

Meeting of the Board of Governors

MEETING NUMBER FIVE HUNDRED AND TWO OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON MONDAY, APRIL 10, 2017, FROM 4:00 – 6:00 PM, IN CA105 A & B, ACCE BUILDING, OTTAWA CAMPUS, OTTAWA.

AGENDA

1.	Celebrating Student Success – Immunity Warriors	C. Brulé	10 m.
2.	Constitution of the Meeting and Approval of the Agenda	K. Leroux	2 m.
3.	Declarations of Conflict of Interest	K. Leroux	2 m.
4.	Approval of the Consent Agenda	K. Leroux	15 m.
4.1	Minutes of the Board of Governors’ meeting of February 13, 2017	K. Leroux	
4.2	Executive Committee Report	K. Leroux	
4.3	Academic and Student Affairs Committee Report	J. Brockbank	
4.4	Audit and Risk Management Committee Report	N. Cheng	
4.5	Governance Committee Report	L. Clark	
4.6	Foundation Report	L. Clark	
5.	Business Arising from the Minutes		
5.1	Executive Compensation Update	K. Leroux	10 m.
6.	Decision Items & Reports		
6.1	Algonquin College Students’ Association Athletics Recreation Complex	D. McNair J. Doyle	20 m.
6.2	Appointment of New Governors 2017-2018	K. Leroux	10 m.
6.3	Algonquin College Strategic Mandate Agreement	C. Jensen C. Brulé	15 m.
6.4	Major Capital Project – Welding Laboratory Project	D. McNair	10 m.
7.	Items for Information		5 m.
	7.1 Board of Governors Spring Key Messages	S. Anderson	
	7.2 Report from the Board Chair	K. Leroux	
	7.3 Report from the President	C. Jensen	
	7.4 Management Summary Report	Executive Team	
8.	Upcoming Events		
	<ul style="list-style-type: none"> Wednesday, April 12, 2017: Applied Research Day, Ottawa Campus 		

	<ul style="list-style-type: none"> • April 30 – May 2, 2017: CIGan Conference, Ottawa • Thursday, June 8, 2017: Perth Campus Convocation • Monday, June 12, 2017: Board of Governors Meeting • Thursday, June 15, 2017: Board of Governors and Foundation Board End-of-Year event • Friday, June 16, 2017: Pembroke Campus Convocation • June 19 – 21, 2017: Ottawa Campus Convocations 		
9.	In Camera Meeting		30 m.
10.	Meeting Adjournment		

1.	Meeting Without Management	K. Leroux	30 m.
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Board of Governors' Work Plan

ROLE OF THE BOARD	Board Retreat September 2016	Board Meeting October 11, 2016	Board Meeting December 12, 2016	Board Meeting February 13, 2017	Board Retreat March 2017	Board Meeting April 10, 2017	Board Meeting June 12, 2017
<p>STRATEGIC DIRECTION SETTING The Board develops and adopts a strategic plan consistent with its mission, vision and values, and enables the organization to realize its mission. The Board oversees major decisions, monitors progress on implementation of strategic directions and approves annual business plans. The Board annually reviews the Strategic Plan as part of the regular planning cycle.</p>	<ul style="list-style-type: none"> - Responsive and Innovative Program Design and Delivery - Healthy Living Education Initiative New Model 	<ul style="list-style-type: none"> - New/Suspended and Cancelled Academic Programs (ASAC Report) - Major Capital Project: Building F Renovation 	<ul style="list-style-type: none"> - New/Suspended and Cancelled Academic Programs (ASAC Report) - Healthy Living Education Initiative - Five Year Capital Investment Plan - International - Major Capital Projects - People Plan (draft) - Executive Compensation Framework 	<ul style="list-style-type: none"> - New/Suspended and Cancelled Academic Programs (ASAC Report) - Approval of 2017-2018 Business Plan and Budget - Healthy Living Education Initiative Business Case - Major Capital Projects - Executive Compensation 	<ul style="list-style-type: none"> - Review of International Strategic Plan and principles to drive strategy 	<ul style="list-style-type: none"> - New/Suspended and Cancelled Academic Programs (ASAC Report) - HLE Initiative (Centre of Excellence in Health Education (if required)) - International (if required) - Executive Compensation - Students' Association's Athletics and Recreation Complex 	<ul style="list-style-type: none"> - New/Suspended and Cancelled Academic Programs (ASAC Report) - Centre of Excellence in Health Education - Major Capital Projects (Quarterly report) - People Plan - Students' Association's Athletics and Recreation Complex - Draft Strategic Mandate Agreement - Business Case - Algonquin College Residence
<p>OVERSIGHT OF THE PRESIDENT The Board selects and supervises the President, including developing and approving the job description, recruiting and selecting the President, reviewing and approving annual performance goals, evaluating performance and determining compensation and ensuring a succession plan is in place.</p>		<ul style="list-style-type: none"> - Delegated to Executive Committee 	<ul style="list-style-type: none"> - Delegated to Executive Committee 	<ul style="list-style-type: none"> - Delegated to Executive Committee 		<ul style="list-style-type: none"> - Delegated to Executive Committee 	<ul style="list-style-type: none"> - Delegated to Executive Committee
<p>PERFORMANCE MONITORING The Board ensures that management has identified appropriate measures of performance, and has plans in place to address variances from expected/planned performance.</p>	<ul style="list-style-type: none"> - Strategic Plan Metrics 	<ul style="list-style-type: none"> - First Quarter 2016-2017 Business Plan Update - Program Advisory Committees' Annual 	<ul style="list-style-type: none"> - Second Quarter 2016-2017 Business Plan Update 	<ul style="list-style-type: none"> - Third Quarter 2016-2017 Business Plan Update - Ontario Colleges Quality Assurance 			<ul style="list-style-type: none"> - Fourth Quarter 2016-2017 Business Plan performance - Annual Report

		Report (ASAC Report)		Board Report			2016-2017 and progress against Strategic Plan 2012-2017
ROLE OF THE BOARD	Board Retreat September 2016	Board Meeting October 11, 2016	Board Meeting December 12, 2016	Board Meeting February 13, 2017	Board Retreat March 2017	Board Meeting April 10, 2017	Board Meeting June 12, 2017
<p>FINANCIAL OVERSIGHT The Board is responsible for stewardship of financial resources, approves policies for financial planning, approves the annual operating and capital budgets, monitors financial performance against budget and compliance against investment policies, ensures the accuracy of financial information and approves the annual audited financial statements, and ensures management has put into place measures that ensure the integrity of internal controls.</p>		<ul style="list-style-type: none"> - First Quarter 2016-2017 Financial Report 	<ul style="list-style-type: none"> - Second Quarter 2016-2017 Financial Report - Enterprise Resource Planning (Project Fusion) Update - 2017-2018 Budget Assumptions and three-year pro forma - Five Year Capital Investment Plan - 2017-2018 Tuition and Fees Schedule 	<ul style="list-style-type: none"> - Third Quarter 2016-2017 Financial Report - 2017-2018 Tuition and Fees Schedule (moved up to Dec) 		<ul style="list-style-type: none"> - Enterprise Resource Planning (Project Fusion - included in Major Capital Projects Report 	<ul style="list-style-type: none"> - Banking Officers' resolution - Fourth Quarter Financial Results and Audited Financial Statements - Endowment Fund Performance Report - Enterprise Resource Planning (Project Fusion) Update - Colleges of Applied Arts & Technology (CAAT) Retirement Compensation Annual Report to Sponsors - Learning Management System approval in principle
<p>RISK IDENTIFICATION AND OVERSIGHT The Board oversees management's risk management program, and identifies unusual risks in the organization and ensures plans are in place to manage and prevent such risks.</p>	<ul style="list-style-type: none"> - International 	<ul style="list-style-type: none"> - International 	<ul style="list-style-type: none"> - Enterprise Risk Management – Risk Appetite Statements - Policy SA16 Sexual Assault/Sexual Violence 				<ul style="list-style-type: none"> - Freedom of Information Annual Report

ROLE OF THE BOARD	Board Retreat September 2016	Board Meeting October 11, 2016	Board Meeting December 12, 2016	Board Meeting February 13, 2017	Board Retreat March 2017	Board Meeting April 10, 2017	Board Meeting June 12, 2017
<p>STAKEHOLDER COMMUNICATION AND ACCOUNTABILITY</p> <p>The Board ensures the organization appropriately communicates with government, contributes to strong stakeholder relationships, and advocates on behalf of College stakeholders in support of the mission, vision, values, and strategic directions.</p>	<ul style="list-style-type: none"> - Polytechnics Canada 	<ul style="list-style-type: none"> - Strategic Plan 2017-2022 Communications Roll-Out - Board of Governors' Summer Key Message 	<ul style="list-style-type: none"> - Board of Governors' Fall Key Message 	<ul style="list-style-type: none"> - Board of Governors' Winter Key Message 		<ul style="list-style-type: none"> - Board of Governors' Spring Key Message - Algonquin College Coat of Arms 	<ul style="list-style-type: none"> - Board of Governors' Summer Key Message
<p>GOVERNANCE</p> <p>The Board is responsible for the quality of its own governance, establishes by-laws and governance policies to facilitate the performance of the Board's role and performance.</p>	<ul style="list-style-type: none"> - Review and adoption of the Governors' Code of Ethical Conduct - Structure of Effective Board Meetings generative discussion 	<ul style="list-style-type: none"> - Board Committee Reports (Academic & Student Affairs; Audit & Risk Management; Governance) - Foundation Board Report 	<ul style="list-style-type: none"> - Board Committee Reports (Academic & Student Affairs; Audit & Risk Management; Governance) - Foundation Board Report 	<ul style="list-style-type: none"> - Board Committee Reports (Academic & Student Affairs; Audit & Risk Management; Governance) - Foundation Board Report 		<ul style="list-style-type: none"> - Board Committee Reports (Academic & Student Affairs; Audit & Risk Management; Governance) - Foundation Board Report - Appointment of new Governors for 2017-2018 - Governance Committee Report to include Board Officer and Committee Appointments; BGI-01 Report Card; Governor Reappointments 	<ul style="list-style-type: none"> - Board Committee Reports (Academic & Student Affairs; Audit & Risk Management Governance Cmt report to include BOG Officer & Cmt Memberships, Board Evaluation Report - Foundation Board Report
<p>LEGAL COMPLIANCE</p> <p>The Board ensures that appropriate processes are in place to effect compliance with legal requirements.</p>		<ul style="list-style-type: none"> - Confirmation of mandatory Government remittances 		<ul style="list-style-type: none"> - Confirmation of mandatory Government remittances 		<ul style="list-style-type: none"> - Confirmation of mandatory Government remittances 	

MINUTES OF THE MEETING NUMBER FIVE HUNDRED AND ONE OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON **MONDAY, FEBRUARY 13, 2017** AT 4:00 PM, IN CA105, AT THE OTTAWA CAMPUS.

Present:	Pam Auchterlonie Jim Brockbank Nancy Cheng Lynne Clark Shellee Fournier Sherryl Fraser Stephen Heckbert Cheryl Jensen, President Sara Loyst Jay McLaren Peter Nadeau, Acting Chair Dr. Jim Robblee Kelly Sample Mark Sutcliffe Michael Tremblay Michael Waters	Regrets:	Kathryn Leroux, Chair
		Senior Management:	Claude Brulé, Academic Ron Deganadus McLester, Indigenous Initiatives Duane McNair, Finance & Administration Laura Stanbra, Student Services Scott Anderson, Communications, Marketing & External Relations Doug Wotherspoon, International & Strategic Planning
		Recorder:	Suzannah DiMarco

1. CELEBRATING SUCCESS – Occupational Therapist Assistant/Physiotherapy Assistant Students

C. Brulé, Senior Vice President Academic, introduced students Robyn Dusseldorp, Rebecca Arbuckle, Suzanne Mondoux, Sage Barclay, and Professor Tim Tosh. Students enrolled in the Occupational Therapy Assistant/Physiotherapist Assistant (OTA/PTA), Ontario College Diploma program, in partnership with Ausome Ottawa, delivered a Fine Motor Skills Clinic to children diagnosed with autism spectrum disorder. Ausome Ottawa supports children with autism through various aspects of sport. The students were congratulated on their achievements and presented with the Board’s “Changemaker” Award.

2. CONSTITUTION OF THE MEETING & APPROVAL OF THE AGENDA

Acting Chair Peter Nadeau constituted the meeting at 4:05 pm.

RESOLUTION

MOVED & SECONDED M. Tremblay & J. Brockbank

THAT the Board of Governors approves the meeting agenda.

CARRIED.

3. DECLARATION OF CONFLICT OF INTEREST

Members were asked to declare any conflicts of interest with items on the agenda. Governor Tremblay declared a conflict of interest as a result of his recent appointment as President and Chief Executive

Officer of Invest Ottawa. Governor Tremblay advised that he will tender his resignation from the Algonquin College Board of Governors as of March 2, 2017.

4. APPROVAL OF THE CONSENT AGENDA

Acting Chair Nadeau asked whether any Governors wished to remove an item from the consent agenda. No items were removed from the consent agenda.

RESOLUTION

MOVED & SECONDED L. Clark & M. Tremblay

THAT the Board of Governors approves the consent agenda.

CARRIED.

4.1 Minutes of the Board of Governors meeting of December 12, 2016

RESOLUTION

THAT the Board of Governors approves the meeting minutes of December 12, 2016.

4.2 Executive Committee Report

Chair Leroux provided a verbal update regarding Executive Committee activities.

4.3 Academic and Student Affairs Committee Report

Governor Brockbank, Chair of the Academic and Student Affairs Committee, provided a verbal report of the meeting held on January 24, 2017. A review of the 2017-2018 Tuition and Fees Schedules was completed. This item will be addressed later in the agenda under item 6.1. In addition, information regarding enrolments and demographic trends in higher education were reviewed.

2017-2018 Tuition and Fees Schedules

RESOLUTION

MOVED & SECONDED: S. Loyst & J. McLaren

THAT the Academic and Student Affairs Committee approves the proposed 2017-2018 Tuition and Fees Schedules and recommends them to the Board of Governors for approval.

CARRIED.

4.4 Governance Committee Report

Governor Tremblay, Chair of the Governance Committee, provided a verbal report of the meeting held on February 6, 2017. The focus of the meeting was the recruitment campaign launched on February 7, to fill vacancies on the Board for the 2017-2018 academic year.

4.5 Foundation Report

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

4.6 Third Quarter 2016-2017 Business Plan Update

The Third Quarter 2016-2017 Business Plan Report was included in members' materials for information, and was accepted by consensus.

5. BUSINESS ARISING FROM THE MINUTES

5.1 Healthy Living Education Initiative Business Case

President Jensen and Governor Robblee provided context and background for this very important initiative. C. Brulé, Senior Vice President Academic, briefed members on the development of the Healthy Living Education Business Case. In order to realize the vision and complete the next phase of the project, the Healthy Living Education project team presented potential partnership and development options to the Board. Governors acknowledged that pursuing external partnership funding options was prudent, and would provide opportunity for academic benefit and the enhancement of the Algonquin College brand. The risks associated with proceeding with this project have been analyzed against the Board-developed risk appetite statements that are used when assessing the merits of significant investments. Discussion occurred regarding the risks associated with the project, and potential mitigation strategies that have been developed. Members discussed the College's deferred maintenance liability that will be positively impacted as a result of renovations to existing buildings at the Ottawa campus. Questions were answered related to increasing Algonquin's market share in a competitive environment where private career colleges offer health-related programs. This may be an area of growth for the College, and would provide greater career opportunities for new Canadians. Discussion occurred regarding the benefits of regulating Personal Support Workers and raising the profile of this essential profession, similar to the work that was done to raise the profile of trade workers in the past. Members discussed the public/private partnership model that might be utilized to offer outpatient services on campus, while offering living laboratories for our students. Members were advised that all funding sources and partnership models are being evaluated, but that the initiative would not proceed without being fully funding by external sources.

RESOLUTION

MOVED & SECONDED: S. Heckbert & Dr. Robblee

THAT the Board of Governors approves the business case for the next phase of the Healthy Living Education initiative: the *Algonquin College Centre of Excellence in Health Education*, contingent on receiving full external funding for the project.

CARRIED.

5.2 Third Quarter 2016-2017 Financial Projection

D. McNair, Vice President Finance and Administration, referred members to the Third Quarter 2016-2017 Financial Projection report. College staff has balanced the annual operating budget. The overall Approved Annual Budget has an estimated net contribution of \$(6.7) million, due to several extraordinary capital expenditures. These expenditures will be partly funded from Internally Restricted Net Assets.

The Third Quarter 2016-2017 Financial Projection proposes a \$1.6 million decrease to the net contribution of Algonquin College from the Approved Annual Budget of \$(6.7) million, to \$(8.3) million. This negative change is primarily a result of the recognition of the one-time wind-down cost

of the Algonquin College-Saudi Arabia Jazan Campus, and an adjustment to utility expenditure projections. The negative change is offset by a small increase in Funded Activity Net Contribution, and a positive adjustment in Non-Cash Revenue and Non-Cash Expenditure Adjustments. The report was accepted for information.

6. DECISION ITEMS AND REPORTS

6.1 2017-2018 Tuition and Fees Schedule

L. Stanbra, Vice President Student Services, introduced K. Pearson, Registrar. Members were briefed on the proposed 2017-2018 Schedule of Fees which were developed in accordance with the Tuition Fee Framework Guidelines for Colleges of Applied Arts and Technology. The Schedule of Fees was also developed in consultation with Academic Operations and Planning, Academic Areas, Co-operative Education, the International Education Centre, the Students' Association, the City of Ottawa, Ancillary Services, the Digital Technology and Innovation group, and Student Support Services. The Schedule of Fees was presented to the College Budget Committee and endorsed on November 25, 2016, followed by approval at Algonquin College Executive Team on December 14, 2016, and final review and endorsement by the Academic and Student Affairs Committee on January 24, 2017. The overall tuition fee increase for 2017-2018 is currently 2.98%, factoring the combined calculation of all programs, including high demand, and prepared using the actual 2016-2017 audit date enrolment data. For 2016-2017, the overall Tuition Fee increase was 2.99%. Discussion occurred regarding high demand programs, the impact of the Province's Net Free Tuition for students whose family income is below \$50,000, and the growing demands for student financial support. Members were advised of the comprehensive fees review that was completed this year, to better understand how Algonquin College tuition fees compare with other community colleges. It was noted that this year, Algonquin has fewer students with outstanding debts, and greater numbers of students have been supported through the Foundation's bursaries and emergency funds.

RESOLUTION

MOVED & SECONDED: J. Brockbank & M. Tremblay

THAT the Board of Governors approves the 2017-2018 Tuition and Fees Schedules.

CARRIED.

Governor McLaren exited the meeting at 6:10 pm.

6.2 2017-2018 Business Plan and Budget

D. Wotherspoon, Vice President Innovation and Strategy, and D. McNair, Vice President Finance and Administration, presented the 2017-2018 Business Plan and Budget. This year's Business Plan begins the formal transformation in strategic thinking outlined in the new Strategic Plan. Included in the transition is the launch of College-wide training to support the adoption of Lean management practices, including increased engagement of employees in decision making.

Discussion occurred regarding year one of the Strategic Plan 2017-2022, which identifies the metrics used to evaluate performance against goals. Members were advised that over time, the drivers might change, or may be more specific to certain departments or areas. As a learning

organization, this gives Algonquin College the opportunity to flex with changing environments, and respond quickly to opportunities. Members discussed the cultural transformation and change management strategies that will support the development of a culture of continuous improvement. Management has consulted extensively with other local organizations that have successfully implemented a Lean management system.

The 2017-2018 Annual Budget development process achieved a positive net contribution for Funded Activity/College Operations and for the Non-Funded Activity line of business. The operating budget was balanced as presented.

RESOLUTION

MOVED & SECONDED: M. Tremblay & Dr. J. Robblee

THAT the Board of Governors approves the 2017-2018 Business Plan and Annual Budget with a projected positive net contribution of \$5.6 million.

CARRIED.

RESOLUTION

MOVED & SECONDED: S. Fraser & S. Loyst

THAT the Board of Governors approves the use of up to \$19.7 million in internally restricted funds for the following items: enterprise resource planning solution (Project Fusion); information technology and physical infrastructure renewal projects; Innovation, Entrepreneurship Learning Centre and Institute for Indigenous Entrepreneurship; Energy Savings Company Contract (ESCO2) measures; and academic and administrative equipment.

CARRIED.

6.3 College Quality Assurance Audit Process Report

C. Brulé reported that the College Quality Assurance Audit Process is an institutional-level process that involves the regular and cyclical review of all college quality assurance mechanisms. The standards provide the framework for Ontario's colleges to assess the extent to which quality assurance mechanisms meet the established standards. Algonquin College submitted a self-study in March 2016, and hosted a site visit in June 2016. This site visit included meetings of the external reviewers with members of the Board Governors, senior executive and senior leadership, Program Advisory Committees, faculty, staff and students. The final report, received on November 11, 2016, noted that the College has met all of the College Quality Assurance Audit Process standards, and has been deemed to have a 'mature effort'. The report identified several recommendations upon which action should be taken. The actions will be communicated, monitored and supported by the Academic Development Department. A follow-up report must be submitted to Ontario College Quality Assurance Service by May 15, 2018 indicating staff's efforts to address the affirmations and recommendations. Members congratulated Algonquin College staff on the self-identification of opportunities for improvement, and on the outstanding results that have been achieved. The report was accepted for information.

6.4 Major Capital Projects

D. McNair provided members with a financial overview and update on the progress of the major capital projects undertaken and in progress during 2016-2017. The projects included in the report were:

- Energy Savings Company contract project – Phase 2;
- Enterprise Resource Planning - Project Fusion;
- Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship (Innovation Centre);
- Equipment Renewal and Electrical Lab Alterations Project in the Algonquin Centre for Construction Excellence;
- Welding Lab Project at Building B5, the College's Transportation Technology Centre;
- Transformer Replacement Project;
- Building B Window Replacement; and
- Building F Renovation.

Discussion occurred regarding the Ministry's definition of "substantial completion" as it relates to the Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship (Innovation Centre). This is an industry term that has been clarified and defined with federal funders. Key milestones for Project Fusion and the Innovation Centre are being closely monitored by management and by the Board's Audit and Risk Management Committee.

The Major Capital Projects report was accepted for information.

6.5 Executive Compensation Program

C. Frederick, Vice President Human Resources referred members to the report included in the Board package. On December 12, 2016, the Board of Governors directed management to post the Executive Compensation Program for 30 calendar days for public consultation starting January 2, 2017. On January 20, having considered feedback received during the first half of the consultation period, the Executive Committee on behalf of the Board passed a motion to modify the comparators used to create the Algonquin College Executive Compensation Program and posted a revised Compensation Program on January 23. On January 26, the Deputy Minister, Advanced Education and Skills Development advised College Presidents and Board Chairs to revisit the selection of comparators to focus on those that meet the majority of the criteria in the framework and the spirit of the legislation. Ontario colleges currently await further review and guidance from the Employer Council and the Ministry of Advanced Education and Skills Development.

The report was accepted for information.

7. ITEMS FOR INFORMATION

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

7.1 Board of Governors Winter 2017 Key Messages

Members provided positive feedback on the new format of the report.

The report was accepted for information.

7.2 Report from the Board Chair

The report was accepted for information.

7.3 Report from the President

The report was accepted for information.

7.4 Management Summary

The report was accepted for information.

8. UPCOMING EVENTS

Members reviewed a list of upcoming events.

9. IN CAMERA

An In Camera session was not held.

10. MEETING ADJOURNMENT

There being no further business, the regular meeting was adjourned at 7:00 pm.

Kathryn Leroux, Chair

Suzannah DiMarco, Recorder

APPENDIX A

Observers:

Wilma Allan, Program Quality Assurance Administrator
Lisa Barker, Promotions and Events Officer, Public Relations and Communications
Brent Brownlee, Director, Ancillary Services
Christopher Carroll, Social Media Community Officer, Public Relations and Communications
Lynn Cummings, Academic Development
Maggie Cusson, Dean, Academic Development
Amy Desjardins, Executive Director, Algonquin College Foundation
Laura Dimic, Food and Conference Services
Ruth Dunley, Communications Officer, Public Relations and Communications
Barbara Foulds, Dean, Faculty of Health, Public Safety and Community Studies
Jean-Guy Fréchette, Associate Director, Government and Stakeholder Relations
Paul Gardner, Business Administrator, Special Projects, Finance and Administration
Michael Gawargy, Director, Information Technology Services
Janet Hunter, Internal Communications Officer, Public Relations and Communications
Jodi Jaffray, Academic Manager, Centre for Continuing and Online Learning
Christopher Janzen, Dean, Faculty of Technology & Trades
Jim Kyte, Dean, School of Hospitality and Tourism
Sandra Larwill, Academic Manager, Centre for Continuing and Online Learning
Mark Leduc, Executive Director, Academic Operations and Planning
Diane McCutcheon, Director, Labour Relations
Tracy McDougall, Executive Assistant to the President
Shaideh Mogharrabin, Financial Analyst, Finance and Administration
Krista Pearson, Registrar
Grant Perry, Acting Director, Finance and Administration
Joe Ranieri, Director, Business Development
Katherine Root, Labour Relations Specialist, Human Resources
Shelley Styles, Director, Student Support Services
Tim Tosh, Professor, School of Health and Community Studies
Gordon Warner, Strategic Procurement, Finance and Administration
Emily Woods, Acting Manager, Financial Services

MEMO

DATE: April 10, 2017

TO: Board of Governors

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

SUBJECT: Academic & Student Affairs Committee meeting of March 21, 2017

For documentation in support of the agenda items, please visit the Board's SharePoint site; choose Academic and Student Affairs Committee, March 21, 2017 folder.

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL

1) Terms of Reference – Revised

Members reviewed the revised Terms of Reference for the Academic and Student Affairs Committee and noted the change to the language under “Meetings”, to standardize the language across all committee terms of reference for consistency.

RESOLUTION

MOVED & SECONDED: S. Fraser & J. McLaren

THAT the Academic and Student Affairs Committee approves the revised Terms of Reference and recommends them to the Board of Governors for approval.

CARRIED.

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

2) Enrolment Update Report

Members reviewed the Enrolment Update for the Winter 2017 term, and current data for the Spring 2017 and Fall 2017 terms. The Committee commended Management for the extensive effort and initiatives that have been undertaken, and continue in ongoing efforts to secure enrolment and achieve targets. The data and information are shown in Appendix A: Enrolment Update Report.

Enrolment Update

March 21, 2017

For the Academic and Student Affairs Committee

Prepared by Academic Operations and Planning
and the Registrar's Office

Winter '17 – Status at Mar. 1, 2017 (audit)

COLLEGE ENROLMENT - 2017 WINTER

(Post Secondary & Graduate Certificat

	Actual (as of Mar. 1, '17)	Approved Budget			Previous Year (as of Mar. 1 '16)		
		Over / (Under) #	Over / (Under) %	Status	YoY #	YoY %	Status
Total Registered	16,843	1	0.0%	●	(64)	(0.4%)	●
Level 01	2,228	84	3.9%	●	64	3.0%	●
Returning	14,615	(83)	(0.6%)	●	(128)	(0.9%)	●
Domestic	14,856	(488)	(3.2%)	●	(509)	(3.3%)	●
International	1,987	489	32.6%	●	445	28.9%	●

Note for status indicators: green if year over year % = or > 0%; yellow if 0% to (2%); red if worse than (2%)

Fiscal 2016-17 – Status at Mar. 1, 2017 (audit)

COLLEGE ENROLMENT - 2016 / 2017 (16S, 16F, 17W)

(Post Secondary & Graduate Certificates)

	Actual (as of Mar. 1, '17)	Approved Budget			Previous Year		
		Over / (Under) #	Over / (Under) %	Status	YoY #	YoY %	Status
Total Registered	37,357	(239)	(0.6%)	●	92	0.2%	●
Level 01	12,053	(275)	(2.2%)	●	(233)	(1.9%)	●
Returning	25,304	36	0.1%	●	325	1.3%	●
Domestic	33,398	(1,006)	(2.9%)	●	(722)	(2.1%)	●
International	3,959	767	24.0%	●	814	25.9%	●

Note for status indicators: green if year over year % = or > 0%; yellow if 0% to (2%); red if worse than (2%)

Spring 2017 – Status at Mar. 17, 2017

COLLEGE ENROLMENT - 2017 SPRING (Intake) (Post Secondary & Graduate Certificates)

Previous Year
(as of Mar. 17 '16)

	Actual (at Mar. 17, '17)	YoY #	YoY %	Status
Applications				
Domestic	1,777	321	22.0%	●
International	426	143	50.5%	●
Total	2,203	464	26.7%	●
Confirmed / Paid / Registered				
Domestic	330	66	25.0%	●
International	143	60	72.3%	●
Total	473	126	36.3%	●
As % of Budget / Audit Enrolment	110.8%		6.6%	●

Note for status indicators: green if year over year % = or > 0%; yellow if 0% to (2%); red if worse than (2%)








Fall 2017 – Status at Mar. 17, 2017

COLLEGE ENROLMENT - 2017 FALL (Intake)

(Post Secondary & Graduate Certificates)

Previous Year

(as of Mar. 17 '16)

	Actual (at Mar. 17, '17)	YoY #	YoY %	Status
Applications				
Domestic	31,476	(56)	(0.2%)	
International	2,530	458	22.1%	
Total	34,006	402	1.2%	
Confirmed / Paid / Registered				
Domestic	4,034	22	0.5%	
International	851	(101)	(10.6%)	
Total	4,885	(79)	(1.6%)	
As % of Budget / Audit Enrolment	50.7%		(1.6%)	

Note for status indicators: green if year over year % = or > 0%; yellow if 0% to (2%); red if worse than (2%)

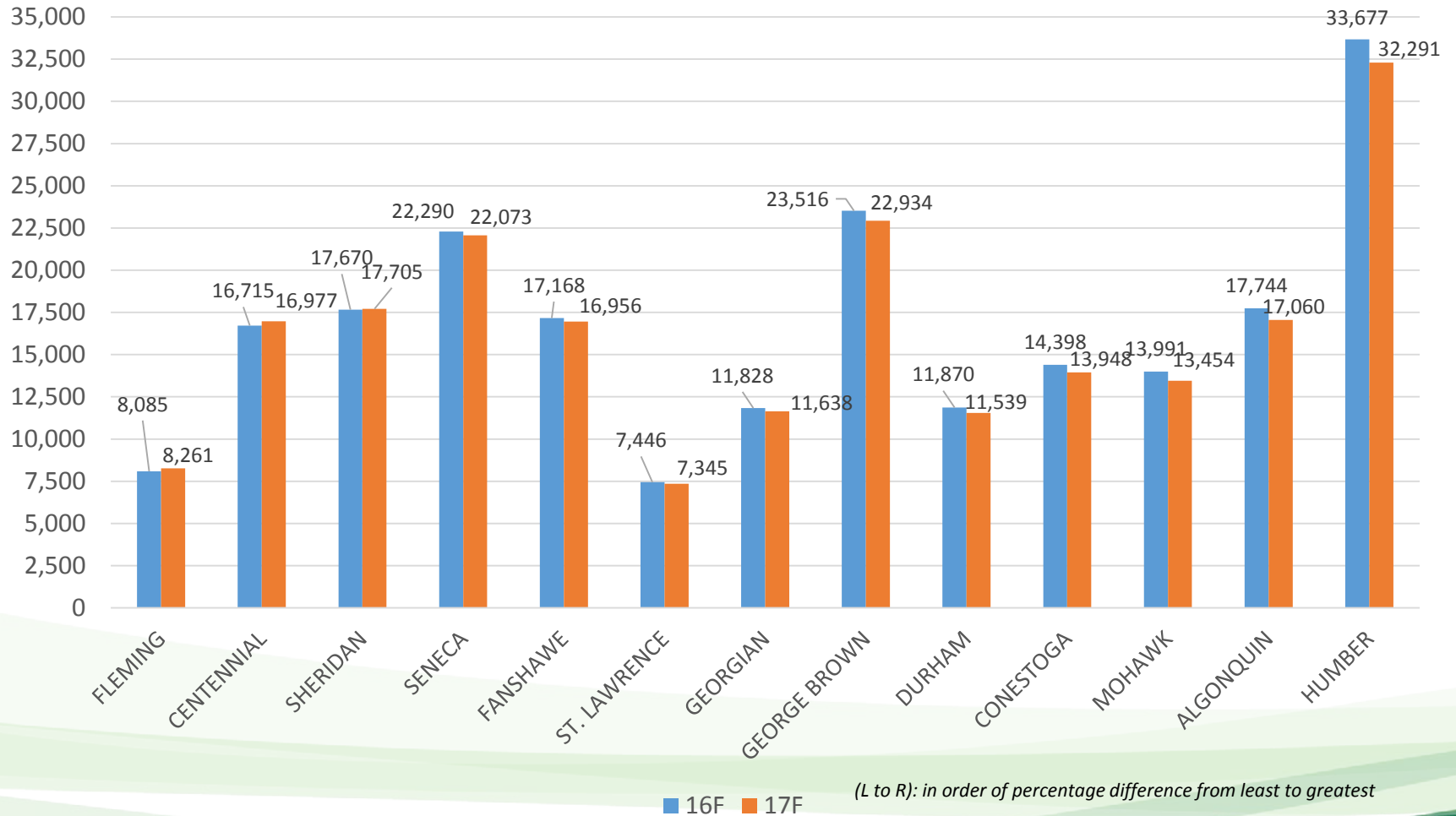
Fall 2017 Applications & Confirmations

March 13, 2017



OCAS 16F vs 17F Select Applications

as of March 13, 2017 (level one, domestic)

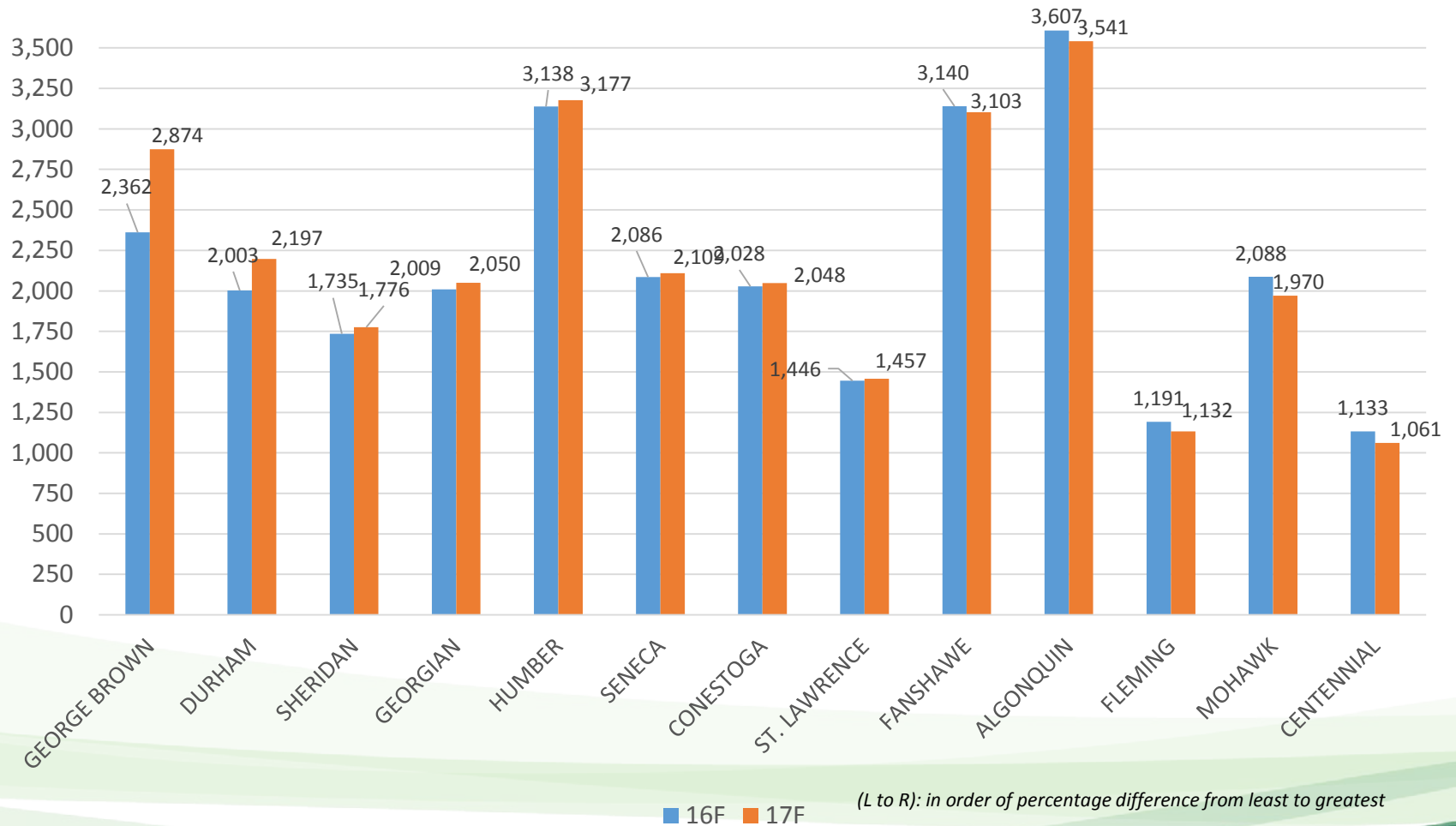


OCAS Select Applications % change from 16F to 17F as of March 13, 2017 (level one, domestic)

College	Non-Direct	Direct	Total
FLEMING	-1.6%	5.4%	2.2%
CENTENNIAL	1.9%	1.3%	1.6%
SHERIDAN	2.1%	-1.5%	0.2%
SENECA	0.5%	-2.1%	-1.0%
FANSHAWE	-1.2%	-1.3%	-1.2%
ST. LAWRENCE	-0.8%	-2.0%	-1.4%
GEORGIAN	-2.2%	-1.0%	-1.6%
GEORGE BROWN	-1.0%	-3.8%	-2.5%
DURHAM	-2.5%	-3.0%	-2.8%
CONESTOGA	-3.3%	-3.0%	-3.1%
MOHAWK	-0.4%	-7.0%	-3.8%
ALGONQUIN	-3.1%	-4.7%	-3.9%
HUMBER	-3.7%	-4.5%	-4.1%
CAAT averages (includes all colleges)	-1.9%	-2.2%	-2.1%

OCAS 16F vs 17F Select Confirmations

as of March 13, 2017 (level one, domestic)



OCAS Select Confirmations % change from 16F to 17F as of March 13, 2017 (level one, domestic)

College	Non-Direct	Direct	Total
GEORGE BROWN	12.4%	39.8%	21.7%
DURHAM	4.5%	17.0%	9.7%
SHERIDAN	4.2%	0.3%	2.4%
GEORGIAN	7.0%	-4.9%	2.0%
HUMBER	4.5%	-3.0%	1.2%
SENECA	-1.0%	3.2%	1.1%
CONESTOGA	-3.5%	8.0%	1.0%
ST. LAWRENCE	6.2%	-5.8%	0.8%
FANSHAWE	-3.6%	1.9%	-1.2%
ALGONQUIN	0.7%	-5.2%	-1.8%
FLEMING	0.9%	-10.2%	-5.0%
MOHAWK	-3.4%	-7.9%	-5.7%
CENTENNIAL	-9.8%	-2.4%	-6.4%
CAAT averages (includes all colleges)	0.7%	0.9%	0.8%

New enrolment initiatives in Marketing, Recruitment & Admissions



What are we doing differently?

Next three slides highlight activities in marketing, recruitment and admissions that are different from the same time last year

As a part of continuous improvement, in the coming months there will be:

- Launch of a new marketing plan, website landing page, and search engine optimization
- College-Wide Conversion Activity Plan to inform a learner-driven enrolment effort at all stages of the student experience
- Improved access to enrolment data for deans and directors leading efforts

Marketing

- Faculty Marketing Officers report to Director of Marketing to coordinate and streamline processes and messaging
- New Brand Campaign launched (Real People. Real Change.)
- Medium Expansion: Social Media, Website Refresh, TV Informational Spots, New Billboards
- Nurturing Campaigns streamlined and content improved (video links, letter from the Dean(s))

Recruitment

- Since summer 2016, coordinated calling campaign efforts to eliminate communication confusion or duplication
- Deploying return-on-investment data to inform planning
- Analysis of correlation between recruitment visits/outreach and conversion to application and registration
- Additional events: Grad Certs, Open Programs, Non-direct

Admissions

- Earlier and more detailed alternate offer communications
- More robust alternate offer list developed in consultation with deans
- Digital FAQs to waitlisted students with links to career clarity tools to ensure program fit – promote alternate options

Do you have any questions?

Thank you for your time

Robert C. Gillett Student Commons

ALGONQUIN
COLLEGE

MEMO

DATE: April 10, 2017

TO: Board of Governors

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

SUBJECT: Audit & Risk Management Committee meeting of March 02, 2017

For documentation in support of the agenda items, please visit the Board's SharePoint site, choose the Audit & Risk Management Committee, March 02, 2017 meeting folder.

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL

There were no items that required Board approval.

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

1) Audit and Risk Management Committee - Revised Terms of Reference

Members reviewed the revised Terms of Reference for the Audit and Risk Management Committee and suggested revisions to better describe the Committee's risk monitoring and oversight role.

RESOLUTION

MOVED & SECONDED: K. Sample & M. Waters

THAT the Audit and Risk Management Committee recommend that the Governance Committee endorse the revised Audit and Risk Management Committee Terms of Reference.
CARRIED.

2) Computer Software Capitalization Policy – Revised

Members reviewed the new Computer Software Capitalization policy that establishes the criteria and terms that apply for the capitalization of purchased, developed and/or implemented software.

RESOLUTION

MOVED & SECONDED: K. Sample & M. Waters

THAT the Audit and Risk Management Committee approves the Computer Software Capitalization Policy.
CARRIED.

3) Risk-Based Internal Audit Five-Year Plan

Members reviewed the Risk-Based Internal Audit Five Year Plan for internal audits, and the recommendation for the next internal audit project. Management reviewed the High Risk Quarterly Report and identified that Cybersecurity is the priority for the next internal audit.

RESOLUTION

MOVED & SECONDED: M. Waters and K. Sample

THAT the Audit and Risk Management Committee approves the updated Risk-Based Internal Audit Five-Year Plan, and direct management to undertake the next scheduled internal audit on Cybersecurity during the 2017-2018 fiscal year.

CARRIED.

4) Competitive Procurement Process for Audit Services

Members discussed the current agreement with Deloitte for external audit services for Algonquin College and the Algonquin College Foundation.

RESOLUTION

MOVED & SECONDED: M. Waters & K. Sample.

THAT the Audit and Risk Management Committee approves the extension of the current agreement with Deloitte for external audit services for the 2017-2018 financial statements.

CARRIED.

C. INFORMATION ITEMS PRESENTED TO ARM COMMITTEE

The following items were presented for information:

- ✓ Endowment Funds Investment - Third Quarter Performance Report
 - Update on Benchmarks and Currency Hedging Strategy
- ✓ College Operating Funds Investment Report - Third Quarter Report
- ✓ 2016-2017 Enterprise Risk Management - Third Quarter Report
 - High Risk Dashboard
 - Fraud Risk Assessment Summary Report
 - The Innovation Centre Project Risk Report
 - Project Fusion Risk Report, refer to Appendix A - Project Fusion
- ✓ 2015-2016 Management's Response to Internal and External Auditor's Recommendations
- ✓ Five-Year Financial Projection Sensitivity Analysis Report



Project Scorecard
Project Fusion
March 27, 2017

Executive Summary		Project Health		Legend																																																	
Project Manager: Andrea Fobert Business client(s): Doug Wotherspoon(DTI), Duane McNair (Finance), Cathy Frederick (HR) Project Description: Project Fusion will automate, modernize, and transform our finance, human resources and information technology business processes, creating a foundation for strategic initiatives, and fostering an environment of continuous improvement to, ultimately, contribute to employee and student success.		Schedule ✓ ▲ Scope ✓ ● Budget ✓ ● Resources ↓ ▲ Overall Risks ↓ ▲	On Track: ● Minor Issues: ▲ Major Issues: ◆	Stable: ↑ Improving: ↑ Declining: ↓																																																	
Financial Summary (Cost) ●		Project Schedule ▲ Major Milestones/Deliverables																																																			
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MEMO

DATE: April 10, 2017
TO: Board of Governors
FROM: Governance Committee
SUBJECT: Governance Committee meeting March 20, 2017

For documentation in support of the agenda items, please visit the Board's SharePoint site; choose the Governance Committee meeting folder, March 20, 2017.

A. ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL

1) Governor Reappointments 2017

Members were advised that Governors Sample and Robblee are coming to the end of their terms of office, and have agreed to be reappointed for second, three-year terms of office. Please see Appendix A: Governor Reappointments.

RESOLUTION

MOVED & SECONDED: L. Clark & K. Leroux

THAT the Governance Committee recommends to the Board of Governors the approval of the reappointment of Governors Sample and Robblee to three year terms of office from September 1, 2017 to August 31, 2020.

CARRIED.

ABSTENTION: Dr. J. Robblee

2) New Governor Appointments 2017-2018

Members were briefed on the governor candidate interviews that were held on March 7, 2017. The results of the interviews were reported to the Committee, for recommendation to the Board of Governors.

RESOLUTION

MOVED & SECONDED: L. Clark & Dr. Robblee

THAT the Governance Committee recommends to the Board of Governors the approval of the appointments of Steve Barkhouse; Dr. Gail Beck; Audrey-Claire Lawrence; and Cyril McKelvie, to the Board of Governors for three-year terms of office, effective September 1, 2017 to August 31, 2020.

CARRIED.

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

Members reviewed the Compliance Report Card. The report card identifies how the Board complies with its governance policies. Details are given in Appendix B: BGI-01 Responsibilities of the Board Compliance Report Card.

RESOLUTION

MOVED & SECONDED: L. Clark & K. Leroux

THAT the Governance Committee recommends the approval of BGI-01 Compliance Report Card to the Board of Governors.

CARRIED.

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

1) Board Retreat Debrief

Discussion occurred regarding the Board Retreat of March 18, 2017. The results of the retreat evaluation survey will be reviewed at the Governance Committee meeting on April 24, 2017.

2) Board of Governors' Evaluation Tools

Members reviewed the evaluation surveys, which will be circulated to Governors in early April. The results of the Board evaluation survey will be reported at the Governance Committee meeting on April 24, 2017 and to the Board at the June 12, 2017 meeting.

3) Board Policies and Directives – Mandatory Review

Members reviewed the governance policy BGI-03: Communication with the Board of Governors; BGII – 01 Programs of Instruction; and BGII-02 Financial Management. These have been delegated to Board committees for review, and the updated policies will be submitted to the Board in due course.

4) Professional Development Applications

Members reviewed the professional development applications for the Colleges and Institutes Canada and Colleges Ontario offerings. The Board Office will assist Governors with the registration process.

Report title:	Governor Reappointments
Report to:	Board of Governors
Date:	April 10, 2017
Author/Presenter:	L. Clark, Acting Governance Committee Chair

1. RECOMMENDATION:

THAT the Board of Governors approves the reappointments of Governors Kelly Sample and James Robblee to the Board for second three-year terms of office, effective September 1, 2017.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide the Board of Governors with information regarding vacancies and terms of office that are coming to an end. This ensures that external Governors' terms of office are aligned with Algonquin College By-Law #1, which identifies external governors' terms and term limits (4.5).

3. BACKGROUND:

Governors whose terms of office are coming to an end are asked if they wish to continue on the Board. Both Governor Sample and Governor Robblee expressed their desire to be reappointed for terms that would take them to the six year maximum term as of August 31, 2020.

4. DISCUSSION:

The Board of Governors delegates the responsibility of appointing and reappointing external Governors to the Governance Committee that acts as the Nominating Committee for this purpose. During the course of its duties, the Governance Committee regularly reviews the terms of office and term limits of its external Governors, to ensure that vacancies are filled appropriately. This oversight role ensures the overall strategic direction of the College, and the Board's succession plans as per governance policy BGI-02: "Appointment/Reappointment of External Governors".

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN Goal One Establish Algonquin as the leader in personalized learning across all Ontario colleges.	<input checked="" type="checkbox"/>	CONNECTED Goal Four Become an integral partner to our alumni and employers.	<input checked="" type="checkbox"/>

QUALITY AND INNOVATION Goal Two Lead the college system in co-op and experiential learning.	<input checked="" type="checkbox"/>	SUSTAINABLE Goal Five Enhance Algonquin’s global impact and community social responsibility.	<input checked="" type="checkbox"/>
Goal Three Attain national standing in quality, impact and innovation within each school and service.	<input checked="" type="checkbox"/>	PEOPLE Goal Six Be recognized by our employees and the community as an exceptional place to work.	<input checked="" type="checkbox"/>

6. STUDENT IMPACT:

The appointment and reappointment of Governors benefits students by ensuring continuity on the Board of Governors, Algonquin College’s highest governing body.

7. FINANCIAL IMPACT:

There are no direct financial impacts associated with the appointment of new Governors to the Board.

8. HUMAN RESOURCES IMPACT:

There are no direct human resources impacts associated with the appointment of a new Governor to the Board.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

In accordance with Algonquin College’s corporate Bylaw No. 1, the Board of Governors is responsible for the appointment and reappointment of external governors as follows:

Section 4.2.2

“Eight (external) governors are to be appointed by the members of the Board holding office at the time of appointment;”

10. COMMUNICATIONS:

Communication regarding the reappointment of Governors will be made public to the College and broader community through the public posting of approved Board of Governors meeting minutes.

11. CONCLUSION:

This report provides information regarding the reappointment of external Governors to the Board.



President/Board of Governors

Agenda Item No: 04.1

Respectfully submitted:

A handwritten signature in black ink that reads "Cheryl Jensen". The signature is written in a cursive style with a large, sweeping flourish at the end.

President

BGI-01 Responsibilities of the Board

Report Card as of March 7, 2017

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 Program Advisory Committees’ Annual Report.	A summary of the Program Advisory Committees’ Annual Report was submitted to the Academic and Student Affairs Committee at the September 15, 2016 meeting, and to the Board of Governors at the October 11, 2016 meeting.
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 2016-2017 in June, 2017.
BGI-01 and 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. (BGI-01, 2.2)	The Audit and Risk Management Committee reviews the corporate risk profile and receives updates on corporate risks and risk mitigation plans on a quarterly basis. The risk reports are submitted to the Board through the Audit and Risk Management Committee’s regular reports to the Board. Risk appetite statements were approved by the Board in December, 2016. These will be foundational in the evolution of the Enterprise Risk Management Framework.
Financial Statement review	Review the annual draft financial statements.	This will be conducted through the Audit and Risk Management Committee at the May 25, 2017 meeting, and submitted to the Board at the June 12, 2017 meeting.
Audit and Risk Management Committee Terms of Reference	Evaluate the Audit and Risk Management Committee’s performance through the periodic review of the Terms of Reference.	The Audit and Risk Management Committee’s work plan includes a review of the Terms of Reference, which was completed at the October 31, 2016 meeting. As a result of the review, revised Terms of Reference will be submitted to the Governance Committee at the April 24, 2017 meeting, for recommendation to the Board.

BGI-01 Responsibilities of the Board

Report Card as of March 7, 2017

Source Document	Responsibility	Comments
Governance Committee Terms of Reference	To be responsible for the annual nomination of the Chair and Vice Chair.	The Governance Committee will recommend the appointment of the Chair and Vice Chair to the Board at the June 12, 2017 Board meeting.
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 the Board responsibilities, the Academic and Student Affairs Committee was constituted 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 12, 2017 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 and budget at the February 13, 2017 Board meeting. The annual report will be submitted for approval at the June 12, 2017 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 will complete the Board Evaluation Survey and Self-Assessment Survey in April 2017. Results will be presented to the Board at the June 12, 2017 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 committees.

BGI-01 Responsibilities of the Board

Report Card as of March 7, 2017

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 and 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.</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 and Student Affairs Committee at the November meeting, and to the Board at the December meeting. The Program Lifecycle Management process was discussed in detail at the March 12, 2016 Board of Governors Retreat, and reviewed with new governors during Fall 2016.</p>

BGI-01 Responsibilities of the Board

Report Card as of March 7, 2017

Source Document	Responsibility	Comments
	<p>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)</p>	<p>Regular quarterly progress reports against the annual business plan and quarterly financial projections are provided to the Board in October, December, February, and June.</p> <p>Performance against the Strategic Plan is included in the College's annual report. Any deficiencies are reported to the Board of Governors through the quarterly business plan updates.</p>
	<p>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).</p>	<p>A performance evaluation framework is in place.</p> <p>The President's performance evaluation is delegated to the Board's Executive Committee.</p>
	<p>The Board should ensure that the College's communications with students, business, community stakeholders, and the Ministry is ongoing and effective. (2-5)</p>	<p>The College's total communication efforts will be summarized in the June 2017 Annual Report. The Executive Director, Communications, Marketing and Government Relations ensures timely and comprehensive communication of major initiatives and issues.</p>
	<p>The Board should ensure that the college operates in accordance with legal and regulatory requirements. (2-6)</p>	<p>Quarterly remittance declarations are presented to the Board to identify compliance with legal and regulatory requirements. A statement is included in the College's Annual Report.</p>

BGI-01 Responsibilities of the Board

Report Card as of March 7, 2017

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 September 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 June 2016, affirmed the College's processes by awarding the highest rating of "mature" quality assurance practices for all quality criteria.</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> <p>The Academic and Student Affairs Committee reviewed an annual report from the Algonquin College Research Ethics Board at the November 23, 2016 meeting.</p>
<p>BG I-02 Appointment/ Reappointment Of External Governors</p>	<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 10, 2017 meeting.</p>
<p>BG I-03 Communication with the Board of Governors</p>	<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>
<p>BG I-04 Responsibilities of the Board Chair</p>	<p>The Board Chair's responsibilities will be clearly defined in a Board policy with accompanying procedures.</p>	<p>Policy BGI-04 has a mandatory review every 5 years, however the policy is reviewed annually to ensure compliance. The last policy update was completed January 25, 2016.</p>

BGI-01 Responsibilities of the Board

Report Card as of March 7, 2017

Source Document	Responsibility	Comments
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 and Student Affairs Committee. This information is included in the Summary Report of Program Launches and Enrolments that will be submitted to the Committee at the May 29, 2017 meeting.
BG II-01 Programs of Instruction	The Board is responsible for approving program suspensions.	Program suspension occur as needed. The last program suspension was submitted for approval in February 8, 2016.
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 12, 2017 Board meeting.
	The Board's annual report shall be submitted.	This occurs annually at the June 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 Ottawa Campus Master Development Plan was presented to the Board at the June 8, 2015 meeting. The Five-Year Capital Investment Plan was presented to the Board on December 12, 2016.
Freedom of Information	Under the Freedom of Information and Protection of Privacy Act (FIPPA) the Board must be informed of Freedom of Information requests made to the College.	The Information and Privacy Commission of Ontario's Year-End Statistical Report for Algonquin College for the 2015 reporting year was provided to the Board at the June 13, 2016 meeting. The 2016 report will be submitted to the Board at the June 12, 2017 meeting.
New BOG Responsibility	To monitor compliance with SA16 Sexual Assault/Sexual Violence policy	The Academic and Student Affairs Committee will receive an annual report regarding frequency of use and effectiveness of policy SA16 Sexual Assault/Sexual Violence, beginning in 2017-2018.

BGI-01 Responsibilities of the Board

Report Card as of March 7, 2017

Source Document	Responsibility	Comments
New BOG Responsibility	To oversee Executive Compensation and performance of President and Vice Presidents, through an Executive Compensation Committee of the Board.	As per Provincial directive, a new Board Executive Compensation Committee will be established during the 2017-2018 fiscal year. The Executive Compensation plan must be in effect by September 5, 2017.

MEMO

DATE: April 10, 2017
TO: Board of Governors
FROM: Algonquin College Foundation Board of Directors
SUBJECT: **Foundation Report**

Donations and Gifts-In-Kind

As at March 1, 2017, the Foundation has realized \$1,180,251 (75% of a \$1.5 million goal) from alumni revenue and endowment contributions, and \$553,000 (65% of an \$850,000 goal) in gifts in kind and major gifts.

Innovation Campaign

At the meeting of October 6, 2016, the Algonquin College Foundation Board of Directors agreed to raise \$2 million by April 2018, in support of the College's new Innovation Centre.

The Foundation team has worked with members of the Algonquin College Executive Team and other stakeholders in the development of a case for support. This draft case for support was approved by both the Algonquin College Executive Team and the Foundation Board of Directors at the March 2, 2017 meeting. The case for support will be finalized by April 1, 2017, and will serve as the tool used by the Foundation to engage donors in a conversation about a donation in support of the campaign.

A Campaign Plan including an initial prospect list and naming opportunities has also been created and shared with the Algonquin College Executive Team.

The Algonquin College Foundation team looks forward to working with the Board of Governors to help advance this important fundraising focus for the College.

Bursary Donor Recognition Event

On the occasion of the College's 50th Anniversary, the Algonquin College Foundation is hosting its inaugural Bursary Donor Recognition Event at the Ottawa Campus. At this important stewardship event, Bursary donors, who have over the years continued to support our students through the provision of financial assistance, will be honoured. The event will be held at the Ottawa Campus on Tuesday May 9, 2017 from 5:30 pm – 7:30 pm.

MEMO

Please join us for this important event to celebrate our students and those donors who help transform students' hopes and dreams into lifelong success. For more information, please do not hesitate to contact the Foundation Office.

Alumni and Friends Network

The Alumni and Friends Network continues to host Alumni Employer Coffee Breaks throughout the region. Recent coffee breaks took place at Cardel Homes and Banfield, which have a combined total of 45 alumni working at their organizations.

The annual Alumni and Friends Network Ottawa Senators Suite Night took place on February 11, 2017 with 130 alumni and guests in attendance.

The Alumni and Friends Network Advisory Committee at its meeting on February 21, 2017 approved the restriction of \$50,000 in affinity revenues to support a 50th Anniversary Alumni and Friends Network Entrance Fund. Foundation staff will work towards matching this donation.

Upcoming Events

Pembroke Girls Night Out	May 5, 2017
Bursary Donor Recognition Event	May 9, 2017
Birdies for Bursaries Golf Tournament	May 23, 2017
Perth Campus Golf Tournament	June 23, 2017
Jason Blaine 4 th Annual Celebrity Charity Classic and Concert (partial proceeds to Pembroke Campus)	June 13-14, 2017
Alumni of Distinction Awards Gala	September 27, 2017

Report title:	Algonquin College Students' Association Athletics Recreation Complex
Report to:	Board of Governors
Date:	April 10, 2017
Authors/Presenters:	Duane McNair, Vice-President, Finance and Administration Jack Doyle, General Manager, Algonquin College Students' Association

1. RECOMMENDATION:

THAT the Board of Governors accepts the Athletics Recreation Complex report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide an update on the development of a business plan proposal to replace the College's aging gymnasium and The Fitness Zone with the construction of a new Athletics Recreation Complex. This Complex will substantively improve Algonquin College's ability to attract students to Algonquin and significantly improve the student experience.

3. BACKGROUND:

The Algonquin College Students' Association is committed to achieving the Athletics Mission: "Generations committed to physical activity for life."

In pursuit of this mission, the Algonquin College Students' Association wishes to invest in building capacity to meet the demands of the student population. This will enable the expansion and creation of a more inclusive program that attracts a greater number of students to participate in physical and social activity. This activity includes varsity programs for elite athletes, campus recreation, intramurals, fitness for students interested in athletics and overall fitness, and a comprehensive recreation program for students who may not self-identify under the previous categories, but who still aspire to lead active and healthy lifestyles.

The Algonquin College Students' Association is seeking agreement with Algonquin College to partner in the development of an Athletics Recreation Complex to replace the existing Building A gymnasium and The Fitness Zone. Partnership with Algonquin College is requested in the form of a land provision, capital investment and project management/supervision. The proposed location is adjacent to the Student Commons and Student Residence buildings. The proposal provided by the Algonquin College Students' Association increases the foot print of the current athletics facility from 45,600 gross square feet to approximately 108,000 gross square feet.

4. DISCUSSION:

While the current athletics facilities serves approximately 60 College recreational teams, capacity limitations have resulted in the Algonquin College Students' Association turning away between 30 to 40 potential team events annually. In an effort to maximize gymnasium availability for team activities, free time for student recreation has been significantly reduced. This has led to student complaints and negative influence on student satisfaction surveys. Capacity limitations have restricted the College from using the current facility for ceremonies and events. In addition, most space rental for community sports programs has been eliminated.

The Complex will increase the physical capacity of the College's fitness and recreational sports and provide state of the art recreational opportunities. The Complex will inspire activity and healthy lifestyles. The Algonquin College Students' Association proposal includes universal facility membership to all enrolled students. The goal of the Athletics Recreation Complex is to become integral to the social and physical well-being of students throughout their academic life at the College, and to inspire healthy lifestyles into the future. Finally, by more than doubling the size of current athletics facilities, there will be increased program-related opportunity for student work integrated learning.

The new Complex is targeted to:

- Incorporate attractively designed and functional facilities that will position Algonquin College as a leading institution for healthy living through social interaction and physical recreation;
- Enhance the reputation of Algonquin College through state of the art varsity sport facilities;
- Create a more sustainable financial operating model, from an expected increase to on campus events with external parties relying on room rentals, food services and retail services;
- Provide a potential location for College events including convocation;
- Increase student satisfaction scores and improve student fitness;
- Create programming and activities of specific interest to international students; and
- Significantly increase the Algonquin College Students' Associations team sports opportunities and position Algonquin College as a preferred academic destination for varsity athletes.

This project requires the approval and support of both the Algonquin College Students' Association Board of Directors and the Algonquin College Board of Governors. Plans are underway to complete the full business plan and present to the Algonquin College Students' Association on April 28, 2017, followed by a presentation to the Algonquin College Board of Governors on June 12, 2017.

LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN Goal One Establish Algonquin as the leader in personalized learning across all Ontario colleges.	<input type="checkbox"/>	CONNECTED Goal Four Become an integral partner to our alumni and employers.	<input type="checkbox"/>
QUALITY AND INNOVATION Goal Two Lead the college system in co-op and experiential learning.	<input checked="" type="checkbox"/>	SUSTAINABLE Goal Five Enhance Algonquin’s global impact and community social responsibility.	<input checked="" type="checkbox"/>
Goal Three Attain national standing in quality, impact and innovation within each school and service.	<input type="checkbox"/>	PEOPLE Goal Six Be recognized by our employees and the community as an exceptional place to work.	<input checked="" type="checkbox"/>

5. STUDENT IMPACT:

Improvement to the quality and availability of sports and recreational opportunities will positively impact school spirit and campus life. Further, the provision for universal student membership is very likely to improve student fitness levels, and this is known to have a positive impact on mental health and student engagement. As such, there is reasonable potential that the proposed facility will facilitate recruitment activities and positively impact student retention.

An investment in a new Athletics Recreation Complex will increase the volume of innovative healthy living applied research projects. As the investment will approximately double the size of the current athletics facilities and that membership to the facility will be included in annual student fees, it is expected that there will be a significant increase in the number of students engaging in athletic activities.

6. FINANCIAL IMPACT:

The estimated cost to develop a new Athletics Recreation Complex is in the range of \$40 to \$50 million. Pending Board of Governors’ approval, Algonquin College would compensate the Algonquin College Students’ Association for existing spaces vacated, and potentially contribute additional capital funds to increase amenities and services made available for College operations and events. The proposed value of the College contribution will be presented to the Board of Governors for approval at the June 12, 2017 meeting.

7. HUMAN RESOURCES IMPACT:

In the short term, planning and construction of a new Athletics Recreation Complex will likely require significant human resource commitment from Algonquin College’s Physical Resources department.

8. GOVERNMENT / REGULATORY / LEGAL IMPACT:

This initiative does not have a material impact on specific government or regulatory requirements. Legal support will be utilized as appropriate.

9. COMMUNICATIONS:

Upon project approval, a comprehensive communications plan will be undertaken for this initiative. Significant stakeholder involvement will be required. Student and College stakeholders will collaborate to determine the functional recreation activities and help with the design of the building.

The student leadership will undertake a robust communications plan that will focus on significantly increasing student participation in the Complex's physical and social wellness opportunities.

10. CONCLUSION:

Algonquin College and the Algonquin College Students' Association have enjoyed a mutually respectful and valued partnership that has been in place for decades. The proposed development of a new Athletics Recreation Complex further demonstrates both organizations' commitment to student success, financial sustainability and improved reputation of the College.

Respectfully submitted:



Vice President, Finance and Administration

Approved for submission:



President

Report title:	New Governor Appointments 2017-2018
Report to:	Board of Governors
Date:	April 10, 2017
Author/Presenter:	L. Clark, Acting Governance Committee Chair

1. RECOMMENDATION:

THAT the Board of Governors approves the appointments of Steve Barkhouse, Dr. Gail Beck, Audrey-Claire Lawrence, and Cyril McKelvie to the Board of Governors for three-year terms of office, effective September 1, 2017.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide information on the governor candidate recruitment and selection process that was completed on March 7, 2017. Every year, the Governance Committee acts as the Board’s Nomination Committee to review governors’ terms of office and to recruit candidates to fill vacancies that occur on the Board.

3. BACKGROUND:

Governors Leroux, Clark, and Sutcliffe, members of the Board of Governors since 2011, come to the end of their terms of office as of September 1, 2017. Governor Tremblay returned to the Board of Governors in 2015, and submitted his resignation in February, 2017 due to a conflict of interest resulting from his appointment as President and Chief Executive Officer of Invest Ottawa. The Governance Committee was constituted as the Board’s Nominating Committee in February to launch an open and transparent recruitment campaign. The recruitment campaign ran from February 7 to February 17, 2017, resulting in 36 candidate applications. Candidates were ranked by a sub-group of the Governance Committee, and interviews were held on March 7, 2017. The results of the interviews were communicated to the Governance Committee, and after consideration, a recommendation to appoint governors-elect Steve Barkhouse, Dr. Gail Beck, Audrey-Claire Lawrence, and Cyril McKelvie, to the Board of Governors was made.

4. DISCUSSION:

It is the Board of Governors’ responsibility to ensure the Board membership reflects and represents the stakeholders of the local community, the overall strategic direction of the College, and the

Board’s succession plans (Policy BGI-02, #4). As such, the Governance Committee took into account the skills and expertise currently on the Board, and the gaps that will result from the planned vacancies. Candidates’ biographies are given in Appendix A: Governors-Elect Candidate Biographies.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN Goal One Establish Algonquin as the leader in personalized learning across all Ontario colleges.	<input checked="" type="checkbox"/>	CONNECTED Goal Four Become an integral partner to our alumni and employers.	<input checked="" type="checkbox"/>
QUALITY AND INNOVATION Goal Two Lead the college system in co-op and experiential learning.	<input checked="" type="checkbox"/>	SUSTAINABLE Goal Five Enhance Algonquin’s global impact and community social responsibility.	<input checked="" type="checkbox"/>
Goal Three Attain national standing in quality, impact and innovation within each school and service.	<input checked="" type="checkbox"/>	PEOPLE Goal Six Be recognized by our employees and the community as an exceptional place to work.	<input checked="" type="checkbox"/>

6. STUDENT IMPACT:

The appointment of Governors from local communities benefits students . Governors who are familiar with and can speak to local community needs and who are in touch with employers and industry are highly valuable.

7. FINANCIAL IMPACT:

There are no direct financial impacts associated with the appointment of new Governors to the Board.

8. HUMAN RESOURCES IMPACT:

There are no direct human resources impacts associated with the appointment of a new Governor to the Board.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

In accordance with Algonquin College’s corporate Bylaw No. 1, the Board of Governors is responsible for the appointment of external governors as follows:

Section 4.2.2

“Eight (external) governors are to be appointed by the members of the Board holding office at the time of appointment; “

10. COMMUNICATIONS:

After the appointments of Steve Barkhouse, Dr. Gail Beck, Audrey-Claire Laurence, and Cyril McKelvie to the Board of Governors, information will be circulated to the broader College community. The Board’s public website will be updated with candidates’ biographies after September 1, 2017.

11. CONCLUSION:

This report provides details associated with the Board’s recruitment campaign and selection process for Spring 2017, which has resulted in a recommendation to appoint governors-elect to the Board of Governors.

Respectfully submitted:



President

Appendices:

Appendix A: Governors-Elect Candidate Biographies

STEVE BARKHOUSE

Steve.Barkhouse@amsted.ca | 613.836.7434

BOARD PROFILE

From 1993 to 1995, Steve was Chairman of the Ottawa-Carleton Home Builders' Association Renovators' Council and undertook to increase the profile of the Professional Renovator. The OCHBA Renovators' Council received the national award for the best local renovation council in 1996 due in large part to Steve's efforts through new and innovative initiatives which have now become mainstays of all local associations' efforts across Canada.

Steve joined the board of the Ontario Renovators' Council in 1993 and was their Chair from 1996-1999. As Chair of the OHBA Renovators' Council, Steve pursued province wide certification and mandatory warranty for renovators with the provincial government, challenged the WSIB format and continued to raise the profile of the professional renovator through the amalgamation of the only Canadian training, seminar opportunity for builders/renovators at the time, and took up fight against the underground economy.

From 2002 to 2003 Steve was President of the Ottawa-Carleton Home Builders' Association and led them through their most active and profitable years in over two-decades. During his Presidency, Steve actively worked with Government at all levels, community groups and charities, on a number of issues including the Quebec trade issue, lack of local work force, city plan and taxation/development charges.

As Past President, Steve has remained active locally in both the Greater Ottawa Home builders' Association and the Renovators' Council, and continues to participate and have an impact in committees which promote the association and the profile of the renovation industry.

During his term as board member of the Ontario College of Trades – General Carpentry Board (2013-2014), Steve balanced industry, government, union, non-union, employer, and employee interests while considering Scopes of practice, mandatory certification, college curriculum, and industry promotion.

Steve sat on the Greater Ottawa Home Builders Board of directors from 1993 through 2013, chairing a number of different councils including finance, public relations, renovation, innovation, fund raising and executive committees. Steve worked closely with local and provincial government, industry stake holders, and the general public in pursuit of the association's goals.

CAREER PROFILE

1989 - Present **AMSTED DESIGN-BUILD**

Founder and President

Celebrating its 25th year in business, Amsted Design-Build is a full-service residential design-build company. Steve started as Amsted's single employee in 1989 and has cautiously and consistently grown the company size and profit to a staff of 60+, a network of trades and suppliers, and sales in the multi-millions. Steve identified the need for a company that addressed an increasingly dissatisfied consumer by providing reliable, knowledgeable, consistent, high quality workmanship, and great value. He has maintained this commitment through hiring, training, coaching and developing an exceptional team of like-minded and motivated people who push the company forward and ensure continued growth of business, staff, recruits, work, diversity and profits.

STEVE BARKHOUSE

Steve.Barkhouse@amsted.ca | 613.836.7434

1992 - Present **RESTORE-ALL CORPORATION**

Co-Founder and President

Partnered with Kirk Haw to meet the increasing demand directly from insurance companies for technical expertise and quality in reconstruction, and to protect and separate from current Amsted business supply (other restoration companies). The company now employs 30+ employees and responds to over 800 calls per year.

VOLUNTEER INVOLVEMENT

- 2001 - 2002 Greater Ottawa Home Builders' Assoc.
President
- 1993 - 1995 Greater Ottawa Home Builders' Association Renovators' Council
Chair
- 1993 - 2013 Greater Ottawa Home Builders' Assoc.
Board Member
- 2001 - 2002 Ontario Home Builders' Association
Board Member
- 1996 - 1999 Ontario Home Builders' Association Renovators' Council
Chair
- 1996 - 1999 Canadian Home Builders' Association
Board Member
- 2003 - Present Algonquin College Building Construction Technician Program
Member of Advisory Committee
- 2005 - Present Remodelers Advantage Roundtables
Member
Committed to building strong, consistently profitable businesses through a network of peer-support.
- 2009-2009 Algonquin Centre for Construction Excellence Steering Committee
Co-Chair (w/ - Dwight Brown)
- 2009 - 2011 Algonquin Centre for Construction Excellence
Campaign Cabinet Member
- 2009 - Present Boys and Girls Club of Ottawa, Camp Smitty
Board Member
- 2008 – Present Kanata Minor Hockey Association
Coaching Staff

STEVE BARKHOUSE

Steve.Barkhouse@amsted.ca | 613.836.7434

PERSONAL RECOGNITION

- 1996 Canadian Renovations' Council Award
Canadian Home Builders' Association
In recognition of contributions toward the renovation industry
- 1997 Colonel Boss Award
Greater Ottawa Home Builders' Association
For outstanding dedication and service to the Greater Ottawa Home Builders' Association
- 2004 "Forty Under 40" Recipient
Ottawa Business Journal
For business accomplishments, professional expertise and community involvement
- 2006 Fred Neilson Award
Ottawa Carleton Home Builders' Association
In recognition of outstanding and lasting contributions to OCHBA and the home building industry
- 2008 Algonquin College Alumnus of the Year
Algonquin College
- 2010 Thomas Lowrey Community Volunteer of the Year Award
Boys & Girls Club of Ottawa
- 2011 Algonquin Centre for Construction Excellence
Algonquin College
In recognition and appreciation for dedication as a Campaign Cabinet Member and significant contributions to the construction of the ACCE Center
- 2013 Premier's Award Nominee
Government of Ontario
- 2014 Fred Case Entrepreneur of the Year Award Finalist
The first Canadian nominee and finalist. The award recognizes the entrepreneurial spirit of remodelers and the importance of creativity and innovation to the industry.
- 2014 Thomas Lowrey Community Volunteer of the Year Award
Boys & Girls Club of Ottawa

STEVE BARKHOUSE

Steve.Barkhouse@amsted.ca | 613.836.7434

INDUSTRY AWARD HIGHLIGHTS

- 1996 Ontario Healthy Housing Award - Regional Winner
Canadian Home Builders' Association
- 1997 Ontario Healthy Housing Award - Regional Winner
Canadian Home Builders' Association
- 2000 City of Ottawa Certificate of Merit
Successful adaptive use of 95 Second Avenue, Ottawa
- 2005 1st Place "Whole House Renovation"
CHBA National SAM Awards
- 2006 Renovation Company of the Year
OCHBA Housing Design Awards
- 2008 Green Renovation of the Year
GOHBA Housing Design Awards
- 2008 Renovator of the Year
GOHBA Housing Design Awards
- 2009 Green Renovation of the Year
GOHBA Housing Design Awards
- 2009 Renovator of the Year
GOHBA Housing Design Awards
- 2009 Ottawa Business Achievement Award – Amsted Construction
Silver ~ Small Business of the Year
Ottawa Chamber of Commerce
- 2009 Big 50 "Teamwork" North American Award
Remodeling Magazine
- 2010 Green Renovation of the Year
GOHBA Housing Design Awards
- 2010 Renovator of the Year
GOHBA Housing Design Awards
- 2010 Ottawa Business Achievement Award – Restore All
Gold ~ Small Business of the Year
Ottawa Chamber of Commerce
- 2011 Guild Quality "Guildmaster" North American Award
Awarded for Customer Service

STEVE BARKHOUSE

Steve.Barkhouse@amsted.ca | 613.836.7434

- 2011 Green Renovation of the Year
GOHBA Housing Design Awards
- 2011 Enbridge Hall of Fame Award
Awarded for Outstanding and Lasting Contribution to Ottawa Housing
- 2011 1st Place "Renovation - More than \$500,000"
CHBA National SAM Awards
- 2012 Guild Quality "Guildmaster" North American Award
Awarded for Customer Service
- 2013 Guild Quality "Guildmaster" North American Award
Awarded for Customer Service
- 2014 Renovator of the Year
GOHBA Housing Design Awards
- 2014 Guild Quality "Guildmaster" North American Award
Awarded for Customer Service

MEMBERSHIPS - current

Better Business Bureau

Canadian Home Builders' Association

Guild Quality

Ottawa-Carleton Home Builders' Association / Greater Ottawa Home Builders' Association

Ontario Home Builders' Association

Ontario College of Trades

Ottawa Chamber of Commerce

Remodeler's Advantage (represents the top 300 remodelers in North America)

Renovators' Council

West Ottawa Board of Trade

SPONSORSHIPS - ongoing

Canadian Special Olympics Breakfast

STEVE BARKHOUSE

Steve.Barkhouse@amsted.ca | 613.836.7434

Cumberland Jr. Grads Hockey

Glebe Neighbourhood Activities Group – Glebe House Tour

Kanata Artist Studio Tour

Ottawa West Hockey Association Major Peewee

CHARITIES/DONATIONS - ongoing

Algonquin College Foundation

Boys & Girls Club of Ottawa

CHEO

Habitat for Humanity

Hospice Care Ottawa

Ottawa Hospital Foundation

Ronald McDonald House

Stittsville Lions Club

Summarized Curriculum Vitae - Gail Yenta Beck, O. Ont., MD, CM, FRCPC

Dr. Gail Beck has built a career championing the health needs of women and children. She was born in Pembroke, Ontario, Canada and grew up in Joliette, Quebec. As a medical student at McGill University, Dr. Beck developed Brownie and Cub Scout programs with children in Montreal's inner city, at times finding their difficulties to be an easier puzzle than human anatomy. For this work, she was recognized by the Girl Guides of Canada. Her interest in the mental health needs of poor children in vulnerable families led Dr. Beck to choose a residency in psychiatry. She served as Chief Resident at the Montreal General Hospital and then as Chief Resident in Child Psychiatry at the Montreal Children's Hospital.

While her family was young, Dr. Beck was active in her community outside of medicine. For ten years she served on the Board of the National Museums of Science and Technology and was a founding member of that organization's Foundation. She also sat on the board of her local opera company and eventually served on the Executive Committee of Opera Lyra Ottawa.

Dr. Beck is currently the Clinical Director of Youth Psychiatry at the Royal Ottawa Mental Health Centre and provides psychiatric consultations to Genesis Group Homes.

She represents Eastern Ontario on the Board of the Ontario Medical Association and serves as the Chair of the Board. She represented Ontario on the Board of the Canadian Medical Association from 2008 until 2014. In August 2011, the CMA Board elected her to its Executive Committee and re-elected her in 2012. In 2013, she was elected Vice-Chair of CMA Board. She is a Past President of the Federation of Medical Women of Canada and of the Academy of Medicine Ottawa. Dr. Beck is the Treasurer of Medical Women's International Association and represents that organization as a delegate to the World Health Assembly and the United Nations Commission on the Status of Women.

As President of the Federation of Medical Women of Canada from 2006-2007, Dr. Beck led the campaign to have the HPV vaccine funded in Canada. Through her efforts, the Canadian government pledged \$300 million annually to vaccinate young women against human papillomavirus.

Dr. Beck's opinions and expertise have been sought by governments both provincially and nationally. In 2000, she served on the Expert Panel on Health Human Resources in Ontario. The recommendations of this panel led to the founding of the Northern Ontario School of Medicine. In 2003, she served on the Technical Advisory Committee for Tax Measures for Persons with Disabilities which ensured better supports for Canadians with disabilities. She was also an invited participant to the Youth Leaving Care Hearings in Ontario in November 2012.

In 2002, Dr. Beck was awarded the Queen's Golden Jubilee Medal for Service to her community and in 2011, she was awarded the Order of Ontario, the Province of Ontario's highest honour, in recognition of her contributions. In June 2012, she received the Queen Elizabeth II Diamond Jubilee Medal.

Website & Twitter: www.drgailbeck.com @GailYentaBeck

EDUCATION & LEADERSHIP

1981-1982 Chief Resident in Psychiatry, Montreal Children's Hospital
1980-1981 Chief Resident, Montreal General Hospital
1971-1978 McConnell Memorial Scholar, McGill University

EMPLOYMENT & LEADERSHIP

2016- Clinical Director, Youth Psychiatry, Royal Ottawa Mental Health Centre
2009- Clinical Director, Youth Outpatient and Outreach Psychiatry Unit, Royal Ottawa Mental Health Centre
2004-2009 Clinical Director, Youth Inpatient Psychiatry Unit, ROMHC
1997- Consulting Psychiatrist, Arden Court Children's Residence
2000- Consulting Psychiatrist, Genesis Homes
2003-2004 Acting Associate Secretary General and Chief Medical Officer, Canadian Medical Association
2002-2003 Director, Office for Women in Medicine, Canadian Medical Association

Government Appointments

2003-2004 Member, Technical Advisory Committee on Tax Measures for Persons with Disabilities
2000-2001 Member, Expert Panel on Health Human Resources, Ministry of Health, Ontario
Vice Chair, Physician Human Resources Subcommittee of the Expert Panel on Health Human Resources
Member, Editorial Committee, Expert Panel on Health Human Resources
1998-2006 Trustee, National Museums of Science and Technology Corporation (NMSTC)
Member, Audit Committee, NMSTC
Chair, Development & Marketing Committee, NMSTC

LEADERSHIP IN PROFESSIONAL ORGANIZATIONS

Medical Associations

2016- Chair of the Board, Ontario Medical Association
2015- 2016 Honorary Treasurer, Ontario Medical Association
2014-2015 Secretary, Ontario Medical Association
2013-2014 Vice Chair of the Board, Canadian Medical Association
2011-2013 Member-at-Large, Canadian Medical Association Board of Directors
2006-2007 President, Federation of Medical Women of Canada
2006- Delegate, United Nations Commission on the Status of Women
2005-2006 Chair, OMA District 8
2004- Treasurer, Medical Women's International Association
2005- Delegate, World Health Assembly, Medical Women's International Association
2004-2006 Editor, Federation of Medical Women of Canada Newsletter
2003-2004 President, Academy of Medicine Ottawa

Royal Ottawa Mental Health Centre

- 2013- President of the Medical Staff
- 2005- 2010 Secretary of the Medical Staff, Royal Ottawa Mental Health Centre
- 2005-2007 Member-at-large, Associates in Psychiatry, ROMHC
- 2004-2006 Member, Governance Committee, Royal Ottawa Hospital Academic Medical Organization
- 2004- Member, Medical Audit Committee

University of Ottawa

- 2010- Mentor, University of Ottawa Medical Program
- 2008- Coordinator, Family Therapy Training
- 2004- Assistant Professor, Psychiatry, Faculty of Medicine

Committee Leadership Roles

Ontario Medical Association

- 2013- CoChair, Physician Human Resources Working Group
- 2013- Chair, Board Governance Committee
- 2011- 2013 Member, Negotiations Committee
- 2010- 2012 Chair, CANDI Relativity Implementation Committee
- 2009-2010 CoChair, Physician Services Committee
- 2008- Chair, Continuing Medical Education Advisory Committee
- 2007- Governor and Vice President, Ontario Medical Foundation
- 2007- OMA Board Representative to the OMA Women's Outreach Committee
- 1997-2002 Chair, OMA Committee on Women's Issues

LEADERSHIP IN CHARITABLE & COMMUNITY ORGANIZATIONS

- 2008-2011 Member, Board of Directors, Youth Services Bureau
- 2007- Member & Founding Director, Canada Science & Technology Museums Foundation
- 2006- Member, Royal Ottawa Mental Health Foundation Board of Directors
- 1994-2000 Member, Board of Directors, Opera Lyra Ottawa
Member, Executive Committee, Board of Directors, Opera Lyra Ottawa
Membership Chair, Board of Directors, Opera Lyra Ottawa
- 1992-1996 President, Board of Directors, Bereaved Families of Ontario
- 1978- Chair, Class of 1978 – Medicine, McGill Alumni Association

AWARDS

- 2016 May Cohen Award, Federation of Medical Women of Canada
- 2012 The Queen's Diamond Jubilee Medal
- 2011 Order of Ontario
- 2006, 2007 Best Clinical Teacher, Dept. of Psychiatry, University of Ottawa
- 2002 The Queen's Golden Jubilee Medal

Audrey-Claire Lawrence

1499 Bella Vista Drive
Ottawa ON K4C 1A7
(613) 833-2039
Lawrence_audrey@rogers.com

Profile

A seasoned leader and mentor with over 20 years of management experience in human resources, education, and organizational development in public, not-for-profit and private sectors. Have extensive policy expertise in working with First Nation, Inuit and Métis concerns. Chaired and participated on boards and planning committees at regional, provincial and national levels. Strengths include facilitation, organizational development, team building, career counselling, and cultural safety as well as experience in business case development and conference planning. Have Inuit and Cree Ancestry and Secret Security clearance.

Experience

Chaplain (www.carlingtonchaplaincy.com) 2016- present

- Serving as a Lay Chaplain (Part-time) providing support for residents living in the Carlington Community, primarily in Ottawa Community Housing. Previously, had been doing contract work providing mentoring services as well as being Interim Chaplain.

Independent Consultant (www.Federalacl.com) 2012- present

- Providing facilitation services, report writing, and policy related work, particularly in areas of cultural safety and First Nation, Métis and Inuit health and education concerns.
- Organizing and supporting national or regional conferences in alignment with clients' requests.

Executive Director 2009 -2012

Aboriginal Nurses Association of Canada, Ottawa

- Facilitated agreement on a new vision, governance structure and the key strategies required to achieve defined plans.
- Organized and supported national and regional conferences and handled all media relations.
- Increased number of contribution agreements to secure \$750,000 in funding and ensured all deliverables were completed on time and on budget.
- Counselling Aboriginal students and provided advisory services to schools of nursing on Aboriginal needs.

Academic Chair, School of Health and Human Services 2007 - 2008

Nova Scotia Community College - Kingstec Campus

- Provided academic leadership for over 20 faculty and students in School of Health and Human Services.
- Partnered with Business Development staff and community organizations for revenue opportunities, student placements and increased enrollment in personal support workers.
- Provided leadership for campus accreditation readiness for the Practical Nursing Program and secured renovations funding for new facilities.

-
- As part of various management teams and advisory committees, developed a new curriculum and assessment standards that served to enhance NSCC programs and learning environments for increased enrollments and program satisfaction.

Co-ordinator of Outreach and Liaison

Aboriginal Education Office, Ministry of Education, Toronto

2006 – 2007

- Implemented the new Ontario First Nation, Métis and Inuit Education Policy Framework to support the learning and achievement of Aboriginal students in Ontario's public education system as part of a Ministry initiative.
- Established and maintained a stakeholders and interest groups network for the development of collaborative consultations to enhance the effectiveness of Ministry policies and programming and successfully coordinated their respective meetings and inclusion of new members.
- Represented Ministry in sensitive negotiations in Caledonia as well as with other Aboriginal education related stakeholder initiatives.

Director, Management Consulting/Senior Human Resources

Donna Cona Inc., Ottawa

2000 - 2006

- Lead strategic services internally for policy development, recruitment, performance management, health and safety, compensation and benefits and other employment concerns.
- Served as Senior Human Resources Advisor for the Information Technology Branch of Canada Revenue Agency on the development, implementation and evaluation of a new orientation process.
- Provided Senior Aboriginal Health Policy Advisory services to the Congress of Aboriginal Peoples. Negotiated on national committees for policy consultations and submission of funding proposals.
- Project Lead for a number of projects and environmental scans for several federal government contracts on labour market conditions and employment trends.
- Led (and/or collaborated on) business-planning projects and business process improvement initiatives for a number of government and Aboriginal organizations.

Director of Education

Canadian Association of Medical Radiation Technologists, Ottawa

1998-2000

- Provided leadership for credentialing process and education activities for over 10,000 members.
- Represented the association – provincially, nationally and internationally on educational policy development and implementation activities, researched reports and liaised with governments and educational institutions on diagnostic imaging training for Medical Imaging Professionals.
- Oversaw process for the recognition of Magnetic Resonance as a new discipline by the CMA.
- Conducted program evaluation of all education programming, including establishing and implementing client satisfaction surveys.
- Negotiated a faster and secure process to credential foreign trained professionals.

Independent Consultant

Ottawa

1997-1998

- Designed, delivered, and evaluated customized workshops for various clients on organizational development or policy related issues based on needs assessments.

Director, Educational Services

Ottawa Hospital (then Ottawa Civic Hospital)

1987-1997

- Provided corporate non-clinical learning activities for over 3800 employees and volunteers, including human resource consulting and appropriate change intervention strategies.

-
- Designed, implemented, and evaluated programs, including change management, health & safety, leadership development, quality improvement and customer service.
 - Facilitated massive organizational change initiatives, including the implementation of multi-skilled worker concept and retail marketing transitions.
 - Prepared budgets, ensured controls over expenditures, developed revenue generation activities while hiring and retaining a high performance team.
 - Coached staff on performance improvement skills and career counselling.
 - Implemented performance management system based on competencies.

Teaching and Research Experience

- Education Consultant for the Canadian Hospital Association's Modern Management, Cultural Competence and Cultural Safety (ongoing)
- Co-investigator for research project on the implementation of cultural safety in English speaking schools of nursing in Canada
- Instructor, "Team Building and Conflict Resolution", Algonquin College
- Staff Development Co-ordinator, Edmonton General Hospital
- Research Officer/Information Consultant, Alberta Solicitor General
- Held a number of PT Instructor appointments at Athabasca University, University of Alberta, and University of Calgary in Sociology

Education

- Master of Business Administration, University of Ottawa (EMBA)
- Master of Arts Sociology, University of Calgary
- Bachelor of Arts Sociology and Psychology (Honours) , McGill University
- Instructor Certifications: Myers-Briggs Type Indicator & Development Dimensions International

Certifications

- Instructor - Myers-Briggs Type Indicator
- Diploma in Clinical Administration, Ontario Hospital Association
- Facilitating Cross-Cultural Change
- Instructor - DDI-Strategies for High Involvement Leadership
- Master Trainer - DDI-Certified Training Programs
- Facilitator - United Way VLDP Board Training
- Instructor - Ontario Hospital Association Management Training Courses
- Speak French at a B level

As a lifelong learner, I have participated in many continuing education seminars on cross-cultural and cultural safety, handling difficult conversations, mentoring, human resources related topics, coaching, continuous quality improvement, health and safety, business reengineering, team development, communications, leadership skills, and the like.

Appendix

Selected Volunteer Activities

- Community Representative on Carleton University Research Ethics Board
- Representative on Algonquin College Aboriginal Advisory Committee
- Mentor for new immigrants with Ottawa Chinese Community Service Centre
- Chair, Cumberland Public Library (now part of Ottawa Public Library)
- Vice-President, Southern Ontario Library Services
- President, Ontario Library Boards Association
- Director, Canadian Library Trustees' Association
- President, MBA Alumni - University of Ottawa
- President, Canadian Healthcare Educators Association
- United Way Co-ordinator (Donna Cona, Ottawa Hospital)
- Facilitator, Boardwalk Board Development Programs for non-profit organizations

Presentations

- **Changing Perspectives/Learning Optimism/Humour in the Workplace:** A.N.A.C. national conference, NDMC Nursing Conference, International Conference of Municipal Clerks, City of Ottawa, Agriculture Canada, Mnjikaning First Nation Education Department, Ontario Library Association, CAMRT Joint Conference 2000, Meeting Planners International, Venues - The Entertainment Company, Michener Institute, Ottawa Hospital and various health care organizations.
- **MBTI and/or Team Building:** NSCC, CHEO, Meeting Planners International, Venues - The Entertainment Company, Alderville First Nation, St. Patrick's Home, Ottawa Hospital, Ontario Library Association.
- **Strategic Planning and Holding Effective Meetings:** Aboriginal Best Start, Suzuki Music Faculty, CAP-Youth, Ottawa Hospital, Queensway-Carleton Hospital, Southern Ontario Library Service.
- **Cultural Safety and Worldview Workshop:** Fanshawe College

Work Related Publications*

Implementing Pay Equity at Ottawa Civic Hospital (with B. Lugg), in *The Dispatch - A Canadian Health Care Management Supplement*, Carswell Publications, Agincourt (Nov. 1988)

The Paradoxes of Staff Training, (89/11/3), **In Pursuit of Excellence: The Role of Support Staff** (90/03/9), & **The Balancing Act** (94/04/4), Teleconferences for Northern Ontario Teleconference Network.

Education is the Answer: A Position Paper Supporting Increased Funding of Hospital Educational Programs (with W. Stratton, M. Morissette, N. Frazer, E. Denomy) Feb. 1991

Director of Education Column in every issue of CAMRT's Newsletter (1998-2000)

Executive Director Reports in *Aboriginal Nurse* Newsletters and in Annual Reports at A.N.A.C.

*In addition, wrote a number of academic and client-related papers and reports on Canada's Aboriginal Peoples on various legal, health, education and technology issues.

Cyril McKelvie, BSc Chemical Eng. **P. Eng.**

117 Shaughnessy Cres
Kanata, Ontario K2K 2N2

Home: (613) 599-3291

cmckelvie1956@gmail.com

Cell: (613) 324-0197

A seasoned **Senior Executive** with over 25 years of successful progressive experience in technology based sectors including, chemical, aerospace, automotive, industrial, telecommunications, optical and electronics manufacturing services (EMS). Recognized as a leader of people with the ability to integrate business and operational functions. Strong operational background with a focus on customer, business development and R&D. Outcome and objective-driven management philosophy centered on effective use of human capital.

- Experienced working at the executive level (EVP and C level) of multinational OEMs and smaller firms
- Management of multiple / diverse functions (design through to operations and support functions such as human resources and information systems)
- Board experience with both public companies and private non-profit businesses
- Extensive knowledge of business operations – technology based companies
- Experienced working with private equity partners
- Direct management of operations in the Americas, Europe and Asia
- Able to leverage experience and practices of working in large multinationals to management of smaller businesses
- Merger and Acquisition experience both buy and sell side.

Career Summary:

CEO – Jabil/AOC Technologies Optical Business	2015- Present
Executive Consultant – Marlin Equity – Los Angeles, Ca	2013-2015
President and CEO - Marport Canada- Kanata, Ontario	2011- 2013
EVP of Optical and Micro-Electronics Division Sanmina- SCI	2010-2011
President, CEO - BreconRidge – Ottawa, Ontario	2007 – 2010
EVP of Operations , Engineering and Founder- BreconRidge- Kanata, Ontario	2001-2007
General Manager – GSI Lumonics Optics– Nepean, Ontario	1999 - 2001
VP Global Operations - JDSU– Nepean, Ontario	1997 - 1999
AVP Strategic Initiatives – NewBridge Networks– Kanata, Ontario	1996 - 1997
AVP Corporate Manufacturing Engineering- NewBridge Networks – Kanata, Ontario	1993 - 1996
Gov't Executive Exchange Program- Industry Canada - Halifax, Nova Scotia	1991- - 1993
Director of Operations and NPI– NewBridge Networks- Kanata, Ontario	1988 – 1991
Director of Operations – Circo Craft- Montreal, Quebec	1985 – 1988
Manager of Process Engineering and Maintenance – Dupont Canada – Maitland, Ontario	1979 – 1985

Board Experience

Member of the Board of Directors for Invest Ottawa- Ottawa, Ontario	2012 – Present
Member of the Board of Directors Renaissance Repair- Kanata, Ontario	2013-Present
Member of Board of Directors- BreconRidge- Kanata, Ontario	2007- 2010
Member of Board of Directors- Peleton Photonics- Ottawa, Ontario	2005-2009

Report title:	Algonquin College Strategic Mandate Agreement
Report to:	Board of Governors
Date:	April 10, 2017
Author/Presenter:	Cheryl Jensen, President Claude Brulé, Senior Vice President Academic

1. RECOMMENDATION:

THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to inform the Board of Governors that the College has begun negotiations with the Ministry of Advanced Education and Skills Development on its 2017-2020 Strategic Mandate Agreement.

3. BACKGROUND:

Each of the 45 publicly funded colleges and universities in Ontario must have a Strategic Mandate Agreement with the Ministry of Advanced Education and Skills Development that highlights institutional priorities and areas of growth. The agreements outline the strengths of each college and university and how the Ministry and each institution can work together to build on institutional strengths, achieve greater differentiation in the sector, and meet government objectives to create a highly-skilled workforce.

The last Strategic Mandate Agreement between the College and the Ministry was signed on May 08, 2014 and is available in Appendix A: Strategic Mandate Agreement 2014-2017. At that time, the College identified its strengths in:

- providing different program delivery methods to increase the career-preparedness of students;
- delivering quality education through the effective utilization of physical and digital assets;
- supporting faculty and staff to improve the learning experience for students;
- improving access and success for under-represented groups;
- streamlining the mobility of students across the Ontario postsecondary education system;
- and,

- collaborating across the postsecondary education system to create inter-professional opportunities and facilitate the mobility of learners.

Areas of institutional strength included:

1. Health and Wellness
2. Digital Technologies and Design
3. Hospitality and Tourism
4. Management, Administration, and Leadership
5. Communications, Creative Media, and Entertainment
6. Public Safety, Security, and Law
7. Engineering, Technology, and Trades
8. Community Services
9. Environment and Natural Resources
10. Access

Areas for program growth included:

1. Health and Wellness
2. Digital Technologies and Design
3. Management, Administration, and Leadership
4. Engineering, Technology, and Trades

The College reports back to the Ministry on institutional and system-wide indicators through the Strategic Mandate Agreement Annual Report.

4. DISCUSSION:

The term of the new Strategic Mandate Agreement being negotiated is from April 1, 2017 to March 31, 2020.

Specifically, the 2017-2020 Strategic Mandate Agreement:

- Identifies and explains the shared objectives and priorities between the Ontario government and the College
- Supports the current vision, mission, and mandate of the College and established areas of strength within the context of the College's governing legislation and Ontario's Differentiation Policy Framework for Postsecondary Education
- Describes the agreed-upon elements of the new College funding model, including:

- a College's enrolment plans and the initial midpoint levels of weighted funding units that will be funded in the corridor funding model during the period of this Strategic Mandate Agreement, and
- differentiation areas of focus including metrics, targets, and differentiation grant allocation
- Provides information on the financial sustainability of the institution, and
- Informs Ministry decision-making and enables the Ministry to align its policies and processes to further support the College's areas of strength.

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

The 2017-2020 Strategic Mandate Agreement cycle will be a transitional phase during which the Ministry will work with colleges and universities to develop and refine performance metrics and targets in a collaborative way, to begin the shift towards tying certain metrics/targets to funding. Institutions will have the opportunity to revisit and amend both metrics and target levels for those metrics for the 2020-2023 cycle. This will allow for certainty in the sector that metrics and targets are aligned with both institutional and government priorities and with government funding allocation and accountability mechanisms.

In order to bring a whole-of-college approach to the development of the 2017-2020 Strategic Mandate Agreement, a committee has been created and includes membership from across all College Areas. The College also invited the Student Association and union locals to participate on the committee.

In order to reflect new government priorities and Ministry direction, a new 2017-2020 template has been created. It is attached as Appendix B: 2017-2020 Strategic Mandate Agreement Template. The new template includes a new section that will allow institutions to state their aspirational goals. This will enable the Ministry to recognize the importance of supporting institutions to evolve and acknowledges their strategic aspirations.

On March 27, 2017, the Ministry's Strategic Mandate Agreement Special Advisor for Colleges, Brian Tamblyn, conducted his first site visit to Algonquin College as part of the Strategic Mandate Agreement negotiation process. The College presented an overview of its new Strategic Plan and discussed the intended alignment with the 2017-2020 Strategic Mandate Agreement. Mr. Tamblyn noted that the College was well prepared to engage the Ministry on its agreement given its recent engagement on and approval of the new Strategic Plan.

Mr. Tamblyn encouraged the College to be bold in areas where it has strengths and where the government is seeking sector leadership to inform new policy direction. These included regional collaboration between postsecondary education institutions and industry, competency-based education, and flexible delivery models. Mr. Tamblyn also noted the College’s strength and differentiation in the areas of digital learning, Indigenous education, and applied research.

The Ministry has indicated that it will be looking to the college sector to work with them on expanding work-integrated learning opportunities and in identifying in their Strategic Mandate Agreements how they plan to work with industry, government, and other postsecondary education institutions.

5. LINK TO STRATEGIC PLAN:

The College’s 2017-2022 Strategic Plan will provide the direction for the 2017-2020 Strategic Mandate Agreement.

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN Goal One Establish Algonquin as the leader in personalized learning across all Ontario colleges.	x	CONNECTED Goal Four Become an integral partner to our alumni and employers.	x
QUALITY AND INNOVATION Goal Two Lead the college system in co-op and experiential learning.	x	SUSTAINABLE Goal Five Enhance Algonquin’s global impact and community social responsibility.	x
Goal Three Attain national standing in quality, impact and innovation within each school and service.	x	PEOPLE Goal Six Be recognized by our employees and the community as an exceptional place to work.	x

6. STUDENT IMPACT:

The Strategic Mandate Agreement will define areas of program strength and program growth. The Ministry expects that Colleges will work within these areas of differentiation to plan their academic program offerings, program delivery methods, partnerships with other institutions, applied research vehicles, student services, and work-integrated learning opportunities.

These decisions could impact the availability of programs and services to students. While the Ministry expects that the Strategic Mandate Agreement will serve as a guide for decision making, it will not bind or limit the College from exploring new areas of growth should management be able to demonstrate the local economic and labour market need.

7. FINANCIAL IMPACT:

The 2017-2020 Strategic Mandate Agreement will support the Ministry of Advanced Education and Skills Development's implementation of the new College funding model. This will include utilizing the College's enrolment projections to set the initial midpoint levels of weighted funding units that will be funded in the corridor funding model during the period of this Strategic Mandate Agreement, and identifying differentiation areas of focus including metrics, targets, and differentiation grant allocation. The Agreement will also provide information on the financial sustainability of the institution.

8. HUMAN RESOURCES IMPACT:

The Strategic Mandate Agreement will not have an impact on College human resources.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The Strategic Mandate Agreement is not intended to capture all decisions and issues in the post-secondary education system or between the Ministry and the College. Many of these will continue to be addressed through the Ministry's policies, standards, and processes. The Ministry will not be approving any requests for capital funding or new program approvals through the Agreement negotiation process. Although the Agreement is not technically binding, it represents a firm commitment by the College and the Ministry to implement programs and initiatives within its framework. The Strategic Mandate Agreement provides opportunity for institutions to suggest improvement or changes to the Ministry on policy areas that could better support the strengths of institutions and implement differentiation.

10. COMMUNICATIONS:

The Senior Vice President Academic, and staff as required, will be engaging with the broader College community at all three campuses over the course of the development of the 2017-2020 Strategic Mandate Agreement. A College Town Hall will be held in May, 2017. Once the Agreement has been signed by both the Deputy Minister of Advanced Education and Skills Development and the College President, it will be posted on both the Ministry and College websites.

11. CONCLUSION:

The Senior Vice President Academic will provide to the Board of Governors a full presentation on the 2017-2020 Strategic Mandate Agreement that will be submitted to the Ministry of Advanced Education and Skills Development at the June 12, 2017 meeting. By that time, the College will have

engaged broadly with the College community at all three domestic campuses and will have received feedback from the Ministry on drafts. The final version of the Agreement will align with the College's 2017-2022 Strategic Plan, and will provide the framework within which it will engage with government over the next three years.

Respectfully submitted:



Claude Brulé
Senior Vice President Academic

Approved for submission:



Cheryl Jensen
President

Appendices:

Appendix A: Strategic Mandate Agreement 2014-2017

Appendix B: 2017-2020 Strategic Mandate Agreement Template

Strategic Mandate Agreement (2014-2017)

Between:

The Ministry of Training, Colleges and Universities

&

Algonquin College of Applied Arts and Technology

ONTARIO'S VISION FOR POSTSECONDARY EDUCATION

Ontario's colleges and universities will drive creativity, innovation, knowledge, and community engagement through teaching and research. They will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario's creative economy.

ALGONQUIN COLLEGE'S MISSION AND VISION

Mission

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

Vision

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

PREAMBLE

This Strategic Mandate Agreement between the Ministry of Training, Colleges and Universities (the Ministry) and Algonquin College of Applied Arts and Technology (the College) outlines the role the College currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the Ministry's Differentiation Policy Framework.

The Strategic Mandate Agreement (SMA):

- Identifies the College's existing institutional strengths;
- Supports the current vision, mission, and mandate of the College within the context of the *Ontario Colleges of Applied Arts and Technology Act, 2002*, and outlines how the College's priorities align with Ontario's vision and Differentiation Policy Framework; and
- Informs Ministry decision making through greater alignment of Ministry policies and processes to further support and guide the College's areas of strength.

The term of the SMA is from April 1, 2014, to March 31, 2017. The SMA proposal submitted by the College to the Ministry has been used to inform the SMA and is appended to the agreement.

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

ALGONQUIN COLLEGE KEY AREAS OF DIFFERENTIATION

Algonquin College delivers a comprehensive range of applied education and training experiences to serve the diverse learner choices and the breadth of employer labour demands across Eastern Ontario and the province.

Algonquin College works with industry partners to:

- Develop labour-market informed programs and services;
- Provide opportunities for work-integrated learning, and experience inside and outside the classroom; and
- Engage in applied research and commercialization activities that support student success, employee growth, and social and economic development in the region and beyond.

Algonquin College employees are engaged in the strategic direction of the College to:

- Lead the transformation of Ontario’s postsecondary system;
- Deliver high-quality teaching methods and modalities that leverage technology to enhance the educational experience; and
- Improve student learning outcomes for career and life success.

Algonquin College broadens learner access to applied postsecondary education and training in Ontario, demonstrating leadership through:

- Alternative learning modalities and options to suit multiple learning styles and learner preferences;
- New, targeted approaches to programs and services that improve pathways for learners of diverse demographic characteristics; and
- Smart investments in technology that enhance the Algonquin learner experience.

ALIGNMENT WITH THE DIFFERENTIATION POLICY FRAMEWORK

The following outlines areas of strength agreed upon by the College and the Ministry, and the alignment of these areas of strength with the Ministry’s Differentiation Policy Framework.

1. JOBS, INNOVATION, AND ECONOMIC DEVELOPMENT

This component highlights institutions’ collaborative work with employers, community partners, and regions, or at a global level, to establish their role in fostering social and economic development, and serving the needs of the economy and labour market.

1.1 Areas of Institutional Strength

Algonquin College focuses on jobs, innovation, and economic development in the areas of:

- Faculty and staff participate on program, education, and industry regulatory boards and advisory groups at the provincial and national levels.
- Algonquin College leverages strategic business partnerships to develop programs and authentic work experiences that produce industry-ready graduates. Work-integrated learning (WIL) is an essential component of program delivery at the College and produces graduates ready to contribute to the region's social and economic well-being.
- Algonquin College Cooperative Education offered employers 3,578 students from 33 different programs in 2013-2014.
- Students are invited to create a Co-curricular Record (CCR), which chronicles their volunteer and leadership activities throughout the academic year. The CCR complements students' academic transcripts, and records this experience for employers. More than 1,000 activities that benefit local and international communities have been documented in student CCRs in 2013-14.
- The College's Office of Applied Research and Innovation (ARI) collaborates with industry and community partners (over 115 in 2013-14) to engage students (754) and faculty and staff (71) in developing products, processes, and services for implementation or commercialization. This has helped many local start-ups, small and medium enterprises, and large enterprises create jobs and achieve success locally and internationally. For example:
 - Fluidware created 60 positions in more than five years;
 - Impakt Protective hired at least four Algonquin graduates;
 - HousAll hired two College graduates; and
 - Experimental Simulation created seven positions within two years.
- Students have the opportunity to display their research to diverse audiences, with over 1,800 attendees at the College's four Applied Research Days in 2013-14.
- Students and faculty link with local organizations, business, and industry through the following centres: Health and Wellness Research Centre, Design Centre, Construction Research Centre, Full Spectra Centre (wave-based technologies, such as wireless, photonics, etc.), and Rural Economic Research and Development Centre (joint initiative between the College's Pembroke and Perth campuses).
- The College offers a number of graduate certificates and applied bachelor degrees to help address the needs of students and employers in the region.

1.2 Additional Comments

- 2012-13 Ministry data confirms a strong employment rate for graduates of 84.9%, which is above the sector average (83.1%); a full-time employment rate in a related field of 44.3%, which is slightly below the sector average (45.1%); and a strong employer satisfaction rate of 93.7%.

Institutional Strategies

- Algonquin believes that WIL provides the greatest opportunities for students to put theory into practice and enter the marketplace. The College is committed to ensuring that authentic, real-world work experiences will be available to all eligible full-time students by 2017.
- The College has developed the first phases of its sector strategy plans to address the talent needs of employers in Eastern Ontario. Programs are under development, including graduate certificates and applied bachelor degrees, to help meet employer demand in significant sectors of the National Capital Region, and to transition graduates to employment.
- The College plans to continue to grow international partnerships to support greater opportunities for students and linkages for Ontario industry seeking to expand globally into new markets (e.g., China, India, Saudi Arabia, Kuwait).
- Algonquin College endeavours to ensure that all students have opportunities to learn entrepreneurial skills. The Entrepreneurship Working Group, a joint collaboration with the Students' Association, supports students in Youth-Led-Enterprises, including start-ups, product development, business case development, and industry-focused events.
- The College aims to grow its applied research program to engage 950 students, 90 faculty and staff and 140 clients by the end of 2016-17. Two new research centres are planned to support more companies and organizations, and provide growth opportunities for students, faculty, and staff.

1.3 Metrics

Institutional Metrics	System-Wide Metrics ¹
<ul style="list-style-type: none">• % of programs with a work-integrated learning (WIL) experience• Number of research contracts/projects conducted with industry and community partners	<ul style="list-style-type: none">• Graduate employment rates• Employer satisfaction rates• Number of graduates employed full-time in a related job

¹ Additional system-wide metrics focused on applied research, commercialization, entrepreneurial activity, and community impact will be developed in consultation with the sector.

2. TEACHING AND LEARNING

This component captures institutional strengths in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work-integrated learning, and international exchange opportunities.

2.1 Areas of Institutional Strength

Algonquin College offers a number of different program delivery methods to increase the career-preparedness of students:

- Algonquin offers many work-integrated learning opportunities, including cooperative education, short-term contract placements, clinical and field placements, job-shadowing opportunities, internships, applied research projects, learning enterprise openings, and volunteer ventures.
- Students have the opportunity to run businesses in learning enterprises that serve students, employees, and the public under the guidance of faculty, including the Dental Hygiene Clinic, Restaurant International, and the Algonquin Times.
- Inter-professional education settings, including the Simulation Health Centre, the Algonquin Centre for Construction Excellence, and the Police and Public Safety Living Lab, help prepare students for employment in their field.

Algonquin College has strengths in delivering quality education through the effective utilization of physical and digital assets:

- The College offers three delivery modalities – face-to-face, hybrid (blended), and online – across Perth, Pembroke, Ottawa, and online campuses.
- Electronic textbooks have been introduced into 34 programs for use by 3,500 students, allowing each student to access all required course-level resources and resulting in a cost-saving over traditional print-based textbooks.
- The College offers a number of mobile learning initiatives, such as Bring Your Own Device (BYOD) programs, and has converted space into BYOD-ready classrooms to increase flexibility for students (140 of the College's 300 electronic classrooms have been updated and converted).
- The College optimizes the use of space during the day, in the evenings, and on weekends across all campuses, offering flexible learning options for students with extended delivery of College programming.

Algonquin supports faculty and staff to improve the learning experience for students:

- The Centre for Organizational Learning, Curriculum Services, and Educational Technologies support employees in the development and delivery of hybrid or online courses, and the incorporation of innovative technology practices.

- In 2012-2013, 74 employees completed Algonquin Leadership in Education Institute (ALEI) programs that build knowledge and skills related to leadership in higher education.
- In collaboration with St. Francis Xavier University, the College offers opportunities for staff to participate in a cohort-based Master of Education (M.Ed.) program focused on leadership and administration in higher education.
- International partnerships provide College employees with professional development opportunities to bring a global outlook and international learning outcomes into Ontario classrooms.

2.2 Additional Comments

- 2012-2013 data confirms that Algonquin offers a high number of online learning programs and courses, with 32,707 eLearning, online, and general education registrations. The College has also indicated that it has an additional 72,012 registrations in hybrid courses.
- Ministry data also indicates a high number of students (3,578) enrolled in 33 co-operative education programs.

Institutional Strategies

- Algonquin Connects will promote and coordinate the College's experiential learning activities, providing a central location, both physically and online, for linking community and business partners with the College. Social networking approaches will link students, industry, alumni, and employees.
- Part of Algonquin's Digital Strategy includes the creation of the Institute for Digital Education, which will focus on the research, analysis, advocacy, knowledge exchange, community building, and professional development that leads to new efficiencies, cost-savings, and process transformation in the delivery of a high-quality education.
- As the first phase of the Healthy Living Education initiative, the College will be renovating the Ottawa campus to create new student learning enterprises in the health sector, including dental, hair styling, esthetician, and massage therapy programs.
- A pilot project is exploring the expansion and use of learning units, Algonquin's competency-based model of learning. The pilot will introduce a custom platform to deliver adaptive, self-directed, competency-based learning units. The Ministry has expressed interest in the outcomes of the pilot.
- Algonquin will continue to invest in employee development with ALEI program registrants, and by expanding management training to academic Chairs and non-academic managers through the Algonquin College Management Academy. The Academy will provide an opportunity for new and developing managers to gain the knowledge, skills, and tools necessary to move the College's operations and strategic initiatives forward.

- The College will further adopt digital technologies and tools to enhance program delivery and the student experience.
- About 16,000 students are expected to participate in BYOD programs by fall 2015.
- The College plans to expand the use of eTextbooks to all students and has a goal of providing these resources at 50% of the current suggested print-based price, for an estimated savings for students of \$5M annually.

2.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of courses delivered in hybrid format 	<ul style="list-style-type: none"> • Student Satisfaction Survey results • Graduation rates • Retention rates • Number of students enrolled in a co-op program at institution • Number of online course registrants, programs, and courses at institution

3. STUDENT POPULATION

This component recognizes the unique institutional missions that improve access, retention, and success for underrepresented groups (Aboriginal, first generation, students with disabilities) and francophones. This component also highlights other important student groups that institutions serve that link to their institutional strength. This may include, but is not limited to, international students, mature students, or indirect entrants.

3.1 Areas of Institutional Strength

Algonquin College focuses on improving access and success for underrepresented groups in the areas of:

- Algonquin College serves the applied education and training needs of a number of student populations, in communities representing a broad range of demographics, industry profiles, and economic conditions.
- The College’s wide range of program delivery, across a variety of in-person, hybrid, and online modalities, suits a diversity of students and a variety of learning styles.
- The College reports that in 2013:
 - 4,861 or 45.3% of students enrolled in the first term of their program were non-direct registrants (adults who had no previous postsecondary experience).
 - 2,785 or 26% of new students had previous postsecondary experience and were seeking to improve their employability.

- The Language Institute provides English language training to recent immigrants and international students.
- Algonquin offers a range of services, activities, and programming to support access for underrepresented groups (including first generation students) and students who require extra support to achieve success in postsecondary education.
- Algonquin's Aboriginal Education Council is representative of First Nations, Inuit, and Métis in the region, and supports the needs of a large self-identified Aboriginal population at the College.
- The Algonquin College Mamidosewin Centre for Aboriginal Youth welcomes an average of 50 students per day.

3.1 Additional Comments

- In 2012-2013, Algonquin had a student satisfaction rate of 81.5%.
- 2012-13 Ministry data indicates that Algonquin has a high number of full-time Aboriginal students (900 or 6% of total enrolment), above the sector average of 4.2%.
- In 2012-2013, first generation students self-identified as 26.3% of the Algonquin College student population.
- Students with disabilities accounted for 13.3% of College enrolment (below the sector average of 15.2%).
- System-wide metrics indicate that international students represented 5.3% of total enrolment or 789 students, lower than the average for the sector (11.3%). The College indicates that, as of January 2014, 1,080 international students were enrolled across its three Ontario campuses.

Institutional Strategies

- Digital materials in eTextbooks transition easily to audio, supporting *Accessibility for Ontarians with Disabilities Act* compliance, and are more affordable for students.
- The College, in partnership with the Leacross Foundation, developed programs to create educational pathways for women in the electrical skilled trades, and to fast track women into careers in the construction and technology sectors.
- Academic Upgrading helps applicants attain the qualifications and preparation for postsecondary education.
- The Centre for Students with Disabilities introduced the position of Learning Strategist for Apprentices with Disabilities in 2013.
- Algonquin's recently approved International Education Strategic Plan will see the College increase its recruitment of international students as well as increase its international outreach efforts.
- In collaboration with York University, Algonquin will pilot services aimed at setting the province-wide standard for the transition of learners with autism spectrum disorder from high school to postsecondary education.

- Algonquin College is embracing a Healthy Living Education initiative. Educational programming, services, environment, and culture will be designed around support for healthy lifestyles, including the mind, body, and spirit. The College is creating a healthy community where students make healthy food choices, and engage in fitness and health promotion activities that lead to student success.

3.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Percentage of students enrolled at the College who are non-direct entrants • Number of unique students participating in Academic Upgrading • Number of unique Academic Upgrading students registered in a post-secondary program at Algonquin 	<ul style="list-style-type: none"> • Number and proportion of Aboriginal, first generation, students with disabilities, and francophone students at an institution • Number and proportion of international students enrolled in Ontario (as reported in annual institutional enrolment reporting) • Proportion of an institution’s enrolment that receives OSAP

4. PROGRAM OFFERINGS

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally oriented mandates. This component also recognizes institutions that provide bilingual and/or French-language programming for students.

4.1 Areas of Institutional Strength

Current program areas of strength include:

1. Health and Wellness
2. Digital Technologies and Design
3. Hospitality and Tourism
4. Management, Administration, and Leadership
5. Communications, Creative Media, and Entertainment
6. Public Safety, Security, and Law
7. Engineering, Technology, and Trades
8. Community Services
9. Environment and Natural Resources
10. Access

Proposed program areas for growth include:

1. Health and Wellness
2. Digital Technologies and Design
3. Management, Administration, and Leadership
4. Engineering, Technology, and Trades

4.2 Additional Comments

Algonquin College's planned expansion of its credential offerings in existing areas of program strength by over 50 programs is generally supported by strong student outcomes, industry demand, and program infrastructure.

In fall 2012, Algonquin College completed a labour market analysis to identify industry trends, and project new growth opportunities and proposed programs.

The Ministry notes that, in the event that the College wishes to expand its Public Safety, Security, or Law programming, additional information about steps taken to improve student outcomes will be required during program approvals.

Algonquin College is exploring accreditation with Engineers Canada. The Ministry notes that a large number of new or expanded engineering programs are proposed province-wide, which will have an impact on the Ministry's review of engineering program proposals.

Institutional Strategies

- Algonquin offers a number of Ontario College Graduate Certificates and applied bachelor degrees. The College aims to add to its portfolio of advanced credentials in identified areas of growth, such as the Entrepreneurship Acceleration Graduate Certificate approved by its Board of Governors in February 2014, and to meet industry needs across the federal government, technology, and health sectors.
- The College's quality assurance process includes an annual curriculum review, program mix review, and a cyclical five-year program quality review to ensure programs and courses are achieving intended learning outcomes. The College has indicated that its Program Quality Assurance Process Audit conducted in spring 2011 resulted in Algonquin's quality assurance processes achieving a high rating for its quality criteria. With more extensive Quality Assurance Standards, the College plans to enhance its processes for the review of hybrid and online courses. This process is also used for all Algonquin credentials offered offshore.

4.3 Metrics

Institutional Metrics	System-Wide Metrics
	<ul style="list-style-type: none"> • Proportion of enrolment at colleges by occupational cluster and by credential • Institution’s system share of enrolment by occupational cluster and by credential • Number of apprentices in each trade

5. INSTITUTIONAL COLLABORATION TO SUPPORT STUDENT MOBILITY

This component profiles partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, credit transfer pathways and collaborative or joint programs between or within sectors.

5.1 Areas of Institutional Strength

Algonquin College streamlines the mobility of learners across the Ontario postsecondary system:

- Competency-based learning units support learner credit recovery, persistence, enhanced access to postsecondary education, and mobility of students across the system. Already embedded in programs like the Outdoor Naturalist and select health programs, the learning units help students advance to the next level of study more quickly and at lower cost.
- Academic Upgrading supports over 1,600 students each year, enabling their continued pursuit of postsecondary education.
- Experienced worker and internationally-educated and trained bridge programs provide students with opportunities to upgrade their skills and continue their studies, leading to employment in their field.
- Algonquin has more than 400 articulation agreements with institutions across Canada and around the world.
- Graduates are provided advanced standing opportunities with some training organizations, accelerating their ability to add to their credentials and improve their career marketability at a lower cost.
- University educated learners enroll in graduate certificates to develop new skills and acquire applied education and training experiences to enhance job preparedness. Similarly, college students enroll in Algonquin College graduate certificates or applied bachelor degrees to specialize or upgrade the skills and knowledge they have already acquired.

- The College works closely with regional school boards to support transitions from high school to College and work placement. A few examples include:
 - School/College/Work Initiative and Specialist High Skills Majors.
 - Dual Credit program (the College estimates that about 50% of its dual credit students continue on to postsecondary studies at the College).
 - Navigating College Life for Aboriginal students.

Algonquin College collaborates across the postsecondary education system to create inter-professional opportunities and facilitate the mobility of learners. Examples include:

- The College partnered with Carleton University and Queen's University to represent Team Ontario at the US Department of Energy Solar Decathlon 2013. The team finished 1st in Engineering, 1st in Energy Balance, 1st in Hot Water, 2nd in Affordability, 4th in Market Appeal, and 6th overall.
- The Hydro One College Consortium, which launched the Women into Electrical Engineering Technology (WEET) program, sponsored in part by Hydro One and the Leacross Foundation.

Algonquin College offers joint programs with other institutions; in some cases, students may attain a College advanced diploma and university degree. Examples include:

- Carleton University Bachelor of Information Technology: Multimedia and Design
- Carleton University Bachelor of Information Technology: Network Technology
- Carleton University Bachelor of Information Technology: Photonics & Laser Technology
- University of Ottawa Bachelor of Science in Nursing

5.2 Additional Comments

Institutional Strategies

- The College has developed a Centralized Course Outline Management and Mapping System to inventory, store, and share curricula easily, map courses for credit transfer, and streamline Prior Learning Assessment and Recognition processes. The system has been made available to Confederation College and there are pilots planned at nine Ontario colleges.
- Algonquin College will continue to expand its outreach to secondary schools in order to support more informed choices and improve success for learners.
- The College will also continue to develop pathways for students, including graduate certificates and applied bachelor degrees.

5.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of university graduates enrolled at Algonquin 	<ul style="list-style-type: none"> • Number of college and university pathways and/or articulation agreements (college-college, college-university, university-college) • Number of transfer applicants and registrants • Number of college graduates enrolled in university programs

ASPIRATIONS

The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions; the SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry’s policies and standard processes.

a) Expanded Credentials

The Ministry has noted the College’s aspirations to expand degree granting activity and this will be examined as part of the Ministry’s policy review of Ontario’s credential options.

b) Growing Applied Research, Innovation, and Entrepreneurship

The College plans to grow its applied research activities and establish more Research Centres across the College. The Ministry does not provide targeted funding support for applied research activity at Ontario’s colleges and universities.

ENROLMENT GROWTH

The strategic enrolment and planning exercise is in the context of a public commitment in the 2011 Budget to increase postsecondary education enrolment by 60,000 additional students over 2010-11 levels. This government has demonstrated a longstanding commitment to ensuring access to postsecondary education for all qualified students.

Algonquin College’s planned enrolment forecast as expressed in this baseline eligible enrolment scenario is considered reasonable and in line with Ministry expectations, based on the current and projected demographic and fiscal environments.

Baseline Projected Eligible Full-Time Headcounts

Level	2014-15	2015-16	2016-17
Certificate/Diploma	16,581	16,913	17,251
Degree	485	495	505
Algonquin Total	17,066	17,407	17,755

FINANCIAL SUSTAINABILITY

The Ministry and the College recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario's vision for the postsecondary education system. To this end, it is agreed that:

- It is the responsibility of the governing board and Senior Administrators of the College to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the College agree to work collaboratively to achieve the common goal of financial sustainability, and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future; and
- The College remains accountable to the Ministry with respect to effective and efficient use of resources to maximize the value and impact of investments made in the postsecondary education system.

The Ministry and the College agree to use the following metrics to assess the financial health and sustainability of the institution:

1. Annual Surplus/Deficit
2. Accumulated Surplus/Deficit
3. Net Assets to Expense Ratio
4. Debt Servicing Ratio
5. Quick Ratio
6. Debt to Asset Ratio
7. Net Income to Revenue Ratio

The Ministry notes the work underway by Algonquin to focus on the efficient use of space, and to assess all programs and services in terms of relevance, demand, quality, and resource utilization.

MINISTRY/GOVERNMENT COMMITMENTS

Over time, the Ministry commits to align many of its policy, process, and funding levers with the Differentiation Policy Framework and SMAs in order to support the strengths of institutions and implement differentiation. To this end, the Ministry will:

- Engage with both the college and university sectors around potential changes to the funding formula, beginning with the university sector in 2014-15;
- Update the college and university program funding approval process to improve transparency and align with institutional strengths as outlined in the SMAs;
- Streamline reporting requirements across Ministry business lines with the goals of (1) creating greater consistency of reporting requirements across separate initiatives, (2) increasing automation of reporting processes, and (3) reducing the amount of data required from institutions without compromising accountability. In the interim, the Multi-Year Accountability Report Backs will be adjusted and used as the annual reporting mechanism for metrics set out in the SMAs;
- Consult on the definition, development, and utilization of metrics;
- Undertake a review of Ontario's credential options; and
- Continue the work of the Nursing Tripartite Committee.

The Ministry and the College are committed to continuing to work together to:

- Support student access, quality, and success;
- Drive creativity, innovation, knowledge, and community engagement through teaching and research;
- Increase the competitiveness of Ontario's postsecondary education system;
- Focus the strengths of Ontario's institutions; and
- Maintain a financially sustainable postsecondary education system.

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

ORIGINAL SIGNED BY

Deborah Newman
Deputy Minister

April 30, 2014

Date

SIGNED for and on behalf of
Algonquin College of Applied Arts
and Technology by:

ORIGINAL SIGNED BY

Dr. Kent McDonald
President

May 8, 2014

Date

STRATEGIC MANDATE AGREEMENT

| Algonquin College |
2017-20

Draft Submission Template between the
Ministry of Advanced Education and Skills Development and Algonquin College



Ontario’s Vision for Postsecondary Education

Ontario’s colleges and universities will drive creativity, innovation, knowledge, skills development and community engagement through teaching and learning, applied research and service.

Ontario’s colleges and universities will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario’s economy.

Algonquin College Vision, Mission and Mandate

Institutional mandate, mission, and vision statements describe where an institution currently is and where it sees itself in the future. Algonquin College submitted the following during the 2014-17 Strategic Mandate Agreement (SMA) process:

Mission

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

Vision

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

If your institutional mandate, mission and vision have changed, or will be changing, since the 2014-2017 SMA, please provide the following:

- *Institutional mandate statement – identifies an institution’s current role within Ontario’s postsecondary education and training systems, as it relates to establishing legislation and current strategic plan;*
- *Institutional mission statement – describes how priority activities undertaken at an institution help to further its mandate; and,*
- *Institutional vision statement – indicates how an institution’s future aspirations align with the government’s vision for higher education, skills development and differentiation priorities.*

Please insert content here. |

Preamble

This Strategic Mandate Agreement between the Ministry of Advanced Education and Skills Development and Algonquin College outlines the role the College currently performs in Ontario's postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives and government priorities.

The Strategic Mandate Agreement (SMA):

- Identifies and explains the shared objectives and priorities between the Ontario government and the College;
- Outlines current and future areas of program strength;
- Supports the current vision, mission, and mandate of the College and established areas of strength within the context of the College's governing legislation;
- Describes the agreed-upon elements of the new College funding model, including:
 - a College's enrolment plans and the initial midpoint levels of weighted funding units that will be funded in the corridor funding model during the period of this SMA; and
 - differentiation areas of focus including metrics, targets and differentiation grant allocation;
- Provides information on the financial sustainability of the institution; and,
- Informs Ministry decision-making and enables Ministry to align its policies and processes to further support the College's areas of strength.

The term of the SMA is from April 1, 2017 to March 31, 2020.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect joint commitments made in the SMA (e.g., Major Capacity Expansion and Highly Skilled Workforce). Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

Aspirations

The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions. The SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry's policies and standard processes. The Ministry will not be approving any requests for capital funding or new program approvals, for example, through the SMA process.

Institutional Aspirations

[Placeholder section for institutional aspirations.]

Shared Objectives and Priorities for Differentiation

In the next section, institutions are requested to indicate how recent and planned initiatives and/or investments help to further focus on areas of differentiated strength, including:

- *Student Experience;*
- *Innovation in Teaching and Learning Excellence;*
- *Access and Equity;*
- *Applied Research Excellence and Impact; and*
- *Innovation, Economic Development and Community Engagement.*

1.0 Student Experience

This section captures institutional strengths in improving student experience, outcomes and success. This section recognizes institutions for measuring the broader learning environment, such as continuity of learning pathways; retention; student satisfaction; co-curricular activities and records; career preparedness; and student services and supports.

1.1 Institutional Approach to Improving Student Experience

Colleges are asked to comment on existing or planned initiatives aimed at improving student experience, including the uniqueness of your approach, target groups and partners involved. Quantitative and qualitative evidence will be used to track progress and achievements over time.

[Placeholder for institutional input.]

1.2 Examples of Institutional Initiatives

Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain your institution's approach:

- Example 1
- Example 2
- Example 3

1.3 Metrics and Targets

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
<ul style="list-style-type: none"> • Metric 1 • Metric 2 • Metric 3 	<ul style="list-style-type: none"> • Target 1 • Target 2 • Target 3 	<ul style="list-style-type: none"> • Overall Student Satisfaction and Engagement Survey results (reporting years 2016-17 to 2020-21) • Results of the (Q39) “satisfaction with services” and (Q49) “satisfaction with facilities” capstone questions from the Student Satisfaction and Engagement Survey (reporting years 2016-17 to 2020-21) 	<ul style="list-style-type: none"> • Target 1 • Target 2 • Target 3

Notes on filling out Section 1.3:

Colleges could consider the following example(s) among their preferred institutional metrics:

- *Proportion of operating expenditures used for student services*

2.0 Innovation in Teaching and Learning Excellence

This section focusses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes.

This section captures institutional strengths in delivering high-quality learning experiences, such as experiential, entrepreneurial, personalized and digital learning, to prepare students for rewarding careers. It includes recognition of student competencies that improve employability.

It begins to identify indicators of quality that are currently available and within an institution’s control.

2.1 Institutional Approach to Innovation in Teaching and Learning Excellence

Colleges are asked to comment on existing and planned contributions related to innovation in teaching and learning (e.g., experiential learning, placements, simulations, and digital modules), including target groups (e.g., part-time students, adult learners, etc.). Quantitative and qualitative evidence will be used to track progress and achievements over time.

Note: There is a particular interest in learning more about the activities/initiatives that Colleges are pursuing in the area of experiential learning. A system-wide definition for experiential learning is under development and is expected to be finalized in the near future. In the meantime, SMA Advisors are interested in learning about activities that Colleges are pursuing that might fall into this category.

[Placeholder for institutional input.]

2.2 Examples of Institutional Initiatives

Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain your institution’s approach:

- Example 1
- Example 2
- Example 3

2.3 Metrics and Targets

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
<ul style="list-style-type: none"> • Metric 1 • Metric 2 • Metric 3 	<ul style="list-style-type: none"> • Target 1 • Target 2 • Target 3 	<ul style="list-style-type: none"> • Overall Student Satisfaction and Engagement Survey results (reporting year 2016-17 to 2020-21) • Results of the (Q13) “satisfaction with knowledge and skills” and (Q24) “satisfaction with learning experiences” capstone questions from the Student Satisfaction and Engagement Survey (reporting years 2016-17 to 2020-21) • Graduation rates (reporting years 2016-17 to 2020-21) • Retention rates (depending on program length – Yr1 to Yr2, Yr2 to Yr3, Yr3 to Yr4) • Number of students enrolled in an experiential learning program at an institution • Number of online course registrants, programs, and courses at an institution 	<ul style="list-style-type: none"> • Target 1 • Target 2 • Target 3

Notes on filling out Section 2.3:

Colleges could consider the following examples among their preferred institutional metrics:

- *Range of delivery modes used to promote collaborative learning*
- *Measures related to effective teaching practices*
- *Methodologies and practices used to promote student/faculty interactions*
- *Overall graduation and persistence/retention rates*

3.0 Access and Equity

This section recognizes institutions for their efforts in improving postsecondary education equity and access. Institutions play an important role in providing equitable and inclusive environments that make it possible for students from diverse communities to thrive and succeed.

Institutions will also be recognized for creating equitable access opportunities that can include multiple entrance pathways and flexible policies and programming, with the focus on students who, without interventions and support, would not otherwise participate in postsecondary education. Examples include outreach to marginalized youth, transition, bridging and access programs for adults with atypical education histories and who did not meet admissions requirements.

3.1 Institutional Approach to Improving Access and Equity

Colleges are asked to comment on the characteristics of the students for whom access is being provided, as well as the programming; policies and practices that are uniquely supportive of access for diverse groups of students. Colleges are also asked to comment on the involvement of community partners and expectations and definitions of success.

[Placeholder for institutional input.]

3.2 Examples of Institutional Initiatives

Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain your institution’s approach:

- *[Example 1]*
- *[Example 2]*
- *[Example 3]*

3.3 Metrics and Targets

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
<ul style="list-style-type: none"> • Metric 1 • Metric 2 • Metric 3 	<ul style="list-style-type: none"> • Target 1 • Target 2 • Target 3 	<ul style="list-style-type: none"> • Number and proportion of the following groups at an institution: <ul style="list-style-type: none"> A. Indigenous students; B. First generation students; C. Students with disabilities; and D. Francophone students • Overall Student and Graduate Satisfaction Rates for Indigenous Students and Students with Disabilities (reporting years 2016-17 to 2020-21) • Employment Rates for Indigenous Students and Students with Disabilities (reporting years 2016-17 to 2020-21) • Share of OSAP recipients at an institution relative to its total number of eligible students • Percentage of College graduates enrolled in University programs <i>(Source: College Graduate Outcomes Survey)</i> • Percentage of University graduates enrolled in College programs <i>(Source: College Student Satisfaction Survey)</i> 	<ul style="list-style-type: none"> • Target 1 • Target 2 • Target 3

Notes on filling out Section 3.3:

Colleges could consider the following examples among their preferred institutional metrics:

- Number/proportion of students from diverse demographic/socio-economic groups at an institution
- Program completion and employment rates of diverse demographic/socio-economic groups
- Number/percentage of students taking advantage of flexible options
- Student and graduate satisfaction rates for diverse demographic/socio-economic groups

- *Number/proportion of students entering a regular degree/diploma/certificate program after completing an access pathway*
- *Number/percentage of students from access pathways completing the regular degree/diploma/certificate program*
- Number of College graduates enrolled in University programs
- Number of University graduates enrolled in College programs

DRAFT

4.0 Applied Research Excellence and Impact

This section captures institutional strengths in producing high-quality applied research that further raises Ontario’s profile as a globally-recognized research and innovation hub.

Applied research projects create or improve products, services and processes. College applied research gives industry firms access to the skills and competencies of faculty and students, facilities and equipment and markets and networks through the colleges’ connections to local business and communities.

4.1 Institutional Approach to Applied Research Excellence & Impact

Colleges are asked to comment on existing and planned contributions to research and development; areas of research strength; partners involved; collaboration with industry and key partners; experiential learning; and key research funding sources (e.g., federal, provincial, private, etc.). Quantitative and qualitative evidence will be used to reflect progress and achievements.

[Placeholder for institutional input.]

4.2 Examples of Institutional Initiatives

Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain your institution’s approach:

- [Example 1]
- [Example 2]
- [Example 3]

4.3 Metrics and Targets

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
<ul style="list-style-type: none"> • [Metric 1] • Metric 2 • Metric 3 	<ul style="list-style-type: none"> • [Target 1] • Target 2 • Target 3 	<ul style="list-style-type: none"> • Number of externally funded applied research projects • Number of partnerships/collaborations with community/industry firms 	<ul style="list-style-type: none"> • [Target 1] • Target 2 • Target 3

Notes on filling out Section 4.3:

Colleges could consider the following examples among their preferred institutional metrics:

- *Total research funding and share by source (e.g., federal, provincial and industry funding)*
- *Number of research chairs*
- *Number of students involved in externally-funded applied research projects*
- *Number of academic/industry/community partners as appropriate*

DRAFT

5.0 Innovation, Economic Development and Community Engagement

This section recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focusses on regional clusters, customized training, entrepreneurial activities, jobs, community revitalization efforts, international collaborations, students, partnerships with Aboriginal Institutes and a program mix that meets needs locally, regionally and beyond.

5.1 Institutional Approach to Innovation, Economic Development and Community Engagement

Colleges are asked to comment on the impact they have on community; economic development and innovation; institutional approach; and target groups (e.g., international students, community stakeholders, domestic and international business partners, etc.). Quantitative and qualitative evidence will be used to reflect progress and achievements. Colleges are also invited to share an economic impact statement, if they have one.

[Placeholder for institutional input.]

5.2 Examples of Institutional Initiatives

Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain the institutional approach:

- *Example 1*
- *Example 2*
- *Example 3*

5.3 Metrics and Targets

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
<ul style="list-style-type: none"> • Metric 1 • Metric 2 • Metric 3 	<ul style="list-style-type: none"> • Target 1 • Target 2 • Target 3 	<ul style="list-style-type: none"> • Graduate employment rates (reporting years 2016-17 to 2020-21) • Employer satisfaction rates (reporting years 2016-17 to 2020-21) • Number of graduates employed full-time in a related job (reporting years 2016-17 to 2020-21) • Number of graduates employed full-time. • Number of active Program Advisory Committees (PACs) and the number of employers engaged in PACs 	<ul style="list-style-type: none"> • Target 1 • Target 2 • Target 3

Notes on filling out Section 5.3:

Colleges could consider the following examples among their preferred institutional metrics:

- Number of patents, licenses, invention disclosures and new products
- Number of new start-up companies
- Number of new start-up social innovation enterprises
- Number of students involved in building a start-up
- Community economic revitalization and impact
- Community social and/or health development initiatives and collaborations
- Community-based learning/research initiatives and student participation

6.0 Differentiation Areas of Focus

In the previous sections of the SMA template, the Ministry has asked institutions to comment on current and planned activities and initiatives in 5 priority areas: Student Experience; Innovation in Teaching and Learning; Access and Equity; Research Excellence and Impact; and Innovation, Economic Development and Community Engagement.

In addition to commenting on activities in these areas, institutions have been asked to indicate preferred institutional metrics and targets, as well as to establish institutional targets for system-wide metrics. This is part of the path from SMA2 to SMA3 and the ongoing work between the Ministry and institutions in developing and using metrics that support greater accountability and transparency for the use of differentiation funding.

Building upon the previous sections, the Ministry is asking institutions to set out a differentiation narrative. If each of the five priorities corresponded to a funding envelope, taking into account your institutional visions and mandates – and your strengths – how would you weight your priorities against those envelopes and how would you measure your progress?

In this section, the Ministry is interested in learning more about each institution's overall differentiation vision.

[Placeholder for institutional input.]

7.0 Enrolment Strategy and Program Direction

7.1 Projected Funding-Eligible Enrolments and Corridor Enrolments

The purpose of this section is to identify institutional enrolment plans and aspirations and to identify the key assumptions for institutional enrolment plans. In the second table on the following page, colleges are also asked to identify their expected corridor midpoints in the new college funding model. (Note: For details on the corridor model and midpoint establishment, please consult the *College Funding Formula Technical Manual*).

Note: The 2020-21 year is for requested for planning purposes and will not be included in the final SMA2.

Projected Funding-Eligible Enrolment

	Actuals 2015-16	Projected 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21
Ontario College Certificate						
• Full-time HC	2230					
• FTEs	2411.6					
Ontario College Diploma/ Advanced Diploma						
• Full-time HC	12533					
• FTEs	14476.3					
Ontario College Graduate Certificate						
• Full-time HC	637					
• FTEs	799.0					
Baccalaureate Degree in Applied Area of Study						
• Full-time HC	393					
• FTEs	374.4					
All other funded activity (Part-time , Tuition short and Prior Learning and Assessment Recognition (PLAR) activity)						

• FTE	1634.8					
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Projected Weighted Funding Units and Corridor Midpoint (2020-21)

Colleges are asked to report their projected Weighted Funding (WFUs) for 2017-18, 2018-19 and 2019-20 and provide the resulting projected midpoint. As given in the *College Funding Formula Technical Manual*, the midpoint is calculated based on the “three-year average, two-year slip”, the average of three years of enrolment two years prior to the funding year .

In 2020-21, the 2019-20 level of WFUs are expected to be the basis of each college’s initial midpoint in the corridor funding model.

	Actual Enrolment			Projected Enrolment			Projected Mid-Point Enrolment		
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2017-18	2018-19	2019-20
Total Enrolment (Weighted Funding Units)	23187.5	23189.5	23376.2						

7.2 Apprenticeship

Colleges are requested to outline their apprenticeship training activities and plans and how that fits into the strategic plan of their institutions.

[Placeholder for institutional input.]

7.3 International Enrolment Strategy and Collaboration

International Enrolment (Projected Full-Time Headcount)

	Actuals 2015-16	Projected 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21
Ontario College Certificate						
• Full-time HC	43					
Ontario College Diploma/ Advanced Diploma						
• Full-time HC	1005					
Ontario College Graduate Certificate						
• Full-time HC	141					
Baccalaureate Degree in Applied Area of Study						
• Full-time HC	113					

Colleges are requested to outline their international enrolment strategy and collaboration activities, specifically how international partnerships, activities and enrolment fit within the overall strategic plan for their institution. The description should include these elements:

- International goals;
- Risk factors considered in managing international enrolment; and
- International strategy approval process within your institution.

7.4 Strategic Areas of Program Strength and Expansion

Program Areas of Strength

To provide context for this section, in your 2014-17 SMA, you indicated your institutional program areas of strength to be:

1. Health and Wellness
2. Digital Technologies and Design

3. Hospitality and Tourism
4. Management, Administration, and Leadership
5. Communications, Creative Media, and Entertainment
6. Public Safety, Security, and Law
7. Engineering, Technology, and Trades
8. Community Services
9. Environment and Natural Resources
10. Access

In Appendix 1, Tab 2, columns B and C, list 5-10 program areas of strength for your institution for 2017-20. Your program areas of strength can be carried over from your 2014-17 SMA, or a new area of program strength can be identified. For new areas of program strength identified, institutions are asked to substantiate the new area by providing shares of program enrolment in total College enrolment and percentage of students completing the certificate/diploma/degree and other KPIs. Institutions may further support their proposals with additional data or relevant institutional strategies by filling out the rationale portion of the Appendix.

The proposed areas of program strength are intended to inform program approval processes.

Program Areas of Expansion

To provide context for this section, in your 2014-17 SMA, you indicated the following areas as program areas of growth:

1. Health and Wellness
2. Digital Technologies and Design
3. Management, Administration, and Leadership
4. Engineering, Technology, and Trades

Some level of program expansion will be allowed between 2017-20 and will be negotiated through this SMA process. In Appendix 1, Tab 2, column E, identify up to 5 program areas of strength in which your institution would like to expand offerings in the next years. Institutions are expected to provide justification, including expected labour market outcomes, and connection to existing areas of strength proposed above.

In Appendix 1, Tab 3, institutions are asked to indicate, as best as they are able to at this time, specific programs that they anticipate introducing over the course of this SMA period in their selected areas of program expansion.

7.5 Financial Sustainability

The Ministry and the College recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario’s vision for the postsecondary education system. To this end, it is agreed that:

It is the responsibility of the Board of Governors and senior administrators of the College to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the College agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future.

The College remains accountable to the Ministry with respect to effective and efficient use of provincial government resources and student resources covered by policy directives of the Ministry, or decisions impacting upon these, to maximize the value and impact of investments made in the postsecondary education system.

System-wide Metrics	Benchmark	2015-16 Actuals	2016-17 Projection*
• Annual Surplus (Deficit)	>0	[11715792]	[]
• Accumulated Surplus (Deficit)	>0	[114719090]	[]
• Net Income to Revenue Ratio	>1.5%	[3.82]	[]
• Net Assets to Expense Ratio	>60%	[88.48]	[]
• Quick Ratio	>1	[2.39]	[]
• Debt Servicing Ratio	<3%	[1.94]	[]
• Total Debt to Assets Ratio	<35%	[25.78]	[]

*Current state is an actual or projected figure as of March 31, 2017.

7.6 Other Sustainability Issues

Institutions are encouraged to state their perspectives on other sustainability issues and the opportunities to address them.

[Placeholder for institutional input. Examples of input could include environmental sustainability issues, program sustainability issues, and capital sustainability issues.]

8.0 Institutional Collaborations and Partnerships

(Note: this should reflect information that is new and not listed earlier in the SMA template.)

Institutions are asked to profile key partnerships with other institutions that ensure students have access to a range of learning opportunities in a coordinated system. This may include, but is not limited to: credit transfer pathways; collaborative or joint programs between or within sectors; supporting student mobility; supporting research excellence and innovation; and supporting students transferring to the labour market. This section should also outline partnerships that support efficiency, shared services and financial sustainability.

[Placeholder for institutional input.] |

9.0 Ministry/Government Commitments

Over time, the Ministry commits to aligning many of its policy, process, and funding levers with the differentiation priorities and SMAs in order to support the strengths of institutions and implement differentiation. To this end, the Ministry will:

[Placeholder]

The Ministry and the College are committed to continuing to work together to:

[Placeholder]

SIGNED for and on behalf of the Ministry
of Advanced Education and Skills
Development by:

SIGNED for and on behalf of [LEGAL NAME OF
INSTITUTION] by:

Sheldon Levy
Deputy Minister

(NAME)
President

Date

Date

Appendix

Appendix 1: Program Areas of Strength (Template to be provided by MAESD) [Note: Information provided in this appendix is for internal use only. The Appendix is not for publication.]

Technical Addendum – Metrics:

- System-wide metrics (to be completed by MAESD)
- Institution-specific metrics (to be completed by each institution; to include definition of metrics; methodology/formula and how and when data is collected)

Appendix 2: Institutional Areas of Strength from 2014-17 SMA (To be pre-populated by MAESD)

Report title:	Major Capital Project – Welding Lab Project
Report to:	Board of Governors
Date:	April 10, 2017
Author/Presenter:	Duane McNair, Vice President, Finance and Administration

1. RECOMMENDATION:

THAT the Board of Governors approves a \$460,000 increase to the budget for the Welding Lab Project at the College’s Transportation Technology Centre. The Centre is also known as Building S.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to present to the Board of Governors a recommendation to increase the budget required to complete the Welding Lab Project and to communicate the sources of funds identified to close the gap between the current projected expenditures and the approved project budget.

3. BACKGROUND:

In 2015, Algonquin College submitted a project funding proposal request under the Employment Ontario Apprenticeship Enhancement Fund program. This proposal was for the creation of a new Welding Lab and an extension to the Transportation Technology Centre - Building S to accommodate the new lab.

Building the new Welding Lab will create 24 new student welding training spaces for various trade programs. The existing lab in the Algonquin Centre for Construction Excellence will be used primarily for the Welding Fabrication program which runs year-round and on weekends. Training for other trades programs will move to the newly constructed space. The additional training capacity will allow for enrolment increases in a high demand program, and create the opportunity to development a two-year welding diploma program.

The original estimate for the completion of this project was approximately \$2.8 million. However, based on preliminary feedback received during the proposal process from the Ministry of Advanced Education and Skills Development, Algonquin College was asked to reduce the bid proposal submission to \$2.3 million as this would equal the maximum amount of funds that would be available from this Ministry for the Welding Lab project. In July 2015, the budget reduction adjustments were integrated into the proposal, and the proposal was submitted. In April 2016, management received the Apprenticeship Enhancement Fund Competitive Agreement confirming that the submitted proposal was accepted, and \$2.3 million was confirmed as funding for the project from the Ministry

of Advanced Education and Skills Development. The project is scheduled to be completed by December 2017.

Although the submitted proposal was reduced to reflect the \$2.3 million budget as requested by the Ministry of Advanced Education and Skills Development, the actual project scope and required budget were not decreased, but were carried forward as a \$2.8 million project.

At the June 13, 2016 Board of Governors meeting, agenda item 05.4, the Welding Lab Project proposed budget of \$2.3 million was approved. However, the estimated project expenditures of \$2.8 million should have been presented for approval. This resulted in a shortfall to the approved budget of approximately \$500,000. This was a management error regarding what was to be presented to the Board for approval under Major Capital Projects exceeding \$1 million. A review is underway and processes are being modified to prevent this type of error.

4. DISCUSSION:

At the time that Algonquin College was advised to reduce the bid proposal to \$2.3 million from the \$2.8 million estimated to complete the project, alternate sources of funds were identified to close the gap between the funding and project expenditures. These sources include:

- anticipated funding of \$75,000 from the Canadian Welding Bureau for which an application has been submitted;
- up to \$400,000 in internal accumulated surplus funds generated by the Faculty of Technology and Trades; and
- an opportunity for funds to be contributed under an agreement for naming rights of the newly redesigned Building S Foyer to be completed as part of this project.

The Welding Lab project expenditures have been reviewed in detail by College staff. The total projected expenditures to complete the project is \$2.76 million. The Ministry funding and the alternate sources of funds above are sufficient to cover the project’s gross expenditures. The Welding Lab Project budget will be re-stated from \$2.3 million to \$2.76 million.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN Goal One Establish Algonquin as the leader in personalized learning across all Ontario colleges.	<input checked="" type="checkbox"/>	CONNECTED Goal Four Become an integral partner to our alumni and employers.	<input checked="" type="checkbox"/>
QUALITY AND INNOVATION Goal Two Lead the college system in co-op and experiential learning.	<input checked="" type="checkbox"/>	SUSTAINABLE Goal Five Enhance Algonquin’s global impact and community social responsibility.	<input type="checkbox"/>
Goal Three Attain national standing in quality, impact and innovation within each school and service.	<input checked="" type="checkbox"/>	PEOPLE Goal Six Be recognized by our employees and the community as an exceptional place to work.	<input type="checkbox"/>

6. STUDENT IMPACT:

The new Welding Lab is 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. No further growth in existing programs or addition of new programs is possible in spite of extensive wait lists.

7. FINANCIAL IMPACT:

The Welding Lab has a revised budget of \$2.76 million. The \$2.3 million of the total budget is funded by the Apprenticeship Enhancement Fund grant awarded to the College through a competitive bid process. This funding will cover all costs for professional services, construction and equipment associated with this project. The remaining \$460,000 required to complete the project will be funded with alternate sources of funds. Therefore, the project will be totally funded.

8. HUMAN RESOURCES IMPACT:

There is no anticipated human resources impact at this time.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The Welding Lab project will be delivered under the terms of the agreement with the Ministry of Advanced Education and Skills Development, dated April 1, 2016.

10. COMMUNICATIONS:

Internal College communications are being undertaken as appropriate to support this project and to actively communicate any disruptions or changes to College operations.

11. CONCLUSION:

The new Welding lab positions the College to deliver on its strategic objectives as well as broader commitments to provincial and federal ministries. Appropriate actions are being undertaken with College processes to prevent further errors of this nature.

Respectfully submitted:



Vice President, Finance and Administration

Approved for submission:



President

Board Key Messages

An update to the Board of Governors on recent College news.

Recent Success Stories



Alumnus Trent Correy, who worked on Zootopia and Moana, as part of a Disney animation team, **won his third Oscar and also won a Golden Globe**. The *Ottawa Citizen* **explained** how Correy combined his high-school interests in art and filmmaking by signing up for Algonquin's animation program.

AC Day 1 activities and events successfully launched new students' College careers.

Ottawa film producer and alumnus Robert Menzies received recognition by Rolling Stone for his horror and suspense film **work**. Menzies, who founded Zed Filmworks in 2007, has carved a respected niche for producing dynamic and entertaining films locally in Ottawa, especially in the horror genre.

CBC honoured Algonquin College's 50th Anniversary with a legacy gift of a **Steinway Grand Piano**. The gift acted as a catalyst to be come an official education partner of Steinway Canada.

The Ottawa campus opened its doors to **1,700 visitors** interested in attending Algonquin College programs at the Winter Open House.

Statistics from the College of Nurses of Ontario show the pass rate for Algonquin College nursing students is climbing back to **pre-change levels and surpassing them**.

Alumni and Friends hosted its **15th employer coffee break**.



In the Community



The Aviation program received the loan of a **Canadian Coast Guard helicopter**, which was installed at the Canadian Air and Space Museum.

Canadian recording artist and Pembroke campus Business program alumnus **Jason Blaine** made the final instalment on his \$100,000 commitment to the capital campaign.

Algonquin College employees, students, and community members attended the **Indigenous Heritage Hockey Night**. A portion of the ticket sales was donated to Indigenous bursaries.

Algonquin College was nominated in the **"Best Place to Work"** category of the **Faces Magazine Awards**.

Algonquin College received a **\$2,000 donation from Pembroke Petawawa District Community Foundation**. The funds will support the **2017 Speaker Series**, dedicated to Canadian History as part of Canada's 150th celebrations.

English professor Michele Hall launched a new book about the artist **P.K. Irwin**, *The Art of P.K. Irwin: observer, other, Gemini*.

Air Canada turned to **Véronique Rivest**, a graduate and former instructor and course developer of the Algonquin College Sommelier program, to develop a wine program for its international business class as part of a new branding of its entire fleet.



In the News

People Magazine featured Professor Catherine Beddall in a special holiday edition of the **publication**. The *Toronto Star* **shared** Beddall's recipe for mouthwatering gingerbread. As part of the Star's annual Cookie Calendar, Beddall's "epic" gingerbread chess set was **featured**. Beddall's work was also part of a **feature** in San Jose's *Mercury News*.

Dean Jim Kyte was **featured** in the *Globe and Mail* in a story that looked at his **incredible path from the arenas of the National Hockey League to the halls of Algonquin College**. Kyte also **spoke** with CTV about overcoming obstacles and his life-changing procedure at the Ottawa Heart Institute.

Metro **featured** Algonquin College in an article on post-secondary schools across Canada that have seen **new interest from prospective students in the U.S.**

The Immunity Warriors: Invasion of the Alien Zombies comic book that Algonquin College multimedia design students played a key role in creating was featured by **Apartment613, Ottawa Citizen, CBC Ottawa News, Metro, Medical X-Press, and Global National**.

The *Ottawa Citizen* and *Ottawa Sun* published a story on the Algonquin College Nursing program's **important empathy-building exercise that focused on mental health**.

Ottawa Morning **explained** the partnerships with the **Perley and Rideau Veterans' Health Centre and Shopify** and that these partnerships benefit both the organization's and the students.

Ottawa Sun published an **article** on the **Polar Plunge at Algonquin College that raised \$18, 967**.



**Report from the Chair
Board of Governors Meeting
April 10, 2017**

Winter 2017 Board Retreat – Saturday, March 18, 2017

Board members attended the Winter 2017 Board Retreat on March 18, 2017. The Retreat focused on enabling generative dialogue, and strategic discussions related to Algonquin College's Internationalization plans. Generative dialogue was exercised during the afternoon session, to help guide Algonquin College in its internationalization strategy moving forward.

New Governor Recruitment Campaign

The Board Governance Committee launched a governor recruitment campaign in the Ottawa area during March. The Board of Governors received 36 applicants, with eight candidates being interviewed to fill four vacancies. The effective start date is August 31, 2017. The election of the Administrative staff and Support staff representatives will occur in April, 2017. The call for Student governor candidates went out to the College community in March, with the close of nominations on April 5, 2017. Students will actively campaign from April 6 to 20 and the election will occur on April 20 and April 21, 2017. It is anticipated that the governors-elect will join the Board as guests at the June 12, 2017 Board meeting.

Board Performance

The Board Governance Committee will coordinate the annual evaluation of the Board, and the governor self-appraisal process. The online evaluation tools will be circulated in April by the Board Office. These tools allow Governors to evaluate their own effectiveness, and the effectiveness of the Board as a whole. Governors are encouraged to complete the surveys promptly, to allow the Governance Committee to review and discuss the results. The evaluation results will be shared with all Board members.

Colleges and Institutes Canada (CICan) 2017 Conference

The Colleges and Institutes Canada (CICan) 2017 conference is being held in Ottawa this year, on April 30 to May 2, 2017. Governors S. Fraser, J. Brockbank, P. Nadeau, N. Cheng and K. Leroux will be attending the conference.

President's Year-End Dinner

The President will host a dinner for the Board of Governors to mark the end of the academic year, on the evening of Thursday, June 15, 2017, at The Marshes, 320 Terry Fox Drive, Kanata. Governors are encouraged to invite their spouse/partner or a guest. Please mark your calendars.

Fall 2017 Board Retreat - September

The Fall 2017 two-day Board Retreat will be held on September 17, 18, 2017, and will be hosted by the Pembroke Campus.

Colleges Ontario 2017 Higher Education Summit

The 2017 Higher Education Summit will be held in Toronto on November 26, and 27, 2017. The featured speaker, Daniel H. Pink is one of the world's leading business thinkers and the author of five bestselling books about work, management, and behavioural science. The College Centre for Board Excellence will be hosting their Governor Orientation Session prior to the conference on November 25, 2017. Governors will be provided with additional information, and the professional development application form.

Correspondence

There was no Board correspondence since the last Board meeting.

On the Table

A Remittance Declaration is on the table at this meeting for your information.

**Report from the President
Board of Governors Meeting
April 10, 2017**

Flexible Delivery of College Programs

The Committee of Presidents were briefed on recommendations from a college sector task force that has explored ways to improve the flexibility of the delivery of college programs, aimed to improve student access. Colleges will consider options such as establishing more frequent start times for programs, similar to the range of start times available to students in continuing education programs. The recommendations include advocating to have the Ministry of Advanced Education and Skills Development provide equivalent funding to full-time and part-time students, and urging the Ministry to work with the Federal government to improve student aid for part-time students.

eCampusOntario

Work is underway to create a new strategic plan for eCampusOntario. The eCampusOntario portal is being redeveloped and rebranded, and stakeholder engagement with Contact North, the Ontario Council on Articulation and Transfer (ONCAT), OntarioLearn and the Ontario College Application Service (OCAS) has occurred, to help streamline the processes for online education. eCampusOntario's priorities focus on improving the availability of online resources, improving the online learning experience, and providing more opportunities for experiential learning. Some things being considered to improve experiential learning opportunities include creating self-managed environments that support experiential learning, and determining how employers can identify student talent while students are still in high school. Students are captivated by new technology and want to participate in the design of online learning services, like using virtual reality technology to teach mining safety to students in a classroom. Members agreed that this type of innovation improves learning and excites students.

College Day Activities

Members were briefed on the plans for college presidents and board chairs to meet with elected officials during College Day at Queen's Park on April 3, 2017. A number of meetings have been scheduled and all three political parties have shown interest in the meetings. Premier Kathleen Wynne won't be available for meetings, however, the Premier will be meeting with college presidents on May 3, 2017. Another highlight of the College Day activities at Queen's Park is a new morning event called the "Creativity Zone". This event will showcase innovative ideas from colleges. College Day will also include the annual hospitality reception in the evening, where students from across Ontario prepare and serve culinary delights. Advanced Education and Skills Development Minister Deb Matthews is scheduled to speak at both the Creativity Zone and the evening reception.

**Report from the President
Board of Governors Meeting
April 10, 2017**

Climate Change - Discussions with Government

Members were briefed on discussions that college representatives have had with Environment and Climate Change Minister Glen Murray and with deputy ministers on how the college sector could help the government fulfil its Climate Change Action Plan. The discussions have gone well, and there is serious interest within the senior levels of government. A number of recommendations have been made to government and it is expected a decision will be made in the near future.

For Algonquin College to deliver on its Mission and Vision we have four Strategic Pillars and 12 supporting goals. These commitments guide our strategic priorities and budget process.

Strategic Pillars

Reporting Timeframe: January 2, 2017 to March 12, 2017

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
- Innovation and Strategy
- Academic

Activity:

- *CTV Morning Live* featured segments on Algonquin College programs including Event Management, Bachelor of Building Science, Digital Health, Business – Marketing, Environmental Technician, Masonry, and Arboriculture.
- *Globe and Mail* shone a light on the Personal Support Worker Program and the need to bring more men into the roles traditionally filled by women in health care.
- Giacomo Panico from *CBC Radio's In Town and Out* spent part of a day on campus trying out a number of the services offered by the School of Hospitality and Tourism, and the Faculty of Health, Public Safety and Community Studies. His day included a massage, a facial, a teeth-cleaning, a consultation with a travel agent, and a lesson in pet grooming. He also enjoyed lunch at Restaurant International and picked up some treats from Savoir Fare to take home with him. Panico's story ran on radio, television, online and on radio on March 10 and 11.
- The College officially signed a Memorandum of Understanding with the Ottawa Hospital Research Institute that will encourage and facilitate the development of mutually beneficial linkages between the two institutions.
- External web traffic to College Program pages has increased by 3.38%. When this time frame is expanded from April 1, 2016 to January 3, 2017, Program traffic has increased by 6.65% (931,027 vs. 872,955). This is a positive indicator that Marketing efforts are pulling prospects to the information on College programs.
- The email nurture campaigns are outperforming results year over year. Staff have increased our open rate by 14.8%, engaged 834 more leads with fewer emails sent, and increased the percentage clicked rate by 4.5%.
- Executive Director of Indigenous Initiatives Ron McLester presented "Caring for the Seeds: An exploration of traditional Indigenous Knowledge and its potential influence on the conceptualization of entrepreneurship" to the President's Advisory Committee on Entrepreneurship. This presentation was a pressure test of the current

thinking, as it relates to Indigenous Entrepreneurship. The presentation was extremely well received, and generated significant interest along with commitment for continued ideation and exploration.

- Student Support Services staff has hired the College's first Sexual Violence Prevention & Harm Reduction Coordinator, Sarah Crawford.
- Consent Fest, held from January 30 to February 3, aimed to engage students on the importance of sexual consent, and is part of Algonquin College's campaign to tackle sexual assault. The event featured Michael Koffman, Ph.D., a public speaker, educator, writer, and consultant, whose innovative approaches to engaging men and boys in promoting gender equality and transforming their lives has taken him around the world.
- Algonquin College has recognized the growing risks of opioid overdose, stemming from the increased presence of Fentanyl and Carfentanil in a range of commonly consumed illicit substances. To address this risk, the Student Support Services and Risk Management departments have taken steps, including closely monitoring updates about opioid harm reduction strategies produced by Ottawa Public Health; forwarding via email an Ottawa Public Health information package about the risks of opioid use and ways to reduce those risks to Algonquin College students and employees; inviting guest speakers from the Royal Ottawa Opioid Intervention Service and the Pembroke General Hospital to speak to front-line employees at the Ottawa and Pembroke campuses about harm reduction strategies and addiction services for students; and preparing for the installing of Naloxone kits at key locations across the College for emergency use.
- Algonquin College Corporate Training staff secured an extended agreement with Tarion (Home Warranty Corporation) to administer assessments for the seven competencies across Ontario. Agreements were also secured with nine Ontario College Test Centres to administer and invigilate the on-line Tarion assessments hosted by Algonquin College. In addition, contracts were acquired with Justice Canada, RCMP, R.W. Tomlinson, Climate Change Canada, Northwest Healthcare properties, Costco, Canada Post, Canada Border Services, Raytheon Canada Limited, Tarion, Government of Nunavut, Cree First Nation of Waswanipi, Cree Nation of Chisasibi, First Nations Information Governance Centre, Tungasuvvingat Inuit, and Tawich Development.
- The Co-op office exceeded 240 placements, representing a 20% increase over the previous benchmark.
- The International Education Centre welcomed 652 new Level One students in January, with 270 participating in International Orientation, for a participation rate of 41%, an increase of 9% over the 2016 Fall term.
- A Virtual Lab was successfully piloted to 10 students in Language Instruction for Newcomers Program via Virtual Desktop Infrastructure. The software allows students to access a desktop remotely and experience the same interactivity as if the computers were running locally.
- Course feedback reports in 2016F submitted in the Winter indicated that student satisfaction in the English for Academic Purpose Program and the Teachers of English as a Second Language Post Graduate certificate increased 2.8% from 80% in the Fall of 2015 to 82.8 % in the Fall of 2016.

- Applied Research and Innovation staff opened the doors to more than 300 people on February 9 to showcase the collaboration space and Innovation labs.
- The inaugural Lean LaunchPad program was launched on February 15. This joint venture between Applied Research and the IgniteAC Centre will help the participants decide if there is ‘a business in their idea.’
- Algonquin College partnered with Niagara, Lambton, and Georgian colleges on an eCampus initiative to develop a robust online learning pathway for a Work Integrated Learning preparedness course for use across the province.
- A conversion rate of applications to registrations from Indian students went from 17% to 34% in one academic year, as a result of the Online Application Portal and changes in the application policies and procedures in India.
- Thirty-four students and four instructors participated in the Algonquin College Rain Forest Project by completing a week-long field trip to Costa Rica to explore its ecosystems and rich biological resources. Students appreciated the biological resources of the rain forest, the humid tropics, and the variable characteristics of the rain forest habitat and examined sustainable agriculture and other environmental management practices. Guided by professional river guides, students experienced several ecosystems along the Rio Pacuare before arriving at the Algonquin College Forest project area.
- An interdisciplinary day was held at the Pembroke Campus on January 27, 2017. Several full-time programs worked together to stage a “critical incident” mock training exercise for students in the Police Foundations, Radiation Safety, Bachelor of Science in Nursing, and Personal Support Worker programs.
- Academic Assistance for Adults with Developmental Disabilities staff have developed various work placements within the College Bookstore, Cafeteria and First Generation departments for students taking the Job Search course.
- The Mechanical and Transportation Technology Department has quietly launched a new learning enterprise. Students from the Mechanical Program cluster provide machine shop services for a fee. Plans have been formulated to grow this nascent enterprise to include design and prototyping services.
- The Faculty of Technology and Trades Continuing Education launched the newly revised Gas Technician programs. The introductory level (Gas Tech 3) has enjoyed robust enrolment of students that will eventually move into the longer and more advanced Gas Tech 2 program.
- A significant investment (\$300,000) was made in order to update and upgrade the laboratory instrumentation serving the Biotechnology, Water and Wastewater Technician, and Environmental Management and Assessment programs.
- Thirty-seven additional Occupational Therapy Assistant/Physiotherapist Assistant program placement opportunities have been identified for the Winter 2017 term, which will focus on a “falls prevention” pilot study in a retirement home chain. The Pilot study will lead to a research project in the Fall 2017 focused on evaluating fall-prevention tools and activities proposed by the Champlain Local Health Integration Network.

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:

- Communications, Marketing & External Relations
- Student Services
- Finance & Administration
- Innovation and Strategy
- Academic

Activity:

- Chef Cory Haskins and his student, Cynthia Douglas Benitez, appeared on *CBC's Our Ottawa* where they promoted the benefits of Algonquin College's culinary program and offered viewers tips for healthy cooking on a budget.
- President Jensen was featured on the cover of Capital Magazine's second edition and participated in a networking and panel event.
- Student Recruiters have completed 692 presentations, 203 tours, and collected 6,116 prospective student leads compared to 614 presentations, 211 tours and 3,041 leads for this reporting period in 2016. This represents an 8.4% increase in recruitment activities, resulting in a 101% increase in prospective student leads.
- The Winter Open House was held on January 21 and focused on encouraging prospective students to apply before the application equal-consideration date of February 1. There were 1,337 registrations versus 1,408 in 2016; and while this represents a 5% decrease in registrations, there was a 12.8% increase in overall participation which suggests that registrants are inviting more guests to influence decision-making.
- The Employment Support Centre hosted the 19th Annual Career Networking Fair on February 14. The career fair offered employers the opportunity to recruit students and graduates for Summer employment, co-op, and full-time positions. Seventy-five employers attended the event and 2,107 students and graduates visited the career fair, compared to 72 employers and 2,138 students and graduates that attended in 2016.
- The Counselling team facilitated 39 workshops and training sessions, with more than 646 attendees (staff and students). Mental Health First Aid, Applied Suicide Intervention Skills Training and three Safe Talk sessions were offered during this period.
- Members of the Mental Health Steering Committee provided a range of services and events during Mental Health Awareness Week which ran from February 6 to 9. Events featured a variety of external and internal partners providing service and information at various locations across the Ottawa Campus.
- From February 18 to 25, the Manager, Student Engagement, the Volunteerism Coordinator and the Clubs and Communities Coordinator from the Students' Association travelled with 22 Algonquin College students to Monte Cristi, Dominican Republic for Alternative Spring Break. This global-service learning project left an indelible mark on each participant who worked in an English Immersion program to support literacy for primary school students.
- Peer Tutoring Services reflect an increase in demand for services with a 47% overall increase in appointments. Reported timelines indicate Peer Tutoring provided 3,038 hours of tutoring services in 2017, compared to 2,061 hours in 2016. The increase may partially be due to the new dedicated space provided for tutoring. Students now have a quiet, controlled environment to complete their tutoring appointments.

	<ul style="list-style-type: none"> • The Student Learning Centre showed an overall increase of 48% for appointments in 2017, compared to 2016 during the reporting timeframe. The total number of appointments for the Student Learning Centre in the reporting timeframe in 2017 was 713, compared to 483 from the same timeframe in 2016. The increase reflects increased awareness of this service as it becomes central to students’ success. • Ancillary Services Winter Term Start Up activities included 55 new residence students moving in; 2,831 Student cards, and 2,524 U-Passes being produced and distributed; the redemption of 1,161 food coupons, and 22,000 digital resources deployed to about 8,000 students. All of these activities were completed before Day 1. • A new co-op self-serve 24/7 online service was implemented allowing Algonquin co-op students to book appointments with both Co-op Consultants and the Technical Support Coordinator. • The IT Project Management Office has implemented a Portfolio and Project Management solution to allow for project intake, tracking, monitoring, and reporting of technology projects. • Algonquin College hosted the Local Employment Planning Council’s annual conference, “Finding and Restoring Local Talent” on March 1, where 550 employers were welcomed. • 1,200 student observation and experiential learning opportunities took place at the Early Learning Centre for full-time and online students from multiple programs across the College. • The Design Thinking course, developed in collaboration with the School of Media and Design and La Cité, was showcased by the Centre for Continuing and Online Learning design team at the eCampusOntario Showcase on January 17, 2017.
<p>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>	
<p>Summary Report from:</p> <ul style="list-style-type: none"> • Communications, Marketing & External Relations • Human Resources • Student Services • Finance & Administration • Innovation and Strategy • Academic 	<p>Activity:</p> <ul style="list-style-type: none"> • The newly integrated Marketing Team has been actively working with the Office of Lean Initiatives to map the project intake and delivery process. This collaborative effort is redefining how the Marketing Team will streamline their work processes moving forward. • The New Employee Orientation program welcomed 12 support staff, four administrators and three faculty to the Algonquin team. The support and administrative staff were each paired with a mentor from within the College for a three-month period. The three new faculty members joined the Faculty Learning Program. • There were 31 Professional Development workshops available to all employees supporting 267 registrants. These workshops are offered in collaboration with Learning and Teaching Services, Curriculum Services, Information Technology Services, Finance and Administration, Sun Life, Human Resources/Employee Assistance Program, Counselling Services and many others.

- The Center for Organizational Learning provided registration and logistical support to departments and initiatives including Academic Advising, Leadership Development for Women, Positive Space and Counselling for nine workshops supporting 165 registrants.
- The Part-time Faculty Orientation Program had 130 registrants attending one online module and four in person sessions. The Performance Institute graduated six participants; the Management Academy held four sessions with 64 registrants; and 42 part-time faculty (including nine part-time faculty at the Pembroke Campus) completed three courses in the Teaching Adult Lifelong Learners program.
- Three Teaching Adult Lifelong Learners courses began in support of 41 part-time faculty.
- New offerings of Algonquin Leadership in Education Institute I and II began, supporting 16 and 12 participants respectively.
- Two Interviewing Skills sessions were facilitated by Human Resources for all employees, including one at the Pembroke Campus.
- Human Resources staff, in conjunction with the Support Staff Union, facilitated two Job Classification Information Sessions including one at the Pembroke Campus.
- Human Resources staff delivered a Performance Management Best Practice session as part of the Management Academy.
- Human Resources staff offered three Selection Panel Best Practice sessions; twice in Ottawa and once in Pembroke.
- Human Resources staff facilitated a Performance Pay and feedback-gathering session to a group of 70 Administrative Staff Association participants.
- Human Resources staff participated in two Hire Immigrants Ottawa Coaching events. Approximately 13 employers attended with an average of 40+ skilled immigrants per event. These coaching events follow the speed-dating concept, where the employers spend five to ten minutes with the skilled immigrants responding to their questions about specific industries and their resumes. Past industries included Finance and Information Technology.
- The Part-time Task Force and the Employee Career Mobility Task Force completed their mandates and submitted their reports to the Algonquin College Leadership Team. Reports are posted to MyAC.
- The Employee Engagement Survey ran from Monday, February 27 to Wednesday, March 15.
- All Human Resources employees completed their LEAN White Belt training.
- The Registrar's Office held a team event called Building our Team, Together on February 22. Employees worked on brainstorming and collaboration activities to improve learner-driven service, and understanding the strengths of individuals and the teams.
- The Registrar's Office Administrative Team took part in a half day White Belt Lean Training session on March 7, facilitated by C. Doyle, Manager, Office of Lean Initiatives.

	<ul style="list-style-type: none"> • Counselling Services staff has provided placement opportunities to two Master-level students for their practicum placements. Each student is being provided clinical supervision by a member of the counselling team. • The Algonquin College Executive Team, their executive assistants, and representatives from the Students' Association and Support Staff Union participated in the second component of Lean (A3) training on January 6. • Two Lean mapping exercises were successfully completed during the reporting period that focused on current and future state. • The School of Business hosted a professional development day for teachers from the Ottawa-Carleton District School Board on February 17. The morning focused on how to run and participate in a case competition, and the afternoon on engaging classroom deliverables and activities including experiential learning, flipped classrooms, Kahoot, and business model canvas-business plan design. The day was well received. • Dental faculty connected digitally with Arviat, a northern Inuit community, to provide an oral health presentation to high school students. This was done through Connected North and endorsed with a message on the importance of oral health. Connected North fosters student engagement and enhanced education outcomes in remote Indigenous communities. • Four Early Learning Centre staff members completed a six-week online Massive Online Open Courseware with the University of British Columbia entitled 'Reconciliation through Indigenous Education'. • Perth Campus held Mental Health First Aid training in January for staff and faculty, in an effort to ensure that all front-line staff have the training to provide assistance to students in need.
<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"> • Communications, Marketing & External Relations • Innovation and Strategy • Academic 	<p>Activity:</p> <ul style="list-style-type: none"> • More than 80 employees attended the Town Hall on February 14, with more than 200 watching online, for the presentation of the Board –approved 2017-2018 Business Plan and Budget. • The Ministry of Advanced Education and Skills Development extended the Local Employment Planning Council contract for an additional 16 months representing approximately \$1 million dollars in revenue. • A modernized Co-op fee structure was launched allowing students to pay smaller Co-op fee installments over multiple terms. This initiative is designed to increase student engagement by providing them with access to fees during their co-op terms. • Algonquin College joined the Health Professionals Education Network Steering Committee. The network is a new national organization focussed on expanding Canada's profile internationally, as a provider of health professional

	<p>education and training, and increasing opportunities for Canadian institutions to deliver training to foreign government partners in Canada and abroad.</p> <ul style="list-style-type: none"> • In support of AC-Kuwait and Algonquin’s focus on enhancing digital learning and technologies, the International Education Centre worked closely with Algonquin College Library Services, Ontario Colleges Library Services, and Algonquin College-Kuwait to provide more than 120 Algonquin College-Kuwait students with remote access to 11 digital library databases on a pilot basis. • Algonquin College hosted the 2017 Arab Day, co-sponsored by the International Learning Centre, and the Arab League. Thirteen embassies and ambassadors participated in the event, with more than 600 Algonquin College attendees and external guests. • Funding applications were submitted for two projects with the Ontario Centre of Excellence’s new “Advancing Education” program. This represents a value of \$996,999. Additional applications were made with Public Safety Canada, National Sciences, and the Engineering Research Council of Canada and Telus Communications. • Academic Development and the Centre for Continuing and Online Learning were successful in securing two-year provincial funding for a total \$1,285,513, as part of the eCampusOntario 2016-2018 Project Funding Initiatives: <ol style="list-style-type: none"> 1) New Program Development Envelope: \$1,084,806; 2) Open Content Initiative Envelope: \$15,067; and 3) Research & Innovation Grant Envelope: \$185,640. • Nursing Studies has signed a Memorandum of Understanding with the Perley and Rideau Veterans’ Health Centre for delivery of the Personal Support Worker program, with an intake starting Spring 2017. • The School of Health and Community Studies delivered a 40-hour Community Helper course and a Train the Trainer Manual to the Western Ottawa Community Resource Centre. • As part of an agreement with the Wood Management Council, 15 unemployed individuals successfully completed cabinetmaking training delivered by the Construction Trades and Building Systems faculty. The contract resulted in \$60,000 in revenue. • A donation of \$10,000 was received from Total HVAC to help with the purchase of an Air Handling Unit for the construction of an Environmental System simulator — this will support the Bachelor of Building Science and the Building Automation System Operator programs.
<p>Student & Employee Successes:</p> <ul style="list-style-type: none"> • Communications, Marketing & External Relations • Student Services • Innovation and Strategy • Academic 	<ul style="list-style-type: none"> • Janice Pryce, Marketing Officer, was honoured at this year’s Everyday Inspiring Woman at the Algonquin College International Women’s Week Dinner. • In response to an invitation from Colleges and Institutes Canada for their February 27 meeting, Ron McLester, Executive Director & Special Advisor to the President, Indigenous Initiatives, presented the state of Indigenous Matters at Algonquin College. This presentation focused on strategic Indigenous partnerships, community engagement, entrepreneurship and the formation of an Indigenous executive role at the College. The presentation

resulted in an invitation to Indigenous Initiatives staff to facilitate sessions at the upcoming Colleges and Institutes Canada conference later this Spring.

- Nigel Parker, Manager of International Admissions and Specialty Program Registration, presented along with the International Education Centre and the Customer Relationship Management Team on the International Student Application Portal at the Languages Canada Conference. They provided an overview of the application portal, and discussed best practices and how agile methodologies were used to develop the system in a short six-month period, reducing the time to start an admission review to two days from an average of 14 days.
- On March 10, more than 90 people attended the Umbrella Project’s knowledge-exchange event. This provincial conference, which enabled the sharing of materials and tools, was a key deliverable for the Mental Health Innovation-funded project. The event coincided with the launch of a new online learning module on harm reduction and substance use.
- A digital comic book, “*Immunity Warriors*,” was developed by Algonquin School of Media and Design students in collaboration with the mHealth Team at The Ottawa Hospital. The book, aimed at a youth audience, underscores the importance of vaccinations. The book’s official launch occurred on January 24, and received extensive media coverage.
- Algonquin College rated 92% overall for satisfaction on the 2016 International Student Barometer survey, an increase of 3% (89%) over the 2015 International Student Barometer survey.
- The Language Institute rated 82.8% in overall course evaluations for the Fall 2016 period, exceeding the College average of 77.6 %. Their client response rate of 76.7% exceeded the College average of 41.7 %.
- Trent Correy, Animation Program alumnus was a member of the Disney team that worked on *Zootopia*. The animated film won Best Animated Feature at the 89th Academy Awards, as well as the 2017 Golden Globe for Best Animated Feature.
- The Vanier College Business Development Bank of Canada (BDC) Case Challenge Competition took place at Vanier College on February 11 and 12, 2017. Remi Robichaud, Cameron Saunders, Samantha Donaldson-Scharf, and alternate Jacob Kelly, students in the Business-Marketing program participated. The students represented the College well and embraced the camaraderie that was established during the competition. While the team did not place, Bill Garbarino, Professor, School of Business, was awarded the Pearson-BDC Faculty Award for his dedication to this event.
- Applied Museum Studies students attended the Vimy Memorial Heritage Dinner on March 9, in honor of the 100th anniversary of Vimy Ridge. The event was sponsored by the Carleton Place and Beckwith Historical Society. The profits raised were in support of the Carleton Place and Beckwith Heritage Museum.
- The Practical Nursing and Bachelor of Science in Nursing programs achieved 94% success rates on their entry-to-practice licensing exams for 2016.

- Diagnostic Medical Sonographer students achieved a 100% success rate on their national exams.
- Medical Radiation Technology students achieved a 100% success rate on their national exams.
- Daly Drevniok, Professor, Masonry (Heritage and Traditional) appeared on CTV Morning Live on January 9, to promote the program in conjunction with Canada’s 150th celebrations.
- Meredith Toivanen, Carpentry and Joinery – Heritage graduate, accompanied the Dean, Perth Campus, on two activities designed to promote the Perth Campus’ Summer continuing education courses in Built Heritage: a visit to Carleton University’s History and Theory of Architecture students (February 10) and a visit to the Carleton Place and Beckwith Historical Society Fundraising dinner (March 9).
- Lachlan Oddie, Professor, Construction Carpentry – Advanced Housing was on Lake 88.1 “All About the House” to discuss the program in the context of the Habitat for Humanity Build for the Tall family, a Habitat GO partner family. In partnership with Perth Campus, Habitat GO is building its first home in Perth in 2016-2017 which will be purchased by the Tall family who are originally from Senegal.
- On January 27, Restaurant International partnered with CentrepoinTE Theatre to offer *Mary Poppins* Dinner Theatre Tickets. The event sold out by December 1, 2016.
- The School of Hospitality and Tourism hosted a Hospitality Camp led by Chefs Scott Foeller and Harsh Singh on February 16-19. Students working in groups participated in cooking and baking, as well as preparing a buffet style lunch in the Restaurant International.
- On February 21, Culinary Studies hosted the Ottawa High School Culinary and Baking Run-off for High School Skills Ontario Competition. Three baking students and six culinary students participated. Chefs Lee, Ramsay, Hannam, and Haskins judged and organized the event. Winners will compete in Kingston, Ontario on April 1.
- On March 7, 20 Ottawa-Carleton District School Board teachers took part in a Professional Development day at the School of Hospitality and Tourism. The teachers put on their aprons and learned exactly what a first-year culinary class is like at Algonquin College while learning some new kitchen skills and a great recipe for scones.
- Geemakun Storey, Mobile Application Design and Development student, travelled to his home town of Moosonee, Ontario during Reading Week and presented to several groups of students and staff at “Northern Lights Secondary School”. His presentation focused on his post-secondary experiences, life at Algonquin College, and career opportunities for students in software development.
- Joseph Kilpatrick, Professor and Shaun Barr, Chair, took five Heating, Refrigeration & Air Conditioning Technician students to Perth to install a Heat Recovery Ventilation system in a Habitat for Humanity home.
- Hugh Smith, Professor and Cabinetmaking and Furniture Technician students designed and fabricated a rolling bedside table for a long-term patient at a local hospital. The patient’s family emailed the Chair and thanked the department for making it happen.

	<ul style="list-style-type: none">• The Welding Techniques students built racing beds for the Kiwanis Bed Races at Winterlude. The beds were sold for \$300 each to raise funds for the charity.• Building Construction Technician students and General Carpenter apprentices started construction on the Cook's House for Camp Smitty.• Martin Restoule, Professor, has been recognized as the World Skills Expert for Automotive. He has recently participated in activities in Sweden and Calgary.• Kerry Surman, Acting Chair, Applied Science and Environmental Technology, completed her doctorate in Education from Nipissing University.
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