cash, in-kind contributions, and returns from alternative financing.	\$15.8M	FINANCE & ADMINISTRATION Develop College Ancillary Services roadmap to achieve strategic objectives that enhance services to students and employees, increase sales, improves productivity and provides more resources for strategic investment priorities.	FINANCE AND ADMINISTRATION (1) \$12.2M in total contributed from ESCO2 measures (2) \$1,426,846 in annual savings achieved in 2015-16. (3) Greenhouse gas emssions reduced by 1,687 metric tonnes. (4) Co-generation plant installed and in service by December 2015.	33		FINANCE & ADMINISTRATION (1) \$12.2M in total contributions achieved. (2) Annual savings of \$1,300,000 achieved which is slightly off target due to delay in cogen plant start up. (3) Projected reduction in greenhouse gas emissions achieved. (4) Delayed but now complete - the co-generation plant was installed and in service by April 10, 2016 due to delays in acquiring regulatory approvals .



**RESOLUTION
MOVED AND SECONDED**

That for banking purposes, the following are the officers of Algonquin College of Applied Arts and Technology, effective June 13, 2016:

THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

POSITION	CURRENT INCUMBENT
Chair	Kathryn Leroux
Vice Chair	Mark Sutcliffe
Secretary	Cheryl Jensen
Treasurer	Duane McNair

SENIOR OFFICIALS OF THE COLLEGE

POSITION	CURRENT INCUMBENT
President	Cheryl Jensen
Senior Vice President, Academic	Claude Brulé
Vice President, Finance & Administration	Duane McNair
Vice President, Human Resources	Cathy Frederick
Vice President, Student Services	Laura Stanbra
Vice President, International & Strategic Planning	Doug Wotherspoon
Vice President, Digital Technologies & Innovation	Marc Fares
Director, Finance and Administrative Services	Cathy Dempsey
Manager, Financial Services	Grant Perry

CERTIFICATE

I hereby certify that the foregoing is a true copy of a resolution duly passed at a meeting of the Board of Governors of Algonquin College held at Ottawa, Ontario, the 13th day of June, 2016.

DATED at Ottawa this 13th day of June, 2016

Witness by my hand and (Corporate) Seal

SECRETARY

Report title:	Strategic Plan Update
Report to:	Board of Governors
Date:	June 13, 2016
Author/Presenter:	Doug Wotherspoon, Vice President, International and Strategic Planning

1. RECOMMENDATION:

THAT the Board of Governors approve the 2017-2022 Algonquin College Strategic Plan.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide the Board of Governors with an overview of the engagement process used to assemble the 2017-2022 Algonquin College Strategic Plan and seek the Board's approval for the plan. The Strategic Plan is attached as Appendix A: 50+5 Algonquin College 2017-2022 Strategic Plan.

3. BACKGROUND:

Board of Governor's Mandate

In December 2014, the Board of Governors approved an 18-month Strategic Plan engagement process.

STRATEGIC PLAN PROCESS



Guiding Principles

At its February 2015 meeting, the Board of Governors approved nine guiding principles aimed at directing the College in the development of its new strategic plan. The principles are:

- mission-driven
- aspirational
- inspirational
- inclusive
- transparent
- accountable
- evidence-based
- sustainable, and
- integrated.

Strategic Plan Working Group

To support the effort administratively, a small working group was established. The Working Group provided communications, event planning, technical, facilitation, and strategic support. The members included:

Scott Anderson
Liz Babiak
Joanne DelDuca
Susan DiMarco

Ruth Dunley
Phil Gaudreau
Don Lenihan (consultant)
Mark Hoddenbagh

Phillip Rouble
Elizabeth Tyrie
Rebecca Volk
Doug Wotherspoon

Strategic Plan Advisory Team

In May, 2015, the College issued a call for volunteers willing to serve on the Strategic Plan Advisory Team, a cross-college group tasked with synthesizing the College's thoughts into a draft Strategic Plan for review by the college community. Over 50 names were submitted with the following 18 being selected to serve:

Kathryn Leroux (Board)
Tonia Peachman-Faust (Employer)
Mark Hoddenbagh (Administration)
Wahab Almuhtadi (Faculty)
Nastia Touhlova (Support Staff)
Sandra Larwill (Administration)
Tanya Buckley (Alumni)
Kevin Yu (Student)
Tara Ettinger (Faculty)

Christopher Hahn (Administration - Perth Campus)
Cheryl Jensen (Administration)
Susan Thompson Support Staff)
Daniel Kelly (Faculty)
Katia Audet (Student/Alumni)
Rod Wilson (Employer)
Jennifer Lloyd (Faculty)
Alanna McDonnell (Administration)
Rob Parniak (Support Staff)

Info Gathering and Sharing

The College hosted 13 information sessions reaching out to a wide variety of stakeholders including current students, prospective students, alumni from various graduating years, employers, faculty, support staff, administrators, and community leaders. Over 550 participants participated in these information sessions providing a wide variety of opinions, ideas and discussion. These thoughts were compiled into a comprehensive Findings Report published on the College's Strategic Plan website in June, 2015.

Qualitative Research

From August through November, 2015, the College hosted a series of focus groups to delve deeper into the issues raised by stakeholders, identifying eight white spaces for further review and discussion. A white space has been defined as a place that "provides a location for new thinking, testing and learning or new business models." Over 100 individuals participated in the focus groups with eight "white space" opportunities being identified for further discussion:

- *Creativity, Entrepreneurship and Innovation:* Opportunity defined as helping students to think more creatively/innovatively – more like an entrepreneur – given the fast pace of change experienced in the world today.
- *Career Focused:* This white space explored how to better engage partners in industry to ensure graduates have the skills and knowledge to get the right start in their careers or endeavors.
- *Community:* Part of the experience of college is being part of the larger academic community. This white space explored ways to create and retain these ties to foster more engagement.
- *My Destiny:* This white space addressed getting students "right tracked" and involves experimentation, guidance and potentially content and learning style fit for ultimate lifelong success.
- *Flexible Learning:* This white space explored the number of identified learning styles and ways to deliver flexibility in program and course structure and content.
- *College Redefined:* This white space reviewed the best of University and the best of College to create a new educational institution that is better than both, redefining post-secondary education.
- *Employer of Choice:* This white space contemplated creating a workplace at Algonquin that attracts outstanding talent and expertise across Canada and the International Communities.
- *Algonquin for Life:* This white space declared that the college experience should never end. This can become a subscribed invitation to stay "on top" and "in touch" with one's chosen field for life.

Imagination Sessions

To examine in greater detail the eight white spaces identified by the focus groups, the College hosted eight Imagination Sessions with participants representing current students, recent

graduates, the Board of Governors, faculty, support staff, and administrators. On average, the Imagination Sessions lasted three hours and asked participants to blue-sky what the future of Algonquin might look like both in words and images. In total, over 200 participants were engaged in the Imagination Sessions.

Concept Idea & Qualitative Research

The Strategic Plan Advisory Team spent the Fall and Winter reviewing the information shared and deliberating on the future of the College. A broad framework for the plan began to take shape and these initial concepts and goals were further pressure tested with a second round of focus groups, including a mix of participants who had taken part in the initial qualitative research.

Draft Strategic Plan

Following seven working sessions, the Strategic Plan Advisory Team refined their original concepts and submitted to the community a first draft of the 2017-2022 Strategic Plan in February 2016 for feedback.

Community Feedback

Feedback on the plan arrived in a variety of formats ranging from individuals attending town hall sessions to personal email, from posts to our online strategic plan forum to community round tables. To date, just under 500 people have attended a feedback session or posted a comment online.

4. DISCUSSION:

The final draft of the 2017-2022 Strategic Plan for the Board of Governors review aligns with the request for a high level plan that seeks to inspire and direct rather than prescribe. In summary, the plan:

- pays tribute to our Algonquin name and signals our commitment to truth and reconciliation
- outlines the objects of the College as laid out in the Ontario Colleges of Applied Arts and Technology Act, 2002
- recognizes Algonquin's three key clients: Learners, Employers and Community
- updates the College's mission and vision
- strengthens our commitment to the values of Caring, Learning, Integrity, and Respect
- confirms our core beliefs
- establishes five strategic directions
- identifies six goals
- establishes measures to be adopted across all departments

5. LINK TO STRATEGIC PLAN:

The plan will replace the current Strategic Plan effective April 1, 2017.

6. STUDENT IMPACT:

The implementation of the Strategic Plan is anticipated to have a significant positive impact for all students, given the primary focus of the strategy is to adopt an ingrained culture of student-centered approaches to learning and service delivery. This College-wide learner-driven approach will serve as the primary factor to consider for all important decisions. Metrics will be established within the first year of the plan.

7. FINANCIAL IMPACT:

This Strategic Plan will improve the financial health of the College while ensuring that the College is well positioned to sustain delivery of its programs and services to its learners for many years beyond 2022. Forecasted strategic investments and financial operating results will be developed as part of the supporting business planning exercises to be undertaken over the coming year.

8. HUMAN RESOURCES IMPACT:

The Strategic Plan is built upon the premise that engaged employees, who are supported to be successful in their roles and their contributions valued, will have a positive impact on the learner experience. Workforce implications and strategic investments will be developed as part of the college-wide People Plan and supporting business planning exercises to be undertaken over the coming year.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

No immediate impact is anticipated.

10. COMMUNICATIONS:

Upon approval, the College will circulate the plan both internally and externally.

11. CONCLUSION:

When completed, it is expected that over 1,600 participants will have engaged in Algonquin College's strategic planning process, making it one of the most interactive process in the College's history. The result will be a new strategic direction for the College that is both familiar and bold. The plan articulates a future that builds on our strengths and at the same time challenges all to be even more innovative and entrepreneurial.



President/Board of Governors

Agenda Item No: 04.1

Respectfully submitted:

A handwritten signature in black ink, appearing to read "Doug F. A.", written over a horizontal line.

Vice President
International and Strategic Planning

Approved for submission:

A handwritten signature in blue ink, appearing to read "Cheryl Jensen", written over a horizontal line.

President

Appendices:

Appendix A - DRAFT 50+5 Algonquin College Strategic Plan 2017-2022
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Date last revised: June 6, 2016

50+5

ALGONQUIN
COLLEGE

Algonquin College Strategic Plan

2017—2022

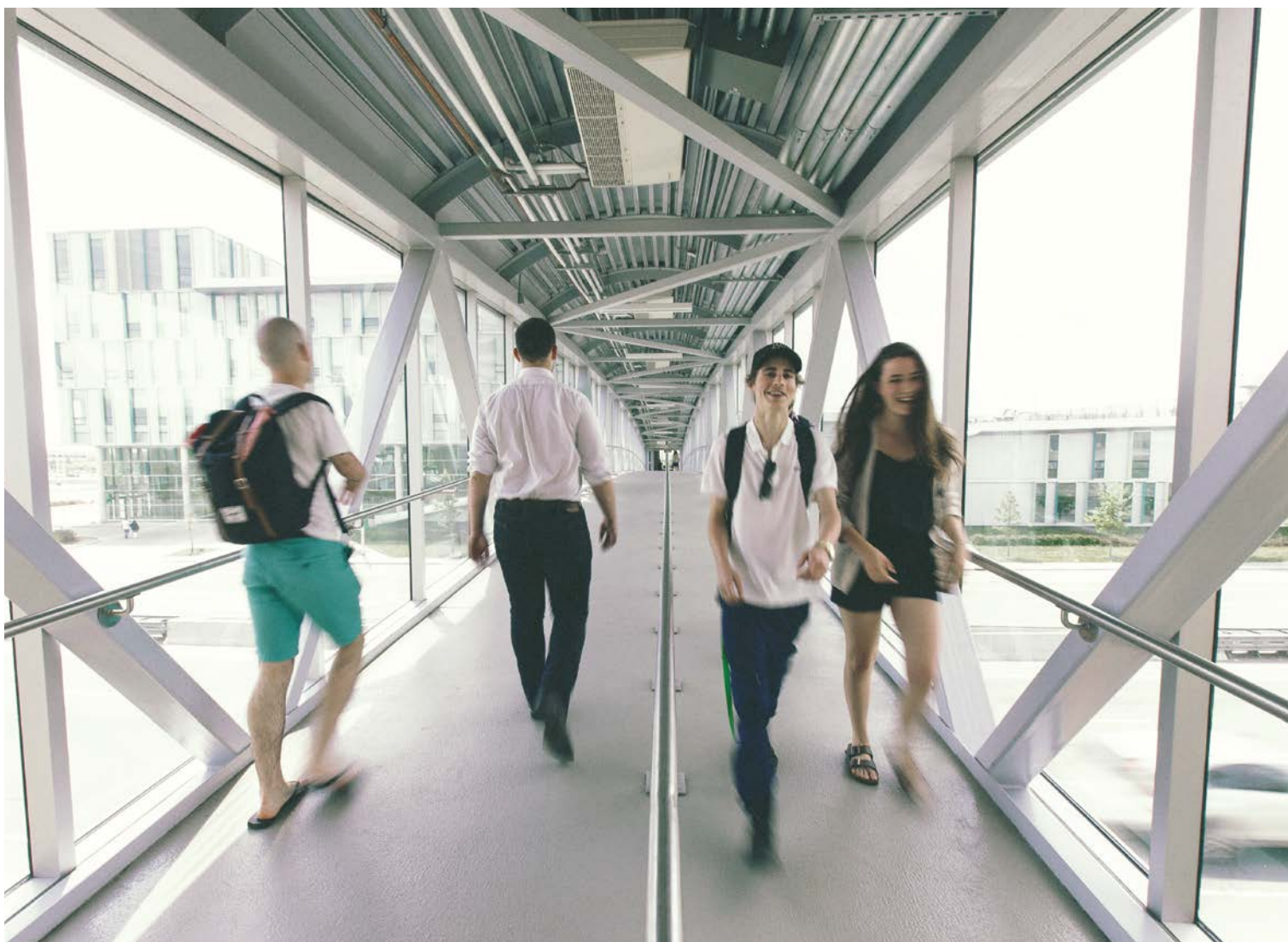
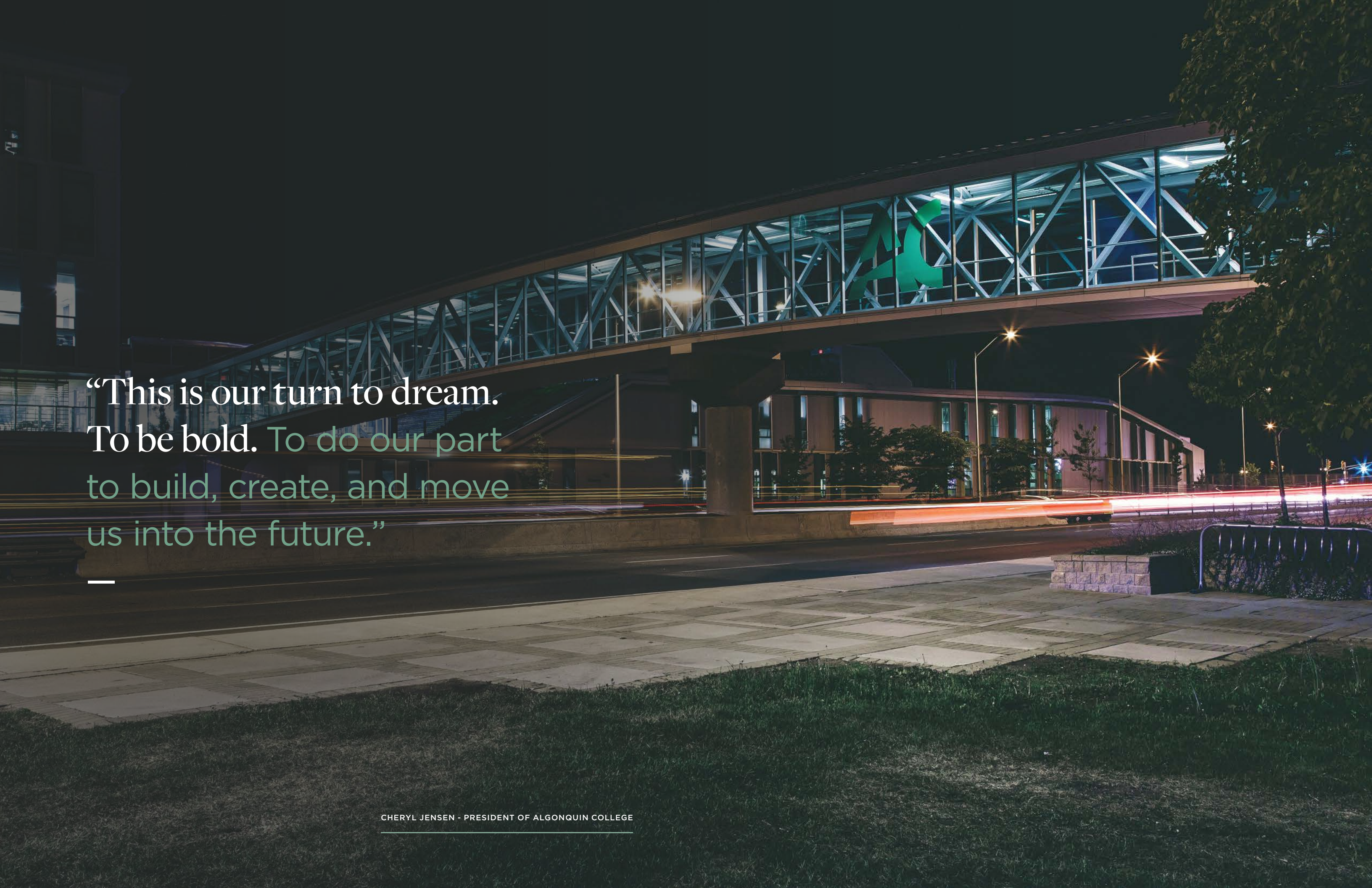




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A WORLD OF OPPORTUNITIES	OUR STRATEGIC DIRECTION



“This is our turn to dream.
To be bold. To do our part
to build, create, and move
us into the future.”

CHERYL JENSEN - PRESIDENT OF ALGONQUIN COLLEGE

We are changing the world – one learner at a time

Fifty years ago, when the dream of Algonquin College became reality, it would have been very hard to imagine the Algonquin of today. Now, in an increasingly connected and rapidly changing world, even five years seems a lifetime.

There are, however, some things we know for sure. Above all else, we know that learners must be at the heart of our strategy – a full-time student just out of high school, a mid-career worker coming back to upgrade their skills, or perhaps a university graduate coming to obtain specific skills. They come to Algonquin because they want to turn their dreams and desires into life-long success. They want to become job-ready. That remains our singular mission and it is the central focus of this plan.

We know technologies, work-places, and learner expectations are changing rapidly. That's why

this plan has some ambitious goals to change the way we engage our learners, the industries that employ them, our community and the people who work so hard every day to make Algonquin College the best it can be.

We also know that, while Algonquin remains very much a community college, our community is now a global one and we must increasingly serve learners from around the world.

This plan contains six key goals: goals to ensure our College is sustainable; goals to ensure our employees are empowered, and; goals to ensure we lead in quality and innovation – keeping Algonquin firmly connected to the digital world and our communities, wherever they are.

But one goal stands out for its ambition and its importance to Algonquin's future. We have always known that our core strength is the personal relationship between our

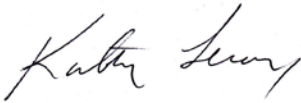
faculty and our students. We must build upon that connection to create a truly personalized experience for every single one of our learners. And we must augment that personalized experience with meaningful hands-on experience so that everyone who learns at Algonquin is job-ready. This focus on the individual learner must be sustained throughout the graduate's career to help ensure lifelong success.

That's why, by 2022, we will become a leader in the field of personalized learning by creating a new model for individual learner success. As well, we will build a plan to become leaders in co-operative education. In every plan we make and in all our interactions with students and

with our employees, we will build a culture of innovation and entrepreneurship – two qualities that will be critical in the changing employment landscape.

These are ambitious goals, and this plan outlines the first critical steps we must take to achieve them.

We are also making a very important promise over the next five years. A promise to live up to our name. At Algonquin College, we freely acknowledge that we live and work on the traditional territory of the Algonquin people. As Canada moves along a path of truth and reconciliation, we will do our part to ensure that indigenous ideas, knowledge and culture are an integral part of everything we do.



KATHRYN LEROUX
CHAIR, BOARD OF GOVERNORS



CHERYL JENSEN
PRESIDENT AND CEO

For five decades, Algonquin College has been changing perceptions, changing lives – changing the world. At 50, we have the confidence of middle age and a solid foundation of pride and innovation to build upon. It's hard to see what changes the next five years will bring. But, if you look back at where – together – we have been, it's easy to see where – together – we will go.

2015

2016

FEBRUARY - OCTOBER

NOV.

NOVEMBER - FEBRUARY

MARCH - MAY

JUNE

BOARD OF GOVERNORS MANDATE

INFO GATHERING & SHARING

QUALITATIVE FEEDBACK

IMAGINATION WORKSHOPS

CONCEPT DEVELOPMENT

QUALITATIVE RESEARCH

DRAFT STRATEGIC PLAN

COMMUNITY FEEDBACK

FINAL STRATEGIC PLAN

OUR JOURNEY: 18 MONTHS OF DISCOVERY

community sessions

500+ PARTICIPANTS

focus groups

550+ PARTICIPANTS

imagination sessions

350+ PARTICIPANT

focus groups

60+ PARTICIPANTS

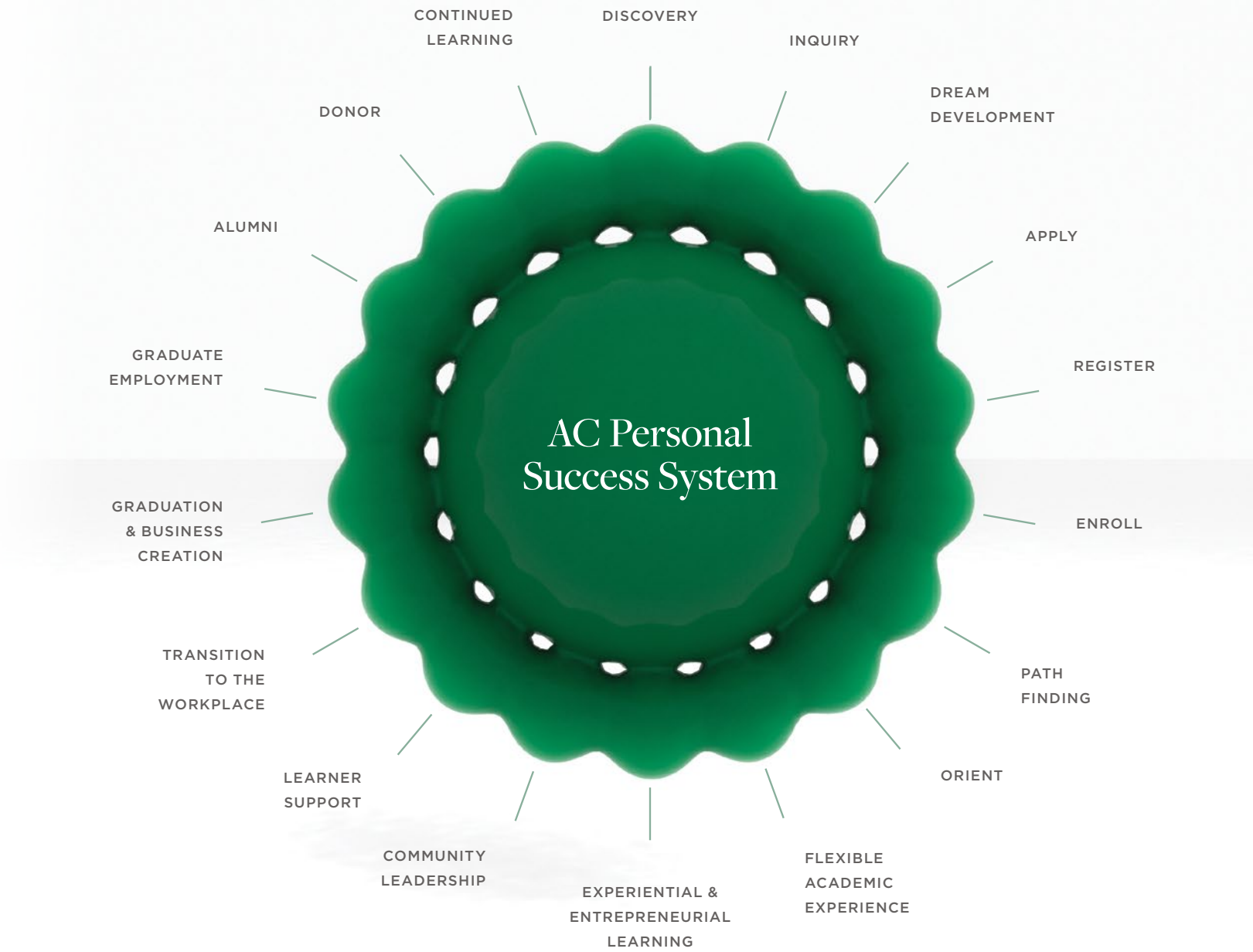
open forums

250+ PARTICIPANTS

feedback sessions

350+ PARTICIPANTS

OUR VISION: A PERSONAL SUCCESS SYSTEM BASED ON OUR MISSION, VISION AND VALUES



OUR MISSION AND VISION

MISSION

To transform hopes and dreams into lifelong success.

VISION

To be a global leader in personalized, digitally connected, experiential learning.



OUR VALUES

LEARNING

We believe in the pursuit of knowledge, personal growth and development.

RESPECT

We value the dignity and uniqueness of the individual. We value the equity and diversity in our community.

INTEGRITY

We believe in trust, honesty and fairness in all relationships and transactions.

CARING

We have a sincere and compassionate interest in the wellbeing of the individual.

OUR GOALS: TENETS TO CARRY US FORWARD INTO THE FUTURE

Goal One:

Establish Algonquin as the leader in personalized learning across all Ontario colleges.

CORE BELIEF: LEARNER DRIVEN

- Student, graduate and internal client satisfaction
- Case response time & satisfaction by department
- Number of program pathways, stackable programs, and alternate classroom delivery

Goal Two:

Lead the college system in co-op and experiential learning.

CORE BELIEF: INNOVATION AND QUALITY

- Percentage of students engaged and satisfied with Co-op/Work Integrated Learning (WIL)/Applied Research
- Satisfaction with Co-op/WIL/Applied Research
- Growth of co-op/WIL/Applied Research activity by department
- Volunteerism by department

Goal Three:

Attain national standing in quality, impact and innovation within each school and service.

CORE BELIEF: INNOVATION AND QUALITY

- Graduation rate
- Employment rate (within 6 months, 18 months and 5 years)
- Percentage of students engaged in and satisfied with co-op/WIL/Applied Research
- Awards and nominations submitted by department
- Growth of co-op/WIL/Applied Research activity by department
- Improvements introduced by departments

Goal Four:

Become an integral partner to our alumni and employers.

CORE BELIEF: CONNECTED

- Alumni engagement and satisfaction
- Employer engagement and satisfaction
- Alumni returning to the College for continuous learning
- Alumni and Employer interactions per department
- Membership on program advisory committees

Goal Five:

Enhance Algonquin's global impact and community social responsibility.

CORE BELIEF: SUSTAINABLE

- Total number and diversity of learners
- Continued increase in on shore international student enrollment
- Increase number of offshore international partnerships
- Social, environmental and economic impact
- Strong financial health indicators
- Cross-College environmental management plan implemented
- Funds raised and hours volunteered by department
- Reduce ecological footprint

Goal Six:

Be recognized by our employees and the community as an exceptional place to work.

CORE BELIEF: PEOPLE

- Willingness to recommend Algonquin as an employer
- Employee engagement
- Employee health and wellness
- Professional development hours taken by employee
- Average sick leave by employee
- Union grievances by department



01.

ABOUT THIS PLAN

We have
been on an
18-month
journey

In December 2014, Algonquin College began an 18-month strategic planning process.

Along the way, more than 1,500 members of the College community — inside and out — have been consulted, along with sector leaders such as Colleges Ontario CEO Linda Franklin and Warren (Smokey) Thomas, President of the Ontario Public Service Employees Union.

Our Strategic Plan Advisory Team, made up of 18 colleagues from across the College and community received feedback from imagination sessions; focus groups with employees, employers, recent graduates, prospective students, and the Algonquin College Students' Association; online forums and surveys.

The ideas in this plan are a result of those consultations. We believe everyone in the Algonquin family — our learners, our community, our business and industry partners, and our colleagues, can see themselves reflected in this plan.



Three Key Clients



18 MONTHS OF ACTIVE ENGAGEMENT

- 'Open-space' sessions in Ottawa, Perth and Pembroke to gauge employees' early thoughts and ideas
- Education and information-sharing events with Colleges Ontario CEO Linda Franklin and Warren (Smokey) Thomas, President of the Ontario Public Service Employees Union
- Student Leaders Workshop with current and future members of the Algonquin College Students' Association
- Future of Education session with more than 90 employers
- Idea Cafes for employees to comment on emerging themes
- 20 focus groups involving faculty members, support staff, supervisors, administrators, prospective students, current students, recent graduates and employers
- 10 employee, employer and student Imagination Sessions to examine unmet needs, identify opportunities and imagine solutions without constraints
- Online forum for posting and commenting on ideas raised by employees
- Eight Strategic Plan Advisory Team meetings with regular updates to the Board of Governors



02.

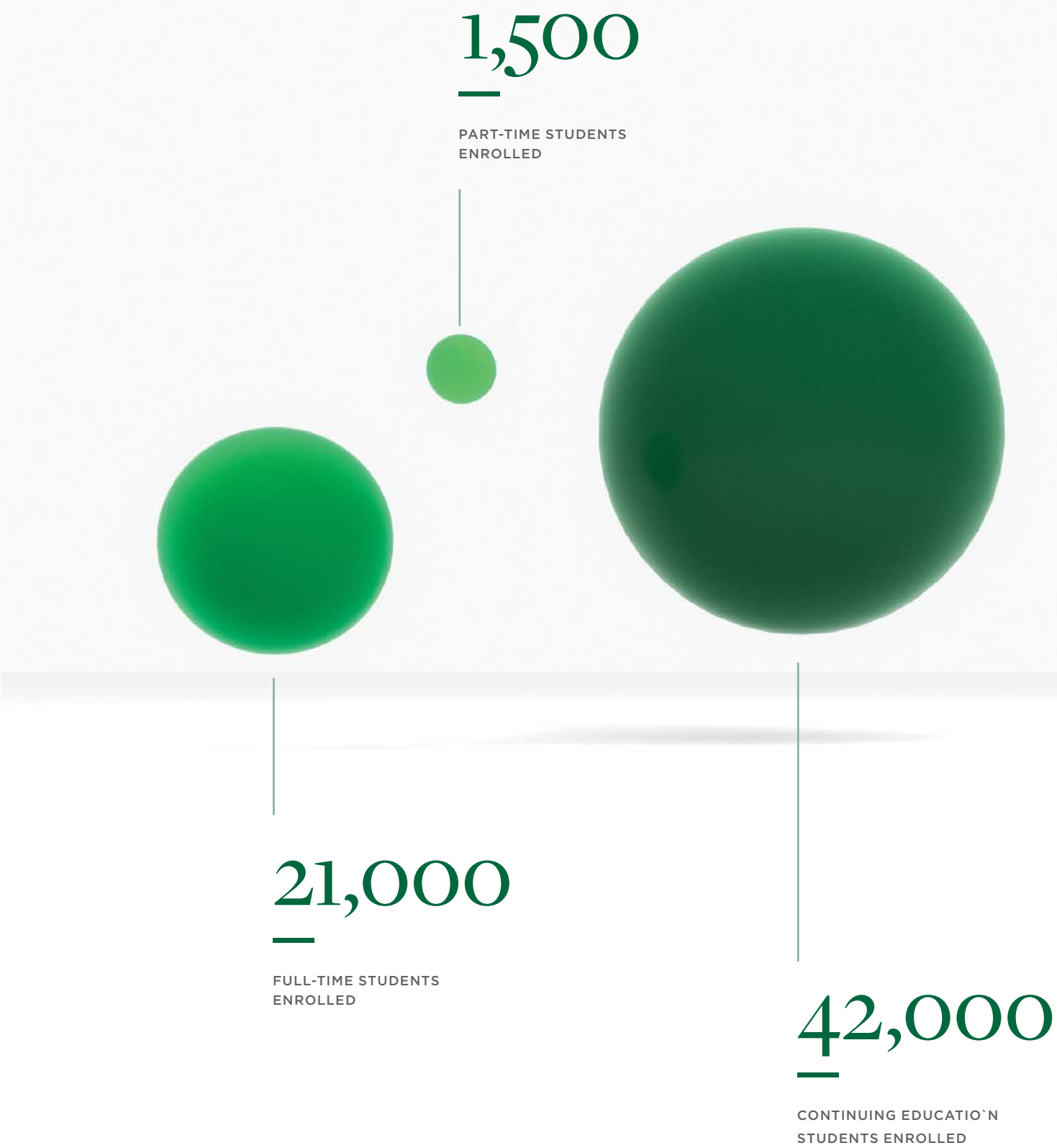
OUR ENVIRONMENT

We are ready for five years of change

In 2017 Algonquin College will be 50 years old.

Now one of Ontario's largest colleges and one of just 11 polytechnics in Canada, we serve tens of thousands of students, apprentices and lifelong learners and our programs range from apprenticeships to baccalaureate degrees all with the goal of creating job-ready graduates. Our reach is increasingly global — in the digital space, where we are an international leader — and on the ground, with campuses and partnerships in China, India, Montenegro, Kuwait and Saudi Arabia.

The past five years have brought unprecedented growth and demand. Between 2009 and 2014, full-time enrolments at Algonquin rose by almost five per cent annually, surpassing the provincial average. In response, Algonquin launched new degrees, diplomas and graduate certificates, and invested in expanding our campuses in Ottawa, Perth, and Pembroke.



Demographics are changing

Over the next 10 years, the number of domestic students aged 15 to 24 — our traditional cohort — will remain flat or decline, while the number of older, career-focused learners — aged 25 to 44 — will rise by about one to two per cent a year over that same time period. With growth rates between five to 10 per cent per year, the largest increase in potential learners will be among those 55 years and up, new Canadians, immigrants and Indigenous learners.

Internationally, demand for higher education, especially vocational and technical training, continues to grow at rates far above domestic numbers. But, while the number of international students coming to Canada remains robust, growth is expected to slow. Opportunities to export Canadian education abroad, however, are growing.

WHAT DO THESE CHANGES MEAN FOR EMPLOYERS AND THE COMMUNITY?

- Changes in the local population can affect everything from public services to the types of community organizations formed
- An aging population likely means people will work longer, affecting business employment needs
- Seniors will need unique services from homecare to entertainment and transportation
- A growing immigrant population will likely have different needs and expectations — both as employers and consumers. Local businesses will have to adjust to this, which in turn may require new skills and training



Expectations are changing

Changing demographics are consequently changing needs. Learners today have direct and immediate online access to as much information as they can absorb, and from experts around the world. Learners of all ages want more flexibility and learning plans that fit their schedules. We can see a future of blended learning where learners have the ability to merge Algonquin's courses with those at other institutions here and around the world.

This future requires agility. The institutions that lead will be adept at serving new audiences, identifying new markets, introducing new and personalized programs and services, and retiring those no longer meeting our clients' needs.



Technology is changing

Algonquin has always understood that advances in technology and innovation are changing the landscape of work, social life and community engagement. That's why we made the bold decision to become the "Digital College" in 2009.

Looking forward, our capacity to manage data and rapid advances in technology will determine the success of our learners in the changing work world. At the same time, new communication tools are changing the way people and organizations connect. For Algonquin, being "connected" means engaging in our community and using technology to harness community-building tools in Canada and abroad.



On a broader scale, climate change, freer trade, emerging markets and an increasing awareness of the need for positive social change are changing local, national and international expectations.

To lead, Algonquin must commit to continuously improving the digital solutions we use to enhance teaching, learning, and support — while also investing in training to help employees and students who use these new technologies each and every day.

Equally, Algonquin must become even better at helping learners master the skills required to manage and use the vast array of content at their fingertips. Today, developing independent thinking, innovation, and entrepreneurial skills to navigate and succeed in the world is as important as the acquisition of technical skill.

Finally, to lead, Algonquin must succeed in working on the international stage, serving as a local and global catalyst for positive social change while, at the same time, increasing opportunities for the College to grow.

We must change, too

To lead, Algonquin's connections to community and industry must be strengthened to ensure that we are even more deeply aligned with our business and industry partners and the communities we serve.

In an increasingly competitive world, Algonquin will need to differentiate itself even more from universities and private career colleges. In recent years, universities have scaled up practical training. While it's true that colleges are uniquely positioned to deliver experiential education, we must not take our traditional strengths for granted.



We must become more innovative and entrepreneurial

Governments at all levels are important stakeholders in the Algonquin College community.

Provincially, financial constraints and rising healthcare costs will continue to put significant fiscal pressure on the government. This means transfers from the province will likely continue to shrink as an overall share of College revenues.

Both the provincial and federal governments have made our Nation's truth and reconciliation efforts with Indigenous communities a priority.

To lead, Algonquin must be mindful of fiscal realities while continuing to champion fair and competitive funding and becoming more innovative, flexible and entrepreneurial in the way we operate as an institution.

To lead, Algonquin must also make our contribution to Indigenous education a priority.





03.

A WORLD OF OPPORTUNITIES

We have great opportunities ahead

Our research has identified some tremendous possibilities to meet needs that are not being met today. Specifically, the following opportunities were identified as most promising:

We can connect learners with business and industry

Our students have told us they choose Algonquin College because they are confident in the brand of an Ontario college credential and that it will help them start their career. At the same time, workplaces are changing rapidly and more and more graduates want to create their own jobs and continuously upgrade their skills throughout their career. Additionally, employers are telling us that technical skills are only a small piece of the skillset they look for in potential employees. Employers seek innovative, critical thinkers. Algonquin College can equip graduates with the skills, traits, and knowledge they need by forging new kinds of partnerships with industry.



We can be an integral part of our communities

Algonquin is an essential part of the communities it serves in Eastern Ontario and, increasingly, around the world. But, more and more, we need to reach out to our industry partners, invite them in to create mutually beneficial opportunities for our students and the broader community, particularly in the areas of health, wellness, Indigenous education, applied research, and entrepreneurship.



We can inspire creativity, entrepreneurship and innovation

A fast-changing world requires creative thinkers with the skills to adapt and even create their own jobs. We need to be as innovative at fostering an entrepreneurial mindset in learners as we are at educating them in their chosen fields of study.

We can cultivate a lifelong relationship with our learners



Workplaces are changing rapidly and learners increasingly seek to stay on top of developments in their fields. We have the opportunity to provide learning for life, forging long-term relationships with learners who want to refine their skillsets.

We can help every learner find their own way

Some students arrive better prepared than others and the impact to the classroom is extensive. We can help those still searching for their passion discover the program of study that's best suited to their needs and fulfilling their dreams. We can use technology and new services to personalize the college experience for every single student. Imagine a college that helps students get on the right track and stay on it, throughout their time at Algonquin and beyond.



We can provide flexible learning

Learners today have different needs — and want options to meet their needs, personally, individually, and directly. We have the chance to define what “flexible learning” means at Algonquin College and to deliver it better than any of our peers.



We can rethink what a college is

The mandate of the College to meet employer needs requires us to reimagine the nature of applied education, ranging from entrepreneurial activities to understanding how we will change our traditional offerings. A question that emerged through the consultations was: “How will we change the way we teach, serve, and partner?”

We can be an employer of choice

Our people are our strength. Faculty and support staff unions are our partners. We can and will build a new tradition of engagement and transparency with our people. We will also continue to foster a highly engaged employee community.





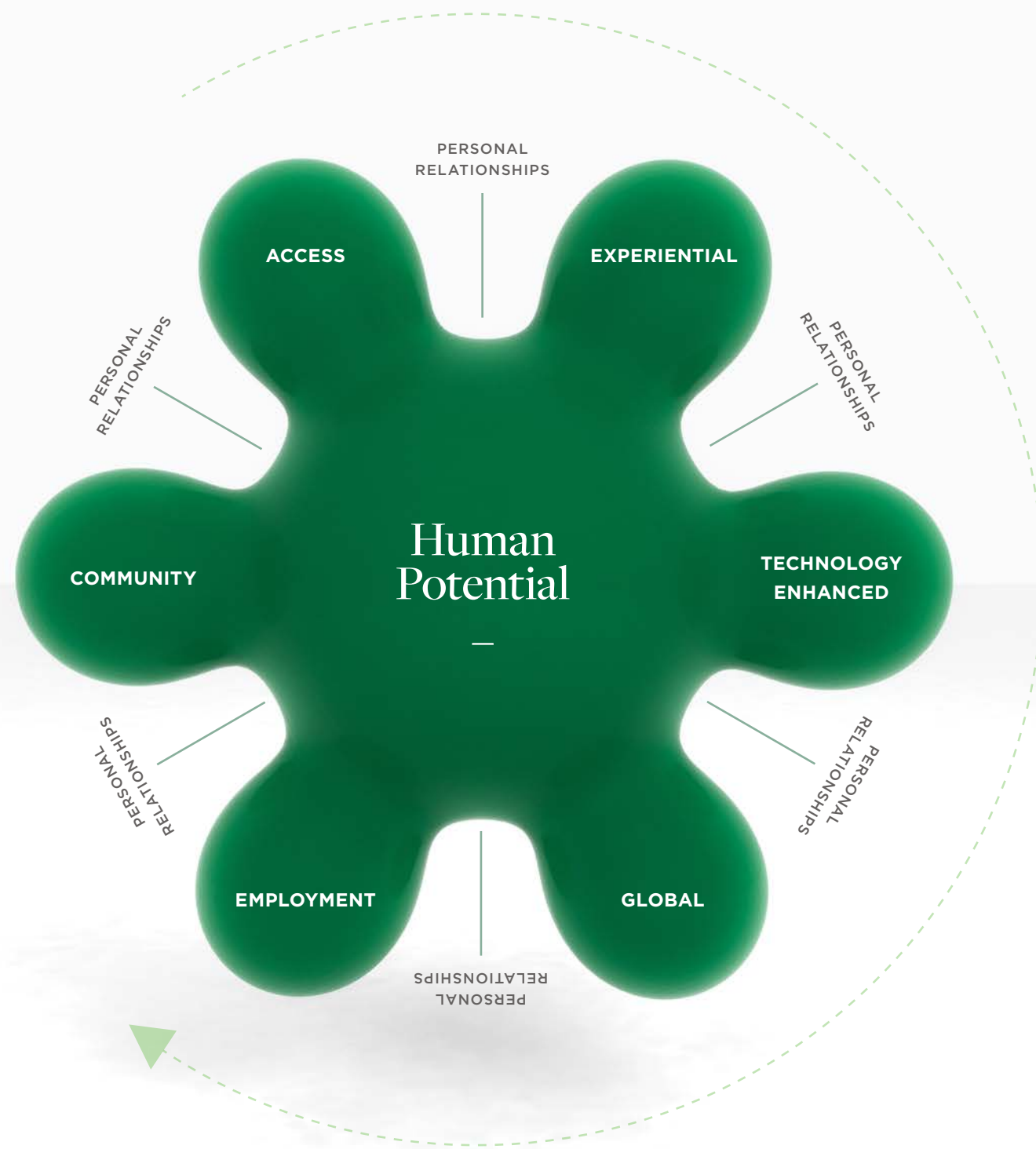
04.

OUR CORE BELIEFS

At 50, we
are mature,
confident, and
we know who
we are.

Over five decades we have developed a deep and enduring understanding of our core beliefs and why we exist as an institution.

Central to our new strategic plan is a set of convictions that guides our work and embody the Algonquin College experience.



1

HUMAN POTENTIAL

We believe in the development of human potential; that in all of us lies the innate ability to learn, to better ourselves and, have a positive impact on our individual achievement, our families, and our community.

2

ACCESS

We believe in access; that Algonquin is best known for whom we include rather than exclude, and that in today's knowledge economy a post-secondary education is fundamental to all.

3

EXPERIENTIAL LEARNING

We believe in experiential learning; that it is the best form of learning and that an applied, hands-on education is essential to developing the skills and competencies required to make a positive difference in the world.

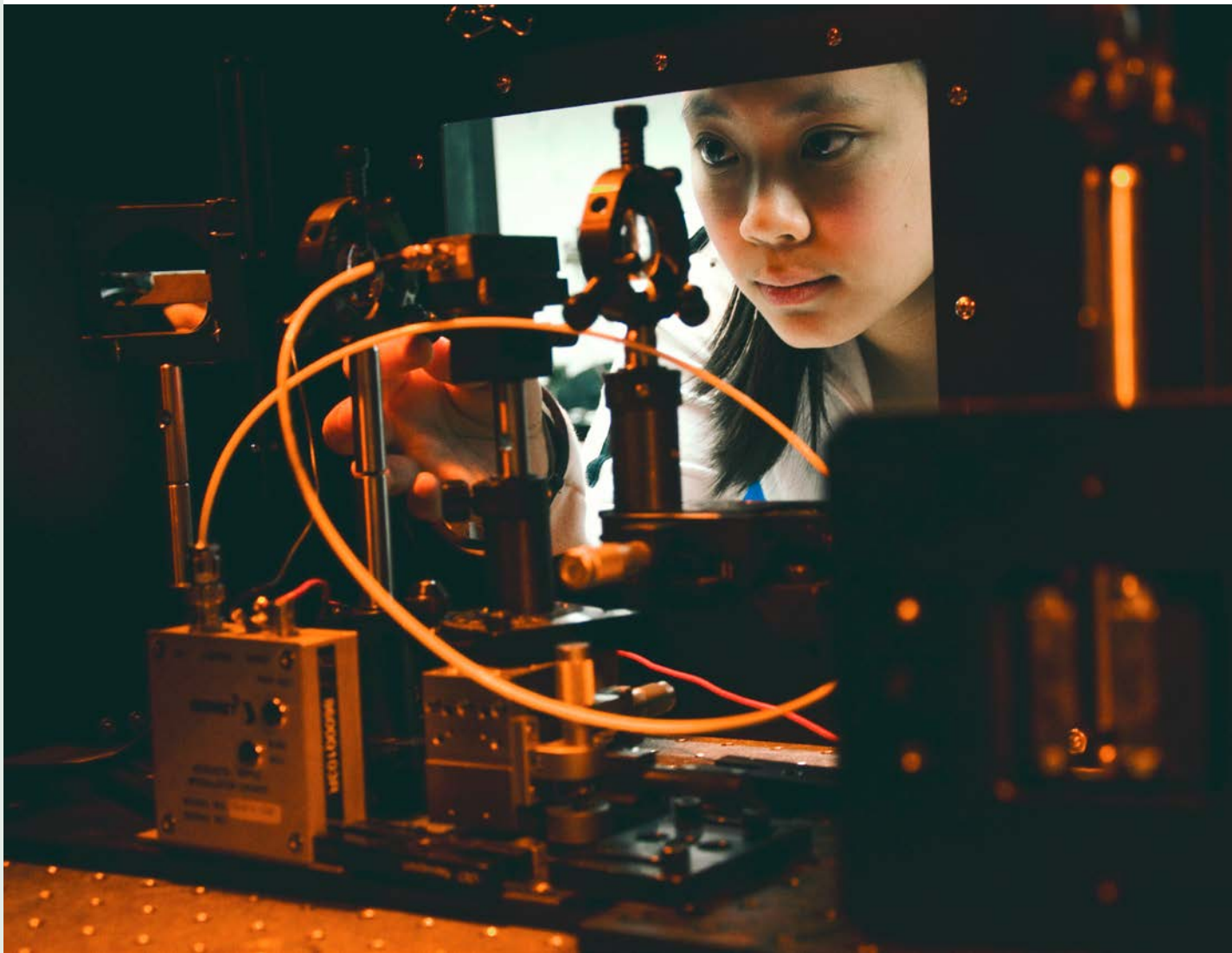
4

TECHNOLOGY

We believe in the power of technology; that when used purposefully it can enhance learning exponentially.

ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY ACT, 2002

“The object of the colleges are to offer a comprehensive program of career-oriented, post-secondary education and training to assist individuals in finding and keeping employment, to meet the needs of employers and the changing work environment and to support the economic and social development of their local and diverse communities.”



5

GLOBAL CITIZENSHIP

We believe in the importance of global citizenship; that in today’s world all learners must acquire the skills and competencies to work in a diverse and constantly changing world; and, that everyone – regardless of what country or culture they are born to – has the right to a good education.

7

COMMUNITY

We believe in community; that as individuals and institutions we have a social responsibility to care for each other, our environment, and our society, in Canada and around the world.

6

EMPLOYMENT

We believe in the power of employment; that securing a good job does more than just putting money in your pocket – it builds confidence, pride, maturity, strengthens relationships, improves health, and fosters a sense of purpose and responsibility.

8

PERSONAL RELATIONSHIPS

And, we believe in the power of personal relationships; that learning remains a distinctly relationship-based enterprise, with the student-faculty connection at its heart.



05.

OUR MISSION, VISION AND VALUES

We know what
we want and
how to get
there

Building on our core beliefs,
a sound strategy starts with
clarity of purpose.

Through our planning process, we revisited our fundamentals — resetting our mission, evolving our vision and confirming that the values we have valued for the past 10 years are as relevant and true as ever.

Our Mission

To transform hopes and dreams into lifelong success.



Our Vision

To be a global leader in personalized, digitally connected, experiential learning.



Our Values



Caring

We have a sincere and compassionate interest in the well-being of the individual.

Learning

We believe in the pursuit of knowledge, personal growth and development.

Integrity

We believe in trust, honesty and fairness in all relationships and transactions.

Respect

We value the dignity and uniqueness of the individual. We value the equity and diversity in our community.



06.

OUR STRATEGIC DIRECTION

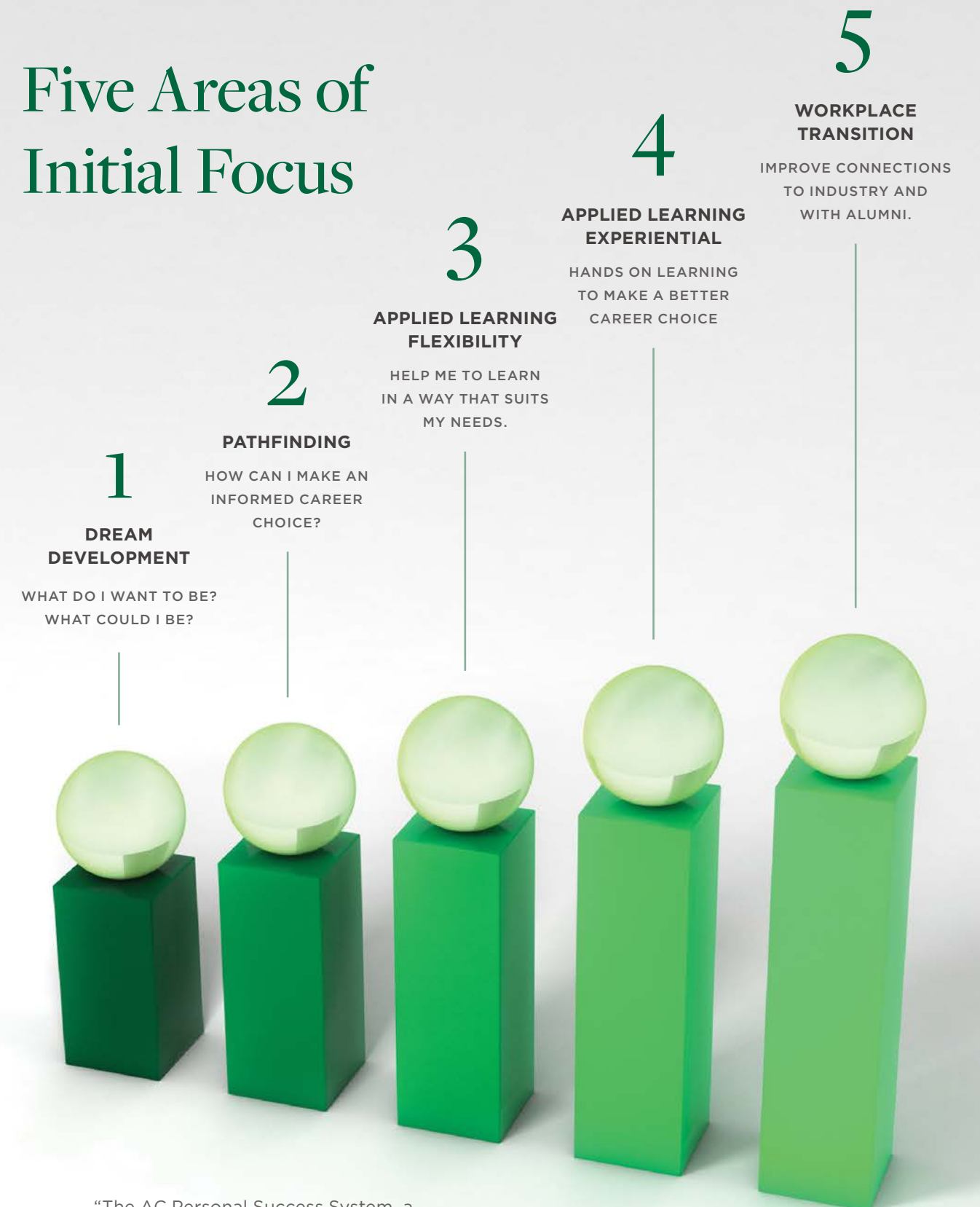
This is our Way Forward

50+5, Algonquin's 2017-2022 Strategic Plan outlines five overarching strategic directions, rooted in a belief that the time has come to transition from the traditional one-size-fits-all era of education to a new age, focused on personalized experiential learning.

We will be Learner Driven.

At Algonquin, we understand that the most important contributor to educational success is the personal relationship between learners and faculty.

We also know that being learner-driven means an unwavering commitment to the personal and professional success of our each and every one of our learners. For most of our learners, success is about landing that coveted job. But success isn't an outcome, it is a journey — a continuum of steps, stages and activities, unique to each individual. This plan foresees the establishment of an integrated, co-ordinated system of learning to guide and track learner success over time through a comprehensive set of education programs and services spanning all levels of learning. With this in mind, we have set the following goal for 2017-2022:



“The AC Personal Success System, a system that tracks all interactions with learners, will be developed and the first phase implemented with an initial focus on expanding our support of students...”

Goal One: Establish Algonquin as the leader in personalized learning across all Ontario colleges.

By 2022, we will become a leader in the field of flexible, personalized learning, beginning by optimizing our strategic enrolment management framework and completing value stream exercises for all key services. The AC Personal Success System, a system that tracks all interactions with learners to help them achieve lifelong success, will be developed and the first phase implemented with an initial focus on expanding our support of students in the areas of dream development, pathfinding, flexibility, experiential learning and the transition to workplace.

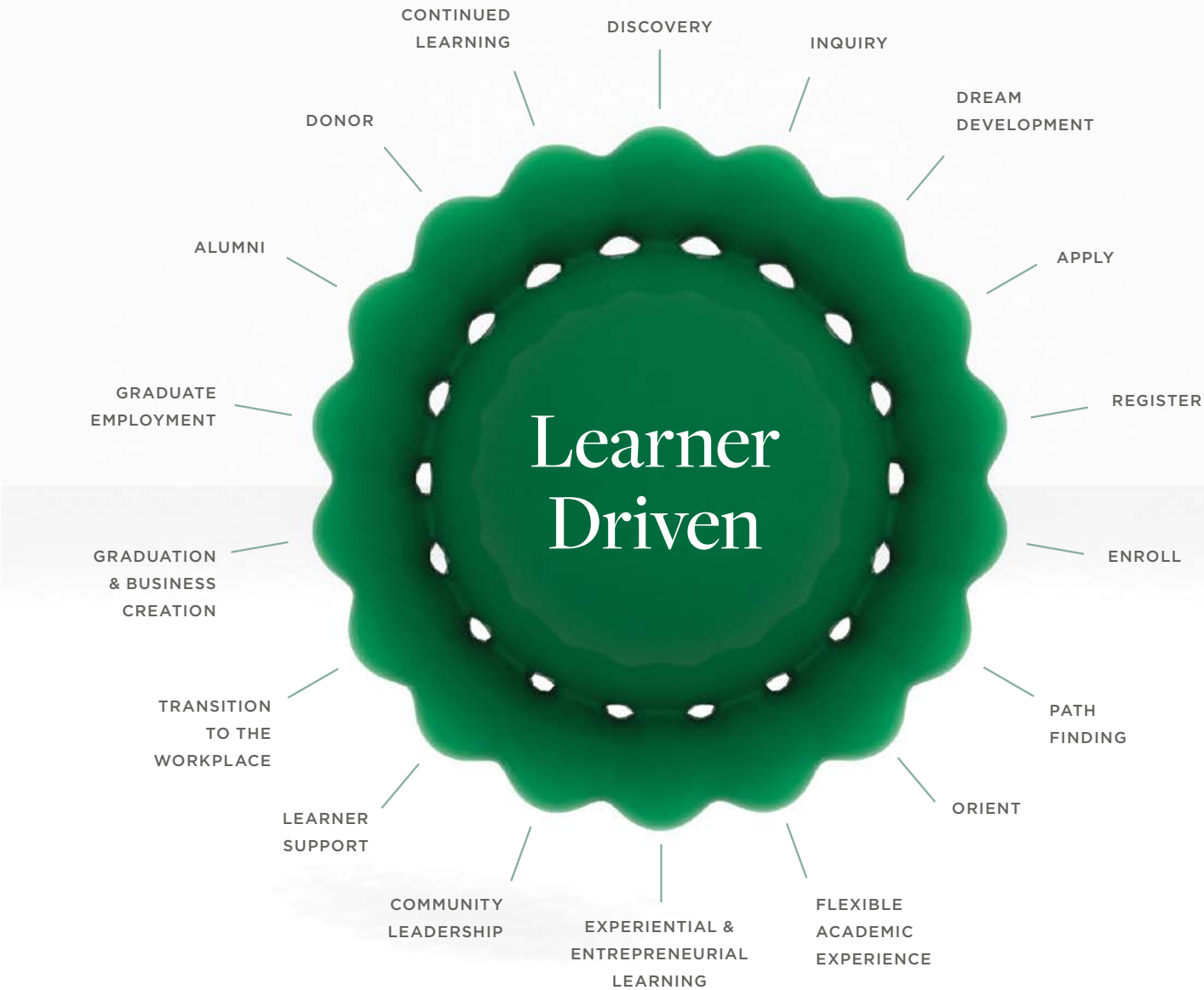
We will review our program development processes and substantially increase program pathways and

the number of programs, courses, and modules offered in both blended and online formats. We will also expand student mentorship programs and enhance our use of mobile technology, providing more extensive digital services and training to both students and employees.

As part of our focus on being learner driven, Algonquin will develop the country's first comprehensive, end-to-end higher education loyalty program, rewarding those who connect with Algonquin prior to, during, and following their college experience.

MEASURES OF SUCCESS — LEARNER DRIVEN

- Student, graduate and internal client satisfaction
- Number of program pathways, stackable programs, and alternate classroom delivery
- Case response time & satisfaction by department



What is personalized learning? We will further explore what personalized learning means for Algonquin over the course of this plan. To begin the journey, we are using this definition, adapted from the Glossary of Education Reform:

The term personalized learning, or personalization, refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic supports that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

We will focus on Innovation & Quality

For 50 years, Algonquin College has been an educational innovator providing an exceptional learning experience and pioneering new approaches ranging from the use of digital technologies to the development of new programs.

Innovation and quality are critical in today's global economy. With this in mind, we have set the following goals for 2017–2022:



Goal Two: Lead the college system in co-op and experiential learning.

By 2022, Algonquin will be recognized for our unwavering commitment to co-operative education, re-imagining our co-op model. We will also continue to broaden our commitment to experiential learning, expanding work-integrated learning, simulation, volunteerism, student learning enterprises and, applied research with a focus on student/industry collaboration.

We will study the successes of other institutions across the post-secondary education system — in particular the University of Waterloo —and consider new operating models for experiential learning. We will also engage with employers and learners to better understand their needs and work to pilot and test new approaches in delivering co-operative education, apprenticeship, and work integrated learning.

MEASURES OF SUCCESS — INNOVATION AND QUALITY

- Percentage of students engaged and satisfied with Co-op/Work Integrated Learning (WIL)/Applied Research
- Satisfaction with Co-op/WIL/Applied Research
- Growth of co-op/WIL/applied research activity by department
- Volunteerism by department

Goal Three: Attain national standing in quality, impact and innovation within each school and service.

By 2022, each school and service will attain national recognition for its commitment to quality, impact, and innovation. Algonquin is the sum of its parts. We are strongest when each area, school, department and ultimately employee is working in support of our overarching mission, vision, values, and strategic direction.

To deliver on our commitment to innovation and quality under this Strategic Plan, we will develop a comprehensive Academic Plan. Each area will then develop or update its area five-year plan within the first year. Further, within the second year, each school and department will be expected to complete their corresponding five-year plan.

Academically, these plans will detail how Algonquin intends to become a hub for social innovation and entrepreneurship and serve as a catalyst for the development of a new model for health-care delivery, education, and training. The Academic Plan will also outline how we

expect to integrate essential employability skills, entrepreneurial thinking, and community leadership across all programs of study. Additionally, the Academic Plan will outline our intentions to serve as a model for new approaches to learning ranging from competency-based learning to the effective use of data to enhance learning.

Central to this direction is our focus on digital technologies and continuous improvement. At Algonquin, we fundamentally believe technology can enhance a student's ability to learn and we are proud to be on the leading edge of its use in higher education. This Plan will see Algonquin extend its leadership in the use of e-text and blended learning, into new areas including service automation, mobile technology and cyber security. The College will also serve as a model in the use of continuous improvement principles and practices, improving our process with giving our students and employees time back through automation.



MEASURES OF SUCCESS — INNOVATION AND QUALITY

- Graduation rate
- Employment rate (within six months, 18 months and five years)
- Awards and nominations submitted by department
- Percentage of students engaged in and satisfied with co-op/WIL/Applied Research
- Growth of co-op/WIL/applied research activity by department
- Improvements introduced by departments

We will stay Connected

Algonquin is about making connections. Forming them, deepening them, and utilizing them.

In an increasingly connected world Algonquin College will work to strengthen our relationships with both alumni and employers, and their interactions with learners. We will refine our Advisory Committee Model to ensure that employers and more strongly connected to program review, development and applied research opportunities. To meet this strategic direction, we set the following goal for 2017-2022:



Goal Four: Become an integral partner to our alumni and employers.

By 2022, we will work to create the most engaged alumni community among Canadian colleges and become an indispensable partner to our employers.

All college employees and units will have a role to play in this effort – to deliver on our commitment to be the 'Connected College' will require the support of not simply a few but of thousands.

MEASURES OF SUCCESS - CONNECTED

- Alumni engagement and satisfaction
- Employer engagement and satisfaction
- Alumni returning to the College for continuous learning
- Alumni and employer interactions by department
- Membership on program advisory committees

We will be Sustainable

As a leading institution we have a duty to build on the aspirations of our communities.

As the first Canadian college to sign the international Talloires Declaration, Algonquin is committed to reducing its environmental impact — with the ultimate goal of becoming carbon neutral and serving as a leader in the education, research and exchange of environmentally sustainable practices.

In this plan, Algonquin is building on this foundation, confirming our belief that leading institutions must be serve a catalyst for global citizenship and act in a manner that is socially, environmentally and economically sustainable. Algonquin has adopted the Brundtland definition of sustainable development, committing that all future development must “meet the needs and aspirations of the present without compromising the ability of future generations to meet their own needs.” We believe the world is an interconnected system of social, economic and environmental needs that must work in balance. Therefore, we set the following goal for 2017–2022:

Goal Five: Enhance Algonquin’s global impact and community social responsibility.

By 2022, mindful of our obligation to ensure the long-term financial sustainability of Algonquin College and the communities we serve, we will strengthen our position as an access institution, work to share services with other organizations, build reserve funds, and develop more sustainable sources of revenues both in Canada and across the globe. Our commitment to ‘inter-generational equity’ extends to our physical resources.

To deliver on our commitment to be more socially responsible, the

college will expand its outreach into the communities we serve and support Canada’s journey toward truth and reconciliation with Indigenous Peoples, recognizing that we are all responsible for the success of this vital initiative.

Finally, we will build on our environmental commitments, by among other things, expanding our sustainable business practices, working to restore and regenerate our environments, and establishing an international centre for energy management.

MEASURES OF SUCCESS - SUSTAINABLE

- | | |
|--|---|
| <ul style="list-style-type: none">• Total number and diversity of learners• Continued increase in on shore international student enrollment• Increased number of offshore international partnerships• Social, environmental and economic impact | <ul style="list-style-type: none">• Social, environmental and economic impact• Strong financial health indicators• Cross-College environmental management plan implemented• Funds raised and hours volunteered by department• Reduce ecological footprint |
|--|---|

We will empower our People

Great teaching and support starts with great people.

People who love their work, believe it is meaningful, feel they make a difference, and are supported throughout their career. People who are respected, valued, flexible and agile. To this end, we set the following goal for 2017-2022:



Goal Six: Be recognized by our employees and the community as an exceptional place to work.

By 2022, we will exceed the expectations of our employees and community as an exceptional place to work. Our employees will proudly recommend Algonquin as an employer of choice and we will be recognized both internally and externally for above-average levels of employee engagement and our commitment to creating a healthy workplace.

We will expand our ability to help our employees learn, grow and adapt to change. We will build a respectful relationship with our union partners and become a model for employee engagement. Further, we will invest and pilot best practices aimed at improving the health and wellness of both our students and employees.

MEASURES OF SUCCESS - PEOPLE

- Willingness to recommend Algonquin as an employer
- Employee engagement
- Employee health and wellness
- Professional development hours taken by employee
- Average sick leave by employee
- Union grievances by department

ENTREPRENEURSHIP IN ACTION



This document was designed and prepared by *Salt*, a multidisciplinary creative studio focused on branding founded and run by three Algonquin College alumni: Daniela Chavez Ackermann (Graphic Design), Jared Lebel (Graphic Design) and Jesse Virag (Advertising).

They can be found online at justaddsalt.ca





Report title:	International Update
Report to:	Board of Governors
Date:	June 13, 2016
Author/Presenter:	Doug Wotherspoon, Vice President International & Strategic Planning

1. RECOMMENDATION:

THAT the Board of Governors accepts the International Update for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The Board of Governors has asked to be kept informed of the College's international activities on a regular basis, highlighting both successes and challenges, with a focus on risk mitigation.

3. BACKGROUND:

Algonquin College's international work is comprised of two segments – its onshore and offshore activities. Onshore efforts include post-secondary program recruitment, language training, international study and work abroad programs, and international student support services. Offshore work includes international campuses and partnerships, program licensing and pathways, and contract training.

4. DISCUSSION:

Onshore Post-secondary Education Programs

International surpassed its targets for 2015-16, enrolling 1,592 FTEs this past year, a 16% overall increase, including a 24% increase in Level 1 students. From the three targeted countries, increases occurred across the board, as follows;

- India +25%
- China: +22%
- Nigeria: +1%.

The International Scholarship and Bursary Fund was also established in 2015-2016. This was the result of a set aside of slightly less than one percent of international tuition revenue. Over \$150,000 in scholarship and bursary funds were distributed, with \$84,052 dispersed to 79 students and four faculty members wishing to have an overseas experience through the *International Study & Work*

Integrated Learning Bursary. A total of 116 applications were received for this bursary. Additionally, \$72,000 was disbursed to 24 international students through the *International Student Entrance Scholarship*. A total of 256 applications were received for this scholarship.

Work continues on the establishment of International Alumni Chapters. An International Alumni Best Practice Report was completed and a formal database established. Coordination continues with the Alumni Office to determine the best approach to establishing international chapters. A pilot program is currently under development for rollout in 2016-17.

Onshore - Language Training

Onshore language training was nine percent below target and 34% under 2014/15 net contribution levels. The Language Institute visioning exercise has been launched with a new strategic plan for language training expected to be completed before the end of the fiscal 2016-2017 year.

Onshore - Contract Training

- Algonquin was selected by Proyecta 10,000 (Project 10,000), a Government of Mexico student and faculty scholarship program, to host 20 to 40 Mexican students for ESL training in Summer/Fall 2016.
- College staff signed contracts to receive 17 Business students from Punjabi University in India for a three-week summer program in summer 2016.
- College staff signed a to receive 28 students from Shaoxing University for a four-week summer sampler program in summer 2016. The contract also includes a teacher training component for four teachers from Shaoxing University.
- College staff signed a contract to receive two teachers from Hunan University of Medicine for a two-month Teaching English as a Second/Foreign Language training program from September to November 2016.

Offshore - Campuses and Partnerships

Jazan:

- President Jensen completed a visit to Saudi Arabia in early May.
- In Riyadh, President Jensen and Vice President Wotherspoon met with the Acting Chief Operative Officer Dr. Abdullah Alwehaibi of Colleges of Excellence (COE). President Jensen also toured a female COE campus operated by Laureate International in the suburb of Al Kharj.
- In Jazan, President Jensen met faculty, support staff and administrators, held a roundtable with the AC-Jazan Students' Association, hosted the second meeting of the College's Community Advisory Committee, and visited a small village as honored guest of one of our current students.

- College faculty and administrators oversaw the hosting of the first meeting of the Jiaan Chapter of the Kingdom of Saudi Arabia Association of English Teachers .
- COE held its bi-annual College Holistic Annual Planning & Performance (CHAPP) Review Meeting with Algonquin staff, identifying both strengths and areas for improvement. Data provided by COE indicated that Algonquin placed ninth out of 30 institutions in overall performance as measured across three indicators: Educational Delivery, Financial Productivity, and Contract Compliance. A review of the data collection will be conducted by Algonquin College – Jazan staff.
- The Saudi Skills Standards (SSS) organization was on campus in late April to complete its annual assessment of college operations. In a verbal summary provided by the three member assessment team, they indicated AC-Jazan would be receiving a “good” ranking, a higher ranking than the “satisfactory” ranking received two years ago. However, it is important to note that written confirmation of the “good” ranking has not been received by College staff.
- Work continues on the development of the 2017-18 Business Plan, including the possibility of opening a female college, for submission to the Algonquin College Board of Governors in Fall 2016.

Kuwait:

- The Algonquin College-Kuwait Management Team confirmed a Fall 2016 recruitment goal of 300 enrolled students.
- The International team, in cooperation with Academic Development, is working with AC-Kuwait to expand the current diploma offerings over the next three years to include diplomas in Business - Accounting, Business - Management and Entrepreneurship, Business Marketing, Information Technology - Computer Programmer, Information Technology - Interactive Media and Design and Information Technology - Internet Application and Web Development.
- The International team, also in cooperation with Academic Development, is working on identifying possible partners interested in offering degree completion pathways, which would be delivered on campus in Kuwait. This effort would see AC-Kuwait diploma graduates able to complete two years of additional study on the Kuwaiti campus to earn a Bachelor's degree in Business or Information Technology.
- The International team recently completed its Annual Quality Assurance visit of the Kuwait campus, focusing its review on operations and the delivery of the Foundation Program. A full report is to be completed in the first quarter of 2016-17.

5. LINK TO STRATEGIC PLAN:

International activities support several goals articulated in the 2012 – 2017 Strategic Plan, under the pillars *Applied Education and Training*, *Student and Client Success* and *Financial Sustainability*. These include;

- Goal 1: Deliver an exemplary applied education and training experience.
- Goal 2: Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.
- Goal 5: Deliver exceptional service to our diverse student and client populations.
- Goal 6: Leverage technology to automate our business processes, fostering an environment of continuous improvement
- Goal 10: Expand non-funded opportunities to increase revenue.

6. STUDENT IMPACT:

There is no material impact identified at this time.

7. FINANCIAL IMPACT:

The 2015-16 annual financial target of \$8,038,654 was surpassed by \$755,748, with International raising \$8,794,402 in total net contribution. This exemplary efforts was reached despite a delayed start in Kuwait and underperformance in Jazan and the Language Institute.

8. HUMAN RESOURCES IMPACT:

In January 2016, AC-Jazan staff completed an open and transparent review of salaries across the Kingdom and as a result has made adjustments in its compensation package for the 2016-17 year ahead.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

There are no current government/regulatory/legal impacts identified at this time.

10. COMMUNICATIONS:

A quarterly newsletter is in the planning stages in the hopes of broadening communications of the College's international activity.

11. CONCLUSION:

The International team continues to deliver on the College's International Education Strategy completing the third year of the five year plan.

Respectfully submitted:



Vice President, International
& Strategic Planning

Approved for submission:



President

Appendices:

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Date last revised: June 6, 2016

Report title:	Healthy Living Education Project Update
Report to:	Board of Governors
Date:	June 13, 2016
Author/Presenter:	Claude Brulé, Senior Vice President Academic

1. RECOMMENDATION:

THAT the Board of Governors accepts the Healthy Living Education Project update report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide an update of the latest Healthy Living Education Project and summer work plan.

3. BACKGROUND:

This report is an update the Board of Governors on progress since the formal Healthy Living Education presentation that occurred at the Board on April 11, 2015.

4. DISCUSSION:

College staff continue to pursue the academic vision for Healthy Living Education to create “A model community-integrated learning and innovation hub addressing the skills and capacity needs of Health, Wellness and Long-Term Care” with the mission of “Helping Canadians live healthier lives.”

The business case and advocacy documents presented at the April 11, 2016 Board meeting are being modified to reflect a phased-in approach. This approach is consistent with the feedback from key stakeholders and focused on funding opportunities anticipated in future months. The academic programming that aligns with a phased-in approach is identified and will be incorporated into next iteration of the business case and advocacy documents.

Fundraising

The Healthy Living Education project was presented to the College Foundation Board of Directors on May 19, 2016, and it was resoundingly endorsed.

A major donor announcement was made on May 25, 2016 in the Smart Apartment now formally known as *The Garbarino Girard Centre for Innovation in Seniors Care*. This announcement showcases the fundraising potential surrounding the Healthy Living Education project in a phased-in approach where efforts can be aligned with stakeholders over the next year.

Community Engagement

The next Healthy Living Education Speakers Series event is scheduled for June 10th, 2016.

Community Partnerships

The Healthy Living Education team visited Conestoga College, Schlegel Villages and the University of Waterloo Research Institute for Aging on May 17th. This collaboration between two post-secondary institutions and a private long term/retirement home provider is unique in positioning education, research and seniors care on one site. The team members learned about the collaborations, and gained valuable insights regarding the potential for such a collaboration at Algonquin College. The team is continuing to meet with our community to explore partnership and development potentials.

5. LINK TO STRATEGIC PLAN:

This initiative is linked to Pillar #1 - Applied Education and Training; Goal #2 - Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.

6. STUDENT IMPACT:

Not applicable at this time.

7. FINANCIAL IMPACT:

A sub-committee of the Healthy Living Education Steering Committee is focusing on the financing and funding options of a phased-in approach and the projected annual revenue and operating costs.

8. HUMAN RESOURCES IMPACT:

Not applicable at this time.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

Provincial government advocacy is ongoing following College April briefings with several senior government officials including Health and Long Term Care, Seniors Affairs, and the Community Hub Secretariat.

10. COMMUNICATIONS:

A working group of the Healthy Living Education project is continuing to develop the website and marketing documents highlighting the vision of an academic community hub model.



President/Board of Governors

Agenda Item No: 04.3

11. CONCLUSION:

The Healthy Living Education project continues to move ahead with a phased-in approach to academic programming, business case and advocacy planning. The goal over the summer months is to have a completed first phase on a greenfield site to present to the Board of Governors in Fall 2016.

Respectfully submitted:

A handwritten signature in blue ink, appearing to read "Claude B.", written over a horizontal line.

Senior Vice President Academic

Approved for submission:

A handwritten signature in blue ink, appearing to read "Cheryl Jensen", written over a horizontal line.

President

Appendices:

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Date last revised: June 5, 2016

Report title:	Board of Governors Officers and Committee Memberships
Report to:	Board of Governors
Date:	June 13, 2016
Author/Presenter:	Governor Nadeau, Chair, Governance Committee

1. RECOMMENDATION:

THAT the Governance Committee recommends to the Board of Governors the appointment of Officers of the Board and membership on Board Committees with terms beginning September 1, 2016 to August 31, 2017.

OFFICERS OF THE BOARD 2015/2016

Chair	Kathryn Leroux
Vice Chair	Peter Nadeau
Chair, Audit & Risk Management Committee	Nancy Cheng
Chair, Governance Committee	Michael Tremblay
Chair, Academic & Student Affairs Committee	Jim Brockbank

EXECUTIVE COMMITTEE

Chair	Kathryn Leroux
Vice Chair	Peter Nadeau
Chair, Audit & Risk Management Committee	Nancy Cheng
Chair, Governance Committee	Michael Tremblay
Chair, Academic & Student Affairs Committee	Jim Brockbank

AUDIT & RISK MANAGEMENT COMMITTEE

Chair	Nancy Cheng
Chair of the Board	Kathryn Leroux
President	Cheryl Jensen
External Members	Michael Waters
	Kelly Sample
	Mark Sutcliffe

GOVERNANCE COMMITTEE

Chair	Michael Tremblay
Chair of the Board	Kathryn Leroux
President	Cheryl Jensen
Governors	Dr. Jim Robblee
	Pam Auchterlonie
	Lynne Clark
	Shellee Fournier



President/Board of Governors

Agenda Item: 05.3

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Chair

Chair of the Board

President

VP Academic

VP Student Services

Governors

Jim Brockbank

Kathryn Leroux

Cheryl Jensen

Claude Brulé

Laura Stanbra

Jay McLaren

Stephen Heckbert

Sherryl Fraser

Sara Grainger

FOUNDATION REPRESENTATIVE

Lynne Clark

Report title:	Algonquin College Bylaws One and Three
Report to:	Board of Governors
Date:	June 13, 2016
Author/Presenter:	Peter Nadeau, Chair, Governance Committee

1. RECOMMENDATION:

THAT the Governance Committee recommends to the Board of Governors and the Algonquin College Corporation amendments to Bylaws One and Three.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to inform the Board of the current wording of Bylaws One and Three, and to propose amendments. The proposed amendments include a change to the length of term that a student governor can serve on the Board of Governors, and the addition of a definition of a student governor. The current Bylaws and proposed amendments can be found in Appendix A: Algonquin College Bylaws Proposed Amendments, June 13, 2016.

3. BACKGROUND:

In the Spring of 2015, Chair McIntosh and the Executive Committee directed the Governance Committee to review Bylaws One and Three in response to questions regarding the definition of the student governor representative on the Board of Governors, and the student governors' length of term on the Board.

4. DISCUSSION:

Amendments to the Bylaws were reviewed by the Senior Vice President Academic and the Vice President Finance and Administration, and were then submitted to the Board of Governors' Electoral Committee. The Electoral Committee endorsed the proposed amendments, and these were submitted to the Board's Governance Committee at the March 7, 2016 meeting. The Governance Committee approved the amendments and recommends them to the Board of Governors and the Algonquin College Corporation.

5. LINK TO STRATEGIC PLAN:

The amendments to Bylaws One and Three align with Goal 4, “Provide opportunities for every full-time student to have a work experience outside of the classroom” and Goal 8, “Create and foster an environment in which the College’s model of leadership competencies and behaviours is supported”.

6. STUDENT IMPACT:

The amendments to Bylaws One and Three will have a positive impact on students, in that opportunities for students to serve on the Board of Governors will be increased as a result of shortening the length of term that individuals can serve on the Board. In addition, the amendments to Bylaw Three will clarify the definition of students who can be nominated for election to the Board.

7. FINANCIAL IMPACT:

There are no financial impacts associated with the amendments to the Bylaws.

8. HUMAN RESOURCES IMPACT:

There are no human resource impacts associated with the amendments to the Bylaws.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The College’s Bylaw One describes the general conduct of the affairs of the Corporation and the conduct of the Board.

The College’s Bylaw Three is a result of the Ontario Colleges of Applied Arts and Technology Act that states that all members of the constituent groups of the College shall have an opportunity for effective participation in the nomination and election process for membership on the Board of Governors of the College.

10. COMMUNICATIONS:

Pending Board of Governors approval of the amendments to Bylaws One and Three, the revised Bylaws will be posted to the Algonquin College Board of Governors’ public website, and circulated to the Board of Governors’ Electoral Committee and to the Students’ Association Board of Directors for information.

11. CONCLUSION:

The amendments to Bylaws One and Three will result in an increase in access to students wishing to serve as student governors on the College's Board of Governors.

Respectfully submitted:



President

Appendices:

Appendix A – Algonquin College Bylaws, Proposed Bylaw Amendments June 13, 2016
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**ALGONQUIN COLLEGE BYLAWS
PROPOSED AMENDMENTS JUNE 13, 2016**

CURRENT BYLAW	PROPOSED AMENDMENT	COMMENT
<p>Bylaw #1 4.5 TERMS AND LIMITS:</p> <p>4.5.6 No person shall serve as the student governor for more than 4 consecutive years provided that after an absence of 2 years such person shall again be eligible for re-election for successive terms not to exceed 4 years.</p>	<p>Bylaw #1 4.5 TERMS AND LIMITS:</p> <p>4.5.6 No person shall serve as the student governor for more than 2 consecutive years provided that after an absence of 2 years such person shall again be eligible for re-election for successive terms not to exceed 2 years.</p>	<p>This proposed revision is endorsed by the Board of Governors' Electoral Committee and recommended by the Board's Governance Committee.</p>
<p>Bylaw #3 2. DEFINITION:</p> <p>There are four constituent groups at the College:</p> <ul style="list-style-type: none"> • Academic Staff Member means a person who is employed by the College as a teacher, counsellor or librarian; • Administrative Staff Member means a person who is employed by the College and who is not an Academic Staff Member, a Support Staff or a Student; • Student means a person who is enrolled in a course or program of instruction at the College; 	<p>Bylaw #3 2. DEFINITION:</p> <p>There are four constituent groups at the College:</p> <ul style="list-style-type: none"> • Academic Staff Member means a person who is employed by the College as a teacher, counsellor or librarian; • Administrative Staff Member means a person who is employed by the College and who is not an Academic Staff Member, a Support Staff or a Student; • Student means a person who is enrolled in a minimum of three (3) courses (online or in person) or one (1) program of instruction at the College. If enrolled in online offerings only, the student must be able to participate in regular meetings of the Board; 	<p>This proposed revision is endorsed by the Senior Vice President Academic, the Board of Governors' Electoral Committee and recommended by the Board's Governance Committee.</p>

Report title:	4 th Quarter 2015/2016 Financial Results & Audited Financial Statements
Report to:	Board of Governors
Date:	June 13, 2016
Author/Presenter:	Duane McNair, Vice-President, Finance and Administration

1. RECOMMENDATION:

1. **THAT** the Board of Governors approve the 2015-16 audited financial statements of Algonquin College presented in Appendix A, and
2. **THAT** the Board of Governors approves the transfer of \$8,696,808 from unrestricted net assets to internally restricted net assets, and
3. **THAT** the Board of Governors receive the 2015-16 - 4th Quarter financial report presented in Appendix B, and
4. **THAT** the Board of Governors approve the 2015-16 audited financial statements for 2364193 Ontario Inc. presented in Appendix C, and
5. **THAT** the Board of Governors approve the 2015-16 audited financial statements for the Algonquin College Foundation, presented in Appendix D, and
6. **THAT** the Board of Governors receive the Compliance Scorecard, presented in Appendix E.

2. PURPOSE / EXECUTIVE SUMMARY:

To present:

- The draft 2015-16 audited financial statements for The Algonquin College of Applied Arts and Technology,
- the Algonquin College 2015-16 4th Quarter financial report to the Board of Governors,
- the draft 2015-16 audited financial statements for 2364193 Ontario Inc.,
- the draft 2015-16 audited financial statements for The Algonquin College Foundation, and
- the 2015-16 Compliance Scorecard.

3. BACKGROUND:

1. Draft Audited Financial Statements:

The draft audited financial statements are prepared in a format required by the Ministry of Training Colleges and Universities that complies with financial reporting standards set by the Public Sector Accounting Board.

The College's audit firm, Deloitte, has completed the audit of Algonquin College's financial statements for the fiscal year ending March 31, 2016.

2. 2015-16 4th Quarter Financial Report:
Management has prepared the 2015-16 - 4th Quarter 2015/16 Financial Report which provides the year end results in a detailed quarterly format.

4. DISCUSSION:

1. Draft audited financial statement highlights are presented below:

Consolidated Statement of Financial Position

Total assets have increased slightly by \$2.5 million or about 1%, from \$408.5 million to \$411.0 million.

Current assets have increased by \$20.5 million primarily due to an increase in short term investments and accounts receivable.

Long term assets in total have decreased by \$17.9 million due to a reduction in long term investments (offset by an increase to short term investments), a reduction in the Investment in Algonquin College – Saudi Arabia, a reduction in the value of the endowment fund assets, and a decrease in capital assets.

Total liabilities have decreased by \$7.6 million or about 3% from \$292.3 million to \$284.7 million.

Current liabilities have increased by \$5.8 million primarily due to an increase in accounts payable, accrued liabilities, and deferred revenue.

Long term liabilities have decreased by \$13.4 million due to reductions in long term debt obligations, interest rate swaps, vacation-sick leave and post-employment benefits, and deferred capital contributions.

Consolidated Statement of Operations

The College has realized an excess of revenue over expenses of \$11.7 million for the year ending March 31, 2016. The Statement of Operations provides further details of revenues and expenditures.

Consolidated Statement of Changes in Net Assets

The Statement of Changes in Net Assets provides a summary of activities processed through the College's net asset accounts. Note 15 to the financial statements provides a detailed listing of the internally restricted net assets.

2. 2015-16 4th Quarter Financial Report

In February 2015, the Board of Governors approved the 2015-16 annual budget with a budgeted net contribution of \$1.5 million. Factors contributing to the year-end positive net contribution of \$11.7 million are included in the variance analyses provided in the 4th Quarter report.

Note: While both the Audited Financial Statements and the 4th Quarter Financial Report disclose an \$11.7 million net contribution, there are differences in the revenue and expenditure line items between these two reports. The Audited Financial Statements are prepared in a format required by the Ministry that complies with financial reporting standards set by the Public Sector Accounting Board, whereas the 4th Quarter Financial Report is prepared in a format that reflects the College's approach to budget management.

3. 2364193 Ontario Inc.

Results of 2364193 Ontario Inc. are being presented to Board of Governors in compliance with the Memorandum of Agreement between The Algonquin College of Applied Arts and Technology and 2364193 Ontario Inc., dated January 13, 2014.

The draft audited financial statements for 2364193 Ontario for the year ended March 31, 2016 were presented and approved by the Board of Directors of the corporation on May 17, 2016. This corporation owns a 5% share of Algonquin College – Saudi Arabia. The accumulated deficit of \$28,914 will be recovered once Algonquin College – Saudi Arabia declares sufficient dividends.

4. Algonquin College Foundation

Results of Algonquin College Foundation are being presented to the Board of Governors in compliance with the Memorandum of Agreement between The Algonquin College of Applied Arts and Technology and The Algonquin College Foundation, dated June 6, 2013. Note 3, Related Party Transactions of the financial statements provides the details of operations between the Foundation and the College. The financial statements will be presented to the Foundation Board of Directors on June 23, 2016.

5. Compliance Scorecard

College management has ensured compliance with existing Board Policy and budget guidelines as shown in Appendix E: 2015-16 Compliance Scorecard.

5. LINK TO STRATEGIC PLAN:

The audited Financial Statements provide the financial results for the year ended March 31st, 2016 in format prescribed for Public Sector Colleges in Ontario. The 4th Quarter Financial Report will support the year end reporting of financial results of operations and results of initiatives in the 2015/16 Business Plan which supports the 2012-17 Strategic Plan.

6. STUDENT IMPACT:

Expenditures realized for this past year will ensure that students benefit from additional investments in information technology infrastructure, renovations and adaptations to learning spaces, maintenance of existing learning spaces, investment in new program development, academic equipment and an increased provision for mandated student aid.

7. FINANCIAL IMPACT:

The College is assessed as remaining in good financial health with an increase of over \$8.7 million in internally restricted net assets that will provide opportunities to invest in future strategic projects.

8. HUMAN RESOURCES IMPACT:

These audited financial statements do not have a direct impact on human resources. Costs for employee salaries, benefits and pension plan contributions are reflected in these financial statements.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

In accordance with the Ministry of Training, Colleges and Universities, the College is required to submit draft financial statement information to the Ministry by May 16, 2016. The College must submit Final Audited Financial Statements, approved by the Board of Governors, to the Ministry by June 30, 2016.

10. COMMUNICATIONS:

The audited financial statements must be posted to the College's website once formally approved by the Board of Governors on June 13, 2016.

11. CONCLUSION:

The College has concluded the 2015-16 fiscal year with overall positive financial results reflected in these Draft Audited Financial Statements. The College maintains good financial health and is positioned to invest capital in strategic and student-focused initiatives.

Respectfully submitted:



Vice President, Finance and Administration

Approved for submission:



President

Appendices:

Appendix A - 2015-16 Audited Financial Statements-AC Appendix B - 2015-16 4th Quarter Financial Report Appendix C - 2015-16 Audited Financial Statements-2364193 Ont. Inc. Appendix D - 2015-16 Audited Financial Statements-AC Foundation Appendix E - 2015-16 Compliance Scorecard
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Date last revised: June 6, 2016

Consolidated financial statements of

**The Algonquin College of Applied
Arts and Technology**

March 31, 2016

The Algonquin College of Applied Arts and Technology

March 31, 2016

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Independent Auditor's Report

To the Board of Governors of
The Algonquin College of Applied Arts and Technology

We have audited the accompanying consolidated financial statements of The Algonquin College of Applied Arts and Technology (the "College"), which comprise the consolidated statement of financial position as at March 31, 2016, and the consolidated statements of operations, changes in net assets, remeasurement gains and losses and cash flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with Canadian public sector accounting standards for government not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of the College as at March 31, 2016 and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards for government not-for-profit organizations.

Chartered Professional Accountants
Licensed Public Accountants

_____, 2016

DRAFT

The Algonquin College of Applied Arts and Technology

Consolidated statement of financial position
as at March 31, 2016

	2016	2015
	\$	\$
Assets		
Current assets		
Cash	28,367,426	31,597,770
Short-term investments (Note 3)	39,274,361	19,775,086
Accounts receivable (Note 4)	22,982,352	18,673,802
Inventory (Note 5)	1,751,513	1,973,160
Prepaid expenses	2,999,672	2,903,370
	95,375,324	74,923,188
Investments (Note 3)	35,780,159	40,764,808
Investment in Algonquin College - Saudi Arabia (Note 6a)	295,013	1,952,651
Endowment assets (Note 7a)	22,795,749	24,707,664
Capital assets (Note 8)	256,798,932	266,177,867
Total assets	411,045,177	408,526,178
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	19,562,800	17,768,165
Accrued salaries and employee deductions payable	7,968,680	6,337,971
Deferred revenue (Note 9)	27,734,275	25,487,378
Current portion of long-term debt (Note 10a)	2,757,892	2,598,799
	58,023,647	52,192,313
Long-term debt (Note 10a)	51,201,795	53,959,687
Interest rate swaps (Note 10b)	10,611,480	11,444,225
Vacation, sick leave and post-employment benefits (Note 11)	18,740,265	18,973,958
Deferred capital contributions (Note 12)	146,123,835	155,689,259
Total liabilities	284,701,022	292,259,442
Commitments, guarantees and contingencies (Note 13)		
Net assets (deficiency)		
Unrestricted	1,000,000	1,000,000
Investment in capital assets (Note 14)	56,715,410	53,930,122
Vacation, sick leave and post-employment benefits (Note 11)	(18,740,265)	(18,973,958)
Internally restricted (Note 15)	75,743,941	67,047,133
Endowment fund (Note 7b)	22,795,749	24,707,664
	137,514,835	127,710,961
Accumulated remeasurement losses	(11,170,680)	(11,444,225)
	126,344,155	116,266,736
Total liabilities, net assets and accumulated remeasurement losses	411,045,177	408,526,178

Approved by the Board

_____, Chairperson

_____, Chairperson, Audit & Risk Management Committee

See accompanying notes to the consolidated financial statements.

The Algonquin College of Applied Arts and Technology

Consolidated statement of operations
year ended March 31, 2016

	2016	2015
	\$	\$
Revenue (Schedule A)		
Grants and reimbursements	110,658,078	103,235,612
Student tuition fees	104,741,997	102,395,189
Contract educational services	31,981,890	31,325,028
Ancillary services (Schedule B)	35,616,376	34,542,049
Other	15,752,481	17,953,890
Amortization of deferred capital contributions (Note 12)	7,784,343	8,232,932
	306,535,165	297,684,700
Expenses		
Salaries and benefits	168,195,042	162,565,003
Building maintenance and utilities	16,142,473	13,791,346
Instructional supplies and equipment	6,595,090	6,959,390
Bursaries and other student aid	7,596,667	7,442,750
Interest	885,745	924,956
Amortization and write off of capital assets (Note 14)	14,600,131	15,062,775
Ancillary services (Schedule B)	28,765,559	27,992,324
Other	52,272,362	50,643,719
	295,053,069	285,382,263
Change in vacation, sick leave and post-employment benefits liabilities (Note 11)	(233,693)	76,965
	294,819,376	285,459,228
Excess of revenue over expenses from operations before the understated item	11,715,789	12,225,472
Gain on sale of former Pembroke campus (Note 18)	-	915,872
Excess of revenue over expenses	11,715,789	13,141,344

See accompanying notes to the consolidated financial statements.

The Algonquin College of Applied Arts and Technology

Consolidated statement of changes in net assets
year ended March 31, 2016

	Unrestricted	Investment in capital assets (Note 14)	Vacation, sick leave and post- employment benefits (Note 11)	Internally restricted (Note 15)	Endowment fund (Note 7)	2016	2015
	\$	\$	\$	\$	\$	\$	\$
Net assets (deficiency), beginning of year	1,000,000	53,930,122	(18,973,958)	67,047,133	24,707,664	127,710,961	110,672,053
Excess of revenue over expenses	11,715,789	-	-	-	-	11,715,789	13,141,344
Change in vacation, sick leave and post-employment benefits liabilities (Note 11)	(233,693)	-	233,693	-	-	-	-
Internally imposed restrictions	(8,696,808)	-	-	8,696,808	-	-	-
Net change in investment in capital assets (Note 14)	(2,785,288)	2,785,288	-	-	-	-	-
Endowment contributions and investment income (Note 7)	-	-	-	-	(1,911,915)	(1,911,915)	3,897,564
Net assets (deficiency), end of year	1,000,000	56,715,410	(18,740,265)	75,743,941	22,795,749	137,514,835	127,710,961

See accompanying notes to the consolidated financial statements.

The Algonquin College of Applied Arts and Technology

Consolidated statement of remeasurement gains and losses
year ended March 31, 2016

	2016	2015
	\$	\$
Accumulated remeasurement losses, beginning of year	(11,444,225)	(9,930,830)
Unrealized loss attributable to fair value decline in investments	(559,200)	-
Unrealized gain (loss) attributable to interest rate swaps	832,745	(1,513,395)
	273,545	(1,513,395)
Accumulated remeasurement losses, end of year	(11,170,680)	(11,444,225)
Unrealized accumulated loss attributable to interest rate swaps	(10,611,480)	(11,444,225)
Unrealized loss attributable to fair value decline in investments	(559,200)	-
	(11,170,680)	(11,444,225)

See accompanying notes to the consolidated financial statements.

The Algonquin College of Applied Arts and Technology

Consolidated statement of cash flow year ended March 31, 2016

(in thousands of dollars)

	2016	2015
	\$	\$
Operating activities		
Excess of revenue over expenses	11,715,789	13,141,344
Items not affecting cash		
Amortization of capital assets	14,564,685	15,048,101
Write off of capital assets	35,446	14,674
Gain on sale of Pembroke campus	-	(915,872)
Amortization and write off of deferred capital contributions	(7,784,343)	(8,232,932)
Investment loss (gain) Algonquin College Saudi Arabia	1,371,528	(767,147)
Foreign currency translation adjustment - Saudi Arabia	66,104	127,437
Change in vacation, sick leave and post-employment benefits liabilities (Note 11)	(233,693)	76,965
	19,735,516	18,492,570
Changes in non-cash operating working capital items (Note 17)	1,489,036	115,488
	21,224,552	18,608,058
Financing activities		
Principal repayments of long-term debt	(2,598,799)	(2,449,163)
Disposal of investments	20,454,299	40,137,395
Purchases of investments	(35,528,125)	(50,104,241)
Net contributions to Endowment fund	529,008	1,027,947
	(17,143,617)	(11,388,062)
Capital activities		
Capital asset additions (Note 14)	(4,840,698)	(10,659,243)
Decrease in deferred capital contributions (Note 12)	(3,412,077)	-
Capital contributions received (Note 12)	1,250,498	2,630,382
	(7,002,277)	(8,028,861)
Investing activities		
Net proceeds on sale of Pembroke campus	-	1,437,954
Investment in Algonquin College - Saudi Arabia	220,006	685,157
Disposal of endowed assets	12,954,838	5,830,556
Purchases of endowed assets	(13,483,846)	(6,858,503)
	(309,002)	1,095,164
Increase (decrease) in cash and cash equivalents	(3,230,344)	286,299
Cash and cash equivalents, beginning of year	31,597,770	31,311,471
Cash and cash equivalents, end of year	28,367,426	31,597,770
Interest paid in the year	3,333,996	3,495,858

See accompanying notes to the consolidated financial statements.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

1. Description of the College

The Algonquin College of Applied Arts and Technology (the "College") was incorporated as a College in 1966 under the laws of the Province of Ontario. The College is dedicated to providing post-secondary education.

The College is a registered charity and therefore is exempt, under Section 149 of the Income Tax Act, from payment of income taxes.

2. Significant accounting policies

The consolidated financial statements have been prepared by management in accordance with Canadian public sector accounting standards for government not-for-profit organizations ("PSAS") and include the following significant accounting policies:

a) *Basis of presentation*

These consolidated financial statements include the accounts of the College and its controlled for-profit entities:

- 2364193 Ontario Inc., which is fully consolidated in these consolidated financial statements, and
- Algonquin College - Saudi Arabia, which is accounted for on a modified equity basis. Information concerning this entity is presented in the notes to these financial statements.

The College does not consolidate in its financial statements the results and financial position of its controlled not-for-profit organization, Algonquin College Foundation. Information concerning this entity is presented in the notes to these financial statements.

These consolidated financial statements do not reflect the assets, liabilities and results of operations of the various student organizations at the College, as these Organizations are not controlled by the College.

b) *Revenue*

The College uses the deferral method of accounting for contributions for government not-for-profit organizations.

- i. Unrestricted contributions are recognized as revenue when received or receivable. Contributions externally restricted for purposes other than endowment are deferred and recognized as revenue in the period in which the related expenses are recognized. Contributions to endowment funds are recognized as direct increases in net assets in the period received.

Operating grants are recorded as revenue in the period to which they relate. Grant amounts relating to future periods are deferred and recognized in the subsequent period when the related activity occurs. Grants approved but not received are accrued or deferred.

- ii. Contributions received for capital assets are deferred and amortized into revenue over the same term and on the same basis as the related capital asset. Contributions of land are recognized as direct increases in investment in capital assets in the period received.
- iii. Student tuition fees are recorded in the accounts based on the academic period of the specific courses. Tuition fees are deferred to the extent that the courses extend beyond the fiscal year of the College.
- iv. Contract educational services are recorded in the accounts based on the services provided in the College's fiscal year on a percentage-of-completion basis.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2016

2. Significant accounting policies (continued)

b) Revenue (continued)

- v. Unrestricted investment income is recognized as revenue on an accrual basis. All unrealized gains or losses in the fair value of unrestricted investments are recognized in the statement of remeasurement gains and losses; once realized, these gains and losses are recognized in the statement of operations.

c) Employee benefit plans

The College accrues its obligations for employee benefit plans. The cost of non-pension post-retirement and post-employment benefits earned by employees is actuarially determined using the projected benefit method pro-rated on services and management's best estimate of retirement ages of employees and expected health care costs.

The College is an employer member of the Colleges of Applied Arts and Technology Pension Plan, which is a multi-employer, defined benefit pension plan. The College has adopted defined contribution plan accounting principles for this plan because insufficient information is available to apply defined benefit plan accounting principles.

d) Financial instruments

All financial instruments reported on the statement of financial position of the College are classified as follows:

Cash	Fair value
Short-term investments	Fair value
Accounts receivable	Amortized cost
Investments	Fair value
Endowment assets	Fair value
Accounts payable and accrued liabilities	Amortized cost
Accrued salaries and employee deductions payable	Amortized cost
Long-term debt	Amortized cost
Interest rate swaps	Fair value

Fair value for investments is determined at quoted market prices.

i. Cash

Cash is comprised of the net amount of: cash on hand and short-term investments, if any, which are highly liquid, subject to insignificant risk of changes in value and have a short maturity term of less than 90 days from the date of acquisition.

ii. Investments

Purchases of investments are recorded on the settlement date. Transaction costs related to the acquisition of investments are expensed. Short-term investments are fixed-term investments maturing within the next fiscal year.

Unrealized gains or losses on investments denominated in foreign currencies are recorded in the statement of remeasurement gains and losses; once realized, they are derecognized from the statement of remeasurement gains and losses and recognized in the statement of operations.

iii. Endowed investments

Realized investment income and unrealized gains or losses from the change in fair value are recorded in the statement of changes in net assets. Sales and purchases of endowed investments are recorded on the settlement date. Transaction costs related to the acquisition of endowed investments are recorded against the realized investment income of the Endowment Fund.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2016

2. Significant accounting policies (continued)

d) *Financial instruments (continued)*

iv. *Foreign currency*

Investments denominated in foreign currencies are translated using rates of exchange in effect at the consolidated statement of financial position date.

v. *Interest rate swaps*

The College is party to interest rate swap agreements used to manage the exposure to market risks from changing interest rates. The College's policy is not to utilize derivative financial instruments for trading or speculative purposes. The fair value of the swap is determined by discounting future cash flows, which are based on the difference between the market interest rate and the fixed interest rate the College pays.

Unrealized gains or losses on interest rate swaps are recorded in the consolidated statement of remeasurement gains and losses; once realized, they are derecognized from the consolidated statement of remeasurement gains and losses and recognized in the consolidated statement of operations.

e) *Other financial instruments*

The College records accounts receivable, accounts payable and accrued liabilities, accrued salaries and employee deductions payable and long-term debt at amortized cost using the effective interest method.

f) *Inventory*

Inventory is valued at the lower of cost and net realizable value. Cost is determined on a first in, first out basis.

g) *Capital assets*

Purchased capital assets are recorded at cost less accumulated amortization. Contributed capital assets are recorded at fair value at the date of contribution. Repairs and maintenance costs are charged to expense. Betterments that extend the estimated life of an asset are capitalized. Capital assets are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. When a capital asset no longer contributes to the College's ability to provide services, or the value of the future economic benefits associated with the capital asset is less than its net book value, the carrying value of the capital asset is reduced to reflect the decline in the asset's value.

- i. Furniture and library holdings are charged to expenses in the year of acquisition.
- ii. Land originally acquired at the Woodroffe campus is recorded at a nominal value of \$1 with subsequent additions recorded at cost. Land is not amortized due to its infinite life.
- iii. Donated capital assets are recorded at the value of the receipt issued to the donor, which reflects estimated fair value of the capital asset at the time of the donation.
- iv. Construction in progress is not amortized until the project is complete and the facilities are available for use.
- v. Assets under development are not amortized until the asset is complete and ready for use.

Capital assets are capitalized on acquisition and amortized on a straight-line basis over their useful lives, which has been estimated to be as follows:

Buildings	40 years
Site improvements	10-20 years
Equipment, computers, and software	5 years

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

2. Significant accounting policies (continued)

h) Expenses

In the statement of operations, the College presents its expenses by object, except for Ancillary services which are presented by function.

Expenses are recognized in the year incurred and are recorded in the applicable function to which they are directly related. The College does not allocate expenses among functions after initial recognition.

i) Contributed services

Volunteers contribute an indeterminable number of hours per year to assist the College in carrying out its service delivery activities. Because of the difficulty of determining their fair value, contributed services are not recognized in these consolidated financial statements.

j) Taxes

The College uses the taxes payable method to account for all income taxes related to its controlled for-profit entities.

k) Use of estimates

The preparation of these consolidated financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, as well as the reported amounts of revenues and expenses during the period. Actual results could differ from these estimates. These estimates are reviewed periodically and, as adjustments become necessary, they are reported in the periods in which they become known. The most significant estimates used in preparing these consolidated financial statements include assumptions used in determining the fair value of investments, endowment assets and interest rate swaps, the allowance for doubtful accounts, the amount of certain accrued liabilities, the estimated useful lives of tangible capital assets and the assumptions underlying the post-employment benefit liabilities calculations.

3. Investments

Short-term investments of \$39,274,361 (2015 - \$19,775,086) consist entirely of fixed income securities that will be maturing within a year. Long-term investments consist of the following:

	2016	2015
	\$	\$
Fixed income securities	34,495,805	38,859,473
Bond funds	-	1,352,788
Equity	1,284,354	552,547
	35,780,159	40,764,808

The College's fixed income securities have effective interest rates ranging from 1.75% to 4.00% and maturity dates ranging from June 2016 to April 2018 (March 31, 2015 - 1.75% to 4.03% and maturity dates ranging from May 2015 to April 2018).

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

4. Accounts receivable

	2016	2015
	\$	\$
Government of Ontario	3,299,227	2,129,477
Harmonized Sales Tax receivable	1,313,418	1,895,819
Trade	5,711,857	5,017,137
Students	6,648,464	4,912,064
Other	7,950,790	6,078,616
Allowance for doubtful accounts	(1,941,404)	(1,359,311)
	22,982,352	18,673,802

Details on due dates for receivables are as follows:

	0-30 days	31-60 days	61-90 days	Over 90 days	2016 Total
	\$	\$	\$	\$	\$
Government of Ontario	3,299,227	-	-	-	3,299,227
Harmonized Sales Tax receivable	1,313,418	-	-	-	1,313,418
Trade	3,894,409	259,036	139,703	1,418,709	5,711,857
Students	466,671	3,574,244	-	2,607,549	6,648,464
Other	7,776,673	1,416	2,964	169,737	7,950,790
Allowance for doubtful accounts	(79,334)	(607,622)	-	(1,254,448)	(1,941,404)
	16,671,064	3,227,074	142,667	2,941,547	22,982,352

	0-30 days	31-60 days	61-90 days	Over 90 days	2015 Total
	\$	\$	\$	\$	\$
Government of Ontario	1,964,315	165,162	-	-	2,129,477
Harmonized Sales Tax receivable	1,895,819	-	-	-	1,895,819
Trade	3,765,205	563,646	189,420	498,866	5,017,137
Students	234,835	3,050,112	-	1,627,117	4,912,064
Other	5,942,296	14,381	23,393	98,546	6,078,616
Allowance for doubtful accounts	-	(337,232)	-	(1,022,079)	(1,359,311)
	13,802,470	3,456,069	212,813	1,202,450	18,673,802

5. Inventory

	2016	2015
	\$	\$
Bookstore	1,435,750	1,670,601
Food services	272,520	254,946
Publishing centre	19,918	20,631
Stationery and supplies	2,046	9,547
Hospitality	21,279	17,435
	1,751,513	1,973,160

The amount of inventory expensed during the year is \$14,815,592 (2015 - \$14,791,431).

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

6. Controlled entities

(a) Investment in Algonquin College - Saudi Arabia

Algonquin College - Saudi Arabia is a limited liability company, incorporated on June 26, 2013 under the laws of the Kingdom of Saudi Arabia, as a for-profit entity with an August 31 year-end. It is a subsidiary of Algonquin College of Applied Arts and Technology. The due from Algonquin College - Saudi Arabia is without defined terms of repayment and is non-interest bearing.

	2016	2015
	\$	\$
Investment, beginning of year	51,591	(588,119)
Net (loss) gain for the year	(1,371,528)	767,147
Contribution of capital	1,600,000	-
Foreign currency translation adjustment	(66,104)	(127,437)
Investment before the undernoted	213,959	51,591
Due from Algonquin College - Saudi Arabia as at March 31	81,054	1,901,060
Net investment, end of year	295,013	1,952,651

The financial position of Algonquin College - Saudi Arabia and the results of its operations and its cash flows as at and for the year ended March 31, 2016 is as follows

	2016	2015
	\$	\$
Financial position		
Assets	8,789,020	10,246,467
Liabilities	8,575,061	10,194,876
Deficit		
Foreign currency translation adjustment	(193,541)	(127,437)
Shareholders' equity	407,500	179,028
	213,959	51,591
	8,789,020	10,246,467
Results of operations		
Revenue	10,496,370	10,173,860
Expenses	11,867,898	9,406,713
Net gain (loss)	(1,371,528)	767,147
Cash flows		
Operating activities	(2,682,959)	(1,915,435)
Capital activities	(1,201,821)	(3,725,941)
Financing activities	1,600,000	7,215,157
Net cash inflow (outflow)	(2,284,780)	1,573,781

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

6. Controlled entities (continued)

(b) Algonquin College Foundation

The College controls the Algonquin College Foundation by virtue of a Memorandum of Agreement between the two parties. The objectives of the Foundation are to solicit, receive, manage and distribute money and other property to support education at the College. The Foundation was incorporated without share capital on December 4, 1995 under the Ontario Corporations Act and is exempt from income taxes.

The College provides administrative services to the Foundation which includes: financial accounting, human resources, and information systems services. In addition, the College funds the direct operating costs of the Foundation. There is no cost recovery by the College to the Foundation for these services. The total value of these expenses is \$788,213 (2015 - \$724,512), which includes salaries and benefits of \$640,773 (2015 - \$587,811) and operating costs of \$147,440 (2015 - \$136,701). These expenses are recorded in the College's financial statements, and are not recorded as expenses in the Foundation's financial statements.

During the year, the College received \$2,641,189 (2015 - \$2,912,019) from the Foundation consisting of:

	2016	2015
	\$	\$
Endowed contributions	267,156	500,939
Deferred capital contributions	651,148	935,239
Other restricted contributions	1,722,885	1,475,841
	2,641,189	2,912,019

The summarized assets, liabilities and results of operations for the Foundation for the year ended March 31, 2016 is as follows:

	2016	2015
	\$	\$
Financial position		
Total assets	323,035	278,970
Liabilities and fund balances		
Accrued liabilities	919	-
Deferred revenue	18,100	25,400
Fund balances	304,016	253,570
Total liabilities and fund balances	323,035	278,970
Results of operations		
Revenue	2,781,752	3,045,431
Expenses	2,731,306	3,039,741
Excess of revenue over expenses	50,446	5,690
Cash flows		
Operating activities	44,316	20,890
Net cash inflow	44,316	20,890

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

7. Endowment assets

- a) Endowment assets represent funds held or receivable by the College which have been permanently endowed. The carrying value of endowed investments is recorded at fair value.

The endowment assets consist of the following:

Fair value

	2016	2015
	\$	\$
Endowed investments		
Cash equivalents	1,461,154	902,780
Bonds	8,747,242	9,129,860
Equities	12,587,353	14,675,024
	22,795,749	24,707,664

Cost

	2016	2015
	\$	\$
Endowed investments		
Cash equivalents	1,461,012	902,780
Bonds	8,520,434	8,648,754
Equities	10,727,495	10,628,399
	20,708,941	20,179,933

Endowed investments are managed by investment managers under an investment policy approved by the Board of Governors. The investment policy limits investments to Canadian and foreign equities traded on a public market, Canadian and the United States government, corporate bonds with a minimum rating of A-, and cash equivalents.

The bonds have effective interest rates of 2.05% to 7.77% and maturity dates ranging from April 2016 to December 2048 (March 31, 2015 - 2.05% to 7.77% and maturity dates ranging from June 2015 to December 2045).

The College regularly reviews endowed investments to determine whether unrealized losses represent temporary changes in fair value or are a result of other than temporary impairments. The consideration of whether an investment is other than temporarily impaired is based on a number of factors which include, but are not limited to, the financial condition of the issuer and the length and magnitude of the unrealized loss and specific credit events.

The College also considers its intent and ability to hold an investment for a sufficient period of time for the value of the unrealized loss to recover.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

7. Endowment assets (continued)

- b) Endowed funds consist of external contributions that either the donor or the College has designated as a permanent endowment. The endowed funds cannot be expended by the College. The annual income earned on the endowed funds may be expended only for the externally restricted purpose specified by the donor or the College. The changes during the year in the Endowment Fund / Assets are as follows:

	2016	2015
	\$	\$
Opening balance	24,707,664	20,810,100
Contributions	326,591	598,136
Realized investment income	1,084,810	1,282,667
Distributions	(882,393)	(852,856)
Net contribution to Endowment Fund	529,008	1,027,947
Change in unrealized gains (losses) due to changes in fair value of endowment assets	(2,440,923)	2,869,617
Net change in Endowment Fund	(1,911,915)	3,897,564
Ending balance	22,795,749	24,707,664

The College's endowment policy is to annually distribute investment income equal to 4% of the Endowment Fund's book value at the end of the preceding fiscal year. The purpose of this policy is to allow the College to distribute a consistent amount of income from the endowed funds on an annual basis regardless of the investment income actually earned in the fiscal year.

In June 2014, the College's Board of Governors approved the Foundation's five-year fundraising plan and fundraising model which included a 1% administrative fee to cover a portion of the cost of fundraising expenses incurred by the College on behalf of the Foundation. This fee is calculated as 1% of the Endowment Fund book value (based on the original donation value) at the end of the previous year. In 2016, the fee was \$176,459 (2015 - \$170,847). Also from the approved five-year fundraising plan, in 2016, a 5% administrative fee on new major gifts was implemented which totalled \$23,608 (2015 - \$Nil).

As at March 31, 2016, the Endowment Fund / Assets included a balance of \$2,699,434 (2015 - \$2,497,016) which represents the cumulative realized investment income in excess of amounts distributed. The changes during the year are as follows:

	2016	2015
	\$	\$
Amount available for future distribution, beginning of year	2,497,016	2,067,205
Realized investment income	1,084,811	1,282,667
Amount distributed	(882,393)	(852,856)
Amount available for future distribution, end of year	2,699,434	2,497,016

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

8. Capital assets

			2016
	Cost	Accumulated amortization	Net book value
	\$	\$	\$
Land	6,895,284	-	6,895,284
Buildings	317,571,736	92,246,917	225,324,819
Assets under development	1,936,786	-	1,936,786
Site improvements	36,703,705	23,087,369	13,616,336
Parking lots	4,291,520	3,853,395	438,125
Computers and equipment	59,972,818	51,437,476	8,535,342
Automotive equipment	254,176	201,936	52,240
	427,626,025	170,827,093	256,798,932

			2015
	Cost	Accumulated amortization	Net book value
	\$	\$	\$
Land	6,895,284	-	6,895,284
Buildings	317,571,737	84,845,487	232,726,250
Assets under development	-	-	-
Site improvements	36,254,899	20,287,622	15,967,277
Parking lots	4,291,520	3,760,774	530,746
Computers and equipment	63,017,303	53,034,064	9,983,239
Automotive equipment	254,176	179,105	75,071
	428,284,919	162,107,052	266,177,867

Assets under development are comprised of construction in progress and software under development.

9. Deferred revenue

Details of the year-end balance are as follows:

	2016	2015
	\$	\$
Student tuition fees	20,369,707	17,506,610
Grant and reimbursements	471,857	128,698
Contract education services	1,349,479	2,390,690
Student aid	873,887	833,090
Miscellaneous projects	4,669,345	4,628,290
	27,734,275	25,487,378

Student tuition fees are for academic courses which extend beyond the fiscal year of the College.

Grants and reimbursements are unexpended externally restricted grants to be spent on future specific projects, including improvements and investments in the College's campus facilities, information systems, and equipment and programs.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

9. Deferred revenue (continued)

Contract education services represent prepayments for courses to be held in future years.

Student aid represents the unexpended donations and interest to be spent on student scholarships and bursaries in future years.

Miscellaneous projects include contributions, deposits and prepayments related to small, miscellaneous activities of the College.

10. Long-term debt and interest rate swaps

a) Long-term debt

The College has entered into the following long-term debt agreements to finance the construction of student residences, the Police and Public Safety Institute, and the Student Commons:

	2016	2015
	\$	\$
Residence I building loan, bearing interest at prime plus 1.00% maturing in 2025, with average monthly payments of \$96,635	7,692,399	8,233,815
Residence II building loan, bearing interest at prime plus 0.25% maturing in 2027, with average monthly payments of \$122,832	11,266,802	11,942,158
Residence III building loan, bearing interest at prime plus 0.25% maturing in 2029, with monthly payment of \$126,755	12,420,256	13,046,077
Police and Public Safety Institute loan, bearing interest at prime plus 1.00%, maturing in 2025, with monthly payments of \$67,833	2,870,224	3,076,394
Student Commons loan, bearing interest at 4.008%, maturing in 2037, with semi-annual payments of \$678,301	19,710,006	20,260,042
	53,959,687	56,558,486
Less: current portion	(2,757,892)	(2,598,799)
	51,201,795	53,959,687

Interest is payable on a monthly basis. The principal of the loans is payable as follows:

	\$
2017	2,757,892
2018	2,927,055
2019	3,106,940
2020	3,298,244
2021	3,501,708
Thereafter	38,367,848
	53,959,687

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

10. Long-term debt and interest rate swaps (continued)

b) *Interest rate swaps*

The College has interest rate swap agreements to manage the volatility of interest rates related to a net notional \$59.0 million of floating rate long-term debt on the three phases of the Residence and the Police and Public Safety Institute. The fixed rates set under the interest rate swaps range from 5.97% to 6.95%. The maturity dates of the interest rate swaps are the same as the maturity dates of the associated long-term debt, ranging from 2025 to 2029. The fair value of the interest rate swaps is \$10,611,480 (2015 - \$11,444,225).

11. Employee benefits plans

a) *Pension plan*

Substantially all of the employees of the College are members of the Colleges of Applied Arts and Technology ("CAAT") Pension Plan (the "Plan"), which is a multi-employer defined benefit pension plan available to all eligible employees of the participating members of the CAAT. Plan members will receive benefits based on the length of service and on the average of annualized earnings during the highest five consecutive years prior to retirement, termination, or death. The College makes contributions to the Plan equal to those of the employees. Contribution rates are set by the Plan's governors to ensure the long-term viability of the Plan.

Pension assets consist of investment grade securities. Market and credit risk on these securities are managed by the Plan by placing Plan assets in trust and through the Plan investment policy.

Any pension surplus or deficit is a joint responsibility of the members and employers and may affect future contribution rates. The College does not recognize any share of the Plan's pension surplus or deficit as insufficient information is available to identify the College's share of the underlying pension assets and liabilities. The most recent actuarial valuation filed with pension regulators as at January 1, 2016 indicated an actuarial surplus of \$1.2 billion (2015 - \$773 million), reflecting in the plan's 8.1% net return for 2015.

Contributions to the Plan made during the year by the College on behalf of its employees amounted to \$14,064,034 (2015 - \$13,643,902) and are included in salaries and benefits in the statement of operations.

b) *Post-employment benefits*

The College provides extended health care, dental insurance and life insurance benefits to certain of its employees under a multi-employer plan under CAAT. This coverage may be extended to the post-employment period. The most recent actuarial valuation of post-employment benefits was completed by the Plan's Actuary as at January 1, 2014, and was extrapolated for accounting purposes to March 31, 2015 and March 31, 2016.

Variances between actuarial funding estimates and actual experience may be material and any differences are generally to be funded by the participating members. The College recognizes as expense for current services the amount of its required contribution in a given year and the change in the accrued benefit liability in the year.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

11. Employee benefits plans (continued)

b) Post-employment benefits (continued)

The significant actuarial assumptions adopted in estimating the College's accrued benefit liability are as follows:

	2016	2015
	%	%
Discount rate	1.7%	1.6%
Dental benefits cost and premium escalation	4.0%	4.0%
Medical benefits cost escalation		
Hospital and other medical	4.0%	4.0%
Vision/hearing	4.0%	4.0%
Drugs	8.5% in 2016 decreasing to 4.0% by 2034	9.0% in 2014 decreasing to 4.0% by 2034
Medical premium escalation	7.15% in 2016 decreasing to 4.0% by 2034	7.5% in 2014 decreasing to 4.0% by 2034
Expected return on assets	1.1% per annum	1.4% per annum

The composition of the vacation, sick leave and post-employment net asset deficiency is as follows:

	2016	2015
	\$	\$
Post-employment benefits	3,321,263	3,438,627
Vacation	9,535,002	9,397,331
Sick leave	5,884,000	6,138,000
	18,740,265	18,973,958

The employee future benefit liability change for the year ended March 31, 2016 is a decrease of \$233,693. (2015 - increase of 76,965). This amount is comprised of:

	2016	2015
	\$	\$
Current year service cost	435,000	479,000
Interest expense on accrued benefit obligation	110,000	178,000
Amortization of actuarial loss	(67,000)	(117,000)
Benefit payments made by the College during the year	(711,693)	(463,035)
	(233,693)	76,965

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

12. Deferred capital contributions

Deferred capital contributions represent the unamortized amount of donations and grants received for the purchase and construction of capital assets. Investment income earned on government contributions received is also included in deferred capital contributions. The amortization of the deferred capital contributions is recorded as revenue in the statement of operations.

In 2005, the Algonquin College Foundation launched a building campaign to raise \$2 million for the construction of the Automotive Technology Trades Centre. Construction of the Automotive Technology Trades Centre was completed in 2007; however, pledges continue to be received. Total cumulative contributions received up to March 31, 2016 amounted to \$673,244 (2015 - \$665,744).

In 2008, the Foundation launched building campaigns to raise \$7 million for the construction of the Algonquin Centre for Construction Excellence, \$2.5 million for the relocation of the Pembroke campus, and \$1 million for the expansion of the Perth campus. Construction of the Algonquin Centre for Construction Excellence, the new Pembroke campus, and the expansion of the Perth campus are now complete. Total cumulative contributions received up to March 31, 2016 amounted to \$9,371,411 (2015 - \$8,727,763).

The changes in the deferred capital contributions balance are as follows:

	2016	2015
	\$	\$
Balance, beginning of year	155,689,259	161,604,124
Less amortization of deferred capital contributions	(7,784,343)	(8,232,932)
Amounts relating to a decrease in deferred capital contributions		
Students' Association contributions to the Student Commons constructic	(2,930,847)	-
Students' Association contributions to the Pembroke campus constructic	(481,230)	-
Less deferred capital contributions on disposal of buildings (Note 18)	-	(401,815)
	144,492,839	152,969,377
Add capital contributions received:		
Industry and Individual contributions		
Automotive Technology Trades Centre	7,500	10,000
Algonquin Centre for Construction Excellence	490,142	718,356
Pembroke campus relocation	146,207	164,980
Perth campus expansion	7,299	41,900
Government contributions		
Other capital projects	599,350	1,695,146
Contributions received before donated equipment	1,250,498	2,630,382
Donated equipment	380,498	89,500
	1,630,996	2,719,882
Balance, end of year	146,123,835	155,689,259

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

13 Commitments, guarantees and contingencies

Commitments

The College has committed to make the following future minimum payments under various vehicle, premises rental, equipment leases, and subscription agreements:

	\$
2017	1,259,127
2018	1,187,472
2019	1,156,113
	<u>3,602,712</u>

Letters of credit

The College is contingently liable under letters of credit amounting to \$17,942,154 (March 31, 2015 - \$15,198,252), which have been issued in the normal course of business. The increase from the prior year is due primarily to an increase in the Algonquin College - Saudi Arabia's Jazan campus advance payment bond over the 2015 value, and due to a deterioration of the Canadian dollar value against the Saudi Riyal (both the performance bond and the advance payment bond are denominated in the Saudi currency).

Guarantees

In the normal course of business, the College has entered into lease agreements for premises and equipment. It is common in such commercial lease transactions for the College, as the lessee, to agree to indemnify the lessor's liabilities that may arise from the use of the leased assets. The maximum amount potentially payable under the foregoing indemnities cannot be reasonably estimated. The College has liability insurance that relates to the indemnifications described above.

Contingencies

The College is involved with pending litigation and claims which arise in the normal course of operations. In the opinion of the administration, any liability that may arise from such contingencies would not have a significant adverse effect on the consolidated financial statements of the College.

14. Investment in capital assets

The investment in capital assets consists of the following:

	2016	2015
	\$	\$
Capital assets	256,798,932	266,177,867
Less amounts financed by		
Deferred capital contributions - used (Note 12)	(146,123,835)	(155,689,259)
Long-term debt	(53,959,687)	(56,558,486)
	<u>56,715,410</u>	<u>53,930,122</u>

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

14. Investment in capital assets (continued)

The net change in investment in capital assets is calculated as follows:

	2016	2015
	\$	\$
Capital asset additions		
Total additions	5,221,196	10,748,743
Less		
Donated equipment	(380,498)	(89,500)
Additions net of donated equipment	4,840,698	10,659,243
Less		
Building/construction in progress financed with donations	(651,148)	(935,236)
Other capital assets financed with capital contributions	(599,350)	(1,695,146)
Capital assets purchased with College funds	3,590,200	8,028,861
External financing		
Decrease in long-term debt	2,598,799	2,449,163
Amortization of deferred capital contributions	7,784,343	8,232,932
Amortization of capital assets	(14,564,685)	(15,048,101)
Write-off of capital assets	(35,446)	(14,674)
Amounts relating to a decrease in deferred capital contributions		
Students' Association contributions to the Student Commons construction	2,930,847	-
Students' Association contributions to the Pembroke campus construction	481,230	-
Amounts relating to the sale of the former Pembroke campus		
Net book value of buildings	-	(923,897)
Deferred capital contributions	-	401,815
Net change in investment in capital assets	2,785,288	3,126,099

15. Capital disclosures

Capital

The College considers its operating capital to consist of long-term debt including the interest rate swaps, net assets invested in capital assets, internally restricted net assets, and unrestricted net assets. The College's overall objective for its capital is to fund capital assets, future projects, and ongoing operations. The College manages its capital by appropriating amounts to internally restricted net assets for anticipated future projects, contingencies, and other capital requirements as disclosed below.

The College also considers its endowments, as disclosed in Note 7 as part of its capital. The College's objective with regard to endowments is to grow the endowment principal and maximize investment income to increase funding for student aid.

The College may not incur an accumulated deficit without the approval of the Minister of Training, Colleges and Universities of Ontario. The College would be required to eliminate any accumulated deficit within a prescribed period of time.

The College is not subject to any other externally imposed capital requirements and its approach to capital management remains unchanged from the prior year.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

15. Capital disclosures (continued)

Internally restricted net assets

Internally restricted net assets are funds restricted by the College for future projects to improve and invest in the College's campus facilities, information systems, equipment, programs, student aid, and employee retraining.

Internally restricted net assets consist of the following:

	2016	2015
	\$	\$
Appropriations	250,000	250,000
Specific reserves		
Other projects and initiatives	29,840,775	24,669,157
Ancillary services reserve fund	5,755,886	5,525,008
Contingency reserve fund	8,127,000	7,773,000
Employment stabilization funds	546,566	539,635
Other student aid	616	27,013
Reserve fund		
Future capital expansion	31,223,098	28,263,320
Balance, end of year	75,743,941	67,047,133

16. Financial instruments

Interest rate risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The College is exposed to interest rate risk with respect to its interest-bearing investments, long-term debt and interest rate swaps.

As at March 31, 2016, a 1% increase in nominal interest rates would result in a decline of investments of approximately \$605,751 (March 31, 2015 - \$764,430) and an appreciation of the interest rate swap's fair value of approximately \$2,353,412 (March 31, 2015 - \$2,684,259). Conversely, a 1% decrease in nominal interest rates would result in an increase of investments of approximately \$586,881 (March 31, 2015 - \$778,749), and a decrease of the interest rate swap's fair value of approximately \$2,548,247 (March 31, 2015 - \$2,712,096). These amounts do not include other variables such as convexity.

Price risk

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices (other than those arising from interest rate risk or currency risk), whether those changes are caused by factors specific to the individual financial instrument or its issuer, or factors affecting all similar financial instruments traded in the market. The College is exposed to price risk with respect to its equity investments.

As at March 31, 2016, a 5% increase in price would result in an increase of endowment assets of approximately \$629,368 (March 31, 2015 - \$733,751).

Currency risk

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The College believes that it is not exposed to significant currency risks arising from its financial instruments.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

16. Financial instruments (continued)

Credit risk

Credit risk arises from the potential that a counterparty to an investment will fail to perform its obligations. The College is exposed to credit risk on its accounts receivable and its investments. The maximum exposure to credit risk is the carrying value reported in the consolidated statement of financial position. Credit exposure is minimized by dealing mostly with creditworthy counterparties such as government agencies and public companies. The College also enforces approved collection policies for student accounts.

Concentrations of accounts receivable are described in Note 4. Credit risk on endowment investments is also mitigated by the College's investment policy as described in Note 7. Primary credit portfolio concentrations on investments are detailed in Notes 3 and 7.

Liquidity risk

Liquidity risk is the risk that the College will not be able to meet all cash flow obligations as they come due. The College mitigates this risk by monitoring cash activities and expected outflows through extensive budgeting and cash flow analysis. The College has the following financial liabilities as at March 31, 2016:

	Net book value	2017	2018	2019 and after
	\$	\$	\$	\$
Accounts payable and accrued liabilities	19,562,800	19,562,800	-	-
Accrued salaries and employee deduction payable	7,968,680	7,968,680	-	-
Long-term debt	53,959,687	2,757,892	2,927,055	48,274,740
Interest rate swaps	10,611,480	-	-	10,611,480
	92,102,647	30,289,372	2,927,055	58,886,220

Fair values

The carrying values of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities, accrued salaries and employee deductions payable, approximate their fair value due to the relatively short periods to maturity of the instruments.

The carrying value of long-term debt including the interest rate swaps approximates fair value.

Fair value hierarchy

Financial instruments are grouped into Levels 1 to 3 based on the degree to which fair value is observable:

- Level 1 fair value measurements are those derived from quoted prices (unadjusted) in active markets for identical assets or liabilities;
- Level 2 fair value measurements are those derived from inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e., as prices) or indirectly (i.e., derived from prices); and
- Level 3 fair value measurements are those derived from valuation techniques that include inputs for the asset or liability that are not based on observable market data (unobservable inputs).

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

16. Financial instruments (continued)

Fair value hierarchy (continued)

The fair value hierarchy requires the use of observable market inputs whenever such inputs exist. A financial instrument is classified to the lowest level of the hierarchy for which a significant input has been considered in measuring fair value.

The following table presents the financial instruments recorded at fair value in the statement of financial position, classified using the fair value hierarchy described above:

	Level 1	Level 2	Level 3	2016 Total
	\$	\$	\$	\$
Cash	28,367,426	-	-	28,367,426
Short-term investments	-	39,274,361	-	39,274,361
Long-term investments	1,284,354	34,495,805	-	35,780,159
Endowment assets	14,048,507	8,747,242	-	22,795,749
Interest rate swaps	-	10,611,480	-	10,611,480
	43,700,287	93,128,888	-	136,829,175

	Level 1	Level 2	Level 3	2015 Total
	\$	\$	\$	\$
Cash	31,597,770	-	-	31,597,770
Short-term investments	-	19,775,086	-	19,775,086
Long-term investments	552,547	40,212,261	-	40,764,808
Endowment assets	15,577,804	9,129,860	-	24,707,664
Interest rate swaps	-	11,444,225	-	11,444,225
	47,728,121	80,561,432	-	128,289,553

17. Changes in non-cash operating working capital items

	2016	2015
	\$	\$
Increase in accounts receivable	(4,308,550)	(4,653,197)
Decrease (increase) in inventory	221,647	(8,385)
Increase in prepaid expenses	(96,302)	(1,312,658)
Increase in accounts payable and accrued liabilities	1,794,635	3,237,263
Increase in accrued salaries and employee deduction payable	1,630,709	552,608
Increase in deferred revenue	2,246,897	2,299,857
	1,489,036	115,488

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2016

18. Sale of former Pembroke campus

Effective June 19, 2014, the College completed the sale of the former Pembroke campus.

	\$
Gross proceeds on disposal	1,500,000
Less sale related expenses	(62,046)
Net proceeds on disposal	<u>1,437,954</u>
Unamortized capital asset	923,897
Less unamortized deferred capital contributions	(401,815)
Net investment in disposed capital assets	<u>522,082</u>
Gain on sale of asset	<u>915,872</u>

19. Comparative figures

Certain comparative figures have been reclassified to conform with the current year's presentation.

The Algonquin College of Applied Arts and Technology

Supplementary information - Revenue - Schedule A
year ended March 31, 2016

	2016	2015
	\$	\$
Grants and reimbursements:		
Post secondary activity	103,697,888	96,529,013
Apprentice programs	5,262,164	5,116,203
Special bursaries	1,698,026	1,590,396
	110,658,078	103,235,612
Student tuition fees:		
Full-time post secondary	81,475,027	79,705,885
Full-time non-funded	1,633,705	2,058,795
Part-time	11,312,317	10,651,017
Adult training	1,185,438	1,141,146
Student information technology and mobile computing fee	9,135,510	8,838,346
	104,741,997	102,395,189
Contract educational services:		
Provincially funded programs	17,426,355	16,166,480
International programs	954,340	1,137,440
Corporate and other programs	13,601,195	14,021,108
	31,981,890	31,325,028
Ancillary operations (Schedule B)	35,616,376	34,542,049
Other:		
Early Learning Centre	974,464	931,447
Student ancillary fees	6,034,363	5,733,076
Investment income	1,232,571	2,099,366
Investment gain (loss) Algonquin College - Saudi Arabia	(1,371,528)	767,147
Foreign currency translation adjustment	(66,104)	(127,437)
Miscellaneous	8,948,715	8,550,291
	15,752,481	17,953,890
Amortization of deferred capital contributions (Note 12)	7,784,343	8,232,932
Total revenue	306,535,165	297,684,700

See accompanying notes to the consolidated financial statements.

The Algonquin College of Applied Arts and Technology

Supplementary information - Ancillary operations summary - Schedule B
year ended March 31, 2016

								2016
	Gross revenue	Internal revenue	Net revenue	Expenses	Internal expenses	Net expenses	Contribution including internal transactions	Contribution net of internal transactions
	\$	\$	\$	\$	\$	\$	\$	\$
Food services	10,028,242	(515,179)	9,513,063	9,517,140	(515,179)	9,001,961	511,102	511,102
Bookstore	15,707,903	(3,534,453)	12,173,450	14,623,094	(3,290,359)	11,332,735	1,084,809	840,715
Parking and lockers	4,669,481	(471,745)	4,197,736	1,361,680	(137,567)	1,224,113	3,307,801	2,973,623
Publishing centre	1,785,302	(1,596,302)	189,000	1,478,065	(1,321,590)	156,475	307,237	32,525
Residence	9,429,517	-	9,429,517	7,802,439	-	7,802,439	1,627,078	1,627,078
Director's office	113,610	-	113,610	987,641	-	987,641	(874,031)	(874,031)
Overhead allocation	-	-	-	-	(1,739,805)	(1,739,805)	-	1,739,805
Total	41,734,055	(6,117,679)	35,616,376	35,770,059	(7,004,500)	28,765,559	5,963,996	6,850,817
								2015
	Gross revenue	Internal revenue	Net revenue	Expenses	Internal expenses	Net expenses	Contribution including internal transactions	Contribution net of internal transactions
	\$	\$	\$	\$	\$	\$	\$	\$
Food services	9,949,464	(469,968)	9,479,496	9,430,810	(469,968)	8,960,842	518,654	518,654
Bookstore	15,255,652	(3,632,430)	11,623,222	14,519,116	(3,457,058)	11,062,058	736,536	561,164
Parking and lockers	4,606,842	(455,024)	4,151,818	1,397,172	(138,001)	1,259,171	3,209,670	2,892,647
Publishing centre	1,795,053	(1,583,598)	211,455	1,570,596	(1,385,582)	185,014	224,457	26,441
Residence	9,065,934	-	9,065,934	7,654,915	-	7,654,915	1,411,019	1,411,019
Director's office	10,124	-	10,124	592,900	-	592,900	(582,776)	(582,776)
Overhead allocation	-	-	-	-	(1,722,576)	(1,722,576)	-	1,722,576
Total	40,683,069	(6,141,020)	34,542,049	35,165,509	(7,173,185)	27,992,324	5,517,560	6,549,725

See accompanying notes to the consolidated financial statements.



4th QUARTER FINANCIAL REPORT



2015
2016

A Presentation to the Board of Governors
June 13, 2016



2015/2016 4th Quarter Financial Report

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	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs. Approved Variance Favourable/ (Unfavourable)	Variance as % of Budget
Funded Activity/College Operations							
Revenue	\$ 222,264	\$ 224,909	\$ 225,883	\$ 225,883	\$ 227,503	\$ 5,239	2%
Expenditures	213,930	214,437	215,412	215,412	210,633	3,297	2%
Net Contribution	8,334	10,472	10,471	10,471	16,870	8,536	102%
Contracts & Other Non-Funded Activity							
Revenue	24,822	24,822	28,445	28,445	28,579	3,757	15%
Expenditures	23,189	23,189	26,817	26,817	26,660	(3,471)	-15%
Net Contribution	1,633	1,633	1,628	1,628	1,919	286	18%
College Ancillary Services							
Revenue	43,420	43,420	43,388	43,388	41,734	(1,686)	-4%
Expenditures	36,458	36,458	36,220	36,220	34,978	1,480	4%
Net Contribution	6,962	6,962	7,168	7,168	6,756	(206)	-3%
International Education Centre							
Revenue	21,089	21,540	20,342	20,828	21,558	469	2%
Expenditures	16,068	16,631	17,065	17,384	16,878	(810)	-5%
Net Contribution	5,021	4,909	3,277	3,444	4,680	(341)	-7%
Strategic Investment Priorities							
Revenue	1,479	3,236	3,236	3,236	3,872	2,393	162%
Expenditures	19,565	20,356	20,381	19,505	19,397	168	1%
Net Contribution	(18,086)	(17,120)	(17,145)	(16,269)	(15,525)	2,561	14%
Non-Cash Revenue Adjustments							
Capital Grants recorded as Deferred Capital Contributions	(1,000)	(2,000)	(2,000)	(2,000)	(1,243)	(243)	-24%
Amortization of Deferred Capital Contributions	7,500	8,000	8,000	8,000	7,784	284	4%
Non-Cash Expenditure Adjustments							
Expenditures to be Capitalized	4,500	4,500	5,000	5,000	4,841	341	8%
Amortization Expense	(14,000)	(15,000)	(15,000)	(15,000)	(14,600)	(600)	-4%
Change in Vacation, Sick Leave & Post-Employment Benefits	624	712	712	712	234	(390)	-63%
Net Contribution as per Public Sector Accounting Standards (PSAS)	\$ 1,488	\$ 3,068	\$ 2,111	\$ 3,154	\$ 11,716	\$ 10,228	

	Year-End Actual March 31, 2015	March 31, 2016 Approved Annual Budget	March 31, 2016 Q1 Projected	March 31, 2016 Q2 Projected	March 31, 2016 Q3 Projected	Year-End Actual (Unaudited)	Year-End vs. Approved Variance
ASSETS							
Current Assets							
Cash	\$ 31,598	\$ 29,679	\$ 34,058	\$ 33,545	\$ 33,910	\$ 28,367	\$ (1,312)
Accounts Receivable	18,674	15,000	16,000	16,000	16,000	22,982	7,982
Inventory	1,973	2,000	2,000	2,000	2,000	1,752	(248)
Prepaid Expenses	2,903	1,400	2,000	2,000	2,000	3,000	1,600
	55,148	48,079	54,058	53,545	53,910	56,101	8,022
Investments	62,492	57,115	65,247	64,303	64,981	75,349	18,234
Endowment Assets	24,708	22,010	25,308	25,308	25,308	22,796	786
Capital Assets	266,178	255,993	255,678	256,178	256,178	256,799	806
TOTAL ASSETS	\$ 408,526	\$ 383,197	\$ 400,291	\$ 399,334	\$ 400,377	\$ 411,045	\$ 27,848
LIABILITIES & NET ASSETS							
Current Liabilities							
Accounts Payable & Accrued Liabilities	\$ 17,768	\$ 14,500	\$ 16,000	\$ 16,000	\$ 16,000	\$ 19,562	\$ 5,062
Accrued Salaries & Employee Deductions Payable	6,338	7,000	7,000	7,000	7,000	7,969	969
Deferred Revenue	25,487	22,000	24,000	24,000	24,000	27,734	5,734
Current Portion of Long Term Debt	2,599	2,758	2,758	2,758	2,758	2,758	-
	52,192	46,258	49,758	49,758	49,758	58,023	11,765
Long Term Debt	53,960	51,202	51,202	51,202	51,202	51,202	-
Vacation, Sick Leave & Post-Employment Benefits	18,974	17,892	18,262	18,262	18,262	18,740	848
Deferred Capital Contributions	155,689	149,102	149,689	149,689	149,689	146,124	(2,978)
Interest Rate Swaps	11,444	8,994	11,444	11,444	10,384	10,611	1,617
Net Assets							
Unrestricted	1,000	1,000	1,000	1,000	1,000	1,000	-
Investment in Capital Assets	53,930	52,931	52,029	52,529	52,529	56,715	3,784
Vacation, Sick Leave & Post-Employment Benefits	(18,974)	(17,892)	(18,262)	(18,262)	(18,262)	(18,740)	(848)
Internally Restricted	67,047	60,694	71,305	69,848	70,891	75,744	15,050
Interest Rate Swaps	(11,444)	(8,994)	(11,444)	(11,444)	(10,384)	(11,170)	(2,176)
Endowment Fund	24,708	22,010	25,308	25,308	25,308	22,796	786
	116,267	109,749	119,936	118,979	121,082	126,345	16,596
TOTAL LIABILITIES & NET ASSETS	\$ 408,526	\$ 383,197	\$ 400,291	\$ 399,334	\$ 400,377	\$ 411,045	\$ 27,848

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs. Approved Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS						
Grants						
Post Secondary Activity	\$ 102,599	\$ 104,718	\$ 105,327	\$ 105,327	\$ 105,460	\$ 2,861
Apprentice	4,476	4,476	5,110	5,110	5,262	786
Flow-Through Student Aid	1,343	1,343	1,343	1,343	1,698	355
TOTAL GRANTS	108,418	110,537	111,780	111,780	112,420	4,002
Tuition Fees						
Full-Time Post Secondary	63,432	63,432	62,524	62,524	60,111	(3,321)
Part-Time	9,359	9,359	9,155	9,155	9,453	94
Adult Training	1,097	1,097	1,139	1,139	1,185	88
Student IT & Mobile Computing Fees	9,050	9,050	9,138	9,138	9,136	86
TOTAL TUITION FEES	82,938	82,938	81,956	81,956	79,885	(3,053)
Contract Educational Services						
Corporate & Other Programs	3,549	3,549	3,916	3,916	4,380	831
TOTAL CONTRACT EDUCATIONAL SERVICES	3,549	3,549	3,916	3,916	4,380	831
Other						
Early Learning Centre	950	950	950	950	974	24
Student Ancillary Fees	5,650	5,650	5,739	5,739	5,968	318
Investment Income	2,008	2,008	1,213	1,213	1,232	(776)
Transfer from International Education Centre ¹	8,770	9,296	9,766	9,766	10,541	1,771
Miscellaneous	9,981	9,981	10,563	10,563	12,103	2,122
TOTAL OTHER	27,359	27,885	28,231	28,231	30,818	3,459
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	222,264	224,909	225,883	225,883	227,503	5,239
CONTRACTS & OTHER NON-FUNDED ACTIVITY	24,822	24,822	28,445	28,445	28,579	3,757
COLLEGE ANCILLARY SERVICES	43,420	43,420	43,388	43,388	41,734	(1,686)
INTERNATIONAL EDUCATION CENTRE	21,089	21,540	20,342	20,828	21,558	469
STRATEGIC INVESTMENT PRIORITIES	1,479	3,236	3,236	3,236	3,872	2,393
TOTAL REVENUE	\$ 313,074	\$ 317,927	\$ 321,294	\$ 321,780	\$ 323,246	\$ 10,172

¹ 50% of full-time tuition fees from International Students is shared with Academic Services (part of Funded Activity/College Operations).

Description	Variance Favourable/ (Unfavourable)	Comments
Post Secondary Activity	\$ 2,861	The favourable variance is due to a number of funding increases over the Approved Budget in the following areas: \$1.55M increase in General Purpose Operating Grant funding which was adjusted to align with the final MTCU funding communication, \$600K Enrolment Growth grant funding which was adjusted to align with the final MTCU funding communication, \$178K increased funding from the Accessibility Fund for Students with Disabilities, \$157K increased funding received through Credit Transfer Initiative, \$115K increase in KPI Performance Funding received over Approved Budget, \$131K increased funding received for Centre for Students with Disabilities Tuition Compensation, \$71K unbudgeted recovery received through the Municipal Tax Grant, \$59K in other minor revenue variances.
Apprentice	\$ 786	The favourable variance is due to an increase in per diem funding from the Ministry for apprentice programs.
Flow-Through Student Aid	\$ 355	The favourable variance is due to an increase of bursaries and scholarships funded by the Algonquin College Foundation. This is offset by additional flow-through bursary and scholarship expenses.
Full-Time Post Secondary Tuition Fees	\$ (3,321)	The unfavourable variance is due primarily to two factors as follows: (\$1.6M) unbudgeted increase in the deferral of revenue due to a later start date for the winter semester. This results in a larger portion of revenue (4%) being deferred to the 2016/17 fiscal year, (\$1.7M) in additional unbudgeted tuition fees transferred to the International Education Centre. This results from an increase of 11.4% in international student enrolment over the Approved Budget. This unfavourable variance is offset with a favourable variance below from International Premiums received in the "Transfer from International Education Centre" section of this report.
Part-Time Post Secondary Tuition Fees	\$ 94	The favourable variance is due to increased enrolment in Continuing Education courses.
Adult Training	\$ 88	The favourable variance is due to fee increases for apprenticeship programs based on the training plan from the Ministry.
Student IT & Mobile Computing Fees	\$ 86	The favourable variance is due to increased mobile programs being offered in 2015/16.
Corporate & Other Programs	\$ 831	The favourable variance is due to increases in revenue over the Approved Budget in the following areas: \$586K increased revenue from higher than budgeted enrolment in the following programs: Bachelor of IT Collaborative Program, Bachelor of IT Multi-media, and Bachelor of IT Photonics, \$104K increased revenue from higher than budgeted enrolment in Collaborative Bachelor of Commerce program with Nipissing University, \$31K in unbudgeted revenue received from security conferences, and \$110K in increased revenues from various corporate and other programs.

Description	Variance Favourable/ (Unfavourable)	Comments
Early Learning Centre	\$ 24	The favourable variance is due to increased funding over Approved Budget in the Early Learning Centre.
Student Ancillary Fees	\$ 318	The favourable variance is due to an unforeseen increase in withdrawal fees within various schools.
Investment Income	\$ (776)	The unfavourable variance reflects a realized loss incurred due to a decline in the market value of investment sold.
Transfer from International Education Centre	\$ 1,771	The favourable variance is due to a 17% increase in international student enrolment over the Approved 2015-16 Budget. Enrolment for the 2015-16 fiscal year was budgeted for no increases over the 2014-15 actual realized enrolment. This results in higher International Premiums being transferred to college operations.
Miscellaneous	\$ 2,122	The favourable variance is due to the following items: \$1.3M Increase in internal recoveries offset by increase in internal charges in funded activity, and contract activity. These are internal charges within the College which do not effect the overall contribution earned by the College. \$800K Increase in distance education hosting fees (unbudgeted) offset by increase in contract service expenditures.
Contract and Other Non-Funded Activity	\$ 3,757	The majority of the favourable variance is due to new contracts, and to higher than anticipated existing contract revenue that are partially offset by an increase in related expenses. The major variances include the following: \$2.6M School College Work Initiative, \$417K International English Language Testing System (IELTS), \$299K Mental Health Innovation Fund - Harm Reduction funding, \$294K Youth Job Connection, \$211K Career Focus, (\$64K) Other minor variances.
College Ancillary Services	\$ (1,686)	The majority of the unfavourable variance in revenue is the result of not achieving growth targets in the retail business (\$903K), and in Food and Conference Services (\$868K).
International Education Centre	\$ 469	The majority of the favourable net variance is due to International enrolment and associated fees exceeding the Approved Budget.
Strategic Investment Priorities	\$ 2,393	<i>See Strategic Investment Priorities Variances page for details.</i>
Total Explained Variances	\$ 10,172	
Other Minor Variances	\$ -	
Total Variance	\$ 10,172	

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs. Approved Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS						
TOTAL SALARIES & BENEFITS	\$ 149,808	\$ 149,808	\$ 149,841	\$ 149,841	\$ 147,639	\$ 2,169
Other Operating Costs						
Mandated Student Aid	5,773	6,642	6,377	6,377	5,749	24
Contingencies	6,686	6,186	3,362	3,362	4,038	2,648
Long Term Debt Interest	890	890	890	890	886	4
Contract Services	9,954	9,974	10,146	10,146	9,990	(36)
Instructional Supplies & Equipment	4,151	4,151	4,207	4,207	4,337	(186)
Information Technology	6,000	6,000	6,298	6,298	7,189	(1,189)
Promotion	2,471	2,471	2,646	2,646	2,461	10
Building Maintenance & Utilities	11,667	11,667	12,134	12,134	11,872	(205)
Flow-Through Student Aid	1,351	1,351	1,351	1,351	1,703	(352)
Cost of Goods Sold	1,101	1,101	1,112	1,112	1,310	(209)
Other	14,078	14,196	17,048	17,048	13,459	619
TOTAL OTHER OPERATING	64,122	64,629	65,571	65,571	62,994	1,128
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	213,930	214,437	215,412	215,412	210,633	3,297
CONTRACTS & OTHER NON-FUNDED ACTIVITY	23,189	23,189	26,817	26,817	26,660	(3,471)
COLLEGE ANCILLARY SERVICES	36,458	36,458	36,220	36,220	34,978	1,480
INTERNATIONAL EDUCATION CENTRE	16,068	16,631	17,065	17,384	16,878	(810)
STRATEGIC INVESTMENT PRIORITIES	19,565	20,356	20,381	19,505	19,397	168
TOTAL EXPENDITURES	\$ 309,210	\$ 311,071	\$ 315,895	\$ 315,338	\$ 308,546	\$ 664

Description	Variance Favourable/ (Unfavourable)	Comments
Salaries and Benefits	\$ 2,169	The favourable variance of 1.4% for full-time salary expenditures is related to unplanned staff leave, and an unplanned delay in the timing of new hires, partially offset by backfill costs for part-time and contract staff costs.
Contingencies	\$ 2,648	Funded Activity included a \$2M provision for a Special Contingency to be available to offset any unplanned provincial grant reductions, enrolment deficiencies or other significant unforeseen adverse events. This contingency was not utilized in 2015-16. There were also other additional underspent contingencies that contributed to the balance of the favourable variance.
Instructional Supplies & Equipment	\$ (186)	Unfavorable variance due to minor cost overruns.
Information Technology	\$ (1,189)	The resulting unfavourable variance is primarily from accelerated evergreening purchases of non-capitalized hardware, and related expenses to upgrade classroom projectors, and from the impact of an unfavourable US dollar exchange rate on software purchases from US vendors.
Building Maintenance & Utilities	\$ (205)	The negative variance is due to a minor expense increase in building and site improvement, and unplanned costs associated with short-term backfill for staff leave with professional services firms to perform systems maintenance that is required to meet regulatory compliance.
Flow-Through Student Aid	\$ (352)	The unfavourable variance is due to an increase of bursaries and scholarships funded by the Algonquin College Foundation. This is offset by additional flow-through revenue received from the Algonquin College Foundation (see revenue variances).
Cost of Goods Sold	\$ (209)	The majority of this unfavourable variance (\$146K) comes from an unforeseen increase in the cost of goods sold (market conditions) related to food purchases, and the remaining (\$63K) increase is across multiple cost of goods purchased.

Description	Variance Favourable/ (Unfavourable)	Comments
Other	\$ 619	The majority of the favorable variance is due to a \$1M net adjustment to reclassify 2014/15 expenses to deferred capital contributions as a result of a HST assessment. This amount is related to the Students' Association's contributions to the construction of the Student Commons. The Audit & Risk Management Committee have been fully briefed on the results of the ongoing HST assessment. There is also a favourable variance of \$600K in Professional Development, offset by an (\$900K) unfavourable variance in Bad Debts from a write-off of aged, uncollectible student account balances.
Contract and Other Non-Funded Activity	\$ (3,471)	The unfavourable variance in this section is due primarily to new contracts secured during the year which were not in the Approved Budget; as such there are also offsetting favourable revenue variances related to each new contract as detailed in the Revenue Variances section of this report. These new contracts result in an overall increase to the college net contribution. The major new contracts secured which contribute to the variance are as follows: (\$2.2M) School College Work Initiatives (\$223K) Career Focus (\$558K) Youth Job Connection (\$313K) Mental Health Innovation Fund (\$133K) Environment Canada-Corporate Training Centre (\$134K) Various new contracts and existing contract adjustments.
College Ancillary Services	\$ 1,480	The favourable variance in expenses is directly related to the lower than expected revenue growth and therefore lower cost of goods sold (as detailed in the revenue variances of this report).
International Education Centre	\$ (810)	The unfavourable variance is a result of (\$1.7M) in increased international premium fee sharing to Funded Activity (see revenue variances for offsetting increase). This negative variance is partially offset by underspending in commission fees paid to recruiting agents, insurance premiums for international students, and other international student support costs.
Strategic Investment Priorities	\$ 168	<i>See Strategic Investment Priorities Variances page for details.</i>
Total Explained Variances	\$ 662	
Other Minor Variances	\$ 2	
Total Variance	\$ 664	

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs. Approved Variance Favourable/ (Unfavourable)
Source of Funds						
Facilities Renewal Grant	\$ 927	\$ 927	\$ 927	\$ 927	\$ 963	\$ 36
College Equipment Renewal Fund Grant	-	559	559	559	560	560
Apprenticeship Enhancement Fund Grant	-	1,198	1,198	1,198	1,298	1,298
Capital Campaign	552	552	552	552	644	92
Miscellaneous	-	-	-	-	407	407
TOTAL SOURCE OF FUNDS	1,479	3,236	3,236	3,236	3,872	2,393
EXPENDITURES:						
College Technologies	6,713	7,513	7,735	7,835	6,183	530
College Space & Infrastructure	5,402	5,706	5,291	5,491	4,786	616
New Program Initiatives	1,000	700	700	700	810	190
Academic & Other Equipment	1,500	1,500	1,500	1,500	1,479	21
Initiatives & Opportunities	3,300	5,213	5,411	5,235	3,866	(566)
College Ancillary Services	1,400	1,400	1,420	1,420	853	547
Apprenticeship Enhancement Fund (AEF)	-	1,198	1,198	1,198	1,298	(1,298)
Appropriations	250	60	60	60	122	128
Adjustment for Anticipated Underspend	-	(2,934)	(2,934)	(3,934)	-	-
<i>Total Other</i>	19,565	20,356	20,381	19,505	19,397	168
TOTAL EXPENDITURES	19,565	20,356	20,381	19,505	19,397	168
TOTAL NET CONTRIBUTION	\$ (18,086)	\$ (17,120)	\$ (17,145)	\$ (16,269)	\$ (15,525)	\$ 2,561



2015/2016 4th Quarter Financial Report
STRATEGIC INVESTMENT PRIORITIES SCHEDULE
Variance Analysis (all figures in \$000's)

Description	Variance Favourable/ (Unfavourable)	Comments
College Equipment Renewal Fund Grant	\$ 560	College Equipment Renewal Fund (CERF) grant announced after budget was finalized.
Apprenticeship Enhancement Fund Grant	\$ 1,298	Apprenticeship Enhancement Fund (AEF) grant announced after budget was finalized (offset by equivalent expenditures).
Miscellaneous	\$ 407	The favourable variance is primarily due to unbudgeted revenues received in the year including the following items: \$264K - Donation received for the construction of a Smart Apartment, \$65K - Sale of Publisher Access Library (PAL) technology to Kivuto Solutions Inc., and \$78K - in other combined minor variances.
College Technologies	\$ 530	The favourable variance is due to a \$603K carry-forward budget to 2016-17 for Project Fusion, and (\$73K) in other minor variances.
College Space & Infrastructure	\$ 616	The favourable variance is due to a number of College Space and Infrastructure project budgets being carried forward to the 2016-17 fiscal year. This includes \$658K for B-building window replacement, \$240K for the Integrated College Development Plan (IDCP) project and a further \$21K in combined, positive minor variances. This is partially offset by an approved overspend of (\$303K) on B-Building re-roofing.
New Program Initiatives	\$ 190	The favourable variance is due to underspending in program and course development as all planned work was not completed within the fiscal year.
Initiatives & Opportunities	\$ (566)	The unfavourable variance is due to 2014-15 project carry-forward budgets not being finalized when the Approved Budget was established for 2015-16. The budgets were subsequently adjusted at the quarterly review.
College Ancillary Services	\$ 547	The favourable variance in the College Ancillary Services projects is due to the following projects being deferred until 2016-17, or to underspending in the project: \$169K - Visitor parking lot Pay & Exit System replacement project deferred, \$135K - Residence Wireless upgrades completed under budget, \$135K - Ancillary Point of Sale upgrade carried forward to 2016-17, \$108K - Other combined minor variances.
Apprenticeship Enhancement Fund (AEF)	\$ (1,298)	Apprenticeship Enhancement Fund announced after budget was prepared (offset by equivalent increase in grant revenue).
Appropriations	\$ 128	Actual appropriation submissions (2014-15 related "carry-over" expense) were less than budgeted.
Total Explained Variances	\$ 2,412	
Other Minor Variances	\$ 149	
Total Variance	\$ 2,561	

	Year-End Actual March 31, 2015	Actual In-Year Use of Funds (2015/16)	Actual Year-End Adjustments (2015/16)	Year-End Actual March 31, 2016
Appropriations	\$ 250	\$ 123	\$ 123	\$ 250
Specific Reserves:				
Other Projects & Initiatives	24,669	6,454	11,604	29,819
Ancillary Services Reserve Fund	5,525	853	1,084	5,756
Employment Stabilization Funds	540	-	7	547
Other Student Aid	27	118	91	-
	30,761	7,425	12,786	36,122
Contingency Reserve Fund	7,773		354	8,127
Reserve Funds:				
Future Capital Expansion	28,263		2,982	31,245
	28,263	-	2,982	31,245
TOTAL INTERNALLY RESTRICTED NET ASSETS*	\$ 67,047	\$ 7,548	\$ 16,245	\$ 75,744
TOTAL UNRESTRICTED NET ASSETS	\$ 1,000			\$ 1,000
Investment in Capital Assets	53,930		2,785	56,715
Vacation, Sick Leave & Post-Employment Benefits	(18,974)		234	(18,740)
Interest Rate Swaps	(11,444)		274	(11,170)
Endowment Fund	24,708		(1,912)	22,796
TOTAL NET ASSETS	\$ 116,267	\$ 7,548	\$ 17,626	\$ 126,345

* Budgeted balances of Internally Restricted Net Assets and Unrestricted Net Assets includes the impact of budgeted expenditures from Appropriations, Specific Reserves and Reserve Funds, and contributions to Reserve Funds for the fiscal year 2015/2016. The Board of Governors Financial Management Policy requires that the Board of Governors approve any spending from Reserve Funds.

	Approved Annual Budget 2015/16				Position Changes			Full-Time Funded at Q4 2015/2016				Total Staffed at Mar 31/16	Total Vacant at Mar 31/16
	Admin	Support	Academic	Total	Positions Opened	Positions Closed	Positions Transferred	Admin	Support	Academic	Total		
President & Board of Governors													
President's Office	4	-	-	4				4	-	-	4	4	-
Human Resources													
Human Resources	22	2	1	25				22	2	1	25	25	-
Finance and Administration													
Vice-President's Office	2	-	-	2				2	-	-	2	2	-
College Ancillary Services	17	72	-	89	1	(1)	(1)	17	71	-	88	86	2
Finance & Administrative Services ¹	10	28	-	38				10	28	-	38	37	1
Information Technology Services	12	76	-	88			(88)	-	-	-	-	-	-
Risk Management ²							7	7			7	7	-
Physical Resources	16	40	-	56	1		(7)	9	41	-	50	41	9
Total	57	216	-	273	2	(1)	(89)	45	140	-	185	173	12
Student Services													
Vice-President's Office	2	-	-	2				2	-	-	2	2	-
Student Support Services	10	41	18	69	6			10	46	19	75	74	1
Algonquin College Foundation	3	2	-	5				3	2	-	5	4	1
Marketing and Recruitment ³	-	-	-	-			21	3	18	-	21	21	-
Registrar	11	59	-	70	2	(2)		10	60	-	70	68	2
Total	26	102	18	146	8	(2)	21	28	126	19	173	169	4
International, Communications, and Strategic Priorities													
Vice-President's Office	3	1	-	4			(2)	2	-	-	2	2	-
International & Corporate Business Development	8	10	21	39	1		2	10	11	21	42	39	3
Public Relations and Communications ⁴	-	-	-	-	2	(2)	5	3	2	-	5	5	-
Total	11	11	21	43	3	(2)	5	15	13	21	49	46	3
Academic Services													
Vice-President's Office	13	12	13	38		(1)	(6)	12	6	13	31	16	15
Partnerships and Applied Research ⁵	1	-	-	1	1	(1)	2	2	1	-	3	3	-
School/College Work Initiative	1	2	-	3			(2)	-	1	-	1	1	-
Faculty of Arts, Media & Design	6	28	116	150			1	6	28	117	151	141	10
School of Business	5	9	87	101				5	9	87	101	97	4
School of Hospitality & Tourism	3	10	41	54				3	10	41	54	53	1
Faculty of Technology & Trades	6	27	149	182			(1)	6	27	148	181	174	7
Algonquin College Heritage Institute	3	10	13	26				3	10	13	26	26	-
Faculty of Health, Public Safety & Community Studies	8	31	124	163	1	(1)		8	31	124	163	153	10
Mobile Learning & Teaching Services ⁶	2	10	-	12	1		(1)	2	10	-	12	9	3
Centre for Continuing and Online Learning	8	18	-	26				8	18	-	26	25	1
Personal Development Institute	-	1	-	1				-	1	-	1	1	-
Applied Research & Development	2	1	-	3	1			2	2	-	4	3	1
Business Development & Corporate Training	5	3	-	8	4		6	6	12	-	18	16	2
Algonquin College in the Ottawa Valley	6	29	28	63	1			6	30	28	64	61	3
Total	69	191	571	831	9	(3)	(1)	69	196	571	836	779	57

	Approved Annual Budget 2015/16				Position Changes			Full-Time Funded at Q4 2015/2016				Total Staffed at Mar 31/16	Total Vacant at Mar 31/16
	Admin	Support	Academic	Total	Positions Opened	Positions Closed	Positions Transferred	Admin	Support	Academic	Total		
Digital Technologies and Innovation													
Vice-President's Office	-	-	-	-	1		1	2	-	-	2	2	-
Information Technology Services ¹	-	-	-	-	2		89	13	78	-	91	83	8
Total	-	-	-	-	3	-	90	15	78	-	93	85	8
Advancement													
Executive Director's Office ⁴	3	3	-	6			(6)	-	-	-	-	-	-
Recruitment ³	2	7	-	9		(1)	(8)	-	-	-	-	-	-
College Marketing ³	2	11	-	13			(13)	-	-	-	-	-	-
Total	7	21	-	28	-	(1)	(27)	-	-	-	-	-	-
COLLEGE TOTAL	196	543	611	1,350	25	(9)	(1)	198	555	612	1,365	1,281	84

The complement report represents the total number of positions for each of the College's major areas.

Not all positions are 100% funded in the budget as some positions are vacant at the start of the year and other positions have a start date projected for other than April 1st.

1 - Information Technology Services was reported under Finance and Administration at Approved Budget. The college was restructured in-year resulting in the change of 88 positions from Finance and Administration to Digital Technologies and Innovation.

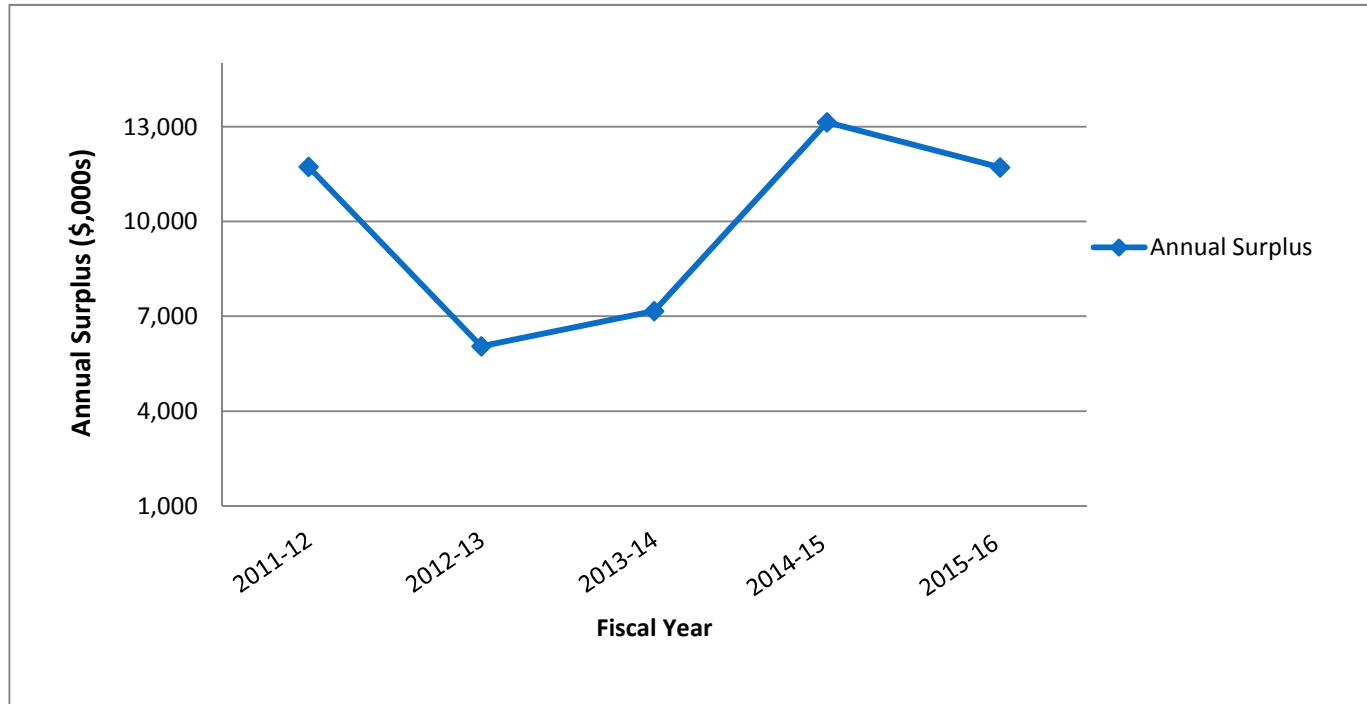
2 - Risk Management was reported under Physical Resources at Approved Budget. The college was restructured in the fourth quarter resulting in the change of 7 positions from Physical Resources to Risk Management.

3 - Marketing and Recruitment was reported under Advancement at Approved Budget. The college was restructured in-year resulting in the change of 21 positions from Advancement to Student Services.

4 - Public Relations and Communications was reported under Advancement as Executive Director's Office at Approved Budget. The college was restructured in-year resulting in the change of six positions from Advancement to International, Communications, and Strategic Priorities.

5 - Partnerships and Applied Research was renamed from Associate Vice-President Academic at Approved Budget.

6 - Mobile Learning and Teaching Services was amalgamated and previously reported as Mobile Computing and Learning and Teaching Services at Approved Budget.

Operating Results: Annual Surplus**Objective:**

Measures the excess of revenues over expenses in a given year.

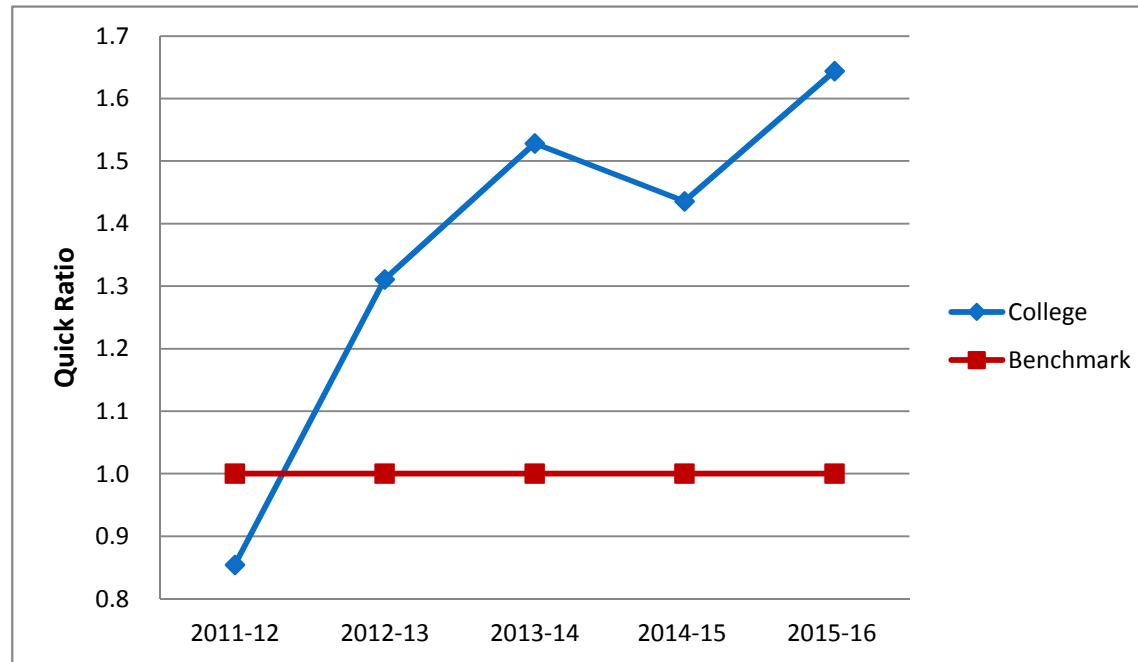
Benchmark:

Must be greater than \$0.

Rationale:

An annual deficit or declining surpluses may indicate a decline in an institution's financial health.

Measuring Liquidity: Quick Ratio



Objective:

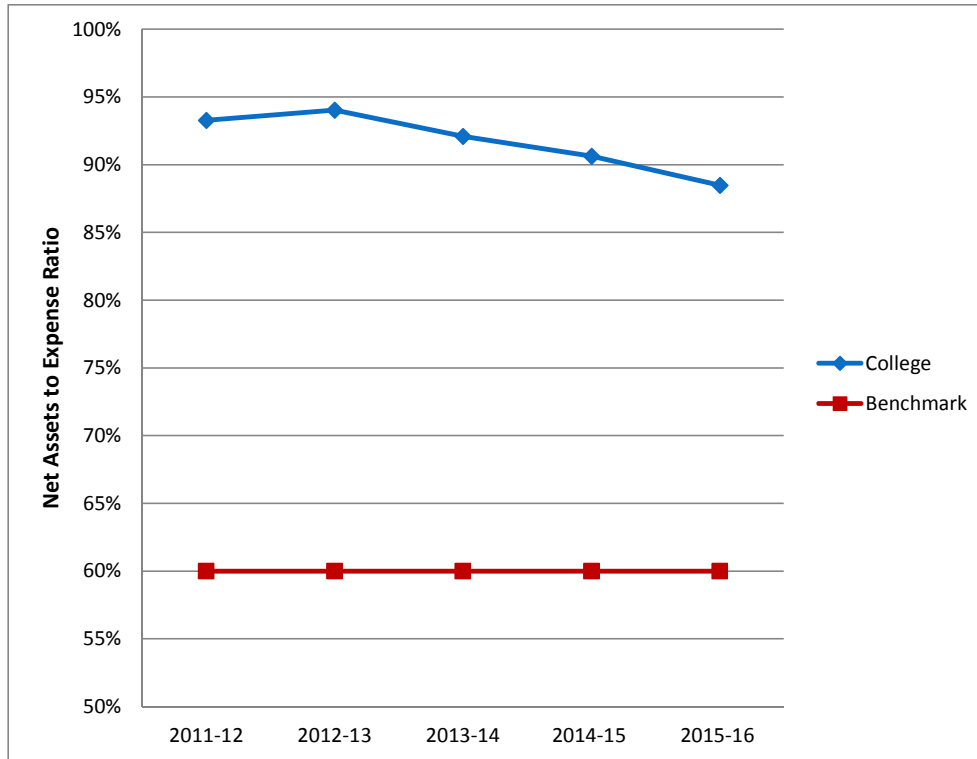
Fiscal performance indicator testing the college's ability to pay its short term maturing obligations (e.g. biweekly payroll payments).

Benchmark:

A ratio of 1 or higher indicates that a college should be able to meet its short term obligations.

Rationale: A ratio of 1 is a typical business standard. Less than 1 may indicate that a college is not able to meet its short term obligations. When including surplus cash invested in longer term investments (greater than 1 year) Algonquin's Quick Ratio was at 2.2 for Q4 2015/16.

Operating Results: Net Assets to Expense Ratio



Objective:

A traditional indicator to ascertain the ability of a college to continue operations in the event there is a delay in revenue streams.

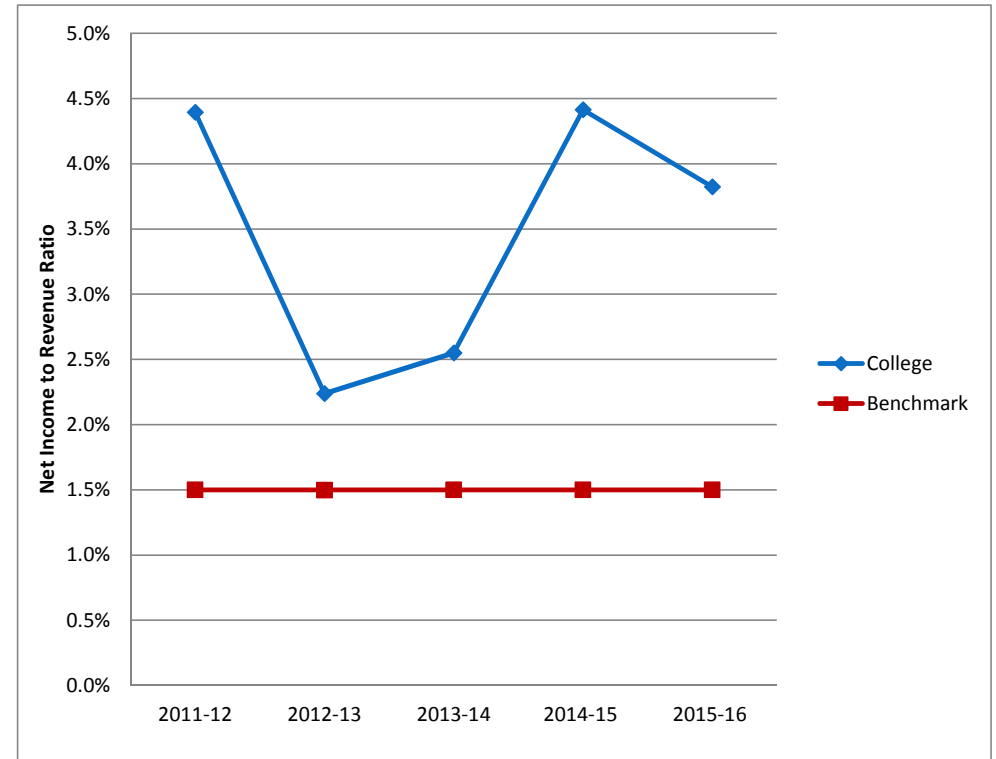
Benchmark:

60% or higher.

Rationale:

A net balance that is less than 60% of annual expenses may indicate a lower tolerance for variable or volatile revenues.

Operating Results: Net Income to Revenue Ratio



Objective:

This ratio measures the return an institution generates on each dollar of revenue.

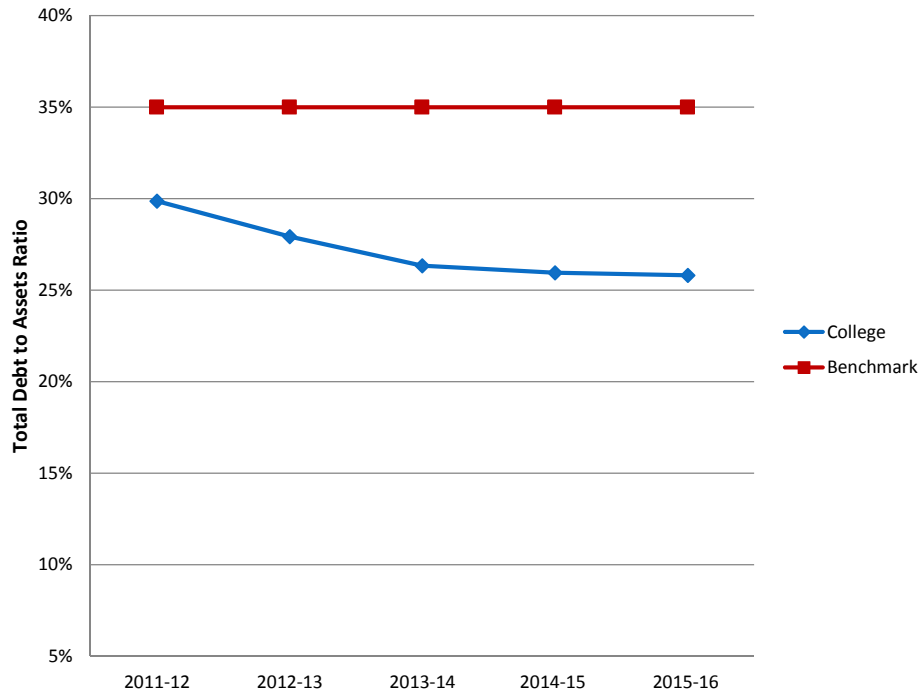
Benchmark:

Less than 1.5% may be a concern because it may indicate that the college may not be able to recover from a deficit position in a reasonable period of time.

Rationale:

A surplus less than 1.5% of revenues indicates that small changes in expenses or revenues may result in annual deficits for the institution.

Managing Debt: Total Debt to Assets Ratio



Objective:

Measures the proportion of total assets that are financed by debt. A high or increasing value may be predictive of future liquidity problems or a reduced ability to borrow money in the future.

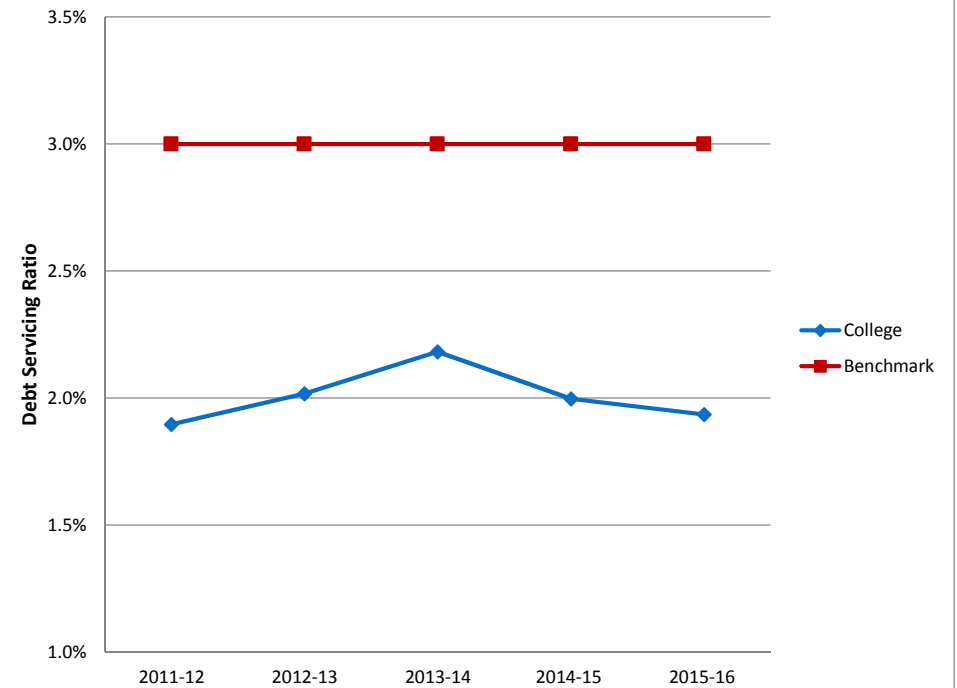
Benchmark:

Greater than 35% leads to a concern as this may indicate that a college will not be able to finance their ongoing operations due to the debt burden.

Rationale:

A high debt burden may indicate that the institution is vulnerable to its creditors, or will have reduced liquidity or a reduced ability to borrow in the future.

Managing Debt: Debt Servicing Ratio



Objective:

This ratio measures the College's spending on servicing the debt portfolio.

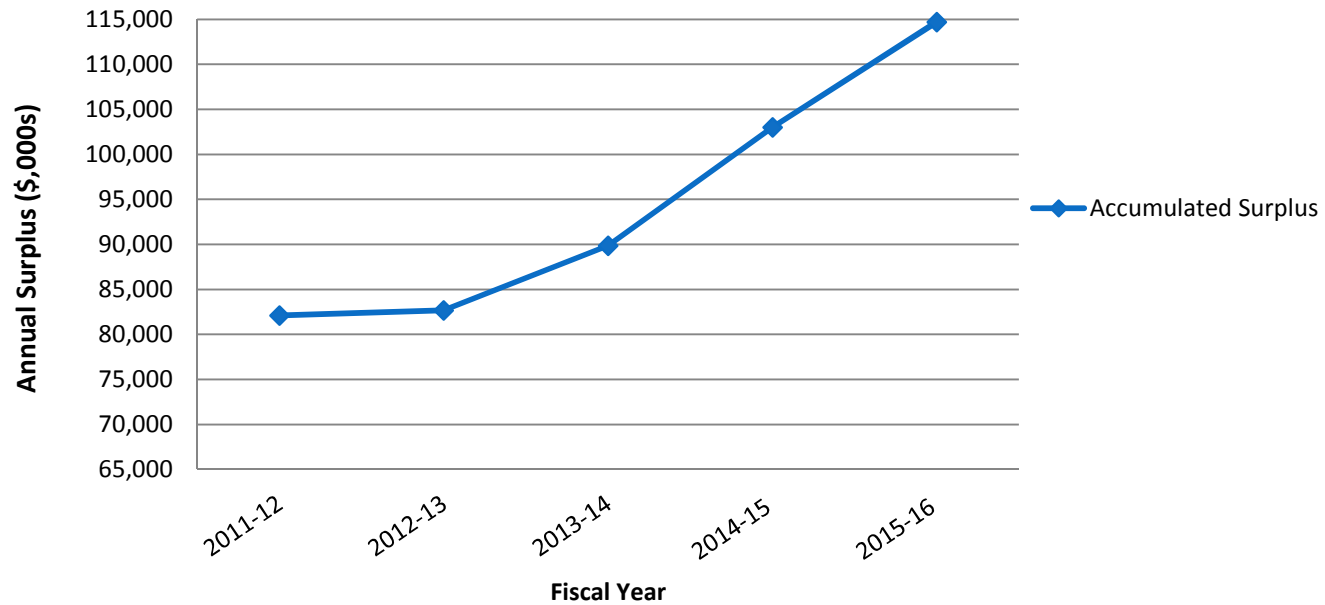
Benchmark:

A ratio of 3% or lower, based on historical trend analysis and industry standard.

Rationale:

A ratio of greater than 3% may indicate a reduced or restricted cash flow as the College is spending less than 97% of revenues on core services.

Accumulated Surplus/(Deficit)



Objective:

Represents the cumulative wealth that an institution has under its own control to assist with ongoing operations.

Benchmark:

Must be greater than \$0.

Rationale:

An accumulated deficit indicates that the College may have borrowed to support its past operations and will have to make up this difference in the future.

Financial statements

2364193 Ontario Inc.

March 31, 2016

DRAFT

2364193 Ontario Inc.

March 31, 2016

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DRAFT

Deloitte LLP
1600 - 100 Queen Street
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Independent Auditor's Report

To the Board of Directors of
2364193 Ontario Inc.

We have audited the accompanying financial statements of 2364193 Ontario Inc., which comprise the statement of financial position as at March 31, 2016, and the statements of operations and accumulated deficit and of cash flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of 2364193 Ontario Inc. as at March 31, 2016, and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Chartered Professional Accountants
Licensed Public Accountants

_____, 2016

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2364193 Ontario Inc.

Statement of financial position

as at March 31, 2016

	2016	2015
	\$	\$
Financial assets		
Investment in Algonquin College - Saudi Arabia	7,106	7,106
	7,106	7,106
Liabilities		
Current liabilities		
Due to Algonquin College	36,020	26,846
	36,020	26,846
Net debt and accumulated deficit	(28,914)	(19,740)
Consists of:		
Unrestricted (deficiency)	(29,014)	(19,840)
Share capital (Note 3)	100	100
	(28,914)	(19,740)

Approved by the Board of Directors

Director

Director

2364193 Ontario Inc.

Statement of operations and accumulated deficit year ended March 31, 2016

	Budget	2016	2015
	\$	\$	\$
Revenue	30,000	-	-
Expenses			
Professional fees	10,100	9,174	8,002
	10,100	9,174	8,002
Operating deficit	19,900	(9,174)	(8,002)
Accumulated deficit, beginning of year	(19,840)	(19,840)	(11,838)
Accumulated deficit, end of year	60	(29,014)	(19,840)

2364193 Ontario Inc.

Statement of cash flow year ended March 31, 2016

	2016	2015
	\$	\$
Net inflow (outflow) of cash related to the following activities:		
Operating activities		
Annual deficit	(9,174)	(8,002)
Variations in statement of financial position:		
Increase in accounts payable and accrued liabilities	9,174	8,002
	-	-
Increase in cash	-	-
Cash, beginning of year	-	-
Cash, end of year	-	-

2364193 Ontario Inc.

Notes to the financial statements

March 31, 2016

1. Description of the organization

Authorities

2364193 Ontario Inc. (the "Company") was incorporated in March 2013 under the laws of the Province of Ontario. Its purpose is to hold a 5% interest in Algonquin College - Saudi Arabia, which provides post-secondary education in the Kingdom of Saudi Arabia; the remaining interest in Algonquin College Saudi - Arabia is held by the Algonquin College of Applied Arts and Technology (the "College").

The Company is subject to income taxes under the provisions of the Income Tax Act.

The Company's ability to continue as a going concern is dependent upon the continued financial support of the College. The budgeted revenue presented in the statement of operations and accumulated deficit was based on receiving anticipated dividends from Algonquin College Saudi - Arabia, which did not materialize.

2. Significant accounting policies

Basis of presentation

The Company's share capital is controlled by the College. The Company is deemed another government organization per the Introduction to Public Sector Accounting Standards ("PSAS") and has elected to prepare these financial statements in accordance with Canadian PSAS. The Company's significant accounting policies are as follows:

Revenue

Investment revenue is recorded on the accrual basis of accounting.

Expenses

Expenses are recorded on the accrual basis of accounting.

Investment in Algonquin College Saudi Arabia

As management cannot determine the fair value of the investment, the investment is recorded at cost.

Financial instruments

The Company's financial instruments consist of the investment in Algonquin College - Saudi Arabia and accounts payable and accrued liabilities. All financial instruments are carried at amortized cost except for cash which is measured at fair value.

Unless otherwise noted, it is management's opinion that the Company is not exposed to significant interest, currency or credit risk arising from these financial statements. Unless otherwise disclosed in these financial statements, management estimates that the carrying values of the financial instruments approximate their fair value due to their short-term maturity.

Cash is a Level 1 hierarchy.

Income taxes

The Company uses the taxes payable method. An unused income tax loss of \$29,014 (2015 - loss of \$19,840) is available for future years.

Measurement uncertainty

The preparation of financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, revenues and expenses reported in the financial statements. At the time of preparation of these financial statements, management believes that its estimates and assumptions, as well as those provided by others, to be reasonable. However, actual results may differ from these estimates. Therefore, estimates and assumptions are reviewed periodically and, as adjustments become necessary, they are recorded in the financial statements in the year they become known. Significant estimates include the amount of accrued liabilities.

3. Share capital

The Company is authorized to issue an unlimited number of common shares. As at March 31, 2016, 100 shares were issued at a nominal value of \$1 each.

Financial statements of

**The Algonquin College
Foundation**

March 31, 2016

The Algonquin College Foundation

March 31, 2016

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DRAFT

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Independent Auditor's Report

To the Members of
The Algonquin College Foundation

We have audited the accompanying financial statements of The Algonquin College Foundation, which comprise the statement of financial position as at March 31, 2016, and the statements of operations and changes in fund balances and of cash flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards for government not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of The Algonquin College Foundation as at March 31, 2016 and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards for government not-for-profit organizations.

Chartered Professional Accountants
Licensed Public Accountants

_____, 2016

DRAFT

The Algonquin College Foundation

Statement of financial position as at March 31, 2016

	2016	2015
	\$	\$
Assets		
Current assets		
Cash	321,793	277,477
Prepaid expenses	1,242	1,493
	323,035	278,970
Liabilities		
Current liabilities		
Accrued liabilities	919	-
Deferred revenue	18,100	25,400
Fund balances		
Restricted (Note 5)	304,016	253,570
	323,035	278,970

On behalf of the Board

Director

Director

The accompanying notes are an integral part of the financial statements.

The Algonquin College Foundation

Statement of operations and changes in fund balances year ended March 31, 2016

	Restricted fund		Endowment fund		Capital fund		Total	
	2016	2015	2016	2015	2016	2015	2016	2015
	\$	\$	\$	\$	\$	\$	\$	\$
Revenue								
Donations	599,873	671,389	267,156	500,939	661,977	942,786	1,529,006	2,115,114
Lotteries	35,135	35,860	-	-	-	-	35,135	35,860
Alumni	78,410	71,248	-	-	-	-	78,410	71,248
Bursary Golf Tournament	86,940	90,545	-	-	-	-	86,940	90,545
Donations-in-kind	508,596	397,011	-	-	-	-	508,596	397,011
Special projects	543,665	335,653	-	-	-	-	543,665	335,653
	1,852,619	1,601,706	267,156	500,939	661,977	942,786	2,781,752	3,045,431
Direct fundraising expenses								
Lotteries	19,010	19,365	-	-	-	-	19,010	19,365
Alumni	27,277	65,654	-	-	-	-	27,277	65,654
Bursary Golf Tournament	33,001	35,156	-	-	-	-	33,001	35,156
Capital campaigns	-	-	-	-	10,829	7,547	10,829	7,547
	79,288	120,175	-	-	10,829	7,547	90,117	127,722
Excess of revenue over expenses, before disbursements	1,773,331	1,481,531	267,156	500,939	651,148	935,239	2,691,635	2,917,709
Disbursements to The Algonquin College of Applied Arts and Technology (Note 3)	1,722,885	1,475,841	267,156	500,939	651,148	935,239	2,641,189	2,912,019
Excess of revenue over expenses and disbursements	50,446	5,690	-	-	-	-	50,446	5,690
Balance, beginning of year	253,570	247,880	-	-	-	-	253,570	247,880
Balance, end of year	304,016	253,570	-	-	-	-	304,016	253,570

The accompanying notes are an integral part of the financial statements.

The Algonquin College Foundation

Statement of cash flow year ended March 31, 2016

	2016	2015
	\$	\$
Operations		
Excess of revenue over expenses and disbursements	50,446	5,690
Changes in non-cash working capital:		
Increase (decrease) in deferred revenue	(7,300)	15,400
Increase in accrued liabilities	919	-
Decrease (increase) in prepaid expenses	251	(200)
	44,316	20,890
Cash, beginning of year	277,477	256,587
Cash, end of year	321,793	277,477

The Algonquin College Foundation

Notes to the financial statements

March 31, 2016

1. Description of the Foundation

The Algonquin College Foundation (the "Foundation") was incorporated without share capital on December 4, 1995 under the Ontario Corporations Act. The Foundation was established to receive and maintain a fund or funds and to apply all or part of the income and capital there from, from time to time, to the benefit of The Algonquin College of Applied Arts and Technology (the "College").

The Foundation is a registered charity under the Income Tax Act and as such is exempt from income taxes and may issue charitable donation receipts.

2. Significant accounting policies

The financial statements have been prepared in accordance with Canadian public sector accounting standards for government not-for-profit organizations and include the following significant accounting policies:

(a) *Fund accounting*

The accounts of the Foundation are maintained in accordance with the principles of fund accounting. Resources received and expended are classified for accounting and reporting purposes into funds according to objectives specified externally by donors or internally by the Board.

(i) Restricted fund

The restricted fund includes those resources to be used for identified purposes as specified externally by donors or internally by the Board.

(ii) Endowment fund

The endowment fund includes those resources for which the donor has stipulated that the funds be maintained permanently and funds designated internally to be for endowment purposes by the Board.

(iii) Capital fund

The capital fund includes those resources to be used for funding of the expansion of The Algonquin College of Applied Arts and Technology.

The College administers the restricted, endowment and capital funds on behalf of the Foundation.

(b) *Revenue recognition*

The Foundation follows the restricted fund method of accounting for revenue.

Donations are recorded as revenue when cash is received.

Designated donations are recorded as revenue of the restricted fund, the endowment fund or the capital fund.

Investment income is recognized as revenue of the fund in which the investment is held when earned.

Other sources of revenue are recorded on the accrual basis of accounting.

(c) *Donations-in-kind*

Donations of materials and services are recorded at fair value when received.

The Algonquin College Foundation

Notes to the financial statements

March 31, 2016

2. Significant accounting policies (continued)

(d) *Use of estimates*

The preparation of financial statements in conformity with Canadian public sector accounting standards for government not-for-profit organization requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the period. The most significant estimate used in the preparation of these financial statements is the fair value of donations in-kind. Actual results could differ from these estimates. These estimates are reviewed periodically, and, as adjustments become necessary, they are reported in revenues in the year in which they become known.

(e) *Expenses*

Expenses are recorded on the accrual basis of accounting.

(f) *Cash*

Cash is recorded at fair value and is a Level 1 hierarchy.

3. Related party transactions

The Foundation is controlled by The Algonquin College of Applied Arts and Technology (the "College") by virtue of a Memorandum of agreement between the two parties.

Endowment contributions received by the Foundation are transferred to the College. The College is responsible for the investment of the Endowment funds and distributing the income thereon. In 2016, the Foundation collected and transferred Endowment contributions of \$267,156 (2015 - \$500,939) to the College.

In June 2014, the College Board of Governors approved the Foundation's five-year fundraising plan and fundraising model which included a 1% administrative fee to cover a portion of the cost of fundraising expenses incurred by the College on behalf of the Foundation. This fee is calculated as 1% of the Endowment Fund book value (based on the original donation value) at the end of the previous year. In 2016, the fee was \$176,459 (2015 - \$170,847). Also from the approved five-year fundraising plan, in 2016, a 5% administrative fee on new major gifts was implemented which totalled \$23,608 (2015 - \$Nil).

The College provides administrative services to the Foundation which includes: financial accounting, human resources, and information systems services. In addition, the College funds the direct operating costs of the Foundation. There is no cost recovery by the College for these services.

The total value of the expenses (before offsetting the 1% and 5% fee) is \$788,013 (2015 - \$724,512), which includes salaries and benefits of \$640,773 (2015 - \$587,811) and operating costs of \$147,240 (2015 - \$136,701). These expenses and the administrative fees are not recorded as revenue or expenses in the Foundation's financial statements, but are recorded in the College's financial statements.

The Algonquin College Foundation

Notes to the financial statements

March 31, 2016

4. Capital campaigns

In 2008, the Foundation launched building campaigns to raise funds for various capital projects on the College's three campuses. The following amounts have been raised by the Foundation up to March 31, 2016:

	Donations received during the year	Donations received in prior years	Outstanding pledges	Total 2016	Total 2015
	\$	\$	\$	\$	\$
Constructing our Future Capital Campaign	490,141	6,252,816	618,798	7,361,755	7,359,838
Pembroke expansion	157,037	1,932,610	265,175	2,354,822	2,275,444
Perth expansion	7,299	542,337	4,400	554,036	557,737
	654,477	8,727,763	888,373	10,270,613	10,193,019

In addition, there were donations of \$7,500 (2015 - \$10,000) recognized in the Capital fund that relate to the Automotive Technology Trades Centre Campaign that was launched in 2005.

5. Restricted fund balance

Funds restricted by the Foundation for future initiatives.

	2016	2015
	\$	\$
Alumni relations	302,262	251,129
Other	1,754	2,441
	304,016	253,570

ANNUAL BUDGET AND QUARTERLY FINANCIAL PROJECTIONS COMPLIANCE SCORECARD			
	Source	Budget/Projection Requirement	Compliant (Y/N)
1	BGII-02 Board Financial Management Policy	1.2 The annual budget [and Quarterly Projections] ... shall: 1.2.2 Have expenditures not exceeding revenues unless the Board has approved ... to spend from reserve funds;	Y
2	BGII-02 Board Financial Management Policy	1.2 The annual budget [and Quarterly Projections] ... shall: 1.2.3 Have ancillary expenditures not exceeding ancillary revenues unless the Board has specifically directed otherwise.	Y
3	BGII-02 Board Financial Management Policy	2.3 Quarterly projections of the annual budget shall be presented to the Board, ensuring the College's projected surplus or deficit are at least equal to or better than the Approved Budget.	Y
4	BGII-02 Board Financial Management Policy	4.2 The President may not approve an unbudgeted expenditure or commitment that will result in the College's fiscal year-end total balance of unrestricted net assets plus internally restricted net assets being lower than budgeted without the approval of the Board.	Y
5	Strategic Plan 2012-2017	'Goal 9 - Align our funded operational expenditures with provincial funding' - we must ensure we budget and project 'Funded Activity' with balanced or surplus results	Y
6	President's Budget Overview - Annual Budget	President's Overview: 'We will be aggressively pursuing further opportunities in the non funded area which will provide funds for investment in all of the things that are currently not funded through government sources such as technology upgrades, infrastructure improvements, equipment for faculty and staff etc.' - we must ensure that our SIP expenditures (budgeted and projected) do not exceed the sum of: - Non-Funded Activities net contributions; - Specific grants and contributions; and - Allocations from Internally Restricted Net Assets such that the ending balance of Internally Restricted Net Assets is at least equal to or greater than the balance approved by the Board in the Annual Budget (see #4 above).	Y

Report title:	Major Capital Infrastructure & Facilities Projects
Report to:	Board of Governors
Date:	June 13, 2016
Authors/Presenters:	Duane McNair, Vice-President, Finance and Administration Todd Schonewille, Director, Physical Resources

1. RECOMMENDATIONS:

THAT the Board of Governors approves the Equipment Renewal and Electrical Lab Alternations Project in the amount of \$2,329,440 with approved funding from the Ministry of Training Colleges and Universities' Apprenticeship Enhancement Fund, and

THAT the Board of Governors approves the New Welding Lab Project in the amount of \$2,298,000 with approved funding from the Ministry of Training Colleges and Universities' Apprenticeship Enhancement Fund, and

THAT the Board of Governors approves the Transformer Replacement Project in the amount of \$2,000,000 with funding from the College's internally restricted net assets, and

THAT the Board of Governors accepts an update on the Innovation, Entrepreneurship and Learning Center and Institute for Indigenous Entrepreneurship Project.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report to the Board is to obtain requisite approval to execute three major capital projects:

- Equipment Renewal and Electrical Lab Alterations Project in the Algonquin Construction Centre of Excellence (ACCE);
- New Welding Lab Project at the College's Transportation Technology Centre – Building S; and
- Transformer Replacement Project at the Building C Main Plant.

In addition, College management will present further information concerning the proposed execution and delivery of the Innovation, Entrepreneurship and Learning Center and Institute for Indigenous Entrepreneurship Project.

3. BACKGROUND:

Board Governance Policy BG II-02, section 3.1.1, requires Board of Governors approval for “the purchase, sale or encumbrance of any college property or facility in excess of \$1,000,000”. All three of the projects contained within the recommendations of this report exceed this threshold.

The expansion and fit out of the Electrical Lab (ACCE) and construction of the new Welding Lab (Building S) are projects that were approved for funding by the Ministry of Training, Colleges and Universities. Funding was received through their Apprenticeship Enhancement Fund (AEF) in the amounts of \$2,329,440 and \$2,298,000 respectively.

The transformer replacement project was presented to and approved by the Board of Governors in February as part of the 2016/17 Annual Budget. Valued at \$2,850,000, it was one of several projects approved as a 2016/2017 expenditure from internally restricted funds – specific reserves.

On May 3rd, 2016, College management presented to the Board of Governors the intent to submit the Innovation, Entrepreneurship and Learning Center and Institute for Indigenous Entrepreneurship Project to the Post-Secondary Institutions Strategic Investment Fund (PSISIF). The total project value is \$44,937,290. The Board granted approval in principle to submit this project for funding. Additional information concerning the delivery and execution of this project was requested.

4. DISCUSSION:

The Equipment Renewal and Electrical Lab Alternations Project was approved for funding in December 2015 and will be completed by April 2017. The New Welding Lab Project was approved for funding in February 2016 and is scheduled to be completed by July 2017. Both of these projects will allow the college to increase enrolment and resolve scheduling issues around existing labs.

The high voltage (44kV) transformers (T1/T2) at the Woodroffe campus date back to the original construction of the campus and are at end of life and need replacement. All power for the College, with the exception of the ACCE building, is fed through one of these transformers. Failure to replace the transformers will expose the college to an unacceptable risk in terms of the health and safety of the staff, students and visitors as well as present the potential for an extended disruption to the College’s ability to deliver its academic mandate. Both transformers date back to the time when polychlorinated biphenyls (PCB’s) were used in their construction. Replacement of the transformers will also remove this hazardous chemical from the campus.

The Innovation, Entrepreneurship and Learning Center and Institute for Indigenous Entrepreneurship Project proposes to renovate and modernize the space in and around the current library, which includes both an expansion of the ground floor of building C as well as the addition of a third floor above the current library. Here, students, researchers and entrepreneurs will come

together to collaborate, expand the boundaries of knowledge, create the jobs of tomorrow and spark economic growth.

5. LINK TO STRATEGIC PLAN:

The electrical lab and welding lab projects are both directly linked to the strategic pillar centered on Applied Education and Training and make substantive contributions to achieving the first three goals associated with it.

Associated with the financial sustainability pillar, ensuring the long term viability of critical infrastructure of the College such as the high voltage transformers at the Woodroffe campus is paramount to the delivery of the academic mission.

The Innovation, Entrepreneurship and Learning Center and Institute for Indigenous Entrepreneurship Project represents a pivotal opportunity that supports key opportunities for the College in the coming years, specifically the need to connect learners and employers as well as inspire creativity, entrepreneurship and innovation. This project will span a number of goals that are contained in the final version of the strategic plan.

6. STUDENT IMPACT:

The new Welding and Electrical Labs are directly connected to expanding and enhancing current academic programs. Space utilization in these areas is at its maximum and cannot accommodate more students without infringing on safety and security. As the current labs are at capacity, no further growth in existing programs or addition of new programs is possible in spite of extensive wait lists for these popular programs.

Building the new Welding lab will create 20 new student welding training spaces for various trade programs as well as open opportunities for the Welder Apprenticeship which is currently in process of application for program approval. The existing lab in ACCE will be used primarily for the Welding Fabrication program which runs year-round and on weekends. The new vacated space will allow for increased enrolment and to the Welding Fabrication Technician program which is a high demand program.

The Innovation, Entrepreneurship and Learning Center and Institute for Indigenous Entrepreneurship Project will facilitate experiential learning with an increase in linkages with the community and business partners. This new Institute for Indigenous Entrepreneurship aligns with the College's focus to improve outcomes for Indigenous youth.

The new space will feature a Technology Corner that lends and supports technology for students, such as laptops, projectors, tablets and tools to assist with innovative projects and learning. It will

also build on the success of the College's existing services, such as IgniteAC, the use of eTexts and Bring Your Own Device (BYOD) technology in classrooms, further expanding the College's learning and research facilities.

The new Centre will feature several spaces that will allow students to experiment with the technologies of tomorrow, including 3D printing, facilities for the development of media enriched content creation and virtual and augmented reality tools which can be used to develop prototypes. This will provide students with access to resources that wouldn't otherwise be readily available to them, empowering them to experiment with new ideas and turn them into reality.

7. FINANCIAL IMPACT:

Both the Welding Lab and Electrical Lab projects are funded in entirety by the Apprenticeship Enhancement Fund grants awarded to the College through a competitive bid process. This funding will cover all costs for professional services, construction and equipment associated with these projects. The funding approved by the Employment and Training Division of the MTCU was \$2,329,440 for the Electrical Lab project and \$2,298,000 for the Welding Lab project.

The T1/T2 transformer project was originally estimated at a cost of \$3,200,000. Preliminary planning work was undertaken in 2015/16 and the Board approved a \$2,850,000 draw down from reserve funds as part of the 2016/17 Annual Budget approval presented in February 2016. The tendering process for the construction work is now complete, and estimated costs are much more certain at less cost than originally estimated. As a result, the total project cost is now budgeted to be \$2,000,000. An amount of \$184,336 was spent on this project in 2015/16 and the remaining \$1,815,664 will be drawn down from reserve funds to complete the project in 2016/17.

While still pending Ministry approval of the submitted project, the IELC project has a total capital cost of \$44,937,290. The project proposal's sources of funds are identified below:

Federal Funding	\$21,913,230
Provincial Funding – Facilities Renewal Program	2,900,000
Algonquin College Reserve Funds for Future Capital Expansion	9,540,000
Other Funding Sources To Be Determined (Fundraising, additional Provincial funding, Algonquin College Strategic Investment Priorities budget allocation)	10,584,060
Total Sources of Funds	\$44,937,290

This strategic capital investment will enable the College to accommodate additional full-time and part-time enrolments driving increases in grant and tuition revenues, increase opportunities for applied research projects and associated grant funding, and attract the local business community

and entrepreneurs to the College to incubate and accelerate commercialization of products and services. In addition, the Institute for Indigenous Entrepreneurship will lead to increased engagement with indigenous students, alumni and community partners leading to more opportunities for program funding.

8. HUMAN RESOURCES IMPACT:

For all initiatives contained within this brief, multiple College departments and their respective teams will be engaged in delivering on the programming and infrastructure enhancements associated with them.

The additional academic programming and other activities that will be undertaken in these new College spaces will generate the need for additional full-time and part-time staff and faculty positions.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The Apprentice Enhancement Fund and Innovation, Entrepreneurship and Learning Center and Institute for Indigenous Entrepreneurship Projects are in alignment with Algonquin College's Strategic Mandate Agreement with the Province of Ontario.

With respect to the Innovation, Entrepreneurship and Learning Center and Institute for Indigenous Entrepreneurship Project, the Ontario college sector finance officers are working with the Ministry of Training, Colleges and Universities to ensure that federally approved projects receive timely approval from the Minister of Finance where Section 28 of the Ontario Financial Administration Act is applicable. Section 28 requires colleges to obtain Minister of Finance approval to enter into contracts that will increase debt or create a contingent liability.

10. COMMUNICATIONS:

Internal College communications are being undertaken as appropriate to support these projects and to actively communicate any disruptions or changes to College operations. The Algonquin College Communications, Marketing and External Relations department is actively engaged in the advocacy efforts in support of the eventual approval of the Innovation, Entrepreneurship and Learning Center and Institute for Indigenous Entrepreneurship Project and further communications from this team will be forthcoming as new information is received.

11. CONCLUSION:

The new Welding Lab, Electrical Lab and Innovation, Entrepreneurship and Learning Center and Institute for Indigenous Entrepreneurship all position the College to deliver on its strategic objectives as well as broader commitments to provincial and federal ministries. The transformer



President/Board of Governors

Agenda Item No: 05.4

replacement project will ensure ongoing operations and resiliency of the College's infrastructure and is critical in its ability to deliver its academic mandate.

Respectfully submitted:

A handwritten signature in blue ink, appearing to read "Debi", written over a horizontal line.

Vice President Finance and Administration

Approved for submission:

A handwritten signature in blue ink, appearing to read "Cheryl Jensen", written over a horizontal line.

President

Appendices:

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Date last revised: June 5, 2016

Report title:	2015-2016 Annual Report
Report to:	Board of Governors
Date:	June 13, 2016
Author/Presenter:	Scott Anderson, Executive Director, Communications, Marketing and Government Relations

1. RECOMMENDATION:

THAT the Board of Governors approves the 2015-2016 Algonquin College Annual Report.

2. PURPOSE / EXECUTIVE SUMMARY:

The Board of Governors is accountable to the Ministry of Training, Colleges and Universities and fulfills its requirement annually in submitting an Annual Report that charts the College's achievement of the operational outcomes established in the business plan for the year including audited financial statements.

3. BACKGROUND:

Each year, the College is required under the Ministry of Training, Colleges and Universities (MTCU)'s Binding Policy Directive on Governance and Accountability to prepare, approve and submit an Annual Report to the Ministry and makes the Annual Report available to the public.

Further guidance for the annual report content and proscribed layout is provided in the MTCU Binding Directive for Annual Reports, rev 2010.

[Colleges of Applied Arts and Technology Policy Framework - 1.0 Governance and Accountability - Annual Report](#)

Continuing from previous years, this year's report highlights the following:

- The theme of innovation has set the tone and key messages of the report text, emphasizing our College is the centre in Ottawa for entrepreneurship and innovation in our community
- Large full-page images that highlight the different faces of Algonquin support this theme at the opening of each of the strategic pillar sections of the report.
- A two-page standalone *Infographic* at the front-end of the report provides a summary of the year's accomplishments; the format aims to attract a wider audience than "College at a glance" and "About this Report" pages.

- *Spotlight stories* embedded within the four strategic pillars of the report provide greater depth (200 – 300 words) on particular College achievements at the close of each major section of the report and replace the shorter stories used last year.
- Within the Board Members and Senior Management section, two legal statements and a paragraph have been added to comply with Board policy BGI-01.

4. DISCUSSION:

The Annual Report creation and assembly provides a summary of the College's achievements and success for the past year. Assembled from sources across the college, all areas provide accountability on the business plan goals and highlight their efforts in supporting student and employer success. The Annual Report can be found in Appendix A: Algonquin College 2015-2016 Annual Report.

5. LINK TO STRATEGIC PLAN:

Board members hold an important responsibility as trustees of the public interest. As part of their commitment to openness, transparency and sound fiscal sustainability, the Annual Report and balanced score card demonstrates the College's commitment to the Ministry and general public.

6. STUDENT IMPACT:

Not Applicable.

7. FINANCIAL IMPACT:

Not Applicable.

8. HUMAN RESOURCES IMPACT:

Not Applicable.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The Annual Report has been prepared in compliance with the Ministry's Binding Directive Policy on Governance and Accountability and Annual Report operating procedures.

10. COMMUNICATIONS:

Upon approval, the Annual Report will be posted to the reporting section of the College's website and posted to myAC for review by our employees and community stakeholders.

11. CONCLUSION:

The Annual Report summarized the accomplishments and operational activities of the College to the Ministry of Training, Colleges and Universities and the general public. The Annual Report provides transparency and is a good source of information on the accomplishments of the year, as well as demonstrating openly the College's fiscal sustainability.

Respectfully submitted:

Approved for submission:



Executive Director
Communications, Marketing and External Relations

President

Appendices:

Appendix A – 2015-2016 Algonquin College Annual Report Appendix B – 2012-2017 Strategic Plan Scorecard

Date last revised: June 5, 2016

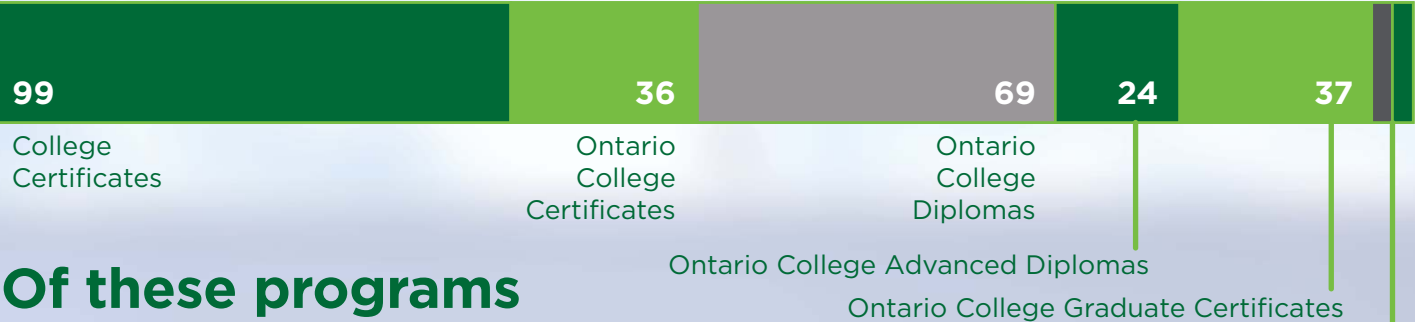


CARING
LEARNING
INTEGRITY
RESPECT

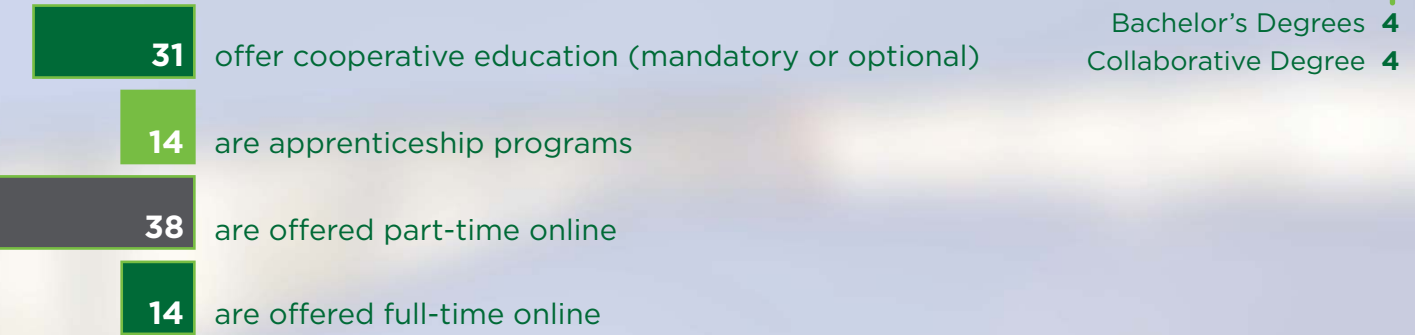
2015-2016 ANNUAL REPORT 

COLLEGE AT A GLANCE | 2014-2015

269 Programs



Of these programs



Students

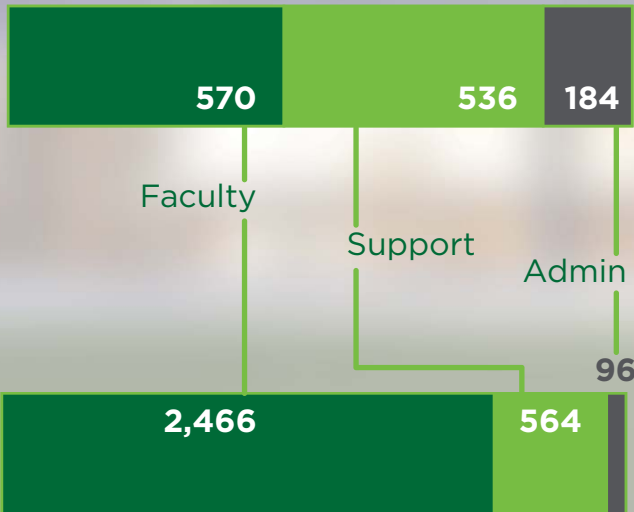
- 21,059** Full-time students
- 2,750** Part-time students
- 1,592** Post-secondary International Full-time Equivalents
- 1,378** English for Academic Purposes (EAP) International students
- 1,326** Academic Upgrading students
- 2,632** Apprentices
- 38,766** Continuing Education (CE) registrations*

*Includes 17,099 Distance Education (DE) registrations



Employees

1,290 Full-time employees



3,126 Part-time employees

COLLEGE AT A GLANCE | 2014-2015

Abroad

International Partnerships

China, India, Montenegro, Kuwait, & Saudi Arabia

116 research activities

38 volunteer opportunities

32 program end of year excursions

2 conferences



Campus Locations

Ottawa,
Pembroke,
Perth,
Jazan,
Kuwait



Our strategic pillars



Applied Education and Training

We have a commitment to applied education and training, tailored for a digital world.

- Centre for Innovation and Entrepreneurship - IgniteAC
- Healthy Living Education Smart Apartment
- New branch campus in Kuwait



Student and Client Success

We strive for the academic and career success of our students.

- Extensive College-wide orientation
- Increased dedication to academic advising and peer mentoring
- Volunteer Centre for student community involvement



Empowered People

We deliver on our values providing opportunity for our employees to grow and develop.

- 3X Top Employer in the National Capital Region
- Faculty Performance Development Program
- New Employee Relations Plan



Financial Sustainability

We make decisions that deliver on our commitments and position Algonquin College for long-term success.

- Two-megawatt generator with Siemens Canada
- Integrated College Development Framework and Five-year Master Plan
- Responsibility Center Management model

80.4%
Student
Satisfaction

78.9%
Graduate
Satisfaction

92.0%
Employer
Satisfaction

84.8%
Graduate
Employment

65.9%
Graduation
Rate

OUR MISSION

To transform hopes and dreams into skills and knowledge,
leading to lifelong career success

OUR VISION

To be a global leader in digitally connected applied education
and training

OUR CORE VALUES

Caring

We have a sincere and compassionate interest in the well-being
of the individual.

Learning

We believe in the pursuit of knowledge, personal growth and
development.

Integrity

We believe in trust, honesty and fairness in all relationships and
transactions.

Respect

We value the dignity and uniqueness of the individual. We value
equity and diversity in our community.



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MESSAGE FROM THE CHAIR, BOARD OF GOVERNORS

One does not have to look far to see that innovation and entrepreneurship are part of the everyday fabric of life at Algonquin College. In 2015–2016, the College opened the Centre for Innovation and Entrepreneurship, launched the Smart Apartment adult care facility as part of its ongoing Healthy Living Education initiative, and progressed toward, what will be, massive operational efficiency gains through the technology-driven Project Fusion.

We on the Board of Governors are proud of the College's forward thinking — and are determined to carry that forward into our business of governance.

Board engagement of the College community

Last year we continued to refine our approach to Board meetings. With focused subcommittees handling in-depth research and due diligence activities, our quarterly meetings have more freedom to address high-level, strategic issues. As part of our revised agenda, every meeting begins with students sharing success stories. We then explore critical areas of the College landscape, and conclude by opening the floor to questions and discussions. The entire College community is invited to attend these meetings, and it's not unusual to have as many as 40 student and employee observers in the room with us.

That participation is proof of the high level of engagement at Algonquin College. We see it as well in the ways students embrace volunteering and fundraising. There are so many examples I could mention, but I am particularly proud of our fourth consecutive win in the Spread the Net Student Challenge: since 2012, our students have raised more than \$66,000 to buy bed nets for the fight against malaria in Africa.

Top employer of the region

We on the Board are also proud that the College, once again for the third year in a row, is ranked on the list of top employers in the National Capital Region. Since her appointment as President two years ago, Cheryl Jensen has worked tirelessly to strengthen the engagement of our employees. The College's new Employee Relations Plan is a sign of commitment and progress on this front, and I look forward to seeing continued gains in the years to come.

Part of being entrepreneurial, of course, is venturing into unknown territory where there is a measure of risk involved. The College's experience in Saudi Arabia and Kuwait is a high-profile example of that, and of our resolve to face challenges when they arise.

Innovation and entrepreneurship are part of the everyday fabric of life at Algonquin College.



The reality is that our College, and all colleges, will have to take more risks as the post-secondary funding model continues to evolve. Our obligation is to do so in a considered way. That means being risk-aware rather than risk-averse: identifying potential impacts on a project-by-project basis. With robust tracking and measurement tools in place, we are confident in our ability to assess and manage risk for any new initiative.

One of the key drivers of our overseas initiatives is expanding access by International students to an Algonquin College applied post-secondary education, directly in their home markets. This builds on the success we have enjoyed to date in attracting international students to our Canadian campuses and reflects the value of an Algonquin College education in these foreign markets. We will continue building on our overall success and carefully seek out and evaluate potential new or expanded markets to sustain and grow the Algonquin College brand.

Comprehensive consultation for Strategic Plan 2017-2022

Looking ahead, the Board will continue to focus on student satisfaction, graduation rates, employee engagement, community engagement and the inclusion of Indigenous peoples.

In the coming year we will finalize a very important initiative: the College's next five-year strategic plan. In developing the plan, the Board hosted several open-space sessions, workshops and roundtables throughout 2015-2016, consulting extensively with people both inside and outside the College. I have been very impressed by the dedication of everyone who has volunteered to participate in this important process.

I extend my heartfelt thanks to all the great people who have committed their time and energy to serving on the Board of Governors last year. It was a privilege to be appointed Chair and I thank, too, my predecessor, James McIntosh, who was a passionate champion of this institution.

Our Board is focused is on making Algonquin College one of the best colleges in all of Canada. We believe we are up there in that rarefied territory already — and we will do everything in our power to make sure we remain.

[INSERT SIGNATURE]

Kathryn Leroux

Chair, Board of Governors



MESSAGE FROM THE PRESIDENT

For half a century, Algonquin College has been turning heads. As we enter celebrations for the 50th anniversary of Algonquin College this year, it is a time to take stock of our accomplishments and acknowledge those instances where we have been leaders in our sector.

The campus of 1967 and the campus of 2017 are very different places. This is true of the physical buildings that make up the campus. Today, we are leading the College sector by building state-of-the-art LEED Platinum buildings that serve as living labs for our students. We now share physical space with cyber-space with more than 130 programs online as part of our commitment to be the Digital College. In addition to this, the College started to produce its own power this year through an innovative partnership with Siemens Canada that reduces our annual production of greenhouse gas emissions by an impressive 1400 metric tons.

Our campus today

When you look at our campus today, it is a vibrant mix of people from different places, of different ages, cultural heritage, and geography, all here to share experiences, perspectives and knowledge. They all share a common purpose, here at Algonquin College, that also gives them a common history and traditions, woven together by our shared dedication to learning and developing the skills to turn hopes and dreams into successful careers and entrepreneurial ventures.

Often, at educational institutions, it is the traditions and experiences that make people proud to call themselves alumnae. Algonquin College is a place of deep tradition where people feel a strong sense of belonging, of hope and of understanding that, together, we build communities.

We cannot take tradition and our people's commitment for granted. That is why we are fostering a new tradition of engagement with our union partners here at Algonquin College, a tradition that we will be working on every day, and one that has already shown a lot of promise.

As we mark our anniversary, we continue to look forward, to set the path and push the boundaries that will take us where we, our students, industry and our community needs us to go. And it is a path we have already started to forge, pushing boldly and leading with confidence, setting new goals for ourselves and new standards for post-secondary education that are turning heads.

We share a dedication to learning and developing the skills to turn hopes and dreams into successful careers and entrepreneurial ventures.



This year alone:

We received a \$4.6 million in Apprenticeship Enhancement Funding from the Ontario government, providing two new electrical labs, a new welding lab and multiple apprenticeship programs. This will allow us to take more students off the waitlist and welcome them to these in-demand programs, into state-of-the-art facilities;

We also received nearly \$300,000 in pre-apprenticeship funding, helping us create the unique Indigenous Cook Pre-Apprenticeship program that lets our Indigenous students return to their communities and build businesses around traditional culture and foods;

We strengthened our commitment to sustainability with the unveiling – on Earth Day – of a new high-efficiency co-generation plant thanks to a \$52 million-dollar partnership with Siemens Canada that provide our students an “living lab” for the future of energy systems unparalleled in Ontario’s college system. The new co-generation plant and associated infrastructure are saving us more than \$3 million a year and reducing our carbon emissions by 1,400 metric tons annually;

We opened Ingite AC, introducing our students to resources designed to help them turn their ideas and entrepreneurship dreams into reality;

And, just this spring, we had the official opening of the Garbarino Girard Centre for Innovation in Seniors Care — truly, a “smart apartment” that helps our students learn while simultaneously giving back to the community we share. This Centre is also the recipient of the largest estate donation — \$1 million — in the College’s history.

For many institutions, these accomplishments might have been achieved over the course of two or three years, not terms — by any measure, it has been an incredible year for Algonquin College.

As we celebrate the traditions of the past and set our course for the future, it is also time to take stock of the present. For the third year in a row, Algonquin College has been named one of Ottawa’s top employers. And once again, we lead all large Ontario colleges in the student satisfaction metric, beating the provincial average by a wide margin. We stand, not just by our own calculation but also by robust external measures, on solid ground.

As you join me in celebrating this milestone in the history of the College, I hope you will also join me in reflecting on our story — past, present, and future, so far — for we can take pride in our past, feel confidence in our present, and have faith in our future. It is our common ground.

[Signature]

Cheryl Jensen
President and CEO

To meet our potential as a country and a society, we need an entire workforce of entrepreneurs, of creative risk takers, able to drive change and new ideas in government, community service, education, health care and every aspect of business.

Cheryl Jensen, President



ABOUT THIS REPORT

Innovation and entrepreneurship. Two words that reflect our commitment to seek out new and better ways of delivering high-quality, applied post-secondary education — aided by digital technologies and the enterprising mindset of our people. As we enter the final year of our 2012–2017 strategic plan and prepare to unveil a new roadmap for Algonquin College, innovation and entrepreneurship will continue to guide us, drive us and inspire us.

Our Strategy

Our 2012–2017 strategic plan was rooted in the conviction that students learn best when they have the opportunity to apply knowledge through experience. By using new concepts to make sense of complex, real-world situations, students acquire the personal and professional skills employers are looking for: self-direction, collaboration, teamwork, information gathering and communication. The resulting flexibility, adaptability and experience — enhanced by digital technologies — instils an entrepreneurial mindset and fuels the economic growth and prosperity of the communities we serve.

Our goal over the past five years has been to offer students rich applied learning experiences while remaining efficient and responsible in our stewardship of the public funds invested in us. We have sought to strengthen our financial foundation so we can continue to make the strategic investments necessary to drive student success.

Looking Back: 50 Years of Algonquin College

Algonquin College turns 50 in 2017. In the lead-up to this significant milestone, last year we invited graduates from the past half-century to share their stories, and began developing a coat of arms symbolic of our long, successful history. Depicting our mission, vision and values as well as our Aboriginal roots, the coat of arms highlights our differentiators: our diverse student population, our focus on environmental sustainability, and our leadership in innovation and technology.

Looking Forward: Envisioning our next Strategic Plan

Our 50th anniversary offers the opportunity to reflect on who we are and what we aspire to achieve as a post-secondary institution. All that is changing in the world around us — from technology and public policy to the nature of the workplace — is fuel for innovation, opening the path to new opportunities.

Our new strategic plan will set the College's direction for the next five years, outlining how we intend to meet the needs of our learners, employers and communities. It is the product of our most consultative strategic planning process ever, with the goal of ensuring the new plan reflects the needs of all our stakeholders and clients. From March to September 2015, we hosted numerous town hall sessions, workshops, focus groups and roundtables with current and prospective





students, alumni, faculty, support staff, employers and civic and industry leaders. We also invited online feedback from the entire College community on our ideas, concerns and goals for the future.

Taking into account the findings of these consultations, our team set about preparing a first draft of the new plan, which was released for community feedback in March 2016. In 2016–2017, that draft will be validated and further refined through online surveys and in-person sessions, including facilitated roundtable discussions. The final version is planned for publication in 2017.

Reaching our goals

This annual report describes our progress toward the goals of our 2012–2017 strategic plan and annual business plans between April 1, 2015 and March 31, 2016 — linked to the four strategic pillars of applied education and training, student and client success, empowered people, and financial sustainability.

A man with a beard and safety glasses, wearing a tan shirt and a black apron, is smiling at the camera. He is holding a blue pencil in his right hand and is positioned over a workbench. The background shows a workshop environment with various tools and equipment. The text "APPLIED EDUCATION AND TRAINING" is overlaid in white, bold, sans-serif font.

APPLIED EDUCATION AND TRAINING

Algonquin College is committed to delivering an applied education and training experience tailored to the evolving needs and expectations of students and the community. We offer programs and services that support innovation and foster entrepreneurial spirit. We recruit faculty with extensive, up-to-date industry experience. We use the latest technologies to enhance the learning experience, combining classroom activity with real-world work experience.

Igniting students' passion for innovation

We formalized our commitment to embed entrepreneurship and innovation within the culture of Algonquin College last October by becoming first Ontario college to sign the National Association of Community College Entrepreneurship (NACCE) Pledge. The Pledge affirms our dedication to building up our internal entrepreneurial ecosystem and to strengthening ties to the external entrepreneurial community.

Evidence of that culture was on full display during SUMMIT 2015, a three-month summer bootcamp that gave 17 young entrepreneurs hands-on experience and guidance to advance their start-up businesses. With 94 percent of participants selling or making plans to sell their ideas, SUMMIT will return in 2016 with even more workshops and funding opportunities.

Our new Centre for Innovation and Entrepreneurship will be a hub of these kinds of activities going forward. Better known as IgniteAC, it gives students and employees the services and resources they need to get ideas off the ground: office and meeting space, hands-on guidance from an Executive-in-Residence, and access to entrepreneurship-focused events and programming.

To champion our culture of innovation, we created a first-of-its-kind executive position among Ontario colleges, Vice President of Digital Technologies and Innovation. The College was proud to welcome Marc Fares to inaugurate that role last year.



Hands-on experience in healthy living

As Canada's population ages, community health represents an increasingly important area for learning and skills development. Our Healthy Living Education initiative is improving health outcomes across the Ottawa region by offering on-site learning enterprises such as dental, message and physiotherapy clinics and creating authentic practice environments for our students.

The Smart Apartment, which opened in January 2016, serves as both a simulation learning environment as well as a fully functioning adult day program for seniors with dementia, operated in partnership with the Western Ottawa Community Resource Centre. The Smart Apartment gives students in different programs — personal support workers, physiotherapy assistants, aestheticians and culinary students — the opportunity to support this vulnerable population in a setting that fosters interprofessional learning and collaboration.



**co-operative education placements
with partners including Amazon, Nokia
and Shopify — our most successful co-
op year ever.**



Connecting students to employers

Understanding workforce requirements is essential to ensuring our programs align with the needs of local industry. Last year, we were chosen to host and manage the Ottawa Employment Hub, an 18-month pilot project funded by Employment Ontario. Launched in March 2016, the pilot connects job seekers to employers and, just as importantly, facilitates collaboration with the business community to identify the challenges and opportunities in the local labour market.

More pathways to success

From certificates to degrees, Algonquin College offers the full range of credentials to ensure more students can access the pathways they need to meet their academic and career aspirations. We expanded our offering by launching 6 new programs last year. Among those were a Retirement Communities Management graduate certificate and an Entrepreneurship Acceleration graduate certificate that helps students turn ideas into market-ready business plans.

A world of opportunities

Algonquin College continued to welcome a growing number of international students last year, with international admissions to our Canadian campuses 16 percent higher

than in 2014-2015. For Canadian students looking to study or work abroad, the International Education Centre hosted its first-ever Degree Pathways and International Opportunities Fair last year. More than 450 students took part, meeting representatives from 25 universities, colleges, embassies and international offices.

Recognition of and respect for the Algonquin College brand continues to grow around the world as we bring high-quality, applied post-secondary education to places such as Kuwait. Our branch campus there held its first day of classes in September 2015: 76 students were registered across four business and computer-focused programs. As well, we expanded our offerings in Jazan, Saudi Arabia,

Top 50

**For the third year in a row,
Algonquin College was named
by Research Infosource as one of
Canada's Top 50 Research Colleges.**

launching a new Small Business Management program with input from local businesses, and opening an approved Qiyas testing centre for students of both sexes. Last year, our Jazan campus increased its success rate for English training programs from 10 percent to 58 percent, allowing more students to stream into vocational training programs. A pilot project provided 100 students in Jazan with tablets pre-loaded with course materials, including plenty of audio and video to keep students engaged in the curriculum.

Extending partnerships abroad

In the past year, Algonquin College signed letters of intent with post-secondary institutions in India and Mexico to explore and facilitate opportunities for faculty and student mobility, training and program delivery. We also struck a collaborative education agreement to bring allied health training and credential programs to the Basle Health Institute in Dubai. These kinds of international partnerships not only make high-quality Canadian education available abroad but



1,497 

**students involved in applied research
at Algonquin College**

also increase the professional development opportunities available to College employees. Last year, 16 Algonquin College faculty delivered courses to business and hospitality students at our partner institutes in Nanjing and Shenyang, China.

Applied research in living labs

Hands-on experience in true-to-life settings is a core element of any applied research program. Last year, Algonquin College developed a pair of 'living labs' to provide these kinds of spaces to our students.

Hands-on experience in true-to-life settings is a core element of any applied research program. Last year, Algonquin College developed a pair of 'living labs' to provide these kinds of spaces to our students.

The Residential Living Lab we are building at our Perth campus will serve as a hub where students, faculty and industry partners can conduct applied research and drive innovation in the construction sector. Already, it has provided opportunities for experiential learning: students in our Advanced Housing program are using innovative construction materials, technologies and techniques to increase the building's energy efficiency. Data collected throughout the build will be provided to local construction partners so they can make more evidence-informed decisions in their own sustainable design choices. Slated for completion by mid-2016, the Residential Living Lab will become the new home the Perth campus' Office of Applied Research and Innovation.

The Guaranteed Energy Savings Contract (ESCO 2) with Siemens Canada at our Ottawa Campus has not only provided energy efficiency upgrades and retrofits but also spawned a new Energy Innovation Centre. Installed and commissioned over the past year and unveiled officially in April 2016, the Centre includes a two-megawatt co-generation plant where students will conduct applied research on the future of distributed energy systems.

RESEARCH IN THE SOCIAL SCIENCES



Last year, Algonquin College's Victimology graduate certificate program received its first-ever grant from the Social Sciences and Humanities Research Council (SSHRC). This expansion into social sciences research will allow students to study how victims of crime navigate the criminal justice system and are served by the support systems designed to help them. Totalling \$207,210, the grant-funded research will ultimately lead to the creation of innovative training materials and contribute a Canadian perspective to international victimology literature.

Measuring our performance

Algonquin College has instituted a balanced scorecard approach to measure strategic performance. Highlights for Applied Education and Training include:

	2012-2013 Actual	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Target
Graduation rate	64.0%	64.2%	64.5%	65.9%	70.0%
Retention rate	86.5%	86.9%	87.3%	86.8%	89.0%
Enrolment (PSE and others)	19,517	19,853	21,106	21,059	21,107
Enrolment (Online - FTE equivalents)	2,613	3,086	3,120	3,309	3,320
Enrolment (PSE international - FTE equivalents)	976	1,138	1,373	1592	1,400
Students enrolled in applied degrees	367	375	469	500	800
Students enrolled in graduate certificates	633	812	723	826	1,000
Online courses offered	106	120	133	149	150
Unique hybrid courses offered	880	999	1,083	1,183	1,424
Enrolment (PSE - mobile)	38.0%	82.0%	97.0%	97.0%	100%
Programs with work opportunities	75.0%	86.1%	86.3%	96.3%	100%
Students engaged in applied research	629	754	1035	1,497	950



STUDENT AND
CLIENT SUCCESS

Algonquin College is committed to students’ academic and career success: it is part of our responsibility to ensure employers in our community have the talent they need to contribute economically to the National Capital Region — and to Canada as a whole. To deliver exceptional service to students and clients, we are taking advantage of the latest technologies to automate and streamline our business processes, creating an environment where students can innovate and thrive.

The continued leader in student satisfaction

Our students have spoken — and for the sixth year in a row, Algonquin College ranked first in student satisfaction among large Ontario colleges. Every year, Colleges Ontario surveys full-time students to determine their satisfaction with program outcomes, learning experiences, service quality and resources among other metrics. Our score of 80.4 percent once again exceeded the provincial average of 76.8 percent and represents an increase over last year’s score of 80.2 percent.



in student satisfaction among large colleges in Ontario for the sixth consecutive year. All college metrics are included with the KPI Performance Report.

Simplifying systems to improve student life

In February 2016, the Registrar’s Office launched its new automated queuing system, Q-nomy. Students can now have their needs assessed at a digital kiosk by responding to a series of short questions. This allows them to be matched faster and more efficiently to specific services within the Registrar’s Office, reducing wait times while providing a more personalized service experience.

We implemented the first phase of our automated bursary application process last year, which allows students to use a single online application form for all bursaries. This simplifies the application process and eliminates the need for multiple paper-based submissions. By leveraging existing student data held by the Financial Aid and Student Awards Office, the new form also speeds up applications. In total, 6,273

students received fall semester bursaries; another 3,292 received winter semester bursaries last year.

As automation can make many processes simpler and more streamlined, the Information Technology Services Applications team worked throughout the year to deliver a number of automation projects — for example, embedding automation into the Universal Bus Pass (U-Pass) program. Since launching in August 2015, some 19,000 U-Passes have been issued, discounting public transit for students. Another automation success story last year involved enhancements to the online dual credit application and consent forms on the Academic Partnerships website. Automating the dual credit application system provides a better connection between Algonquin College and its District School Board partners and helps high school students get an early start at college.



Extending orientation beyond day one

A positive introduction to our campus, services and resources has always been key to student success. For Fall 2015 Orientation, we changed our approach, treating onboarding as an ongoing process rather than any one single event. With the addition of Accepted Students Day in June, four pre-Orientation sessions and a Summer Carnival, College employees made it easy for students to acquaint themselves with the College and College services well before the first day of classes. These multiple occasions built to a hugely successful ‘main event’, and resulted in a 25 percent increase in student and guest registrations for the whole-day Fall 2015 College Orientation session compared to the previous year.

A COLLEGE FOR ABORIGINAL LEARNERS



Algonquin College continues to deliver high-quality education respectful of the culture and values of our 1,059 First Nations, Métis and Inuit students. We are proud to report that enrolment of sponsored Indigenous students has increased 43 percent since 2012. In addition, the DevelopMENTOR program, which provides employment skills coaching to help Aboriginal students prepare for the workforce, once again achieved a 100-percent completion rate in 2015–2016. In January, the Mamidosewin Centre hosted its third annual powwow, a celebration of all Indigenous cultures that was attended by hundreds of students.

Guidance and support when it's needed most

Our support of students continues well after Orientation. Last year, we focused on providing academic advising to every first-year student, dedicating faculty hours to meeting new students individually and in groups to guide them as they embarked on their College experience. We also expanded the outreach of our peer-mentoring program by having mentors participate with groups of students both on and off campus, including visiting high schools throughout the Ottawa region. Over the past year, Counselling Services supported 2,161 students individually and hosted more than 48 workshops on topics such as mental health awareness.

Recognizing that not everyone follows the same path to higher education, our Academic Upgrading program helps people who have been out of school for many years or have not completed high school earn the requirements needed for post-secondary admission. Our Academic Access Centre Advisors met with 1200 prospective students in 2015–2016 — preparing 1326 students for the leap to post-secondary and helping 59 students receive an Academic and Career Entrance Certificate.

A hub of activity

The AC Hub in the Student Commons — an open-concept student engagement space — hosted more than 50 events, activities and workshops in 2015–2016, on topics ranging from exam preparation to women's self-defence. Highlights from the year include:

- WE Day 2015, which featured an inspirational keynote address from Spencer West
- TEDx talks on our Healthy Living Education initiative
- The 18th Annual Career Networking Fair, which attracted a record 72 employers and 2,150 students/alumni
- A new Student Leadership Program, a series of four experiential workshops that helped 42 nominated students explore and enhance the skills needed to lead on campus and in their communities
- Consent Fest, which included a speaker series featuring sex-education experts, as part of the province's #ItsNeverOkay campaign to address sexual assault

9,565



**students were awarded bursaries
last year boosted by streamlined
employee processes and automation
to accelerate applications.**



Rex Murphy, brought his Cross-Country Checkup radio show to our Pembroke campus discussing the state of post-secondary education on-air with Canadians.

Proud of our volunteers

Volunteering enhances students' academic experience beyond the classroom. In 2015, we launched the Volunteer Centre, a dedicated space where students can speak one-on-one with our Co-Curricular and Volunteerism Coordinator — providing an easy entry point for getting involved in the local and global community. Last year, this included opportunities ranging from teaching English in the Dominican Republic and delivering furniture to refugee claimant families — to connecting with local partners like Ronald McDonald House, Habitat for Humanity, the Ottawa Food Bank, the Children's Hospital of Eastern Ontario (CHEO) and the Ottawa Mission. By the end of 2015-2016, Algonquin College students had a total of 1,164 validated volunteer activities on their co-curricular records — an increase of 84 percent over the year before.

Measuring our performance

Algonquin College has instituted a balanced scorecard approach to measure strategic performance. Highlights for Student and Client Success include:

	2012-2013 Actual	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Target
Student satisfaction	81.5%	80.7%	80.2%	80.4%	83.5%
Employer satisfaction	94.1%	93.9%	88.7%	92.0%	93.9%
Alumni satisfaction	NA	86.0%	88.1%	80.0%	90.0%
Business processes developed	10	33	37	50	50

Annually, Student Support Services, the AC Hub and Algonquin College Alumni Relations recognize student volunteers who devote their time and effort to the local community. The students are formally recognized at our Annual Volunteer Appreciation Gala. This year's award recipients were:

Community Impact Award

For the Algonquin College student active off-campus, in their local community

Nathan Groves, Police Foundations

Dedication and Involvement Award

For the student who has volunteered on campus to better the College community

Harmanjyot Singh, Construction Engineer Technician

Outstanding Leadership Award

For the student who has contributed on campus to enhance the College community

Merissa Reed, Bachelor of Interior Design

Volunteer of the Year Award

For the student who has contributed to the community, both on and off campus

Ben Fontaine, Police Foundations



EMPOWERED
PEOPLE

Instilling a spirit of innovation and entrepreneurship in everything we do begins with our employees. We place a strong focus on attracting and retaining the right people to our organization — and on helping them develop the knowledge and skills they need to be leaders within the College and our community.

One of Ottawa's top employers

At a special employee engagement event on teamwork, former Ottawa Senators captain Laurie Boschman announced that Algonquin College had been recognized as one of the Top Employers in the National Capital Region for the third year in a row last year. Only 30 employers across the Ottawa area receive this honour, which considers criteria such as work and social atmosphere, employee communications, training and skills development, and community involvement.



**educational technology workshops
delivered to more than 350
faculty members**

Placing a priority on employee engagement

According to the College's 2015 Employee Engagement Survey, 60 percent of employees consider themselves to be engaged with the College. Looking to increase that figure going forward, we re-established our Employee Engagement Tiger Team — which included eight members of the original 2012 Tiger Team. It met throughout the summer to identify the top three cross-College priorities for improvement and recommend specific initiatives to address those priorities. The team's recommendations were shared with the College community at a public event in late September. As well, departmental action plans were developed and a summary of focus areas was shared with organization in December.

One of the main concerns of survey respondents was performance management. As a result, we rolled out a Faculty Performance Development Program for the Fall 2015 semester. Following a successful pilot the previous year, this initiative allows us to better recognize excellent professional performance by faculty, provide formal opportunities for faculty and administrators to discuss teaching practices, and support collective accountability through transparent and evidence-based performance evaluation. Based on the success of the faculty program, we are now defining a performance development program for pilot-testing among support staff.

Committed to stronger employee relations

President Cheryl Jensen has been dedicated to improving employee relations since her arrival at Algonquin College — and to instilling a shared sense of accountability for success among employees, managers and union representatives. Throughout the year, College leaders met frequently to discuss ways to forge stronger, more productive labour relationships. Union presidents were updated constantly on the outcomes of these meetings. With their input, the College articulated five guiding principles for future labour discussions: fact-based problem solving, transparency, inclusivity, accountability, and focusing on the needs most important to all of us.

To turn these principles into action, we drafted an Employee Relations Plan identifying short-, medium- and long-term objectives. Several activities have already been implemented — a series of workshops for managers on how to accurately schedule work and calculate salaries, for example, and competencies training on problem solving, relationship building and communication. Goals related to these will be embedded in the performance plans of all managers to help make Algonquin College the best place to work.





Our community of excellence

Many employees were recognized throughout the year for the excellence they bring to the College.

National Institute for Staff and Organizational Development Excellence Awards

The National Institute for Staff and Organizational Development (NISOD) Awards honour outstanding individuals who exhibit leadership that enriches the post-secondary learning experience. In 2015-2016, the recipients were:

- Lorna Brigden, Academic and Business Manager, School of Business
- Jodi Bucholtz, Marketing and Event Planning Officer, Pembroke Campus
- Margaret Cayen, Program Support Officer, School of Business
- Annie Langdon, Shop Technician, Perth Campus
- Robert Powell, Business Administrator, School of Media and Design
- Jill Reeves, Coordinator Police Foundations, Police and Public Safety Institute
- Janet Scharfe, Professor, School of Health and Community Studies
- Francesco Tangorra, Professor, Algonquin College Centre for Construction Excellence
- Cindy Toffanello, Professor, School of Hospitality and Tourism

Capital Educators' Awards

The Capital Educators' Awards recognize the achievements of outstanding educators and celebrate public education in our community. The 2015-2016 Capital Educators' Award finalists were:

- Cheryl Dowell, Coordinator Business Management and Entrepreneurship, School of Business
- Amanda Keon, Professor, School of Health and Community Studies
- Susan McCaig, Professor, School of Health and Community Studies
- Bradley Moseley-Williams, Professor, School of Media and Design
- Leann Nicholson, Professor, School of Advanced Technology



- Bruno Rocha, Professor, School of Advanced Technology
- Nader Shureih, Professor, School of Media and Design

Students' Association Awards

Faculty Recognition Awards

With the support of the Students' Association, students choose to recognize faculty members who made a significant difference during their stay at Algonquin College. Recipients in 2015-2016 were:

- Louise Lahache, Coordinator Aboriginal Studies, General Arts and Science
- Deborah McConkey, Professor, Perth Campus
- David Orr, Professor, Algonquin College Centre for Construction Excellence
- Noel Pardy, Professor, Pembroke Campus
- Terri Strawn, Professor, School of Health and Community Studies



Chris Wharburton Award of Excellence

This Students' Association award is given annually to a member of the College community who has made an outstanding contribution to student life. In 2015-2016, the recipients were:

- Victor Buglar, Mechanical Maintenance and HVAC Operations, Physical Resources
- Earl Green, Manager Safety and Security Services, Physical Resources

Employee Awards

Employees who demonstrate excellence and foster student success by applying the College values of caring, learning, integrity and respect are honoured with these awards.

Support Staff Award

Presented annually to the employee who worked well with students, colleagues and the public, contributing to student success and the effective operation of his or her department:

- Kelley Grant, School of Hospitality and Tourism

Part-Time Support Staff Award

Presented annually to the part-time employee who worked well with students, colleagues and the public, contributing to student success and the effective operation of his or her department:

- Ryan Mullin, Student Support Services

Team Award

Presented annually to a team recognized as outstanding advocates for the College by working effectively together, demonstrating innovation and contributing to College success:

- Automated Grade Entry Team

Administrative Staff Award

This annual award is presented to an individual who is a role model to his or her colleagues, and has made a significant contribution to the College while demonstrating commitment and professionalism:

- Chris Hahn, Algonquin College Heritage Institute
- Christine Brennan, Public Relations and Communications



Lifetime Achievement Award

Presented to full-time employees who have contributed a minimum of 25 years of distinguished service to Algonquin College:

- Jo-Ann Aubut, Academic Development

Dianne Bloor Part-Time Faculty Award

This award is presented to an individual who has demonstrated outstanding performance at the College over the past three years:

- Jay Smith, General Arts and Sciences

Laurent Isabelle Award

This award is given in recognition of excellence in teaching:

- Jack Hollinger, Algonquin College Heritage Institute

Gerry A. Barker Leadership Award

This award is given in recognition of an employee for outstanding leadership demonstrated through the past year on a specific project or activity:

- Jennifer Langlotz, Health, Safety and Community Studies

Deborah Rowan-Legg Service Excellence Award

Given to a person who has demonstrated outstanding client service in support of student success, embodying the College's core values and expressing a 'Here 2 Help' attitude:

- Nancy Feres, The Print Shop

President's Star Award

The President's Star Award is presented to employees who have been nominated by their peers for: demonstrating a commitment to excellence in their role within the College community; regularly and consistently demonstrating outstanding service; and performing acts of significant merit. The 2015-2016 recipients were:

- Akram Al-Rahha, Professor, Jazan Campus
- Cat Baron, Coordinator Community and Justice Services, Police and Public Safety Institute
- Cheryl Biggs, Project Management and Support, Corporate Training
- Jamie Bramburger, Manager Student and Community Affairs, Pembroke Campus
- Diane Charlebois, Manager, Information Technology Services
- Cathy Collyer, Coordinator Office Administration, School of Business
- Cam Davis, Senior System Administrator, Information Technology Services
- Mike Delgaty, Professor, School of Advanced Technology
- Cathy Duncan, Client Service Representative, Registrar's Office
- Waseem Frieslaar, Marketing Manager, Algonquin College Jazan
- Amanda Hussey, Client Service Officer, Registrar's Office
- Patrick Lambert, Senior Programmer/ Analyst, Information Technology Services
- Catherine Lee, Course Materials Planner and eTextbook Team Member, Ancillary Services
- Scott Liu, Database Analyst, Information Technology Services
- Michelle McRae, Client Service Representative, Registrar's Office
- Helena Merriam, Coordinator Library & Information Technician Program, School of Health and Community Studies

- Robert More, Technical Client Service Representative, Information Technology Services
- Catherine Morris, Administrative Support Officer, School of Hospitality and Tourism
- Robert Parniak, Academic Referral Advisor, Career & Academic Access Centre
- Diana Partridge, Coordinator Pre-Nursing, General Arts and Science
- Brad Pick, Infrastructure Services, Information Technology Services
- Martine Plouffe, Student Success Specialist, Centre for Continuing and Online Learning
- Tess Porter, Professor, Police and Public Safety Institute
- John Renforth, Technologist, School of Media and Design
- Lisa Roots, Professor, Police and Public Safety Institute
- Brenda Rothwell, (former) Executive Director, Foundation
- Bryan Sangster, Parking, Lockers, Coin-Ops and Card Services, Ancillary Services
- Edna Sebag, (Acting) Coordinator Student Records, Registrar's Office
- Mohammad Tabrez Arfin, Facilities, Algonquin College Jazan
- Jennifer Vanderburg, Library Technician, Student Support Services
- Laura Vena, Professor, School of Business
- Cindy Versteeg, Coordinator, School of Health and Community Studies





Philanthropy in – and out – of the classroom

In 2015-2016, students and employees continued to show their generosity and support for a wide range of community causes:

- For the fourth year in a row, Algonquin College students raised the most money of any Canadian college for the Spread the Net Student Challenge to fight malaria in Africa
- Bachelor of Science in Nursing students and faculty provided humanitarian support for a week in impoverished Guatemala
- 20 pre-apprenticeship Construction Trades students rebuilt the aging waterfront boardwalk in Pembroke
- Event Management students held 21 fundraising events for the Children's Wish Foundation
- Bartending students fundraising close to \$500 for the Ottawa Humane Society
- Culinary program students and faculty fed over 2,000 people this year with Operation Big Turkey
- Child & Youth Care students and faculty participated in 12 community-service learning projects raising \$9, 587
- Corporate Training United Way Walk raised \$5,500 with 13 participants taking 234,000 steps covering 15 kilometers
- Welding and Fabrication Techniques program students created an additional 16 beds for the annual Kiwanis bed race.
- Law Clerk and Paralegal students fundraising drive for the Ottawa Mission raised more than \$2,100
- Introduction to Music Industry Arts program students assisted Ottawa Special Events raising \$1,800 for Toy Mountain this year

Measuring our performance

Algonquin College has instituted a balanced scorecard approach to measuring strategic performance. Highlights for Empowered People include:

	2012-2013 Actual	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Target
Employee engagement	3.71	NA	60%	NA	TBC
Leadership training	3.44	NA	55%	NA	TBC

2) In a third class lever, if the force is closer to the axis, is the movement easier/harder?



• harder

3) In a second class lever if the load is moved closer to the force the movement becomes easier or harder? Harder

4) True or false: The longer the lever, the greater the torque?

True

2) During a shoulder press, what 2 occur?

- elbow extension
- shoulder abduction

3) Name 3 factors that apply for

- muscles
- gravity
- external objects

4) How do you create body movement?

- muscle contractions
- neural control & joint



FINANCIAL SUSTAINABILITY

Ensuring financial sustainability in a constantly evolving environment demands an entrepreneurial spirit. We know we must find innovative new ways to control costs, increase revenues and build the strategic business partnerships necessary to meet our capital needs in light of Ontario's challenging economic outlook and current deficit reduction targets.

A new era of energy savings

As the College continues to grow both physically and digitally, reducing energy costs is critically important. Our 20-year Guaranteed Energy Savings Contract (ESCO 2) with Siemens Canada entered an exciting new phase this past year with the construction and installation of a natural gas combined heat and power generator. This co-generation plant will produce two megawatts of power — enough to cover the baseline heat and electricity needs of the entire Ottawa campus and enabling continued operation during electricity outages. The heat generated by the plant will be retained and used to warm our buildings, further reducing our energy expenses.

ESCO 2 gives us the financial flexibility to address a major portion of otherwise unaffordable deferred maintenance (i.e., our backlog of outstanding repairs). By leveraging the energy savings expected over the duration of the agreement, we can make smart investments to address the needs of our existing physical infrastructure operations. Our collaboration with Siemens and Hydro Ottawa has already allowed us to address 27 percent of our deferred maintenance backlog, most notably in the energy efficiency upgrades to the heating, venting, air conditioning, plumbing and lighting systems in some of our older buildings.

\$3+ Million
annual electricity, natural gas, water and
other savings through the ESCO 2 initiative

Charting the evolution of our campus

Algonquin College is responsible for creating and maintaining learning environments for more than 20,000 full-time students each year. To do this in a financially sustainable way, we must consider multiple priorities and respond to changing needs. Two documents key to the development of our Ottawa campus were published last year.

Our Integrated College Development Planning (ICDP) Framework provides a set of principles, processes, scenarios and tools to guide the long-term campus-wide planning



and development of all our physical and digital facilities — from land use and information technology planning to new construction and major renovations.

Building on the ICDP Framework, our Five-Year Master Development Plan outlines short-term projects and initiatives that will set in motion the physical transformation of our Ottawa campus. Many of these are already underway (or soon will be), including the Healthy Living Education initiative. Developed in consultation with College stakeholders, the Master Development Plan centres on four guiding principles: activating our communities for learning, integrating into our community fabric, designing attractive college spaces, and actively stewarding our resources.

Entrepreneurial decision-making

Our Responsibility Center Management budgeting model went live in April 2015, empowering leaders within each school or department to manage their own revenues and operating expenses — and to choose how best to re-invest any gains back into student success. This decentralized approach to strategic resource allocation promotes collaboration, innovation and entrepreneurship across the College.

The rollout of the Responsibility Center Management model was the result of two years of extensive consultation with all 31 departments within the College, enabling a very smooth transition from our previous financial reporting practices. The development of an operational plan for 2016–2017 as well as strategic recommendations for future applications will further align our delivery of academic excellence with our commitment to financial sustainability.

400 

The second annual conference drew over 400 participants including employers in Cyber Security and Information Technology, local high school students, our College students and employees.

Improved efficiency through automation

Last year, the College's Information Technology Services division delivered several major automation projects to enhance key College processes. For the first time, in Fall 2015 faculty were able to enter grades directly into the Student Information System online portal. By the end of 2015, grades for more than 3,700 courses had been entered this way, eliminating the manual entry of 100,000 grades each term.

Project Fusion — the replacement of our enterprise resource planning (ERP) solution to modernize Human Resources (HR), finance and payroll operations — has now entered its implementation phase. Last year we selected a technology vendor (Workday), established an implementation team, and created communities of practice to give our users a chance to test and provide feedback on the new systems. The revamped HR and Payroll systems are expected to go live by December 2016.

ON-TARGET WITH ETEXTBOOKS




Our financial sustainability depends on the continued adoption of new digital technologies. With eTextbooks, students can access the materials they need at a fraction of the cost of printed texts and faculty can enrich learning experiences with new functionality. Last year, 14,900 students used eTextbook resources across 110 programs, supported by new processes involving cross-departmental collaboration among our Ancillary Services and academic teams, the Registrar's Office and Learning Teaching Services. The College is well on the way to having 100 percent of our students access textbooks digitally by 2017.

Significant information technology infrastructure enhancements boosted performance across our Canadian campus locations. An upgrade to the wireless system in the Residence helped students maintain connectivity in the newly renovated space. Increasing Internet capacity with fully redundant links across our Ottawa, Perth and Pembroke locations improved performance by as much as 75% — up to 3.4 Gbps. The migration of the Blackboard Learning Management System (LMS) to a new environment significantly improved system response and reliability for students and employees.

Embracing new technologies and partnerships

Partnering with the business community is another key to financial sustainability. Last year we welcomed Pro Physio to our Ottawa campus, which opened its newest location in the Student Commons in October 2015. Making up part of our broader Healthy Living Education initiative, it offers physiotherapy, sports medicine, acupuncture and orthotics services to the College community and to members of the public. Pro Physio is also providing hands-on work placements at its locations across the city to students in our Massage Therapy, Fitness and Health Promotion, and Occupational Therapist Assistant and Physiotherapist Assistant programs.

114,624 

unique clients used College Wi-Fi on 15,555 devices at an average of 1.4.2 Gbps of bandwidth across Ottawa, Perth and Pembroke campus locations.

As part our drive for a smarter, more sustainable printing solution, last year we signed an agreement with Konica Minolta for a new fleet of multifunction devices to be installed across campus in 2016. These powerful new devices will reduce the number of printers in our facilities while consuming less paper and energy.

Measuring our performance

Algonquin College has instituted a balanced scorecard approach to measure strategic performance. Highlights for Financial Sustainability include:

	2012-2013 Actual	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Target
Alternate revenues	29.1%	30.0%	31.3%	31.0%	32%
Number of organizations served through Corporate Training	296	306	338	406	400
Cash, in-kind contributions and returns from alternative financing	\$4.6M	\$3.05M	\$18.5M	\$15.0M	\$10.0M
College data accessible through a common Business Intelligence (BI) portal	15.0%	50.0%	88.0%	96.0%	100%
Availability of wireless network to all stakeholders	99.0%	95.0%	99.1%	99.9%	99.9%
Availability of College networks and Internet access	99.0%	98.0%	99.7%	99.9%	99.9%

ALGONQUIN COLLEGE FOUNDATION

The Algonquin College Foundation inspires charitable investments that meet the needs of students and community both today and tomorrow — raising vital funds for scholarships, bursaries, awards, instructional equipment and capital projects that will help us provide quality and accessible education. It also raises funds to advance applied research activities that help solve real-world business problems and create jobs across our region. Algonquin College is uniquely positioned to meet the evolving talent demands of employers with graduates that spark the engine of the local economy. Our donors provide the fuel that is essential to that student success.

A foundation for success

The community continues to support the Algonquin College Foundation's efforts with exceptional generosity: this past fiscal year, donors gave \$4.4 million in donations and pledges. These funds are vital for priority needs such as scholarships, bursaries, awards, instructional equipment and critical renovations to classrooms and lab space. More than \$2,724,000 in cash and gifts-in-kind (not including endowment portfolio fees or disbursements) was raised in 2015-2016.

The Foundation was especially proud to receive a transformational \$1 million donation from the estate of Anita Garbarino Girard to help fund the development and construction of the Garbarino Girard Centre for Innovation in Seniors Care. As a result of this gift — the first major donation toward the College's Health Living Education initiative — students across the College will be able to enjoy

hands-on learning experiences in an innovative living lab setting.

Last year, 1,348 awards, bursaries and scholarships (worth a combined total of \$1,048,772) were distributed to Algonquin College students. Many of these came in the form of endowed gifts from people and organizations in our community. A total of 12 new endowed bursaries and scholarships were introduced in 2015-2016.

All of this work is now led by the Foundation's new Executive Director, Amy Desjardins. Arriving at Algonquin College in June 2015, she brings with her close to 30 years of experience in the Ottawa philanthropic community, having previously led fundraising initiatives for organizations such as Bruyère Continuing Care, the University of Ottawa, the Canadian Red Cross and the Ottawa General Hospital.

Paying tribute to local legends

In November, the Foundation hosted the 85th birthday celebrations of legendary Ottawa food journalist Gay Cook. The event served as a launch of the Foundation's "Raising Dough" campaign to build a new bakery that will enhance the facilities used by our Baking and Pastry Arts students — and open up future possibilities for expanded programming in this area. The Foundation also offers a bursary in Gay's name to benefit financially challenged students in the School of Hospitality and Tourism.



 1,348

Privately-funded Awards, Bursaries and Scholarships distributed in 2015-2016 at a value of \$1,048,772

Gordon Esnard, Assistant General Manager of Food Services, announced his retirement this past year. In honour of his 41 years of service at Algonquin College, donors established the Gordon Esnard Bursary to support future students of our Radio Broadcasting program. The bursary stems from Gordon's long-running practice of granting interviews when nobody else was available — making him the go-to source for hundreds of aspiring broadcasters and journalists over the years.



Recognizing the excellence of our graduates

The Foundation oversees the College's relations with its alumni, who serve as prominent ambassadors by illustrating the value of an Algonquin College education through their career success. Six graduates were nominated by the College for the Colleges Ontario 2015 Premier's Awards:

- Greg Kells, President, Sunbelt Business Brokers Canada (Class of 1970, Business Administration)
- Christine Gaitens, Chief of Child and Youth Services, Toronto District School Board (Class of 1991, Child and Youth Worker)
- Janice Dean, Senior Meteorologist, Fox News Channel (Class of 1992, Radio and TV Broadcasting)

\$4.4 Million

This past fiscal year the community supported the College and our students with an exceptional \$4.4 million in donations and pledges.

- Dean DiMonte, President, Premergency Inc. (Class of 1986, Paramedic)
- Philippe Smith, Owner, Smith and Barber Sculpture Atelier Inc. (Class of 2004, Heritage Masonry)
- Derek Lothian, Vice President, Canadian Manufacturers and Exporters (Class of 2011, Public Relations)

At the convocation ceremony in Pembroke in June 2015, Jason Blaine was named Algonquin College Alumnus of the Year. A 2001 graduate of the Business program, Jason combined his raw musical talent with the business skills he learned at Algonquin College to become one of Canada's leading country musicians.

At each year's convocation ceremonies, Algonquin College bestows honorary degrees and diplomas on individuals for their lifetime achievements and service to the Ottawa community. The 2015 recipients were:

- Anthony Pollard, President of the Hotel Association of Canada
- Dr. Robert Cushman, Former CEO of the Champlain Local Health Integration Network
- Hon. Vernon White, Senator, Former Chief of the Ottawa Police Service
- Shirley Westeinde, Chair of Westeinde Properties Ltd.
- Harvey Glatt, award-winning music promoter, manager and broadcaster

Our congratulations and appreciation to these very deserving community leaders.

FINANCIAL REPORT

Year Ended March 31, 2016 - The Audited Consolidated Financial Statements are part of the public record and made available on the College website at www.algonquincollege.com/reports

Revenue

Grants and reimbursements	\$XXX.XX
Student tuition fees	\$XXX.XX
Contract educational services	\$XXX.XX
Ancillary services	\$XXX.XX
Other	\$XXX.XX
Amortization and write-off of deferred capital contributions	\$XXX.XX
	\$XXX.XX

Expenditures

Salaries and benefits	\$XXX.XX
Building maintenance and utilities	\$XXX.XX
Instructional supplies and equipment	\$XXX.XX
Bursaries and other student aid	\$XXX.XX
Interest	\$XXX.XX
Amortization and write-off of capital assets	\$XXX.XX
Ancillary services	\$XXX.XX
Other	\$XXX.XX
Subtotal:	\$XXX.XX
Changes in vacation, sick leave and post-employment benefits liabilities	\$XXX.XX
	\$XXX.XX
Excess of revenue over expenses	\$XXX.XX

*Expressed in millions of dollars

BOARD OF GOVERNORS

As of October 1, 2010, in accordance with amendments to Ontario Regulation 34/03, one third of the College's external members of the Board of Governors are to be appointed by the Lieutenant Governor in Council (LGIC) and two thirds by the College Board. Colleges forward requests to the Colleges Unit of the Ministry of Training, Colleges and Universities (MTCU) with three nominees for each vacant position to be filled as an appointee.

Across Ontario, nominees are put forward to MTCU based on a skills matrix and an assessment that includes qualifying interviews (which evaluate skills and willingness to serve, and review role expectations and responsibilities). Members of the public interested in serving on a college board may submit their names directly to the Public Appointment Secretariat (PAS) or by contacting Ontario colleges directly for their consideration.

Governors	Title	First Appointed	Current Term Expires
Kathryn Leroux	Chair	September 1, 2011	August 31, 2016
Mark Sutcliffe	Vice Chair	September 1, 2011	August 31, 2016
Nancy Cheng	Chair, Audit & Risk Management Committee	September 4, 2012	August 31, 2018
Peter Nadeau	Chair, Governance Committee	September 1, 2013	August 31, 2019
James Brockbank	Chair, Academic & Student Affairs Committee	September 1, 2014	August 31, 2019
Fred Blackstein	Governor	September 1, 2012	August 31, 2016
Pam Auchterlonie	Support Staff Representative	September 1, 2014	August 31, 2017
Shubham Bawa	Student Representative	September 1, 2015	August 31, 2016
Lynne Clark	Governor	September 1, 2011	August 31, 2017
Shellee Fournier	Governor	September 1, 2015	August 31, 2018
Sherryl Fraser	Administrative Staff Representative	September 1, 2014	August 31, 2017
Stephen Heckbert	Academic Representative	September 1, 2015	August 31, 2018
Cheryl Jensen	President		
Dr. James Robblee	Governor	September 1, 2014	August 31, 2017
Kelly Sample	Governor	September 1, 2014	August 31, 2017
Michael Tremblay	Governor	September 1, 2015	August 31, 2018
Michael Waters	Governor	September 1, 2013	August 31, 2019

COMPLIANCE

The Communications, Marketing and External Relations department ensures the community is aware of events and announcements, with media relations, internal communications and advocacy with government representatives. The department promotes corporate and employee events that are often open to students, business and community stakeholders, including the opening of new buildings, keynote speakers and executive town halls, coffee breaks, breakfasts and barbeques. Communications with the student body are achieved through a variety of means including email and announcements in the Algonquin College Student Information System and the Learning Management System, Blackboard. The department coordinates the production of corporate documents to meet the provincial government’s governance and accountability requirements such as the Annual Report.

The Algonquin College Marketing department actively builds and enhances the Algonquin College brand and profile inside and outside College doors. With traditional print, outdoor, advertising and the latest in digital technologies the department generates and qualifies leads. The Recruitment department keeps close ties to contacts across regional secondary schools and community groups holding open houses, offsite presentations, on campus visits, tours and outbound calling to reach those interested in our College.

In compliance with the Responsibilities of the Board (BGI-01, 2-5), the Algonquin College Board of Governors agree that the College communications with students, business, community stakeholders, and with the Ontario provincial government has been ongoing and effective through the 2015-2016 fiscal year.

The Board of Governors also agree that the College has operated in accordance with legal and regulatory requirements through the 2015-2016 fiscal year in compliance with the Responsibilities of the Board (BGI-01, 2-6).

SUMMARY OF ADVERTISING AND MARKETING COMPLAINTS

For the period April 1, 2015 — March 31, 2016, as specified in the Minister’s Binding Policy Directive on the Framework for Programs of Instruction, which sets out college program advertising and marketing guidelines, Algonquin College has received no complaints from its students regarding advertising and marketing of College programs.

Nature of Complaint	Date Received	How Resolved or Addressed	Date Resolution Communicated to Student	Working Days to Resolve
NIL	NIL	NIL	NIL	NIL

ALGONQUIN COLLEGE FOUNDATION BOARD OF DIRECTORS, 2015-2016

Executive

John Owens

(Chair), Branch Manager, Revay & Associates Ltd.

Rodney Wilson

(Vice Chair) Senior Director, Research Networks, Ciena Corporation Canada

Rod Vanier

(Secretary) Partner, Landry, Vanier & Associates

Duane McNair

(Treasurer), Vice President, Finance and Administration, Algonquin College

Lynne Clark

(Representative, Board of Governors, Algonquin College), Director, Donor Relations, United Way

Cheryl Jensen

President, Algonquin College

Directors

Rena Bowen

Director, Nursing Inspector, Ontario Ministry of Health and Long-Term Care

Deneen Perrin

Director, Public Relations, Fairmont Chateau Laurier

Michael Dunlop

Director, President, MGD Capital Corporation

Michael O'Byrne

Director, News at Noon Anchor, CTV Ottawa

Rabbi Reuven Bulka

Director

Sara Grainger

(Student Association Representative), President, Algonquin College Students' Association

Vasilios (Bill) Sioulas

Director, Regional Director, Econo Petroleum

D. Randy Tivy

Director, Vice President, CBOMC; Partner, Collins Barrow Ottawa LLP

Jeff Turner

Director, Vice President, Chief Development Office, Kind Canada and 2011 Alumnus of the Year

ALGONQUIN COLLEGE ALUMNI AND FRIENDS NETWORK ADVISORY COMMITTEE, 2015-2016

Rena Bowen

(Chair), Nursing 1977, Nursing Inspector, Ontario Ministry of Health and Long-Term Care

Tanya Buckley

Publicité, 1989, Vice President Sales and Marketing, Cardel Homes

Michel Gauthier

Études en Loisirs, 1974, Executive Director, Canadian Garden Council

Alex Hosselet

Business SME/Business – Marketing, 2009-2010, Digital Marketing Strategist

Richard Lee

Business Administration – Accounting, 1990, President, Lee and Associates

Louise Mitchell

Retiree representative

Kathy Prescott

Electronic Engineering Technician, 2004, Pembroke, Renfrew County District School Board

Kelly Rusk

Public Relations, 2006, Communications Director and Partner, Banfield

Jason Tudor-Roberts

Recreation Facility Management, 2001

ALGONQUIN COLLEGE

EXECUTIVE TEAM, 2015-2016

Cheryl Jensen	President
Claude Brulé	Senior Vice President, Academic
Marc Fares	Vice President, Digital Technologies and Innovation
Duane McNair	Vice President, Finance and Administration
Cathy Frederick	Vice President, Human Resources
Doug Wotherspoon	Vice President, International and Strategic Priorities
Laura Stanbra	Vice President, Student Services
Scott Anderson	Executive Director, Communications, Marketing and External Relations

ALGONQUIN COLLEGE

LEADERSHIP TEAM, 2015-2016

Academic

Jo-Ann Aubut	Academic Development
Chris Janzen	Faculty of Technology and Trades
Barbara Foulds	Faculty of Health, Public Safety and Community Studies
Robyn Heaton	Faculty of Arts, Media and Design
Dave Donaldson	School of Business
Jim Kyte	School of Hospitality and Tourism
Chris Hahn	Algonquin College Heritage Institute
Karen Davies	Algonquin College in the Ottawa Valley
Sandra Larwill (Acting)	Centre for Continuing and Online Learning

Administrative

Mark Leduc	Academic Operations and Planning
Amy Desjardins	Algonquin College Foundation
Brent Brownlee	College Ancillary Services
Joe Ranieri	Business Development
Cathy Dempsey	Finance and Administrative Services
Michael Gawargy	Information Technology Services
Ernest Mulvey	International Education Centre
Diane McCutcheon	Labour Relations
Glenn MacDougall	Learning and Teaching Services
Eric Hollebone	Marketing
Mark Hoddenbagh	Partnerships and Applied Research
Todd Schoneville	Physical Resources
Krista Pearson	Registrar
Shelley Styles	Student Support Services

CHAIRS COUNCIL, 2015-2016

Claude Brulé (Co-chair) Nancy Makila	Office of the Senior Vice President Academic
Margaret Cusson Harpreet Singh	Academic Development
Sandra Heron	Academic Operations and Planning
Katherine Root	Human Resources
Peter Larock Claire Ramsay Sherryl Fraser Andrew Coxhead	Faculty of Arts, Media and Design
Joan Degan Jane Trakalo Marlene Tosh Sandra McCormick Laura Cohen	Faculty of Health, Public Safety & Community Studies
Shaun Barr Andrew Pridham (Co-chair) Eric Marois David Thibodeau Rebecca Trueman	Faculty of Technology & Trades
Michael Bakogeorge Altaf Sovani	School of Hospitality and Tourism
Peter Fortura Mary Grammatikakis Carol Ann Samhaber (Acting)	School of Business
Silvia Garcia	Language Institute
Farbod Karmi Larry Weatherdon	Learning and Teaching Services
Gerry Salisbury	Algonquin College Heritage Institute
Ian Pinneau (Acting) Lynn Jacques (Acting)	Algonquin College in the Ottawa Valley
Pat Lychak Fiona Murray Jodi Joffray Lorna Brigden Wes Wilkinson	Centre for Continuing & Online Learning (Academic Managers)

COLLEGE ACADEMIC COUNCIL REPORT

The Ministry of Training Colleges and Universities (MTCU) requires the Algonquin College Board of Governors to establish an advisory college council, known as the College Academic Council. The College Academic Council provides a means for College students and staff to offer advice to the College President on matters they deem important to their constituents. The College Board of Governors ensures

that the structure, composition, terms of reference and procedures for the council are established in by-law. The College Academic Council Report 2015–2016 will constitute part of the public record, and as such, with governance approval, will be made available in full on the College website at <http://www.algonquincollege.com/reports/>

Chair	Jeffrey Ross		September 2015	September 2016
Academic Staff	Jeffrey Ross	Algonquin Centre for Construction Excellence	September 2014	August 2016
	Sean Beingessner	School of Advanced Technology	September 2014	August 2016
	Colette Garvin	School of Business	January 2013	August 2016
	Judy Flieler	School of Health and Community Studies	September 2015	August 2017
	Mario Ramsay	School of Hospitality and Tourism	September 2015	August 2017
	Steve Neumann	School of Media and Design	September 2014	August 2016
	Janna Holmes	General Arts and Science	September 2014	August 2016
	Kilmeny West	Career and Academic Access Centre	September 2015	August 2017
	Claire Tortolo	Language Institute	September 2015	August 2017
	Jack Wilson	Police and Public Safety Institute	September 2013	August 2017
	Michelle Osmond	Algonquin College in the Ottawa Valley	January 2012	August 2016
	Rod Bain	Heritage Institute	September 2013	August 2017
	Melissa Spears	Counsellors	September 2014	August 2016
	Brenda Mahoney	Librarians	September 2014	August 2016
	Deborah Buck	Support Staff	September 2013	August 2015
	Rebecca Volk	Centre for Organizational Learning	September 2014	August 2016
	Leslie Wyman	Past Chair	September 2015	August 2016
Students	Sara Grainger	President, Students' Association	May 2015	April 2016
	Chris Kolberg	Director, Students' Association	May 2015	April 2016
Dean	Jim Kyte	School of Hospitality and Tourism	September 2014	August 2016
Chair	Sherryl Fraser	General Arts and Science	September 2014	August 2016
Ex. Officio Members	Claude Brulé	Senior Vice President, Academic		
	Laura Stanbra	Vice President, Student Services		
	Krista Pearson	Registrar		

MULTI-YEAR ACCOUNTABILITY AGREEMENT REPORT BACK

The Differentiation Policy Framework provides a balanced and collaborative approach to better support the government's vision and priorities for postsecondary education, while supporting institutions in demonstrating leadership through their distinct contributions. Reporting by colleges and universities to the ministry continues to be an integral part of the government's relationship with institutions. The ministry has re-profiled the Multi-Year Accountability Agreements (MYAAs) as the interim accountability reporting mechanism for Strategic Mandate Agreements. Elements in the report-back template have been reviewed to reduce duplication and reporting burden. Strategic Mandate Agreements include system-wide metrics for all institutions such as the number and proportion of Aboriginal, first generation, students with disabilities, and francophone students at an institution; the number and proportion of international students enrolled in Ontario (as reported in annual institutional enrollment reporting) and the proportion of an institution's enrollment that receive funds from the Ontario Student Assistance Program (OSAP). For more information regarding the Algonquin College Strategic Mandate Agreement, please view the full report here:

<http://www.algonquincollege.com/reports/>



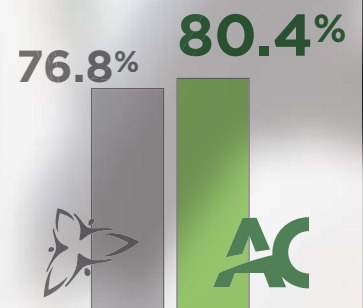
KEY PERFORMANCE INDICATOR (KPI) PERFORMANCE REPORT

The provincial government requires all colleges to gather and report on five Key Performance Indicators (KPIs). A common methodology is used to administer the data and calculate the results which are published annually by Colleges Ontario on behalf of the Ministry of Training, College and Universities (MTCU). The Algonquin College KPI performance results are shown here in comparison to the 2015-2016 provincial average. Find out more about key performance indicators tracked by Ontario colleges at www.collegesontario.org/outcomes/key-performance-indicators.html



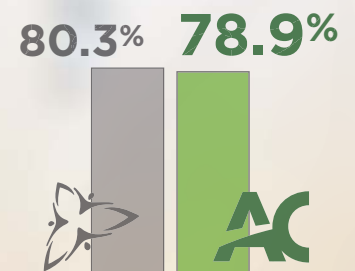
Student satisfaction

The percentage of overall student satisfaction reflecting the student experience at Algonquin College by summarizing, and giving equal weighting to, student responses in June 2015, November 2015 and February 2016 that measure the: usefulness of the knowledge and skills they acquire in their College programs for their future careers; quality of College program learning experiences; quality of College facilities and resources; and quality of College services.



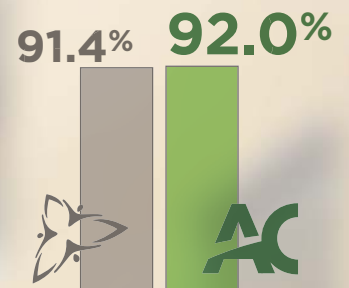
Graduate satisfaction

The percentage overall of Algonquin College graduate satisfaction summarizing graduate responses to the question of the usefulness of their College education, six months after 2014-2015 graduation.



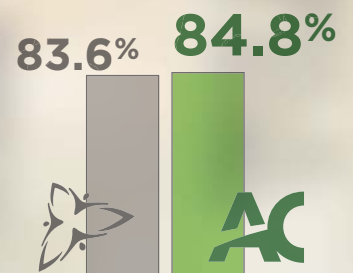
Employer satisfaction

The percentage overall reflecting employer satisfaction with the employee's College preparation for the work the 2014-2015 graduate was hired to undertake.



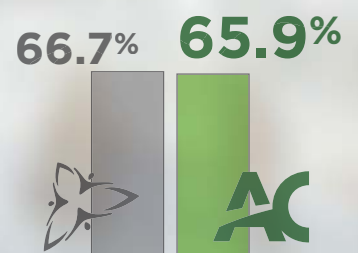
Graduate employment

The percentage of Algonquin College graduates who are in the labour force, and who are working during a standard reference week, six months after 2014-2015 graduation.



Graduation rate

The percentage of students who graduated from Algonquin College programs within twice the normal program duration in comparison to the number who started programs. The extended period for graduation accommodates those students who take absences from their studies, complete their program on a part-time basis or have to repeat courses. The results include responses from students who started one-year programs in 2013-2014, two-year programs in 2011-2012, three-year programs in 2009-2010, and four-year programs in 2008-2009, and who had graduated by 2014-2015.



ALGONQUIN COLLEGE

Information for future students

www.algonquincollege.com/future-students

Information for parents

www.algonquincollege.com/future-students/parents-guardians

Information for counsellors

www.algonquincollege.com/future-students/teachers-counsellors

Ottawa Campus

1385 Woodroffe Avenue
Ottawa, ON K2G 1V8

Local: 613-727-0002
Toll-free: 1-800-565-GRAD (4723)
TTY: 613-727-7766
24 hour fax machine: 613-727-7754
InPerson Service: Room C150

Perth Campus

7 Craig Street
Perth, ON K7H 1X7
Phone: 613-267-2859
Fax: 613-267-3950

Pembroke Campus

1 College Way
Pembroke, ON K8A 0C8
Phone: 613-735-4700

2012-2017	2011-2012	2012-2013	2013-2014	2013-2014	2014-2015	2014-2015	2015-2016	2015-2016	2016-2017	2015-2016
Strategic Direction	Baseline	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Scorecard
CHAMPION APPLIED EDUCATION AND TRAINING										
Goal 1: Graduation Rate	62.4%	64.0%	64.0%	64.2%	66.5%	64.5%	68.0%	65.9%	70.0%	46%
Goal 1: Retention Rate	84%	86.5%	86.5%	86.9%	87.0%	87.3%	88.0%	86.8%	89.0%	56%
Goal 2: Enrolment (PSE) and others	18,207	19,517	19,517	19,853	20,345	21,106	20,750	21,059	21,107	98%
Goal 2: Enrolment (online - FTE)	2,300	2,613	2,613	3,086	3,300	3,120	3,500	3,493	3,500	99%
Goal 2: Enrolment (PSE international - FTE)	1,000	976	976	1,138	1,140	1,373	1,355	1,592	1,400	148%
Goal 2: Students enrolled in applied degrees	324	367	367	375	575	469	531	500	800	37%
Goal 2: Students enrolled in graduate certificates	541	633	633	812	840	723	920	826	1,000	62%
Goal 3: Online courses offered	71	106	106	120	127	133	140	149	150	99%
Goal 3: Unique hybrid courses offered	82.4	880	880	999	1,140	1,083	1,230	1,183	1,424	82%
Goal 3: Erolment (PSE - mobile)	14.5%	38.0%	38.0%	82.0%	90.0%	97.0%	95.0%	97.0%	100%	96%
Goal 4: Programs with work experience opportunities	70.0%	75.0%	75.0%	86.1%	85.0%	86.3%	93.0%	96.3%	100%	88%
Goal 4: Students engaged in applied research & development	500	629	629	754	825	1,035	890	1,497	950	222%
STUDENT & CLIENT SUCCESS										
Goal 5: Student satisfaction	79.8%	81.5%	81.5%	80.7%	82.1%	80.2%	82.5%	80.4%	83.5%	16%
Goal 5: Employer satisfaction	92.1%	94.1%	93.4%	93.9%	93.0%	88.7%	94.0%	92.0%	93.9%	-6%
Goal 5: Alumni satisfaction	NA	NA	NA	86.0%	87.5%	88.1%	88.5%	80%	90.0%	-150%
Goal 6: Business processes developed to measurably lower cost and/or improve productivity	0	10	20	33	30	37	40	50	50	100%
EMPOWERED PEOPLE										
Goal 7: Employee engagement	NA	3.71	3.71	NA	3.90	60.0%	NA	NA	62.0%	
Goal 8: Leadershp training	NA	3.44	3.44	NA	3.70	50.0%	NA	NA	51.5%	
FINANCIAL SUSTAINABILITY										
Goal 9: Funded Operational Exp. Aligned to provincial funding	Completed									100%
Goal 10: Alternative revenues	29.0%	29.1%	28.8%	30.0%	31.0%	31.3%	31.0%	31.0%	32%	67%
Goal 10: Number of organizations served through Corporate Training	230	296	300	306	325	338	338	406	400	104%
Goal 11: Cash, in-kind contributions, and returns from alternative financing	0	\$4.6M	\$3.5M	\$3.05M	\$6.5M	\$18.5M	\$15.8M	\$15.0M	\$10.0M	193%
Goal 12: College data accessible through a common BI portal	10.0%	15.0%	25.0%	50.0%	50.0%	88.0%	75.0%	96.0%	100%	96%
Goal 12: Availability of wireless network to all stakeholders	85.0%	99.0%	95.0%	95.0%	96.0%	99.1%	98.5%	99.9%	99.9%	100%
Goal 12: Availability of College networks and Internet access	78.0%	99.0%	95.0%	98.0%	96.0%	99.7%	98.5%	99.9%	99.9%	100%
OVERALL										
										76%

Board Key Messages

An update to the Board of Governors on recent College news.

Recent Success Stories



Students from 17 high schools participated in **Algonquin's third annual High School Culinary Championship**. Top students received tuition scholarships for the School of Hospitality and Tourism and all participants had a chance to show off their kitchen skills!

"AC Success: Our Actions Make a Difference!"

This year's annual Kaleidoscope Conference brought together a record number of employees with the goal of deepening our understanding of the College as a whole.

Algonquin hosted the first national government relations conference in partnership with Colleges and Institutes Canada. Over 30 colleges from across the country were represented. A college tour was given as well as a presentation on the Algonquin connected model for government relations and communications.

Algonquin hosted **Two Assistant Deputy Ministers** from Employment and Social Development Canada to see examples of Work Integrated Learning.

CTV Ottawa Morning Live attended Applied Research Day to witness the leading edge applied research being done in collaboration with industry. Our students showcased a CNC grinding device they built for \$130,000 that typically runs upwards of \$500,000.

Algonquin College's Academic Partnerships team welcomed 100 high school students to the Innovation, Creativity and Entrepreneurship (ICE) training program on March 9.

In the Community



Governor General praises Algonquin volunteers. His Excellency the Right Honourable David Johnston, Governor General of Canada, was welcomed into the AC Hub for a roundtable discussion with student volunteers and volunteerism administrators. Together they also participated in a community project — packing snacks and preparing sandwiches.

Hair Donation Ottawa fundraiser raises \$96,000. 60 stylists, 50 volunteers, 290 registrants and 15 of AC Hair Stylist students plus staff contributed to the donation of 4,253 inches of hair for wigs, and \$96,000 towards cancer research.

The Co-op department raised more than \$1,000 in support of childhood cancer which goes toward Nokia's five-year commitment to raise \$1 Million for Candlelighters.

Over 1,350 high school students from six Eastern Ontario school boards participated in **Connection Day**. This three-day hands on experience is part of the Pathway Mentoring Program that focuses on career and pathway planning. Algonquin programs, learning support options, and academic prerequisites were among topics highlighted.



In the News

Canada's Minister of Environment and Climate Change, **Catherine McKenna**, **joined Algonquin staff and students on campus**. Three other experts joined to host an important panel discussion on climate change that was broadcast live across Canada and around the world via Facebook Live.

Exciting news regarding Entrepreneurship and Innovation — we recently submitted a \$45-million proposal to the federal government to help us fund the Algonquin College Innovation, Entrepreneurship and Learning Centre and the Institute for Indigenous Entrepreneurship. Cheryl Jensen's op-ed was featured in the **Ottawa Citizen** and tweeted by the Minister of Energy, Bob Chiarelli.

Algonquin and Siemens launched our joint **Guaranteed Energy Savings Contract project**, known as ESCO 2. The **Ottawa Citizen** highlighted this innovative collaboration that has resulted in reducing carbon emissions by 1,400 tonnes and saving over \$3 million annually.

The new Indigenous Cook Pre-Apprenticeship program is attracting attention nationwide. Algonquin launched a new unique one-year program for 20 students from across Canada. Ontario's Deputy Minister of Training, Colleges and Universities, Sheldon Levy, attended the launch to acknowledge his Ministry's financial support for this program and the example of partnership with Indigenous communities it represents. **Aboriginal Peoples Television Network, the Ottawa Citizen**, and **CBC** featured the launch.



Report title:	Project Fusion Benefits Measurement Framework
Report to:	Board of Governors
Date:	June 13, 2016
Author/Presenter:	Marc Fares, Vice President, Digital Technologies and Innovation

1. RECOMMENDATION

THAT the Board of Governors accepts the Benefit Measurement Framework for Project Fusion for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to describe Project Fusion's Benefit Measurement Framework, in response to a follow-up item from the December 14, 2015 and April 11, 2016 Board of Governors' meetings. Project Fusion is a major business transformation initiative for the College for Human Resources, Finance and Payroll, using a Software as a Service (SaaS) solution called Workday. Benefits relate to both process and technology improvements and are targeted to be realized by 2017-2018. Given the investment, the project team committed to developing a framework for identifying, measuring and reporting benefits as resulting from business transformation and the implementation of Workday.

The implementation phase of Project Fusion is on track with the design stage nearing completion for the Human Resources and Payroll which becomes operational on December 16, 2016. The team has also completed the planning stage and initiated design for the Financials portion which will be operational in April 2017.

3. BACKGROUND:

The Enterprise Resource Planning Strategy for the College was endorsed by President's Council in January, 2014. Project Fusion is part of the Enterprise Resource Planning strategy to replace the 25 year old custom developed Human Resources/Payroll System and the 13 year old financial system (PeopleSoft), leveraging technology to transform business processes. The strategic vision includes:

- Creates college-wide technological foundation and alignment with the digital direction;
- Enables a sustainable, automated and modernized business processes;
- Enables data integration (student, employee and administration) for data-driven decisions;
- Fosters an environment of continuous improvement.

Project Fusion’s objective is to improve service delivery and achieve efficiencies by innovating, streamlining and integrating. The benefit measurement framework focuses on measuring these objectives.



4. DISCUSSION:

Purpose of the Benefit Measurement Framework

The intent of the Project Fusion Benefit Measurement Framework is to provide a practical, manageable and focused approach for the College that demonstrates results and resonates with stakeholders. The targeted benefits are, in essence, to:

- **Save employee time** spent on processing administrative transactions, allowing for re-direction to value-added activities;
- **Improve the employee experience** by providing tools that are easy to use and intuitive;
- **Reduce risk** by modernizing our systems and processes, improving controls and positioning the College for continuous improvement.

Approach

The first step in the benefit measurement framework identified the following benefit categories:

- Cost avoidance, savings from existing licensing and operating costs associated with the legacy applications;
- Process efficiencies and effectiveness, benefits related to saving time in processing transactions, including decreasing wait times and handoffs, and allowing for smarter, more intuitive ways to access information and enable better decisions;
- Employee wellness and engagement by providing the right tools, consistency in process and enabling a better balance in workload; and,
- Risk avoidance, replacing aging legacy systems is a necessary investment to ensure business continuity and enable the College to leverage technology to improve efficiencies.

The approach to developing Project Fusion’s benefit measurement framework includes:

- **Confirm process scope and identification of common metrics** for all processes— a [total of twelve human resource processes and eleven financial processes](#) are included in the scope of Project Fusion;

- ii. **Select priority processes and corresponding metrics** based upon the following key drivers:
 - stakeholder/employee benefit reach, processes that benefit that majority of College employees
 - strategic linkages including addressing required improvements from the President's Listening Tour, Strategic Plans, and Audit Results
 - tangible and quantifiable benefits, including metrics that can be objectively measured and results that are easily tracked and maintained
- iii. **Determine current baseline for applicable processes** in order to compare against future state;
- iv. **Determine targets;** and
- v. **Measure and report.**

Benefit Measurement Framework

The benefit measurement framework consists of both common and process specific metrics as described below.

Common metrics - All financial and human resource processes

Cost avoidance from the elimination of the legacy systems and process efficiencies from automation are common benefits for all financial and human resource processes. The following key metrics and targets will be measured, maintained and reported (against the current baseline):

- Dollar savings from the elimination of licensing and other operating costs related to the legacy applications
- Reduction or elimination of the # of manual processes
- Reduction or elimination of the # of paper based forms.

In addition, a number of qualitative benefits have been identified as part of the benefit measurement framework and are summarized below:

Benefit Category	Measurement Approach/Input	Benefit Target
Employee engagement and wellness and process effectiveness	<ul style="list-style-type: none"> • Employee engagement/ satisfaction (surveys) 	<ul style="list-style-type: none"> • Ease of use, streamlined, consistent processes • Better decisions - complete, accessible, integrated, consistent and up-to-date information • Visibility of transaction status, including approvals • % increase in employee satisfaction w/

Benefit Category	Measurement Approach/Input	Benefit Target
		processes/tools
Process Effectiveness	<ul style="list-style-type: none"> Audit findings Employee engagement/satisfaction (surveys) 	<ul style="list-style-type: none"> Increased compliancy to policies Improvement to internal controls Transaction audit trail
Risk Avoidance	<ul style="list-style-type: none"> Audit findings Workday adoption rate 	<ul style="list-style-type: none"> Best practice based applications Enabled for continual improvement 100% adoption

High Impact / priority financial and human resource processes

A total of seven priority processes have been selected based upon stakeholder/employee reach, strategic linkages and tangible, quantifiable benefits and are identified in the table below:

Process	Metric	Target
Time entry and approval	<ul style="list-style-type: none"> Processing time from creation of timesheet to timesheet approval by manager to inclusion in payroll processing 	% reduction (time)
Leave entry and approval	<ul style="list-style-type: none"> Processing time from leave entry to approval and updated leave balances 	% reduction (time)
Recruiting	<ul style="list-style-type: none"> Processing time from request to fill to job posting 	% reduction (time)
Accounts Receivable	<ul style="list-style-type: none"> Processing time from the initial request to issuance of the invoice to the customer 	% reduction (time)
Travel Authorization and Claims	<ul style="list-style-type: none"> Processing time from travel authorization to approval; claim entry to approval to reimbursement 	% reduction (time)
Payroll	<ul style="list-style-type: none"> % reduction in processing time resulting from elimination of duplicate entries and improvements to effective dating/retroactive capabilities. 	% reduction (time)
Procure to pay	<ul style="list-style-type: none"> \$ savings from strategic procurement 	% reduction (costs)

Benefit Realization Reporting

Based upon the framework, reporting on the realization of benefits will start September 2017 for Human Resources and Payroll, and December 2017 for Financials in order to allow for stabilization of the Workday solution and supporting processes.

Starting in September 2017, it is proposed that the benefit realization reporting be included in the quarterly updates of the Enterprise Risk Management profile to the Audit and Risk Management Committee.

5. LINK TO STRATEGIC PLAN:

The project supports Algonquin College's Strategic Plan (Goal 6, Goal 12) to provide the foundational technology to automate and modernize our business processes, fostering an environment of continuous improvement. It also contributes to the College's goal of attracting, developing and retaining employees (Goal 7) through the implementation of modern technology tools to support their responsibilities and enable redirection of effort to value-add activities and, ultimately, to better serve our students.

6. STUDENT IMPACT:

By aligning the College's internal systems for human resources, payroll and finance with the latest technology, employees are expected to have increased satisfaction with new processes and the new Workday solution. Employees are anticipated to reduce time spent related to manual processing such as leave forms, time entry, travel and expense, purchasing, various approvals for Human Resources and Finance transactions and be able to easily access related information for informed decision-making. Academic and non-academic employees should realize efficiencies that enable a redirection of effort towards value-added services that focus on enhancing the student experience at the College.

7. FINANCIAL IMPACT:

Total project costs are unchanged from information reported on December 14, 2015. Details of project actual and estimated annual costs are below and as per the Board of Governors' Summary on the Capital Projects Summary Report:

○ Expenditures to March 31, 2015	\$0.8M
○ Expenditures to March 31, 2016	\$1.9M
○ Estimated Expenditures in FY 2016/17	\$7.4M
○ Estimated Expenditures in FY 2017/18	<u>\$2.0M</u>
	<u>\$12.1M</u>

Actual expenditures were within budget for 2015-16 and forecast for 2016-17 and 2017-18 are aligned with the allocated Strategic Investment Priority funding.

8. HUMAN RESOURCES IMPACT:

A detailed analysis of roles and responsibilities for target processes is part of the design phase of the project and will serve as valuable input to the engagement, communication and training activities. A detailed training approach is under development and will be validated with the Project Fusion governance bodies. The project's Community of Practice, a stakeholder group comprised of representatives from all departments and areas, was established in April. Community of Practice members are assigned by various processes of interest (for example, travel, recruiting, and time entry, are informed of the Workday solution and process transformation, and provide feedback on all aspects of Project Fusion, including the approaches to communication and training. Two sessions were held in April with additional sessions planned from June to September to share results on recruiting, on-boarding, and other human resource processes.

Regular briefings are identified as part of the Detailed Communications Plan for Project Fusion.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

Project Fusion does not have a material impact on specific government or regulatory requirements.

10. COMMUNICATIONS:

The project has a dedicated change management team to manage communications, awareness, and learning for the transition as a result of the new processes and the Workday solution. A quarterly newsletter was released in April 2016 and shared via the Project Fusion website and MyAC. A detailed training approach is under development and will be validated with the Project Fusion governance bodies. In addition, coordination with Corporate Communications will continue throughout the life cycle of the project to ensure alignment with other College initiatives.

11. CONCLUSION:

Project Fusion's scope of process transformation and transition to Workday is a necessary investment for the College, providing benefits to employees and allowing for the College to leverage technology now and for future administrative opportunities. The Project Fusion Benefit Measurement Framework allows for transparency and accountability of results and provide regular reporting of this significant investment to all College stakeholders.

Respectfully submitted:



Vice President Digital Technologies
& Innovation

Approved for submission:



President

Appendices:

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Last revised: June 6, 2016

Report title:	Capital Projects Summary
Report to:	Board of Governors
Date:	June 13, 2016
Author/Presenter:	Duane McNair, Vice President, Finance & Administration

1. RECOMMENDATION:

THAT the Board of Governors accepts the Capital Projects Summary Report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide a brief financial overview and key data summary on the progress of the three recent major capital projects undertaken (and active in 2015/16) at Algonquin College.

3. BACKGROUND:

This annual report provides a timeline for the beginning and ongoing progress of each major capital project (with total value greater than \$1 million) that was active in 2015/16, including relevant approvals by the Board of Governors, the approved expenditure budgets, the actual (and planned) expenditures, as well as a rationale for any variance for the projects.

4. DISCUSSION:

Items included in this report are:

1. ESCO II – In Progress;
2. Healthy Living Education (Buildings A and J) – Completed;
3. Enterprise Resource Planning (ERP) – Project Fusion – In Progress; and
4. Summary of Completed Projects Since FY2013.

5. LINK TO STRATEGIC PLAN:

These capital projects have strong ties to the 2012-17 Strategic Plan supporting:

- Applied Education and Training – the Healthy Living Education (Buildings A & J) renovations provides students with state of the art facilities in the Esthetician and Massage Therapy programs.

- Student and Client Success – the Enterprise Resource Planning (ERP) – Project Fusion will transform Human Resources, Payroll and Finance functions across the College, providing automation and continuous improvement opportunities.
- Financial Sustainability – ESCO II leverages our strategic business partnership with Siemens Canada to help reduce the College’s deferred maintenance liability and take advantage of new technologies that will help the College conserve resources.

6. STUDENT IMPACT:

Through the delivery of these projects students will see improvements in their academic spaces, particularly in Buildings A and J. The ESCO II project provides learning opportunities to students through the development of the Energy Innovation Centre and a new Energy Management program.

7. FINANCIAL IMPACT:

All ongoing projects reported are on budget and in alignment with the funding approved by the Board of Governors. Appendix A: Capital Project Summary Report, provides additional details on the financial status of each of the projects.

8. HUMAN RESOURCES IMPACT:

The ERP Project will have a significant impact on how College employees work with finance and human resources systems and processes. It is anticipated that these new processes will promote greater employee engagement and job satisfaction. The faculty and staff working in the newly renovated A-Wing are realizing significant improvements in their teaching and learning environments with new facilities and an enhanced learning enterprise.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

All projects are executed in compliance with Provincial procurement directives, regulatory approvals and other applicable legislation.

10. COMMUNICATIONS:

The ongoing status of these projects is reported regularly to College management as part of the quarterly strategic investment priority reporting process. Where appropriate, College events and media releases have taken place.

11. CONCLUSION:

The Algonquin College Executive Team has endorsed the 2015/16 Capital Projects Summary Report. It is submitted to the Board of Governors to provide timely information on the status the projects.

Respectfully submitted:



Vice President, Finance and Administration

Approved for submission:



President

Appendices:

Appendix A – Capital Projects Summary Report
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Date last revised: June 5, 2016

ESCO II

In Progress

- **Project Advancement Dates:**

- August 2012 – In response to a Request for Proposal issued by the College, Siemens Canada is awarded a letter of intent for energy improvement measures and reduction of the College's deferred maintenance liability.
- December 2012 (#477) – The Board of Governors approves a multi-phase approach to the ESCO II project.
- May 2013 (#481) - Phase One of ESCO II is approved, primarily focusing on Building B heating, ventilation and air conditioning systems (HVAC), with a total projected investment of \$13.7M
- October 2013 (#483) – Phase Two is approved focusing on the design and Provincial approvals for the co-generation plant and other improvement measures, with a total projected investment of \$3.6M
- June 2014 (#487) – Phase Three is approved by the Board of Governors. This phase focuses on the construction of the co-generation plant and other improvement measures. Total projected investment for this phase is \$13.9M
- June 2015 (#492) – Phase Four is approved, focusing on the finalization of the Energy Centre and the installation of the second combined heat and power generator, along with other plant and energy saving measures. Total projected investment for this phase is \$20.0M

- **Key Construction Dates:**

- B building HVAC Substantial Completion Date: February, 2015
- Design of Co-generation Plant: April, 2015
- Co-generation Plant Substantial Completion Date: December, 2015
- Second Generator Installed Winter 2017

- **Approved Project Funding:**

- Siemens Canada (Phase One) \$13.7M
- Siemens Canada (Phase Two) \$3.2M
- Algonquin College (Phase Two) \$0.3M
- Siemens Canada (Phase Three) \$13.9M
- Siemens Canada (Phase Four) \$15.8M
- Algonquin College (Phase Four) \$4.2M
- \$51.1M**

- **Projected Annual Savings (Post-Construction):**

○ Phase One	\$1.0M
○ Phase Two	\$0.2M
○ Phase Three	\$1.0M
○ Phase Four	<u>\$1.1M</u>
	<u>\$3.3M</u>

- **Total Cumulative Savings (To March 2016 – Construction still in progress)**

○ Savings to March 31, 2015	\$0.6M
○ Savings in FY2015/16	\$1.4M
○ Estimated Savings in FY 2016/17	<u>\$2.7M</u>
Total	<u>\$4.7M</u>

HLE – Healthy Living Education – Phase 1 Complete (Buildings A and J)

- **Board Approval and Key Dates:**

- December 2013 (#484) – Approval of the repatriation of the Hairstylist and Esthetician programs from Confederation High School to Woodroffe Campus Building A, the relocation of Massage Therapy program from Building J to Building A, and Dental Clinic Renewal/Expansion (Building J) at an estimated cost of \$6.7M (based on indicative funding requirements) to be completed over multiple years (\$3.01M Building A, and \$3.69M Building J).
- March 2014 – President's Council was provided a project update with class C cost estimates and design and code requirements for Building A, which impacted the scope of the project. To maintain the budget approved by the Board in December 2013, the scope of the project was adjusted to \$6.64M (\$5.91M Building A, and \$0.73M Building J).

- **Key Construction Dates:**

- Project Start: May 2014
- Substantial Completion Date August 2014

- **Approved Algonquin Project Funding:**

- Algonquin College Funds \$6.6M

- **Total Project Actual Cost:**

- Expenditures to March 31, 2015 \$6.15M
- Expenditures April 1, 2015 to March 31, 2016 \$0.05M
- \$6.15M**

- **Total Project Variance:** **\$0.45M**

- **Explanation of Variance:**

- Unexpected funding was received in 2014/15 through Apprenticeship Enhancement Funding, and allocation of costs related to the washroom renovations tendered within the HLE project, but funded through the Facilities Renewal Program resulted in a favorable variance. Final deficiencies and holdbacks on equipment being commissioned were addressed in FY 2015/16.

ERP (Enterprise Resource Planning) Project Fusion

In Progress

Project Fusion is the ERP transformation of business processes and systems for Human Resources, Payroll and Finance, with the objective to improve efficiency, consistency and empower Employees and Managers throughout the college.

- **Board Key Dates**

- February 2014 (#485) – Board of Governors endorse the tender process for an Enterprise Resource Planning solution.
- October 2015 (#493) – Board of Governors approve \$1.36M in funding to complete the planning and preparation phases of the Human Resources, Finance and Payroll portions of Project Fusion.
- December 2015 (#494) – Board of Governors approve \$10.7M in funding to complete the implementation phases of the Human Resources, Finance and Payroll portions of Project Fusion.

- **Project Milestone Dates:**

- | | |
|--|---------------|
| ○ Issuance of HR/Finance/Payroll Request For Proposals | June 2014 |
| ○ Evaluation determines no compliant bids | October 2014 |
| ○ Notice of Proposed Procurement | May 2015 |
| ○ Re-issuance of Request for Proposals | June 2015 |
| ○ Finalization of Contract Negotiation | December 2015 |
| ○ HR/Payroll “go-live” date forecast | January 2017 |
| ○ Finance “go-live” date forecast | April 2017 |

- **Approved Algonquin Project Funding:**

- | | |
|----------------------------|---------|
| ○ Algonquin College Funds: | \$12.1M |
|----------------------------|---------|

- **Total Project Actual Cost:**

- | | |
|--|----------------|
| ○ Expenditures to March 31, 2015 | \$0.8M |
| ○ Expenditures to March 31, 2016 | \$1.9M |
| ○ Estimated Expenditures in FY 2016/17 | \$7.4M |
| ○ Estimated Expenditures in FY 2017/18 | <u>\$2.0M</u> |
| | <u>\$12.1M</u> |

- **Total Project Variance:** **\$0**

Appendix A: Projects Completed Since FY 2012/13

- Algonquin Centre for Construction Excellence: Total Cost \$76.7M
- Perth Campus: Total Cost \$12.39M
- Pembroke Campus: Total Cost \$33.8M
- Student Commons: Total Cost \$51.4M
- Digital College: Total Cost \$11.5M

Report title:	Freedom of Information Annual Report
Report to:	Board of Governors
Date:	June 13, 2016
Author/Presenter:	Duane McNair, Vice President Finance & Administration

1. RECOMMENDATION:

THAT the Board of Governors receives the Year-End Statistical Report for the Information and Privacy Commissioner (IPC) of Ontario for 2015, for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to present the Board of Governors with a summary of the Freedom of Information activity for 2015.

3. BACKGROUND:

The Vice-President, Finance and Administration, acts as the College's Freedom of Information Coordinator on behalf of the Head of the organization, the Chair of the Board of Governors. The Freedom of Information and Protection of Privacy Act (FIPPA) provides the right to request access to recorded information held by government organizations subject to specific exemptions.

4. DISCUSSION:

In 2015, there were six Freedom of Information Requests received and processed. All requests were processed within the statutory time limit with the exception of one request which was completed just over the time limit due to the complexity and time required to acquire the information.

5. LINK TO STRATEGIC PLAN:

The completion of the Information and Privacy Commissioner's (IPC) Year-End Statistical Report contributes to our goal of delivering exceptional service to our diverse student and client populations by creating transparency and accessibility of our records and data.

6. STUDENT IMPACT:

This activity does not have any direct student impact.

7. FINANCIAL IMPACT:

There is no material financial impact arising from Freedom of Information requests. A total of \$816 in fees have been collected from requesters which covers a portion of the costs associated with responding to requests.

8. HUMAN RESOURCES IMPACT:

Impacts to human resources include an overall minor disruption to regular College business activity.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The completion of the Information and Privacy Commissioner's (IPC) Year-End Statistical Report is required by the Freedom of Information and Protection of Privacy Act.

10. COMMUNICATIONS:

The Information and Privacy Commissioner's (IPC) Year-End Statistical Report is made available to the public on the IPC of Ontario website at <https://www.ipc.on.ca>

11. CONCLUSION:

The Year-End Statistical Report for the IPC of Ontario is presented for information.

Respectfully submitted:

Approved for submission:



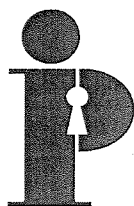
Vice President, Finance &
Administration

President

Appendices:

Appendix A – Statistical Report of Algonquin College for the 2015 Reporting Year
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Date last revised: June 5, 2016



The Year-End Statistical Report
for the
Information and Privacy Commissioner/Ontario

**Statistical Report of
Algonquin College
for the 2015 Reporting Year**

under the
Freedom of Information and Protection of Privacy Act

Section 1: Identification

1.1 Organization Name	Algonquin College
Ministry Name (if applicable)	Training, Colleges and Universities
Head of Institution Name & Title	Kathryn Leroux, Chair of Algonquin College Board of Governors
Head of Institution E-mail Address	lerouxk@algonquincollege.com
Management Contact Name & Title	Training, Colleges and Universities
Management Contact E-mail Address	mcnaird@algonquincollege.com
Primary Contact Name & Title	Ginette Belair, Executive Assistant to Vice President, Finance and Admin
Primary Contact Email Address	belairg@algonquincollege.com
Primary Contact Phone Number	613-727-4723 ext 7704
Primary Contact Fax Number	613-727-7674
Primary Contact Mailing Address 1	1385 Woodroffe Avenue
Primary Contact Mailing Address 2	Room C548
Primary Contact Mailing Address 3	
Primary Contact City	Ottawa
Primary Contact Postal Code	K2G 1V8
1.2 Your Institution is:	College

Section 2: Inconsistent Use of Personal Information

- 2.1 Whenever your institution uses or discloses **personal information** in a way that differs from the way the information is normally used or disclosed (**an inconsistent use**), you must attach a record or notice of the inconsistent use to the affected information. How many such records did your institution attach, if any?

0

Your institution received:

- ☐ No formal written requests for access or correction
- ☒ Formal written requests for access to records
- ☐ Requests for correction of records of personal information only

Section 3: Number of Requests Received and Completed

Enter the number of requests that fall into each category.

- 3.1 New requests received during the reporting year
- 3.2 Total number of requests completed during the reporting year

Personal Information	General Records
0	6
0	6

Section 4: Source of Requests

Enter the number of requests you completed from each source.

- 4.1 Individual / Public
- 4.2 Individual by Agent
- 4.3 Business
- 4.4 Academic / Researcher
- 4.5 Association / Group
- 4.6 Media
- 4.7 Government (All Levels)
- 4.8 Other
- 4.9 Total Requests (Add Boxes 4.1 to 4.8 = Box 4.9)

Personal Information	General Records
0	3
0	0
0	0
0	0
0	1
0	2
0	0
0	0
0	6

Box 4.9 MUST EQUAL Box 3.2

Section 5: Time to Completion

How long did your institution take to complete all requests for information? Enter the number of requests into the appropriate category. How many requests were completed in:

- 5.1 30 days or less
- 5.2 31 - 60 days
- 5.3 61 - 90 days
- 5.4 91 days or over
- 5.5 Total Requests (Add Boxes 5.1 to 5.4 = Box 5.5)

Personal Information	General Records
0	4
0	1
0	0
0	1
0	6

Box 5.5 MUST EQUAL Box 3.2

Section 6: Compliance with the *Act*

In this section, please indicate the number of requests completed, within the statutory time limit and in excess of the statutory time limit, under each of these four different situations:

- A. No notices issued;
- B. Both a Notice of Extension (s.27(1)) and a Notice to Affected Person (s.28(1)) issued;
- C. Only a Notice of Extension (s.27(1)) issued; or
- D. Only a Notice to Affected Person (s.28(1)) issued.

Please note that the **four different situations are mutually exclusive** and the number of requests completed in each situation should add up to the total number of requests completed in Section 3.2 (add boxes 6.3 + 6.6 + 6.9 + 6.12 = box 6.13 and box 6.13 MUST EQUAL box 3.2).

A. No Notices Issued

- 6.1 Number of requests completed within the statutory time limit (30 days) where **neither** a Notice of Extension (s.27(1)) nor a Notice to Affected Person (s.28(1)) were issued.
- 6.2 Number of requests completed in excess of the statutory time limit (30 days) where **neither** a Notice of Extension (s.27(1)) nor a Notice to Affected Person (s.28(1)) were issued.
- 6.3 Total (Add Boxes 6.1 + 6.2 = Box 6.3)

Personal Information	General Records
0	5
0	0
0	5

B. Both a Notice of Extension (s.27(1)) AND a Notice to Affected Person (s.28(1)) Issued

- 6.4 Number of requests completed within the time limits permitted under **both** the Notice of Extension (s.27(1)) and Notice to Affected Person (s.28(1)).
- 6.5 Number of requests completed in excess of the time limit permitted by the Notice of Extension (s.27(1)) and/or the time limit permitted by the Notice to Affected Person (s.28(1)).
- 6.6 Total (Add Boxes 6.4 + 6.5 = Box 6.6)

Personal Information	General Records
0	0
0	0
0	0

C. Only a Notice of Extension (s.27(1)) Issued

- 6.7 Number of requests completed within the time limit permitted under the Notice of Extension (s.27(1))
- 6.8 Number of requests completed in excess of the time limit permitted by the Notice of Extension (s.27(1)).
- 6.9 Total (Add Boxes 6.7 + 6.8 = Box 6.9)

Personal Information	General Records
0	0
0	1
0	1

D. Only a Notice to Affected Person (s.28(1)) Issued

6.10 Number of requests completed within the time limit permitted under the Notice to Affected Person (s.28(1))

6.11 Number of requests completed in excess of the time limit permitted by the Notice to Affected Person (s.28(1)).

6.12 Total (Add Boxes 6.10 + 6.11 = Box 6.12)

Personal Information	General Records
0	0
0	0
0	0

E. Total Completed Requests (sections A to D)

6.13 Overall Total (Add Boxes 6.3 + 6.6 + 6.9 + 6.12 = Box 6.13)

Personal Information	General Records
0	6

Box 6.13 MUST EQUAL Box 3.2

Section 6a: Contributing Factors

Please outline any factors which may have contributed to your institution not meeting the statutory time limit. If you anticipate circumstances that will improve your ability to comply with the *Act* in the future, please provide details in the space below.

One request was in process during College closure from Dec. 24, 2014 - Jan. 2, 2015

Section 7: Disposition of Requests

What course of action was taken with each of the completed requests? Please enter the number of requests into the appropriate category.

7.1 All information disclosed

7.2 Information disclosed in part

7.3 No information disclosed

7.4 No responsive records exist

7.5 Request withdrawn, abandoned or non-jurisdictional

7.6 Total Requests (Add Boxes 7.1 to 7.4 = Box 7.6)

Personal Information	General Records
0	4
0	0
0	0
0	1
0	1
0	6

Box 7.6 MUST BE GREATER THAN
OR EQUAL TO Box 3.2

Section 8: Exemptions & Exclusions Applied

For the total number of requests with exemptions/exclusions/frivolous or vexatious requests, how many times did your institution apply each of the following? (More than one exemption/exclusion may be applied to each request.)

	Personal Information	General Records
8.1 Section 12 — Cabinet Records	0	0
8.2 Section 13 — Advice to Government	0	0
8.3 Section 14 — Law Enforcement ¹	0	0
8.4 Section 14(3) — Refusal to Confirm or Deny	0	0
8.5 Section 14.1 — <i>Civil Remedies Act, 2001</i>	0	0
8.6 Section 14.2 — <i>Prohibiting Profiting from Recounting Crimes Act, 2002</i>	0	0
8.7 Section 15 — Relations with Other Governments	0	0
8.8 Section 16 — Defence	0	0
8.9 Section 17 — Third Party Information	0	1
8.10 Section 18 — Economic and Other Interests of Ontario	0	0
8.11 Section 18.1 — Information with Respect to Closed Meetings	0	0
8.12 Section 19 — Solicitor-Client Privilege	0	0
8.13 Section 20 — Danger to Safety or Health	0	0
8.14 Section 21 — Personal Privacy (Third Party) ²	N/A	0
8.15 Section 21(5) — Refusal to Confirm or Deny	0	0
8.16 Section 21.1 — Species at Risk	0	0
8.17 Section 22 — Information Soon to be Published	0	0
8.18 Section 27.1 — Frivolous or Vexatious	0	0
8.19 Section 49 — Personal Information (Requester)	0	N/A
8.20 Section 65 — <i>Act Does Not Apply</i> ³	0	0
8.21 Section 65(6) — Labour Relations & Employment Related Records and Appointment and Placement Related Records	0	0
8.22 Section 67 — Other Acts	0	0
8.23 <i>PHIPA</i> Section 8(1) Applies	0	0
8.24 Total Requests Where Exemptions & Exclusions Applied (Add Boxes 8.1 to 8.23 = Box 8.24)	0	1

¹ not including Section 14(3)

² not including Section 21(5)

³ not including Section 65(6)

Section 9: Fees

Did your institution collect fees related to requests for access to records?

9.1 Number of requests where fees other than application fees were collected

9.2.1 Application fees collected

9.2.2 Additional fees collected

9.2.3 Total fees collected (Add boxes 9.2.1 + 9.2.2 = Box 9.2.3)

9.3 TOTAL DOLLAR AMOUNT OF FEES WAIVED

Personal Information	General Records	Total
0	4	4
\$0.00	\$30.00	\$30.00
\$0.00	\$786.00	\$786.00
\$0.00	\$816.00	\$816.00
\$0.00	\$99.90	\$99.90

Section 10: Reasons for Additional Fee Collection

Enter the **number of requests** for which your institution collected fees other than application fees that apply to each category.

10.1 Search time

10.2 Reproduction

10.3 Preparation

10.4 Shipping

10.5 Computer costs

10.6 Invoice costs (and others as permitted by regulation)

10.7 Total Requests (Add boxes 10.1 to 10.6 = Box 10.7)

Personal Information	General Records	Total
0	3	3
0	2	2
0	0	0
0	0	0
0	1	1
0	0	0
0	6	6

Section 11: Corrections and Statements of Disagreement

Did your institution receive any requests to correct **personal information**?

11.1 Number of correction requests received

11.2 Correction requests carried forward from the previous year

11.3 Correction requests carried over to the next year

11.4 Total correction requests completed [(Box 11.1 + Box 11.2) - Box 11.3 = Box 11.4]

Personal Information
0
0
0
0

What course of action did your institution take regarding the requests to correct **personal information** that were received?

**Personal
Information**

11.5 Correction(s) made in whole

0

11.6 Correction(s) made in part

0

11.7 Correction requests refused

0

11.8 Correction requests withdrawn by requester

0

11.9 Total (Add Boxes 11.5 to 11.8 = Box 11.9)

0

In cases where correction requests were denied, in part or in whole, were any statements of disagreement attached to the affected personal information?

11.10 Number of statements of disagreement attached

0

If your institution received any requests to correct personal information, the *Act* requires that you send any person(s) or body who had access to that information in the previous year notification of either the correction of the statement of disagreement. Enter the number of notifications sent, if applicable.

11.11 Number of notifications sent

0

Note:

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Thank you for your cooperation!

Declaration:

I, Training, Colleges and Universities, confirm that all the information provided in this report, furnished by me to the Information and Privacy Commissioner/Ontario, is true, accurate and complete in all respects.



Signature

Date



2015

Annual Report to Sponsors

A full pension benefit on all pensionable earnings

The CAAT Supplementary Plan, generally known as the CAAT Retirement Compensation Arrangement, or RCA, was established by the Ontario Council of Regents in 1994.

In 1998, the Council of Regents delegated responsibility for governance and administration of the Supplementary Plan to the RCA Sponsors' Committee. The Boards of Governors of each college subsequently passed resolutions to

- accept the role of RCA Plan sponsor, including funding obligations, and
- authorize the RCA Sponsors' Committee to act on behalf of the colleges on all Supplementary Plan funding, governance and administration issues.

The Supplementary Plan is administered by the CAAT Pension Plan, with its assets held in a segregated account, with a dedicated investment philosophy to reflect the funding objectives of the RCA.

The Income Tax Act (ITA) restricts the amount of pension a member can earn in a registered pension plan, such as the CAAT Pension Plan. The CAAT Supplementary Plan provides pensions to members of the CAAT Pension Plan for their service with a participating employer in respect of the portion of their pensionable benefits that exceeds the maximum pension for registered pension plans allowed under the ITA. For the CAAT Pension Plan benefit formula this currently occurs at earnings of \$163,715. This earnings threshold changes annually to reflect changes in the ITA defined benefit limit and the Year's Maximum Pensionable Earnings (YMPE), which is set annually for benefits earned in the Canada Pension Plan.

The pension benefits earned under the Supplementary Plan are identical to those earned under the CAAT Pension Plan. In addition, members pay the same contribution rates under both Plans.

The benefits earned in the RCA are available to all members of participating RCA employers in the CAAT Plan whose earnings exceed those defined in the ITA. In 2015, there were 91 active members and 152 retired members and beneficiaries.

This type of arrangement is common in the public sector. Without a supplementary plan, CAAT Pension Plan members with pensionable earnings greater than the ITA limit could not earn pension benefits reflecting their full pensionable earnings on service in the college system.

Supplementary Plan members contribute at the same rate as they do to the CAAT Pension Plan and the benefit formula is identical to that used in the CAAT Pension Plan.

Membership and contributions

Membership in the Supplementary Plan is automatic for all CAAT Plan members employed by a College or participating RCA employer with pensionable earnings above the threshold. Pensionable earnings under the Supplementary Plan are determined using the same rules as under the CAAT Plan.

For members the contribution rate is the same as the contribution rate of the CAAT Plan. In the CAAT Pension Plan and the RCA the contribution rate on earnings above the YMPE are both currently 14.8% (contribution rates below the YMPE are currently 11.2% in the CAAT Plan). The employer pays a total of three times the member contributions on pensionable earnings above the ITA limit, to meet the funding targets of the Supplementary Plan, and for administration expenses. (In the CAAT Pension Plan, employers match or pay 1 times the member contributions.)

This increased contribution amount is necessary because the Supplementary Plan is subject to different income tax rules than the CAAT Pension Plan. Within the Supplementary Plan, 50% of the contribution and realized investment income goes to Canada Revenue Agency in the form of a refundable tax credit, paid back when Supplementary Plan benefit payments are made.

Due to the refundable tax credit, only half the initial contribution and realized investment income can be invested and earn more investment income. The refundable tax credit held by the Canada Revenue Agency earns no income. As members pay the same contribution rates as in the CAAT Pension Plan, employers are responsible for any additional contributions needed to meet the funding targets. (In the CAAT Plan, costs are shared 50/50.)

Employer eligibility criteria

In response to non-college employer interest in the CAAT Pension Plan, criteria were developed for determining non-college employer eligibility for the Supplementary Plan. After review, it was resolved by the RCA Sponsors' Committee that only non-college employers that serve the broader college system or are split-off from a participating College Employer be eligible to apply to participate in the CAAT RCA due to the inherent sharing of credit risks that exists within the CAAT RCA. A listing of participating employers is provided on the last page of this report.

SIPP updated

Although the Statement of Investment Policies and Procedures (SIPP) for the Supplementary Plan does not have to be filed with a regulator, the SIPP is modelled on provincial and federal regulations. The SIPP was updated to comply with amendments to federal investment rules and provincial guidance notes. The updates did not impact the asset mix of the plan which remains 100% invested in Canadian bonds.

Supplementary Plan text amended

As a follow-up to the approval of the non-college employer eligibility criteria, necessary amendments to the Supplementary Plan text were made to support the policy. Updates were made to the definition of non-college employer and the eligibility section for members as a member of the Supplementary Plan must be employed by a participating employer.

Member Communications

In 2015, the CAAT Pension Plan website was updated with general information about the Supplementary Plan. The information is intended for all stakeholders. A member booklet, entitled "A benefit on all your pensionable earnings," is distributed with the annual statement of each CAAT Pension Plan member who makes contributions to the Supplementary Plan.

Funding objectives

The Supplementary Plan does not have an objective to be fully funded, given the tax treatment of pre-funding the obligations. The primary goal of funding the Supplementary Plan is cash flow management to meet benefit payment obligations as they fall due over a specified time horizon. The Funding Target adopted for the Supplementary Plan is based on a multiple of the benefits expected to be paid over a 10 year period.

The actuarial valuation projections against the established Funding Target demonstrated that the Supplementary Plan assets continue to be projected to exceed the Funding Target over the 10 year period. As a result, no contribution adjustments are necessary at this time.

The January 1, 2016 Funding Target test confirmed that contribution rates continue to be sufficient.

Actuarial valuation

The Supplementary Plan is monitored on an on-going basis, with a valuation and funding target test performed annually. Mercer Human Resource Consulting conducted a valuation for the Supplementary Plan as of January 1, 2016. It showed the Supplementary Plan with a wind-up deficit of \$51 million, and a going concern deficit of \$121 million.

Wind-up Position – January 1, 2016 (For disclosure purposes only)	
	(\$million)
Assets	40
Liabilities – Active members	(36)
Liabilities – Inactive members	(55)
Surplus (deficit)	(51)

As the plan is not intended to be fully funded on a going concern or wind-up basis, the positions do not have a statutory significance. Rather, the Committee uses the Funding Target as guidelines for determining appropriate action as outlined in the Funding Policy.

Going concern Position – January 1, 2016 (For disclosure purposes only)	
	(\$million)
Assets (market value)	40
Present value of future contributions	112
Actuarial value of assets (total)	152
Accrued liabilities – Active members	(108)
Accrued liabilities – Inactive members	(66)
Liabilities for future service	(99)
Total liabilities	(273)
Surplus (deficit)	(121)

Investment approach

The investment portfolio for the Supplementary Plan focuses on the need to preserve capital for benefit payments, and reflects the unfavourable tax treatment (a refundable 50% withholding tax) to which the fund is subject. Therefore, the fund has since 2004 been exclusively invested in a mix of Canadian federal and provincial bonds in a “buy and hold” strategy. This is managed by one of the CAAT Pension Plan’s bond managers, at a preferential fee rate of 10 basis points annually.

The investment portfolio of the Supplementary Plan returned 4.4% net of fees in 2015.

Over the five year period ending December 31, 2015, the portfolio’s annualized return has been 7.0%. This represents a “real return” (after inflation) of 5.4%, which exceeds the expected 2% real return stated in the fund’s Statement of Investment Policies and Procedures.

Financial statements & administrative expenses

At its June 1, 2016 meeting, the RCA Sponsors’ Committee approved the audited financial statements of the Supplementary Plan for the year ended December 31, 2015. Net assets available for benefits increased by \$2.1 million during 2015 to \$40.3 million.

Under the Supplementary Plan, each employer is assessed a portion of the total administrative expenses, which is paid into a CIBC Mellon account that is separate from the fund of the Supplementary Plan. The contributions

owed by each employer are then reduced by the amount of the administrative assessment, so that there is no change to the total cost for the employer. This process provides greater certainty that the Supplementary Plan is compliant with tax policy, and ensures that the refundable tax credits are properly captured. CIBC Mellon is the custodian for the Supplementary Plan. The total of such expenses paid for 2015 was \$200,000.

Governance

The RCA Sponsors’ Committee is composed of five members: the four Employer members of the CAAT Pension Plan’s Sponsors’ Committee, and one OPSEU representative, who can be a member of either the CAAT Pension Plan’s Sponsors’ Committee or Board of Trustees. The Employer members of the CAAT Pension Plan’s

Sponsors’ Committee are appointed by the College Employer Council on behalf of the Boards of Governors of the Colleges. During 2015, the College Employer Council took over responsibility for making these appointments from Colleges Ontario, as a result of an administrative reorganization.

RCA Sponsors' Committee members (as at December 31, 2015):



Jeff Zabudsky – Dr. Zabudsky is Employer Co-Chair of the CAAT Pension Plan Sponsors' Committee, and Chair of the RCA Sponsors' Committee. Dr. Zabudsky, who joined the Committee in 2012, is President and CEO of the Sheridan Institute of Technology and Advanced Learning.



Steve Hudson – Dr. Hudson is Vice President, Academic at Niagara College. He joined the Committee at the beginning of 2014.



Peggy McCallum – Ms. McCallum is Partner and head of the pension and benefits practice group at the law firm of Fasken Martineau DuMoulin, and has been on the Committee since 2005.



Brian Tamblyn – Mr. Tamblyn joined the Committee in 2013. A private practice management consultant, he is a past President and CEO of Georgian College.



Darryl Bedford – the OPSEU representative, and President for OPSEU Local 110 at Fanshawe College, Mr. Bedford joined the Committee in 2013. As at December 31, 2015, he is the Vice-Chair of the Board of Trustees.

Participating employers

The Board of Governors of the following colleges of applied arts and technology are participating employers:

Algonquin College of Applied Arts and Technology
 Cambrian College of Applied Arts and Technology
 Canadore College of Applied Arts and Technology
 Centennial College of Applied Arts and Technology
 Collège Boréal d'arts appliqués et de technologie
 Collège d'arts appliqués et de technologie La Cité collégiale
 Conestoga College Institute of Technology and Advanced Learning
 Confederation College of Applied Arts and Technology
 Durham College of Applied Arts and Technology
 Fanshawe College of Applied Arts and Technology
 George Brown College of Applied Arts and Technology
 Georgian College of Applied Arts and Technology
 Humber College Institute of Technology and Advanced Learning
 Lambton College of Applied Arts and Technology
 Loyalist College of Applied Arts and Technology
 Mohawk College of Applied Arts and Technology

Niagara College of Applied Arts and Technology
 Northern College of Applied Arts and Technology
 St. Clair College of Applied Arts and Technology
 St. Lawrence College of Applied Arts and Technology
 Sault College of Applied Arts and Technology
 Seneca College of Applied Arts and Technology
 Sheridan College Institute of Technology and Advanced Learning
 Sir Sandford Fleming College of Applied Arts and Technology

The following institutions are "non-college employers" participating in the Plan:

Ontario Colleges Library Service
 Ontario College Application Service
 College Employer Council
 Northern Centre for Advanced Technology (closed group)
 OntarioLearn Online Collaborative
 Colleges Ontario (effective January 1, 2015)

**Report from the Chair
Board of Governors Meeting
June 13, 2016**

Welcome to Governors Elect

I am pleased to welcome our new Governor-elect representing Pembroke, Jay McLaren. Jay is a retired professor in the Business, Outdoor Adventure Naturalist, Environmental Technician and Forestry Technician departments, and was the recipient of the Queen's Diamond Jubilee award in 2012. I am also pleased to welcome our new Student Governor-elect Sara Grainger. You will remember Sara as President of the Students' Association during the 2015/2016 academic year. Sara has been accepted as a student in the Bachelor of Hospitality and Tourism Management graduate program. Sara and Jay will join the Board as new Governors as of September 1, 2016.

Colleges & Institutes Canada (CICan) Conference

The CICan conference was held in Quebec City from May 29th to 31st, 2016. The conference was attended by Governors Cheng, Fraser and Leroux, and President Jensen. Several members of the Algonquin College Leadership Team presented at the conference and the College was very well represented. Algonquin College was selected as the bronze recipient for both for 2015-2016 CICan Indigenous Education Excellence Award and the 2015/2016 CICan Internationalization Excellence Award. Jamie Bramburger, Manager, Community & Student Affairs was selected as the silver recipient of the 2015/2016 CICan Leadership Excellence Award. Congratulations to the College and to Jamie.

Colleges Ontario 2016 Higher Education Summit

The 2016 Higher Education Summit will be held in Toronto at the Sheraton Centre Hotel from November 20th to 21st, 2016. Keynote speakers include Olympian Clara Hughes, political economist Robert B. Reich, environmentalist Bill McKibben and outdoor adventure athlete Will Gadd. The College Centre for Board Excellence will be hosting their Governor Orientation Session prior to the conference on November 19th and 20th, 2016. Details, including how to apply to attend the conference will be circulated by the Board Office shortly.

Accreditation site visit from the Ontario College Quality Assurance Service

Accreditors from the Ontario College Quality Assurance Service met with several Governors, the President and the Board Chair on June 6th, as part of the regular Program Quality Assurance Process audit. The audit involves the regular and cyclical review of the College's quality assurance processes, to ensure continuous development and improvement.

Spring Convocation Ceremonies

The Pembroke campus convocation on June 3rd was attended by several Governors, and the Perth campus convocation, scheduled on June 9th will also be well attended by Governors. The Ottawa campus convocation ceremonies are scheduled on June 20th, 21st and 22nd at the Canadian Tire Centre. Governors are thanked for their active participation in these important student and family celebrations.

September Board Retreat - September 18-19, 2016

Governors are reminded of the September Board Retreat which will be held in Perth, Ontario this year. The Retreat will begin at midday on Sunday, September 18th and will end at approximately 4:00 pm on Monday, September 19th. The Board Office will book overnight accommodation for Governors at the Best Western Perth Parkside Inn and Spa.

Over the Summer

The Board Executive Committee will be holding a Retreat in July to develop the agenda for the September Board Retreat. The Governance Committee will finalize the Orientation Sessions for new Governors, scheduled for August 25th and September 18th, and the Board Office will be busy with logistics for the Board and Committee meetings and activities that occur throughout the year.

2016/2017 Board Meeting and Schedule

The schedule of Board meetings from September 2016 to June 2017 will be posted on the Board's SharePoint site. The Board meetings are as follows:

September 18 & 19, 2016 Board Retreat
Tuesday, October 11, 2016 Board meeting
Monday, December 5, 2016 Board Christmas Dinner
Monday, December 12, 2016, Board meeting
Monday, February 13, 2017 Board meeting
Board Retreat in March, 2017, date to be confirmed
Monday, April 10, 2017 Board meeting
Monday, June 12, 2017 Board meeting and Annual General Meeting
Thursday, June 15, 2017 President's Board Dinner

President's Board Dinner

Members are reminded that the President is hosting the end-of-year Board Dinner on Thursday, June 16th at the Canadian Museum of Nature, 240 McLeod Street, for College Board Governors and their guests and Foundation Board Directors and their guests. We look forward to celebrating this year's successes with our Boards.

RECOGNITION OF RETIRING GOVERNORS

I would like to take the opportunity to thank our retiring Governors Fred Blackstein and Shubham Bawa.

Fred Blackstein was first elected to the Board representing Pembroke in 2004, completing a six-year term of office. After a two-year absence, he returned to the Board in 2012 and has since completed an accumulated 10 years of service on the Board of Governors. During his term of office, Fred has been an active member of the Algonquin College community and the Pembroke community, serving as a volunteer with the Renfrew County Search and Rescue for many years. Fred was recognized in July 2006 for his voluntary service by being named a member of the Order of Canada by the Governor General, and was also awarded with the William G. Davis Community Volunteer Award at the Colleges Ontario Conference in November, 2010. Fred served as the Honorary Chair for the capital campaign for the College's Pembroke Campus building and was instrumental in the new campus being built. Most recently, Fred opened his home to the Board of Governors during the 2015 Board Retreat held in Pembroke, where he was fondly named Captain Pembroke. On behalf of the Board of Governors, I thank Fred for his many years of dedicated service to Algonquin College and the Board of Governors.

Shubham Bawa was elected to the Board as the student representative on September 1st, 2015. Shubham has been an active student governor, ensuring that the student's voice was heard at the Board table. We take this opportunity to thank Shubham for his active service and engagement on our Board and with our College community.

**Report from the President
Board of Governors Meeting
June 13, 2016**

Deputy Minister Sheldon Levy's visit to Algonquin College

Sheldon Levy, the Deputy Minister of Training, Colleges and Universities visited the Ottawa campus on May 9th to speak at the launch of the Indigenous Cook Pre-Apprenticeship program. This program combines kitchen skills with elements of Indigenous food preparation and cooking traditions. This one-year program includes 15 weeks of skills upgrading, followed by 12 weeks of in-school apprenticeship training, and an eight-week work placement in the Ottawa food services industry.

Governor General's Visit to Algonquin College

His Excellency David Johnston was welcomed to the College for a roundtable discussion with student volunteers and volunteerism administrators. The group asked the Governor General questions and shared their views on topics such as: how the students began volunteering, what kept student volunteers going, and how to create meaningful and long-lasting impact.

The Governor General, members of the College Executive team, and the volunteers then participated in a community project, packing snacks and preparing sandwiches.

The Governor General was presented with an honorary Co-Curricular Record by President Cheryl Jensen. This document lists a student's volunteer contributions over the course of his or her studies. The document presented to the Governor General featured highlights of His Excellency's volunteer achievements. The Governor General thanked all present, saying he would treasure his Co-Curricular Record and remember "this great day."

The Governor General then visited the School of Hospitality and Tourism kitchens, where he recognized culinary student volunteers for their work during Rideau Hall events.

Applied Research Day

Algonquin College's Office of Applied Research and Innovation staff hosted Applied Research Day on April 15th at the Ottawa Campus. The event highlighted the leading-edge applied research being done in collaboration with industry, institutional, and community partners.

ESCO 2 Co-Generation Plan

Robert Hardt, President and CEO of Siemens Canada joined College employees and Siemens staff on April 22nd to officially open the two-megawatt natural gas co-generation plant located on campus. This facility, further reduces the College's energy expenses, allows the College to continue to operate in a blackout, and creates opportunities for students to conduct applied research projects with industry.

In addition to the opening of the plant, President Hardt and President Jensen signed a Memorandum of Understanding with Siemens governing future academic partnerships. The two Presidents also announced an interpretive centre known as the Energy Innovation Centre, as well as a new Energy Management graduate certificate program, scheduled to commence in Fall 2017.

**Report from the President
Board of Governors Meeting
June 13, 2016**

President's BBQ and Employee Awards

President Jensen hosted the annual President's BBQ and Employee Awards on June 2nd. Several Governors were able to attend the event to represent the Board of Governors. The celebratory event honours employees who have made outstanding contributions to Algonquin College during the past year. This year's award recipients were:

Ryan Mullin- Part-time Support Staff Award

Kelley Grant - Support Staff Award

Chris Hahn and Christine Brennan - Administrative Staff Award

Nancy Feres - The Deborah Rowan-Legg Service Excellence Award

Jay Smith – The Dianne Bloor Part-Time Faculty Award

Jack Hollinger – The Laurent Isabelle Faculty Award

The Automated Grade Entry Project Team - Team Award

Jennifer Langlotz - The Gerry A. Barker Leadership Award, and

Jo-Ann Aubut - The Lifetime Achievement Award

Committee of Presidents' Meeting – May 17, 2016

Premier's Highly Skilled Workforce Strategy Expert Panel

A submission will be sent in June to the Premier's Highly Skilled Workforce Strategy Expert Panel. The panel, which is chaired by former Ontario cabinet minister Sean Conway, is holding consultations throughout the province on measures to strengthen the skills and talents of the workforce. As a follow-up to Conway's discussion with Presidents, the college sector's submission will include recommendations in areas such as work-integrated learning, applied research and apprenticeship reform.

Provincial Funding Formula

College Presidents approved a number of positions recommended by the college sector's task force on the formula. The recommendations endorsed by the Presidents focused on the following areas:

- Institutional sustainability with greater operating flexibility and improved revenues;
- Financial sustainability - a stable enrolment strategy, including a corridor system;
- Conditions for outcomes-based funding;
- Flexibility for teaching innovation - simplified program funding parameters;
- Enhanced support for students with special needs;
- A funding model for differentiation that supports small and medium-sized colleges; and
- Keeping special purpose grants distinct from general purpose grants.

The Ministry's consultations continue until June 15th with recommendations planned to be ready for Fall approval.

**Report from the President
Board of Governors Meeting
June 13, 2016**

Advocacy Strategy for Four-year College Degrees

The Committee of Presidents endorsed the development of an advocacy strategy to seek improvements to provincial policies affecting four-year degree programs at colleges. The strategy will focus on two areas:

- Obtaining Ministry of Training, Colleges and Universities' approval to raise the caps on the percentage of degree programs that can be offered at colleges; and
- Pursuing clearer standards for new degree programs, to streamline the approvals process and to make the funding decisions for new degree programs more transparent.

Colleges Ontario staff will develop the advocacy strategy. Further updates will be given in the Fall.

Symposium on Strengthening Ontario's Workforce

On June 20th, Colleges Ontario will host a symposium focused on strengthening Ontario's workforce. The symposium will focus on how to accelerate the province's economy through a stronger workforce. Business executives, government leaders and educators from across the province are invited to the event that will be moderated by Steve Paikin of TVO's current affairs program, The Agenda. Featured speakers and a panel discussion of executives from various sectors will be held, with Mr. Paikin moderating discussions in a style that replicates the town hall meetings on The Agenda.

Consultations on Aboriginal Institutes

The Ministry of Training, Colleges and Universities provided information on a new provincial policy for aboriginal institutes. Assistant Deputy Minister Janine Griffore advised that the province is seeking to define the distinct role of aboriginal institutes and determine what can be done to continue supporting them in collaboration with colleges. The consulting firm KTA has been hired to conduct consultations, and a number of colleges will be participating in a working group meeting that is scheduled for June.

Update on the Province's Sexual Assault Strategy

The province has released new regulations that have detailed reporting requirements, which include college Boards approving policies on the prevention of sexual violence. In support of this direction, the College Centre of Board Excellence (CCBE) will be offering webinars and will include new information in the CCBE's Manual for Effective College Governance. The regulation will come into effect on January 1, 2017. The Ministry of Training, Colleges and Universities staff has struck an advisory committee that will provide input on how colleges measure and report on sexual violence in colleges and universities.

**Report from the President
Board of Governors Meeting
June 13, 2016**

Financial Condition Assessment Project

Representatives from the Ontario Colleges Facilities Management Association and college Vice-Presidents of Finance, reported on a study that was completed on capital repairs requirements at colleges. The study, funded by the Ministry of Training, Colleges and Universities, was in response to a report by the provincial auditor general on colleges' deferred maintenance challenges. The assessment project found that colleges face a shortfall of \$1.4 billion for deferred maintenance projects and that the shortfall will continue to grow substantially over time.

For Algonquin College to deliver on its Mission and Vision we have 4 Strategic Pillars and 12 supporting goals. These commitments guide our strategic priorities and budget process.

Strategic Pillars

Reporting Timeframe: March 14, 2016 to May 8, 2016

APPLIED LEARNING & TRAINING

Goal 1: Deliver an exemplary applied education and training experience

Goal 2: Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students

Goal 3: Leverage technology to enhance the educational experience

Goal 4: Provide opportunities for every full-time student to have a work experience outside of the classroom

Summary Report from:

- Communications, Marketing & External Relations
- Student Services
- Human Resources
- Digital Technologies & Innovation
- International & Strategic Planning
- Finance & Administration
- Academic

Activity:

- The new Indigenous Cook – Pre-apprenticeship program is attracting attention nationwide. The student orientation was held on May 6th and the official launch event was held on May 9th. The Ottawa Citizen wrote a positive article on the program published April 29th. Aboriginal Peoples Television Network visited the launch and posted a video interview.
- For program advertising, efforts in optimizing Pay-per-Click digital advertising campaigns resulted in a 13% increase in clicks with a decrease in cost of 25% in a year-over-year comparison.
- A customer journey audit and findings report was presented to the Strategic Enrolment Steering Committee. This report described the outbound communication efforts to prospective students, from confirmation to enrolment stage in the admission process in an effort to reduce duplication and share best-practices between admission personnel.
- The Algonquin College Open House was held on Saturday, March 19th for prospective students. Algonquin College welcomed 1,894 registrants, including 872 prospective students and their guests. This is a 54% increase in registrants and a 25% increase in prospective students from the Spring 2015 Open House. The increase may have been the fact that the event was moved from April to the last weekend of the March Break.
- Waitlisted students have been extended the option to confirm to their preferred program at an alternative campus (Perth or Pembroke), as available. This is in an effort to meet program enrolment targets as well as student program preferences.
- The Refugee Education Fund has dispersed a total of \$25,630 to three refugee students to date.
- Human Resources staff provided an internship opportunity to three Algonquin College students within their department.

- The Centre for Continuing and Online Learning has met its annual target of completing Quality Reviews for 145 online courses and has completed development of 13 new online courses.
- Algonquin College's Applied Research Full Spectra Centre was awarded funds from the Ontario Centers of Excellence, the Natural Science and Engineering Research Council of Canada, and the Industrial Research Assistance Program for a new project with industrial partner Eightfold Technologies.
- Applied Research Day was held April 15th with over 100 exhibits and culminating a year that saw a record 1,500 students engaged in Applied Research projects.
- The Applied Research and Innovation initiative at the Pembroke Campus was awarded \$70,000 in funding from the Ontario Ministry of Agricultural, Food, and Rural Affairs, for environmental projects over the next two years relating to water quality and agriculture.
- The Construction Research Centre co-hosted the first satellite event for the Canada Building Information Modelling Council. The event was attended by approximately 120 members of faculty, students and industry, to demystify and demonstrate the applications of Building Information Modelling in construction.
- The Co-op Department increased total placements for 2015/2016, which was an increase over the previous benchmark of 20%. Seven hundred students had a co-op placement in 2015/16.
- A record number credits were granted through the Prior Learning Assessment and Recognition office for 2015/16. Three hundred and fifty portfolio challenges and 164 exam challenges were completed for a total of 514 Prior Learning Assessment and Recognition credits.
- International Education staff supported students and faculty travelling abroad through the AC Study & Work Bursary with \$55,200 in funds - an increase of 50% over funds dispersed in Winter 2015. School of Hospitality professors Sylvia Densmore, Caron Fitzpatrick and Celine Perrier along with Event Management students travelled to China. Monique Cochrane from the Perth Campus travelled with Business students to Naples and Michelle Osmond and students from the Pembroke campus travelled to Guatemala.
- This spring, the Language Institute is offering a new post-Teaching English as a Second Language course through continuing education offerings. The course, Teaching Listening and Speaking with Technology, explores synchronous and asynchronous online tools used to teach listening and speaking, including multimodal web-conferencing environments.
- Final measures were put in place to establish an on-line safety training resource for all students participating in Work Integrated Learning activities. The initiative was undertaken through a partnership with YOW Canada Inc., a local internet-based safety training firm, to help facilitate delivery of requisite training to placement students. This training supports student and placement employer needs, while helping to meet regulated safety obligations and contributing to the safety of students on placement.

	<ul style="list-style-type: none"> • Staff in Connections, the Campus Store, is currently working on designs to allow the incorporation of the Print Shops into the Campus Store over the summer. The purpose of the change is to further improve the role of the store as a hub for student needs as well as to improve operational efficiencies. • An additional 25 classrooms have been converted to Mobile Learning Classrooms, bringing the Ottawa Campus total to 144 classrooms that are mobile ready out of 156 eligible classrooms. • Learning and Teaching Service staff has delivered customized educational technology professional development sessions to individual Schools with 102 faculty members participating. • Pembroke Campus Entrepreneur-in-Residence, Chris Doré, has established an Entrepreneurship Community Advisory Committee and has developed a mentorship program to support students interested in entrepreneurship. • The Perth Campus is actively involved with Habitat for Humanity-Greater Ottawa in creating a Perth Chapter. The campus has also committed its Construction Carpentry – Advanced Housing program to supply student volunteers to help build a home by the Perth Chapter. The project will run from September 2016 to Summer 2017. This is becoming a true community partnership involving volunteers, municipal leaders, businesses, and the Lanark-Leeds Home Builder’s Association. • Algonquin College, in collaboration with Boréal, Fanshawe, Humber and Sault Colleges has received funding from the Ontario Council on Articulation and Transfer for a Child and Youth Care program provincial pathway project. • The student retention rate in the Centre for Continuing and Online Learning has improved to 71.6%, a 6.1% increase over 2014-15. • Students in the Office Administration – Executive program at the Pembroke Campus organized and hosted a successful mini-conference to celebrate Office Professionals Day. Students practiced project management, event planning skills, and developed networking skills. • Cheryl Dowell, Coordinator and Professor, Business Management, Entrepreneurship, School of Business, participated in a two-week faculty exchange at IILM Business School in Delhi, India where she gave workshops and mini-lectures to undergraduate and graduate students.
STUDENT & CLIENT SUCCESS	
Goal 5: Deliver exceptional service to our diverse student and client populations	
Goal 6: Leverage technology to automate and modernize our business processes, fostering an environment of continuous improvement	
Summary Report from: <ul style="list-style-type: none"> • Communications, Marketing & External Relations • Student Services • Digital Technologies & Innovation 	Activity: <ul style="list-style-type: none"> • Brad McKay, Chief Executive Officer of Healthcare Food Services, presented at the Healthy Living Education Breakfast on March 24th. • Elizabeth May, Leader of the Green Party of Canada and Member of Parliament, visited on April 13th to speak to students about her experiences.

<ul style="list-style-type: none"> ● International & Strategic Planning ● Finance & Administration ● Academic 	<ul style="list-style-type: none"> ● Catherine McKenna, Minister of Environment and Climate Change, along with four experts in clean growth and innovation, visited on April 13th for a discussion on climate change. ● The co-generation plant was officially put into service on April 22nd, along with the signing of the Memorandum of Understanding between Algonquin College and Siemens. Work continues on the installation of the remaining components, in order to benefit from the waste heat produced from the engine in the summer months. Marketing provided environmental graphics to help conceptualize the future Energy Innovation Centre. The April 22nd event was well attended and the Ottawa Citizen wrote a positive article published on April 27th. Planning of Energy Service Company II Phase 4 initiatives are underway, including the submission of the incentive application to Hydro Ottawa on March 28, 2016. ● Two Assistant Deputy Ministers from Employment and Social Development Canada visited on May 6th to inform them of work integrated learning and additional opportunities at Algonquin College. ● The Centre for Students with Disabilities changed its name as of May 2nd, to the Centre for Accessible Learning. This name change reflects the move from a disability focus, to one of accessibility. ● In April 2016, Counselling Services began using a new software program named WellTrack, to provide a web based program to support education and treatment for anxiety, phobias, stress and depression. Staff from Counselling and the Centre for Accessible Learning received training in this program and can now offer it to students. The program provides useful wellness strategies for students and informative analytics to counsellors and management. ● During the reporting period there were four occasions where the Tragic Events Response Team was activated; two student deaths, one student involved in a significant accident and another with an attempted suicide. The Tragic Events Response Team visited seven classrooms to inform/support students connected to these difficult situations. ● Based on a service review recommendation, The Career Centre, adjacent to the Employment Support Centre has been re-designed to be a more welcoming space for students, to facilitate drop-in service delivery, and to host employment workshops and presentations. The re-design includes new graphics to define the space and layout reconfiguration to accommodate the student Peer Reviewer program. ● On March 29th, Student Support Services hosted the fifth annual Student Volunteer Appreciation Gala. Volunteers from Algonquin College and a number of community partners were invited to attend this special evening held to honor and express appreciation for those who demonstrate dedication and effort to volunteering. Close to 170 individuals attended this year's Volunteer Gala, which compares to 150 attendees at the 2015 event. ● On April 13th, in celebration of "National Volunteer Week", His Excellency the Right Honourable David Johnston, Governor General of Canada attended a round-table discussion and visit with student volunteers at Algonquin
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	<p>College. Hosted in the AC Hub, His Excellency had the opportunity to meet with students involved with Algonquin College's Volunteer Centre and to participate in a round-table discussion about the students' volunteer experiences.</p> <ul style="list-style-type: none"> • Service availability for key Information Technology services exceeded 99% availability over this reporting period. Services include Networking, Wireless, Internet access, and the Blackboard Learning Management System. • The Project Fusion design activities are complete for the Human Resources and Payroll components, with a prototype environment in place, and testing preparation under way. • The College has enhanced Responsibility Centre Management reporting, by leveraging the College's Business Intelligence system to allow administrators to drill down details within Responsibility Centre Management financial reports. • The Ottawa Campus library has been equipped with new all-in computers (screen with computer built in) to modernize the environment. • The co-op lead-generation tool has generated 206 new leads in its first year; well beyond its target of 100. • A new online co-op portal from ORBIS Communications has been deployed to staff, students, employers, and faculty. • The Ottawa Local Employment Planning Council held an Employer Launch at the Canadian Tire Centre. Algonquin College Senior Management presented to more than 120 employers and community partners. • The new International Student application portal was officially launched to all students and agents on March 7th. This new solution eliminated five manual processes, centralized all communications related to an application, eliminated two spreadsheets used to track pieces of data, and gives management real-time intelligence related to application volume, source, and stage. Gaps, bottlenecks, and trends are all now visible and actionable. • To better support retention and flow-through, Faculty Marketing Officers/Specialists presented Programs of Study to Language Institute students with 95 students attending and expressing strong interest in entering Algonquin College programs upon completion of their Language Institute programs. • The work order management module for the new Computer Aided Facilities Management system (Archibus) has been live since April 1st, with approximately 900 work requests having been issued. The next phase was deployed on May 16th at which time coordinators, lead hands and supervisors assigned work through the system work request module directly. • Environmental Technician student, Cody Patrick, has been chosen to participate in the 12-week SUMMIT Entrepreneurship program, offered in the summer at Woodroffe Campus. Cody will be the first Pembroke Campus student to take part in the SUMMIT program.
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EMPOWERED PEOPLE

Goal 7: Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College

Goal 8: Create and foster an environment in which the College's model of leadership competencies and behaviours is supported	
<p>Summary Report from:</p> <ul style="list-style-type: none"> • Student Services • Human Resources • Digital Technologies & Innovation • International & Strategic Planning • Academic 	<p>Activity:</p> <ul style="list-style-type: none"> • The Umbrella Project staff travelled to Vancouver to attend a two day "Healthy Minds –Healthy Campus 2016" summit, making excellent connections and returning with information to further inform the project. • During the reporting period 60 staff attended training with Rideauwood Addictions Trainers. • Twenty-five staff from Counselling, Health Services and the Centre for Accessible Learning attended a three hour workshop on Eating Disorders / Disordered Eating facilitated by two Psychologists from Anchor Psychology. • Student Support Services sponsored The Day of Pink Gala again this year, on April 13th. A number of staff attended the gala where Director Shelley Styles spoke to the College's commitment to diversity and presented the National Award for Youth Role Models. • The Employee Relations Plan, developed by the Algonquin College Leadership Team and managers, was released to all College employees. The plan outlines short term, medium term and long term initiatives for 2016/17. In April, Human Resources held four Standard Workload Forms sessions with 71 participates; four Salary Calculation sessions with 49 participants; and three Support Staff Classifications with 83 participants. Three additional Support Staff Classification sessions are scheduled and will be delivered in May and June. Also, Syzygy Learning will deliver Relationship Building, Establishing Trust, Problem Solving and Communications Skills modules to all administrative staff with supervisory responsibilities. • A Mental Health in the Workplace session was delivered to Managers and Supervisors to assist them in identifying and supporting employees with mental illness. • Five full-time employees participated in the New Employee Orientation. One-hundred and twenty-two part-time faculty participated in the Part-time Faculty Orientation Program. Three-hundred and eighty-three employees participated in 21 Professional Development workshops. • The Algonquin Leadership in Education Institute - ALEI I sessions were held from January 21 to March 11, 2016 with a full complement of 16 participants. ALEI II sessions were held from January 28 to March 18, 2016 with a full complement of 16 participants. • For the period, Algonquin College Corporate Training delivered 28 corporate training days to College employees, realizing \$12,633 in professional development cost savings for the College. • The Pembroke Campus hosted former Ontario Cabinet Minister, Sean Conway, to lead a discussion with local business and education leaders on labour market challenges facing the province, in particular rural Ontario. Mr. Conway has been appointed by Premier Kathleen Wynne to Chair the Premier's Highly Skilled Workforce Strategy Expert Panel which is expected to make recommendations to the province by the fall. • On April 15th, several full-time programs at the Pembroke Campus staged a "critical incident" mock training experience for students in the following programs: Police Foundations, Radiation Safety, Bachelor of Science in

	<p>Nursing, Practical Nursing, Personal Support Worker and Social Service Worker. The training exercise was delivered in partnership with local emergency services staff including the Pembroke Fire Department, the Ontario Provincial Police and Canadian Nuclear Laboratories. As part of Renfrew County Fire Chiefs' Association "STOP TEXTING" Campaign to stop distracted drivers, students were encouraged to observe the extrication demonstration part of the mock critical incident training exercise. The activities were repeated several times to ensure all students had an opportunity to participate in the training.</p> <ul style="list-style-type: none"> • The Medical Device Reprocessing Program Advisory Committee held an "Education Day" at the Ottawa Campus on May 6th, which brought approximately 100 employees from various local hospitals together to learn about new technologies in the medical device reprocessing industry. Guest speakers included Cameron Love, Executive Vice President and Chief Operating Officer from The Ottawa Hospital. The advisory committee received donations from fifteen vendors to fund the event for the hospital employees.
<p>FINANCIAL SUSTAINABILITY</p> <p>Goal 9: Align our funded operational expenditures with provincial funding</p> <p>Goal 10: Expand non-funded opportunities to increase revenue</p> <p>Goal 11: Leverage strategic business partnerships to meet the capital needs of the College</p> <p>Goal 12: Create the technological foundation to align with the digital direction</p>	
<p>Summary Report from:</p> <ul style="list-style-type: none"> • Student Services • Digital Technologies & Innovation • International & Strategic Planning • Finance & Administration • Academic 	<p>Activity:</p> <ul style="list-style-type: none"> • From April 1, 2015 to March 31, 2016*, a combined total of \$4,429,000, or 122% of revenue goals for alumni, annual, endowment, major gifts, and pledge payments have been received. \$1,048,772 has been disbursed in bursaries, scholarships and awards, or 131% of goal. <i>*Information for this period from internal records only and not from Foundation approved Board Statements for March 31, 2016.</i> • Forty student entrepreneurs applied, 28 pitched and 18 students were chosen to participate in this year's SUMMIT Summer Intensive (Year 2) which runs May 10th to July 28th. • Algonquin College Corporate Training provided corporate learning services to 78 organizations and had 558 participants in Algonquin College Corporate Training client-dedicated and open enrolment classes. The Algonquin College Corporate Training also secured training agreement revenues of \$480,000 for 2016-17. • Co-op Services staff secured 364 student work placements for the Spring 2016 semester. • The International department has entered its second summer of receiving students from partner universities with students from Punjabi University (India), Shaoxing University (China) and Polytechnics (Mexico) for three or four-week summer sampler programs. These programs highlight Algonquin's curriculum, faculty and facilities to our international partners and their students. • International Education staff is hosting faculty from China with four teachers from Shaoxing University and two teachers from Hunan University of Medicine. Visitors are receiving professional development, teacher training

	<p>and mentorship at Algonquin.</p> <ul style="list-style-type: none"> • A new federally funded Skills Link contract to support unemployed youth began May 2nd at the Pembroke Campus. The contract of \$307,000 has a net contribution of approximately \$30,000. • A Girls' Night Out fundraiser for the Pembroke Campus was held May 6th and generated approximately \$27,000 in revenue. This is the fourth year the event was held, with over \$100,000 having been raised for the Pembroke Campus Capital Campaign.
<p>Student & Employee Successes:</p> <ul style="list-style-type: none"> • Communications, Marketing & External Relations • Student Services • International & Strategic Planning • Finance & Administration • Academic 	<ul style="list-style-type: none"> • Algonquin College graduate, Dan Fallak, appeared on the Dragon's Den on March 16th for the Amazeballs product. • MyAC has been selected for a Gold "Hermes" award in the Intranet category from the Association of Marketing and Communications Professionals. • On May 2nd the Centre for Accessible Learning was presented with the Employment Ontario Award for Excellence in client services by Sheldon Levy, Deputy Minister, Ministry of Training, Colleges and Universities. This group supports over 200 apprentices with learning disabilities, Attention Deficit Hyperactivity Disorder or mental wellness issues, promoting a positive atmosphere of learning and success. • In late March, staff from Counselling Services worked with students from the Queer Students Alliance to host several events during the Queer Students Alliance's Pride Week. • Earl Green, Manager Security Services, was recognized for his efforts by the Students' Association and awarded the Chris Warburton Award of Excellence. • On April 16th students and faculty of the Bachelor of Science in Nursing program hosted a Teddy Bear Clinic at the Pembroke Mall for children to bring their stuffed companions for check-ups by qualified nursing students. The clinic was a fundraiser for a week-long effort to help bring health care to the impoverished areas around the city of Antigua, Guatemala. • The Pembroke Campus hosted a booth at the largest leisure trade show in the Ottawa Valley, the weekend of April 29th at the Petawawa Civic Centre. Full-time, Academic Upgrading and continuing education classes were promoted. • The Culinary Skills students hosted a VIP "Last Bite" event on April 26th. This event was a culminating activity for the students where they were able to showcase their skills and treat local dignitaries and Program Advisory Committee Members to some tasty hors d'oeuvres. • The Perth Campus held a Social Service Worker Appreciation Breakfast for all service agencies that provide students field placements on April 13th. Approximately 100 people were in attendance. • On April 20th Perth Campus staff attended Maplefest in Perth Ontario, a celebration of the community and the coming of spring, and maple syrup. • The Ottawa Campus first year Child and Youth Care students and faculty participated in twelve community-

	<p>service learning projects raising \$9,587 for community partners, totaling \$90,250 over the last seven years.</p> <ul style="list-style-type: none"> • The Ottawa Campus second year Social Service Worker students participated in community development projects raising \$11,000. Half of the funds will go to community partners and half will go toward student bursaries. • Massage Therapy student Nabil Faltas was nominated for the Lippincott Award in Massage Therapy Excellence. Nabil was a physician/surgeon from Egypt and Kuwait and was profiled on myAC. • The first class of Diagnostic Medical Sonography students successfully wrote their national exam. Exam results ranged from 81.3% to 93.8% in the four categories. • On March 20th sixteen students and their coordinators attended the Allied Beauty Association 2016 Trade Show Fair and Exhibition in Montreal. The students learned about the latest trends in Hairdressing, Perfumery, Cosmetics and Beauty and Personal Care. • Coordinator Mary Elizabeth Davies and Chef Kyle MacNeil were on CTV Morning Live March 1st to promote our Food & Nutrition Management program. • On March 21st, the annual School of Hospitality and Tourism Awards Gala was held to celebrate our students' successes. • CTV Morning Live featured Algonquin's Spa Management program in a recent broadcast. • On May 2nd and 3rd, 26 student competitors from Algonquin College competed in 14 different categories at the Skills Canada Ontario Skills Competition. Nine of the competitors placed as follows: <ul style="list-style-type: none"> ▪ Mitch Rosborough, Truck and Coach Mechanic – Gold ▪ Jordan Biggs, Truck and Coach Mechanic –Bronze ▪ Ryan Schmidt, Restaurant Service –Silver ▪ Jonathan Baron, Carpentry – Individual – Silver ▪ Morgan Whitehead, Landscape Design – Bronze ▪ Dan Kidd, IT and Network Support – Bronze ▪ Quinn Stokes and Tyler Nakagawa, Horticulture and Landscape Team – Bronze ▪ Ben Lukes, Auto Collision Repair - Bronze
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