

MEETING NUMBER FOUR HUNDRED AND EIGHTY SIX OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON **MONDAY, APRIL 14, 2014**, BEGINNING AT **4:00 PM** IN ROOM **CA105 IN THE ACCE BUILDING**, WOODROFFE CAMPUS, OTTAWA.

AGENDA

1.	Constitution of the Meeting	Presented by	Tab
2.	Declarations of Conflict of Interest		
3.	STRATEGIC DISCUSSION TOPIC – Strategic Enrolment Management	D. Wotherspoon	1
4.	Approval of the Consent Agenda		
CONSENT AGENDA ITEMS			
	4.1 Minutes of February 10, 2014		2
	4.2 Academic & Student Affairs (ASAC) Committee Report		3
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5. Business Arising from the Minutes			
6. Decision Items & Reports			
	6.1 Program Approvals 1. Digital Health, OCGC 2. Occupational Therapist Assistant/Physiotherapist Assistant, OCD 3. Title Modification – Marketing and Business Intelligence Research, OCGC	C. Brulé B. Foulds, J. Millar B. Foulds, M. Tosh P. Fortura, J. Kyte	7
	6.2 Appointment of New Governors for 2014-2015	K. Leroux	8
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7. Information items			
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8.	In Camera Session		
9.	Meeting Adjournment		



Presentation to:	Board of Governors
Subject:	Strategic Enrolment Management Overview
Date:	April 14, 2014
Presenter(s):	Doug Wotherspoon, Executive Director, Advancement

Purpose

To provide the Board of Governors with an overview of College’s ongoing efforts to develop a strategic approach to enrolment management.

Background

1. Why is the College Drafting a Strategic Enrolment Management Plan?

While the College has had a Strategic Enrolment Management (SEM) Committee in place for over four years, two factors are driving the College’s efforts to complete a formal SEM Plan;

- A strategic approach to enrolment management is an expectation of the College’s many stakeholders
- The Government of Ontario has requested that each post-secondary institution submit an institutional Strategic Enrolment Management (SEM) Plan as part of the Strategic Mandate Agreement (SMA) process.

2. What is SEM?

Algonquin defines Strategic Enrolment Management (SEM) as a comprehensive approach to integrating all of a college’s programs, practices, policies and planning activities for the purpose of achieving the optimal level of admission, retention and graduations of students.

Further, at the College this speaks to the integration of the institution’s programs, practices, policies, and planning, across all of the institution’s education and training activities.

As such, the SEM Committee ensures that student success is a key outcome of the enrolment management process.

3. Development of the Algonquin College SEM Plan

Under the executive sponsorship of Claude Brule, VP Academic, a cross college committee made up of senior leaders from across the College was charged with the responsibility of guiding the development of the College’s strategic enrolment planning. Executive sponsorship of the Committee was passed to the Executive Director, Advancement approximately a year and half ago.

SEM Committee Members include;

- Jo-Ann Aubut, Dean, Academic Development
- Cathy Dempsey, Director of Finance
- Denyce Diakun, Director, Workforce and Personal Development
- Jack Doyle, General Manager, Algonquin Students' Association
- Christopher Hahn, Academic Chair, Construction Trades and Building Systems
- Eric Hollebhone, Director, Marketing
- Peter Mackie, Director, Sales and Student Recruitment
- Wilma McCormack, Program Quality Assurance Administrator
- Jeff Macnab, Registrar
- Ernest Mulvey, Director, International Education Centre
- Doug Ouderkirk, Director, Academic Operations and Planning
- Linda Rees, Dean, Centre for Continuing and Online Learning
- Michel Savard, Dean, School of Hospitality and Tourism
- Claire Snasdell-Taylor, Chair, Career & Academic Access Centre
- Shelley Styles, Director, Student Support Services
- Duncan Topp, Manager, Institutional Research
- Larry Woods, Associate Vice President, Academic Strategic Priorities
- Doug Wotherspoon, Executive Director, Advancement (Executive Sponsor)

In the winter of 2013, SEM Works, an internationally acclaimed consultancy focused solely on the theory and practice of enrolment management and led by Jim Black, author of [Strategic Enrolment Intelligence](#) was hired to facilitate the Committee's discussions.

Using SEM Works proven methodologies, the Committee has;

Developed an Overall Enrolment Vision: To strengthen student access, progression, and completion, in pursuit of lifelong career success and meaningful community engagement.

Developed an Draft College Definition of "student success": Knowledge, skills and abilities to enhance student potential for career success and meaningful community engagement

Developed Goal Setting Priorities:

The Committee established six guiding principles in the identification and setting of the College's future SEM goals. They are;

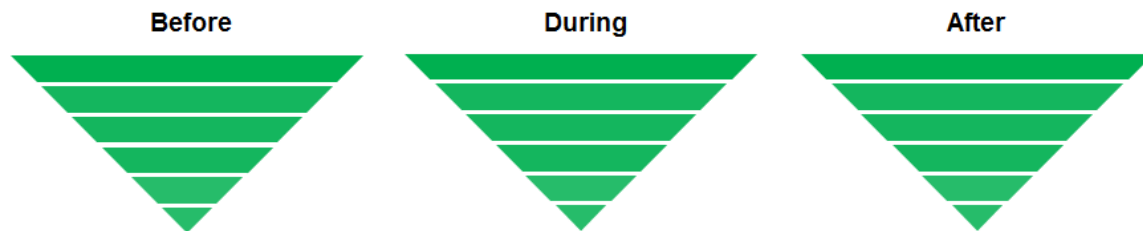
1. Where possible, recommended goals will align with the institution's mission, vision, values, and broader strategic directions.
2. Recommended goals will be measureable and realistic.
3. Recommended goals will be granular enough to be operationalized.
4. Recommended goals will reflect identified high priority student populations.
5. Recommended goals will consider capacity conditions at the College.
6. Where related data and information exist, a data-informed approach to goal identification will be utilized.

Identified Seven Priority Audiences:

Critical to the effort is the establishment of a priority set of target audiences. Not all audiences are equal. With the goal of optimizing the college's enrolment, the Committee has identified seven priority target audiences.

- High school direct
- High school delayed
- College/university grads
- Adults learners (25 years+ seeking online learning)
- International
- First Generation
- Aboriginal students

Approved an Overall SEM Planning Framework: The framework chosen divides the College's enrolment efforts into three related and ultimately linked categories. A SWOT analysis was completed in alignment with the framework.



Future Efforts

An initial draft has been completed in keeping with the College's business plan. Efforts will continue on a monthly basis aimed at continuing the development of the plan as new information becomes available.

Recommendation

- Accept the report for information
- Participate in a series of questions aimed at better understanding the Board's views on optimum enrolment.

MINUTES OF MEETING NUMBER FOUR HUNDRED AND EIGHTY FIVE OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON **MONDAY, FEBRUARY 10, 2014** AT 4:00 PM, IN CA105 ACCE BUILDING, WOODROFFE CAMPUS.

Present: James McIntosh, Chair
Fred Blackstein
Nancy Cheng
Jeanine Chiasson
Lynne Clark
Kyrylo Kasyanenko
Louis Lamontagne
Kathryn Leroux
Kent MacDonald, President
Shawn McBride
Doug Orendorff
John Owens
Andrew Pridham
Michael Waters

Regrets: Barbara Farber
Peter Nadeau
Mark Sutcliffe

Sr. Mgmt: Claude Brulé, Academic
Duane McNair, Finance & Admin
Laura Stanbra, Student Services
Doug Wotherspoon, Executive
Director Advancement

Recorder: Suzannah DiMarco

Observers: Brent Brownlee, Acting Director, Ancillary Services
Cathy Dempsey, Director, Finance & Administrative Services
Martin Doyle, Project Manager, AC-Jazan
Bryan Eburne, Registrar's Office
Peter Fortura, Acting Dean, School of Business
Barbara Foulds, Acting Dean, Faculty of Health, Public Safety & Community Studies
Michael Gawargy, Director, Information Technology Services
Mark Hoddenbagh, Director, Applied Research & Innovation
Eric Hollebhone, Director, Marketing
Chris Janzen, Dean, Faculty of Technology & Trades
Kimya Keyhan, Manager, Academic Partnerships
Jim Kyte, Chair, Marketing & Management Studies
Samantha Long, Student, Journalism Program
Jeff Macnab, Registrar
Tracy McDougall, Executive Assistant to the President
Russ Mills, Dean, Faculty of Arts, Media & Design
Ernest Mulvey, Director, International Education Centre
Doug Ouder Kirk, Executive Director, Academic Operations and Planning
Sherline Pieris, President, Student's Association
Judy Puritt, Professor, Business Communications
Joe Ranieri, Acting Director, Business Development
Brenda Rothwell, Executive Director, Foundation
Michel Savard, Dean, School of Hospitality & Tourism
Shelley Styles, Director, Student Support Services
Christine Wojcik, Professor, Early Childhood Education
Larry Woods, Associate Vice President, Academic

1. CONSTITUTION OF THE MEETING

Chair McIntosh constituted the meeting at 4:00 pm.

2. CONFLICT OF INTEREST DECLARATION

One (1) conflict of interest was declared. Governor Kasyanenko declared a conflict of interest with respect to the approval of Student Tuition Fee Schedules. Governor Kasyanenko will abstain from the vote to approve tuition fee schedules.

3. APPROVAL OF THE PAST MINUTES AND CONSENT AGENDA

Chair McIntosh asked if any Governor wished to remove an item from the Consent Agenda. In response, item 3 "Approval of the Minutes" and item 4.4 "Enterprise Resource Planning Funding" were removed from the Consent Agenda. All other Consent Agenda items were approved by consensus.

Members were referred to the minutes of December 9, 2013. One revision was made to the minutes under item 6.4 "Audit & Risk Management Report". The motion related to Fixed Asset Capitalization was amended to read:

RESOLUTION

MOVED & SECONDED the amended motion: J. Owens & D. Orendorff

That the Board of Governors approves the College's amended Fixed Asset capitalization threshold for equipment, from \$1000 to \$5000 as presented.

CARRIED.

4. CONSENT AGENDA ITEMS**4.1 3rd Quarter 2013/2014 Financial Report****RESOLUTION**

That the Board of Governors accepts the 3rd Quarter 2013/2014 Financial Report as presented.

4.2 3rd Quarter 2013/2014 Business Plan Update

A number of questions were answered regarding the 3rd Quarter 2013/2014 Business Plan Update related to the Ministry of Training Colleges and University's moratorium on program approvals, and the City of Ottawa's position related to the CentrepoinTE development and new transit centre.

RESOLUTION

That the Board of Governors accepts the 3rd Quarter 2013/2014 Business Plan Update as presented.

4.3 Governance Committee**RESOLUTION**

That the Board of Governors approves the Academic and Student Affairs Committee membership as listed for 2013-2014:

F. Blackstein, Chair

J. McIntosh

K. MacDonald

A. Pridham

D. Orendorff

**K. Kasyanenko
S. McBride
L. Stanbra
C. Brulé**

RESOLUTION

That the Board of Governors approves the resignation of F. Blackstein from the Audit and Risk Management Committee and the appointment of D. Orendorff to the Audit and Risk Management Committee for 2013-2014.

RESOLUTION

That the Board of Governors approves the reappointment of J. McIntosh for a 1-year term to August 31, 2015.

4.4 Enterprise Resource Planning funding

This item was moved from a consent agenda item to 6.0 a) of these minutes.

5. BUSINESS ARISING

There was no business arising from the December 9, 2013 minutes.

6. DECISION ITEMS & REPORTS

6.0 a) Enterprise Resource Planning Funding

Governors discussed the Enterprise Resource Planning funding and agreed that the Board would endorse the tender process for an Enterprise Resource Planning solution. Once the College has completed the request for proposal process, a report including cost estimates will be submitted to the Board's Audit & Risk Management Committee for review, before being submitted to the Board.

6.0 b) AC – Saudi Arabia Wave 2 Update

C. Brulé and D. McNair provided Governors with an update on the College's bid for a cluster of colleges as part of Saudi Arabia's Colleges of Excellence program. Algonquin College was recently notified that it was successful in being awarded a women's and a men's college in the city of Qatif – Saudi Arabia (Cluster #4). Governors were briefed on the location of Qatif relative to the capital Riyadh and the Jazan campus, and on the programs that will be offered and the financial implications of this new opportunity. After discussion:

RESOLUTION

MOVED & SECONDED: K. Leroux and F. Blackstein

That pending receipt of Ministry of Training Colleges & Universities' confirmation, Algonquin College Board of Governors grants Algonquin College - Saudi Arabia LLC (Algonquin's existing limited liability corporation in Saudi Arabia) the authority to enter into an agreement with Colleges of Excellence Company for the purpose of initiating and managing two new college campuses, one male campus and one female campus, both located in Qatif, Saudi Arabia.

CARRIED.

RESOLUTION**MOVED & SECONDED K. Leroux and K. Kasyenenko**

Algonquin College Board of Governors authorizes Algonquin College Administration to seek approval from MTCU and the Ministry of Finance for Algonquin College - Saudi Arabia LLC to borrow \$20.9 million to finance the start-up costs, \$12.4 million for the performance bond for the two Qatif campuses in Saudi Arabia, and \$16.5 million for the advance payment bond.

CARRIED.**RESOLUTION****MOVED & SECONDED K. Leroux and D. Orendorff**

That the Algonquin College Board of Governors nominates Dr. Trevor Davison as designate for Algonquin College – Saudi Arabia.

CARRIED.6.1 2014/2015 Tuition Fee Approvals

L. Stanbra, Vice President Student Services introduced J. Macnab, Registrar who presented the 2014/2015 Tuition Fee schedules. Members were advised that the tuition fee schedules were developed based on the current fees framework established by the Ministry and direction from the College Budget Committee and President's Council. The results of an analysis of Ontario College tuitions and fees identified that tuition fees are generally not a differentiator in the Ontario College market. The tuition fee variance for domestic, full-time, post-secondary programs within most Ontario colleges is typically 1%, with the MTCU capping tuition increases at an overall maximum of 3%. The fees schedules apply a 3% tuition increase to all Post-Secondary, Graduate Certificate and Applied Degree programs with the exception of the Outdoor Adventure and Outdoor Adventure Naturalist programs (0% increase) due to their current relatively high tuition. The result is an overall domestic tuition fee increase for 2014-15 is 2.97%. Members were advised that a tuition fee strategy is under development and will be submitted to the Board's Audit & Risk Management Committee in April. Questions were answered regarding affordability for students, the rate of increase for compulsory ancillary fees, international fees, premiums on high-demand programs, programs not subject to an increase this year and Algonquin's competitiveness in the college market.

RESOLUTION**MOVED & SECONDED N. Cheng and K. Leroux**

That the Board of Governors approves the student fees schedules as presented for the 2014-2015 academic year in accordance with current MTCU policy.

CARRIED.**ABSTENTIONS (K. Kasyenenko and Dr. K. MacDonald)**6.2 2014/2015 Business Plan Approval

L. Stanbra, Vice President Student Services presented the 2014/2015 Business Plan. Governors were briefed on the College's key areas of focus for the coming year: International, Digital, Student Success/Retention and Employee Engagement/Innovation. Highlights of the initiatives within each of the Business Plan's 12 goals were reviewed. Governor McBride was invited to brief Governors on an issue pertaining to Goal 3 related to increasing the availability of fully online offerings. It was noted that the concept of online courses is supported by Faculty overall, however he believes additional consultation could further engage Faculty during the process to transition full-time courses to fully

on-line offerings. President MacDonald thanked Governor McBride for bringing the issue to the table and commented that high-performing institutions welcome opportunities where healthy exchanges of opinions in a respectful environment can occur. Discussion was held regarding the initiative, measure and target in the Business Plan. With this in mind:

RESOLUTION**MOVED & SECONDED F. Blackstein and N. Cheng****That the Board of Governors directs Management to adjust the 2014/2015 Business Plan in the following manner:**

- 1) That the first initiative under Goal 3 be amended to read:
“Enhance the choice and flexibility of student learning options”, removing the remainder of the line referencing “fully online offerings”.**
- 2) That the associated measure read: “A total of 1,140 courses offered as hybrid courses”, removing the remainder of the line referencing “127 courses”.**
- 3) And, that the Board accept Management’s guidance that it will place, for one (1) year, a moratorium on the introduction of all new full-time online programs for which it currently offers an on-campus option, while it completes a broad multi-stakeholder engagement effort surrounding the development of the College’s Digital Strategy.**

CARRIED UNANIMOUSLY**RESOLUTION****MOVED & SECONDED: J. Owen and K. Leroux****That the Board of Governors approves the 2014/2015 Business Plan as amended.****CARRIED.****6.3 2014/2015 Annual Budget Approval**

D. McNair, Vice President Finance & Administration presented the 2014/2015 Budget. Members were briefed regarding ongoing public funding challenges and declining grants. A review of the College’s financial health was completed using financial metrics and benchmarking analysis, with the results indicating a healthy and positive financial position. The five-year Strategic Investment Priorities list was reviewed and it was noted that while not all the sources of capital have been identified to meet College needs, the revenues associated with international opportunities will help to bridge the gap in the coming years. President MacDonald took the opportunity to thank College Leadership Council for their efforts and input in drafting this year’s Business Plan and Budget.

RESOLUTION**MOVED & SECONDED N. Cheng and D. Orendorff****That the Board of Governors approves the 2014/2015 Annual Budget as presented and approves spending up to \$6.9 million in internally restricted funds for an Enterprise Resource Planning system, dental program facilities upgrades, repatriation of HairStylist and Esthetician program facilities to the Woodroffe campus and the Ancillary Services upgrades to the Residence, point-of-sale accounting system and equipment renewal.****CARRIED.**

7. OTHER BUSINESS**REPORT FROM THE CHAIR**

- Algonquin College was selected as one of the National Capital Region's Top Employers for 2014.
- Colleges Ontario consulted with college Presidents and Board Chairs across Ontario to complete a governance survey to help inform the "Manual of Effective College Governance" which is posted to the Board's SharePoint site.
- There were several meeting evaluation forms submitted following the December meeting. All comments were positive.
- A tour of the Woodroffe campus will be available to Governors immediately prior to the April Board meeting. Governors will be asked to gather at 2:50 pm outside the Rosser Boardroom to begin the tour.
- At the April Board meeting, the Chair will report on his visit to the Saudi Arabia and Kuwait campuses.

8. REPORT FROM THE PRESIDENT

- Several Algonquin students will be reporting from the Olympic Games in Sochi. Their daily blogs can be accessed through: <http://algonquinsbmsochi2014.blogspot.ca/>
- Police Foundations students raised over \$3000 for Christie Lake Kid's Camp. The students set a goal of \$1500, but more than doubled their goal.
- On February 6, Algonquin College was one of many organizations across Ottawa and Gatineau that carried out a complete evacuation of its buildings due to the smell of gas. The evacuation caused alarm and minor physical reactions in a small number of students and staff. The event provided the College with a learning opportunity to improve the efficiency and communication during future emergencies.
- President's Council will host a Town Hall for the College community on Tuesday, February 11 to present the 2014/2015 Business Plan and Budget. These events are well attended and provide staff and faculty an opportunity to ask questions and Management to receive feedback on the organizations goals for the coming year.
- Governors are invited to join the President at the Annual Valentine Coffee Break on Friday, February 14 from 10:00 - 11:30 a.m. in the lobby of the ACCE Building.

9. MANAGEMENT SUMMARY REPORT

The Management Summary report for December, 2013 was received and is available online at www3.algonquincollege.com/bog/.

10. IN CAMERA SESSION

An In Camera Session was not required.

11. MEETING ADJOURNMENT

In closing, Governor Clark commended Algonquin College staff and faculty for surpassing their United Way fundraising goal this year by 35%. Chair McIntosh thanked Management and staff for their efforts in preparing materials and presentations for the Board Retreat. There being no further business, the meeting was adjourned at 5:20 pm.

James McIntosh, Chair

Suzannah DiMarco, Recorder

MEMO

DATE: April 14, 2014

TO: Board of Governors

FROM: Academic & Student Affairs Committee (ASAC)

SUBJECT: ASAC Report to the Board from the March 6 Meeting

A. ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL

1) ASAC Terms of Reference

The Committee reviewed draft Terms of Reference and are recommending them for approval by the Board of Governors. The Terms of Reference are posted to the Board's SharePoint site under the Academic & Student Affairs Committee under the March 6, 2014 folder, item 4.2.

**RESOLUTION
MOVED & SECONDED**

That the Board of Governors approves the Academic & Student Affairs Committee Terms of Reference as presented.

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

1) Conversion from Traditional to Online & Hybrid Delivery

Members were advised that a process of broad consultation with input from faculty and others is being established to ensure all stakeholders are informed and engaged during the broader digital discussions that will occur over the next year.

2) 2013/2014 Student Association Priorities

Members were provided with an overview of the Student Services portfolio and reviewed the Students Association's priorities for the 2013/2014 academic year. The List of Priorities is in "priority order" and is posted to the Board's SharePoint site under the Academic & Student Affairs Committee March 6, 2014 meeting folder, item 4.4.

3) Student Services Business Plan Initiatives for 2014/2015

Members were provided with an overview of the Student Services-related initiatives in the 2014/15 Business Plan.

MEMO

DATE: April 14, 2014
TO: Board of Governors
FROM: Audit & Risk Management Committee
SUBJECT: ARM Committee Report from the April 3 Meeting

A. ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL

There were no items from the ARM Committee meeting that require Board approval.

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

1. 2013/2014 Internal Audit – Audit of IT Governance & Strategy

ARM Committee was briefed on the progress of the internal audit of IT Governance and Strategy. The external firm completed their audit and drafted a report that includes a series of recommendations in the areas of IT Strategy, Architecture, Governance, Resource Allocation and Project Tracking. ARM Committee accepted the report and endorsed Management's responses. Materials associated with this item are posted to the Board's SharePoint site under meeting folder April 3, 2014, agenda item 4.2.

2. 2014/2015 Internal Audit – Risk Based Audit Plan

ARM Committee was briefed on the Risk-Based Internal Audit Plan and the five-year audit schedule to address and mitigate key corporate risks. Management recommends that International Development have an internal audit completed during 2014/2015. ARM Committee endorsed this recommendation. Materials associated with this item are posted to the Board's SharePoint site under meeting folder April 3, 2014, agenda item 4.5.

3. ARM Committee Revised Terms of Reference

ARM Committee reviewed the revised Terms of Reference and noted minor changes in language. These revisions were not of a substantive nature and do not require approval by the Board of Governors. Materials associated with this item are posted to the Board's SharePoint site under meeting folder April 3, 2014, agenda item 5.1.

C. INFORMATION ITEMS PRESENTED TO ARM COMMITTEE

- 2013/2014 Audit Plan – Interim Audit Update
- Fraudulent Activities Update
- Enterprise Risk Management Update
- Endowment Fund Update
- Auditor's Letter of Recommendation
- Pre-Approval of non-Audit-Related Services

MEMO

DATE: April 14, 2014

TO: Board of Governors

FROM: Governance Committee

SUBJECT: Governance Committee meeting of March 28, 2014

A. ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL

1) Recruitment of New Governors

Governance Committee has concluded the recruitment of new Governors for the Board's 3 vacant positions, and brings forward a recommended slate of candidates to be appointed to the Board, starting September 1, 2014. The candidate's résumés can be found on the Board's SharePoint site under the Governance Committee March 28, 2014 meeting folder.

RESOLUTION

That the Board of Governors approves the appointment of:

Dr. James Robblee to a three (3) year term; Ms. Kelly Sample to a three (3) year term; Mr. Jim Brockbank to a two (2) year term to complete Governor Farber's term of office, to the Board of Governors starting September 1, 2014.

2) Executive Committee Terms of Reference – Revised

Governance Committee reviewed the Board Committee's Terms of Reference and recommends the revised Executive Committee Terms of Reference be approved by the Board. The revised Terms of Reference can be found on the Board's SharePoint site under the Governance Committee March 28, 2014 meeting folder.

RESOLUTION

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

3) Corporate By-Law #1 – Revised

Governance Committee reviewed revisions to the Corporation's By-Law #1 and will recommend the revised By-Law #1 for approval to the Board of Governors and the Corporation at the June Board meeting and Annual General Meeting.

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

1) Responsibilities of the Board – Performance Monitoring

Governance Committee has reviewed the Board’s responsibilities as they are identified in policy BGI – 01 and will submit a summary report of findings at the June Board meeting.

2) Ontario Colleges “Whistleblowing” policies

Governance Committee has concluded a review of the need for a “governance/Board” whistleblowing policy. Guidance will be provided to the Audit & Risk Management Committee with respect to this topic.

3) Board Evaluation Surveys

The Committee reviewed the results of the Board Evaluation Survey and will provide the Board with a summary report and action plan as well as the survey results report at the June Board meeting.

ALGONQUIN COLLEGE

Presentation to:	Board of Governors
Subject:	Presidential Search Committee Terms of Reference
Date:	April 14, 2014
Presenter:	Chair Jim McIntosh

Purpose

To identify the role and responsibilities of the Board's Presidential Search Committee, through Terms of Reference for the Board's working group.

Background

As a result of the resignation of President MacDonald, the Board of Governors at its March 28, 2014 meeting established a working group to oversee the Presidential search that is being completed by an external search firm. The new Board committee will be in place until such time as the new President elect is in place.

Recommended Resolution:

MOVED & SECONDED BY _____ & _____

That the Board of Governors approves the Terms of Reference for the Board's Presidential Search Committee as presented.

ALGONQUIN COLLEGE BOARD OF GOVERNORS
PRESIDENTIAL SEARCH COMMITTEE
TERMS OF REFERENCE

The Presidential Search Committee is an ad hoc working group constituted by the Board of Governors to act as an advisory body to the Board with respect to all aspects of the recruitment and selection of a new President for Algonquin College.

Responsibilities

The Presidential Search Committee will be nimble body acting on behalf of the Board of Governors, providing oversight and advice to the external search firm in all matters related to the search for a new President. It will provide direction in areas such as:

1. Input and guidance regarding the Selection Criteria; Position Description; challenges of the job; culture at Algonquin and expectations of the new President.
2. Feedback on the stakeholders that should be contacted for input.
3. Approval of the Candidate Briefing document.
4. Approval of the Advertising Campaign, Advertisement and media plan.
5. Selection of the candidates to be interviewed by the full Board of Governors.
6. Make other recommendations to the Board of Governors with respect to the search process.

Membership

The Presidential Search Committee shall be composed of between five and seven members of the Board of Governors. It would be desirable for the Faculty representative and the Support Services representative to be a members of the committee. The Chair and Vice Chair of the Board shall be members of the Committee and the remaining members shall be external Governors. All members of the Committee shall be **voting** members of the Committee.

Term of Appointment

Members of the Committee shall be appointed until such time as the recruitment and selection of the new President of Algonquin College is concluded, or until such time as the Board of Governors dissolves the Presidential Search Committee, whichever comes first. Members will continue on the Committee while they remain Governors of the Board of Algonquin College.

Chair

The Chair of the Presidential Search Committee shall be the Chair of the Board of Governors.

Vacancy

The Board shall fill a vacancy on the Presidential Search Committee by appointing a new member to the Committee.

Meetings

Meetings of the Presidential Search Committee shall be **closed**, with participation by non-committee members at the call of the Chair.

Frequency of Meeting

The Presidential Search Committee shall meet at the call of the Chair.

Approved by the Presidential Search Committee: April 2, 2014

Approved by the Board of Governors:

PRESENTATION TO BOARD OF GOVERNORS

Program Title:	Digital Health
Credential:	Ontario College Graduate Certificate
Program Length:	One Year
School:	Health and Community Studies
Dean:	Barbara Foulds
Proposed Start Date:	Fall 2014

PURPOSE

This one-year Ontario College Graduate Certificate (OCGC) program positions current healthcare, health management, and information technology professionals to lead innovative projects and programs in digital health. Healthcare worldwide is shifting towards a digital health ecosystem. Canadian healthcare organizations, solution providers, and governments are challenged with analyzing, designing, integrating and maintaining information technology to improve quality across the continuum of healthcare. Innovation in today's healthcare sector requires individuals with knowledge of the complexities of healthcare, management, and information technology.

This program targets working professionals with a range of experience in healthcare, health management, and information technology looking to move careers into digital health or broaden existing knowledge in this area. Students gain theoretical and practical knowledge through online, in-class, project-based, and simulation activities. Students apply analytic and leadership skills in a hands-on, technology and research rich learning environment throughout the program. Students graduate with an advanced understanding of how to succeed in assessing, managing and implementing projects in today's dynamic healthcare system. Graduates may seek employment leading and managing digital health projects and programs in healthcare institutions (e.g. hospitals, clinics, public health units, laboratories), consulting firms, government (both federal and provincial), and other private sector health IT solution providers.

BACKGROUND

The School of Health and Community Studies identified a need for a program in Digital Health (formerly referenced as eHealth) based on professional knowledge of the increasing emphasis on technology in healthcare, the increased level of funding for Digital Health at all levels of government in Canada, market trends identifying a shortage of Digital Health professionals in Canada, and the recent emergence of Digital Health related programs at other Ontario colleges. After some internal planning discussions, the decision was made to pursue the development of both Bachelor's and Graduate Certificate programs in Digital Health. Though both programs are in development, the Graduate Certificate is being pursued as the shorter-term goal. Because of the multi-disciplinary nature of Digital Health, the programs are being developed collaboratively between the School of Health and Community Studies, the School of Advanced Technology, and the School of Business. This collaboration will help minimize duplication in effort during program development, and will maximize the use of existing College skills, knowledge and resources. The Ontario College Graduate Certificate in Digital Health is proposed as a hybrid delivery program.

CONSIDERATIONS

(i) Evidence of Need

In consultation with the health community, leaders in the information management area and members of our advisory committee advised that clinicians in the field often take on roles as information managers with little or no formal background. Currently, only George Brown College offers a program similar to the proposed OCGC in Digital Health. Members of our program advisory committee have consistently expressed a strong need for this program.

AXION was contracted to perform a labour market analysis. The key findings are as follows:

- Data indicates a significant increase in the demand for digital health professionals over the next few years, and an even greater demand for skills upgrading
- Demand indicators are generally consistent with those produced by the US Department of Labor, which estimates a 49% job growth in health information and health informatics (digital health)
- Employment can be found in both the private sector and the public sector and includes healthcare, government, retail, telecommunications, informatics, consulting, and manufacturing, amongst others.

(ii) **Student Interest**

Being the only program of its kind in Eastern Ontario, and due to its hybrid delivery, this program would appeal to working professionals in the National Capitol Region and surrounding areas. Because of its focus on attracting working professionals, this program would also provide unique laddering opportunities for students in information technology, healthcare related programs, and business.

(iii) **Staffing**

The program will be taught and coordinated by part-time staff in the first year. A full-time professor/coordinator hire is projected for the second year of delivery, assuming stable enrolment.)

(iv) **Admissions Requirements**

Program Eligibility:

- Ontario College Diploma, Ontario College Advanced Diploma, Degree or equivalent in a health, management or IT-related discipline.
- Minimum 2 years of experience in healthcare, IT or management in a health-related setting.
- Applicant must submit a letter of interest and CV demonstrating the required experience.
- Applicants with International transcripts must provide proof of a TOEFL iBT score with at least a total score of 90, with the following minimum section requirements: Reading: 21; Listening: 20; Speaking: 27; Writing: 22. OR IELTS-International English Language Testing Service-Overall band of 6.5 with a minimum of 6.0 in each band.

(v) **Advisory Committee Support**

The Digital Health Program Advisory Committee reviewed the curriculum as presented for the program in October 2013, strongly supports the need for this program in the community, and recommends it for approval to the President's Council and Board of Governors.

(vi) **Strategic Alignment**

The implementation of this program reflects the strategic directions of the College including the commitment to digital learning with 53% online, alternative delivery, leveraging of our relationships with business and industry, and meeting the needs of students and the community. This program will also be a key component in Algonquin College's emerging Health and Wellness vision and was identified as a new opportunity related to e-Health Record Management in the Strategic Programs and Services Planning Project Report in June 2010.

(vii) **Attestation**

This program proposal has been vetted in accordance with the policy and procedure on program approval detailed in Board Governance Policy, BGII-01 Programs of Instruction.

(www.algonquincollege.com/board/documents/BGII-01ProgramsofInstruction.APPROVED.May.14.2012.pdf)

Appendix 1: Program of Study

Appendix 2: Cash Flow Analysis

RECOMMENDATION

That the Board of Governors approve the Digital Health, Ontario College Graduate Certificate program effective Fall 2014 and seek validation of the program title and outcomes from the Credential Validation Service and approval for funding from the Ministry of Training, Colleges and Universities.

APPENDIX 1: Program of Study

Level	COURSE NUMBER	COURSE TITLE	Hours					
			Theory		Lab		Field / Clinical	Total Hours
			In class	Online	In class	Online		
1	COM0009	Communication for Digital Health		21				21
1	HLT0231	Values and the Interprofessional Team	12		18			30
1	MGT0097	Leadership and Management of Change in Digital Health		45				45
1	CST0003	Digital Health Information Technology I		45				45
1	HLT0232	The Canadian Healthcare System		45				45
1	MGT0098	Project Management in Digital Health		24				24
LEVEL 1 - 15 WEEKS TOTAL LEVEL HOURS			12	180	18			210
2	CST0004	Health Data Standards		30	15			45
2	CST0005	Digital Health Information Technology II		24				24
2	HLT0233	Workflow, Human Factors, and Patient Safety		15	30			45
2	HLT0234	Health Ethics and Privacy	30	15				45
2	HLT0235	Digital Health Project I	45					45
LEVEL 2 - 15 WEEKS TOTAL LEVEL HOURS			75	84	45			204
3	MGT0099	Digital Health Systems Design and Analysis		45				45
3	EDU0009	Education for Digital Health Implementation	12	12				24
3	HLT0236	Digital Health Project II	45					45
3	HLT0237	Digital Health Practicum					82	82
LEVEL 3 - 15 WEEKS TOTAL LEVEL HOURS			57	57			82	196
TOTAL PROGRAM HOURS (53% Online)			144	321	63		82	610

Digital Health

Ontario College Graduate Certificate

Cash Flow Analysis

TOTAL ENROLMENT	2014/15	2015/16	2016/17	2017/18	2018/19	2019/2020
Year 1**	42	60	60	60	60	60
Tuition Fee per Semester	2,753	2,836	2,921	3,008	3,099	3,191
REVENUE						
Fees	115,626	170,135	175,239	180,497	185,912	191,489
Grant*			59,790	145,204	230,619	256,243
Total Revenue	115,626	170,135	235,029	325,701	416,531	447,732
EXPENSES						
FT Academic + Fringe (23.7%)		62,380	97,030	98,911	100,829	102,786
Temp Acad + Fringe (10.0%)	65,245	26,439	26,439	26,439	26,439	26,439
FT Supp + Fringe (27.5%)						
Temp Supp + Fringe (9.5%)						
Operating	99,750	77,578	81,457	85,530	89,806	94,297
Total Expenses	164,995	166,397	204,926	210,880	217,074	223,522
CONTRIBUTION BEFORE	-49,369	3,738	30,104	114,821	199,456	224,210
INVESTMENTS						
Equipment	50,000					
Course Development	57,750	0	0	0	0	0
Renovations						
Total Capital	107,750	0	0	0	0	0
NET CONTRIBUTION	-157,119	3,738	30,104	114,821	199,456	224,210
%	-135.89%	2.20%	12.81%	35.25%	47.89%	50.08%

* Grant Value \$ 4,285

Program Weight 2.3, Funding Unit 1.3 (Based on similar program)

FT academic calculated at step 10, 8/12's of the annual salary in the year of hire

A number of variables are considered when calculating tuition and expenses; these are changed based on government direction as required

Note:

The purpose of the Cash Flow Analysis for a new program is to capture the direct revenues and expenses associated with the program. The resulting contribution indicates the funds the program will generate to help support the current operations of the Academic Area. Therefore, pre-existing costs such as department overheads and space costs are not included in the cash flow. These costs are captured in the annual Program Costing exercise.

Enrolment Detail**

Level 01	22	22	22	22	22	22
Level 02	20	20	20	20	20	20
Level 03		18	18	18	18	18
	42	60	60	60	60	60

PRESENTATION TO BOARD OF GOVERNORS

Program Title:	Occupational Therapist Assistant / Physiotherapist Assistant
Credential:	Ontario College Diploma
Program Length:	2 years
School:	Health and Community Studies
Dean:	Barbara Foulds
Proposed Start Date:	Fall 2015

PURPOSE

This two-year Ontario College Diploma program equips students with the knowledge and skills to work under the direction of an occupational therapist and/or physiotherapist. The occupational therapist assistant/physiotherapist assistant (OTA/PTA) plays a vital supporting role in the assessment, planning and implementation of therapeutic care to patients with the goal of achieving functional independence and occupational performance.

Through classroom theory, laboratory techniques, group work and practical experience, students prepare to work with patients coping with temporary or permanent health limitations in movement and daily function. A variety of clinical placements in various health care facilities provide the opportunity for students to gain confidence and experience in treating patients safely and effectively. Although not a professional requirement, Algonquin College has initiated the accreditation process with the Canadian Occupational Therapist Assistant and Physiotherapist Assistant Education Accreditation Program.

Graduates possess the basic theoretical knowledge and technical skills to work in hospitals, health centers, community organizations, rehabilitation facilities, private clinics and long term care settings functioning under the supervision of the occupational therapist and/or physiotherapist.

BACKGROUND

At the request of a number of clinical placement partners to consider offering a rehabilitation assistant program, the School sought College support through the Initial Scoping process to investigate the need and possibilities. Rejuvenating a former Algonquin College Certificate program, the Long Term Care Rehabilitation Assistant versus an OTA/PTA diploma program were the options explored. After investigating both possibilities, the OTA/PTA program, as a recognized Ontario College Diploma, proved to be the stronger option that not only satisfied the stakeholders' requests but best aligns with the College's Strategic Plan and the Healthy Living Education Initiative.

CONSIDERATIONS

(i) Evidence of Need

Need for the program was confirmed using 3 separate indicators—program advisory feedback, OCAS application/registration numbers and labour market analysis. The analysis completed by Sheldon Polowin Consulting Group Inc. cited several key findings that strongly support the program launch:

- The use of support personnel in occupational therapy and physical therapy has risen in the past two decades, which allows therapists to focus more on consultative and educational roles. It also facilitates cost savings, since assistants earn less than therapists.
- By 2031, seniors will account for 25% of Ontario's population. More people will face chronic and disabling medical conditions. This will create a greater demand for occupational and physical therapy.
- Between 2006 and 2010, the employment of occupational therapists in Canada expanded by 11%. One-third of Canada's 13,040 practitioners are employed in Ontario, including 454 in the Champlain

LHIN region.

- The occupational category that includes OTA/PTA's is expected to be among the fastest growing between 2011 and 2020.

(ii) **Student Interest**

Currently, there are 11 public community colleges in Ontario offering the OTA/PTA program. They are Canadore, Centennial, Conestoga, Durham, Fleming, Georgian, Humber, Mohawk, Niagara, Sault, and St. Clair. Over the past 5 years, the number of applicants to these programs has been consistently high, usually 8-10 times higher than the number of available seats in the program.

(iii) **Staffing**

In the first year of the program staffing costs will be attributed to part-time professors. Consideration will be given to a full-time professor hire as program enrollment stabilizes.

(iv) **Admissions Requirements**

Program Eligibility:

- English Grade 12 (ENG4C or equivalent), Mathematics Grade 12 (MAP4C or equivalent), Biology Grade 11 or 12 (SBI3C or equivalent).
- All applicants must complete an assessment through the Test Centre, and will be required to pay the current fee of \$50.00 (subject to change). Results from the HOAE assessment will be utilized to establish minimum eligibility and rank.
- Applicants with International transcripts must provide proof of either: IELTS-International English Language Testing Service-Overall band of 6.0 with a minimum of 5.5 in each band or TOEFL-Internet-based (iBT)-overall 80, with the minimum of 20 in each component: Reading 20; Listening: 20 Speaking: 20, Writing: 20.

(v) **Advisory Committee Support**

The Occupational Therapist Assistant/Physiotherapist Assistant Program Advisory Committee reviewed the curriculum as presented in October 2013, strongly supports the need for this program in the community, and recommends it for approval to the Board of Governors.

(vi) **Strategic Alignment**

The implementation of this program reflects the strategic directions of the College including the commitment to digital learning with 43% online exclusive of lab and clinical hours, alternative delivery, leveraging of our relationships with stakeholders in the healthcare community, and meeting the needs of students and the community. This program was identified as a growth opportunity in the Strategic Programs and Services Planning Project Report.

(vii) **Attestation**

This program proposal has been vetted in accordance with the policy and procedure on program approval detailed in the Board Governance Policy, BGII-01 Programs of Instruction.

www.algonquincollege.com/board/documents/BGII01ProgramsofInstruction.APPROVED.May.14.2012.pdf

Appendix 1: Program of Study

Appendix 2: Cash Flow Analysis

RECOMMENDATION

That the Board of Governors approve the Occupational Therapist Assistant/Physiotherapist Assistant, Ontario College Diploma program effective Fall 2015 and seek validation of the program title and outcomes from the Credential Validation Service and approval for funding from the Ministry of Training, Colleges and Universities.

Appendix 1: Program of Study

Level	COURSE NUMBER	COURSE TITLE	Hours					Total Hours
			Theory		L a b		Field / Clinical	
			In class	Online	In class	Online		
1	HLT0256	Introduction to Anatomy and Physiology for Health Care	30	15				45
1	ENL1813	Communication I	45					45
1	ENV0002	Environmental Citizenship		45				45
1		Ged Ed Elective		45				45
1	HLT0238	Rehabilitation and the Health Care System	15	30				45
1	HLT0239	Rehabilitation Concepts Through the Lifespan	30	15				45
1	HLT0240	Introduction to Occupational Therapy and Physiotherapy		30				30
1	ENL0073	Interpersonal Communication Skills in Rehabilitation	30	15				45
LEVEL 1 - 15 Weeks TOTAL LEVEL HOURS			150	195				345
2	PSY5609	Introduction to Psychology	30	15				45
2	HLT0241	OTA Therapeutic Skills: Musculoskeletal			90			90
2	HLT0242	PTA Therapeutic Skills: Musculoskeletal			75			75
2	HLT0243	Fundamentals of the Musculoskeletal System			75			75
2	HLT0244	Musculoskeletal Conditions	45	15				60
2	WKT0006	Clinical Placement I					112.5	112.5
LEVEL 2 - 15 Weeks TOTAL LEVEL HOURS			75	30	240		112.5	457.5
3	HLT0245	OTA/PTA Therapeutic Skills: Cardiorespiratory and Complex Conditions			64			64
3	HLT0246	Cardiorespiratory and Complex Conditions	24	8				32
3	HLT0247	Fundamentals of the Cardiorespiratory	24	8				32
3	HLT0248	Concepts in Mental Health	24	8				32
3	HLT0249	Professional Practice in Rehabilitation	16	8				24
3	WKT0007	Clinical Placement II					262.5	262.5
LEVEL 3 - 15 Weeks TOTAL LEVEL HOURS			88	32	64		262.5	446.5
4	HLT0250	PTA Therapeutic Skills: Neurological			60			60
4	HLT0251	OTA Therapeutic Skills: Neurological			60			60
4	HLT0252	Fundamentals of Neurological Structures	30	10				40
4	HLT0253	Communication and Function			30			30
4	HLT0254	Neurological Conditions	30	10				40
4	WKT0008	Clinical Placement III					262.5	262.5
LEVEL 4 - 17 Weeks TOTAL LEVEL HOURS			60	20	150		262.5	492.5
Hybrid: 43% excludes lab and clinical hours			373	277	454		637.5	1741.5

Occupational Therapist Assistant/Physiotherapist Assistant

Ontario College Diploma

Cash Flow Analysis

TOTAL ENROLMENT	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Year 1**	68	68	68	68	68	68
Year 2		58	58	58	58	58
Tuition Fee per Semester	1,721	1,772	1,825	1,880	1,936	1,995
REVENUE						
Fees	116,995	223,288	229,986	236,886	243,993	251,312
Grant*			67,205	195,423	323,640	384,652
Total Revenue	116,995	223,288	297,192	432,309	567,633	635,964
EXPENSES						
FT Academic + Fringe (23.7%)		61,380	147,471	179,121	185,990	189,650
Temp Acad + Fringe (10.0%)	144,293	124,086	95,402	95,402	95,402	95,402
FT Supp + Fringe (27.5%)						
Temp Supp + Fringe (9.5%)						
Operating	49,750	63,650	65,560	67,526	69,552	71,639
Total Expenses	194,043	249,116	308,433	342,049	350,944	356,690
CONTRIBUTION BEFORE	-77,049	-25,828	-11,241	90,260	216,689	279,274
INVESTMENTS						
Equipment	35,000		25,000		20,000	
Course Development	98,400	0	0	0	0	0
Renovations						
Total Capital	133,400	0	25,000	0	20,000	0
NET CONTRIBUTION	-210,449	-25,828	-36,241	90,260	196,689	279,274
%	-179.88%	-11.57%	-12.19%	20.88%	34.65%	43.91%

* Grant Value \$ 4,285

Program Weight 2.3, Funding Unit 1.3 (Based on similar program)

FT academic calculated at step 10, 8/12's of the annual salary in the year of hire

FT instructor hired at step 8, 8/12 of the annual salary in the year of hire

A number of variables are considered when calculating tuition and expenses; these are changed based on government direction as required

Note:

The purpose of the Cash Flow Analysis for a new program is to capture the direct revenues and expenses associated with the program. The resulting contribution indicates the funds the program will generate to help support the current operations of the Academic Area. Therefore, pre-existing costs such as department overheads and space costs are not included in the cash flow. These costs are captured in the annual Program Costing exercise.

Enrolment Detail**

Level 01	36	36	36	36	36	36
Level 02	32	32	32	32	32	32
Level 03		30	30	30	30	30
Level 04		28	28	28	28	28
	68	126	126	126	126	126

PRESENTATION TO BOARD OF GOVERNORS

Program Title:	Marketing and Business Intelligence Research
Credential:	Ontario College Graduate Certificate
Program Length:	One Year
School:	Business
Dean:	Peter Fortura (Acting)
Proposed Start Date:	Fall 2014

PURPOSE

Modification of Program Title

Current program title: Marketing and Business Intelligence Research (MBIR)

Proposed program title: Marketing Research and Business Intelligence (MRBI)

BACKGROUND

The title change is proposed in light of the following considerations:

- The existing program title is awkward; it breaks with industry practice by separating the words “Marketing” and “Research”.
- In describing the content of the program, the usual way is to say it covers Marketing Research and Business Intelligence.
- Industry professionals refer to themselves as “Marketing Researchers”; job postings look for experts in “Marketing Research.”
- Internet searches for programs in marketing research do not readily identify the MBIR.
- A more serious problem is that prospective students may be overlooking Algonquin College as an option. Other colleges, universities and professional programs often appear in the search results well ahead of Algonquin College.
- Discussion during the summer of 2013 with members of the MBIR Advisory Committee and the MBIR faculty, concerning alternative program names, concluded with broad support for the title change to Marketing Research and Business Intelligence.

CONSIDERATIONS

(i) **Advisory Committee Support**

The Marketing and Business Intelligence Research Advisory Committee unanimously approved the motion for a title change at their November 2013 meeting.

RECOMMENDATION

That the Board of Governors approve the program title change from Marketing and Business Intelligence Research to Marketing Research and Business Intelligence effective Fall 2014 and seek validation of the program title from the Credential Validation Service.

ALGONQUIN COLLEGE

Presentation to:	Board of Governors
Subject:	Governor Candidates for Election to the Board of Governors
Date:	April 14, 2014
Presenter:	Kathryn Leroux, Chair, Governance Committee

Purpose

Governance Committee recommends the slate of new Governors for election to the Board of Governors, with terms beginning September 1, 2014.

Background

Governance Committee, as described in its Terms of Reference acts as the nomination committee to fill vacancies on the Board. This year, there are 3 vacancies resulting from the resignation of Governor Farber and the end of their terms for Governors Orendorff and Owens. During February and March, the Committee reviewed the Member Competency Profile and developed selection criteria based on the skills matrix for the nomination of new Governors. An open and transparent recruitment and interview process was completed with the result being the recommendation of three candidates: Dr. James Robblee, Ms. Kelly Sample and Mr. James Brockbank.

Dr. James Robblee

Current: Cardiac Anesthesiologist, University of Ottawa Heart Institute

Prior governance experience: Former member and past Chair of Board of Governors, Algonquin College; Canadian Nurses Foundation; Algonquin College Foundation Board of Governors

Ms. Kelly Sample

Current: Managing Partner, Kelly Santini LLP

Prior governance experience: Outcare Foundation; Ottawa Women's Credit Union; Canadian Mothercraft of Ottawa-Carleton; Human Society of Ottawa-Carleton

Mr. James Brockbank

Current: Financial Services Executive, Export Development Canada (EDC) retired.

Prior governance experience: Vice Chair, Queensway Carleton Hospital Foundation; Triathlon Ontario; Automotive Advisory Board; Aviation Advisory Board

Recommended Resolution:

MOVED & SECONDED BY _____ & _____

That the Board of Governors approves the appointment of Dr. James Robblee and Ms. Kelly Sample to 3-year terms, and Mr. James Brockbank to a 2-year term to complete Governor Farber's term of office, to the Board of Governors as of September 1, 2014.



Presentation to:	Board of Governor's
Subject:	Update on Integrated College Development Planning (ICDP) & 5 year Strategic Capital Investment Development Plan
Date:	April 14, 2014
Presenter(s):	Duane McNair, Vice-President, Finance and Administration

Purpose

To update the Board of Governors on the Integrated College Development Planning (ICDP) process.

Background

1. Attachments:
 - Word Document: "Integrated College Development Planning (ICDP): Update to the Board of Governors" April 14, 2014
 - PDF: "5-Year Activity Timelines Schedule"
 - PDF: "5-Year Financial Projections with Low/High Estimates".
These are indicative cost estimates at this time.
2. The ICDP framework is complete and is being used to plan for short- to medium-term priority projects (up to 5 years). The first attachment, "Integrated College Development Planning (ICDP): Update to the Board of Governors", explains what ICDP is, why the College is using this approach, compares ICDP to traditional master planning, explains the framework, and summarises the priority projects for the next five years. The second attachment, "5-Year Activity Timelines Schedule", shows the current schedule of ICDP activities. The final attachment, "5-Year Financial Projections with Low/High Estimates", is a rough-order-of-magnitude estimate of costs that staff is using for budget planning purposes.
3. The framework will continue to be refined in response to evolving developments and will be regularly reviewed with PC. Periodic reports to the Board will be provided as appropriate.
4. A pilot scenario planning tool is under development to assist with planning for 5+ years out. A prototype model will be demonstrated to the Board in June with a working model in place for the Board's Fall Retreat.

Recommendation

1. That the Board of Governors reviews and accepts the submitted report on Integrated College Development Planning.

Integrated College Development Planning (ICDP)

Update to the Board of Governors

A Collaboration by:

Physical Resources + Information Technology Services



April 14, 2014



Executive Summary

It's working! Although we will continue to refine and improve the process, ICDP has passed its proof of concept and is making a quality difference to Algonquin's environments. This has been a transformative journey that has been mirroring the College's journey towards a new and exciting future. It evolved from lessons learned during an unprecedented period of development, growth and change at the College: expansion of our Woodroffe campus into



Centrepointe with the award-winning Algonquin Centre for Construction Excellence (2011); creation of a social heart at the Woodroffe campus with the opening of the Robert C. Gillett Student Commons (2012); the creation of mobile learning environments; the renewal of the Perth Campus (2011); the rollout of our Bring Your Own Device (BYOD) programs; the renaissance of the Pembroke Campus (2012); expansion of our international campuses and global reach; the launch of our eTextbook Initiative; and, leading edge progress in digital education. We realized that the very nature of campus planning needed to fundamentally change. The ICDP framework helps to position the College as a pre-emptive college prepared to master accelerating change to first-mover advantage.

What is ICDP?

Algonquin Connected

- Ensure the College vision, mission, values, and brand drive development planning
- Think globally while planning and acting locally
- Ensure development planning enhances learning and skills acquisition
- Advance the democratization of vocational education

ICDP is a framework approach to college development planning that merges physical and digital environments. Algonquin's Integrated College Development Planning (ICDP) Framework is a collection of: principles that guide development planning for the College; processes to consider possible future scenarios; tools to embrace risks and build resilience; and, procedures to implement priority projects with confidence and success.

Over time, the Framework will be populated with evolving development principles, as well as plans, scenarios, tools, process recommendations and action plans. The contents are not static or rigid, but, rather, they are in constant development to allow for refinement and expansion in response to emerging priorities.

Algonquin's ICDP Framework Principles incorporate four

Strategic alignments:

- College Strategic Plan - 2012-2017
- Strategic Mandate Agreement
- Brand Identity - Algonquin Connects
- College Sustainability Strategy Framework
- Digital Strategy
- The Algonquin Experience...

aspects of college development planning: College Life; Environments; Practice; and Infrastructure; guided by a core of Algonquin Connected.

Framework planning is a more suitable approach to development planning for Algonquin. It has been adopted by a growing number of institutions and Algonquin has modelled its framework on award winning best practices.¹ A key differentiator of Algonquin’s approach is its move to integrate the planning of physical and digital environments as a unified continuum.

The Scope of ICDP – What’s Included?

ICDP focuses on College and/or campus-wide planning and project activity related to physical and digital infrastructure including:

- Capacity to accommodate College activity
- Campus land use, infrastructure and transportation
- Campus enhancements
- Campus development planning
- Major capital investment planning
- New construction
- Major building renovation / redevelopment / removal of a building or wing
- College network / internet planning
- College wireless renewal and enhancements
- Information and communication technology infrastructure planning...

Why Are We Doing This? To Change the Conversation About Campus Planning

Integrated College Development Planning is a high performance process to plan, design and implement environments that are driven by the College mission, vision, values and brand. The ICDP framework is a principle-based structure for guiding change in our physical and digital environments that is comprehensive, integrated, and agile.

Traditional Campus Master Planning is usually employed to lead a conversation around building to grow at a specified campus.

ICDP changes the conversation. It is structured to engage in more timely conversations about accommodating College-wide growth in optimized physical and digital environments.

Related but separate initiatives:

- Strategic enrolment management / growth
- Broader capital planning
- Foundation strategy
- Space management / Space resource allocation
- Renovations and adaptations of individual spaces
- Facility renewal / Deferred maintenance
- Academic equipment...

Environments

- Create model learning, working, social, and living environments for a 21st century higher education institution
- Think of College environments as a continuum of physical and digital space
- Optimize digital and existing physical space before building new physical space
- Assess the highest and best use of physical and digital space to accommodate activity

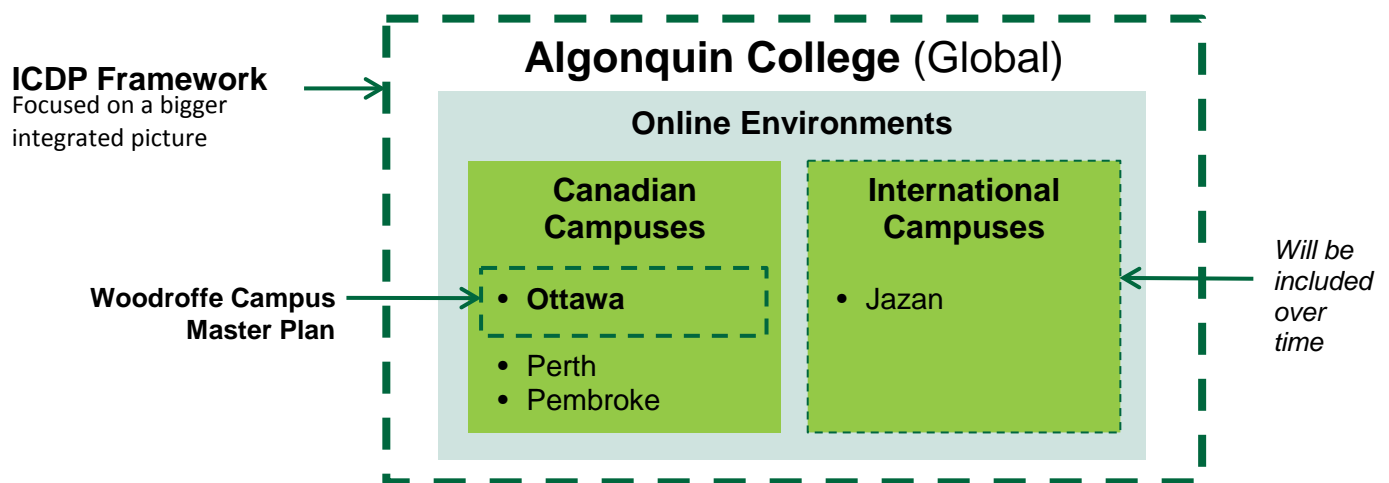
¹ One Ohio State Framework (<http://oneframework.osu.edu/>) is an award winning framework for physical campus environments which served as a key model for Algonquin. Ryerson’s Master Plan (<http://ryerson.ca/about/vpadministration/MasterPlan.html>) is another interesting framework model for a physical campus in an urban context.

ICDP is Different from Traditional Campus Master Planning

	Traditional Campus Master Planning	Integrated College Development Planning
Overview	A more static project-based approach to development planning that favours traditional results focused on physical solutions on specific campuses	A more dynamic process-based approach to College-wide development planning that yields non-traditional results and encourages innovation
Core Output	Campus land-use plan (physical only)	Framework principles (College-wide)
Agility	Developed around a single scenario. Does not respond well to rapid / disruptive change. Becomes obsolete as strategies change.	Supports multiple scenarios. Receptive to rapid / accelerating change. Remains current as strategies change.
Approach	More formal, integrated and consultative	More open, transparent, integrated and collaborative
Cost	A large upfront investment at each renewal cycle	Smaller incremental investments prioritized on an as-needed basis
Timing	Periodic project Renewed every 5-10 years.	Ongoing process Elements of the development plan developed / renewed using a just-in-time approach
Effort	More demanding Each renewal cycle requires 1-2 years of focused effort by the institution and College community.	Less intrusive Leverages existing institutional discussion / debate. Engagement with key stakeholders is focused and brief.

Aligning Expectations

ICDP is structured to position the College to thrive in an uncertain and rapidly changing future while guiding priority projects in the short-term.



In traditional campus master planning, one of the key inputs is how much does the College expect to grow and on what campuses? Uncertainty about demographics, changing target market groups, the significance of online learning and other questions make this difficult to predict. The accelerating change trajectory of exponential growth related to technology is blurring the distinction between physical and digital environments and opening new frontiers to provide access to education and capacity to accommodate growth. Technology will have a particularly profound impact in the long-term planning horizon.

While the answers to these challenge questions are explored, the ICDP framework allows the College to proceed with priority projects with confidence.

Practice

- Engage and enable the College, the community, and industry
- Be socially, economically, and environmentally responsible
- Enable agile, evidence-based, and principled decision making
- Champion innovation and entrepreneurship
- Embrace risk – build resilience
- Master accelerating change to first-mover advantage

The ICDP Process Is Innovative, Iterative and Evolving

Algonquin College is breaking new ground with ICDP. Its approach is based on iterative and incremental development, where requirements and solutions evolve through collaboration using the most current information. It has been well received during informal peer review at external forums.

College Life

- Model a pre-emptive college
- Re-imagine experiential learning
- Promote healthy living
- Stimulate engagement and collaboration
- Create a year-round 24/7 college
- Recognize that learning can occur anywhere, anytime, and any way

The public engagement process will move away from a traditional formal public consultative approach to an open, transparent and collaborative approach.

Engagement Process to-date:

- Engaged with Board at September 2013 Retreat
- Engaged with PC on several occasions
- Established ICDP Steering Committee
- Presented at Academic Impressions Advanced Space Management Conference, Orange County, California, September 2013
- Presented to ASCC Conference at Mohawk October 2013
- Shared with Niagara College Space Management Committee in October 2013
- Shared with City of Ottawa Planning Department in October 2013
- Presented to College Leadership Council in November 2013

Next Steps:

- Create a public website to begin broader public engagement
- Release 'beta' version of Framework Principles to engage with stakeholders and the public to produce further refinements
- Engage with the internal College and external communities using multiple channels such as town halls, social media, surveys, charrettes..

ICDP Framework

Framework Principles	Scenarios	Envisioning	Priority Projects
<ul style="list-style-type: none"> • Embody our emerging strategic directions and guide change over time. • Ensure that individual decisions incrementally build towards a larger vision. 	<ul style="list-style-type: none"> • Engage the College community in dialogue to describe multiple possible relevant futures over 3 horizons: <ul style="list-style-type: none"> • Short-term (0-5 years) • Mid-term (5-15 years) • Long-term (15-30 years) • Focus on the consequences of these possible futures to build resilience in response to our unfolding future 	<ul style="list-style-type: none"> • Illustrate responses to scenarios over time using a variety of planning tools / methodologies: <ul style="list-style-type: none"> • Project Visions and Principles (PVPs) • Analytical tools and models • Campus Land-use (Master) Plans • Integrated Campus Development Plans • Precinct Plans • ICT Strategies... 	<ul style="list-style-type: none"> • Must proceed in the short- to mid-term due priorities, opportunities, and/or regulations • Outcomes influenced by the Framework Principles to ensure incremental movement towards a larger vision

The Framework Is Here and It's in Use – An Example

The Students' Association identified parking as a top priority in 2012-13. The College prioritized a College Transportation Strategy project in response to develop a holistic and integrated approach.



Move away from a sea of parking...



To create pedestrian focused campuses...

The SA also prioritized funding to add bus stops to the campus between Buildings C and J. Initial solutions were simplistic, traffic focused responses that did not contribute to a quality campus experience.

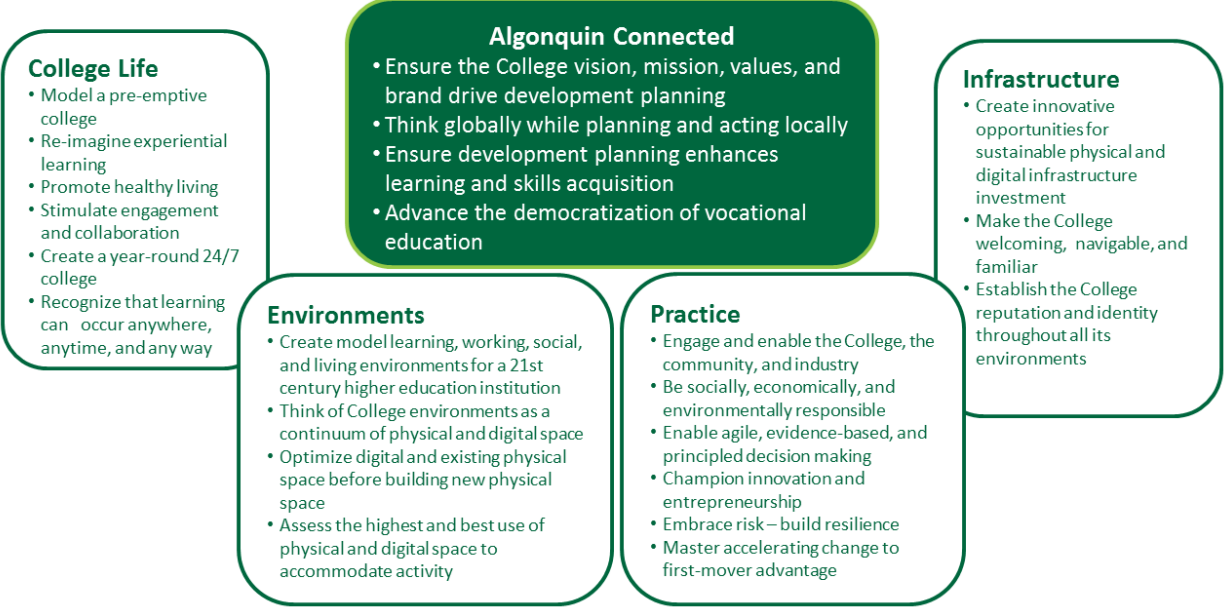
One of the Transportation Strategy guiding principles was: "Create pedestrian focused campuses that are fun, welcoming, safe, and intuitive for the College and its communities." The conversation changed and the design yielded a pedestrian oriented solution and the College made the decision to

proceed with a high value solution for Fall 2014 which incrementally moves the Woodroffe campus towards a safer and more welcoming environment.

Infrastructure

- Create innovative opportunities for sustainable physical and digital infrastructure investment
- Make the College welcoming, navigable, and familiar
- Establish the College reputation and identity throughout all its environments

ICDP Framework Principles (v. 2014.03.24)



Appendix A: 2014-15 Priority Projects

ICDP Aspect	Initiative	Key Projects
College Life	Healthy Living Education (HLE)	<ul style="list-style-type: none"> HLE – Phase 1 – Dental Clinic Renewal (Stage 1) HLE – Phase 1 – Confederation Repatriation (Building A) HLE – Broader Project Vision and Principles / Business Case Development
Environments	SA Triple Gym	<ul style="list-style-type: none"> Market Analysis / Needs Assessment (Students' Association) Preliminary Planning / Feasibility
	Learning Environments	<ul style="list-style-type: none"> Mobile Learning Programs – Classroom Conversions – 2014-15 Phase Wireless 802.11ac Initial Deployment Collaboration Strategy
Practice	ICDP Framework Development	<ul style="list-style-type: none"> ICDP Framework Publication and Further Refinements
	Scenario Planning	<ul style="list-style-type: none"> Scenario Planning Phase 1
Infrastructure	Transportation	<ul style="list-style-type: none"> <i>College Transportation Strategy (Draft Complete d 2013-14)</i> Woodroffe Transportation and Parking Plans - TDM + Immediate Interventions Route 118 Bus Stop (Building C/J)
	Energy	<ul style="list-style-type: none"> College Energy Strategy Energy Management Plan ESCO 2 – Phase 1 - Building B HVAC System Replacement ESCO 2 – Phase 2 – Energy Demand Management + Main Cooling Tower Replacement ESCO 2 – Phase 3 – Cogen + 500kW Photovoltaic Array
	Water	<ul style="list-style-type: none"> College Water Strategy Woodroffe Storm Water Management Plan ESCO 2 – Phase 1 – Water Conservation Project
	Information and Communication Technologies	<ul style="list-style-type: none"> Internet Strategy Network Strategy IT closet and Backbone Review and Upgrades

Algonquin College																
Integrated College Development Planning (ICDP) - Snapshot of Activity Cost Estimates																
(Estimate values in \$000s)																
(Snapshot Updated: March 26, 2014 - PJR)																
ICDP Aspect	ICDP Initiative	Specific Project	2014-15	2015-16 Low	2015-16 High	2016-17 Low	2016-17 High	2017-18 Low	2017-18 High	2018-19 Low	2018-19 High	Total Low	Total High	Project Status	Governing Committee	Notes
College Life	Beautification / Branding	College Branding Graphics <i>(Managed by Advancement - D. Wotherspoon)</i>	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	Project Implementation	CBC	Graphic installations at various nodes around College -Funding requested by Advancement
	College Development Strategies / Models	Centrepointe Transit Station Opportunities	\$0	\$0	\$50							\$0	\$50	Project Definition	CSIC (ICDP)	-2012-13 / 2013-14 - Funding for initial investigation and report. Still waiting on City for additional work. Releasing ~\$30K balance in Q4 in current PO as carry forward not permitted. -2014-15 - Ongoing interaction anticipated. No approved funding. Would need to add funding if needed. -2015-16 - Assuming might require ongoing planning
		Business Case to Optimize Undeveloped Real Estate (Kanata Lands + "Algonquin Village" at Woodroffe)	\$0									\$0	\$0	Project Definition	CSIC (ICDP)	Includes "Algonquin Village" Investigation 2013-14 - Kanata Land Assessment Analysis 2014-15 - Carrying ~\$29K forward for "Algonquin Village" investigation
	Healthy Living Education (HLE) Initiative	HLE - Phase 1 - Dental Clinic Modernization	\$400	\$1,550	\$1,650							\$1,950	\$2,050	Project Definition	CSIC (Space)	Planning includes in ICDP Confirm if funding tracked against ICDP / Space Adaptations? 2013-14 - Planning and preliminary design 2014-15 - HLE - Phase 1 - Stage 1 - Sterilization Lab + Ventilation 2015-16 - HLE - Phase 1 - Stage 2 - Clinic Modernization
		HLE - Phase 1 - Building A - Esthetician / Hair Stylist / Massage Therapy	\$4,750									\$4,750	\$4,750	Project Definition	CSIC (Space)	Includes: Planning included in ICDP Confirm if funding tracked against ICDP / Space Adaptations? -Repatriation of Confederation High School Activity - Esthetician and Hair Stylist Programs -Relocation of Massage Therapy Clinic -2013-14 - Planning and preliminary design 2014-15 - HLE - Phase 1 - Implementation
		HLE - Broader Vision / Support	\$0									\$0	\$0	Project Definition	CSIC (ICDP)	Multyear planning activity related to: -Envisioning -Preliminary Planning -Business Case Support -Project Definition -Project Advocacy 2013-14 Funds to be Carried Forward 2014-15 Additional funds from ICDP General Planning if required
		HLE - New Building Wing (Building A)	\$0	\$2,000	\$3,000	\$6,000	\$9,000	\$16,000	\$24,000	\$16,000	\$24,000	\$40,000	\$60,000	Project Definition	CSIC (ICDP)	Scope very fluid at moment -Assuming new construction between 80,000 to 120,000 sf -Likely completion Fall 2018 at earliest -Portions of Building A will be replaced (amount TBD) -Possible additional new construction by third party / PPP (Would be funded separately)
	Learning Environments <i>(Currently funded through a combination of CSIC and CTC priorities)</i>	Digital College - Mobile Classroom Conversion Project	\$450	\$450	\$2,000	\$450	\$2,000	\$450	\$2,000	\$450	\$1,500	\$2,250	\$7,950	Project Implementation	CTC	
		Wireless 802.11AC Project	\$550	\$300	\$750	\$300	\$600	\$300	\$500	\$300	\$600	\$1,750	\$3,000	Project Implementation	CTC	
		Eclassroom Evergreening	\$75	\$75	\$150	\$100	\$150	\$100	\$150	\$100	\$150	\$450	\$675	Project Implementation	CTC	
		Collaboration Strategy	\$0	\$50	\$250	\$50	\$250	\$50	\$250	\$50	\$250	\$200	\$1,000	Project Definition	CTC	
		VDi MyDesktop / Desktop Strategy	\$0	\$50	\$75	\$50	\$75	\$50	\$75	\$50	\$75	\$200	\$300	Project Implementation	CTC	
	Algonquin Connects Initiatives <i>(Managed by Community Partnerships & Engagement - J. Daly-Cyr)</i>		TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	Varies	CBC	Some of these initiatives may require SIP funding -Funding requested by Community Partnerships & Engagement
	Digital Education (College) Initiatives <i>(Currently funded through CTC)</i>	eText Project	\$0												CTC	
		Office 365	\$0	\$50	\$50	\$0	\$0	\$50	\$50	\$0	\$0	\$100	\$100		CTC	
Environments	Building A - Facilities Master Plan <i>(Also connected to Healthy Living Education - See above)</i>	SA Triple Gym	\$1,000	\$3,000	\$7,000	\$8,000	\$16,000	\$8,000	\$16,000			\$20,000	\$40,000	Project Definition	SA	SA to fund - Amounts to be confirmed with Jack Doyle -Guestimating a range of \$20M to \$40M -Likely completion Fall 2017 at earliest -Possible participation by College - Assume from the HLE New Wing funding

Algonquin College		Integrated College Development Planning (ICDP) - Activity Timelines																Full Year - Not Quarterly			
(Revised: March 26, 2014 - PJR)		<div style="display: flex; justify-content: space-between;"> Funded * - Denotes subject to Board 2014-15 Budget Approval </div> <div style="display: flex; justify-content: space-between;"> Partially Funded </div> <div style="display: flex; justify-content: space-between;"> Unfunded </div> <div style="display: flex; justify-content: space-between;"> On Hold </div>																			
ICDP Aspect	ICDP Initiative	2012-13 Q1	2012-13 Q2	2012-13 Q3	2012-13 Q4	2013-14 Q1	2013-14 Q2	2013-14 Q3	2013-14 Q4	2014-15 Q1	2014-15 Q2	2014-15 Q3	2014-15 Q4	2015-16 Q1	2015-16 Q2	2015-16 Q3	2015-16 Q4	2016-17	2017-18	2018-19	TBD
College Life	Beautification / Branding	On Radar																			
College Life	College Development Strategies / Models	Centrepointe Transit Station Opportunities / "Algonquin Village"								Centrepointe Transit Station Opportunities - Ongoing Monitoring											
College Life	Healthy Living Education (HLE) Initiative	<div style="display: flex; justify-content: space-between;"> CS-032e - HLE - Planning Support - 2014-15 (Envisioning and Preliminary Planning) CS-032g - HLE Business Case Support CS-032f - Planning Support for HLE Broader Vision, New Building A Wing Proposal + Funding Strategy - 2014-15 MTCU Approval Process (New Requirement TBC) Programming / Procurement for New Building A Navaho Gateway Wing (Pending Approval) Design and Construction of New Building A Navaho Gateway Wing (Pending Approval) </div>																			
College Life	Learning Environments	<div style="display: flex; justify-content: space-between;"> Dental Clinic Planning HLE Phase 1: Dental Clinic Expansion / Renewal (Building J) (Stage 1) HLE Phase 1: Confederation Repatriation (Building A) </div>																			
College Life	Algonquin Connects Initiatives	<div style="display: flex; justify-content: space-between;"> Digital College - Mobile Classroom Conversion Project - 2012-13 Phase Digital College - Mobile Classroom Conversion Project - 2013-14 Phase Digital College - Mobile Classroom Conversion Project - 2014-15 Phase* Digital College - Mobile Classroom Conversion Project - 2015-16 Phase </div>																			
College Life	Digital Education (College) Initiatives	<div style="display: flex; justify-content: space-between;"> Collaborative Classroom Expansion / Active Seating Classroom Pilot Wireless 802.11AC Planning Wireless 802.11AC Pilot Wireless 802.11ac Initial Deployment Wireless 802.11ac Phase 2 Deployment </div>																			
College Life	Living Lab Opportunities / Initiatives	<div style="display: flex; justify-content: space-between;"> Collaborative Classroom Pilot VDI MyDesktop Upgrade Desktop Strategy Phase 1 Lab Conversion Phase 2 Lab Conversion </div>																			
College Life	Building A - Facilities Master Plan (Connected to Healthy Living Education)	<div style="display: flex; justify-content: space-between;"> Strategy and Implementation of Plan Community Engagement Execution on Algonquin Connects / Work Integrated Learning (WIL) Plan </div>																			
College Life	Building B - Facilities Master Plan	<div style="display: flex; justify-content: space-between;"> Blitz Build AC Celebration AC Celebration </div>																			
College Life	Building C - Facilities Master Plan	<div style="display: flex; justify-content: space-between;"> eText Pilot eText Phase 2 </div>																			
College Life	ICDP Framework Development	<div style="display: flex; justify-content: space-between;"> Conversion to Office 365 Office 365 Expansion Office 365 Collaboration </div>																			
College Life	Transportation	<div style="display: flex; justify-content: space-between;"> Perth Applied Research Project 2013 Solar Decathlon House Showcase </div>																			
College Life	Energy	<div style="display: flex; justify-content: space-between;"> Triple Gym Needs Assessment / Preliminary Planning Triple Gym Approval Programming / Procurement for Triple Gym (Pending Approval) Design and Construction of Triple Gym (Pending Approval) </div>																			
College Life	Water	<div style="display: flex; justify-content: space-between;"> Building A Development Analysis Building A Precinct Study CS-471 Demolition of Vacant Carpentry Shop Building A </div>																			
College Life	Waste	<div style="display: flex; justify-content: space-between;"> Building B Facilities Master Plan - Deferred ESCO 2 - Phase 1 - Building B HVAC System Replacement Building B Facilities Master Planning </div>																			
Environments	Water	<div style="display: flex; justify-content: space-between;"> Executive Offices and College Boardroom Study Reg. Office / Fin. Aid / Contact Centre Consolidation </div>																			
Environments	Waste	<div style="display: flex; justify-content: space-between;"> General Planning Support General ICDP Planning Support CS-414b ICDP - General Planning Support - 2014-15* CS-414 ICDP - General Planning Support - 2015-16 CS-414 ICDP - General Planning Support </div>																			
Environments	Waste	<div style="display: flex; justify-content: space-between;"> Conceptualization of ICDP Framework Methodology 3D Visualization Base Model Preliminary Growth Model (Dashboard) Initial ICDP Website / Repository (Engagement Strategy) </div>																			
Environments	Waste	<div style="display: flex; justify-content: space-between;"> ICDP Current Thinking Summary (Demonstration Plans...) ON HOLD ICDP College Scenario Planning Background ICDP College Scenario Planning - Phase 1 ICDP College Scenario Planning - Phase 2 </div>																			
Environments	Waste	<div style="display: flex; justify-content: space-between;"> CS-240a - Phase 1: College Strategy / PVP Phase 2: Woodroffe Trans. Plan (Deferred) CS-240b Woodroffe Transportation and Parking Plans - Phase 2 - TDM + Immediate Interventions* CS-240 Woodroffe Transportation and Parking Enhancements </div>																			
Environments	Waste	<div style="display: flex; justify-content: space-between;"> CS-377b Route 118 Bus Transit Hub - Planning + Design Expert Panel College Energy Strategy / PVP CS-377c Route 118 Bus Transit Hub - Implementation* </div>																			
Environments	Waste	<div style="display: flex; justify-content: space-between;"> CS-378c Woodroffe Storm Water Management Plan* CS-378d Woodroffe Storm Water Management Implementation </div>																			
Environments	Waste	<div style="display: flex; justify-content: space-between;"> CS-378b College Water Strategy / PVP </div>																			
Environments	Waste	<div style="display: flex; justify-content: space-between;"> Woodroffe Storm WaterTech. Analysis </div>																			
Environments	Waste	<div style="display: flex; justify-content: space-between;"> College Waste Strategy / PVP CS-250b - Recycling Sorting and Transfer Station </div>																			



Presentation to:	Board of Governors
Subject:	CRM Overview
Date:	April 14, 2014
Presenter(s):	Doug Wotherspoon, Executive Director, Advancement Eric Hollebhone, Director, Marketing Laura Campbell, Manager, CRM

Purpose

To provide the Board of Governors with (1) an overview of customer relationship management (CRM) and efforts in higher education, (2) the College’s selection of the Salesforce.com platform, (3) Advancement’s CRM methodology and the projects currently underway, and (4) a glimpse into future possibilities.

Background

1. Customer Relationship Management

Customer relationship management (CRM) refers to all interactions between a business and its clients. A typical CRM system uses software to speed up processes and to increase accountability.

CRM software is most often used to control lead information, marketing campaigns and market participation. The data that is collected can later on be analyzed to come up with innovative solutions to the most common customer-related problems.

More recently, CRM has expanded beyond sales and marketing to incorporate service, finance and communications, streamlining the exchange of information between different departments.

CRM software programs can be web-based or they can come in the form of software that needs to be installed on the hardware used by the company employees.

Higher Education Experience

“Educational institutions worldwide are undergoing fundamental shifts in how they operate and interact with their “customers”: students, alumni, donors, faculty members, and staff members. Kotler and Fox (1995) state that “the best organization in the world will be ineffective if the focus on ‘customers’ is lost. First and foremost is the treatment of individual students, alumni, parents, friends, and each other (internal customers). Every contact counts!”ⁱ



Increasingly, post-secondary institutions have begun to realize the importance and value of their relationships with key stakeholders. Over the past 5 years, innovative colleges and universities have begun connecting their data silos using CRM technology and processes, enhancing their ability to attract, retain and serve its customers.

General Benefits of CRM

- Decrease cost of customer acquisition
- Increased engagement, sales, service, student retention and satisfaction
- Increased operating efficiencies
- Better and more accurate data
- Improved data security

2. Salesforce

Founded in 1999 by former Oracle executive Mark Benioff and three partners, today the company is a recognized global leader in Software as a Service (SaaS) and cloud computing, with a market capitalization of \$38 billion. Though best known for its customer relationship management (CRM) product, Salesforce has expanded to offer cloud based software that also supports service delivery, marketing, enterprise collaboration, social media management, and mobile application development.

Currently ranked the most innovative company in America by Forbes magazine and Fortune magazine's 7th Best Company to Work For in 2014, the company subscribes to the 1% movement, giving back 1% of its profits, technology and employees time in support of charitable causes.

To better understand Salesforce and its impact we recommend watching two short videos. The first is a third party video which provides a good overview of the company's core offerings and philosophy. The second video involves an interview with the CTO of Southern New Hampshire University's new competency-based College for America and outlines reasons why the institution selected Salesforce to help deliver on its strategy.



What is Salesforce?

8:57 minutes

<http://youtu.be/ToHiNvBON5A>



College for America at SNHU

4:19 minutes

<http://youtu.be/8s7pdVijxFO>

Pricing

The pricing model follows the SaaS model, charging on a per user basis. In comparison to traditional on premise pricing models, clients are allowed to pay for what they use, rather than making a significant investment upfront for software they may not fully use. Through the Salesforce Foundation, non-profit higher education institutions are provided 10 free licenses and a further 75% discount on regular corporate prices.

Products

In addition to well-known software products such as the *Sales Cloud* and the *Service Cloud*,

Salesforce also offers a *Marketing Cloud* and a social media listening platform called *Radian 6*. On top of all of these services sits a collaboration platform called *Chatter*, similar to Yammer, the service allows employees to post notices, follow files and action follow up.

All of these services are built on the *Force.com* platform, a software development language that is customizable in layout without sacrificing the core code. These products and services sit atop a core data model entitled *database.com* which permits the use of a single source of data across various services.



In addition to their own standalone products, Salesforce pioneered the concept of third party integration through the *AppExchange*. The *AppExchange* allows others to build products that connect seamlessly with the platform. Truly a leader in this space, Salesforce launched its store two years before Apple and several years before Google. Today, over 1,000,000 apps are available on the Salesforce AppExchange. These include Dropbox, Evernote, Workday, Blackboard and Intelliresponse, to name just a few.



Higher Education (United States)

Well over a hundred post-secondary institutions have begun introducing Salesforce on their campuses. To learn more about how some innovative universities and colleges are using Salesforce visit;

- Western Governors University - <http://youtu.be/em03IkCwIno>
- Open University Australia - <http://youtu.be/JJ6jex3cnPU>
- Wayne State University (Student Services) – <http://youtu.be/3TkQUuwuLvl>
- Clemson University (Social Media Command Centre) - <http://youtu.be/xInPdGn> WHY

Higher Education (Canada)

- Algoma University
- La Cité collegiale
- Seneca
- Ryerson University
- St. Lawrence College
- SIAST
- Queen's University
- Western University (Ivey School of Business)

3. Algonquin's use of Salesforce

Algonquin College has been working with the Salesforce.com since 2008. Algonquin College piloted the use of Salesforce in two departments: Corporate Training and Student Recruitment. In 2010, Advancement extended the use of Salesforce to its Marketing and PR departments.

Today, the College uses the Sales Cloud, the Service Cloud, and Radian 6 (social media monitoring services), and is investigating the use of Chatter/Communities. In addition, the College uses a number of AppExchange partner products including Marketo, Eventbrite, and Timba Surveys. The college is currently investigating the use of DocuSign and Intelliresponse AppExchange products.

CRM Expansion

In 2013-14, Advancement was provided \$600,000 in one-time SIP funding to cover existing annual CRM costs and expand the use of Salesforce to a minimum of four other College departments. The departments who indicated a willingness to pilot the adoption of CRM technologies are;

- Information Technology Services (ITS),
- Workforce and Personal Development (WPD),
- Career and Academic Access Centre (CAAC), and
- International Education Centre (IEC)

In 2014-15, Advancement was provided an additional \$280,000, to complete the four pilot projects and advance a fifth project; the development of an Employee Portal pilot.

CRM Department

To deliver on this effort, Advancement created both a CRM team and a new project management methodology for delivering on software development projects. Reporting to directly to the Executive Director of Advancement, and with support from Eric Hollebhone, Director of Marketing, the CRM team consists of four staff;

- Laura Campbell, Manager
- Nebojsa (Nash) Zgonjanin, Software Architect
- Tony Begin, Business Analyst
- Tissy O'Connor, Business Analyst

The team has also contracted design support from Soshal (<http://soshalgroup.com/>) and high level Salesforce strategy and architecture support from Appirio (<http://appirio.com/>).

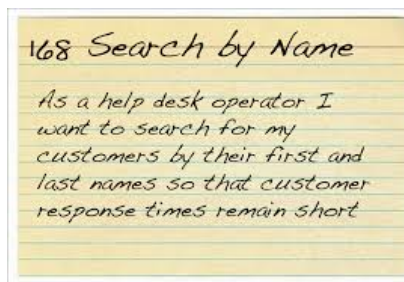
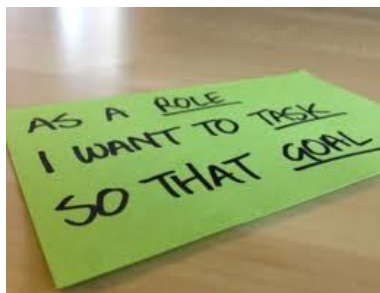
CRM Methodology

The department follows the Lean User Experience (Lean UX) software development process, which mixes agile development, lean concepts, and design thinking practices. An alternative to the traditional IT waterfall approach, the Lean UX approach follows a set of guiding principles;

- Our highest priority is to satisfy the customer through early and continuous delivery of valuable software.
- Welcome changing requirements, even late in development. Agile processes harness change for the customer's competitive advantage.
- Deliver working software frequently, from a couple of weeks to a couple of months, with a preference to the shorter timescale.
- Business people and developers must work together daily throughout the project.

- Build projects around motivated individuals. Give them the environment and support they need, and trust them to get the job done.
- The most efficient and effective method of conveying information to and within a development team is face-to-face conversation.
- Working software is the primary measure of progress.
- Agile processes promote sustainable development. The sponsors, developers, and users should be able to maintain a constant pace indefinitely.
- Continuous attention to technical excellence and good design enhances agility.
- Simplicity--the art of maximizing the amount of work not done--is essential.
- The best architectures, requirements, and designs emerge from self-organizing teams.
- At regular intervals, the team reflects on how to become more effective, then tunes and adjusts its behavior accordingly.

At the centre of the effort is a near fanatical commitment to continuously identifying and prioritizing the needs of users. This is accomplished through the accumulation of *User Stories*, which identify a particular user, the task the user is looking to accomplish, and the benefit completing this task delivers. User Stories are then prioritized against the project's overarching goals and scheduled for development.





Example: User stories gathered from stakeholders at the ITS Service Desk Imagination Session

CRM Vision, Mission and Goals

As part of the effort, the CRM Team worked to establish an overall vision, mission and set of measurable goals for which all Projects must abide.

Vision

A 360 degree platform of engagement for the purpose of improved client satisfaction and academic success.

Mission

To help others improve, automate, and adapt their business practices and processes in order to deliver exceptional service, that saves both time and money.

Goals

In pursuit of the overarching objective of student success, each CRM project must establish specific metrics which demonstrate;

1. Improved customer experience, and
2. Lower cost of operating

Specific measures are established for both goals, with the project's overall success predicated on the team's ability to deliver on those measures and overall client satisfaction.

4. Future Efforts

While working on these projects, several other areas of the College have approached the CRM Department and expressed an interest in using Salesforce, including Alumni/Foundation, Centre for Continuing and Online Learning, the Registrar's Office, Business Development, Ancillary Services, and Student Success Specialists. Advancement current plan is to prove the model by delivering on our current commitments, presenting a summary of the effort completed to before the end of June. If the business case warrants we will then outline the case and associated costs for expanding CRM use enterprise-wide.

Recommendation

- Accept the report for information

¹ Grant, Gary B. & Anderson, Greg, *Customer Relationship Management: A Vision for Higher Education*, Educause & NACUBO, <http://net.educause.edu/ir/library/pdf/pub5006f.pdf>

**BOARD OF GOVERNORS
MANAGEMENT SUMMARY REPORT
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AREA 1 – HUMAN RESOURCES

ORGANIZATIONAL EFFECTIVENESS

Job Posting Summary

Algonquin continues to be an organization that is attractive to workers. Since April 1, 2013 to March 24, 2014 the Recruitment Team has posted 312 competitions. Breakdown is as follows:

Academic	125
Administrative	54
Support	133
Total	312

**Note: Includes part time and reposted information.*

Recruitment Update

A number of new initiatives have been developed and implemented; LinkedIn Careers Page, LinkedIn posting share, new Hiring Manager’s Guide, Career Profiler, Recruitment Strategy Template, New Hire greeting card, and the Strategy for Faculty Recruiting - 2014.

Community Engagement

The Recruitment team attended the Algonquin College career fair and the Akwesasne career fairs in early 2014. Both were quite successful giving us an opportunity to do some community networking and partnering with other Algonquin College departments.

The Recruitment Team is also participating on the following committees in our community: EARN (Employment Accessibility Resource Network), HIO (Hire Immigrants Ottawa), LMO (Labour Market Ottawa) with various opportunities to provide input and increase networking abilities for the College.

Performance Management

- The Faculty Performance Support Program is underway. The pilot will end in June 2014.
- Administration employees have seen a number of changes within the Performance Management process; the Halogen Performance Contract Form has been streamlined, there is now one mid-year check-in vs multiple quarterly updates. The new form also has simplified comprehensive instructions.
- Five performance management sessions “A Step-by-Step Guide to Performance Management Best Practices” was offered as part of the Management Academy in the month of March 2014.

Succession Planning

A half day Talent Review Retreat has been scheduled with PC on April 9, 2014, with the following objectives:

- Review and confirm critical positions, and requirements of these roles;
- Talent Review of High Performers;

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MANAGEMENT SUMMARY REPORT****April 14, 2014**

- Identification of High Potentials;
- Next Steps.

Request for Proposal

- Thirteen stakeholder outreach sessions for HRIS requirements were conducted;
- HRIS requirements were finalized and submitted as part of a Notice of Proposed Procurement for new integrated HRIS/Finance/Payroll system;
- Launched new HR website, which involved revising site architecture and re-writing over 80 pages of content.

Part-time Employees - Pay Equity

Pay equity payment for 2012 (last year pending) will be paid out on March 28, 2014. A total of 231 employees will receive Pay Equity Adjustment totaling \$50,069.01. Note, April 1, 2013, PC approved Part-time Support staff rate increases that included Pay Equity requirements.

SWF Audit

SWF audit for the Winter Semester has been completed and any outstanding overtime will be paid out on the last payroll for the fiscal year.

COMPENSATION, PENSION & BENEFITS (CP&B)**CAAT Pension**

CAAT Pension and Human Resources jointly hosted two retirement planning sessions for 112 employees at the Pembroke and Woodroffe campuses in March 2014. The Woodroffe session was live streamed for employees and will be available on the Human Resources website.

We have balanced close to \$25M in pension premiums for this plan.

Health, Wellness and Disability Management**Audit**

On March 3 & 4 we met with National Institute for Disability Management and Research (NIDMAR) from KMG Health Partners Ltd., to begin the “evidence gathering” portion of the college-wide audit to review policies, procedures and other documentation with regards to health, wellness, programs and practices. We currently are in the process of organizing the distribution of approximately 300 surveys to individuals representing all employees. These surveys are intended to gather data across a sample of workers and managers to help better understand the percentage that share a particular perception of view of the current program. A report will be provided to the President’s Council upon completion with a view to best practices, the best ROI and the road ahead.

Healthy Living Education

Two employees participated in the HLE Design Charette.

International Travel

Since the implementation of the International Travel Policy in December 2013 there are over 150 employees registered. A separate policy has been completed for students as directed by CLC, pending

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MANAGEMENT SUMMARY REPORT

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PC approval.

Part-time Pension

The January 2014 part-time pension open enrolment release generated a lot of interest, with close to 100 part time employees enrolling since January 1st. This increases our part time enrolment by approximately one third. The College matches the pension premiums on a dollar for dollar basis, with the current percentages being 11.2% and 14.8% for earnings over \$52,500. Part-time employees are referred to CAAT Pension for clarification on enrolment and plan details.

Volunteer Days

Advancement and Human Resources is moving forward with this pilot. Both areas have secured 3 agencies coordinating this initiative with We Day on April 9, 2014.

CENTER FOR ORGANIZATIONAL LEARNING (COL)

Four **visiting faculty from Brazil** are participating in a number of professional learning opportunities including a TALL course, the PT Faculty Orientation sessions, two Faculty Cyber Connections courses and the College Orientation program.

A newly updated **Professor's Resource Site** was launched. Based on the *Professor of the 21st Century Framework*, the site provides teaching tips and techniques and is supported by a faculty champion for each competency.

Leadership Mentoring Program will conclude this month. 12 mentor/mentee partnerships will graduate from the program in May.

A thank-you luncheon was held for all mentors in the **New Employee Mentoring program** (for administrative and support staff) where their contribution was recognized in welcoming and supporting new staff.

Part-time Faculty Orientation sessions are planned for April 14-May 9, 2014. Professional learning workshops have been offered on topics including *Creating Digital Assignments, Maximizing Gradebook, How to Create Digital Assignment Activities, Blackboard Collaborate* and *Student Evaluations*.

All three levels of the **Algonquin Leadership in Education Institute (ALEI)** are being offered in Winter 2014.

Level I - Leadership Development (16 participants),

Level II - Advanced Leadership Development (16 participants), and;

Level III - Organizational Leadership (12 participants).

Management Development workshops are being offered by HR staff and an outside consultant, January-March 2014 with 5 offerings each of *Managing in a Unionized Environment, Having Difficult Conversations* and *Employee Performance Management: A Step-by-Step Guide to Best Practices*. A comprehensive **Management Academy** program has been given approval and development continues with a roll-out date of September 2014.

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Kaleidoscope Conference dates are May 12-14, 2014. The program is set and will be advertised to the College community on April 7.

TALL course offerings for Winter 2014 include:

TTA 5501 – Teaching Adults: Getting Started

TTA 5502- Learning Theory and Managing the Learning Environment

TTA 5506 – Teaching Practicum

TTA 5507 – Strategies for Effective e-Learning

TTA 5509- Presentation Skills

In Pembroke:

TTA5501 – Teaching Adults: Getting Started

LABOUR RELATIONS

As of March 24, 2014 there are 10 active Support Staff grievances and 11 active Academic grievances which are ongoing through the Step process.

AREA 2 – FINANCE & ADMINISTRATION**COLLEGE ANCILLARY SERVICES****Student Experience**

- CAS continues to provide experiential learning opportunities for students. The programs involved this semester included Accounting, Hospitality, Entrepreneurship and Applied Research.
- CAS Olympic Viewing Headquarters in the Marketplace Food Court was a great success and led to re-creating a similar experience for the Paralympics Games.

Employee Growth and Learning

- The CAS Strategic Plan is now taking its final shape. Input from the Ancillary Community and College Leadership Council have led to a final draft. The draft was formatted and presented to President's Council on April 2nd.
- Implementation of the Ancillary-wide staff recognition program, "Ancillary's Four Pillars of Success", has been launched as it relates to our Ancillary Balanced Scorecard. The program will provide our managers with opportunities to celebrate individual successes with their teams and as a department.

Innovative Initiatives

- CAS has piloted new social media metrics tools, Sprout Social, allowing for improved metrics and measuring engagement, which can be linked to website traffic. From Feb 12 – March 12, our Ancillary social media accounts together generated 425.1k impressions, and we had 413 one-on-one interactions.
- Print Services has consulted with the majority of the College community and has identified a significant number of individual printers that can be replaced by shared devices. This will significantly reduce the environmental footprint of the College.
- The AC Card phone application development is almost complete. Final assessment will occur on April

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14th. The AC Card phone app will be presented on Applied Research day.

Financial Success

- The overall financial performance within Print, Parking, Retail and Food Services remains stable and approaching final targets.

PHYSICAL RESOURCES**Healthy Living Education**

- Phase 1 – Building A - Health and Wellness node for the Spa and Massage Therapy Clinics. On March 12, 2014, President's Council endorsed the budget, layout and schedule. The project is approved for September 1, 2014 occupancy.
 - Tender documents and drawings 75% complete
 - Construction Manager engaged
 - Communications and move management plan in final draft
 - Construction will begin on May 5, 2014
- Dental Clinic Phase 1 - Sterilization upgrades
 - Construction drawings and tenders are 70% complete tendered in April 2014
 - Construction start is May 28, 2014

ESCO 2

All work in Phases 1 and 2 is underway. Major projects are:

- Cooling Tower is being replaced
 - Construction began on March 20th and is expected to be completed by April 20, 2014
- Building B Mechanical Replacement
 - Construction Manager is tendering and pricing
 - Roof top mechanical units have been pre-tendered and awarded
 - Construction will begin on May 5, 2014
 - Communications and move management plan is in the final draft
- Phase 3 detailed feasibility study is under review

Facilities Planning and Development

- Developing a plan on how to most effectively deliver the 2014 – 2015 program of construction projects
- Renewing the list of pre-qualified Vendors of Record for Design Services and Moves/Set-ups Services

INFORMATION TECHNOLOGY SERVICES**Strategy, Planning & Analytics**

- ERP (Enterprise Resource Planning) Project Fusion (HR, Finance and Payroll) - posted Notice of Proposed Procurement on MERX as input to Commercially Confidential Meetings with interested vendors.
- IT Strategy and Governance Audit findings presented to President's Council.
- Completed automation of International student letters, including letters of confirmation.

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- Business Intelligence (BI) Portal enhanced by increasing user capacity by 150 and upgrading functionality to enable On-line Analytical Processing (OLAP) functionality.
- Financial Reports being made available within the BI portal by March 31st.
- Economic Impact Study (EMSI) - completed data submission for Algonquin College's profile.
- Administered KPI main survey cycle. Student response count up 9% over last year. The increased sample size is expected to lead to more comprehensive survey results.
- Administered Apprenticeship KPI surveys in accordance with Ministry guidelines. This is the first year that apprenticeship surveys have been conducted at Algonquin.
- Conducted a number of research and data discovery exercises to support the Strategic Enrolment Planning Committee (SEMC) in developing the Strategic Enrolment Plan.

Applications

- SIS (Student Information System) team implemented new Student Experience Fee.
- Grade Record File Changes (MTCU requirement), PFIS (Off-count Course and Program) and PSIS (Stats Canada) implementations in final testing stage.
- HRIS (Human Resources Information System) on track to deploy 14.01 release.
- Deployed new version of Academic Planner.
- HRIS and SIS provided data for Tax Form (T4 and T4A) generation.

Service Delivery & Infrastructure

- Failure of a wireless controller caused an outage affecting over half of the wireless network on Feb 25th at 3:10 PM. The outage lasted 54 minutes, which resulted in a wireless service availability metric of 99.8% for the month.
- Internet service impacting outages occurred on the weekends of March 8th and March 15th, due to an external Distributed Denial of Service (DDOS) attack that also targeted other Higher Educational Institutions. These outages resulted in a 98% service availability metric for the month which is below the expected target. The ITS team re-configured the network to contain the impact of the DDOS attacks.
- All other services at or exceed the 99.5% SLA (service level agreement).
- ITS is providing support and guidance to the Jazan campus on IT Infrastructure and assisting in the initial assessment of the facilities for the Qatif (Wave 2) campuses.

Information Security, Data Privacy and IT Policy

- The College participated in its first ever global Data Privacy Day (January 28, 2014) and Data Privacy Month (February 2014) with various security awareness elements, to create student and staff heightened awareness of data privacy concerns.
- Assisted with security-related changes to the Board of Governors Electoral system in support of external audit findings, in preparation for 2014 BoG elections.
- Assisted Dental School with security requirements and management of an RFP to select a new Dental Electronic Medical Records (EMR) and Teaching application.
- Initiated a pan-Ontario Colleges information security organization, the purpose of which is information, tools and methodology sharing.
- Recommended changes to College policy and practices relative to new Canadian Anti-Spam

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Legislative (CASL) requirements which are effective July 1st, 2014.

- Successfully passed second Payment Card Industry - Data Security Standard (PCI-DSS) security scan and developed process to address new (v 3.0) requirements.

FINANCE AND ADMINISTRATIVE SERVICES

- The Finance Department is currently preparing for the annual external audit that begins on April 21, 2014.
- Operational Accounting and Payroll metric update:
 - a. 5,219 T4s prepared, printed and distributed to staff/mailed out on Feb 19
 - b. 6,909 T4As prepared, printed and mailed out to students Feb 26-27
 - c. Public Sector Salary Disclosure list submitted to the Ontario government on Mar 5th
- Actively supported the Work Integrated Learning goal of the Business Plan by providing one co-op student placement for the Business program, two work placements for students of the Office Administration program and one work placement for an accounting student. This was accomplished by redesigning the office space to achieve new work space for students.
- Business Process Review Manager presented to the Ottawa Public Sector Quality Fair explaining an efficiency improvement technique that we use at the College during the Value Stream process.
- Project team from Finance is working collaboratively with Information Technology Services and Human Resources to develop a Request for Proposal for an Enterprise Resource System for Human Resources/Payroll and Finance.

Work continues on the Finance Department website to provide improved client support to students and staff.

AREA 3 – STUDENT SERVICES**REGISTRAR'S OFFICE****Registration Statistics****Full-time Registration in Post-Secondary/Graduate Certificate Programs**

For the 2014 Winter Term, as at March 1, 2014 (Audit Date), the net registered students numbered 16,266 or 103.3% of the projected enrolment.

Further details can be found at:

http://intraweb.ottawa.ad.algonquincollege.com/departments/registrar/statistics/registration_stat/Summary/2014W/2014-03-01.pdf

Continuing Education Registrations

For the 2014 Winter Term, as at February 28, 2014, registrations stood at 12,608 as compared to 12,957 at the same time last year. The term registrations to February 28, 2014 represent 106.5% of the projected enrolment. Registration continues throughout the term.

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Admissions Statistics

Ontario College Counts, 2014 Fall, as at March 2, 2014

Percentage increase (decrease) vs. 2013 Fall Term						
	Algonquin			Ontario College System		
	Non-Direct	Direct	Overall	Non-Direct	Direct	Overall
College Choices Number of individual applicants	-0.2%	-3.1%	-1.7%	0.4%	-0.9%	-0.3%
Program Choices Number of applications (5 total program Choices with up to 3 choices at any one College)	1.9%	-1.0%	0.4%	1.5%	-0.1%	0.6%
Confirmations	6.9%	10.1%	8.4%	-1.0%	2.6%	0.8%

Convocation

2014 Spring Convocation Ceremonies

The 2014 Spring Convocation Ceremonies for the Woodroffe Campus will be held at the Canadian Tire Centre on June 23 to June 25, 2014.

Convocation ceremonies are scheduled for June 5, 2014 in Pembroke and June 12, 2014 in Perth.

Convocation Review

A Convocation consultation process was carried out by the Registrar's Office and the Advancement Office in February and early March. The purpose of the review was to create a set of guiding principles and associated key behaviours for Convocation. Students, faculty, staff and alumni were invited to participate in three in-person sessions. In addition to these meetings, an online survey was conducted.

As a result of the feedback through the live sessions and online survey, proposed guiding principles and key behaviours were drafted for submission for approval to President's Council (PC) on March 26, 2014.

Financial Aid

Student Assistance Bursary

3,923 online applications were received for the 2014 Winter term. This compares to 3,974 received for the 2013 Winter term. Bursary cheques were issued totaling \$3,928,960 as compared to \$3,393,151 for 2012-13.

2014-2015 Admission Processing

Offer Letters

Offers of admissions for all non-competitive programs were extended on February 5, 2014. Offers to highly competitive, exclusive of programs requiring the Health Occupations Aptitude Exam (HOAE) results, were extended on March 5, 2014, and offers to highly competitive programs requiring HOAE were sent March 10, 2014.

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In total, 19,021 offers were sent; 1,368 more than for the 2013 Fall offer dates. Confirmations are up by the same factor as of the March 10th offer date. Increases may be partially due to the December 18th launching of the electronic in-process communication, as well as small changes to the letter database to allow better reporting, easier inquiry and administration.

Contact Centre and In-Person Client Service

Below are the monthly Contact Centre and in-person statistics.

February Service Levels:

Contact Counter				
	<i>February 2014</i>	<i>YTD (2014)</i>	<i>February 2013</i>	<i>YTD (2013)</i>
Calls Received	11,982	185,553	13,097	189,249
Average Wait Time	0:01:20	0:02:50	0:01:10	0:02:37

Service Counter				
	<i>February 2014</i>	<i>YTD (2014)</i>	<i>February 2013</i>	<i>YTD (2013)</i>
Tickets Issued (TI)	6,774	133,853	8,443	131,285
Customers Served	6,665	129,060	8,233	126,122
Percent Served	98.39%	96.42%	97.51%	96.07%
No Ticket Issued (Welcome Station)	1,965	32,792	1,736	26,723
Average Waiting Time Global	0:02:18	0:07:15	0:04:45	0:08:43
Average Transaction Time Global	0:08:29	0:08:11	0:07:53	0:08:59

Fees

Fees for 2014-15 have been loaded into the appropriate program tables in GeneSIS. Wording on the Mobile Computing Fee and the eTextbook fees is required prior to loading fees into the program narrative screens.

Automation of Exemption Process

The automation of the exemption process was presented at an extended Deans' Council meeting. The concept was approved and two Deans were interested in a pilot project. This paperless process was also endorsed by Academic Area Council.

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FOUNDATION

Endowment Funds

Endowment Funds	April 1, 2013 to February 28, 2014	April 1, 2012 to February 28, 2013	Variance
Received endowment funds	\$463,174	\$255,638	45%
Confirmed non-endowed annual awards	\$458,793	\$352,201	23%
Bursary, Scholarship and Award Disbursements	\$651,126	\$706,710	-8%

Major Gifts and Gifts-in-Kind

	April 1, 2013 to February 28, 2014	April 1, 2012 February 28, 2013 **	Fiscal Year Goal	% Goal
Major gifts and GIK	\$539,301	\$1,214,578	\$500,000	107.88%

** Two Major GIK donations in 2012-13 account for 82.25% of total.

Building Campaigns (Note 1)

	Cash Received		Fiscal Year Goal (Note 4)	% Goal	Cumulative Cash Received to Date	Cash Received and Outstanding Pledges (Note 2)	Campaign Target	% Goal
	April 1, 2013 to February 28, 2014	April 1, 2012 to February, 2013 (Note 5)						
Woodroffe (Note 3)	\$955,140	\$782,773	\$950,000	100.54%	\$5,402,875	\$7,359,838	7,000,000	105%
Pembroke expansion	\$171,481	\$210,794	0	0	\$1,755,425	\$2,221,192	2,500,000	89%
Perth expansion	\$43,465	\$187,203	\$50,000	87.29%	\$467,037	\$579,037	\$1,000,000	58%
	\$1,170,266	\$1,180,770	\$1,000,000	99.88%	\$7,625,337	\$10,160,055	\$10,500,000	97%

Note 1: Financial Statements, are presented as draft, and will receive final approval by the Algonquin College Foundation Board of Directors.

Note 2: Outstanding Pledges represents total pledged amount less cash received to date.

Note 3: Because donations for the Woodroffe campaign (ACCE) exceeded \$7M target by over \$600K, the Board approved the transfer of \$250K of the 2011-12 donations to establish an ACCE Endowment Bursary.

Note 4: Fiscal year goal includes cash received for Woodroffe and Perth expansion projects only.

Note 5: Information for April 1, 2012 to February 28, 2013 is from internal records only and not from official approved Financial Statements.

Alumni Relations

Peter Tilley, Executive Director of the Ottawa Mission selected as the 2013 Algonquin College Alumnus of the Year.

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The Mamidosewin Centre has been hosting a well-attended speaker series for Aboriginal students on developing entrepreneurial skills. Algonquin's Workforce and Personal Development department coordinated this series designed to bring Aboriginal students in contact with Aboriginal business developers.

Aboriginal Cultural Events

Much of the focus of events during the period between January 20 to March 16, 2014, was directed towards preparing for the Student Pow Wow held on March 20th. This event was planned by a group of 13 Aboriginal students to provide a cultural experience for the general student population at the Woodroffe Campus. In working toward this event, the student planning committee, with the support and guidance of all members of the Mamidosewin Centre staff team, completed a series of events to raise funds for this event. On March 20th, the Student Pow Wow was held in the common area of the Marketplace Food Court and was opened by Chief Kirby Whiteduck, and Elders Annie St. George and Terry McKay. Traditional drumming and dancing performances were given by both Algonquin students and experienced members of the Aboriginal community. The Pow Wow was followed by a 'question and answer session' and concert by Aboriginal performing group, 'A Tribe Called Red'; which was an event sponsored by the Algonquin Students' Association.

Centre for Students with Disabilities (CSD)

Algonquin College is one of three institutions receiving funding from the Ministry of Training, Colleges and Universities (MTCU) to offer a two and a half year pilot program to assist students who have an autism spectrum disorder (ASD). Algonquin received over \$700K in funding as part of an MTCU plan to draw upon the expertise and resources at district school boards and through community agencies to continue to improve transition planning for students with disabilities.

This program aims to:

- Provide transition support for grade 12 students so they are supported in learning about the College and available resources.
- Create earlier connections to students in grade 12 with ASD, for greater awareness of College readiness, program choice and supports available.
- Offer support and resources for employees who want to learn more about the ASD population, including communication and classroom strategies.

The province's early focus on students with Autism Spectrum Disorder reflects the significant increase in the number of students with Autism Spectrum Disorder transitioning from secondary to postsecondary education. At the same time, it is expected that the plan will result in the strengthening of transition supports for all students with disabilities.

CSD, in conjunction with Health Services, are running a 14 week Educational Anxiety Management Program for Algonquin College students. Sessions started January 19th, with 14 students registered. This course is facilitated by the Anxiety Disorder Association of Ontario, and feedback has been very positive. The registration cost is completely funded for students on the Ontario Student Assistance Program

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(OSAP), and on the Bursary for Students with Disabilities.

On February 7th, a wheelchair basketball fundraising competition was held at the Pembroke campus. Over \$3K was raised for the Pembroke Regional Hospital Foundation's MRI campaign (magnetic resonance imaging machine). There were three CSD student volunteers, each of whom had this activity logged on their co-curricular record, as well as two CSD students working for the Students' Association. Aside from the primary goal of raising money, many people gained an awareness and respect for individuals who use wheelchairs. The following is a link to the news article: <http://www.thedailyobserver.ca/2014/02/09/heck-on-wheels>.

Co-Curricular Record

The Co-Curricular Record Program continues to experience growth. All three campuses are demonstrating ongoing support and interest in the program. The number of co-curricular activities and positions are outlined below:

Campus	Activities
Ottawa	163
Perth	25
Pembroke	13

NOTE: As this is a new service this year, there are no comparable statistics available.

Counselling Services

The types of services offered by Counselling Services can be defined as: a) Direct Client Support (Intake/Triage Assessment, Counselling Sessions, and Prospective Student Career Advisement), b) Outreach Activities (student and employee workshops, educational events, and awareness campaigns), and c) the Tragic Event Response Team (TERT).

Direct Client Support

Key Service Metrics (January 20 to March 16, 2014)

Key Service Indicator	2014	2013	Variance
# of counselling appointments available	1,978	1,920	3%
# of appointments requests received	1,805	1,538	17%
# of counselling and intake appointments completed	1,201	1,100	9%
# of students meeting with a counsellor or intake worker	540	519	4%
% of students completing a first session	70%	74%	-4%
% of requests for appointments that could not be granted due to schedule conflicts	17%	13%	4%

The demand for Counselling Services rose from 1,538 requests for appointments from January 20 to March 16, 2014, to 1,805 requests over the current reporting period; a 17% increase in demand for services.

The following provides a summary of the most common reasons for students accessing Counselling Services (January 20 to March 16, 2014):

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Common Issues Reported by Students Entering Counselling Services and Frequency of Reports					
Mental Health Distress	Career or Program Indecision	Academic Distress	Interpersonal Distress	Financial Distress	Other Issues
28%	37%	10%	8%	2%	15%

It is important to note that, between January 20 to March 16, 2014, 53 (14%) of the 367 students accessing Counselling Services for the first time were provided with an immediate appointment because the level of urgency related to their issue was high; with 11 (3%) of these appointments provided because the student presented with a self-disclosed risk of suicide. These values are comparable to those in the previous year.

Outreach Activities

During the period between January 20 to March 16, 2014, Counselling Services completed 12 in-class workshops covering strategies related to stress management, building healthy teams and student success strategies to a total of 355 students. During this period, Counselling Services also completed 6 *SafeTALK* workshops on suicide awareness and intervention to 215 students enrolled in the Police Foundations and Child and Youth Worker programs. An additional *SafeTALK* workshop was offered to a group of 13 Academic Advisors. A *Positive Space* workshop on LGBTQ awareness and inclusion was facilitated for 15 Algonquin employees.

Between February 24 to March 3, 2014, Counselling Services partnered with other Student Support Services departments to facilitate a series of mental health awareness activities throughout the common areas of the college.

Student Support Services developed a video supporting mental health awareness that was featured prior to a joint Students' Association/Student Support Services March 6th Theo Fleury event. In an impactful presentation, Theo talked about his experiences surviving sexual abuse, addiction and depression.

Tragic Event Response Team (TERT)

The period from January 20 to March 16, 2014 was particularly busy for the Tragic Event Response Team.

- On January 23rd, two members of TERT partnered with a counsellor from Shepell/FGI to facilitate a support session for the staff and faculty of the School of Business in response to the death of Professor Lee-Ann McDougall's husband, Peter McSheffrey, in Afghanistan.
- February 15th to 25th, eight members of TERT were involved with providing support to students who were impacted by the death of student William Eddy-Duma on February 14th. On February 15th and 25th, support sessions were offered to the students in Residence. On February 24th, an additional

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session was offered to William's classmates in the Mechanical Engineering program.

- On February 25th, two members of TERT facilitated a support session for the classmates of B.Sc. Nursing student, Melanie Elizabeth Watson, following her sudden death.

Health Services

Mental Health Awareness Week

Staff members from the Mental Health Steering Committee ran booths to raise awareness and provide coping strategies related to stress and anxiety for students during the week of February 24th. Booths were held in the ACCE and Student Commons buildings.

Staff Smoking Cessation Program

Health Services Manager, Sandra McCormick, facilitated the formation of a smoking cessation group for staff members led by Ottawa Public Health. The program, which began March 6th, provides free nicotine replacement and weekly support for eight weeks.

Health Services Client Statistics (January 20 to March 16, 2014)

Number of Clients Served		
2014	2013	Variance
4,615	4,363	5%

Employment Support Centre

The 16th Annual Career Networking Fair was held on February 11, 2014, in the main gymnasium, Woodroffe campus. There were 63 employers and 4 internal College departments that participated in this event.

Career Networking Fair Statistics

Number of Students and Alumni Served		
2014	2013	Variance
1,746	1,953	-12%

There is no apparent reason for the decline in attendance in 2014.

January 20 to March 16, 2014, the Employment Officers delivered 30 in-class presentations on employment related topics.

Employment Support Centre (January 20 to March 16, 2014)

Number of Job Postings		
2014	2013	Variance
559	531	5%

Spiritual Centre

The Prana Shanti Wellness Centre applied for status as a part-time chaplaincy and has been approved to provide weekly yoga and meditation programming for students and staff.

Student Affairs and Orientation

Between January 20 to March 16, 2014, Student Affairs and Orientation held 14 events for students. The events included 6 Community Projects, where students volunteered their time to contribute to a project

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benefitting a community non-profit organization.

Student Affairs and Orientation partnered with Health Services and SODA (Safer Ottawa Drinking Alliance) to create the “Random Act of Kindness” event for students on March 19, 2014.

Test Centre (TC)

The following volumes indicate the number of students assisted through the Test Centre’s assessment services as part of an educational program, certification, and/or selection/admission for a College program.

TC Service Volumes (January 20 to March 16, 2014)

TC Service Volumes		
2014	2013	Variance
2,447	2,320	5%

TC Electronic Grading Service (Marks Analysis) (January 20 to March 16, 2014)

TC Electronic Grading Service (Marks Analysis) Processed for the College		
2014	2013	Variance
Course Sections		
793	679	14%
Individual Exams		
25,532	22,884	12%

Welcome Centre (WC)

On February 21st, Student Support Services and the Students’ Association hosted a delegation of visitors from Seneca College that included: Joy McKinnon, Vice President, Academic; Max Louis, President, Seneca Student Federation; Mario DiCarlo, Director, Seneca Student Federation (staff); Christine Blake-Durie, Dean of Students; and Sharon Kinasz, Registrar.

Seneca is looking at a new student and athletic facility, as well as a new service model for their Registrar’s Office and Student Services. Seneca is currently using a traditional model of service and visiting representatives were interested in hearing about Algonquin’s “Best Practices” as Seneca prepares to move to a more holistic and one-stop service platform.

WC Statistics of Clients Service (January 20 – March 16, 2014)

Number of Clients Served			
2014	2013	Variance	Comments
11,109	7,457	48%	The increase in service levels corresponds to a number of factors including: increased awareness of services via the Student Services marketing officer initiatives, an increase in the number of clients accessing the Centre for Students with Disabilities, as well as the implementation of Counselling Intake appointments and thus expansion of the number of students served through Counselling Services.

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Marketing Officer

In January 2014, Student Services officially launched their video blog (vlog). The "Student Services Roadshow" is a vlog hosted by two student volunteers, Rosa Navas and Tavis Nembhard. Each week, the Roadshow explores the different services available to students on campus, and promotes resources, events and outreach coordinated by Student Services. The Student Services Roadshow is published on a weekly basis and is available online via Algonquin's YouTube channel. To date, there have been eight editions of the Roadshow produced.

In support of the Ottawa Senators Foundation, and 'Do It For Daron' (DIFD), Student Support Services, together with the Students' Association, hosted NHL hockey legend and vocal mental health advocate Theo Fleury, on March 6th, in the Algonquin Commons Theatre. The day-time event was free for all staff and students, and featured a raw, emotional, and heartfelt keynote presentation by Theo Fleury. "Playing with Fire" chronicles Theo's life in hockey, his lifelong battle to overcome abuse, substance addiction and depression. Theo's powerful message resonated with audience members and reminded all in attendance to stop suffering in silence, and openly discuss mental health issues.

An evening event was also held for the general public. Proceeds from ticket sales were donated to the 'Do It For Daron' Foundation.

Student Success Service

Statistics (January 20 to March 16, 2014)

Number of Clients Served			
2014	2013	Variance	Comments
1,379	1,045	24%	The increase in client traffic flow can be attributed to the Student Services Marketing campaigns to apprise students of services available to them, as well as the Mobile Student Information Desk being opened in the A/C building corridor (four corners).

Paws 4 Stress

Student Support Services has initiated a program designed to assist in alleviating school-related stress entitled 'Paws 4 Stress'. This program features certified animals (dogs and cats) from the Therapeutic Paws of Canada organization that come on campus on regularly scheduled days to visit with students and allow for a few minutes of cuddling and pure pet enjoyment. This popular program has regularly been attended by between 35-45 students at each visit.

Library

One-time funding dollars provided the Library with a new video streaming service, 'Video on Demand', which is now accessible through the Library webpage under the Video/Tutorial tab. This service provides access to popular video titles including Mosby's Nursing Skills (Basic, Intermediate, and Advanced), Body Language, Valuing Diversity, and The Art of Listening. There is the potential to add further video titles to this service based on demand and subject to funding.

Library staff training sessions continue on Resource Description and Access (RDA), the new international

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standard for descriptive cataloguing in libraries for improved resource discovery and access. These sessions are organized specifically for Ontario college libraries by the Joint RDA sub-committee for the Ontario college libraries and hosted by Ontario Colleges Library Service (OCLS).

Perth Library has received great publicity on the new available resources and services via Perth campus Facebook site at: www.facebook.com/pages/Algonquin-College-Perth-aampus/298397956884879.

Woodroffe Campus Statistics (January 20 to March 16, 2014)

Type of Service	2014	2013	Comparison	Comments
Patron Visits	84,579	88,109	-4%	
Reference	4,222	4,947	-17%	The number of complex reference questions has increased; however, facilitative questions have declined, perhaps reflective of the Student Information Desk.
Circulation	7,438	7,454	-0.2%	
Reserves	3,341	3,712	-11%	Print reserve materials usage is down approximately 15%. The usage of mobile devices remains stable.

Perth Campus Statistics (January 20 to March 16, 2014)

Type of Service	2014	2013	Comparison
Reference	2,844	2,790	2%

Student Learning Centre (SLC)

The SLC growth can be seen through the increased utilization of services in all three areas of coaching (Computer, English and Math). The Centre now offers math drop-in services to all academic areas in the College. 335 students have booked appointments to date.

SLC Utilization (January 20 to March 16, 2014)

Subject	Utilization	Available Hours
English hours	329 hours	35 hours per week
Computer hours	40 hours	12 hours per week
Math hours	61 hours	12 hours per week

NOTE: As this is a new service this year, there are no comparable statistics available.

Peer Tutoring

Peer Tutoring is moving forward in partnership with ITS and Card Services to initialize the online tutoring system and be one step closer to offering tutoring services to the College's online student population.

From January 20 to March 16, 2014, Peer Tutoring has had 177 active tutors assisting students in various

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programs.

Peer Tutoring (January 20 to March 16, 2014)

Type of Service	2014	2013	Comparison	Comments
Sponsored (sponsor funded)	1,176	1,053	10%	Stronger student awareness of bursaries and financial assistance.
Non-Sponsored (student funded)	1,409	1,741	-24%	Students are seeking out no-charge alternatives, such as sponsorship and in some subjects, the Student Learning Centre.
Total	2,585	2,794	-8%	

Business Operations

The Business Operations Team partnered with Safety and Security Services and updated and revised the Emergency Information plaques found in all the washrooms throughout the Woodroffe campus. As well, the Business Operations Team coordinated the plaques for both Perth and Pembroke campuses. This project was implemented through funds available from the Women’s Campus Safety grant.

AREA 5 – ACADEMIC

Algonquin College in the Ottawa Valley

A partnership between the Pembroke Campus and the new Ottawa RedBlacks CFL franchise in Ottawa will see the College’s Logger Sports team be present at all of the team’s home games. The Logger Sports team will cut a “cookie” from a wooden log with a chainsaw every time the football team scores a touchdown. All games are nationally televised on TSN, meaning the College will receive significant promotional benefit from this partnership.

Algonquin Heritage Institute

A very successful Open House with over 175 attendees was held on February 8, 2014. Faculty and support staff, as well as Student Ambassadors, were on hand to answer questions ranging from program information to how to apply for financial aid. The Spring Open House is scheduled for April 12, 2014.

School of Advanced Technology

The Information and Communications Technology Department secured and finalized a contract with Public Works to deliver Geomatics training for 18 participants to begin August 2014 and run through June 2016. The contract is valued at \$580K. Algonquin College Corporate Training assisted with the negotiations.

School of Business

A team of students from the Paralegal program competed at the Paralegal Mock Trial Cup competition hosted by Durham College on March 8, 2014. The team of James Baker, David Elliott, Jen Kroezen, Jessica Novini, Guillermo Escobedo, and Renee Stuber placed first overall. David Elliott won first place for Best Advocate. The team was coached by Sean Bawden and Joseph Griffiths, part-time Professors,

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and assisted by Paralegal Coordinator, Adrian Mello.

School of Health and Community Studies

On March 11, 2014, the Postsecondary Education Quality Assessment Board's assigned Quality Assessment Panel completed a site visit for the Bachelor of Early Learning and Community Development program proposal. The College's response to the Panel's Report will be submitted within the required three-month time frame.

The second class to graduate from the Medication Radiation Technology program has a 100% success rate in their national exam.

School of Hospitality and Tourism

The School hosted the 19th annual Algonquin College Hot Food Competition on March 8, 2014 with a total of 20 competitors: 11 first year and 9 second year Culinary Management students. The Mike Duerre C.C.F.C.C. trophy was won by first year student, Adrian Leeck. The Toque Blanc Trophy was won by Eliotta Daoud, second year student. The People's Choice Award (voted on by visiting guests) was won by Brittany Maika, second year student. The overall winner of the competition was Eliotta Daoud. Highliner was the main sponsor of the event.

On March 24, 2014, Rick Mercer visited the kitchens to make flambés with Chef Scott Warwick.

Centre for Continuing and Online Learning

The Online Assessment project, which will look at current evaluation practices in online courses, has been launched. Individual meetings with managers have taken place and a group meeting was held to develop a common framework for reviewing the courses.

Year-to-date course level enrolments (full-time and part-time) have exceeded the target for 2013-2014 by 2,136. Course level enrolments are at 23,811 against a target of 21,675 which represents a 9% increase over approved projections and 20% over the previous year.

International Education Centre

Algonquin College won first choice cluster for two new campuses in Qatif, Saudi Arabia; one for men and one for women. The College continues to work with the Ministry of Training, Colleges and Universities and the Ministry of Finance on approval to operate the campuses.

Applied Research and Innovation

Algonquin College was awarded its first NSERC Applied Research and Development Level II proposal for \$225K over three years to continue its ground breaking work with Annidis Inc. on ophthalmology equipment.

Workplace and Personal Development

Workplace and Personal Development has released data on the performance of Aboriginal students from 2009-2013 to both internal and external audiences. For the external audience, an event was held with over 25 representatives from Aboriginal communities, where the information was shared and a

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plan was developed for working collaboratively to enhance the success of Aboriginal students. Three representatives from the Ministry of Training, Colleges and Universities were in attendance.

Algonquin College Corporate Training

The Royal Canadian Mint has chosen Algonquin College Corporate Training as its preferred service provider for fiscal 2014-2015. This is a continuation of the high service levels and relationship building strategy that has been put in place. The client base is in both Ottawa and Winnipeg.

For 2013-2014, 100 College employees participated in open enrolment courses offered by Algonquin College Corporate Training along with other working professionals from the public and private sectors. This initiative, aimed at helping College employees achieve their individual professional development goals, represents a cost saving to the College of more than \$40K on external training.

Business Development

Business Development has signed a contract for AZ License Training with Hydro One worth \$100K, as well as a contract with Environment Canada for Applied Enforcement Training Curriculum Review worth \$52K.

Community Partnerships and Engagement

Algonquin College partnered with Habitat for Humanity and the Greater Ottawa Home Builders Association (GOHBA) to participate in a Blitz Build that was held April 4 to April 6, 2014. Students and faculty had the opportunity to work alongside professional builders, contractors and tradespeople to complete a two-story, 1,800 square foot home that will be sold to support future Habitat for Humanity projects in the National Capital Region.

Student/Alumni Activity

The Perth Campus Sustainability Club held a free pancake breakfast for staff and students on March 20, 2014. Attendees were treated to Fair Trade coffee, pancakes, local eggs, and maple syrup. Author and guest speaker, Mike Nickerson, spoke to the group about the importance of sustainability. The Club's "Good Food Bag" pilot project was launched which involves making available four different size food bags containing healthy fruit and vegetables for purchase by staff and students.

Justine Brophy, Recreation and Leisure Services student, was awarded the provincial Bob Secord Student Leadership Award from Parks and Recreation Ontario.

Over 30 Physical Therapy students from the University of Ottawa, and the Bachelor of Science in Nursing and Respiratory Therapy students from Algonquin College and La Cité collégiale, along with Professors from each academic partner, implemented an interprofessional, community-based simulation. This event was funded by the Champlain Academic Health Council.

The first year Child and Youth Worker students have completed 17 fundraising and awareness campaigns over the past 6 weeks in support of Big Brothers/Big Sisters of Ottawa, The Ottawa Boys and Girls Club, and Project T.E.M.B.O. (Tanzania Educational and Micro-Business Opportunity).

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Rick Mercer visited the Woodroffe Campus on March 24, 2014 to recognize Algonquin College's successful strategy to raise \$10,000 for the Save the Net Campaign; enough money to buy 1,000 bed nets to help prevent the spread of malaria in Africa. The team of students (from a variety of programs) was led by Police Foundations student, Riley Jones, and Students' Association Clubs and Communities Coordinator, Faris Lehn.

On February 4, 2014, Chef Ric Watson, Executive Chef of the Ottawa Mission, and Culinary Management students volunteered for the 10th anniversary celebrations of their Food Service Worker program.

On February 24, 2014, Hair Styling students volunteered at Operation Come Home under the watchful eye of Coordinator Deanna Douglas.

On March 1, 2014, 7 Esthetician students provided assistance to Charlotte Harris, Professor, who was one of the featured makeup artists at the Mark Art Show at the Westin Hotel.

John Leslie, part-time student in the Small Business Management program, finished 7th in the men's Paralympic Snowboard Cross event in Soshi.

Sarah Hagarty, Heather MacDonald and Pascale Lapointe took home bronze in the Canadian Marketing Association (CMA) Students Awards Creative category for the SAVR Loyalty Program campaign.

Personal Support Worker students at the Algonquin Heritage institute held a 50/50 Fundraiser and a Coffee Break benefiting Big Brothers Big Sisters of Lanark Council. They raised \$218.90.

Faculty/Staff Activities

Jamie Bramburger, Manager, Community and Students Affairs, Algonquin College in the Ottawa Valley, was recognized by TV COGECO with a special plaque for volunteering and commentating at Pembroke Lumber Kings games for 25 years.

The annual Board-breaking event was held on February 6, 2014 at Algonquin College in the Ottawa Valley. Martial arts experts broke boards that were purchased for \$2.00 each in honor of or in memory of a loved one who has battled cancer. A total of \$3,537 was raised for the Relay for Life campaign.

Murray Leeder, part-time professor, School of Advanced Technology, has published a book, entitled "Halloween Devils Advocates".

Wahab Almuhtadi, Professor, School of Advanced Technology, presented the paper, 'Aggregating Internet Access in a Mesh-Backhauled Network through MPTCP Proxying' at the International Conference on Computing, Networking and Communications (ICNC 2014) in Honolulu, Hawaii.

Rebecca Trueman, Chair, School of Advanced Technology published Tawfik, A., Trueman, R.J., and Lorz, M.M. (2014). Engaging non-scientists in STEM through problem-based learning and service learning. *Interdisciplinary Journal of Problem-based Learning*, 8(2).

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Community Activity

Algonquin College in the Ottawa Valley, in partnership with the Canadian Wildlife Federation, hosted special guest speaker, William Winram, on February 25, 2014. Mr. Winram shared his passion for diving with the Great White Sharks for ocean conservation. Regional high schools students, Durham College students, as well as Pembroke students, staff and faculty attended.

A Memorandum of Understanding has been signed by the Veterinary Technician program with the Ottawa Spay Neuter Clinic for student placements.

The Canadian Museums Association has sponsored a new merit award for a graduating Applied Museum Studies student who demonstrates good academic standing and commitment to the field through extra-curricular activities.

The Applied Museum Studies faculty and students have been involved in the creation of the new exhibition, ‘Arnprior til Now’ which opened on Sunday, March 30, 2014 at the Arnprior and District Museum.

Social Service Worker students at the Algonquin Heritage Institute worked with Options Youth to sponsor a one day conference, Children and Youth – How Can We Help?’ on March 21, 2014.

Donations

Donor recognition plaques have been installed outside rooms recognizing donor contributions to Algonquin College in the Ottawa Valley’s Capital Campaign.

AREA 7 – ADVANCEMENT

SALES AND STUDENT RECRUITMENT

Program Applications

Advancement’s goal is to grow 2% above the OCAS (Ontario College Application Service) system average. Our results as of February 28th, 2014 for the Fall 2014 term are as follows:

OCAS Program Applications	OCAS % Change Year/Year	Algonquin College Program Applications	Algonquin College % Change Year/Year	Algonquin College Growth Goal	Actual Growth vs Goal
385,023	+1.1%	29,774	+0.8%	+3.1%	-2.3%

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Fall Recruitment and Winter Open House

In January - February 2014, our Team continued to present and attend events at high schools, primarily in the Ottawa area.

	Jan-13	Jan-14	% change Jan	Feb-13	Feb-14	% change Feb	FISCAL YTD 2013	FISCAL YTD 2014	% change Y/Y
Recruitment Presentations & Events	94	96	1.1%	125	125	0%	1,211	1,313	8.4%
Recruitment Generated New Leads	627	934	49%	380	342	-11.1%	10,632	11,470	7.9%

Winter Open House

With the support of the Event Manager, the Team hosted Winter Open House on January 18, 2014. This event was designed to showcase programs before the February 1st equal consideration date. Holding the event on Saturday gives prospective students from out-of-town, the non-direct (or the adult) market and influencers a chance to attend. A trade-show style presentation of all Algonquin programs and services was set up in the Student Commons Building, Salon A of the Marketplace Food Court and the foyer of ACCE. 770 people registered for the event, estimated attendance was 800 to 900.

Student Ambassador Telephone Campaign

Student Ambassadors are employed to make calls to prospective students to encourage them to apply, take a General Campus Tour and attend College events. The chart below shows calls made as well as the number of prospective students our team were able to connect with live ("Right Party Connects").

	Jan-13	Jan-14	% change Jan	Feb -13	Feb-14	% change Feb	FISCAL YTD 2013	FISCAL YTD 2014	% change Y/Y
Calls Made	N/A	2,686	N/A	N/A	1,929	N/A	N/A	33,662	N/A
Right Party Connects	N/A	803	N/A	N/A	608	N/A	N/A	8,057	N/A
% Right Party Connects	N/A	29.9%	N/A	N/A	31.5%	N/A	N/A	23.9%	N/A

* Note: Inside Sales data was collected as of March 1, 2013

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General Campus Tours

Student Ambassadors provide General Campus Tours on Mondays, Wednesdays, Fridays and 2 Saturdays per month. Tours were also provided at the Winter Open House.

	Jan-13	Jan-14	% change Jan	Feb-13	Feb-14	% change Feb	FISCAL YTD 2013	FISCAL YTD 2014	% change Y/Y
Tour Guests	175	134	-23.4%	198	172	-13.1%	2,628	2,163	-17.7%

MARKETING

Marketing Campaigns and Lead Generation

	13-Jan	14-Jan	% change Jan	13-Feb	14-Feb	% change Feb	FISCAL YTD 2013	FISCAL YTD 2014	% change Y/Y
Marketing Lead Generation	2,599	2,028	-21.90%	2,411	1,735	-28%	14,201	18,226	28.30%

Email Nurture Campaign

In February, Marketing piloted a program with Business Administration (BUAD) to run a set of program-specific nurture emails to prospective students interested in BUAD. Marketing worked with Shannon Tanner, Faculty Marketer for Business, Jeremy McQuigge, Coordinator, and Lorna Brigden, Acting Chair to create a set of emails.

A segment of 200 leads, with an expressed interest in BUAD, were split into two groups: 90% were placed in a test group and 10% were placed in a control group.

The test group was given the program-specific emails, and the control group was given general nurture emails. The test then ran for a month. The test group emails had an average open rate of 45.4%, about 14% higher than our control group, and a 5.9% average click-through, which was 1% below our control group's click-through rate.

We reached the project goals for open rate, but were just shy of our goal for click-throughs. In light of the results, calls to action in the emails are being reviewed.

2015 Viewbook

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The development of copy and design concepts continued on schedule. Content was derived from one-on-one meeting with Deans and Directors. All content contributors were enthusiastic about the creative approach of the Viewbook, which is based on research indicating readers' desire for greater readability, with a less formal approach.

CRM**Project Management Methodology**

In January the CRM Department adopted a new project management methodology – Lean UX. Lean UX is a combination of agile project management, design thinking and lean start-up.

- Agile project management – flexible and responsive to change, agile delivers working software in iterations and works collaboratively with the client and users of the system
- Design thinking – designing systems and processes based on direct observation of what people want and need
- Lean start-up – expend resources only on what will create value for the customer

This project management methodology was selected in order to deliver on our CRM projects efficiently and to the satisfaction of both our internal clients and the users of the new systems. As part of our adoption and use of Lean UX, the Manager of the CRM Department attended Scrum Master training in February and is now a Certified Scrum Master. Scrum is an agile project management framework which involves a collaborative team approach and iterative product development that delivers working software in short periods of time called “sprints”.

CRM Website

The CRM department also launched a website with information about our current projects, our two CRM platforms, and our success stories. The website will be updated regularly and also includes a blog. www3.algonquincollege.com/crm

Project Updates

We are continuing to work through our five projects.

- **ITS Service Cloud** – the ITS Client Care Group and other department stakeholders were engaged in a User Story exercise in order to understand the system and process needs of the agents and employees. Over 125 user stories were produced and used to prioritize features of the new system. Architecture progressed on the console and mock ups were designed for the new ITS Help website.
- **Employee Portal** – the Advisory Group was convened and also participated in a User Story exercise. Over 60 user stories were produced and used to prioritize features of the new portal. A plan for Lunch and Learns to gather more user stories from the College community was drafted.
- **Career and Academic Access Centre (CAAC) Cloud Scheduler** – investigation was done into the current appointment scheduling process for the Academic Referral Advisors and a new system was built to allow the department to schedule appointments in Salesforce and attach the event

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to the prospective student record. Live testing began on February 24th. This new system will allow the department to gain insight and easily report on the activities of the Advisors and add more information to the prospective student profile.

- **Workforce and Personal Development** – investigation into the department’s current Salesforce system began in February in preparation for planning their next release.
- **Web Services (Marketing)** – The current state analysis of the software and processes utilized by the Web Services team in the fulfillment of client requests and management of web incidents was completed in February, and guided the development of a new case management system developed in Salesforce. This new system was ready to be tested by the agents at the end of February.

Salesforce Executive Visit

On February 26th, three Executives from the Salesforce Foundation visited Algonquin College - Raouf Kishk, Director of Enterprise Higher Education (Canada), Bill Evanow – Regional VP, Higher Education East and Mark Dickey – Senior VP, Higher Education. Together they were joined by Doug Wotherspoon, Eric Hollebhone and Laura Campbell for presentations throughout the day.

The group presented to President’s Council, sharing the long-term vision for CRM at Algonquin College, how the Salesforce Foundation is supporting us, the CRM project management methodology, our CRM mission, vision and two goals: 1) improving the customer experience and 2) reducing costs, and the status of our two major projects – ITS Service Cloud and Employee Portal.

Next was a meeting with the faculty from the School of Business and Hospitality and Tourism about incorporating elements of Salesforce into programs and courses.

Lastly, Laura Campbell and Raouf Kishk hosted a lunch and learn open to the College community about Salesforce, the benefits of CRM in higher education, our CRM vision, and the projects our department is working on. Over 50 people attended the session.

PUBLIC RELATIONS/COMMUNICATIONS**Social Media**

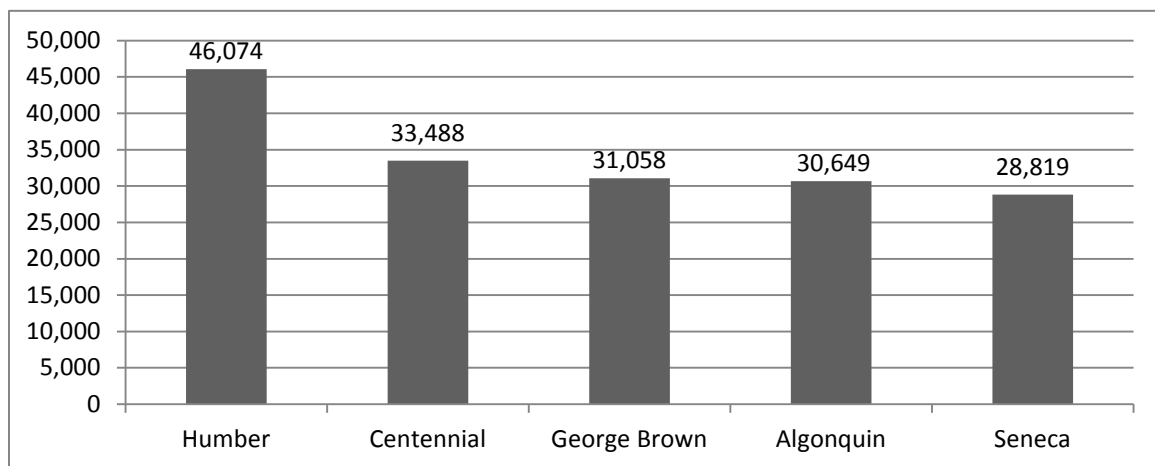
Nearly 2,000 tweets were sent from the @AlgonquinColleg Twitter account in January/February. Popular topics were: the new winter term, questions about AC programs/recruitment, and offers of admission for non-highly-competitive programs. The account attracted over 1,600 new followers during this period and we continued to be the leading Ontario College on Twitter with 15,353 followers at the end of February.

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	13-Jan	14-Jan	% change Jan	13-Feb	14-Feb	% change Feb	YTD 2013	YTD 2014	% change Y/Y
New Facebook "Likes"	1,600	315	-80.31%	5,800	2,200	-62.07%	7,400	2,515	-66%
New Twitter Followers	787	766	-2.67%	757	859	13.47%	1,544	1,625	5.2%
Interactions	3,800	4,700	23.68%	10,200	8,900	-12.75%	14,000	13,600	-2.9%
Klout Score	65	68	4.62%	66	69	4.55%	N/A	N/A	N/A

After a hiatus during the holiday break and the beginning of the 2014W term, our Facebook Page 'Likes' advertising initiatives started again at the end of January. This break, coupled with the lack of low-hanging fruit that our 2013W 'Likes' advertising campaign capitalized on, accounts for the slower Facebook growth during this period.

Algonquin continues to hold 4th place for Facebook followers among all Ontario Colleges, up from 19th place in January 2013. As of February 28, 2014 the rankings were as follows:



Our Facebook page has grown by 9% in 2014. Popular January/February posts included an In Memoriam tribute to student Will Eddy-Duma, the 25th Annual Edible Architecture Competition, and the Enbridge gas smell incident.

Between the College's main Twitter and Facebook accounts, there were more than 13,700 social media

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interactions (Twitter mentions, Retweets and Facebook stories) in January/February by 9,200 unique users.

Algonquin College continues to be a leader in the social sphere, ranking among the most influential Canadian Colleges on Klout with a score of 69. Klout score is calculated based on engagement, output, number of followers, and the quality of interactions via social media. It is ranked from 1-100.

The newly-launched AC Social Media Hub, a social media resource website for AC employees, had 652 visits during this period, with an average site visit time of 5:37 (mm:ss). The most popular content was our Social Media Infographic, a blog post on using Twitter in the Classroom, and a blog post on Facebook Changes for Page Owners. The Social Media Community Officer (SMCO) held a brainstorming session with employees on January 23 to prioritize AC Social Media Hub site updates and content moving forward.

The Social Media Account Management Policy (AD 18) was approved by PC on January 22, 2014. This policy works to ensure the continuity and consistency of social media accounts affiliated with the College. The SMCO has been liaising with social media account holders to implement the policy and held a Lunch & Learn about it on February 5.

Media Relations

The Public Relations and Communications Department sent 10 media releases and advisories during January/February:

- W. Brett Wilson Comes to Algonquin College
- Algonquin College and Siemens Canada to Announce Major Energy Savings Deal
- Algonquin College Gets Greener, Saves Money with Siemens Canada
- Three Partners. Three Days. One Great Cause. (Blitz Build)
- Theo Fleury to Talk Tough Mental Health Issues at Algonquin Commons Theatre
- Algonquin College Aviation Programs Take Flight With Donation from Pratt & Whitney
- Ontario Government Supports Productivity and Innovation at Algonquin College
- Algonquin College Wins Bid for New Female and Male Campuses in Saudi Arabia
- A Great Place to Work - Algonquin College Named One of National Capital Region's Top 25 Employers
- Queen's Park Must Focus on Youth Unemployment: Ontario's Colleges (Release from Colleges Ontario)

In the News...

January 21 – CBC Radio, CFRA, and LiVE 88.5 wrote stories about the ESCO 2 partnership with Siemens.

January 28 – Joystiq.com, a large technology and video gaming focused website, profiled a game made by our Game Development students.

February 5 – The Ottawa Citizen wrote a story about Algonquin College as a Top 25 employer in the National Capital Region.

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February 7 – The Ottawa Citizen, Ottawa Sun, Metro Ottawa, CBC Television, CBC Radio, CTV Ottawa, and 580 CFRA wrote stories about the release of natural gas, and mentioned the impact to the College community.

February 11 – 27 – The Ottawa Citizen, CBC TV, 580 CFRA, and CBC Radio's Ontario Today wrote stories about the opening of two new campuses in Qatif, Saudi Arabia. President MacDonald gave an interview to morning show host Steve Madely. Doug Wotherspoon participated in an hour long open line conversation on Ontario Today.

February 11 – CTV National wrote stories about the federal budget and included interviews with Algonquin College students and footage of our facilities.

February 13 – The Nepean News (formerly EMC) wrote a story about W. Brett Wilson's presentation at the College.

February 17 – The Ottawa Citizen wrote a story about Algonquin student Will Eddy-Duma passing away as a result of a car accident.

February 18 – 580 CFRA interviewed President MacDonald on apprenticeships.

February 19 – Metro Ottawa wrote a story about the Dirty Duck Soap made by our culinary students

February 24 – CTV Ottawa wrote a story about Algonquin College retiree and part-time teacher Wayne McIntyre, who was named viewer's choice in Amazing People Gala

February 25 – Metro Ottawa wrote a story about former NHLer Theo Fleury's presentation on Woodroffe campus.

February 25 – The Ottawa Citizen wrote a story about paralympian John Leslie, an Algonquin College student

February 27 – The Globe and Mail wrote a story on entrepreneurial behavior, and mentioned our Incubator Fest.

February 27 – The Renfrew Mercury wrote a story about the speaker series at Pembroke Campus

February 28 – The Ottawa Citizen wrote a story about the continued suspension of the University of Ottawa's journalism program, which is articulated with ours.

EVENTS**Winter Open House**

Working in collaboration with College Recruitment, the Department organized the execution of the Winter Open House which was held on Saturday, January 18th. The event was targeted towards direct and non-direct prospective students, influencers and applicants. Attendance was estimated between 800 to 900 prospective students and their guests.

The event ran from 10:00 a.m. to 2:00 p.m. and guests were encouraged to attend an opening session either at 10:00 a.m. or Noon which provided a welcome from Vice President Student Services Laura Stanbra, an explanation of the February 1st equal consideration date, and a general overview of the College. All programs, campuses and services had an information table or display in the foyer of the Student Commons, and individual programs provided ongoing presentations, tours and activities throughout the College.

ESCO2 Official Launch

The Department worked in cooperation with the Physical Resources team to host the official launch of

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the Energy Services Contract (ESCO2) on Tuesday, January 21st in the A Building Foyer. ESCO2 is a strategic initiative between Siemens Canada and Algonquin College that will make the College more environmentally and financially sustainable as an educational institution. John Tattersall, Director, Physical Resources, was the emcee for the event, which included official remarks from President Kent MacDonald, Robert Hardt, Siemens Canada President, and the Honourable Bob Chiarelli, Ontario Minister of Energy.

Special Announcement Coffee Break

All College employees were invited to a *'Special Announcement Coffee Break'* on Tuesday, February 4th in Salon A of the Marketplace Food Court. Max Keeping was the surprise guest emcee who made the official announcement that Algonquin College was named one of the National Capital Region's *Top 25 Employers*. Just over 200 employees were in attendance and celebrated the news with President MacDonald. All received a commemorative mug and were also invited to sign a large celebration poster board that will be displayed in the College for the year. Seventy-four employees watched the live web stream of the event and 60 more employees went to the archived video to watch later in the week. In total, approximately 334 employees participated in the Special Announcement Coffee Break.

2014/15 Business Plan and Budget Presentation

The Department coordinated a budget and business plan presentation to the College community on Tuesday, February 11th in the Marketplace Food Court. Just over 100 employees attended the event in person, and 28 watched online. Vice President Administration Duane McNair presented the 2014/15 Budget, and Doug Wotherspoon, Executive Director Advancement, presented the 2014/15 Business Plan.

New Staff Breakfast

On January 31 and February 25, a total of 24 new employees were invited to join President MacDonald for a breakfast in the Staff Dining Lounge to discuss their experiences as our newest staff members and to share any suggestions they may have to enhance the programs and services we provide to the College community.

President's Star Award

The Department worked collaboratively with the President's Office to present awards to the following six Algonquin employees in January/February 2014: Gerry Salisbury (Perth); Bobbie Truelove (Perth); Solar Decathlon Employee Team (Faculty of Technology and Trades: Richard Briginshaw, Mark Bell, Lachlan Oddie, Andy Nita and Greg Kenney); Anne Colterman and Yvonne Goebel (School of Business); and Sandi Lalonde (Registrar's Office).

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	Jan - 13	Jan - 14	% change Jan	Feb- 13	Feb- 14	% change Feb	YTD 2013	YTD 2014	% change Y/Y
President's Star Awards Recipients	2	3	50%	5	7	-40%	7	10	42.9%

Algonquin College Post-Secondary and Graduate Certificate Registration Statistics 2014W Summary Report

As of Mar 1/2014 09:19 AM

Faculty/School	2014W																		2013W		
	Approved/Projected		Total Registered Cumulative	College Withdrawal		Rtning Not Paid	Net Registered		Audit Eligible	International		Contract	Net Registered (Total) as % of Projected	Audit as % of Audited	Part-Time		Co-Op				
	A01	Rtning		A01	Rtning		A01	Rtning		A01	Rtning				A01	Rtning	13W	14W	13W	14W	
SCHOOL OF BUSINESS	411	2,807	3,218	28	88	116	103	460	2,807	3,267	2,872	82	273	355	0	101.5%	101.8%	201	187	48	46
SCHOOL OF HOSPITALITY & TOURISM	372	980	1,352	29	29	58	40	322	992	1,314	1,109	53	140	193	0	97.2%	98.5%	82	58	0	0
FACULTY OF ARTS & MEDIA DESIGN	211	3,014	3,225	16	196	212	80	192	3,022	3,214	3,114	10	78	88	0	99.7%	99.4%	192	211	0	0
FACULTY OF TECHNOLOGY & TRADES	475	2,753	3,228	35	131	166	95	506	2,928	3,434	3,026	101	240	341	0	106.4%	110.4%	354	353	98	112
FACULTY OF HLTH, PUBLIC SAFETY/COMM STUDIES	283	3,094	3,377	16	185	201	55	251	3,158	3,409	3,270	23	62	85	0	100.9%	104.2%	165	151	0	0
INTERNATIONAL & CORPORATE BUS DEV	0	30	30	4	6	10	8	37	64	101	97	0	4	4	0	336.7%	334.5%	1	4	0	0
CENTRE FOR CONTINUING & ONLINE LEARNING	186	239	425	0	2	2	90	297	398	695	667	2	2	4	0	163.5%	140.4%	27	59	0	0
ALGONQUIN COLLEGE HERITAGE INSTITUTE	0	292	292	0	13	13	3	0	260	260	240	0	2	2	0	89.0%	122.4%	4	9	0	0
ALGONQUIN COLLEGE IN THE OTTAWA VALLEY	0	604	604	0	11	11	9	0	572	572	552	0	3	3	0	94.7%	101.7%	28	26	0	0
COLLEGE TOTAL	1,938	13,813	15,751	128	661	789	483	2,065	14,201	16,266	14,947	271	804	1,075	0	103.3%	105.3%	1,054	1,058	1,46	158

FOR COMPARISON ONLY

College Total at Mar 1, 2013 05:44 PM	1,769	13,208	14,977	135	594	729	418	1,876	13,565	15,441	14,206	238	701	939	0	103.1%	106.0%	1,005	1,054	1,47	146
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(1) Calculated days are calendar days including weekends

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