ALGONQUIN COLLEGE

Meeting of the
Board of Governors & AGM

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MEETING NUMBER FOUR HUNDRED AND EIGHTY SEVEN AND <u>ANNUAL GENERAL MEETING</u> OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON <u>MONDAY, JUNE 9, 2014</u>, BEGINNING AT <u>4:30 PM</u> IN ROOM <u>CA105 IN THE ACCE BUILDING</u>, WOODROFFE CAMPUS, OTTAWA.

AGENDA

		Presented by	Tab
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![ALGONQUIN COLLEGE]

DRAFT

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

Present: James McIntosh, Chair
Fred Blackstein
Nancy Cheng
Lynne Clark
Kyrylo Kasyanenko
Kathyrn Leroux
Kent MacDonald, President
Shawn McBride
Peter Nadeau
Doug Orendorff
John Owens
Andrew Pridham
Mark Sutcliffe
Michael Waters

Regrets: Jeanine Chiasson
Barbara Farber
Louis Lamontagne

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

Recorder: Suzannah DiMarco

Observers: Jo-Ann Aubut, Director, Academic
Brent Brownlee, Director, Ancillary Services
Laura Campbell, Manager, Customer Relationship Management
Jennifer Daly-Cyr, Director, Community Partnerships & Engagement
Cathy Dempsey, Director, Finance & Administrative Services
Dave Donaldson, Acting Director, Heritage Institute
Peter Fortura, Acting Dean, School of Business
Barbara Foulds, Dean, Faculty of Health, Public Safety & Community Studies
Sherryl Fraser, Chair, General Arts & Science
Mark Hoddenbagh, Director, Applied Research & Innovation
Eric Hollebone, Director, Marketing
Chris Janzen, Dean, Faculty of Technology & Trades
Jim Kyte, Chair, Marketing & Management Studies
Jeff Macnab, Registrar
Glenn MacDougall, Director, Learning & Teaching Services
Peter MacKie, Director, Sales & Student Recruitment
Tracy McDougall, Executive Assistant to the President
Jason Millar, Content Expert, Digital Health
Judy Puritt, Professor, Business Communications
Joe Ranieri, Director, Business Development
Phil Rouble, Associate Director, Facilities Planning & Sustainability
Brenda Rothwell, Executive Director, Foundation
John Tattersall, Director, Physical Resources
Marlene Tosh, Acting Chair, Specialty Nursing Re-Entry Programs
Rebecca Trueman, Chair, Applied Science & Environmental Technology
Shelley Styles, Director, Student Services
Larry Woods, Associate Vice President, Academic & Strategic Partnerships

1. **CONSTITUTION OF THE MEETING**
Chair McIntosh constituted the meeting at 4:00 pm.

2. **CONFLICT OF INTEREST DECLARATION**
Governor Pridham declared a conflict of interest with respect to item 6.1 Program Approval "Digital Health OCGC" and advised that he would abstain from voting on the item. Chair McIntosh thanked Governor Pridham for bringing this to the Board's attention.

3. **STRATEGIC DISCUSSION TOPIC – Strategic Enrolment Management**
D. Wotherspoon presented on Strategic Enrolment Management (SEM) and advised members that the College is moving towards a comprehensive approach to integrating all of its programs, practices, policies and planning activities to achieve the optimal level of admission, retention and graduations of students. Further, the College intends to integrate the institution's programs, practices, policies, and planning, across the full spectrum of education and training activities. As such, the SEM Committee will ensure that student success is a key outcome of the enrolment management process. Members asked questions related to the "priority audiences" being targeted; the information that can be gleaned from KPI results if sample sizes were more significant; the importance of using data from our overseas students to inform the College's recruitment and retention strategies; accessing Alumni data to inform fundraising efforts; and work that has been completed to ensure resources are being spent wisely through cost benefit analysis studies. Members acknowledged the depth of business intelligence data that can be used to support many of the College's initiatives and concurred that, in time, the Board can expect enrolment plans that will inform and support the development of the College's next Strategic Plan. D. Wotherspoon was thanked for his informative presentation.

4. **APPROVAL OF THE CONSENT AGENDA**
Chair McIntosh asked whether any Governor wished to remove an item from the Consent Agenda because it required discussion. No agenda items were moved.

RESOLUTION
MOVED & SECONDED D. Orendorff & N. Cheng
That the Board of Governors approves all Consent Agenda items.
CARRIED.

   4.1 Board Minutes of February 10, 2014

   RESOLUTION
   That the Board of Governors approves the Minutes of the meeting of February, 10, 2014 as presented.

   4.2 Academic & Student Affairs Committee Report

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

4.3 <u>Audit & Risk Management Report</u>

RESOLUTION
That the Board of Governors accept the Audit & Risk Management Report as presented.

4.4 <u>Governance Committee Report</u>

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

4.5 <u>Presidential Search Committee – Terms of Reference</u>

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

5. **<u>BUSINESS ARISING</u>**
There was no business arising from the February 10, 2014 minutes.

6. **<u>DECISION ITEMS & REPORTS</u>**
   6.1 <u>Program Approvals/Revisions & Changes</u>

   1. <u>Digital Health</u>
   C. Brulé introduced B. Foulds, Dean, Faculty of Health, Public Safety & Community Studies to present the new program Digital Health OCGC.

   RESOLUTION
   MOVED & SECONDED F. Blackstein & K. Kasyanenko
   That the Board of Governors approves the new program Digital Health OCGC, effective Fall 2015.
   CARRIED.
   1 ABSTENTION (Governor Pridham)

   2. <u>Occupational Therapist Assistant/Physiotherapist Assistant, OCD</u>
   B. Foulds presented the new program Occupational Therapist Assistant / Physiotherapist Assistant OCG. Questions were answered with respect to the launch date of Fall, 2015 and the colleges currently offering this program to students.

   RESOLUTION
   MOVED & SECONDED N. Cheng & P. Nadeau
   That the Board of Governors approves the new program Occupational Therapist Assistant / Physiotherapist Assistant OCG, effective Fall 2015.
   CARRIED.

3. Title Modification – Marketing and Business Intelligence Research, OCGC
C. Brulé introduced P. Fortura, Acting Dean of the School of Business who briefed members on a title change from Marketing and Business Intelligence Research to Marketing Research and Business Intelligence (MRBI).

RESOLUTION
MOVED & SECONDED K. Kasyanenko & L. Clarke
That the Board of Governors approves the title change from Marketing and Business Intelligence Research to Marketing Research and Business Intelligence (MRBI) effective Fall 2014.
CARRIED.

6.2 Appointment of New Governors for 2014/2015
Governor Leroux reported that the recruitment process for new Governors was completed in March, with a series of interviews and selection based on the Board Member Skills Matrix. The Committee was pleased with the level of interest and the caliber of applications that were received.

RESOLUTION
MOVED & SECONDED K. Leroux & N. Cheng
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 the Board of Governors as of September 1, 2014.
CARRIED.

Of note, Governor Lamontagne has submitted his letter of resignation, which is effective as of August 31, 2014. The Committee will review the updated Member Skills Matrix and consider how the vacancy will be filled.

6.3 Integrated College Development Plan Update
J. Tattersall, Director Physical Resources briefed members on the Integrated College Development Planning. It was noted that the ICDP framework is complete and is being used to plan short-to-medium-term priority projects (up to 5 years). The rationale for using this approach versus traditional master planning was described. As the planning process evolves, the Board will be provided with regular updates. The pilot scenario planning tool that will assist with planning will be demonstrated at the Board's Fall Retreat. Discussion occurred regarding how ICDP will be used to inform future planning. Members agreed that having a visual representation of capital planning over the next 5 years would be very helpful. Management will provide a visual representation of the 5-year outlook as well as data that supports the scenarios at the September Board Retreat. Included in the scenarios will be elements of the Strategic Enrolment Plan and a status update on the City of Ottawa's plans for buildings that neighbour the Woodroffe campus. All these items together will inform a robust discussion of capital planning for the future of the College at the Board Retreat.

6.4 Customer Relationship Management
D. Wotherspoon introduced L. Campbell, Manager of Customer Relationship Management and E. Hollebone, Director of Marketing to present Customer Relationship Management at Algonquin College. Members were given an overview of customer relationship management (CRM) in higher education and the College's selection of the Salesforce.com platform. CRM projects that are underway touch departments across the College such as the IT Service Desk; employee portal;

International Education Centre; Career & Academic Access Centre; and Workforce and Personal Development. Gains include having a single view of client data with GeneSIS integration and an improved view of the client leading to better service delivery. Questions were answered around the analysis of historical data, privacy issues with respect to the collection and retention of data, how CRM supports the College's recruitment and retention efforts and how CRM's priority projects relate to each other and interconnect.

7   OTHER BUSINESS

7.1 REPORT FROM THE CHAIR

- Elections for Board representatives from Support Services, Administrative Services and the Student representative will occur on April 22 & 23. Good luck to all candidates.
- Colleges Ontario 2014 Higher Education Summit – November 2014, in Toronto.
- Polytechnics Conference, May 7 & 8, 2014 in Ottawa.
- ACCC Conference May 25-27, 2014 in Ottawa.
- On the table item, Remittance Declaration.
- June 9 Board Meeting: tour of Photonics Labs prior to meeting; dinner at the President's home following the meeting.
- Spring convocation dates.
- September Board Retreat scheduled on September 21 & 22, 2014 in Perth.

7.2 REPORT FROM THE PRESIDENT

- People's Choice awards – congratulations to W. McIntyre.
- Animated movie "Frozen" wins academy award, congratulations to two Algonquin alumni who worked on the movie animation.
- AC is top fundraising institution for "Spread the Net" campaign.
- AC Paralegal students win the Durham College Paralegal Mock Cup.
- Mental health advocate Theo Fleury visited the Student Commons Theatre in support of Mental Health week.
- AC partnering with the Windmill Group to create the world's greenest community on The Isles – old Domtar lands.
- AC involved in the Blitz Build – integrating several programs and dozens of students into the project.

7.3 MANAGEMENT SUMMARY REPORT

The Management Summary report for Spring 2014 was received and is available online at www3.algonquincollege.com/bog/.

8   IN CAMERA SESSION

An In Camera Session was held for the purposes of discussing human resources issues of a confidential nature.

RESOLUTION
MOVED & SECONDED N. Cheng & L. Clarke
That the Board of Governors moves to an IN CAMERA session for the purposes of discussing human resource issues of a confidential nature.
CARRIED.

RESOLUTION
MOVED & SECONDED M. Sutcliffe & K. Leroux
That the Board of Governors moves out of the IN CAMERA session.
CARRIED.

9   MEETING ADJOURNMENT
There being no further business, the meeting was adjourned at 7:10pm .

James McIntosh, Chair   Suzannah DiMarco, Recorder

MEMO

DATE: June 9, 2014

TO: Board of Governors

FROM: Academic & Student Affairs Committee (ASAC)

SUBJECT: ASAC Report to the Board from the May 22, 2014 meeting

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A.   ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL
Program Review

a) Mechanical Techniques – Plumbing OCC
For supporting documentation, please visit the Board's SharePoint site, choose the ASAC meeting folder, May 22, 2014 meeting materials.

RESOLUTION
MOVED & SECONDED
That the Board of Governors approves Mechanical Techniques – Plumbing OCC program effective Winter 2015 and directs Management to seek validation of the program title and outcomes from the Credential Validation Service and approval for funding from the MTCU.

b) Air Conditioning and Refrigeration Technician, OCD
For supporting documentation, please visit the Board's SharePoint site, choose the ASAC meeting folder, May 22, 2014 meeting materials.

RESOLUTION
MOVED & SECONDED
That the Board of Governors approves Air Conditioning and Refrigeration Technician, OCD program effective Fall 2014 and directs Management to seek validation of the program title and outcomes from the Credential Validation Service.

c) Bookkeeping and Accounting Practices OCC
For supporting documentation, please visit the Board's SharePoint site, choose the ASAC meeting folder, May 22, 2014 meeting materials.

RESOLUTION
MOVED & SECONDED

That the Board of Governors approves Bookkeeping and Accounting Practices OCC program effective Fall 2014 and directs Management to seek validation of the program title and outcomes from the Credential Validation Service.

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

a) ASAC Meeting Schedule 2014/2015

September 25, 2014
November 20, 2014
January 22, 2015
March 26, 2015
May 21, 2015

b) Multi-Year Tuition Fee Schedule
The Committee reviewed the Multi-Year Fee Strategy Report which is based on a framework that balances affordability against quality program offerings and outcomes while providing a solid foundation towards the Responsibility Center Management model. After review and discussion, members offered their unanimous support of the report's recommendations.

c) Status of Program Launches/Enrolment Projections
The Committee reviewed a report on Enrolment Status of New Programs which provides the enrolment status of all new programs approved for launch from the Fall of 2012 to Winter 2014. Management will provide the Committee with an update of all the programs approved by the Board and those pending MTCU approval in the Fall of 2014 for information.

MEMO

DATE: June 9, 2014

TO: Board of Governors

FROM: Audit & Risk Management Committee

SUBJECT: ARM Committee Report from the May 13 and June 2, 2014 Meetings

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A. **ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL**

   1. **2013/2014 Audited Financial Statements**

   RESOLUTION
   That the Board of Governors approves the 2013/14 Audited Financial Statements.

   2. **Internally Restricted Funds**

   RESOLUTION
   That the Board of Governors approves the transfer of $4,316,117 from unrestricted net assets to internally restricted net assets.

   3. **Appointment of the Auditors for fiscal 2014/2015**

   RESOLUTION
   That the Board of Governors approves the appointment of Deloitte as the audit firm for Algonquin College for the 2014/2015 fiscal year.

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

   - Draft Audited Financial Statements

C. **INFORMATION ITEMS PRESENTED TO ARM COMMITTEE**

   - Endowment Fund Report
   - Exception Report – Single/Sole Source Procurement
   - Risk Based Audit Plan – International Offshore Programs
   - Update on Management Actions – IT Governance and Strategy
   - Auditors Year End Communication
   - Enterprise & Fraud Risk Management Update

Note: for supporting materials associated with this report, please visit the SharePoint site, ARM Committee under ARM Committee meetings May 13 and June 2, 2014.

ALGONQUIN COLLEGE

Presentation to:	Board of Governors
Subject:	Appointment of Auditors for Algonquin College 2014/15
Date:	June 9, 2014
Presenter(s):	Nancy Cheng - Chair, Audit and Risk Management Committee

Purpose

To request the appointment of the auditors for 2014/15.

Background

A Request for Proposal for Audit Services was completed in Spring 2012 and presented to Audit Committee on June 8, 2012. Deloitte was selected as the winning audit firm for a five year period. The 2014/15 audit will be the third year of the agreement.

Discussion/Considerations

Audit and Risk Management Committee recommends the annual appointment of the auditors to the Board of Governors.

Recommendation

That the Board of Governors approve the appointment of Deloitte as the audit firm for Algonquin College for the 2014/15 fiscal year.

ALGONQUIN COLLEGE

Report to:	Board of Governors
Subject:	Endowment Fund Investment Results to March 31, 2014
Date:	June 9, 2014
Prepared by:	Duane McNair, Vice-President, Finance and Administration

Purpose

To present the Endowment Fund portfolio performance update for the year ended March 31, 2014.

Background

The transition to Yorkville Asset Management, our new investor management firm was finalized in January 2014.

Our former investment manager, Doherty & Associates, provided the third quarter updates on the performance of the Fund in relation to benchmark and market conditions.

Discussion/Considerations

The endowment account produced a return of 2.70% for the quarter outperforming the benchmark which returned 1.55%. Year to date the endowment portfolio is up 16.82%, outperforming the benchmark index which was up 16.68%.

The portfolio is in compliance with the Endowment Investment Policy (effective May 14, 2012) with the exception of the Canadian Equity minimum exposure. The policy prescribes a minimum holding of 12% in Canadian Equities, whereas the holdings as of March 31, 2014 (on a cost basis) represented 11% of the total portfolio value.

In addition, the 5% cash position is a deviation from the asset allocation policy. Due to an increase in market volatility, the investment managers have adopted a defensive position and are utilizing the following strategies:

- high levels of cash to be deployed tactically;
- owning downside protection on the broad market; and
- focusing exclusively on value.

Management will communicate and discuss these deviations with the investment management firm.

The attached Appendix presents:

- a summary of activity in the fund for the fourth quarter ending March 31, 2014;
- a summary of the asset allocation as it relates to the asset allocation

benchmark;

- the Performance Review for the past fourteen years the fund has been managed by Doherty and Associates and the first partial year by Yorkville Asset Management;
- the investment return vs. Benchmark for 3 months, 1 year, 3 years, and 5 years; and
- the 10 year performance graph.

Recommendation

That the Board of Governors receives the Endowment Fund report as presented.

Algonquin College
Endowment Fund Report
Board of Governors
For the 12 months ending March 31, 2014

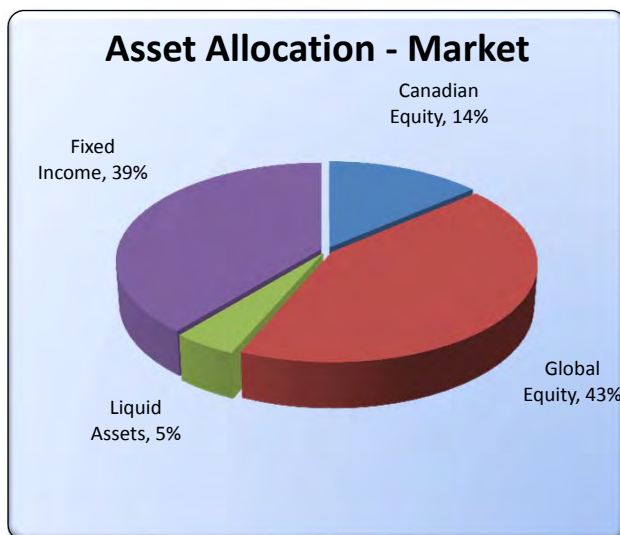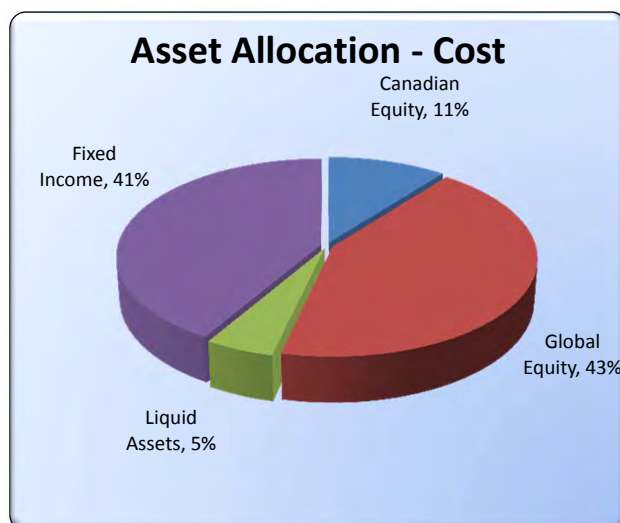|	Cost	Market	
Fund Balance Mar 31, 2013	$ 15,934,793	$ 17,910,936	
Deposits	526,639	526,639	
Withdrawals	(657,137)	(657,137)	
Investment Fees	(49,974)	(49,974)	
Investment Income (Loss)	3,302,409	2,984,380	* excludes accrued interest
Fund Balance Mar 31, 2014	$ 19,056,730	$ 20,714,844	
Deposits in Transit	$ 95,256	$ 95,256	
Fund Balance as per College	$ 19,151,986	$ 20,810,100	

Fund Balance Mar 31, 2014	Cost		Market		Investment Policy
Cash	$ 933,791	5%	$ 933,791	5%	0%
Fixed Income	7,905,025	41%	8,069,566	39%	35%
Canadian Equity	2,009,651	11%	2,843,840	14%	22%
Global Equities	8,208,264	43%	8,867,647	43%	43%
Total	$ 19,056,731	100%	$ 20,714,844	100%	100%

Algonquin College Endowment Fund

March 31, 2014

Asset Allocation

	Cost	Percentage		Market	Percentage	Benchmark (effective 08/31/12)
Canadian Equity	$ 2,009,651	10.5%	$ 2,843,840	13.7%	22.0%
Global Equity	$ 8,208,264	43.1%	$ 8,867,647	42.8%	43.0%
Total Equity	$ 10,217,915	53.6%	$ 11,711,487	56.5%	65.0%
Liquid Assets	$ 933,791	4.9%	$ 933,791	4.5%	0.0%
Fixed Income	$ 7,905,025	41.5%	$ 8,069,566	39.0%	35.0%
Total Portfolio	$ 19,056,731	100.0%	$ 20,714,844	100.0%	100.0%

Asset Allocation - Cost

Canadian Equity, 11%
Fixed Income, 41%
Global Equity, 43%
Liquid Assets, 5%

Asset Allocation - Market

Canadian Equity, 14%
Fixed Income, 39%
Global Equity, 43%
Liquid Assets, 5%

Algonquin College Endowment Fund
Performance Review
March 31, 2014

|	Fixed Income	DEX Universe	Relative Performance	Canadian Equity	TSX Composite	Relative Performance	Global Equity	MSCI World (ex-Cda)	Relative Performance	Portfolio Totals	Benchmark Totals	Relative Performance
Fiscal 2000 (9 mths)	3.21%	3.21%	0.00%	1.89%	36.40%	-34.51%	0.06%	0.10%	-0.04%	1.92%	18.95%	-17.04%
Fiscal 2001	13.86%	8.70%	5.17%	19.97%	-18.60%	38.58%	10.42%	-17.14%	27.56%	13.18%	-9.18%	22.36%
Fiscal 2002	6.08%	5.09%	0.99%	14.90%	4.87%	10.03%	9.28%	-2.92%	12.20%	9.49%	3.07%	6.42%
Fiscal 2003	9.44%	9.14%	0.30%	-14.44%	-17.60%	3.16%	-27.60%	-29.81%	2.21%	-7.13%	-12.22%	5.09%
Fiscal 2004	10.67%	10.78%	-0.10%	42.25%	37.73%	4.52%	26.40%	30.95%	-4.54%	23.94%	26.10%	-2.16%
Fiscal 2005	4.73%	5.01%	-0.28%	21.28%	13.93%	7.35%	0.44%	2.04%	-1.60%	10.02%	7.51%	2.51%
Fiscal 2006	4.27%	4.86%	-0.59%	25.22%	28.42%	-3.20%	12.18%	13.86%	-1.68%	13.26%	15.91%	-2.64%
Fiscal 2007	5.63%	5.46%	0.18%	14.50%	11.42%	3.07%	15.99%	14.70%	1.28%	11.28%	9.99%	1.29%
Fiscal 2008	4.64%	5.79%	-1.16%	-1.64%	4.00%	-5.64%	-10.56%	-14.75%	4.20%	-1.99%	-0.38%	-1.61%
Fiscal 2009	4.29%	4.93%	-0.65%	-33.19%	-32.43%	-0.77%	-29.23%	-29.49%	0.26%	-20.33%	-20.19%	-0.14%
Fiscal 2010	8.44%	5.14%	3.31%	46.19%	42.15%	4.04%	21.84%	22.75%	-0.91%	27.64%	25.21%	2.43%
Fiscal 2011	5.25%	5.13%	0.12%	14.67%	20.42%	-5.74%	6.70%	8.26%	-1.57%	9.79%	13.20%	-3.40%
Fiscal 2012	8.16%	9.75%	-1.59%	-7.36%	-9.76%	2.40%	8.21%	4.88%	3.33%	0.03%	-0.82%	0.85%
Fiscal 2013**	5.17%	4.54%	0.63%	12.06%	6.12%	5.94%	14.48%	15.02%	-0.54%	10.69%	9.50%	1.19%
2014Q4	0.29%	0.97%	-0.68%	5.90%	3.13%	2.77%	6.49%	1.22%	5.27%	2.70%	1.55%	1.15%
Fiscal 2014	0.55%	0.84%	-0.29%	19.74%	15.92%	3.82%	30.63%	31.12%	-0.49%	16.82%	16.68%	0.14%
14.75yr Comp. Annual Return	6.35%	5.96%	0.39%	9.98%	7.43%	2.56%	4.53%	1.50%	3.03%	7.37%	6.15%	1.21%

Returns are before fees.
**New benchmark effective 08/31/12

Algonquin College Endowment Fund
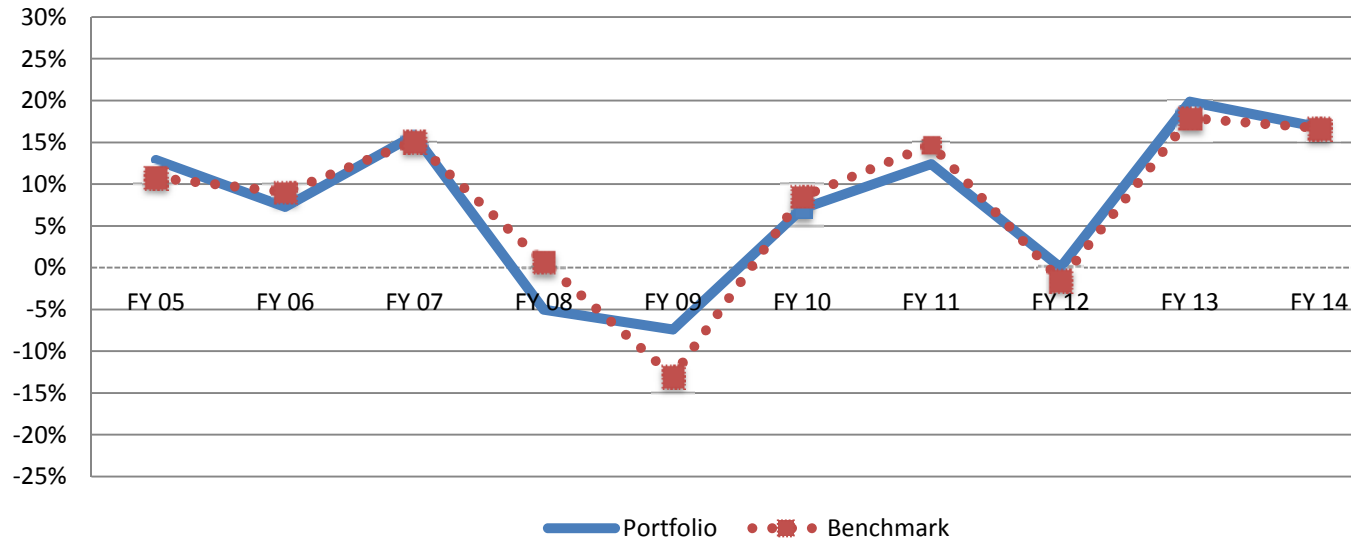## Performance Review
March 31, 2014

Investment Returns vs. Benchmark

Investment Returns vs. Benchmark
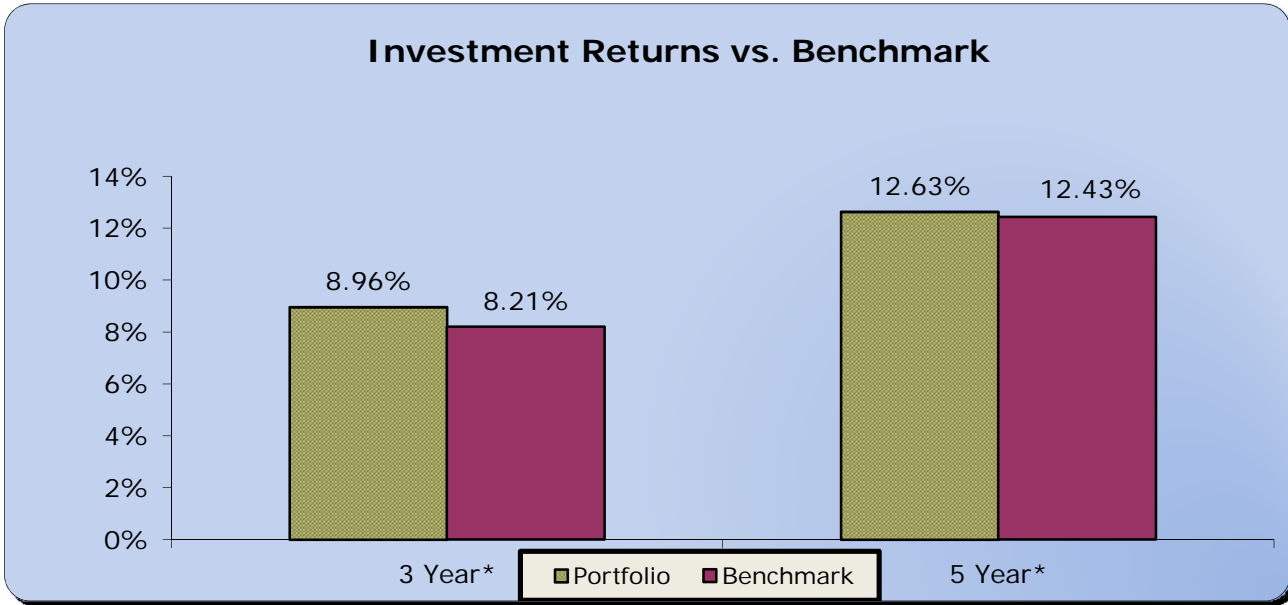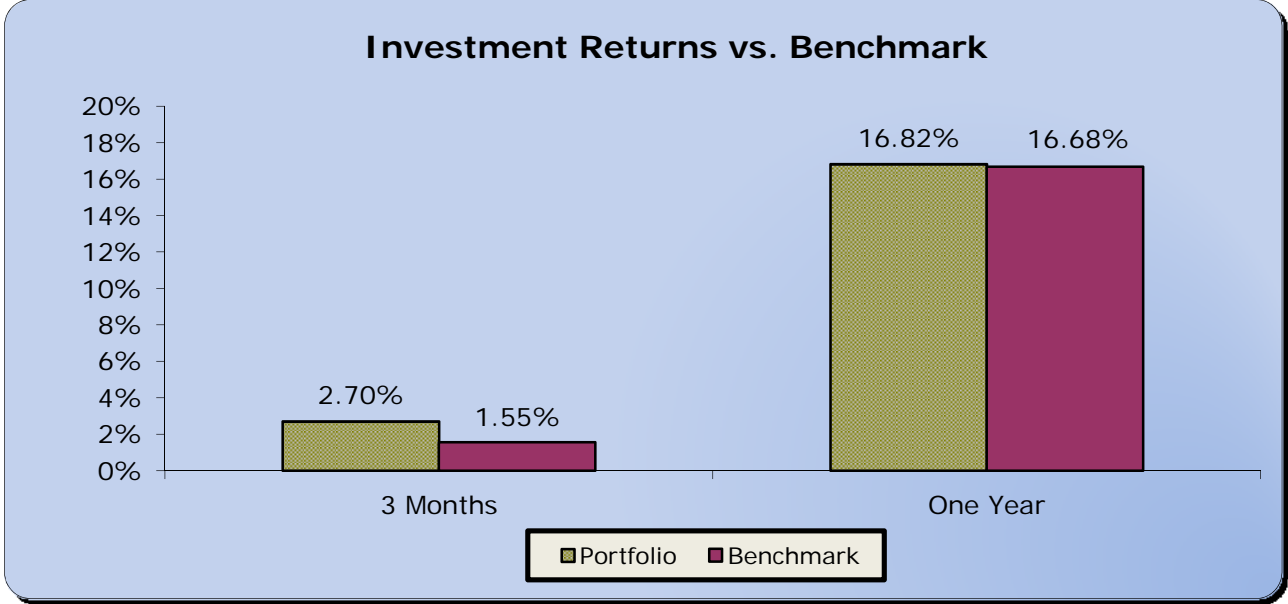
* Compounded Annual Return

Investment Returns

	3 Months	One Year	3 Year*	5 Year*
Portfolio	2.70%	16.82%	8.96%	12.63%
Benchmark	1.55%	16.68%	8.21%	12.43%

Algonquin College Endowment Fund 10 Year Performance

Legend: Portfolio — Benchmark

MEMO

DATE: June 9, 2014

TO: **Board of Governors**

FROM: **Governance Committee**

SUBJECT: **Governance Committee meeting of May 15, 2014**

A. <u>ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL</u>

1) <u>Corporate By-Law #1 – Revised</u>
Governance Committee reviewed revisions to the Corporation's By-Law #1 and recommends the revised By-Law #1 for approval to the Board of Governors and to the Corporation. The revised document is appended to this report – note that the new/revised text is in green font, the old text is in red font and the introduction to the By-Law is entirely new.

RESOLUTION
That the Board of Governors and Algonquin College Corporation approves the revised By-Law #1 as presented.

2) <u>Governor Reappointment</u>

RESOLUTION
That the Board of Governors approves the re-appointment of Governor James McIntosh to a one-year term to August 31, 2015.

3) <u>Board Officer & Committee Membership Appointments</u>

RESOLUTION
That the Board of Governors approves the slate of Board Officer and Committee Membership appointments as presented.

B. <u>ITEMS THE COMMITTEE HAS REVIEWED AND ACTIONED – FOR INFORMATION TO THE BOARD</u>

1) <u>Recruitment of New Governors</u>
Governance Committee discussed the vacancy that has arisen from the resignation of Governor Lamontagne, which results in a Lieutenant Governor In Council (LGIC) vacancy on the Board. Members agreed that the governor skills matrix will be used to identify a

preferred candidate profile and an open recruitment drive in the Perth area will be initiated during the coming year to fill the vacancy.

2) <u>Board Evaluation Survey</u>
Governance Committee reviewed the Board Evaluation Survey results and has attached a summary report and action plan for the Board's review and acceptance.

3) <u>Policy BGI-01 "Responsibilities of the Board"</u>
Governance Committee reviewed a status report on Board compliance against its responsibilities as described in policy BGI – 01 and has attached a summary report for the Board's review and acceptance.

4) <u>Orientation of New Governors</u>
Governance Committee agreed that Part 1 of the new Governor Orientation will be scheduled on Thursday, August 21, immediately following the President's Breakfast, and Part 2 will be scheduled prior to the start of the Board Retreat on Sunday, September 21. Governance Committee will develop the full program over the course of June and July.

Algonquin College Board of Governors Policy Manual

Through the establishment of policies, processes, and structures based on the College's vision, mission and values, the Algonquin College Board of Governors ensures the effective operation of Algonquin College and the fulfilment of the College's mandate. This Governance Policy Manual provides in a single document the Algonquin College bylaws, the Board committee structure, the College vision and strategic plan and the Board policies.

Board By-laws

Listed below are the by-laws currently approved by the Algonquin College Board of Governors:

By-law No. 1 General Conduct	A By-law relating generally to conduct of the affairs of the Board of Governors of Algonquin College of Applied Arts and Technology pursuant to Regulation 34/03 under the Ontario Colleges of Applied Arts and Technologies Act, 2002;
By-Law No. 2 Financial Instruments	A By-law regarding borrowing and securities pursuant to the Financial Administration Act and the Public Accountancy Act;
By-Law No. 3 Electing Internal Governors	A By-law regarding the Election of Internal Governors pursuant to Regulation 34/03 under the Ontario Colleges of Applied Arts and Technologies Act, 2002;
By-Law No. 4 Advisory Council	A By-law regarding the Advisory Council of Algonquin College of Applied Arts and Technology pursuant to the Minister's Binding Policy Directive on Governance and Accountability made under the Ontario Colleges of Applied Arts and Technology Act, 2002;
By-Law No. 5 Advisory Committees	A By-law regarding the Advisory Committees of Algonquin College of Applied Arts and Technology pursuant to the Minister's Binding Policy Directive on Framework for Programs of Instruction made under the Ontario Colleges of Applied Arts and Technology Act, 2002.

Board Organization Structure

Governance Committee	The Governance Committee is a standing committee of the Board of Governors established in accordance with article 16 of By-law no. 1 and the Minister's Binding Policy Directive on Governance and Accountability
Academic And Student Affairs Committee	The Academic and Student Affairs Committee is a standing committee of the Board of Governors established in accordance with article 17 of By-law no. 1
Audit and Risk Management Committee	The Audit and Risk Management Committee is a standing committee of the Board of Governors established in accordance with article 15 of By-law no. 1
Executive Committee	The Executive Committee is a standing committee of the Board of Governors established in accordance with article 18 of By-law no. 1
Memorandum of Agreement – College Foundation	The College Foundation is an Algonquin College subsidiary organization per the Ministry of Training, Colleges and Universities Entrepreneurship Binding Directive

Memorandum of Agreement – Algonquin College – Saudi Arabia	Algonquin College – Saudi Arabia is an Algonquin College subsidiary organization per the Ministry of Training, Colleges and Universities Entrepreneurship Binding Directive. Note that that Algonquin College – Saudi Arabia has a contract with TA'HEEL
Memorandum of Agreement – 2364193 Ontario Inc.	2364193 Ontario Inc.is an Algonquin College subsidiary organization per the Ministry of Training, Colleges and Universities Entrepreneurship Binding Directive. Note that 2364193 Ontario Inc. also has an Articles of Association with Algonquin College.

Board Strategic Plan

The current strategic plan approved by the Algonquin College Board of Governors:

**Strategic Plan
2012-2017**

BOARD POLICIES

This Board Policy Manual contains all of the current policies adopted by the Algonquin College Board of Governors. These policies are organized into two categories to guide decision-making:

- **BOARD PROCESS:** These policies focus on the internal workings of the Board. These define how the Board will operate, and address the roles of the officers and the Board Committees. All of the collective and individual expectations of directors, officers and board committees are clarified either here or in the Algonquin College bylaws.

- **BOARD DIRECTIVES:** These policies provide high level direction and guidance for the College to fulfil its mission and achieve its strategic plan. The Board directives establish key principles and responsibilities, set fundamental requirements and limits and allocate responsibilities.

The Board policies are clear, current, concise, relevant and congruent with the Board mandate to provide strategic leadership and stewardship of Algonquin College's resources on behalf of the public. The Board develops these policies through a consistent and transparent process that respects the needs and perspectives of those who are directly affected by the policies. In the event that the Board needs to proceed in a way that is different than contemplated by any Board policy, having policies imposes upon the Board a responsibility to consciously address why the Board is proceeding in a different way.

To ensure these policies are kept current, every Board policy shall be reviewed by the Governance Committee within five years after the policy has been approved or amended by the Board. All proposed revisions to Board policy shall be provided to the Board for consideration.

Board Governance Policies

BYLAW 1

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

BE IT ENACTED as a bylaw of THE BOARD OF GOVERNORS OF THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY (herein called the Corporation) for the general conduct of the affairs of the Corporation as follows:

1   INTERPRETATION

1.1   In this bylaw, the following terms shall have the indicated meanings:

   1.1.1 "academic staff member", "administrative staff member", "support staff member" and "student" shall have the same meanings as defined in the Regulations;

   1.1.2 "Act" shall mean the *Ontario Colleges of Applied Arts and Technology Act, 2002*,   as amended from time to time;

   1.1.3 "Board" shall mean the Board of Governors of the Corporation;

   1.1.4 "Regulations" shall mean the regulations made under the "Act";

   1.1.5 "spouse" and "same sex partner" shall have the same meanings as defined in the Regulations.

1.2   In these bylaws and in all other bylaws and special resolutions of the Corporation hereafter passed unless the context otherwise requires, words importing the singular number or the masculine gender shall include the plural number or the feminine gender, as the case may be, and vice-versa, and references to persons shall include firms and corporations.

2   HEAD OFFICE: The Head Office of the Corporation shall be in the City of Ottawa in the Province of Ontario and at such place therein as the governors may from time to time determine.

3   SEAL: The seal, an impression whereof is stamped at the end of this bylaw, shall be the corporate seal of the Corporation.

4   BOARD OF GOVERNORS

4.1   **Size and Constitution of Board:** Subject to the transition procedure set out in section 4(10) of the current Ontario Regulation 34/03 the Board shall consist of seventeen (17) governors of whom: twelve (12) governors, hereinafter referred to as "external" governors, shall be appointed in the manner provided in section 4.2 below; four (4) additional governors, hereinafter referred to as "internal" governors, shall be elected as provided in section 4.3 below; and the President of the Corporation (who shall for the purposes of the Regulations be regarded as "the President of the College") shall be appointed by the Board pursuant to section 11.5.4 hereof and who shall be a voting member of the Board by virtue of office.

4.2   **Appointment of External Governors:** The external governors shall be appointed as follows:

    4.2.1   Four (4) governors are to be appointed by the Lieutenant Governor in Council ("LGIC"). For each governor to be appointed by the LGIC, the College shall forward to the Colleges Unit of the Ministry of Training, Colleges and Universities, up to three (3) nominees;

    4.2.2   Eight (8) governors are to be appointed by the members of the Board holding office at the time of appointment;

    4.2.3   A member of the Board appointed under sections 4.2.1 and 4.2.2 shall not participate in a vote of the Board relating to a renewal or extension of his or her appointment.

4.3   **Election of Internal Governors:** The internal governors shall comprise one student, one academic staff member, one administrative staff member, and one support staff member, each of whom shall be elected by the students, academic staff members, administrative staff members and support staff members, respectively, in accordance with the procedures established in Bylaw No. 3 of this Corporation.

4.4   **Eligibility Requirements of External Members:** No person shall be eligible for appointment as an external governor if such person is a student or an employee of a College of Applied Arts and Technology.

4.5   **Term and Term Limits:**

    4.5.1   Each external governor and each internal governor (other than the student governor) shall be appointed or elected, as applicable, for a term not to exceed 3 years;

    4.5.2   Each student governor shall be elected for a term of 1 year;

    4.5.3   Each governor shall take office on the first day of September in the year of appointment or election;

4.5.4 Notwithstanding the length of the term to which an internal governor may be elected, such term shall immediately terminate upon such governor ceasing temporarily or permanently to be a student, academic staff member, administrative staff member or support staff member, as applicable. Provided that a student governor who graduates prior to the expiration of such student governor's term may continue to serve until the 31st day of August in such student's year of graduation;

4.5.5 No person shall serve as an external governor or internal governor (other than the student governor) for more than 6 consecutive years provided that after an absence of 2 years such person shall again be eligible for re-election or re-appointment, as applicable, for successive terms not to exceed 6 years;

4.5.6 No person shall serve as the student governor for more than 4 consecutive years provided that after an absence of 2 years such person shall again be eligible for re-election for successive terms not to exceed 4 years.

4.6 **Vacancies**:

4.6.1 Where a vacancy occurs among the external governors of the Board appointed by the LGIC pursuant to section 4.2.1, the College shall forward to the Colleges Unit of the Ministry of Training, Colleges and Universities (MTCU), up to three (3) nominees for each vacant position in accordance with the direction provided by MTCU in the October 12, 2010, memo from Nancy Naylor, Assistant Deputy Minister providing direction on the New Appointment Processes for Lieutenant Governor In Council-appointed College Governors;

4.6.2 Where a vacancy occurs among the external governors of the Board appointed by the Board pursuant to section 4.2.2, the Board shall appoint a person to fill the vacancy;

4.6.3 Where a vacancy occurs among the internal governors of the Board, such of the students, academic staff members, administrative staff members, or support staff members as originally appointed the governor whose position is vacant shall elect a person to fill the vacancy; such election to be conducted in accordance with the procedures set forth in Bylaw No. 3;

4.6.4 The term of the person appointed or elected pursuant to section 4.6.1 or 4.6.2 shall be for the remainder of the term of the governor whose position became vacant, and shall commence upon such appointment or election and shall terminate on August 31st in the year in which such term expires.

5 <u>POWERS OF THE BOARD</u>

5.1   The Board shall oversee the direction and management of the College.

5.2   The Board may make, or cause to be made, in the Corporation's name any kind of contract which the Corporation may lawfully enter into and, save as hereinafter provided, generally may exercise all such powers and do all such other acts and things as the Corporation is authorized to exercise and do, as provided by any applicable statute or law.

5.3   Without in any way derogating from the foregoing, the Board is expressly empowered from time to time to purchase, lease or otherwise acquire, alienate, sell, exchange or otherwise dispose of shares, stocks, rights, warrants, options and other securities, lands, buildings, and other property movable or immovable, real or personal, or any right or interest therein owned by the Corporation for such consideration and upon such terms and conditions as it may deem advisable.

6   MEETINGS OF THE BOARD

6.1   **Calling of Meetings:** Except as otherwise required by law, the Board may hold its meetings at such place or places as it may from time to time determine. Governors' meetings may be formally called by the Chair or Vice Chair or by the Secretary or Treasurer on the direction of the Chair, or of the Vice Chair or of any two (2) governors.

6.2   **Notice of Meetings:**   The Board may appoint a day or days in any month or months for regular meetings of the Board at an hour to be named and in respect of such regular meetings no notice need be given to the governors but notice of the days and times so appointed shall be posted in the foyer of the main administration building. Where urgent conditions prevail, notice of a Board meeting shall be delivered, telephoned or sent by electronic mail to each governor not less than one (1) day before the meeting is to take place or shall be mailed to each governor not less than four (4) days before the meeting is to take place. Notice of all meetings of the Board shall be given to the public by posting of a notice in the foyer of the main administration building concurrent with the giving of notice to the governors. The certificate of the Secretary or Treasurer or Chair that notice has been given pursuant to this bylaw shall be sufficient and conclusive evidence of the giving of such notice. The governors may consider or transact any business, either special or general, at any meeting of the Board.

6.3   **Disclosure of Conflict of Interest:** At the opening of each meeting, the Chair shall ask for disclosures of any actual, potential, or perceived conflicts of interest of any governor relating to any agenda item. Any such declared conflicts shall be recorded in the minutes.

6.4   **Quorum:** Ten (10) governors shall form a quorum for the transaction of business at any meeting of the Board. No business shall be transacted at any meeting unless the requisite quorum shall be present.

6.5 **Meetings to be Public**: Subject to section 6.6 below, meetings of the Board shall be open to the public and no person shall be excluded from such a meeting except for improper conduct as determined and expressed by resolution of the Board.

6.6 **In Camera**: The Board may conduct that part of its meeting in camera as concerns:

6.6.1 Such items as individual personnel matters, strategic labour relations, real and personal property transactions, litigation in which the Corporation is involved and other matters which by their nature require confidentiality so as to preserve the legitimate interests of the Corporation;

6.6.2 Matters of a personal nature concerning an individual unless such individual requests and the Board agree that the matter may be discussed in public.

All governors shall keep all information, discussions and proceedings at in camera sessions of the Board strictly confidential.

6.7 **Adjournments:** Any meeting of governors may be adjourned to any time and from time to time and such business may be transacted at such adjourned meeting as might have been transacted at the original meeting from which such adjournment took place. Such adjournment may be made notwithstanding that no quorum is present. In the event of an adjournment to a future date, notice of the rescheduled meeting shall be given in the same manner as provided in section 6.1.

6.8 **Errors in Notice:** No error or omission in giving such notice for a meeting of governors shall invalidate such meeting or invalidate or make void any proceedings taken or had at such meeting and any governor may at any time waive notice of any such meeting and may ratify and approve of any or all proceedings taken or had thereat.

6.9 **Voting**:

6.9.1 Except for votes to amend or adopt bylaws, questions arising at any meeting of governors shall be decided by a majority vote. Votes to amend or adopt bylaws shall require a two-thirds majority. In the case of an equality of votes, the Chair shall have a second or casting vote;

6.9.2 All votes at any such meeting shall be taken by ballot, if so demanded by any governors present; but if no demand be made, the vote shall be taken in the usual way by assent or dissent.

6.93 Unless there is a demand for a recorded vote, a declaration by the Chair that a resolution has been carried or carried unanimously or by a particular majority or lost or not carried by a particular majority, and an entry to that effect in the minutes shall be admissible in evidence as prima facie proof

of the fact without proof of the number or proportion of votes recorded in favour of or against such resolution. In the absence of the Chair, the Chair's duties may be performed by the Vice Chair or such other external governor as the Board may from time to time appoint for the purpose.

6.10 **Meetings by Electronic Means:** Meetings of the Board may be held by means of such telephone, electronic, or other communication facilities as will permit all persons participating in the meeting to communicate with each other simultaneously and instantaneously and a member of the Board participating by such means shall be deemed to be present at that meeting and shall be counted for the purposes of quorum.

7   **COMPLIANCE WITH CONFLICT OF INTEREST OBLIGATIONS**

The Board of Governors shall comply with the Minister's Binding Policy Directive on Conflict of Interest issued under the Act. Should any provision in this section be in conflict with this Policy Directive or any further Policy Directives issued by the Minister, the conflicting provision shall be ineffective to the extent of such conflict without invalidating the remaining provisions of this section. Notwithstanding the above, any provisions of this section that exceed the minimum requirements contained in the aforementioned Policy Directive are not in conflict with such and shall remain in force.

7.1 **Definitions**:

7.1.1 **Actual conflict of interest**: a situation where a governor has a private or personal interest that is sufficiently connected to the governor's duties and responsibilities as a governor that it influences the exercise of these duties and responsibilities.

7.1.2 **Internal governor:** For the purpose of this section 7, the president of the college shall be deemed to be an internal governor.

7.1.3 **Perceived conflict of interest:** a situation where reasonably well-informed persons could properly have a reasonable belief that a governor has an actual conflict of interest, even where that is not the case in fact.

7.1.4 **Potential conflict of interest:** a situation where a governor has a private or personal interest that could influence the performance of the governor's duties or responsibilities, provided that the governor has not yet exercised that duty or responsibility.

7.2 **Principles**

7.2.1 Members of the Board are expected to act honestly and uphold the highest ethical standards.

7.2.2 Members of the Board are obligated to perform their official duties and conduct themselves in a manner that will bear the closest public scrutiny because colleges are part of the broader public sector and are subject to greater public scrutiny than private organizations.

7.2.3 Members of the Board shall not have private interests (other than those permitted pursuant to the Minister's binding policy directive, or applicable laws, or statutes) that would be affected particularly or significantly by college decisions or actions in which they participate as governors.

7.2.4 When appointed, members of the Board must arrange their private interests to prevent conflicts of interest. If a conflict does arise between the private interests of a governor and the official duties of that individual, the conflict shall be resolved in favour of the public interest.

7.2.5 Each governor (regardless of how the governor becomes a member of the Board) has a responsibility first and foremost to the welfare of the institution and must function primarily as a member of the Board, not as a member of any particular constituency.

7.2.6 All governors shall annually complete the Code of Ethical Conduct and Governor's Agreement being Appendix 1 to the Governor's Code of Ethics in which, among other things, they shall agree to comply with the Minister's Binding Policy Directive on Conflict of Interest issued under the Act and to comply with their obligations respecting the Governor's Code of Ethics and the Code of Ethical Conduct.

7.3 **Minister's Binding Policy Directive**

7.3.1 A conflict of interest arises when a governor's private or personal interest supersedes or competes with that governor's duties and responsibilities as a member of a Board. This could arise from an actual, potential, or perceived conflict of interest of a financial or other nature.

7.3.2 At the beginning of every Board meeting, the Chair of the Board is to ask and have recorded in the minutes whether any member of the Board has a conflict to declare in respect to any agenda item.

7.3.2.1 When the agenda item arises in the open portion of the Board meeting, the member(s) of the Board with an actual conflict of interest may remain in the room for the duration of the discussion and not participate in the vote on this item. The minutes are to record that the member(s) of the Board in conflict of interest remained in the room for the discussion and did not vote on this item. Should the matter occur in the in camera portion of a meeting, the member(s) of the Board shall withdraw while the matter is being discussed or voted on and the minutes should reflect this.

7.3.2.2 When the conflict of interest is perceived or potential, the Board will determine whether the member or members of the Board remain for the discussion and vote on agenda items. The minutes should reflect what takes place.

7.3.3 In cases where a conflict cannot be avoided, a Board member is to declare a conflict of interest at the earliest opportunity and, at the same time, should declare the general nature of the conflict. Where a conflict of interest is declared prior to a Board meeting, the declaration is to be made to the Chair of the Board and the Board is to be informed.

7.3.4 Where a Board member is unsure whether the member is in conflict, the said member is to raise the perceived potential conflict with the Board, and the Board is to determine by majority vote whether or not a conflict of interest exists. The said Board member must refrain from voting on whether or not a conflict of interest exists.

7.3.5 Where a conflict of interest is discovered after consideration of a matter, it is to be declared to the Board and appropriately recorded at the first opportunity. If the Board determines that involvement of said member of the Board influenced the decision of the matter, the Board is to re-examine the matter and may rescind, vary, or confirm its decision.

7.3.6 Any member of the Board who perceives another member of the Board to be in conflict of interest in a matter under consideration is to raise this concern with the Chair of the Board. The Chair, in turn, is to discuss the matter with the member of the Board who is perceived to be in conflict and, as appropriate, to hold further discussion with the reporting governor. If the discussions do not lead to a resolution, the matter is to be brought to the Board and the Board is to determine by majority vote whether or not a conflict of interest exists. The member of the Board perceived to be in conflict is to refrain from voting.

7.3.7 Where there has been a failure on the part of a member of the Board to comply with this binding policy directive, unless the failure is the result of a bona fide error in judgment, the Board is to:

7.3.7.1 Issue a verbal reprimand; or

7.3.7.2 Issue a written reprimand; and/or

7.3.7.3 Request that a member of the Board resign; and/or

7.3.7.4 Remove the member of the Board through processes established in Board bylaws.

7.4 Without limiting the general application of the Minister's Binding Policy Directive on conflict of interest, the Board shall recognize the following circumstances as

an actual conflict of interest requiring the affected Board member to conduct themselves in accordance with s. 7.3.2.1. hereof:

7.4.1 President:

    7.4.1.1   Agenda items relating either directly or indirectly to the President's compensation, perquisites, and/or benefits;

                Note: the Board may require certain information from the President to assist their deliberations, but these queries must be of the general nature or relate to providing performance related information concerning the President's success in meeting agreed to objectives and must not in anyway, either directly or indirectly, influence decisions on his or her compensation, perquisites, and/or benefits.

7.4.2 Internal Governors:

    7.4.2.1   Agenda items relating either directly or indirectly to collective bargaining and/or compensation and terms and conditions of employment and/or academic programs in relation to their constituent group;

                Note: this would not apply to agenda items that are of a general nature occurring in the open to the public portion of the Board meeting;

    7.4.2.2   Agenda items relating to the President's evaluation or performance review;

                Note: this does not prevent the Chair or evaluation committee asking for their input as part of a general information-gathering process in preparing the President's evaluation.

7.4.3 Student Governor:

    7.4.3.1   Agenda items relating to an increase in the tuition fees for the particular program in which the student is enrolled;

    7.4.3.2   Agenda items relating to the President's evaluation or performance review;

                Note: this does not prevent the Chair or evaluation committee asking for their input as part of a general information-gathering process in preparing the President's evaluation;

7.4.3.3   Agenda items relating either directly or indirectly to collective bargaining and/or compensation and terms and conditions of employment for college staff.

Note: this would not apply to agenda items that are of a general nature occurring in the open to the public portion of the Board meeting.

7.5   Insignificant Conflicts

The Minister's Binding Policy Directive does not apply where the interest is so remote or insignificant that it cannot reasonably be regarded as likely to influence the Board member or where a pecuniary or other interest is in common with a broad group of which the governor is a member (e.g., students, support staff, academic staff, administrative staff). This Binding Policy Directive does not apply where the issue is one of general or public information.

7.6   Disclosure of Interests in Contracts

7.6.1   Every governor who is in any way directly or indirectly interested in a proposed contract or a contract with the Corporation or any subsidiary of the Corporation shall declare the governor's interest and conflict in accordance with the Minister's Binding Policy Directive.

7.6.2   If a governor has made a declaration of his or her interest in a proposed contract or contract in compliance with this section and has not voted in respect of the resolution which awards the contract (or, in the case of a conflict declared in accordance with section 7.3.5 hereof, the governor has not voted on the resolution confirming the award of the contract), the governor is not accountable to the Corporation or to any of its members or creditors for any profit realized from the contract, and the contract is not voidable by reason only of the governor's holding that office or of the fiduciary relationship established thereby.

8   <u>REMOVAL OF GOVERNORS</u>

8.1   The Board may remove a governor (other than the President or members of the Board appointed by the Lieutenant Governor in Council) from the Board by a resolution of the governors (enacted pursuant to section 8.2 below) if:

8.1.1   The governor has failed to attend, without leave of the Board, at least 50% of the regular meetings of the Board in any 12 month period or 4 successive meetings of the Board;

8.1.2   The governor has neglected or refused to participate on Board committees and/or to contribute to effective discussion and decision making at the Board;

8.1.3 The governor has failed to comply with the Minister's Binding Policy Directive on Conflict of Interest which is set forth in section 7 of this Bylaw;

8.1.4 The governor has failed to maintain the confidentiality of any and all information, discussions, or proceedings at in camera sessions of the Board;

8.1.5 The governor has failed to observe and perform the governor's fiduciary duty to the Corporation in that the governor has not acted with honesty, in good faith and in the best interests of the Corporation;

8.1.6 The governor has, in the opinion of the Board, committed one of the following grounds of misconduct and in consequence would, if such governor were to continue as a member of the Board, adversely affect the image and/or operations of the Board or of the College:

    8.1.6.1   Harassment (including activities that would constitute harassment under College directives);

    8.1.6.2   Violence (including activities that would constitute violence under College directives);

    8.1.6.3   Conviction of a criminal offense;

    8.1.6.4   Conduct unbecoming of a member of the Board;

    8.1.6.5   Discrimination as defined under the Ontario Human Rights Code (including activities that would constitute discrimination under College directives).

8.1.7 The governor has refused or is unable to comply with the provisions of the Governor's Code of Ethics being Appendix A to this Bylaw #1; and,

8.1.8 The governor has failed to observe and comply with the provisions of the Governor's Code of Ethics being Appendix A to this Bylaw #1.

8.2 Prior to the Board voting to remove a governor (the "Subject Governor"), the Chair or the Vice-Chair is to discuss the matter with the Subject Governor to explain why the removal is being considered and to seek a satisfactory explanation of or solution to the alleged grounds for removal (the "Grounds"). If the discussions do not result in a satisfactory explanation or solution, the matter is to be brought to the Board in an in camera session, and the Board is to determine by resolution, passed by at least two-thirds of the votes cast, whether the Subject Governor is to be removed. The notice for the in camera session is to specify the intention to pass a resolution removing the Subject Governor and the Grounds therefore. The Subject Governor is to be given an opportunity to respond to the Grounds by addressing the Board at the in camera session, but is to refrain from voting. The Subject Governor is to be clearly notified of the final consideration and decision of the Board and any action that will be taken.

8.3   Any person who is removed as a governor from the Board may apply to the Executive Committee to review the decision to remove the person from the Board. As provided in the Regulations, the Executive Committee's review shall be subject to the following:

    8.3.1   The Executive Committee's review is limited to determining whether the removal was for a reason set out in this Bylaw and in accordance with the procedure established in this Bylaw and does not include a review of whether the Board was correct in removing a governor of the Board;

    8.3.2   The Chair of the Board and the President shall sign a written attestation that the removal process was carried out in accordance with this Bylaw;

    8.3.3   The decision of the Executive Committee on whether the decision of the Board was made for a reason set out in this Bylaw and in accordance with the procedure established in this Bylaw is final and binding.

8.4   With respect to any member of the Board appointed by the Lieutenant Governor in Council pursuant to section 4.2.1 of this Bylaw, if the Board believes that there exist reasons for justifying the removal of such member from the Board, the Board may set those reasons out in a report to the Minister of Training, Colleges and Universities for referral to the Lieutenant Governor in Council.

9   REMUNERATION OF GOVERNORS AND COMMITTEE MEMBERS

9.1   The governors of the Corporation shall serve without remuneration and no governor shall directly or indirectly receive any profit from his position as such; provided that a governor may be paid reasonable travel and living expenses incurred by him in the performance of his duties.

9.2   The provisions of section 9.1 shall apply equally to all members of committees and subcommittees of the Board.

10   PROTECTION OF GOVERNORS AND OFFICERS

10.1   **Indemnification by Corporation:** Every governor of the Corporation and such governor's heirs, estate trustees, and estate and effects, respectively, and all Senior Officers who report directly to the President shall from time to time and at all times, be indemnified and saved harmless, out of the funds of the Corporation from and against:

    10.1.1 All costs, charges and expenses whatsoever which such governor or officer sustains or incurs in or about any action, suit or proceeding that is brought, commenced or prosecuted against such governor or officer in respect of any act, deed, matter or thing whatsoever made, done or permitted by such governor or officer in or about the execution of the duties of such governor's or officer's office.

10.2 No governor or officer for the time being of the Corporation shall be liable for the acts, receipts, neglects or defaults of any other governor or officer or employee or for joining in any receipt or act for conformity or for any loss, damage or expense happening to the Corporation through the insufficiency or deficiency of title to any property acquired by the Corporation for or on behalf of the Corporation or for the insufficiency or deficiency of any security in or upon which any of the moneys of or belonging to the Corporation shall be placed out or invested or for any loss or damage arising from the bankruptcy, insolvency or tortuous act of any person, firm or corporation with whom or which any moneys, securities or effects shall be lodged or deposited or for any other loss, damage or misfortune whatever which may happen in the execution of the duties of such governor's or officer's respective office or trust or in relation thereto unless the same shall happen by or through such governor's or officer's own wrongful and wilful act or through such governor's or officer's own wrongful and wilful neglect or default.

10.3 The governors for the time being of the Corporation shall not be under any duty or responsibility in respect of any contract, act or transaction whether or not made, done or entered into in the name or on behalf of the Corporation except such as shall have been submitted to and authorized or approved by the Board. Subject to compliance with the provisions of section 7 hereof, If any person who is a governor or officer of the Corporation shall be employed by or shall perform services for the Corporation otherwise than as a governor or officer or shall be a member of a firm or a shareholder, director or officer of a company which is employed by or performs services for the Corporation, the fact of such person being a governor or officer of the Corporation shall not disentitle such person or such firm or company, as the case may be, from receiving proper remuneration for such services.

11   OFFICERS OF THE CORPORATION

11.1 **Officers:** There shall be a Chair, a Vice Chair, a President, a Secretary and a Treasurer, and such other officers as the Board may determine by resolution from time to time. The Chair and Vice Chair shall be external governors of the Board. The other officers of the Corporation (excepting the President who is a member of the Board by virtue of office) need not be members of the Board.

11.2 **Appointment:**   At the May or June meeting of the Board each year, the Nominating Committee shall bring forward a recommendation for appointment of the Officers and Committee Chairs requiring annual appointment. Following their appointment by resolution of the Board, the Officers and Committee Chairs will assume their responsibilities on the 1st of September each year. If the Board shall fail to appoint any or all of such officers by September 1st, the incumbents for whom no replacements have been appointed shall continue in office until their successors are appointed except in the case of a Chair or Vice Chair whose term as governor has expired.

11.3 **Remuneration:** The governors may, in accordance with, and subject to the obtaining of such approvals as may be required by any applicable statutory provision, fix the remuneration to be paid to Officers of the Corporation.

11.4 **Removal:** All Officers, in the absence of agreement to the contrary, shall be subject to the removal from that office of the Corporation by resolution of the Board at any time with or without cause.

11.5 **Duties of Officers:** The duties of the Officers are as follows:

11.5.1 **Chair.** The Chair shall be appointed annually and shall, when present, preside at all meetings of the Board. He or she shall, together with the Secretary or other officer appointed for the purpose, sign all bylaws of the Corporation; and he or she shall sign such contracts, documents or instruments in writing as require his or her signature. The Chair shall also have such other powers and duties as may from time to time be assigned to him or her by the Board or as are incidental to his or her office and shall interpret the resolutions of the Board and the intent of the Bylaws.

11.5.2 **Vice Chair.** The Vice Chair shall be appointed annually and shall have such powers and perform such duties as may be assigned to him or her by the Board, and in the absence or inability to act of the Chair, shall perform all the duties and have all the powers of the Chair and if a Vice Chair, or such other external governor as the Board may from time to time appoint for the purpose, performs any such duty or exercises any such power, the absence, inability or refusal to act of the Chair shall be presumed with reference thereto.

11.5.3 **President.** The Board shall appoint a President for such term as the Board may consider appropriate from time to time and hereby delegates to the President such authority to manage and direct the business and affairs of the Corporation, except such matters and duties as by law must be transacted or performed by the Board, and further to employ and discharge agents and employees of the Corporation as the President may from time to time decide. He or she shall conform to all lawful orders given to him or her by the Board of the Corporation and/or by the Chair thereof and shall at all reasonable times give to the governors or any of them all information they may require regarding the affairs of the Corporation.

11.5.4 **Secretary:** The Secretary shall be the President unless the Board shall otherwise determine in which event the Secretary shall be appointed annually. The Secretary shall:

11.5.4.1 Be ex-officio clerk of the Board;

11.5.4.2 Attend all meetings of the Board and record, or cause to be recorded, all facts and minutes of all proceedings in the books kept for that purpose;

11.5.4.3   Give, or cause to be given, all notices required to be given to governors;

11.5.4.4   Be the custodian of the corporate seal of the Corporation and of all books, papers, records, correspondence, contracts and other documents belonging to the Corporation which he or she shall deliver up only when authorized by a resolution of the Board to do so;

11.5.4.5   Perform such other duties as may from time to time be determined by the Board.

11.5.5 Treasurer.   The Treasurer shall be the Vice President, Finance unless the Board shall otherwise determine in which event the Treasurer shall be appointed annually. The Treasurer shall:

11.5.5.1   Keep full and accurate accounts of all receipts and disbursements of the Corporation in proper books of account;

11.5.5.2   Deposit all moneys or other valuable effects in the name and to the credit of the Corporation in such banks as may from time to time be designated by the Board;

11.5.5.3   Disburse the funds of the Corporation under the direction of the Board, taking proper vouchers therefore;

11.5.5.4   Render to the Board at the regular meetings thereof or whenever required of him or her, an account of all his or her transactions as Treasurer, and of the financial position of the Corporation;

11.5.5.5   Co-operate with the auditors of the Corporation during any audit of the accounts of the Corporation;

11.5.5.6   Perform such other duties as may from time to time be determined by the Board.

11.5.6 Other Officers. The duties of all other Officers of the Corporation shall, subject to the provisions of any applicable statute or regulation, be such as the terms of their engagement call for or the Board or the President require of them.

11.6   Vacancies
11.6.1 If the office of the Chair or Vice Chair, or one or more of them, shall become vacant by reason of death, resignation, and disqualification or

otherwise, the Board shall appoint one of the external governors to fill such vacancy.

11.6.2 If the office of the Secretary, Treasurer or President, or one or more of them, shall become vacant, such vacancy shall be filled as the Board may appoint.

11.7 **Delegation of Duties of Officers.** In case of the absence or inability to act of the Chair, a Vice Chair or any other Officer of the Corporation or for any other reason that the governors may deem sufficient, the governors may delegate all or any of the powers of such Officer to any other Officer or to any external governor for the time being.

12   EXECUTION OF DOCUMENTS

12.1 **Cheques, Drafts, Notes, Etc.** All cheques, drafts or orders for the payment of money and all notes and acceptances and bills of exchange shall be signed by such Officer or Officers or person or persons, whether or not Officers of the Corporation, in such manner as the Board may from time to time designate by resolution.

12.2 **Contracts, documents or instruments in writing:**

12.2.1 Contracts, documents or instruments in writing, required to be signed by the Corporation, may be signed by any two of the Chair, the Vice Chair, the President, the Secretary (where the Secretary is someone other than the President), and the Treasurer and all contracts, documents or instruments in writing so signed shall be binding upon the Corporation without any further authorization or formality;

12.2.2 The corporate seal of the Corporation may, when required, be affixed to contracts, documents or instruments in writing signed as aforesaid or by any Officer or Officers, person or persons appointed by resolution of the Board pursuant to section 12.2.5 hereof;

12.2.3 The term "contracts, documents or instruments in writing" as used herein shall include deeds, mortgages, hypothecs, charges, conveyances, transfers and assignments, releases, receipts and discharges for the payment of money or other obligations, conveyances, transfers and assignments of shares, bonds, debentures or other securities and all paper writings;

12.2.4 In particular without limiting the generality of the foregoing, any two of the Chair, the Vice Chair, the President, the Secretary (where the Secretary is someone other than the President), and the Treasurer are authorized to sell, assign, transfer, exchange, convert or convey any and all shares, bonds, debentures, rights, warrants or other securities owned by or registered in the name of the Corporation in its individual capacity or any other capacity or as trustee or otherwise and to sign and execute (under

the corporate seal of the Corporation or otherwise) all assignments, transfers, conveyances, powers of attorney and other instruments that may be necessary for the purpose of selling, assigning, transferring, exchanging, converting or conveying any such shares, bonds, debentures, rights, warrants or other securities;

12.2.5 Notwithstanding any provisions to the contrary contained in the bylaws of the Corporation, the Board may at any time by resolution direct the manner in which, and the person or persons by whom, any particular instrument, contract or obligations of the Corporation may or shall be executed.

13   BOOKS AND RECORDS

13.1   The Board shall ensure that all necessary books and records of the Corporation required by the bylaws of the Corporation or by any applicable statute or law are regularly and properly kept.

13.2   Without limiting the generality of section 13.1 immediately preceding, the Board shall keep minutes and records of its proceedings that accurately reflect the proceedings of the Board.

13.3   The Bylaws of the Corporation:

13.3.1 Shall be open to examination by the public during the normal office hours of the Corporation; and

13.3.2 Whenever possible, shall be available to the public at no charge on the Corporation's website.

14   STANDING COMMITTEES

14.1   The Board may, from time to time, appoint committees, consisting of such persons as may from time to time be appointed members thereof by the Board, to act in an advisory capacity to the Board in connection with the particular field of activity referred to each of such committees.   The members of such committees shall hold office during the pleasure of the Board, and the Chair and the President shall be ex-officio (voting) members of each such committee.

14.2   The Board may fill any vacancies occurring from time to time in such committees and may abolish and from time to time re-appoint any such committee.

14.3   The Secretary shall record or cause to be recorded the minutes of the proceedings of any such standing committee which shall be confirmed under the signature of the Chair of that meeting and a report shall be forwarded to the Board. Any such committee so appointed may meet for the transaction of business, adjourn and otherwise regulate its meetings as it thinks fit.   The quorum for any such standing committee shall be a majority of the governors on the committee. Questions arising at any meeting of a committee shall be decided

by a majority of votes and, in the case of an equality of votes, the Chair of the meeting shall have a second or casting vote.

15   AUDIT and Risk Management COMMITTEE

15.1   The Audit and Risk Management Committee heretofore established by resolution of the Board is hereby confirmed and continued to assist the governors in connection with all matters that may be properly referred to it by the Board. The Audit and Risk Management Committee shall be composed of four external governors and the Chair of the Board. The President of the College shall be a non-voting member of the Audit and Risk Management Committee.

15.2   Each Audit and Risk Management Committee member shall be appointed by the Board for a term of one (1) year, and such term may be extended for one (1) year at a time while the Audit Committee member continues as a governor of the College. The Board shall fill a vacancy on the Audit and Risk Management Committee by appointing a new member to the Committee.

16   GOVERNANCE COMMITTEE

16.1   The Governance Committee is established to assist the governors in carrying on the affairs of the Corporation in connection with matters relating to governance performance, the review and assessment of Board governance practices, the recommendation of measures to employ in assessing governance performance, the nomination for vacancies in the Board and the development of selection criteria and profiles for the nomination and performance of Board members as well as the management and assessment of the Board's continuing orientation, education and development activities, and all other matters that may be properly referred to it. The Governance Committee may also be responsible for the annual nomination of the Chair, Vice Chair, Secretary (if other than the President), Treasurer (if other than the Vice President, Finance), such other Officers as the Board may determine are to be appointed annually, Chair of the Audit and Risk Management Committee, Chair of the Governance Committee, Chair of any other standing committees which the Board may constitute and which require the annual appointment of a Chair. The Governance Committee shall be composed of up to five governors who shall be appointed by the Board, in addition to the Chair of the Board and the President who shall be ex officio (voting) members. The Chair of the Governance Committee shall be an external governor and a majority of the five members of the Governance Committee shall be external governors.

16.2   Each Governance Committee member shall be appointed for a two year term subject to an annual review, removal and renewal by the Board.

17   ACADEMIC AND STUDENT AFFAIRS COMMITTEE

17.1   The Academic and Student Affairs Committee, a standing committee of the Board of Governors, was established to assist the Board in fulfilling its Academic and Student Affairs oversight responsibilities.

17.2 The Academic and Student Affairs Committee shall be composed of between three and five members of the Board of Governors, optimally, including the Student Governor. The Vice-President Academic and the Vice-President Student Services of the College shall be non-voting members of the Committee. In addition, the Board Chair and the President shall be ex-officio (voting) members of the committee.

17.3 Each Audit and Risk Management Committee member shall be appointed by the Board for a term of one (1) year, and such term may be extended for one (1) year at a time while the Academic and Student Affairs Committee member continues as a governor of the College. The Board shall fill a vacancy on the Academic and Student Affairs Committee by appointing a new member to the Committee.

18   EXECUTIVE COMMITTEE

18.1 The Executive Committee, heretofore established by resolution of the Board is hereby confirmed and continued to assist the governors in carrying on the affairs of the Corporation in connection with all matters that may be properly referred to it by the Board. The Committee shall consist of the Chair, the Vice Chair, the Chair of the Audit and Risk Management Committee, the Chair of the Governance Committee, and the Chair of the Academic and Student Affairs Committee Past Chair, or in the event that there is no past Chair, this position shall remain vacant. In the event of any such offices other than the Past Chair being vacant, one other external governor will be appointed by the Board to fill such vacancy. In addition, the President shall be an ex-officio (voting) member of the Executive Committee by virtue of office. The Executive Committee is empowered to act on behalf of the Board during the summer as well as on other occasions when a quick decision is required and it is not possible to achieve the requisite quorum of Governors.

18   MEMBERS

18.1 The members of the Corporation shall consist of such persons as are from time to time appointed governors of the Corporation in accordance with the provisions of these Bylaws. The interest of a member is not transferable and lapses and ceases to exist when he or she ceases to be a member of the Board of the Corporation by his or her resignation, expiration of his or her term of office as a governor or otherwise in accordance with these Bylaws or as provided by any applicable statute or law.

19   MEETINGS OF MEMBERS

19.1   **Annual and Other General Meetings**.

19.1.1 The annual or any other general meeting of the members shall be held at the head office of the Corporation or elsewhere in Ontario as the Board may determine and on such day as the said governors shall appoint.

19.1.2 The annual meeting shall be the meeting at which the audited financial statements are received, in addition to any other business that may be transacted. The members may consider and transact any business either special or general without any notice thereof at any meeting of the members. The Board or the Chair or Vice Chair shall have power to call at any time a general meeting of the members of the Corporation.

19.2   Notice of Meetings

19.2.1 Notice of the time and place of every annual or general meeting of members shall be made by sending notice of the time and place of any such meeting which shall be delivered or telephoned not less than ten (10) days prior to the time fixed for the holding of any such meeting. Provided always that any meeting of members may be held for any purpose at any date and time and any place within Ontario without notice if all the members are present in person at the meeting or if all the absent members waive notice thereof or otherwise signify in writing their consent to such meeting being held in their absence. Such waiver of notice or consent may be given either before or after the meeting.

19.2.2 No error or omission in giving notice of any annual or general meeting or any adjourned meeting, whether annual or general, of the members of the Corporation shall invalidate such meeting or make void any proceedings taken thereat and any members may at any time waive notice of any such meeting and may ratify, approve and confirm any or all proceedings taken or had thereat.

19.3   Adjournments. Any meeting of the members of the Corporation may be adjourned to any time and from time to time and such business may be transacted at such adjourned meeting as might have been transacted at the original meeting from which such adjournment took place. Such adjournment may be made notwithstanding that no quorum is present. In the event of adjournment a notice of the re-scheduled meeting is required.

19.4   Quorum. Ten (10) governors shall form a quorum for the transaction of business at any meeting of the members. No business shall be transacted at any meeting unless the requisite quorum shall be present.

19.5   Voting

19.5.1 Except for votes to amend or adopt bylaws, questions arising at any meeting of members shall be decided by a majority vote. Votes to amend or adopt bylaws shall require a two-thirds majority. In the case of an equality of votes, the Chair of the meeting shall have a second or casting vote.

19.5.2 All votes at any meeting of members shall be taken by ballot, if so demanded by any members present, but if no demand be made the vote shall be taken in the usual way by assent or dissent. Unless there is a

demand for a recorded vote a declaration by the Chair of the meeting that a resolution has been carried or carried unanimously or by a particular majority or lost or not carried by a particular majority and an entry to that effect in the minutes of the Corporation shall be conclusive evidence of the fact without proof of the number or proportion of votes recorded in favour of or against the motion.

19.6   **Chair.** In the absence of the Chair and the Vice Chair of the Board, the external members present at any meeting of members shall choose one of their members to be Chair of the meeting.

19.7   **Polls.** If at any meeting a poll is demanded on the election of a Chair of the meeting or on the question of adjournment it shall be taken forthwith without adjournment. If a poll is demanded on any other question it shall be taken in such manner and either at once or later at the meeting or after adjournment as the Chair of the meeting directs. The result of a poll shall be deemed to be the resolution of the meeting at which the poll was demanded. A demand for a poll may be withdrawn.

20   **<u>FINANCIAL YEAR</u>**

Unless otherwise ordered by the Board, the fiscal year of the Corporation shall terminate on the 31st day of March in each year.

Enacted this 11th day of June, 2012.

Michael Dunlop
Chair, Board of Governors

Robert Gillett
Secretary, Board of Governors

GOVERNOR'S CODE OF ETHICS

BACKGROUND

Since public trust and confidence are vested in the Board of Governors, the Board and individual Governors have a commitment to discharge their responsibilities and duties in a manner that inspires respect and adheres to the highest standards of conduct. This Code of Ethics outlines the specific conduct required of Governors. It is closely linked with sections 7 and 8 of Algonquin College Bylaw #1 and Minister's Binding Policy Directive on Conflict of Interest issued April 1, 2003 under the provisions of the Ontario Colleges of Applied Arts and Technology Act as amended from time to time.

CODE OF ETHICS

1. Governors will consistently comply with the fiduciary duty of a college Governor to act honestly, in good faith, and in the best interest of the college.

2. As representatives of the citizens of Ontario, Governors must avoid conflict of interest with respect to their fiduciary responsibility. Specific provisions regarding conflict of interest are outlined in College Bylaw #1 section 7 and the Minister's Binding Policy Directive on Conflict of Interest issued under the Act.

3. Governors will respect the confidentiality appropriate to issues of a sensitive nature, and all information in-camera must be kept confidential. Subsequent discussions of confidential issues may only involve those participants who attended or who were eligible to attend the original confidential discussions.

   Issues determined to be confidential will remain confidential until they are released publicly through appropriate means.

4. Governors will promote Board policies and support Board decisions. Once a decision has been made, the Board will speak with one voice with respect to that decision. Governors will only speak on behalf of the Board when requested to act on behalf of the Chair.

5. Governors will respect each other and the democratic process.

6. Governors are volunteers and are expected to attend all regularly scheduled Board meetings and planning workshops. Notification for unavoidable absence should be provided to the Chair via the Board Secretary before the meeting.

The Chair is responsible for addressing attendance problems. Unacceptable attendance could result in the Chair requesting the Governor's resignation. The following attendance patterns are unacceptable and constitute a breach of the Governor's Code of Conduct:

- missing a total 50% of regular Board meetings in a year or 4 successive meetings of the Board without leave of the Board;

- frequent late arrivals at Board meetings or early departures, unless the reason for the late arrival is deemed justifiable.

Note: Under extenuating circumstances, Board members may submit a written request for a leave of absence which will be considered by the Board in the closed portion of the Board meeting.

7. Governors will not attempt to exercise individual authority within the College. Any interactions with the President or staff must occur in accordance with Board policy and the Role of the Governor. Governors who are approached about operational issues should refer the person/issue to the President.

8. Governors in their interactions with the public, press or other groups must recognize that an individual Governor cannot speak for or represent the Board on Board matters, College business, College administration or College governance without specific authority granted by the Board and that they have no legal or moral authority as an individual outside of Board meetings to represent the Board or comment on Board matters, College business, College administration or College governance except that authority as is specifically granted to the individual Governor by the Board.

9. Each Governor shall annually sign the Code of Ethical Conduct and Governors' Agreement (Attachment 1 hereto).

10. It is the responsibility of the Board Chair to ensure that Governors have had the opportunity to review the Code of Ethical Conduct before the first meeting of the Board in September and to secure their signatures on the Governors' Agreement included in Attachment 1 hereto at that meeting, or before the next scheduled meeting of the Board, at the latest.

Code of Ethical Conduct and Governors' Agreement

Algonquin College of Applied Arts and Technology has an outstanding reputation in the community for its integrity, loyalty, dedication and commitment as well as its high quality training and educational programs. In support of this positive image, it is expected and required that the Governors conduct themselves in a professional, respectful and collegial manner while carrying out their responsibilities as Board Members.

As a Governor of Algonquin College, I hereby commit myself to the highest ethical conduct as an individual and a member of the Board and will strive at all times to:

1. Comply with the Minister's Binding Policy Directive on Conflict of Interest issued under the Act , the Governor's Code of Conduct being Appendix A to Bylaw #1 and this Code of Ethical Conduct.

2. Work with fellow Governors and the College President in a co-operative and respectful manner, remembering that I am accountable to the community as a whole, and not any special interest group(s).

3. Support my fellow Governors in fulfilling ethical, fiscal and professional obligations.

4. Participate actively in Board and committee meetings, respecting the opinions of others.

5. Practice and uphold openness and transparency in the conduct of Board business as demanded by the legislation and regulations governing colleges in Ontario while respecting confidentiality when required by law, regulation or policy.

6. Honour and follow the rules of order and procedure adopted by the Board to facilitate meetings and decision-making.

7. Base my decisions on the facts of each situation, vote with honest conviction, un-swayed by any special interests and honour and uphold all majority decisions taken by the Board.

8. Ensure the College's mission, values and strategic plan and objectives are achieved in a democratic and fiscally responsible manner which meets the needs of learners and enables staff to carry out their responsibilities competently and ethically and which enhance the College's public image.

9. Treat my fellow Governors, College staff, students and the general public in a fair and equitable manner, regardless of race, religion, gender, sexual orientation, disabilities, age or national origin.

10. Accept the consequences of any of my actions which violate this Code of Ethical Conduct, the Governors' Code of Conduct or the MTCU Minister's Binding Policy Directives on Conflict of Interest and abide by the resulting decisions.

11. Participate fully in any review conducted under this Code of Ethical Conduct, the Governors' Code of Conduct or the MTCU Minister's Binding Policy Directives on Conflict of Interest and any revisions decided upon.

12. Generally be guided by high ethical standards in my performance of Board responsibilities.

I, _____hereby acknowledge receipt of a copy of and agree to abide by this Algonquin College Code of Ethical Conduct, the Governors' Code of Conduct and the MTCU Minister's Binding Policy Directives on Conflict of Interest at all times in exercising my responsibilities as a Governor.

Signature of Governor:_____

Date:_____

To ensure that Governors have been duly informed of their obligation and that they understand this obligation and the consequences associated with violating the Code of Ethical Conduct and supporting policies and guidelines, the following written sign off is required:

This is to confirm that a copy of the Code of Ethical Conduct, Governors' Code of Conduct and the MTCU Minister's Binding Policy Directives on Conflict of Interest have been provided, reviewed and explained to _____who has pledged to honour all obligations under it, and has provided his/her signature as confirmation of that pledge.

Signature of Board Chair:_____

Date:_____

ALGONQUIN COLLEGE

Presentation to:	Board of Governors
Subject:	Governor Reappointment
Date:	June 9, 2014
Presenter:	Kathyrn Leroux, Chair, Governance Committee

Purpose

Governance Committee reviews Governor's terms of office and make recommendations to the Board of Governors and members of the Corporation for term reappointments.

Background

Governance McIntosh was re-elected in Spring of 2013 to a one-year term, to August 31, 2014. Governor McIntosh has agreed to let his name stand for another one-year term effective September 1, 2014 to August 31, 2015.

Recommended Resolution:

MOVED & SECONDED BY _____&_____

That the Board of Directors approves the reappointment of J. McIntosh for a 1-year term to the Board of Governors effective September 1, 2014 to August 31, 2015.

ALGONQUIN COLLEGE

Presentation to:	Board of Governors
Subject:	Board Officer & Committee Membership Appointments 2014-2015
Date:	June 9, 2014
Presenter:	Kathyrn Leroux Chair, Governance Committee

Purpose

The Board's Governance Committee recommends the appointment of Officers of the Board, and membership on Board Committees with terms beginning September 1, 2014.

OFFICERS OF THE BOARD 2014/2015

Chair	James McIntosh
Vice Chair	Fred Blackstein
Chair, Audit & Risk Management Committee	Nancy Cheng
Chair, Governance Committee	Peter Nadeau
Chair, Academic & Student Affairs Committee	Kathyrn Leroux

EXECUTIVE COMMITTEE

Chair	James McIntosh
Vice Chair	Fred Blackstein
Chair, Audit & Risk Management Committee	Nancy Cheng
Chair, Governance Committee	Peter Nadeau
Chair, Academic & Student Affairs Committee	Kathyrn Leroux

AUDIT & RISK MANAGEMENT COMMITTEE

Chair	Nancy Cheng
Chair of the Board	James McIntosh
President	Vacant
External Members	Kelly Sample
	Dr. James Robblee
	Michael Waters

GOVERNANCE COMMITTEE

Chair	Peter Nadeau
Chair of the Board	James McIntosh
President	Vacant
Governors	Lynne Clark
	Pam Auchterlonie
	James Brockbank

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Chair	Kathyrn Leroux
Chair of the Board	James McIntosh
President	Vacant
VP Academic	Claude Brulé
VP Student Services	Laura Stanbra
Governors	Mark Sutcliffe
	Shawn McBride
	Sherryl Fraser
	Kyrylo Kasyanenko

FOUNDATION REPRESENTATIVE   Peter Nadeau

2013/2014 Board Evaluation Results Report

Preamble:

While overall results were extremely positive, there were 6 areas that require review and perhaps recommend some action steps. In standard survey analysis, one would typically look at top quadrant (top 2 boxes) and bottom quadrant (bottom 2 boxes) ignoring the middle section, unless there is significant votes in this area. Given that approach, we have 3 areas that seem to require improvement in the near future and 3 others which need attention, but appear to be primarily information access/communication-related issues. Doug had provided some input and John and I met to review and discuss the results. Following are my thoughts on possible next steps for discussion at our next meeting.

Question # 3 - Issue Minor

This question should be looked at in conjunction with Question 14.

Question #14

The Board's mandate and work plan are reviewed annually. Comments to these questions indicate lack of awareness. Results are split, while there are no significant number of surveys that marked these two in the bottom two boxes, results do indicate less positive feelings about our performance here. While not critical, it may make sense to review terminology and insure that it is clear what documents are being referenced and what the actual work plan refers to.

3. The Board establishes clear objectives and annual work plans for itself.

Response	Chart	Percentage	Count
1. Strongly disagree		0%	0
2. Disagree		7%	1
3. Neither agree nor disagree		7%	1
4. Agree		43%	6
5. Strongly agree		43%	6
Total Responses			**14**

Comments

#	Response
1.	I have not seen that (not to say they don't exist)
2.	Once, two years ago.

2013/2014 Board Evaluation Results Report

14. The Board's mandate and work plan are reviewed annually.

Response	Chart	Percentage	Count
1. Strongly disagree		0%	0
2. Disagree		7%	1
3. Neither agree nor disagree		14%	2
4. Agree		64%	9
5. Strongly agree		14%	2
	Total Responses		**14**

Comments

#	Response
1.	I don't recall seeing this (not to say it doesn't exist)
2.	One work plan 2 years ago, mandate rarely referenced in discussions or otherwise

Question #8
There are processes in place, however, not clearly communicated. Also believe that vetting the criteria and process with the Board would be helpful.

8. The Board effectively evaluates the CEO's performance.

Response	Chart	Percentage	Count
1. Strongly disagree		0%	0
2. Disagree		7%	1
3. Neither agree nor disagree		36%	5
4. Agree		43%	6
5. Strongly agree		14%	2
	Total Responses		**14**

Comments

#	Response
1.	Can't effectively comment as I have not yet seen this
2.	What is the rubric? How is it measured?

3.	By exec committee
4.	Same comment as above
5.	Not sure how the Board evaluates the CEO's performance
6.	This process has not been optimum in the past but is now being instituted
7.	Evaluation template is sound

Question #11

The Board understands the programs that are in place at Algonquin. Again, not a significant issue, however, with 3 individuals ambivalent or negative on this topic and only 1 individual in the top box, there is an opportunity to improve this area quickly and easily. Comments indicate "insufficient exposure" and "little program info being made available" it would seem that not all governors are availing themselves of the information available on the college's web site and on SharePoint. It may make sense to provide some specific recommendations as to what materials to cover in orientation and to perhaps provide a summary electronic document of the programs at the college with links included to the more detailed information in each programs section.

11.   The Board understands the programs that are in place at Algonquin College.

Response	Chart	Percentage	Count
1. Strongly disagree		0%	0
2. Disagree		7%	1
3. Neither agree nor disagree		14%	2
4. Agree		71%	10
5. Strongly agree		7%	1
Total Responses			**14**

Comments

#	Response
1.	Insufficient exposure to comment on this
2.	Very little program info received or made available to board
3.	I can't speak for everyone on the board but I understand

Question #25

I am satisfied with the process for orientation of new governors. Similar results to Question 11. We have had much discussion at the Board level regarding governor orientation and its importance and while improved in the past few years it is obvious we still have some room to move. We need to look at an expanded orientation program for new governors including visits to all local campuses and an opportunity to meet with not just the Chair and the President but perhaps a face to face with some key senior team members as well. While the information provided by Colleges Ontario is helpful, it is more the nuts and bolts College operation, strategic plan, College challenges and Board work plan reviews that would be more helpful. We should develop a fully-fledged orientation plan for new incoming governors and identify in Board interviews that the orientation is a requirement.

25. I am satisfied with the process of orientation of new governors.

Response	Chart	Percentage	Count
1. Strongly disagree		0%	0
2. Disagree		7%	1
3. Neither agree nor disagree		14%	2
4. Agree		64%	9
5. Strongly agree		14%	2
Total Responses			**14**

Comments

#	Response
1.	We have been weak in the last few years, in general it still takes 1-2 years to get sufficiently briefed
2.	I'm not familiar enough with orientation
3.	Believe we can accelerate the process for orienting new governors to the college world

Question #28

Of all areas, this was the lowest result with 6 governors in the ambivalent to negative territory and only one governor marking in the top box. I believe we need to look at a number of areas from orientation through governors full term. We also need to understand what the expectation of the governors is. Perhaps this could be a query at the Retreat in September? Some areas to consider would be: group lunch with incoming governors with President and Chair and one or two other governors; meeting with Chair or designate in the first 6 months to gauge governors' comfort with the role; follow-up meeting with Chair or designate within 18 months of start of term to discuss governors' contributions to the Board and next steps. Beyond that, we need to understand what the board would expect.

28. I receive adequate feedback as a governor about my contribution to Algonquin College.

Response	Chart	Percentage	Count
1. Strongly disagree		7%	1
2. Disagree		21%	3
3. Neither agree nor disagree		14%	2
4. Agree		50%	7
5. Strongly agree		7%	1
Total Responses			**14**

Comments

#	Response
1.	Have not yet received feedback (but I am new to the Board)
2.	Don't recall much feedback
3.	I have never received feedback

2013/2014 Board Evaluation Results Report

2013/2014 Board Evaluation Results

ALGONQUIN COLLEGE
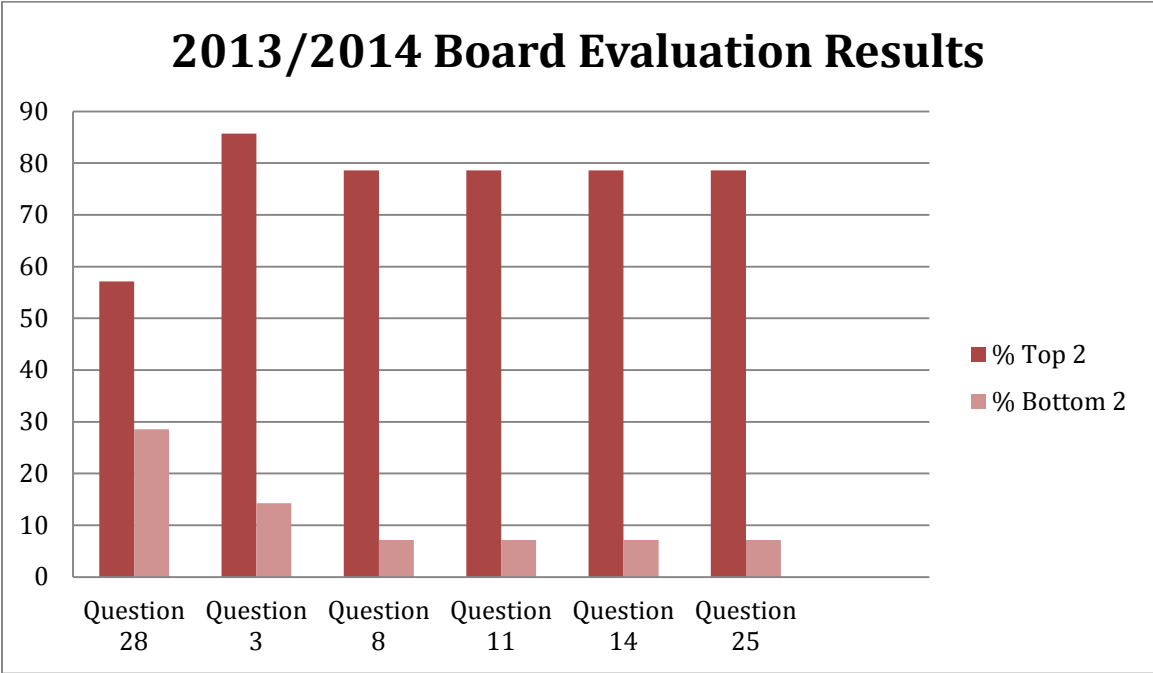
Board of Governors
Self-Evaluation 2013-14

Governance Objective: To regularly assess the effectiveness of the Board with respect to governance.

Assessment Mechanisms: In 2013/14 three assessment mechanisms were used: the standard Board Evaluation Survey; a new confidential Individual Board Member Self-Assessment; and a new evaluation report on Board compliance with the Board responsibilities per governance policy BGI-01 Responsibilities of the Board of Governors. In addition, the Vice-Chair performed an informal assessment of the Algonquin Board using nine different credible nonprofit Board self-assessment tools.

Assessment Results:

Board Evaluation Survey - A record 93% (14 out of 15) of Governors completed the Board Evaluation Survey. The average assessment rating was 84.3%. The Chair was evaluated at 97%. Three items scored at less than 70% (Agree plus Strongly Agree): #8 CEO Performance Evaluation; #12 Succession Planning; and #28 Feedback to Governors. Governance Committee will work with the Chair to address these items. Almost all governors identified Algonquin College Saudi Arabia as the Board's most significant achievement.

Board Compliance with Responsibilities **-** 28 groupings of Board responsibilities were identified from the By-Laws, policies and committee Terms of Reference. 20 of these were identified as fulfilled. Three of the outstanding items are planned to be addressed by the Academic and Student Affairs Committee; two others will be addressed in the Annual Report and at least one other in the September 2014 Board Retreat. The final two items are also to be addressed in 2014/15: measuring committee performance, and reporting on applied research accountability and outcomes. The governance committee will work with the Chair to address these items.

Vice Chair informal assessment - Algonquin scored 82% in aggregate, ranging from 63% and 90%. A number of possible Board process refinements have been communicated to Governance Committee.

In Process:

- Evaluate the performance of Board committees.

- Board to ensure that programs of instruction are developed and implemented consistent with provincial standards where they exist.

- Board to ensure that the College operates in accordance with legal and regulatory requirements.

- Integrated College Development Plan.

Future Activity:

- Board to ensure that proven methods for program development and review occur.

- Board to ensure that the College's communications with students, business, community stakeholders and the Ministry is ongoing and effective.

- Board to ensure that ongoing review and development of academic programs use proven methods that involve stakeholders in an effective and meaningful way.

- Board ensures the College's applied research activities have appropriate accountability for research funds and appropriate processes for research outcomes including commercialization.

ALGONQUIN COLLEGE

RESOLUTION

MOVED AND SECONDED –

That for banking purposes, the following are the officers of Algonquin College of Applied Arts and Technology, effective September 1, 2014:

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

POSITION	CURRENT INCUMBENT
Chair	James McIntosh
Vice Chair	Fred Blackstein
Secretary	Vacant
Treasurer	Duane McNair

SENIOR OFFICIALS OF THE COLLEGE

POSITION	CURRENT INCUMBENT
President	Vacant
Vice President, Academic	Claude Brulé
Vice President, Finance & Administration	Duane McNair
Vice President, Human Resources	Gerry Barker
Vice President, Student Services	Laura Stanbra
Director, Finance and Administrative Services	Cathy Dempsey
Manager, Financial Services	Grant Perry

CERTIFICATE

I hereby certify that the foregoing is a true copy of a resolution duly passed at a meeting of the Board of Governors of Algonquin College held at Ottawa, Ontario, the 9th day of June, 2014.

DATED at Ottawa this 9th day of June, 2014

Witness by my hand and (Corporate) Seal

_____
SECRETARY

Business Plan 2013/2014 Q4 Update to the Board of Governors

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q4 Update June, 2014	Status Green, Yellow, Red
CHAMPION APPLIED EDUCATION AND TRAINING				
Goal 1: Deliver an exemplary applied education and training experience.	AE 1.1 Enhance the entrepreneurial culture at the College to promote entrepreneurial thinking within the student body.	Entrepreneurial culture strategy and implementation plan presented to President's Council.	The Entrepreneurship strategy has been presented to President's Council and consists of a two-pronged approach: A joint College and Students' Association Youth Entrepreneurship program titled the Algonquin College Collaboratorium; and a regional Campus-Linked Accelerator program being developed with Carleton University and University of Ottawa.	Academic
	AE 1.2 Encourage the launch of faculty, staff, and students innovative ideas to improve pedagogy and the learning environment.	(1) A minimum of 15 submissions are funded through this innovation mechanism. (2) Three (3) ideas are implemented cross-College to improve either pedagogy, the learning environment or processes associated with educational delivery.	(1) Twenty (20) projects were funded, and all but one were initiated. (2) Project reports due end of May 2014 and will be reviewed to determine those ideas best suited for cross-College implementation in 2014-15, pending availability of resources.	Academic
	AE 1.3 Increase common learning outcomes and/or courses to enhance student mobility.	(1) Six (6) common course modules and three Provincial Learning Units developed. (2) Efficiency of course delivery improved through common course adoption, as measured by pilot in one course area.	(1) Completed. Course outlines for six identified common courses developed. Provincial Learning Units uploaded to newly developed platform. (2) Completed. Student and faculty focus groups have been established to evaluate products.	Academic
	AE 1.4 Centralize curriculum development and implementation support.	Curriculum Services operational with end-to-end service provision.	Completed at Q2.	Academic
Goal 2: Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.	AE 2.1 Develop a scalable Strategic Enrolment Management model with the capacity to simulate forecasting and growth scenarios.	Strategic Enrolment Management model developed and presented to President's Council.	SEM model and 2014-15 goals presented to PC on April 30, 2014.	Advancement (Lead) & Academic

Green = Completed

Yellow = In progress to reach goal

Red = Not anticipated to reach goal

Business Plan 2013/2014 Q4 Update to the Board of Governors

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q4 Update June, 2014	Status Green, Yellow, Red
	AE 2.2 Implement year-2 of the 5-year Programming Strategy.	All programs earmarked for development in year-2 of the 5-year Programming Strategy have been developed.	The majority of programs identified in year-2 of the 5-year programming strategy were developed. The moratorium has impacted the launch date of several programs, as funding approval is still pending.	Academic
	AE 2.3 Widen access by developing and delivering additional Bachelor's Degrees.	(1) Six (6) new degrees in development. (2) One (1) degree approved by the Board of Governors. (3) 365 students enroled in Degree programs.	(1) & (2) Six (6) degrees in various stages of development: Bachelor of Public Safety (formerly titled Bachelor of Security & Emergency Management), Bachelor of Automation and Robotics, Bachelor of Business Systems Development, Bachelor of Digital Health, Bachelor of Commerce (Human Resources Management), Bachelor of Commerce (eMarketing). (3) 375 students were enrolled in degree programs.	Academic
Goal 2: Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.	AE 2.4 Widen access by developing additional Graduate Certificate programs.	(1) Five (5) new Graduate Certificates approved by the Board of Governors. (2) 740 students enroled in Graduate Certificates.	Targets exceeded. (1) Six (6) new graduate certificates approved by the Board. (2) 812 students enrolled in graduate certificates.	Academic
	AE 2.5 Develop School/Faculty business plans in support of industry/sector needs.	Sector focused business plans for each School/Faculty developed.	Efforts made by School/Faculty on their sector-focused business plans were redirected to ensure completion of the unanticipated Ministry-driven Strategic Mandate Agreement. Completion of sector-focused business plan for each School/Faculty will occur in 2014-15.	Academic

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Business Plan 2013/2014 Q4 Update to the Board of Governors

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q4 Update June, 2014	Status Green, Yellow, Red
	AE 2.6 Develop and launch the Integrated College Development Plan process.	Integrated College Development Plan framework presented to the Board of Governors and public consultation process initiated.	The ICDP Framework and the Five-Year Financial forecast were presented to the Board on April 14, 2014. Planning continues for the presentation of the scenario-based planning tool to the Board at the Fall 2014 retreat. Whereas stakeholder engagements were conducted for each specific ICDP priority project, general public consultations will be conducted in Fall 2014.	Finance & Admin
	AE 2.7 Complete the development of the College's Health and Wellness vision and business framework.	Health and Wellness vision and business framework presented to the Board of Governors.	FINANCE The planning for the Phase 1 renovations for the Healthy Living project was completed in Q4. As a multi-year project, the construction phase of Buildings A and J renovations commenced in FY 2014-2015 Q1 as scheduled, and remain on schedule. ACADEMIC Healthy Living Phase 1A (consisting of repatriation of hairstyling and esthestics programs from Confederation High School, as well as relocation of the Massage Therapy clinic, to A building), and Phase 1B (Renovation to Dental clinic sterilization area) are underway. The development of the business case, case for support, and advocacy plan development for the Healthy Living project is ongoing in order to initiate advocacy plan in 2014-15.	Academic (Lead) with Student Services and with Finance & Admin
Goal 3: Leverage technology to enhance the educational experience	AE 3.1 Implement year 3 of 4-year mobile learning program (MLP) plan.	Approximately 100 additional programs of study converted to MLPs.	Completed at Q2.	Academic (Lead) with Finance & Admin

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Business Plan 2013/2014 Q4 Update to the Board of Governors

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q4 Update June, 2014	Status Green, Yellow, Red
	AE 3.2 Enhance the choice and flexibility of student learning options by increasing the availability of hybrid and fully online offerings.	(1) Six (6) new online programs developed and delivered. (2) 50 net new hybrid courses developed and delivered. (3) 300 additional online full-time equivalents (FTEs). (4) 1,000 part-time course-level enrolments.	(1) Target exceeded. Eight (8) new programs launched and two programs converted to accelerated offerings. (2) Fifty (50) new hybrid courses were developed and delivered. (3) Target exceeded. 353 additional online FTEs over 2012-13. (4) 710 part-time course-level enrolments (adding full time course-level enrolments to part-time enrolments exceed 1000 target by approximately 20%).	Academic
	AE 3.3 Increase flexible access to postsecondary education by offering full-time online programs on a monthly intake basis.	Three (3) full-time online programs offered on a monthly intake basis.	Completed at Q2.	Academic (Lead) & Student Services (RO)
	AE 3.4 Increase access to oversubscribed full-time programs.	Online version of the first semester of three (3) oversubscribed full-time programs developed and launched.	Completed at Q2.	Academic
Goal 3: Leverage technology to enhance the educational experience	AE 3.5 Update standards for the development and delivery of all hybrid and online courses.	Standards have been updated, promulgated and enforced.	Quality assurance standards for hybrid and online delivery were researched and developed in collaboration with CCOL. The new standard will be piloted in summer 2014, then rolled out to assess 33% of hybrid and online courses in the 2014-15 academic year.	Academic

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Business Plan 2013/2014 Q4 Update to the Board of Governors

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q4 Update June, 2014	Status Green, Yellow, Red
	AE 3.6 Review the results of the pilot and develop Phase 2 of the eText strategy.	(1) eText pilot Phase 1 evaluation completed. (2) eText implementation Phase 2 rolled-out for a majority of programs that were mobile in 2012-13. (3) An Algonquin eText asset production model has been developed.	(1) Completed. (2) Completed. Over 16,000 resources were deployed in Fall 2013 and an additional 14,000 resources were deployed in Winter 2014. (3) A pilot initiative in 4 programs assessed the viability of tablet readers. About 55% of the students involved preferred the readers over their laptop computers. These results, as well as an analysis of course feedback survey data and course success rates, will be incorporated into the eText implementation strategy for 2014-15.	Academic (Lead), Student Services, Finance & Admin
	AE 3.7 Expand the availability and use of open educational resources. (OER)	(1) 50 faculty members have contributed both internal and external content to the Athens Open Educational Resources website. (2) An OER usage report template presented to the College Leadership Council.	(1) Several faculty members and student interns have contributed to the development of OERs. An OER resource guide, website and short training course have been developed. (2) Cross-college use OERs continues to increase, however measuring utilization of the resources has been challenging as the resources reside in cloud technologies.	Academic

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Business Plan 2013/2014 Q4 Update to the Board of Governors

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q4 Update June, 2014	Status Green, Yellow, Red
	AE 4.1 Create the strategy, business model, and implementation plan for an "Algonquin Connects" concept that encompasses among others: community and corporate social responsibility (CCSR), sustainability, service learning and volunteerism.	(1) Strategy, business model and implementation plan developed and approved. (2) Co-curricular activities increased by 10%. (3) Mechanism for measuring Return on Investment (ROI) developed.	(1) Pan college consultation led to the creation of an Algonquin Connects document: 'Connecting with the Community – Algonquin Connects'. This document incorporates a focus on work integrated learning and the wireframe for the communications playbook. The playbook 1.0 wiki became available April 16. (2) All three campuses continue to be actively engaged in the Co-Curricular (CCR) program. The College community has shown great interest in the CCR program this year. Recognized activities have grown 252% from 65 to 229, and individual validations of student volunteer activity has grown 356% from 355 to 1,619. This year's success of the Co-Curricular program speaks to the readiness of the College community to engage and recognize students outside of the classroom. (3) A process for measuring Algonquin College community-linked activities has been developed and piloted. Full roll-out in 2014-15 will occur after assessment of the results of the pilot.	Academic (Lead), Student Services
	AE 4.2 Continue to embed applied research activities in full-time programs of study.	775 students, 70 faculty, and 130 employers are engaged in applied research projects.	754 students, 71 faculty and staff, and 130 employers were engaged in 241 applied research projects.	Academic

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Business Plan 2013/2014 Q4 Update to the Board of Governors

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q4 Update June, 2014	Status Green, Yellow, Red
	AE 4.3 Implement year 1 of the experiential learning plan.	(1) 75% of full-time programs have a work-integrated learning component. (2) Work-integrated learning opportunities have been created within College departments.	(1) Target exceeded. Over 85% of full-time programs have a work-integrated learning component. (2) The Community Partnership and Engagement department has worked with College departments to create work-integrated learning opportunities.	Academic (Lead) & Student Services
	AE 4.4 Conduct study to determine feasibility of the storefront delivery model.	Storefront delivery model study presented to President's Council.	First draft of storefront delivery model study completed. To be presented to President's Council by end June 2014.	Academic
STUDENT & CLIENT SUCCESS				
Goal 5: Deliver exceptional service to our diverse student and client populations.	SC 5.1 Enhance student success and retention capacity.	(1) Term-to-term retention increased by 1.5% over 2012-13. (2) Retention baseline for under-represented (non-traditional) student populations established. (3) Retention strategy for under-represented (non-traditional) student populations developed.	(1) Term-to-Term retention decreased by 0.2% from 2012-13. (2) & (3) Several initiatives targetting under-represented (non-traditional) student populations were successfully launched. These included: the Women in Electrical Engineering Technology (WEET) program in partnership with Hydro One and the Leacross Foundation; newcomer Integration bridging programs and first generation initiatives; the development of labour market tools by the Labour Market Ottawa (LMO) team through a sponsorship from MTCU.	Academic

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Business Plan 2013/2014 Q4 Update to the Board of Governors

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q4 Update June, 2014	Status Green, Yellow, Red
	SC 5.2 Pilot a writing support centre to assist Algonquin students with their communication and writing needs.	(1) 48hrs per week of coaching offered. (2) 800 students served. (3) Pilot program evaluated and performance benchmarks established.	The Student Learning Centre (SLC) pilot was successful in offering coaching in English and was able to expand to offer Math and Computer coaching. 1) 48 hrs per week of coaching was offered as of January 2014. 2) 1,150 student sessions were provided. The number of individual students served was 384, which was less than the projected 800. However, the Centre was late opening (official launch in January 2014 rather than September) and thus there was less chance to build awareness than originally anticipated. Momentum for the Centre is growing. 3) A year-end report is almost complete and will provide a program evaluation of the first year, plus identify performance benchmarks for the 2014-15 academic year.	Student Services
	SC 5.3 Develop and launch an enhanced communication and marketing plan for Student Services.	(1) Student services awareness benchmark established. (2) Static Student Support Service websites converted to interactive multi-media websites.	1) Processes have been implemented to electronically collect and evaluate benchmark data for event attendance as well as statistics for online traffic of websites, social media platforms, and e-mail communication. 2) Website re-development included major overhauls and restructureing of previously static content for 6 Student Support Services Departments. Promotional Videos have also been created and posted for all Student Support Services departments, the College Foundation and Alumni (Industry Talks) and the Registrar's Office (Late Payment Fee).	Student Services

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Business Plan 2013/2014 Q4 Update to the Board of Governors

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q4 Update June, 2014	Status Green, Yellow, Red
	SC 5.4 Expand the enterprise level knowledge database for student inquiries.	Use of knowledge database (Intelliresponse) system increased by 10%.	Intelliresponse was launched in September 2013. Thus there are no comparison stats from the previous year. The utilization rate did not increase by 10% as projected between the fall and winter terms, but by 6.2%. As a result, Focus Groups were facilitated in January and February to promote the Intelliresponse platform and to gather student feedback. Student's indicated that in most cases they would be more likely to use Google for information. All other suggestions received from students were implemented into the knowledge base.	Student Services
	SC 5.5 Implement first-year of a multi-year accessibility plan for Accessibility for Ontarians with Disabilities Act (AODA).	95% of first-year departmental AODA plans implemented.	100% of first year Accessibility for Ontarians with Disabilities Act (AODA) plans implemented.	Human Resources
	SC 5.6 Administer an alumni satisfaction survey.	(1) Survey completed and benchmark established. (2) Business plan drafted to address results.	1) Completed alumni survey and presented findings to President's Council and the Alumni Advisory Committee. Benchmark established as 86% of alumni are proud to be an Algonquin graduate. 2) Alumni Business Plan incorporated into the Foundation's Five-Year Fundraising Plan which will be presented to the Board of Governors on June 9, 2014.	Student Services

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Business Plan 2013/2014 Q4 Update to the Board of Governors

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q4 Update June, 2014	Status Green, Yellow, Red
	SC 5.7 Coordinate and extend employer/community outreach.	(1) 100 employer/community events attended by the College. (2) Two (2) issues of employer/community newsletter distributed. (3) Measures of success established and results presented to President's Council.	1) In total, 69 community events were formally attended by an Algonquin representative during the fiscal year, including sponsorship of CAYFO Awards and Blitz Build. 2) A second community newsletters was published in May. 3) Benchmarks for measuring community engagement, open rates and clickthroughs have been established with final results to be presented to PC in June, 2014.	Advancement
Goal 6: Leverage technology to automate and modernize our business processes, fostering an environment of continuous improvement.	SC 6.1 Automate business processes to enhance productivity, efficiency and audit ability.	Ten (10) College business processes automated, complete with workflow and data system integration.	The College has completed thirteen (13) automation projects in 2013/14.	Finance & Admin
	SC 6.2 Finalize the College's long term Enterprise Resource Planning (ERP) strategy, identifying solutions that balance competitive advantage with operating efficiencies.	ERP solution identified to address: - Student Information System - Human Resources/Payroll System - Learning Management System - Social Information Management System	ERP Project Fusion has started, and the team have completed, during a pre-RFP phase, a series of commercially-confidential meetings with vendors who have expressed an interest to participate in the proposed procurement. The final RFP for a unified HR, Payroll, and FInance ERP, is scheduled to be released onto MERX in Q1.	Finance & Admin
	SC 6.3 Expand and enhance the College's financial management system (Peoplesoft).	Peoplesoft Budgeting Travel & Expense and Project Accounting modules implemented including updated business processes and staff training.	Initiative suspended due to the decision to proceed with a unified HR, Payroll and Finance ERP.	Finance & Admin

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Business Plan 2013/2014 Q4 Update to the Board of Governors

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q4 Update June, 2014	Status Green, Yellow, Red
	SC 6.4 Review and assess pan-College initiatives.	(1) Review of pan-College initiatives completed by appropriate College Leadership Council lead(s). (2) Customer Relationship Management (CRM) system pilot expanded across a minimum of four units to the satisfaction of the unit's Dean or Director.	(1) Initiatives were assigned to appropriate College Leadership Council member. Completed. (2) CRM system pilot expanded to seven additional units (International-Recruitment, International-Jazan, Academic Upgrading, ITS, Business Development, Workforce Development, Web Services). Academic Upgrading, Web Services, and International-Recruitment completed to the full satisfaction of the Director.	Advancement Green I think but Doug to confirm
EMPOWERED PEOPLE				
Goal 7: Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.	EP 7.1 Implement strategies targeting three (3) areas identified for improvement in the Employee Engagement Survey.	Employee Engagement Survey overall score increased 3.71 to 3.80.	Employee Engagement Survey will be conducted in Fall 2014.	HR
	EP 7.2 Establish a college forum that encourages the discussion of issues of common concern among managers.	Two (2) forums hosted with participation from 75% of managers.	Management Academy will be launched in September 2014.	HR
Goal 7: Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.	EP 7.3 Expand and enhance access to employee professional development, with a focus on priorities aligned to the College's strategic direction.	(1) 10% increase in attendance at COL sponsored training sessions. (2) 15 new professional development training sessions offered in conjunction with partners in CIS, the Mobile Learning Team, and other departments. (examples: Digital Direction, Business Intelligence, Social Media, Mobile, Curriculum Development).	(1) Continue to monitor. (2) Will provide metrics to PC in Fall 2014 on workshops offered in May-June 2014. Over 40 offerings available, including Understanding Depressive Illness & Developing Coping Strategies, Incorporating Educational Technology into the Trades, Use Prezi to Jazz up Your Prezentations, Camtasia Relay to Capture your Presentations & Work Processes, MS Excel Intermediate Training in collaboration with Ed Tech team, BbHelp team, LTS team, LRC team, Academic Development team.	HR

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Business Plan 2013/2014 Q4 Update to the Board of Governors

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q4 Update June, 2014	Status Green, Yellow, Red
	EP 7.4 Expand and enhance the Kaleidoscope professional development conference.	(1) 20% increase in Kaleidoscope attendance. (2) Satisfaction benchmark established.	1) Report will be provided on increase in Kaleidoscope attendance from 2013/2014. 2) Satisfaction benchmark established. Online feedback for all keynotes and workshops collected electronically via QR code. Final feedback from conference will be provided to PC in Fall 2014.	HR
	EP 7.5 Pilot the provision of 2-days off for community service, per year, per employee within one School and Department.	Result of pilot and its impact on employee engagement presented to President's Council.	Advancement and Human Resources launched the Algonquin College Day of Service on April 9, 2014. 49 employees from both units spent a day of community service for four organizations, the Ottawa Humane Society, the Ottawa Food Bank, Ottawa Housing, and Free the Children (We Day). Report to presented to PC in June.	HR
	EP 7.6 Develop an online tutorial to support mobile awareness for faculty and staff.	Mobile online tutorial delivered.	Faculty Resource Site was launched in early January with presentations to Deans/Chairs at February meetings.	HR
	EP 7. 7 Provide professional development for Deans and Academic Chairs regarding new faculty performance evaluation process.	Training completed.	Courses were offered through the Management Academy in Winter 2014.	HR
	EP 7.8 Research the feasibility of a university partnership with Algonquin to offer a Masters Degree in Education or similar graduate credential at the College.	University partnership report delivered to President's Council for consideration.	Twenty applicants continue their St. FX Masters of Education course.	HR

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Business Plan 2013/2014 Q4 Update to the Board of Governors

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q4 Update June, 2014	Status Green, Yellow, Red
Goal 8: Create and foster an environment in which the College's model of leadership competencies and behaviours is supported.	EP 8. 1 Encourage and support leadership training at all levels of the organization.	92 employees enrolled in Algonquin Leadership in Education Institute training (ALEI Levels I, II, & III).	As of May 2014, 74 employees are currently enroled in Algonquin Leadership in Education Institute training (ALEI Levels I, II and III).	HR
	EP 8. 2 Include mentorship as part of ALEI Level III program.	95% of ALEI Level III participants actively engaged in pilot mentorship program.	All the participates in The Leadership Mentorship Program graduated on May 9th. They group provided feedback on how the Mentorship program was instrumental in assisting them in their current development.	HR
	EP 8. 3 Update the College's succession planning framework.	Succession planning framework presented to President's Council.	PC met on April 7th. Recommendation will be presented to President's Council in September 2014.	HR
	EP 8. 4 Continue development of plans to implement a Responsibility Center Management (RCM) Model that encourages innovation and provides greater autonomy and decision making.	(1) Development of a working RCM model utilizing the College's audited financial statement information. (2) Assessment of the College's technologies, business processes and employee skills completed to determine suitable fit for RCM model.	1) Steering Committee meetings continue bi-weekly with cross College representation. Model scenarios identified, and series of presentations to run in May & June for stakeholder feedback on potential model for Algonquin College. 2) ITS has assessed RCM impact on current systems as minor. Business Processes impact will be assessed after model is defined. Employee position descriptions reveiwed for job positions expected to be affected by RCM implementation.	Finance & Admin
FINANCIAL SUSTAINABILITY				
Goal 9: Align our funded operational expenditures with provincial funding.	FS 9.1 Prepare a multi-year strategic plan cost and estimate progress report.	Strategic Plan progress report presented to President's Council.	Costing of the five year Strategic Plan will be completed by August 31 2014. To date, 2012-13, 2013-14 and 2014-15 projects have been aligned with the Strategic Pillars and specific initiative. Completion of 2015-16 and 2016-17 will be done over the first half of 2014-15.	Finance & Admin

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Business Plan 2013/2014 Q4 Update to the Board of Governors

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q4 Update June, 2014	Status Green, Yellow, Red
	FS 9.2 Develop a Procurement Strategy to ensure best value for money, Broader Public Sector Directives compliance, encourage strategic partnerships and optimize relationships with the vendor community.	Procurement Strategy approved by College Leadership Council.	Completed	Finance & Admin
Goal 10: Expand non-funded opportunities to increase revenue.	FS 10.1 Develop a strategic plan for College Ancillary Services with the goal of doubling net contribution within five (5) years.	College Ancillary Services Strategic Plan prepared and approved by President's Council.	The CAS Strategic Plan was presented and approved by PC in Spring 2014. Ancillary Services consulted with CAS employees and College stakeholders throughout the development process. The CAS Strategic Plan is available on the Ancillary Services website.	Finance & Admin
	FS 10.2 Implement the International Education Centre's strategic plan aimed at growing contract activity and enrolment.	1,006 FTE international students enrolled at the College.	Target Exceeded. 1,138 full-time equivalent international students enrolled in postsecondary programs (17% increase over 2012-13). 1,710 English as a Second Language (ESL) international students registered (12% increase over 2012-13).	Academic
	FS 10.3 Develop Course Outline Management and Mapping System (COMMS) for provincial wide use based on an annual subscription model.	COMMS subscription model piloted with one Ontario College and marketing plan established.	Target Exceeded. Two colleges signed on to use Algonquin's COMMS under a three-year service agreement. Ten other colleges (including one out of province) are testing COMMS. It is anticipated that up to four will sign on. The COMMS platform was profiled at the 2014 ACCC conference.	Academic
	FS 10.4 Develop a multi-level strategy to enhance and strengthen Federal Government relations.	(1) Federal Government sales strategy developed and presented to President's Council. (2) Federal Government corporate training revenues increased from $1.2M in 2012-13 to $1.8M in 2013-14.	(1) Government of Canada (GOC) Strategy approved by President's Council and phase 1 in implementation stage. 2) GOC corporate training revenue secured in 2013-14: $1.6M (an increase of 30% over 2012-13).	Academic

Green = Completed

Yellow = In progress to reach goal

Red = Not anticipated to reach goal

Business Plan 2013/2014 Q4 Update to the Board of Governors

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q4 Update June, 2014	Status Green, Yellow, Red
Goal 11: Leverage strategic business partnerships to meet the capital needs of the College.	FS 11.1 Establish a new multi-year College-wide fundraising plan.	5-year fundraising plan presented to and approved by the Foundation Board and the Board of Governors.	The Foundation's Five-Year Fundraising Plan was approved by the Foundation Board of Directors on April 24, 2014. The Plan will be presented for approval to the College Board of Governors on June 9, 2014.	Student Services
	FS 11.2 Secure new strategic partnerships and steward existing relationships to generate revenue and in-kind contributions.	(1) $1M raised from the stewarding and renewal of campaign pledges. (2) $1M raised from alumni revenue, annual and endowment student bursary/scholarship contributions. (3) $640K interest disbursed and stewarded from donor named endowment funds. (4) $500K raised from new gifts-in-kind partnerships and major gift cash donations.	1) $1.86M of $1M raised. 2) $1.14M of $1M raised. 3) $656K of the $640K disbursed. 4) $600K of $500K raised.	Student Services
	FS 11.3 Complete the assessment of the Centrepointe development initiative.	Centrepointe development report submitted to President's Council.	City of Ottawa planning delayed until Q1 FY 2014-2015, at earliest.	Finance & Admin
	FS 11.4 Launch implementation of multi-year energy savings company agreement (ESCO-II).	(1) Energy savings company agreement (ESCO-II) accepted by the College. (2) Phase 1 facility improvement projects (FIMs) launched and $750K in annual savings confirmed.	(1) Completed. (2) Phase 1 facility improvement projects (FIMs) launched, with majority of Phase 1 FIMs scheduled for completion in FY 2014-2015. College staff accept Siemens Canada projection of annual total Phase 1 savings at $975,299.	Finance & Admin
Goal 12: Create the technological foundation to align with the digital direction.	FS 12.1 Develop an Enterprise Risk Management framework to support the attainment of the strategic objectives of the College.	(1) College Risk Management Committee mandate and membership approved by President's Council. (2) College Statement of Risk Tolerance prepared and accepted by the Board of Governors. (3) Risk Reporting Framework prepared and accepted by Board of Governors' Audit and Risk Management Committee.	(1) Completed. (2) Recommendation by the Board's Audit and Risk Management Committee is to defer the statement of Risk Tolerance. (3) Risk Reporting Framework adopted.	Finance & Admin

Green = Completed

Yellow = In progress to reach goal

Red = Not anticipated to reach goal

Business Plan 2013/2014 Q4 Update to the Board of Governors

2012-2017 Strategic Goals	2013-14 Initiatives	2013-14 Measures	Q4 Update June, 2014	Status Green, Yellow, Red
	FS 12.2 Facilitate an IT system, process & governance internal audit to mitigate key corporate risk.	Internal audit report presented and accepted by the Board of Governors' Audit and Risk Management Committee.	The IT Strategy and Governance audit findings have been presented to the Board's Audit and Risk Management Committee, and the report's recommendations have been endorsed.	Finance & Admin
	FS 12.3 Continued investment in the College's information technology (IT) network, including its monitoring, control and support systems, to ensure a consistent level of internet and wireless connectivity.	College internet and wireless access available 95%.	The College's IT Network, Internet connectivity and Wireless service, have been performing well during Q4. Internal services were impacted by a firewall issue in March, which has been resolved. Other services at 99% SLA. The College experienced a Denial-of-Service (DoS) attack on the weekend of March 15/16, as did other local Higher-Ed institutions. The ITS organization mobilized rapidly to address the external DoS attack, restoring service within 45 minutes.	Finance & Admin
	FS 12.4 Reduce dependency on dedicated labs.	Five (5) dedicated labs converted to alternative use.	Completed	Finance & Admin
	FS 12.5 Expand managers ability to access corporate data currently stored in core business systems through the use of business intelligence software.	Corporate data integrated into the College's business intelligence system for the following business systems; - PeopleSoft Financials - Human Resources/Pay System - GeneSIS Student Info System - Blackboard Learning Management System	The College's Business Intelligence (BI) capabilities were enhanced, and leveraged in multiple Academic and Administrative areas of the College. Over 120 user accounts have been created, 30 enterprise level reports generated, and 20 processes eliminated.	Finance & Admin

Green = Completed

Yellow = In progress to reach goal

Red = Not anticipated to reach goal

ALGONQUIN COLLEGE

Presentation to:	Board of Governors
Subject:	ESCO2 (Energy Savings Company) Phase 3
Date:	June 9, 2014
Presenter(s):	D. McNair, VP Finance and Administration

Purpose

To provide recommendations for Phase 3 of the ESCO2 project.

Background

On December 10, 2012 the Board of Governors approved amending the proposal to be a single project, conducted in three phases:

Phase	Description	Net Capital Investment	Annual Savings
1	Replace Building B HVAC (Heating Ventilation and Air Conditioning) system along with additional improvement measures	$13,669,935	$975,299
2	Design and gain necessary provincial approvals for the co-generation plant along with additional improvement measures	$3,578,053	$253,311
3	Install the co-generation plant along with additional improvement measures	$13,893,267	$971,336
Totals		$31,141,255	$2,199,946

Comment – Phase 3 was intended to include a rooftop 500KW photo-voltaic array to generate revenues from the Ontario Power Authority's (OPA) Feed-in-Tariff program. However, the necessary approvals have yet to be gained, and cannot be obtained in time for inclusion in Phase 3. Additionally, Phases 1, 2 and 3 cumulative annual savings of $2.2M do not yet meet Siemens' targeted annual savings / revenue of $3.7M that they proposed in their response to our RFP. Accordingly, College staff and Siemens Canada are scoping out the possibilities for a Phase 4. It would be essential that any future phase respect the

parameters of the RFQ, RFP and Siemens response, so that the overall project remains compliant with our purchasing policies.

Siemens Canada obtained their internal "final form" approval of the Detailed Feasibility Study (DFS) for Phase 3 on May 20, 2014, and College staff has completed our technical, financial and legal reviews of the DFS.

Phase 3 construction is expected to be complete in May 2016, at a net capital investment of $13.9M. The Phase 3 projected annual savings will be $971K, with all measures paid off not later than May 2035.

Discussion / considerations

Technical Considerations. Physical Resources staff determined that the proposed facility improvement measures are sound. Phase 3 will deliver a 2MW natural gas fired co-generation plant, housed in a pre-fabricated structure adjacent to the Central Plant, on the east side of Building C. Governors will note that the OPA potential incentives of $2.6M have not been factored into the financial viability assessment for Phase 3; should these OPA incentives be obtained, they would form the financial base to expand the co-generation plant from 2MW to 4MW in a future Phase. As part of the Phase 3 DFS stage, consultation was undertaken with experts at Ottawa Hydro, Enbridge, engineering firms, and with subject matter expert faculty and staff. It is intended to broaden the consultation process through the development stage of the co-generation plant to ensure the final design takes into account any advice arising from the College community and from our neighbouring communities. Finally, Phase 3 will include $2.4M of HVAC-related deferred maintenance work in three buildings: Buildings A1, D and H.

Legal Considerations. College staff and legal counsel have reviewed proposed amendments to the Energy Performance Contract and the Phase 3 Tri-Party Agreement. Consistent with Phases 1 and 2, College legal counsel and College staff advise that the proposed Agreements are compliant with the intended nature of ESCO2, and with Siemens' guarantee of performance.

Financial Considerations. The financial review was based on the financial models provided by Manulife. The models assume an annual interest rate of 5.17%, with actual interest rates only confirmed on date of signing the Agreements. Subject to confirmation of the actual interest rate, which is not anticipated to change, the accounting methodology and financial performance projections are consistent

with Phases 1 and 2. Phase 3 is compliant with the Ontario Financial Administration Act and Ministry Directives.

Summary of Risks. We assess that Phase 3 has a single strategic risk: that the co-generation plant is not operational by December 2015. This is a mandatory OPA timeline for us to receive the related incentives, an essential financial consideration. Mitigation: Board approval by June 9, 2014 supports the required construction timelines.

Attachments:
- Latest quarterly report from Siemens Canada on ESCO2 performance. College staff has reviewed and concur with the Siemens report; and,
- An abridged Siemens .ppt presentation showing the scope and nature of Phase 3 measures, including financial summary.

Recommendations

That the Board of Governors approves the following two resolutions that were drafted by the College's legal counsel, each resolution is in three parts.

Resolution: Amended Energy Performance Contract

On Motion Duly Made and Seconded it was Resolved that:

1.   The College is hereby authorized to enter into the Amendment to the Energy Performance Contract with Siemens Canada Limited ("Siemens") so that the Energy Performance Contract relates to and includes phases 1, 2 and 3;

2.   The President or Vice President, Finance and Administration of the College is authorized and directed on behalf of the College to execute and to deliver the Amendment to the Energy Performance Contract to Siemens; and

3.   The President or Vice President, Finance and Administration of the College is hereby authorized and directed to do all acts and things and to execute and deliver on behalf of the College such documents and instruments as may be necessary or desirable to give legal and binding effect to the foregoing.

Resolution: Phase Three Tri-Party Agreement

On a Motion Duly Made and Seconded it was Resolved that:

1. The College is authorized to enter into the Phase Three Tri-Party Agreement with the Manufacturers Life Insurance Company ("Manulife") and Siemens Canada Limited ("Siemens") so that the Phase Three Tri-Party Agreement relates to and includes phases 2 and 3 of the Energy Performance Contract with Siemens;

2. The President or Vice President, Finance and Administration is authorized and directed on behalf of the College to execute and to deliver the Phase Three Tri-Party Agreement to Manulife and Siemens; and

3. The President or Vice President, Finance and Administration is authorized and directed to do all acts and things and to execute and deliver on behalf of the College such documents and instruments as may be necessary or desirable to give legal and binding effect to the foregoing.

SIEMENS

Algonquin College of Applied Arts and Technology
Woodroffe Campus

ESCO2

Quarterly Savings and
Project Progress Summary

Report Date: April 30, 2014

Savings period: October 1, 2013 – March 31, 2014

Construction Period ☒   Performance Assurance Period ☐

Introduction

This report presents a summary of project progress as well as a project savings over the most recent quarter for the ESCO2 Project at Algonquin College (Woodroffe Campus). The information contained in this report *does not* constitute actual/guaranteed savings as they relate to the performance contract – this information will be provided in the Annual Savings Report following the construction period.

Construction Activities This Quarter

- Continued retrofitting of washrooms throughout campus (15 buildings affected)
    - 293 toilets
    - 161 Urinals
    - 76 showerheads
    - 263 faucet aerators
- K Building retrofit completed and commissioned
    - Conversion of existing pneumatic controls to DDC
    - Decommissioning of air compressor
    - Night temperature setback programmed into BAS
    - Re-balancing of VAV boxes
- Advanced Strategies modifications implemented in several systems

Facility Improvement Measure (FIM) - Status

Measure	Final Design	In Construction	In Commissioning	Completed	Comments
Water Conservation	✔	✔	✔		Note 1
K Building Retrofit	✔	✔	✔	✔	
B Building HVAC	✔				Note 2
Advanced Strategies	✔	✔			
Demand Flow (Central Plant)	✔				
Demand Flow (T Building)	✔				
ACCE Retrofit	✔				
T Building HVAC Retrofit	✔				
Central Plant Steam Removal	✔				
Cooling Tower Replacement	✔	✔			
PACE Global Services	✔	✔			
Lighting Controls	✔				
Sustainability Coordinator	✔	✔			

Additional Comments

Note 1: Completion expected by July.
Note 2: Construction begins May 2014 with most activities completed by Sept 2014

Savings Results This Period (October 1, 2013 – March 31, 2014)

	Electricity (kW)	Electricity (kWh)	Natural Gas (m^3)	Water (m^3)	Total Savings ($)
Savings	2.02	9,107	30,923	14,419	$64,948.90

Quarterly Savings ($)
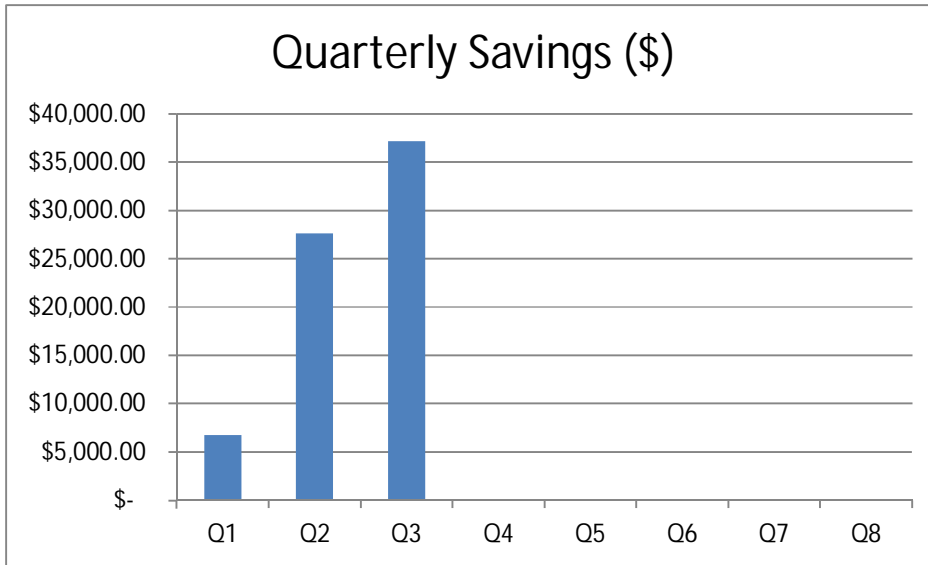
Project Cumulative Savings to Date

	Electricity (kW)	Electricity (kWh)	Natural Gas (m^3)	Water (m^3)	Savings to Date ($)
Savings	2.02	9,107	33,915	15,759	$71,721.54

Cumulative Savings ($)
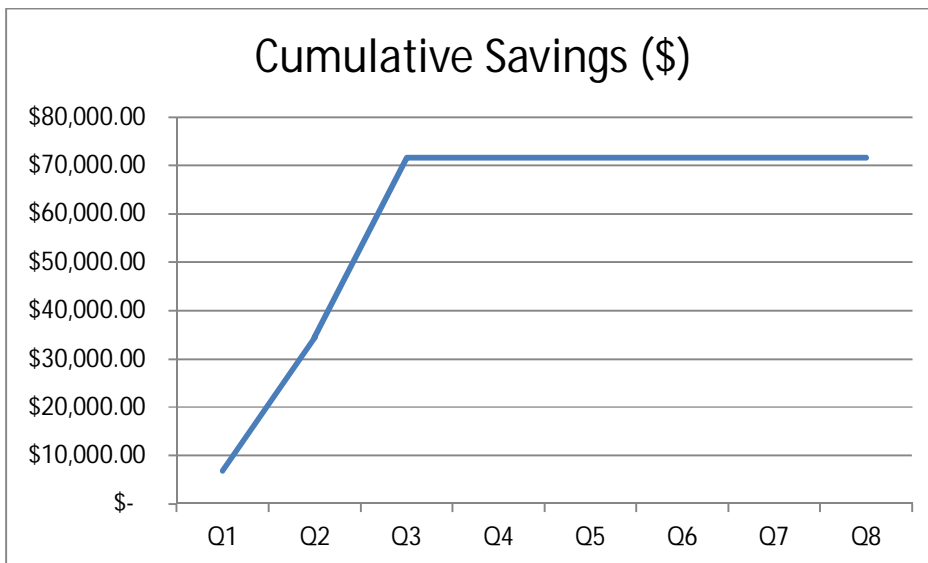
Greenhouse Gas Emission Reductions

Project scope completed during this reporting period have resulted in GHG emission reductions of <u>59.3 tonnes CO_2e</u>.

CO2e Reductions

	in metric tons
Electricity	0.8
Natural Gas	58.4
Heating Oil - Distillate	0.0
Heating Oil - Residual	0.0
Total	59.3

Equivalencies

10.8 Cars and light trucks off the road for a year

138.0 Barrels of oil not consumed

0.4 Equivalent acres of forest preserved from deforestation

Cumulatively, the project has resulted in GHG emission reductions of <u>64.9 tonnes CO2e</u>.

CO2e Reductions

	in metric tons
Electricity	0.8
Natural Gas	64.0
Heating Oil - Distillate	0.0
Heating Oil - Residual	0.0
Total	64.9

Equivalencies

11.9 Cars and light trucks off the road for a year

151.1 Barrels of oil not consumed

0.4 Equivalent acres of forest preserved from deforestation

ESCO2 Construction Period Savings Projections

		Actual results to date			Projections based on current schedule					Construction Actual plus Projections	Post-Construct Annual Savings Target
		Q2 Jun-Sept '13	Q3 Oct-Dec '13	Q4 Jan-Mar '14	Q1 Apr-Jun '14	Q2 Jul-Sept '14	Q3 Oct-Dec '14	Q4 Jan-Mar '15	Q1 Apr-Jun '15		
DFS Phase 1	B Building HVAC						12,000	40,000	124,458	176,458	507,933
	Water Conservation	6,773	26,977	36,412	38,281	38,281	38,281	38,281	38,281	261,566	120,425
	K Building Retrofit			780	1,000	1,000	1,000	1,000	1,000	5,778	4,290
	Demand Flow (Central and T)					3,800	4,400	5,800	13,205	27,205	52,151
	Advanced Strategies					5,000	10,000	15,000	22,665	52,665	90,500
	Sustainability Coordinator		675	105	14,000	18,000	20,000	20,000	22,000	94,780	200,000
	Total by quarter	6,773	27,652	37,297	53,281	66,081	85,681	120,081	221,609		
	Cummulative Total (less payments)	6,773	34,425	71,722	125,002	191,083	276,764	267,844	360,453		
	Less Payments						129,000	129,000	43,000		
	+/-						**147,764**	**138,844**	**317,453**		
DFS Phase 2	Lighting Controls						13,000	17,000	26,519	56,519	91,585
	ACCE Retrofit						3,800	5,400	7,949	17,149	27,939
	T Building HVAC Retrofit						10,000	14,000	22,681	46,681	83,446
	Central Plant Steam Removal						7,500	9,800	13,600	30,900	55,041
	Cooling Tower Replacement					2,500	2,500	3,500	5,432	13,932	22,941
	Total by quarter					2,500	36,800	49,700	76,180		
	Cummulative Total (less payments)					2,500	39,300	89,000	165,180		
	Less Payments								150,000		
	+/-								**15,180**		
Total Project	Total by quarter	6,773	27,652	37,297	53,281	68,581	122,481	169,781	297,789		
	Cummulative Total (less payments)	6,773	34,425	71,722	125,002	193,583	316,064	317,544	436,633		
	Less Payments						129,000	129,000	193,000		
	+/-						**147,764**	**138,844**	**332,633**		

Power Generation from Natural Gas through Gas Engines

A value proposition for Algonquin College

May 16, 2014

ALGONQUIN COLLEGE
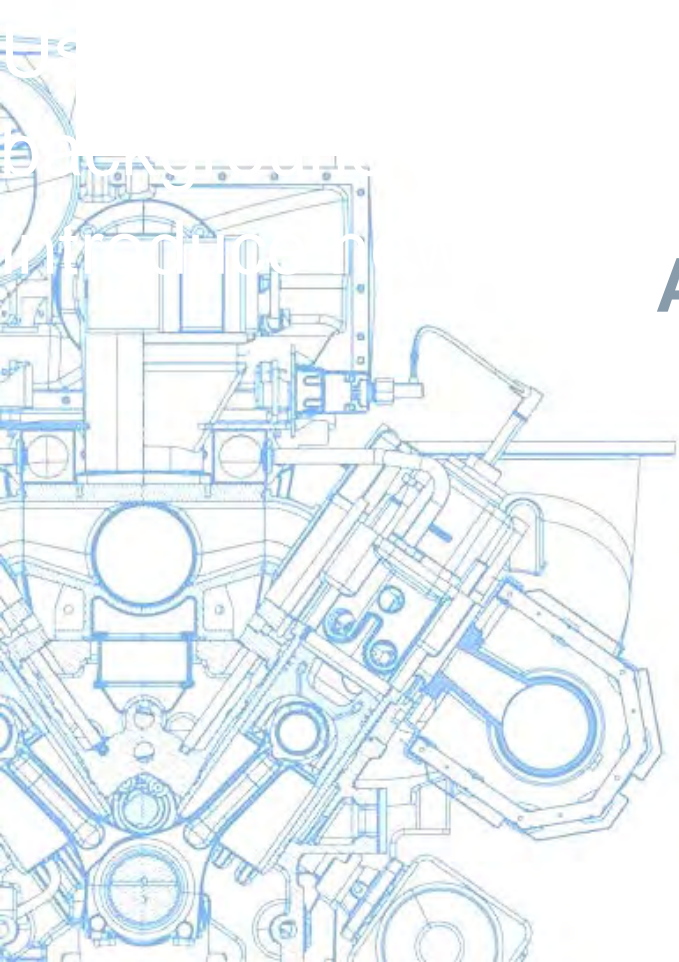
SIEMENS

CHP size, future expansion
Proposed Design Direction

Siemens Proposal

- One 2 MW Engine and associated infrastructure
- Existing Central Plant equipment to remain
- Co-gen plant piping connects to existing piping infrastructure
- New pre-fabricated building to house cogen equipment and potential future engine (operating and educational site)
- One absorption chiller approx (350 tons) with dedicated cooling tower
- Heat recovery from jacket and flue gas

Recommended CHP Location/Configuration (2 MW) – Plan View

SIEMENS

Space for future Cogen Equipment

Existing Central Plant

Proposed Pre-fabricated Building Extension

2MW Cogen Equipment
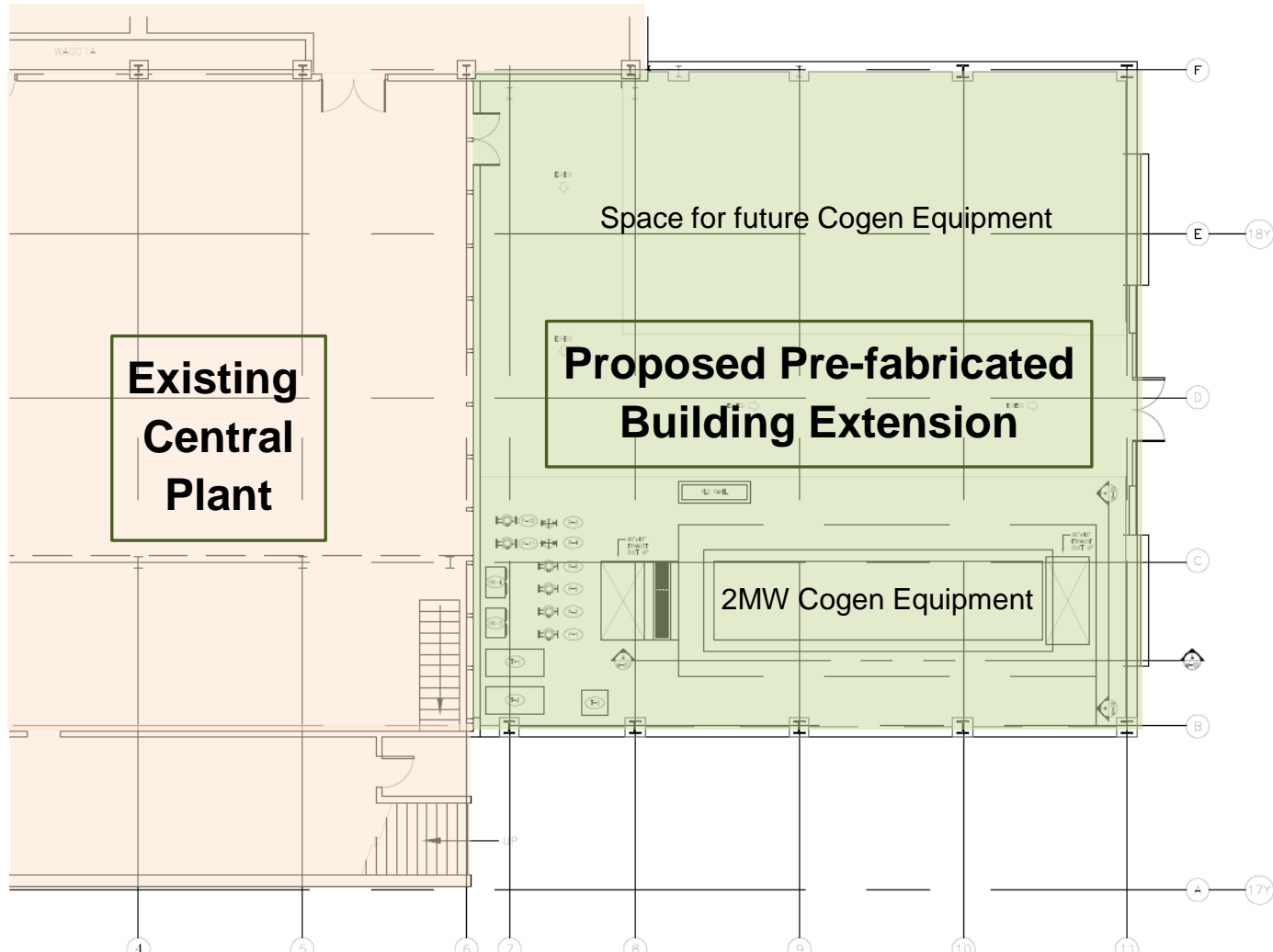
Cogeneration Building Pre-Fabricated Building

Other Notes:

- Building size 60' x 65' = 3900 ft^2

- 3-sided addition to existing Central Plant

- Simple slab-on-grade – no major excavation

- Meets all Ontario Building code standards (including seismic & earthquake specific to the Ottawa area, snow load, etc…)

- Building is constructed with two entrance bays for service of Co-Gen 1 and possible future expansion of Co-Gen 2

- Algonquin can highlight the cogeneration plant as a "Living Lab" teaching facility

Photos here illustrate type and exterior finish of building proposed for Algonquin site

Cogeneration Building
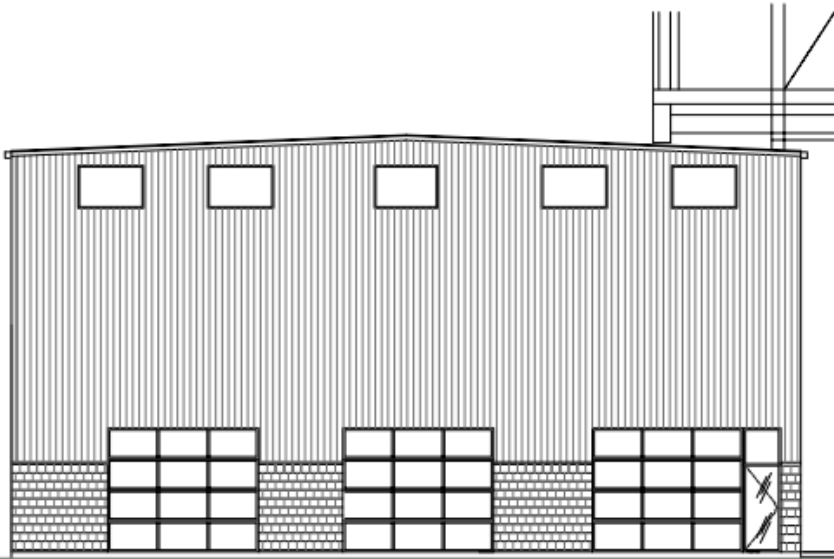
Original Challenge:

- Engine/generator set originally to be located inside existing Central Plant
- This would have required moving and relocating existing boilers, chillers and associated piping
- Existing Pre-Cast not able to take structural loads
- Siemens team recommended that the Cogen plant be housed in front of the existing central plant.

Solution:

- Less operational risk from relocating of existing equipment and more cost-effective to house plant in a pre-fabricated extension
- Pre-fab bldg assembled on site – quick construction and known structure.

Rendering of proposed Cogen housed building

CO-GEN Building
PERSPECTIVE
May 28, 2014

CHP Incentive

There are 3 potential incentives applicable to the cogeneration project:

1. The Detail Engineering Study Incentive (OPA): $50,000

2. The Absorption Chiller Incentive (Hydro Ottawa) for using waste heat for cooling – estimated at $168,000

   *** both of the above have been included in the DFS Phase 3 financial calculations*

3. There is a potential Capital Incentive available from Ontario Power Authority's PSUI program which is 40% of total construction value, or $2,628,000.

   *** please note that Siemens will process the Capital Incentive application however we have <u>not included this amount in the DFS Phase 3 financial calculations</u>*

CHP DRAFT Schedule

Projected project schedule

Nov 29, 2013	Agreement between AC and Siemens on DFS Phase 3 scope
Dec 16, 2013	EOR (Engineer of Record) Selected – H.H. Angus
Feb 19, 2014	Consultant Interim 35% Design Deliverable (re: GC walk-through)
Mar 31, 2014	Preliminary Design Concept "Interim " Package Presented
May 16, 2014	Revised Design Concept Presented to Algonquin
May 23, 2014	Final Documentation of Package

Contract Execution (financial and amendment, approvals and signatures) – 30 days

Jun 1, 2014	Detailed Engineering Services Begins
Nov 30, 2014	Operations Personnel Relocation (C100 Trailer Removed)
Jan 1, 2015	Central Prep For Cogeneration
Feb 1, 2015	Cogeneration Assets Installation Begins
Sep 1, 2015	Cogeneration Plant Install Complete
Nov 1, 2015	Cogeneration Facility Commissioned

ESCO2 Impact on Greenhouse Gas Emissions (GHG)

SIEMENS

Algonquin College ESCO2
Projected Greenhouse Gas Impact
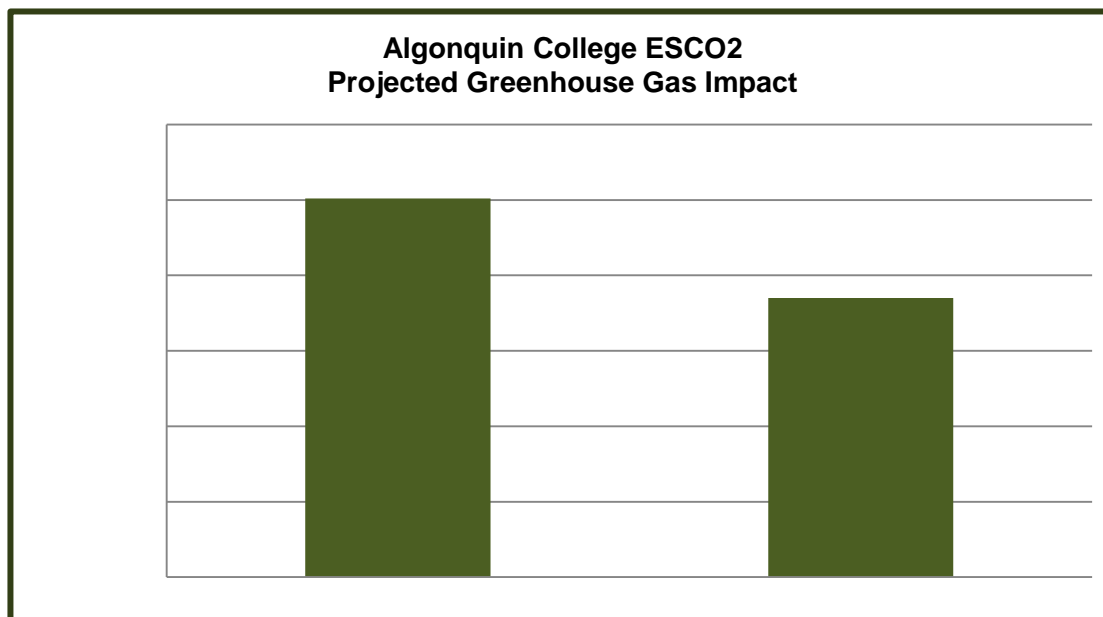
	t CO2e/year (metric tons)
Baseline GHG Emissions	10,035.33
Projections after completion of DFS Phases 1, 2 and 3	7,399.84
Net Reductions	2,635.49
Net Reductions as a % of baseline	**-26.3%**

Reference:
- The GHG emission factors used are representative of the provincial power generation at the time of baseline development.
- IESO annual generation mix along with the CO2e emissions/generation source from Environment Canada to get the emission factors.
- For projections, the 2013 IESO generation mix factor is used because that is the most up to date.

Assumptions/Adjustments:
- The savings values are based on projected kWh and m3 savings.
- 10% line losses for grid electricity is built into the GHG calculations

ESCO2 – DFS Phase 3 Financial Summary

DFS Phase	Facility Improvement Measure (FIM)	Annual Savings / Revenue	Measure Cost	Less Incentives	Less Capital Contribution (from College)	Net Project Cost (to finance)	Simple Payback
3	DFS Phase 3		$ 645,000			$ 645,000	
3	Cogen - 2MW	$ 847,326	$ 11,450,886	$ 228,000		$ 11,222,886	13.2
3	A1 HVAC Retrofit	$ 16,589	$ 317,182	$ 12,412		$ 304,770	18.4
3	D HVAC Retrofit	$ 38,533	$ 878,280	$ 13,885		$ 864,395	22.4
3	H HVAC Retrofit	$ 46,027	$ 1,243,506	$ 26,951		$ 1,216,555	26.4
3	Building B HVAC redesign - cost adjustment		$ (616,190)			$ (616,190)	
3	Tower Tech improvement		$ 115,851			$ 115,851	
3	DFS Phase 1 Taxes on Savings Adjustment	$ 22,861					
3	Algonquin Support Cost		$ 140,000			$ 140,000	
	DFS Phase 3 Totals	**$ 971,336**	**$ 14,174,515**	**$ 281,248**	**$ -**	**$ 13,893,267**	**14.3**

ESCO2 – Total Project to date

DFS Phase	Facility Improvement Measure (FIM)	Annual Savings / Revenue	Measure Cost	Less Incentives	Less Capital Contribution (from College)	Net Project Cost (to finance)	Simple Payback
1	DFS Phase 1		295,000	79,141		215,859	
1	Building B as per Proposal (Option 5)	507,933	10,963,691	199,116		10,764,575	21.2
1	Water Conservation	120,425	825,433	4,549		820,884	6.8
1	Building K	4,290	85,181	968		84,213	19.6
1	Demand Flow	52,151	568,016	32,622		535,394	10.3
1	Retrocommission (cntls upgrade & progr.)	90,500	373,342	25,724		347,618	3.8
1	Sustainability Coordinator Education (5yrs)	200,000	756,392			756,392	3.8
1	Embedded Energy Manager Allowance		20,000			20,000	
1	Algonquin Support Cost		125,000			125,000	
	DFS Phase 1 Totals	**$ 975,299**	**$ 14,012,055**	**$ 342,120**	**$ -**	**$ 13,669,935**	**14.0**
2	DFS Phase 2		330,000	37,255		292,745	
2	Lighting - Controls, Encellium	91,585	1,166,203	37,908		1,128,295	12.3
2	Building ACCE	27,939	348,106	29,900	348,106	(29,900)	-1.1
2	Building T	83,446	1,239,619	118,258		1,121,361	13.4
2	Central Plant	55,041	470,349	13,746		456,603	8.3
2	Cooling Tower Replacement	22,941	475,349	6,400		468,949	20.4
2	PACE Services (5 years)		120,000			120,000	
2	DFS Phase 1 Taxes on Savings Adjustment	(46,560)					
2	EEM Measure / Algonquin Support Allowance	18,919	20,000			20,000	1.1
	DFS Phase 2 Totals	**$ 253,311**	**$ 4,169,626**	**$ 243,467**	**$ 348,106**	**$ 3,578,053**	**14.1**
	Total Project to date	**$ 1,228,610**	**$ 18,181,681**	**$ 585,587**	**$ 348,106**	**$ 17,247,988**	**14.0**
3	DFS Phase 3		$ 645,000			$ 645,000	
3	Cogen - 2MW	$ 847,326	$ 11,450,886	$ 228,000		$ 11,222,886	13.2
3	A1 HVAC Retrofit	$ 16,589	$ 317,182	$ 12,412		$ 304,770	18.4
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3	Tower Tech improvement		$ 115,851			$ 115,851	
3	DFS Phase 1 Taxes on Savings Adjustment	$ 22,861					
3	Algonquin Support Cost		$ 140,000			$ 140,000	
	DFS Phase 3 Totals	**$ 971,336**	**$ 14,174,515**	**$ 281,248**	**$ -**	**$ 13,893,267**	**14.3**
	Total 3 Phases	**$ 2,199,946**	**$ 32,356,196**	**$ 866,835**	**$ 348,106**	**$ 31,141,255**	**14.2**

ALGONQUIN COLLEGE	
Presentation to:	Algonquin College Board of Governors
Subject:	Foundation's Five-Year Fundraising Plan
Date:	June 9, 2014
Presenter(s):	Michael Tremblay, Chair, Algonquin College Foundation Board of Directors

Purpose
To present the five-year fundraising plan to the Algonquin College Board of Governors.

Background

The five-year fundraising plan development took place between August 2013 to April 2014, including the following key elements of consultation:
- Environmental Scan for trends and best practices
- 20 presentations with 125 internal stakeholders to engage the College Community and invite fundraising proposals
- Feedback from President's Council, College Leadership Council, the Student Association, and the Fundraising Proposal Committee
- College Town Hall information session
- Guidance from the Foundation Board of Directors

At the April 24, 2014 Foundation Board of Directors Meeting, the directors unanimously supported the Foundation's proposed Five-Year Fundraising Plan's goals and direction. Particular acknowledgement was noted regarding the importance of developing an overall College Case for Support that will launch and run during and in between Capital Campaigns.

The overall College Case for Support encompasses four areas:
1. Student Success
2. Tools and Technology
3. Vision 2027
4. Building Futures

The Plan aims high - to raise just under $30M in funds; to enhance alumni, community, corporate and employee partnerships; and engage donors.

By the end of March 2019, the proposed funds raised during the 5 year plan of approximately $30M will include endowment fund portfolio interest earned, administrative fee revenues, and outstanding pledges - essentially doubling the Foundation's capacity. The fifteen year Foundation cumulative total is projected to be $65.5M.

The cumulative estimated new costs to resource this plan is $2.3M of which $1.7M will be through cost-recovery proposed revenues. The model results in a $627K outstanding investment required of the College between 2014 and 2019.

1

The proposed cost recovery revenue charts support the following assumptions:

1. 1% (book value) from Endowment Fund Administration Fee (new revenue)
   $959K. Research indicates range of administration fee falls between 1% to 1.5% with majority choosing 1%.

2. 5% from new Major Gifts (reallocated revenues) $240K.
   Research indicates that major gifts levies are applied at 5%. Gift levies will require communication strategies to ensure donors understand how levies assist the Foundation to grow its programs to contribute to the College's priorities.

3. 8% from new Capital Campaign Donations $452K.
   Capital Campaign costs fall in the 10% range due to the highly charged focus during a specific timeframe on a particular capital project. The 8% projection is linked to the campaign goal of $10M. This includes campaign manager and assistant, case development and communications and other associated campaign expenses.

4. Major Gift and Campaign Gift proposed revenues on target due to strong Capital Campaign Case and overall College Case for support.

5. Legal and accounting approval rulings confirmed.

6. College BOG Audit committee approves the endowment fund administration fees to go towards Foundation's new costs to support the five -year fundraising plan.

The five-year fundraising plan's main financing principles are as follows:
- Transparency.
- Revenue growth, particularly net new, non-governmental revenues.
- Administrative fees that align with industry norms.
- Realizing synergies by leveraging College processes.
- A flexible workforce (including contractors) to ensure that revenue growth outpaces expense growth.
- A largely self-funded, cost-recovery business model.

Recommendations

It is recommended that the Algonquin College Board of Governors endorse the Foundation's Five-Year Fundraising Plan, as presented at the June 9, 2014, on the condition of legal and accounting approvals, and vetting by the Board of Governor's Audit and Risk Management Committee.

ALGONQUIN
COLLEGE

Algonquin College Foundation
Fundraising Plan
2014–2019

Contents

Message from the Chair
Algonquin College Foundation Board of Directors

As a graduate of this institution, I know firsthand the value of an Algonquin College education. The College helps students achieve their dreams; the Algonquin College Foundation is at the centre of the community that enables these achievements.

The Algonquin College community is being asked to do more with less in the face of growing need. This College will require the right resources if it is to continue to serve its students effectively — sustaining operations that produce graduates ready and able to contribute to the social and economic well-being of the region.

After a decade of operations, the Algonquin College Foundation is at a pivotal point in its maturity. The strategies contained in these pages will build the Algonquin College donor base and fundraising revenue received with a College-wide philanthropic culture, where employees, volunteers, and students actively strengthen relationships with donors and alumni day to day.

Graduates of Algonquin College make a difference to our community. When they graduate, the majority of our alumni stay in the Ottawa region where they become a vital part of this local economy, putting the skills they learn in our classrooms to work. In our close knit community, there is an exceptional opportunity to engage Algonquin College alumni.

The Algonquin College Foundation builds meaningful relationships with members of our community. With the help of the Foundation, donors have given their time and talents to Algonquin College as well as their treasure. Donors often start as volunteers or by attending College events; perhaps they become speakers in the classroom or offer their expertise as mentors and advisors; they may hire graduates or support students in applied research projects. There are many types of giving and the Foundation aims to open the College doors wide to each of these opportunities.

" Every time a student, employee or volunteer makes contact with a potential donor, it is an opportunity to ensure the College's sustainability. "

Doing so involves fostering relationships over many years and in many arenas in order to maintain the pool of eager, engaged donors. This responsibility rests with everyone at the College, not just the Foundation; every time a student, employee or volunteer makes contact with a potential donor, it is an opportunity to ensure the College's sustainability.

This plan is the end result of a deeply consultative process. It provides the blueprint to revitalize the College's fundraising focus to inspire investments in the applied education and training of Algonquin students. At each turn, donors will know that an investment in Algonquin College students will be an investment in our communities.

The Foundation Fundraising plan is forward-looking, with activities outlined through 2019. Informed by a comprehensive environmental scan and extensive consultations, each theme outlines the steps to achieve the plan vision and the measures to monitor progress that align the Foundation with the College Strategic Plan 2012-2017.

This fundraising plan points the way to an exciting, innovative and sustainable future for the College, to continue providing relevant, meaningful education to the people who matter most: Algonquin College students.

Michael Tremblay   Chair, Algonquin College Foundation Board of Directors

Executive Summary

The goal of the Algonquin College Foundation is to help our students succeed, both in their education while they are with us, and in their careers when they move out into the community.

The importance of investing in our students has never been greater — of all the provinces, Ontario provides the lowest tuition and grant funding per college student. At Algonquin College, public funding as a proportion of the overall budget has dropped from 48% in 2000-2001 to 42% in 2013-2014 and further declines are expected through 2014-2015. Although public funding is falling, the skills gap grows and Algonquin College is uniquely positioned to meet the evolving talent demands of employers — with graduates that spark the engine of the local economy.

The Foundation provides the fuel that is essential to student success. From its inception in April 2003 through March 2014, the Foundation has raised more than $31M with the hard work and generosity of donors: board volunteers, corporations, individuals, employees, students, alumni, and a small but highly effective Foundation team.

The *Algonquin College Foundation Fundraising Plan 2014-2019* builds on this past success, creating a solid framework for the College's future. It does so at a challenging time — there is more competition for the support of donors and expectations for personalization and sophisticated donor experiences are greater than ever before.

The Foundation will forge ahead to fulfill the College's vision to be a global leader in digitally connected applied education and training. To do so, the College must make investments of its own, building the Foundation's employees complement from six to 12 employees and modernizing its infrastructure.

The Algonquin College Foundation Fundraising Plan 2014-2019 identifies five key principles:

- clarifying and expanding fundraising focus,
- enriching donor relations,
- enhancing alumni relations,
- promoting employee involvement, and;
- integrating fundraising into College plans and activities.

The expanded fundraising focus will feature an overall College Case for Support that details the investment priorities that align with the College's annual business plans, beginning in 2014-2015. The Foundation will launch the Algonquin College Community Cornerstone initiative, providing donors the opportunity to support these priorities across: tools & technology, student success, Vision 2027, Building Futures, and areas of greatest need. This exciting proposal is a plan for giving that goes well beyond the five-year scope of this plan, laying the foundation for giving well into the future.

The Foundation will reach its fundraising goal of more than $52M, coinciding with the 50th anniversary of Algonquin College in April 2017. With the implementation of this five-year plan through March 2019, the Foundation will create its first College-wide initiative; launch its next Capital Campaign; and secure donations of just under $30M.

Underpinning the Foundation's initiatives for the next five years is a commitment to engage and collaborate with colleagues to build and strengthen relationships with donors and alumni; foster a pervasive culture of philanthropy; build community partnerships; and understand that an investment in the learning experiences of Algonquin College students toward employment is a core function of the College, a key to a sustainable College future, and a contribution to the social and economic health of our communities.

From its inception in April 2003 through March 2014, the Foundation has raised more than $31M.

The Algonquin College Foundation

Mission

The Foundation exists to inspire the support that Algonquin College needs to fulfill its mission. The Foundation team accomplishes this by inviting potential donors to invest in a shared vision of student educational and career success through student bursaries, scholarships and awards, instructional equipment, and approved capital projects.

Fundraising History

Between 2003 and March 31, 2014, the Foundation team:

- Raised more than $31M (not including endowment fund portfolio disbursement of approximately $4M or outstanding pledges of $2.3M).

- Grew the endowment fund portfolio from 16 funds valued at approximately $1.6M, to 283 funds with a market value of $20.8M.

- Secured more than $3.48M in gifts-in-kind donations and more than $8.77M in cash donations (not including outstanding campaign pledges of over $1.5M) in support of capital projects.

The Foundation has achieved remarkable success with relatively few resources. Through the endowment program, and capital campaign fundraising — particularly the Woodroffe campaign in support of the Algonquin Centre for Construction Excellence (ACCE) — the Foundation has demonstrated that with the right vision and partnerships, it can attract major, transformational gifts.

These gifts from donors truly transform lives. Since the Foundation's inception, Algonquin College donors have had enormous impact on students and on our community; more than 6,000 students have received bursaries from the Algonquin College Foundation to complete their studies.

Algonquin College Foundation History

First Foundation Board meeting

Foundation Executive Director hired

Major Gift Manager hired

40th Anniversary Fundraising Gala

| 1991 | 2003 | 2004 | 2005 | 2006 | 2007 |

Alumni Association established

Alumni transferred from PR to Foundation

Alumni transferred to Advancement

Algonquin College Alumni Association History
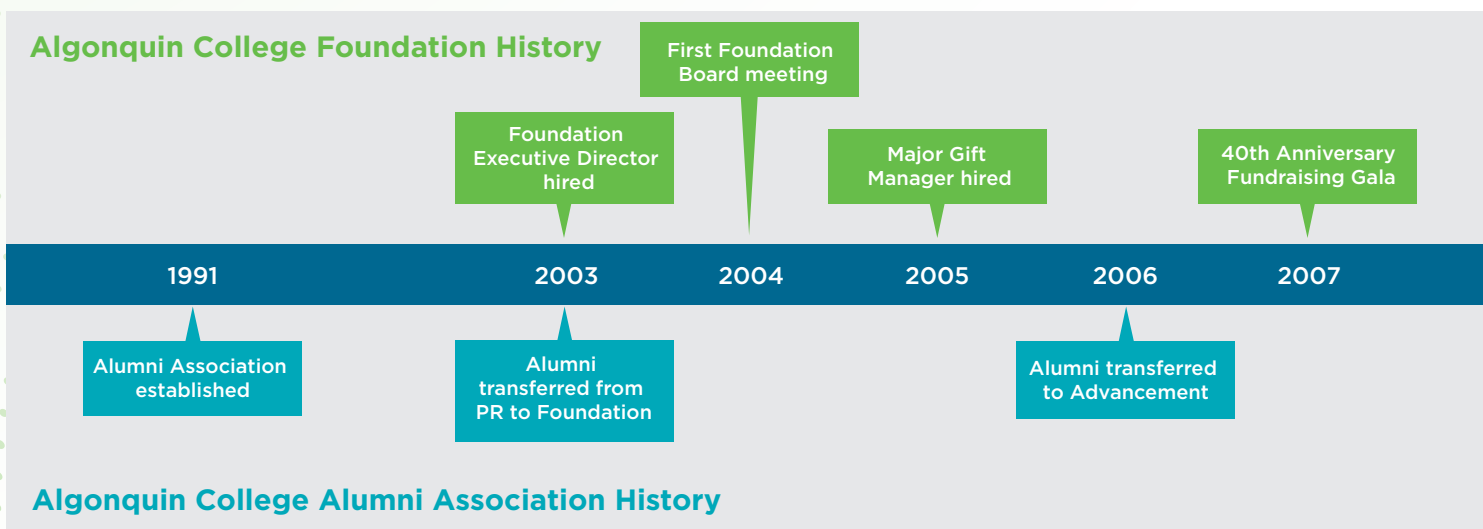
Algonquin College Foundation Endowment Fund History

- **2003:** College Endowment Fund Portfolio $1.6M (FMV)
- **2004-2005:** Endowment donations surpass $1M
- **2005-2006:** Endowment donations surpass $1M, 2nd year
- **2006-2007:** Endowment donations surpass $1M, 3rd year
- **2008:** Endowment Fund Portfolio attains $9.1M (FMV)
- **2008-2009:** Endowment donations of $2M
- **2009-2010:** Endowment donations exceed $2.15M
- **2012-2013:** Foundation 2nd of 24 Ontario colleges for endowment funds raised
- **2014:** Endowment Fund Portfolio reaches $20.8M (FMV)

Algonquin College Foundation Campaign History

- **2004-2006:** Transportation Centre Campaign raises $1M
- **2005-2006:** Veterinary Campaign raises $250K
- **2008:** New Expansion Projects: ACCE, Perth, Pembroke
- **2009:** First $1M donation (ACCE Campaign)
- **2010:** $5M raised of $10.5M goal
- **2011:** ACCE campaign surpasses goal, raises $7.6M
- **2013:** Perth campaign raises $550K
- **2014:** Pembroke campaign reaches $2.2M

"

I will always be grateful to the donors who support the Algonquin College Plant Some Roots Bursary for their kindness and support. Having to work and go to school has been challenging to say the least. I am a student in the Interior Decorating program and it has been very demanding. This bursary has put my mind at ease and brings tears to my eyes. It has taken me a long time to get to this point in my life. I looked after my two sisters after my parents died and I have raised an amazing son who is now training for the military police. I am finally working towards my personal goals and have no regrets; I am determined and strong-willed, because of my past. Thank you again for believing in me and giving me this opportunity. "

Bursary recipient
Algonquin College graduate

Timeline

| 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |

Above the line:
- **2008:** ACCE Campaign Manager contract hire
- **2010–2011:** ACCE Campaign Manager becomes permanent / New ACCE opens / New Perth campus opens
- **2012:** New Pembroke campus opens / Foundation is named Nepean Chamber of Commerce best not-for-profit
- **2014:** First year of five-year plan begins

Below the line:
- **2011:** Alumni to Foundation / Alumni Officer contract hire
- **2012:** Alumni Association dissolves / Alumni Advisory Committee is formed as subcommittee of the Foundation Board
- **2013:** Alumni Officer becomes permanent

The Fundraising Plan

In preparing this report, the Foundation team gave more than 20 presentations to more than 125 stakeholders. They conducted a town hall with College employees and incorporated input from College leaders, the Student Association, and governing bodies.

Algonquin College recognizes that the market context for the Foundation has changed. With decreased government funding, increased student need, and rising deferred maintenance costs, the Algonquin College Foundation will need the infrastructure to expand its influence and extend its partnerships in the community.

The Fundraising Plan 2014-2019 outlines Algonquin College Foundation initiatives that aim high, to: raise nearly $30M in funds; enhance employee, alumni, community and corporate partnerships; and engage donors with a College Case for Support and a new Capital Campaign.

Principles of the Fundraising Plan Financing Model

The resources needed to support the Plan total $2.3M. The Foundation will continue to be financed through College funds but will also be supplemented by new fees including a 5% Major Gifts Fee, a 1% administration endowment fee and an 8% Capital Campaign Administration Fee. The cost-recovery fee mechanisms, based on industry norms, are projected to collect $1.7M. The model results in a $627,000 outstanding investment required of the College.

The financial principles of the fundraising five-year plan are:

- Transparency.

- Revenue growth, particularly net new, non-governmental revenues.

- Administrative fees that align with industry norms.

- Realizing synergies by leveraging College processes.

- A flexible workforce (including contractors) to ensure that revenue growth outpaces expense growth.

- A largely self-funded, cost-recovery business model.

Algonquin College Foundation Fundraising Projections

Legend:
- NEW Pledges Capital Campaign – TWO*
- NEW Pledges**
- Gifts-in-Kind
- Alumni Affinity
- Endowment Portfolio Administration: 1% Book Value
- Endowment Portfolio Disbursement: 4% Book Value
- Endowment Matched Funding
- Endowment Fund Donations
- Annual Fund Donations
- Major Gifts – Cash
- NEW Capital Campaign One – Cash/Pledge Payments
- OLD Capital Campaigns – Cash/Pledge Payments

Potential new campaign; not in financial projections
*** Five (5) year pledge schedule*

Environmental Scan

Insights of the Environmental Scan

The Foundation conducted an environmental scan that examined trends in the Canadian fundraising environment and fundraising across Ontario colleges to report on these trends, identify best practices among postsecondary institutions, and note changes to charitable sector giving.

Key trends and best practices

- Best results occur when fundraising is a core function, with full support of the president and faculty such that a strong philanthropic culture emerges throughout the institution and fundraising initiatives align with the institution's strategic goals.

- Donor relations are extremely important, with greater emphasis on the donor experience and building relationships. The major gift donor pool is shrinking; donors are narrowing their investment targets and demanding more accountability and demonstrated impact.

- Colleges are increasing employees and resources dedicated to fundraising units, and are involving deans, faculty, and colleagues in fundraising efforts.

- Colleges are proactively developing planned giving programs.

- Social media is playing a greater role in alumni engagement, institutional branding, fundraising and admissions. Crowdfunding for approved funding priorities is slowly gaining popularity.

- Charitable organizations are developing a case for support that reflects the strategic priorities of the institution, provides mini-cases for defined major projects, and supports all fundraising initiatives.

A comparison of Ontario college fundraising organizations			
Variable measured	**Algonquin College**	**Ontario College LOW**	**Ontario College HIGH**
Number of students	19,000 F/T; 36,000 C.E.	6,800 F/T; 10,000 P/T	27,000 F/T; 56,000 P/T
Number of alumni	150,000 with 103,000 mailing contact info	60,000 with 45,000 mailing contact info	153,000 with 110,000 mailing contact info
Age of fundraising division	10 years	5 years	16 years
Fundraising Employees	6 with 3 F/T fundraisers	5 with 3.5 FTE fundraisers	14 with 7 fundraisers
Annual Budget	$550,000 foundation only; $666,000 with alumni	$400,000	$3 M including campaign
Endowment Portfolio	$17 M	$1 M	$45 M
Capital Campaign	$10.5 M cash; not including government	$0 M	$250M with $60 M only private sector

> " Now, the Algonquin College Foundation finds itself in the same situation as many college foundations. It has arrived at the transition point in its lifecycle that leads from start-up to maturity. This is a crossroads that requires courage, vision and commitment to make the mental leap from expecting short-term achievements to creating long-term returns... The goal is to create a financially stable and operationally solid organization that has the capacity to meet increased expectations and goals and is less vulnerable to environmental threats such as employee turnover or government policy changes. "

Algonquin College Foundation Environmental Scan 2014

Key findings of the Situational Analysis

These findings were compared to results of a situational analysis that uncovered stakeholder perceptions of the Algonquin College Foundation.

Perceptions of the Algonquin College Foundation

- Foundation employees are skilled, experienced, well-liked and respected, and have excellent relationships with the College community.

- High-profile, committed Board of Directors.

- There is a lack of human resources and a poor infrastructure to support Foundation activities.

- Alumni are not as engaged with Foundation and/or with College activities as they could be.

- There is a danger the College will focus on short-term financial results, perhaps due to a lack of confidence in long-term fundraising potential, which may limit resource allocations and investments in Foundation activities.

Five-Year Fundraising Plan: Major Themes

The Philanthropy Tree

Donor Relations

Alumni Relations

Fundraising Focus & Expansion

Employee Involvement

Integration
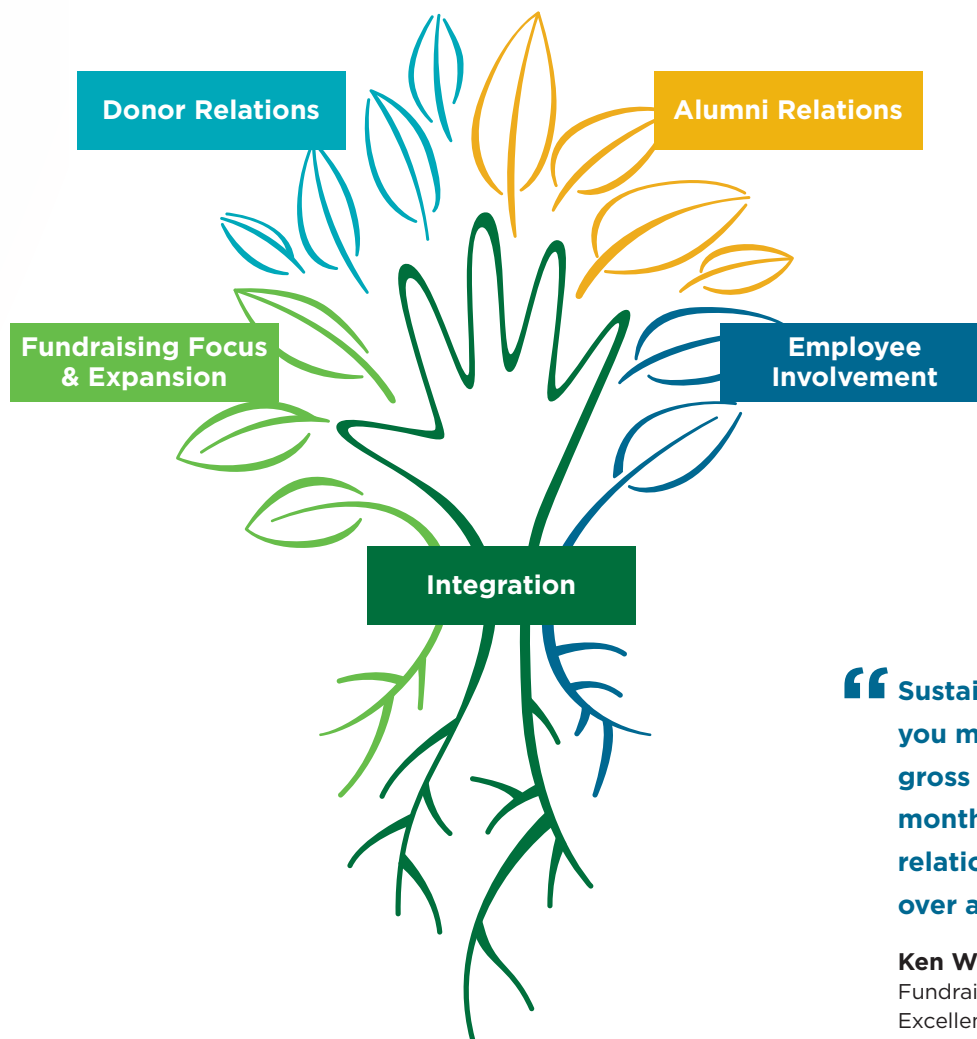
> **"Sustainable fundraising means you measure success not just in the gross or net dollars you raise this month or this year, but in the ongoing relationships you nurture with donors over a life-time."**
>
> **Ken Wyman**
> Fundraising expert
> Excellence in Fundraising in Canada

There are five major themes at the heart of the Algonquin College Foundation Fundraising Plan that extends through 2019:

- **Theme 1:** Fundraising focus and expansion
- **Theme 2:** Donor relations
- **Theme 3:** Alumni relations
- **Theme 4:** Employee involvement
- **Theme 5:** Integration

The themes intertwine, providing donors opportunities to support the success of students pursuing their studies, transitioning to careers and building their futures — transforming student lives, while investing in the growth, stability and future of Algonquin College overall.

Principles of a Sustainable Fundraising Program

- Focus on major gift fundraising.
- Focus on the right prospects and on finding new donors who share the College values and vision.
- Focus on retaining donors — on accountability and demonstrating impact.
- Focus more on the life-time value of donors than on their current level of giving.

This plan is based upon the belief that fundraising success equates with building relationships.

Theme 1:
Fundraising Focus And Expansion

The Algonquin College Foundation's infrastructure is strong and fundraising initiatives are multifaceted and comprehensive. The College philanthropic culture is thriving and innovative partnerships are being developed to assist the overall goals of the College. Colleagues are participating in alumni and donor relation activities and contributing to the ever-evolving College Case for Support through ongoing dialogue and also, through yearly participation in the framework defined for the submission and evaluation of Capital Fundraising Project Proposals.

Strategies for Success

Develop an Overall College Case for Support

This strategy lies at the heart of everything contained in this plan. In brief, a case for support sets out powerful reasons why gifts are best directed to a particular cause or project — it invites a prospective donor to share in the Algonquin College vision and care about helping make that vision a reality.

> **"** **Education is a cornerstone of a strong community and an integral part of its overall success. Such a vibrant community, in turn, facilitates the success of local companies. "**
>
> **Roger Greenberg**
> Executive Chairman, The Minto Group
> Honorary Chair, Constructing Our Future Campaign
> Algonquin Centre for Construction Excellence (ACCE)

In the past, the Foundation has created cases for special projects such as the Algonquin Centre for Construction Excellence (ACCE). Now it is time to create the overall College Case for Support as the basis for all ongoing fundraising efforts outside of capital campaigns. By implementing the case for support and highlighting the College as a cornerstone of the community, the Foundation will be creating a blueprint for a sustainable future for the College.

The case for support will highlight the work of Algonquin College and the profound impact of its graduates on the social and economic health of the communities it serves. Rooted in the College's mission statement, the case will demonstrate how the many options for giving through the Algonquin College Foundation is the best route for donors to support the dreams of students and a skilled workforce to fortify the economy of the region. The College Case for Support will be reviewed annually to ensure it remains a relevant and powerful tool for creating shared value between the College and its supporters.

Algonquin College — A Community Cornerstone

It is well known that investing in postsecondary education has many benefits — in fact, it's the 'single best investment that one can make' because it has an economic ripple effect, leading to an array of new employment opportunities, which in turn, raises annual income that is compounded over a lifetime.

> " **The end result (of an investment in postsecondary education) is a higher standard of living, not just for the individual but also for their family. It also brings gains to society.** "
>
> **Toronto-Dominion Bank**
> Special Report 2011

Targeted for completion in 2014-2015, the case for support will position Algonquin College as a catalyst for change — A Community Cornerstone. Donors will be able to direct gifts across Algonquin College campuses to one of five areas: four College Cornerstone Funds or one unrestricted Cornerstone Fund to wherever the need is greatest. The case for support will expand opportunities for financial donations and gifts-in-kind such as technology and instructional equipment with a "table of needs" that provide donors choice during and in between capital campaigns.

Algonquin College: A Community Cornerstone

Transforming careers... Transforming lives

Tools & Technology Fund
- Instructional equipment
- Digital technologies to facilitate program delivery
- $50K plus

Student Success Fund
- Scholarships
- Awards
- Bursaries
- International

Cornerstone Fund
Unrestricted funds; area of greatest need

Vision 2027 Fund
College-approved projects for:
- Donor-College collaboration
- Community outreach activities
- $100K plus

Building Futures Fund
Self-contained projects:
- Renovations of classrooms/labs
- Related furnishings and equipment
- $250K to $1.5M

Create an Algonquin College Pyramid of Giving

The Pyramid of Giving is one of the most important concepts in fundraising. Most charitable organizations focus first on attracting small gifts from donors through an annual giving program and then nurture their level of giving, moving donors up the pyramid.

Planned Giving

Major Giving

Annual Giving

Traditional   **Algonquin College**
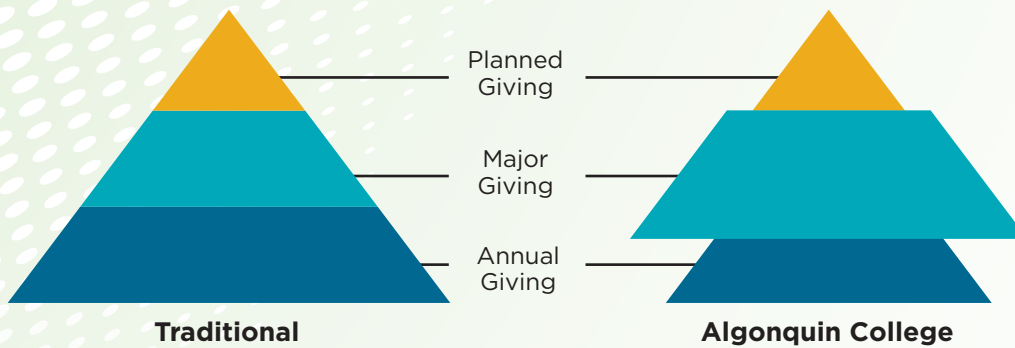
Algonquin College fundraising does not follow the traditional model. Few Canadian colleges have the depth of fundraising history, the number of fundraising employees or the extensive alumni contact information required to follow this model. This is the primary reason why major gifts — defined by the Foundation as $5,000 or more for ongoing fundraising activities and $25,000 or more during a capital campaign — have always been the main fundraising focus of the Algonquin College Foundation.

Developing an Algonquin College Pyramid of Giving will provide information on how donors at any level will, with the right care and attention, become closer to our College and be inspired to make new and greater gifts. With enhanced database information and management of constituent files, Foundation employees will classify donors relative to their giving history and identify accessible donor opportunities on the College pyramid.

Promote the 50th Anniversary — A Unique Opportunity

In 2017 Algonquin College will celebrate its 50th anniversary, a milestone that provides a unique opportunity to celebrate the many successes and contributions of Algonquin College in our communities and to reach out and renew relationships with past students in their new roles post graduation. The Foundation objectives for the event include: recognition and appreciation, outreach and education, and fundraising.

Algonquin College Future Capital Campaigns

The next major capital campaign project will necessarily be vetted by the Integrated College Development Planning Committee, the President's Council and the College Capital Fundraising Review Committee, before its presentation to the Board of Governors for approval. After the completion of a positive feasibility study, a Campaign Manager will initiate the capital campaign for a College approved project in 2015-2016.

With a campaign case for support and with firm support by College leadership, there will be a strong basis for success. Through focused, effective planning, the Foundation team will move from the feasibility/assessment stage into execution, dovetailing the implementation into the strategic plans and the long-term goals of the Foundation and the College.

Measures of Success

Due to its focus on major gift fundraising, the Foundation has consistently achieved a healthy return on investment. With improvements to the database management system in 2014-2015 and ongoing maintenance, the Foundation will be able to establish baseline measures to effectively track performance. At the same time, measures to better monitor the return on investment of a particular gift, program or activity will be evaluated.

The Foundation's success will ultimately be defined by the strength of a College philanthropic culture, which will be reflected in how fully fundraising is woven into College activities and in the development of strategic partnership opportunities that will reap rewards for students, employees, donors and alumni in many forms like student employment, applied research projects or new equipment and facilities. Broad benefits will evolve from the relationships born of a true culture of philanthropy. The Foundation will expand fundraising programs during the five year period and set baseline measurements for the fundraising plan milestones.

Resources Required

The Algonquin College Foundation will gradually add employees to its current staff representation. Please refer to the Algonquin College Foundation Organizational Charts listed in this report. Initiatives, such as the overall College Case for Support, will set the team up for success to fulfill the Algonquin College Foundation Fundraising Plan 2014-2019 vision.

Three generations of Lee family alumni generously donate the Al Lee Scholarship.

Theme 2:
Donor Relations

Donor relations activities are integrated across the College such that primary donors are College ambassadors, who speak of an excellent donor experience and who demonstrate a high level of engagement and connectivity with the College by participating in College activities and supporting fundraising initiatives.

Strategies for Success

Establish Building Blocks

The Foundation will ensure that the necessary infrastructure is in place to support all program activities outlined in the fundraising plan, such as finalizing the Gift Acceptance Policy, updating procedures, establishing a budget tracking system to monitor costs, hiring a communication and donor relations officer in 2015-2016, and developing a Donor Appreciation and Recognition Plan. The Foundation team will continue to assess best practices to inform and enhance the program over time. An important principle of building relationships is that once something has been started, donors expect it will continue, which underlines the importance of maintaining the Algonquin College Foundation investment in building blocks to sustain meaningful operations.

Improve Database Management System

This practical strategy supports all other Foundation efforts. Enhancements include improving the accuracy of data and eliminating duplicate constituent files; developing protocols and refining processes; and initiating an improved coding system to permit more effective segmentation of constituent database records and track donor and prospect touchpoints along the fundraising continuum. The Foundation team will be able to follow prospective major gift donors from the early stages of identification and qualification, through the more lengthy cultivation stage, to reach the point of solicitation, and finally, stewardship.

The Foundation team will leverage current technologies to track how prospects and donors are engaged at any point in time and develop strategies for these prospects and donors, involving the Foundation Board, College Board of Governors, key College leadership, and advisory committee members. The activity will continue to support segmentation of donor files, permitting a more refined, and targeted ask of major gift prospects and later, at other gift levels.

Heighten Donor Acknowledgement and Recognition Activities

Acknowledgement is private, between the College and the donor; recognition is a public expression of gratitude. With a focus on major and leadership giving, activities will align with donor preferences and reflect the guiding principles of the Foundation. Recognition will be meaningful and personal to the donor, especially leadership donors. Plans include the establishment of recognition for annual and/or cumulative contributions at various levels such as the Governors' Circle ($100,000 plus); President's Circle ($25,000 plus); and the 1967 Society (confirmed planned gifts).

> **Exceptional donor engagement and donor experiences draw donors closer to the College mission by directly demonstrating the impact of their gifts.**

Enhance Donor Experiences

The Foundation will work with the College to enrich events, such as academic-driven awards ceremonies, and to create new opportunities for donors to engage in the College mission. Foundation-led education efforts will ensure the College community understands that every interaction with a donor provides an opportunity to tell the College's story and to demonstrate gratitude. Exceptional donor engagement and donor experiences draw donors closer to the College mission by directly demonstrating the impact of their gifts.

Integrate and Enhance Communications

Foundation employees will develop an integrated Marketing and Communications Plan to support Donor Relations and Alumni Relations activities. The plan will:

- Position the College as a partner and catalyst for change and innovation.
- Provide consistent key messaging across channels from publications to website.
- Tell Algonquin College Foundation donor, alumni and student stories.
- Recognize and appreciate College students, employees, donors and alumni as we celebrate the 50th Anniversary of Algonquin College.

Improve Reporting Capabilities and Demonstration of Impact

With input from almost all areas of the College, the Foundation will help donors understand program results; comprehend the College stories; and applaud student successes. The Foundation will incorporate stories and specify results in the annual Foundation Activity Report. Donors will be moved by and remember these stories that refer to the impact of their donations. For example, the personal thank-you from a student in the sheet metal program to benefactors at the ACCE Donor Reception was recalled a year later during the Environmental Scan. In defining the overall College Case for Support, the Foundation will work closely with College leadership to determine how impact will be measured and demonstrated to donors.

Measures of Success

The donor relations program will continue to evolve. Baseline measures and metrics will be defined, particularly the primary performance indicators that will affect donor experiences that are both tangible and intangible. In 2015-2016, a communication and donor relations officer will be hired to help the Foundation elevate donor relations by: building the infrastructure to support Foundation programs; enhancing the donor experience; and integrating employees into College fundraising activities and initiatives.

Theme 3:
Alumni Relations

The alumni relations program is integrated with cross-College initiatives. Alumni are self-identifying and increasing participation in Foundation programs. Diverse and engaged alumni are leading alumni initiatives, becoming volunteers, partners in initiatives, major and planned gift donors, and College ambassadors who share Algonquin College key messages and stories.

Strategies for Success

Increase Alumni Affiliation and Build Alumni Allegiance

Several focused efforts will work together to strengthen the College's relationship with its alumni:

- Increase effective communications.
- Enhance alumni networking opportunities.
- Inform alumni of continuing education opportunities.
- Increase awareness of Affinity Partnership Program and alumni benefits, select College services and cost-saving opportunities.
- Link Alumni with current students.

Develop Alumni Engagement

The Foundation will work with Student Services and the office of Community Partnerships and Engagement to identify potential alumni volunteer opportunities such as participating in advisory committees, acting as career advisors and supporting Thunder Sports. College employees will be asked to identify alumni that participate in their classrooms as guest speakers.

Profile Successful Alumni

The inspirational stories of the College's graduates — and, by extension, the story of Algonquin College will be promoted through Colleges Ontario Premier's Awards ceremonies, the Algonquin College Alumna/us of the Year program, and other Algonquin College brand building events and initiatives. Foundation staff will create a brand awareness campaign that will be disseminated leading up to the College's 50th anniversary celebrations, which will spotlight Algonquin graduates in the advertising campaign and other promotional activities.

Develop Alumni Engagement

The Algonquin College Foundation will build its repertoire of alumni success in the community and their generosity to Algonquin College through partnerships and volunteer opportunities as well as financial support. The Foundation will share these stories of alumni giving and strengthen alumni donor/prospect relationships to inspire others to contribute gifts of time, talent and treasure over their lifetimes, across a wide range of engagement opportunities.

Leverage and Improve Database

Communication with alumni will be more effective with a thorough process for database management in place that will ensure the Foundation has complete and accurate alumni contact information and will likewise improve the transfer of new graduates' information. Foundation staff will investigate improvements of the program coding system and develop standardized procedures for alumni database management including prospect identification. The definition of Algonquin College alumni will be revisited during 2014-2015.

Measures of Success

Alumni relations will be assessed in many ways. Employees will not rely solely on the correlation of program activities and alumni engagement data to giving outcomes as this is donor cultivation. In order to measure effectiveness of alumni relations efforts, the focus will be on points of contact, including willingness of alumni to tell their stories in support of College initiatives, to act as volunteers, guest speakers, mentors and more, and to attend College events.

Resources Required

The Foundation will involve the College community in its alumni relations activities and grow alumni relations activities with dedicated resources. With an alumni branding campaign that will spotlight alumni achievements and add profile to these former students, their careers and the College, the Foundation will continue to build the activities that involve College students and employees to strengthen alumni relations over the long-term.

Theme 4:
Employee Involvement

VISION 2019

The Algonquin College philanthropic culture is strong, with College leaders who lead by example. The Foundation is involved early in planning, and College leadership and Foundation staff work closely together on case development and capital campaigns. Employee participation rates are high in Foundation activities and retiree giving is up. College leaders and faculty subject matter experts are actively involved, engaging with donors as they move along the fundraising continuum. Members of the College community use their connections to identify influential alumni and prospective donors and enthusiastically participate in alumni and donor relations activities.

Strategies for Success

Encourage Communication at the College Leadership Level

There will be open, ongoing communication between the Foundation and College leaders related to philanthropy and fundraising priorities. Fundraising expectations to achieve objectives will be realistic, in keeping with the structures and supports that facilitate collaboration and engagement while aligning Algonquin College Foundation initiatives with College objectives.

Inform and Support College Leadership and Key Colleagues

Foundation initiatives will educate College leadership and colleagues on the merits, systems and rewards of the fundraising continuum, major gift cultivation and donor solicitation including:

- Special support to the College President to optimize donations of $500,000 plus.
- Specialized training of Deans, Chairs and Directors. Deans will be encouraged to focus on major gift prospects of $100,000 plus; chairs and directors, $25,000 plus.
- Encouraging College leaders to attend fundraising events and activities.
- Encouraging key colleagues to participate as tour leaders or as subject matter experts on major gift calls.
- Encouraging inclusion to extend College community involvement in fundraising activities as part of College employee job descriptions.

Involve Colleagues in the Overall College Case for Support

The Community Cornerstone initiative, developed through 2014-2015, will be revised annually. The Foundation will educate and support the participation of colleagues in case development. Fundraising proposals for discrete projects will be submitted to the College Capital Fundraising Proposal Review Committee and evaluated on their potential for fundraising success. Employees will be actively involved in establishing how to collect information and measure the impact of the initiatives selected. The Committee will receive proposals for future capital campaigns that have first been approved by the Integrated College Development Planning Committee.

Inform the College Community

The Foundation will prompt employee understanding of how to positively affect the donor experience and encourage employee involvement in donor relations activities. The Foundation will offer workshops and training for employees to introduce the Algonquin College Foundation principles of fundraising. Through 2019, the Foundation will:

- Create new opportunities to increase colleague interactions with alumni and donors/prospective donors.

- Explore ways to increase alumni/donor involvement at College-led events.

- Continue training related to the gift-in-kind acceptance process and include more school business administrators in the process.

- Develop third-party tool kits to assist employees leading these events.

- Develop a new colleague orientation package to provide an overview of Foundation activities, answer key questions, and outline ways that employees might become involved;

- Investigate the development of a College Case for Support App so colleagues can quickly access information about why donations are needed and for what programs/projects.

- Educate all College colleagues about identifying new major gift prospects beyond those in our database. As fundraising is seen more and more as a core College function, prospect identification will no longer remain the sole responsibility of the Foundation team.

> " As fundraising is seen more and more as a core College function, prospect identification will no longer remain the sole responsibility of the Foundation team. "

Promote a Philanthropic College Culture

The Foundation will publicize to the College community the stories of colleagues who give of their time, talent and treasures. The Foundation will promote 100% employee participation in fundraising activities; full participation of colleagues, at any giving level, makes a powerful statement to the greater community and inspires donations.

Recognize Employee Involvement in Foundation Activities

A new Algonquin College Philanthropic Leader Award established by the Foundation will be presented at the annual College Staff Award ceremony to a colleague(s) who has (have) facilitated a donation and gone beyond expectations to exemplify what it means to be a philanthropic leader(s).

Measures of Success

The Algonquin College Foundation will measure the participation of employees in fundraising activities and initiatives. Employees will be under the spotlight, with the generous spirit of exemplary philanthropic leadership recognized annually.

Resources Required

The development of special fundraising-focused retreats for the College Leadership Council will require facilitator(s) and other expenses each year from 2015-2016 to 2018-2019.

Theme 5:
Integration

Successful integration is attained such that the Foundation is no longer operating alone but is moving in tandem with colleagues throughout the College. Guided by the Foundation Board of Directors, Foundation staff and fellow employees maximize potential outcomes to fulfill the vision set out by the Algonquin College Board of Governors. The College community is intimately involved in alumni and donor relations activities and actively participate in fundraising initiatives. Each year, employees work side-by-side with the Foundation to develop an inspiring, comprehensive College Case for Support. Employees come forward with discrete projects within the Building Futures cornerstone and cases of support for future capital campaigns.

The Algonquin College Foundation strategies inspire major, transformational gifts and help Algonquin College fulfill its mission. As an integral function within College operations that extends into the greater community, the Algonquin College Foundation creates mutually beneficial scenarios that actively engage students, employees, alumni and donors in Foundation initiatives.

Weaving the Algonquin College Foundation fundraising efforts into the fabric of the College community is imperative to achieve the strategies of the plan's first four themes. The outcomes of these strategies will be the measures that indicate whether the over-arching goal of integration has been reached.

Industry Groups, Entrepreneurs, Community Leaders, Alumni

Algonquin College President, President's Council, Deans, Chairs, Professors, Non-academic personnel

Algonquin College Board of Governors, Algonquin College Foundation Board of Directors

Optimized Outcome
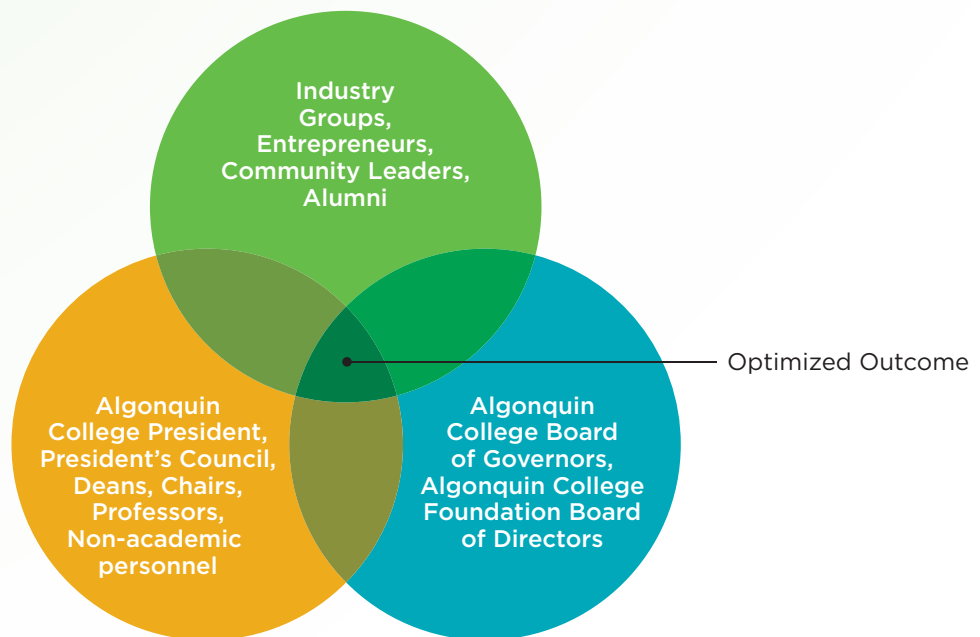
The Way Ahead

This Fundraising Plan builds upon the history of the Algonquin College Foundation and clearly articulates the requirements to help secure a financially sustainable future for Algonquin College. It is also an invitation to the College community to become part of the Foundation team working for the good of all.

As the Foundation team grows from six to 12 members and begins to work more closely with the Foundation Board of Directors and College leadership on fundraising activities, capacity for revenue generation will grow. Over the next five years, the Foundation will secure just under $30M, including outstanding pledges.

The most significant initiative of this plan is the development of the overall College Case for Support, which will lay the groundwork for strong major gift and other strategic fundraising programs that will increase potential outcomes. Also within the next five years, an approved capital project will be selected for a major capital campaign. Both of these initiatives will highlight the value of investing in Algonquin College students' success and help to position Algonquin College as a catalyst for change within our community, as well as cultivating partnerships that will benefit the College through a wide range of donor involvement.

Enhanced donor relations, in particular through the increased involvement of key volunteers and College employees, will elevate Algonquin College donor experiences. Building relationships equates with fundraising success; strengthening our College-donor connections will lead to increased giving. Prospect management and College-wide integration of data will provide the infrastructure that will ensure successful outcomes.

Enhanced alumni relations will strengthen alumni allegiance, supporting the long-term goal of the Foundation to develop a prosperous annual giving program and unrestricted funds. Well-known alumni will become the College's best community ambassadors.

As College colleagues become more involved in fundraising activities, the Algonquin College Foundation will be well on the way to creating a financially sustainable future for Algonquin College. With the plan's approval, the Foundation team will implement first steps and facilitate a College community that is a leader in philanthropy: a high-performing organization with a strong philanthropic culture that respects and values fundraising and represents a new standard for Canadian Colleges.

The success of this five-year plan will ultimately be reflected in the success of Algonquin College's students and graduates — the reason for its existence. When Algonquin College donors, as alumni, employees or community members, invest in Algonquin students, they are creating a brighter, more prosperous future that extends well beyond the Algonquin College Foundation doors.

Appendices

Algonquin College Foundation
Current Organizational Structure 2013–2014

- Executive Director
  - Fundraising Administrative Assistant
    - Manager, Major Gifts & Alumni Relations
      - Foundation Alumni Officer
        - Database/ Research Assistant (P/T Student)**
    - Manager, Strategic Giving & Donor Relations
      - Philanthropy Administrator
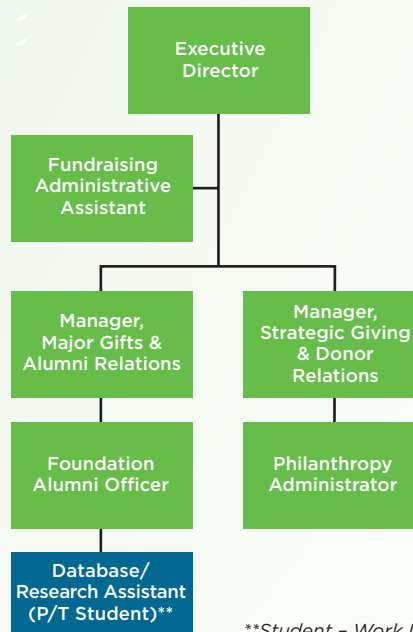
**Student – Work Integrated Learning (WIL)*

Algonquin College Foundation
Future Organizational Structure 2017–2018

- Executive Director
  - Fundraising Administrative Assistant
    - Database Assistant (P/T Student)**
  - Manager, Major Gifts & Alumni Relations
  - Development Prospect Researcher (I/O)
  - Manager, Strategic Giving & Donor Relations
  - Campaign Manager
    - P/T Campaign Assistant (I/O)
  - Major Gifts Officer
  - Development Officer
    - Special Events Assistant (P/T Student)**
  - Communication & Alumni Relations Officer
    - Database/ Research Assistant (P/T Student)**
  - Communication & Donor Relations Officer (I/O)
    - Special Events Assistant (P/T Student)**
  - Development Officer (I/O)
    - Database/ Research Assistant (P/T Student)**
  - Major Gifts Officer

**Student – Work Integrated Learning (WIL)*

Algonquin College Alumni Geographic Representation

International & Unknown
6,171 | **5%**

United States 318 | **0%**

Other Provinces 8,238 | **7%**

Rest of Ontario
13,774 | **11%**

Perth 1,222 | **1%**

Pembroke 3,181 | **3%**

Rural Ottawa Area (KOA)
11,125 | **9%**

Ottawa & Area 77,244 | **64%**
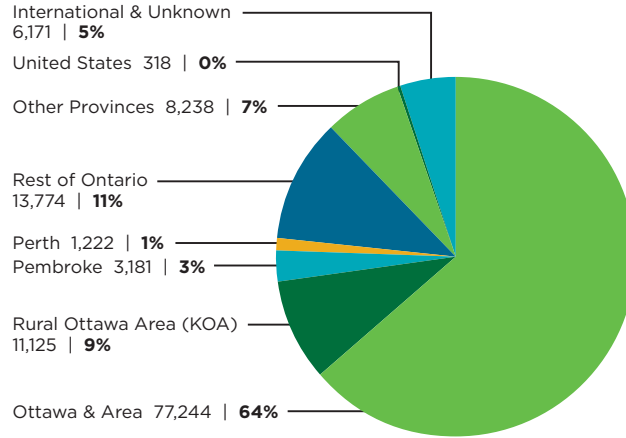
Algonquin College Foundation Donations by Donor Type

IN THOUSANDS OF DOLLARS

5,000

4,000

3,000

2,000

1,000

0

2014-2015   2015-2016   2016-2017   2017-2018   2018-2019

Alumni Corporate   Service Club – Not-for-profit

Alumni Individual   Individual Major Gift

Associations   Corporate Major Gift

ALGONQUIN COLLEGE

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K2G 1V8

www.algonquincollege.com/foundation

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Executive Director
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ALGONQUIN COLLEGE

Presentation to:	Board of Governors
Subject:	2013/14 4th Quarter Financial Results and Audited Financial Statements
Date:	June 9, 2014
Presenter(s):	Duane McNair, Vice-President, Finance and Administration

Purpose:

To present the:

1. Draft audited financial statements to the Board of Governors for approval. The notes to the financial statements are an integral part of the financial statements and are provided to explain the details of the financial statement schedules.

2. 2013/14 4th Quarter Financial Report.

Background:

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

    The College's audit firm, Deloitte, has completed the audit of Algonquin College's financial statements for the fiscal year ending March 31, 2014.

2. 2013/14 4<u>th</u> Quarter Financial Report :

    The 4th Quarter Financial report provides the year end actual results compared to the 2013/14 annual budget. In February 2013, the Board of Governors approved the 2013-14 annual budget with a budgeted net contribution of $812K.

Discussion/Considerations:

1. Draft Audited Financial Statenent highlights are presented below:

    Consolidated Statement of Financial Position

    Total Assets have increased slightly by $0.8 million or .2% from $392.9 million to $393.7 million. Current assets have increased from $57.8 million at March 31, 2013 to $70.2 million at March 31, 2014 primarily due to our investment mix being weighted more towards short term investments as of March 31, 2014. This has

occurred during the transfer of our investments to a new investment management company as they position investments to take advantage of financial market conditions and to achieve an optimal return on our investments while complying with Ministry directives.

Current liabilities have increased by $1.8M, from $44.1M to $45.9M primarily due to an increase in full-time tuition fee deferrals of $1.6M over the previous year.

The College continues to maintain a strong liquidity position with a Quick Ratio greater than 1:1. The College's Debt to Assets Ratio has improved slightly from 27% to 26%.

Consolidated Statement of Operations

The College has realized a positive net contribution of $7.2M for the year ending March 31, 2014. Schedule A on page 28 provides a detailed listing of College revenues and Schedule B provides details related to College Ancillary Services.

The College's Net Income to Revenue ratio improved slightly to 2.5% over the past year.

Consolidated Statement of Changes in Net Assets

The Statement of Changes in Net Assets provides a summary of activities processed through the College's various net asset accounts. Note 15 to the Financial Statements provide a detailed listing of the internally restricted net assets. The Contingency Reserve fund established in 2012 has reached the goal of 3% of budgeted operating revenues within the three fiscal years originally planned.

The College's Net Asset position continues to be strong and improved from $100 million in March 2013 to $110 million in March 2014.

Algonquin College – Saudi Arabia

This is the first year of operations for the College's Kingdom of Saudi Arabia Limited Liability Corporation, Algonquin College – Saudi Arabia (AC-SA). The investment in AC-SA is reported under Current Assets on the Statement of Financial Position. Note 6 discloses operating results for the first 7 months of operation up to March 31, 2014. These net results are captured on the College's Statement of Operations within the Expenses section on the line item labelled "Other".

The operating loss as at March 31, 2014 for AC-SA is significantly different from previous updates to the Board of Governors primarily for the following reasons:

- **Auditor's Decision** – In May, Deloitte Ottawa informed the College of their opinion that its Jazan operations should be reported on using Canadian GAAP rules, instead of Saudi GAAP rules. This direction forced a change in the way the College had planned to account for start-up costs. In its original projections, using Saudi GAAP practices, start-up costs were to be amortized over the length of the contract. While there is no impact to the five-year financial position, the change does mean that under Canadian practices, $1.2M in mobilization costs were required to be expensed in year 1 before March 31, 2014. The switch in accounting impacted the March 31,

2014 actual results from a year-to-date surplus of $470,000 to a year-to-date loss of $730,000.

- **Colleges of Excellence (COE) Decision** – In April 2014, the COE informed the College they would not honour an agreement reached in October 2013 covering student attendance, one of the key measures for determining payment to the College. Instead of the previous interpretation that the College would be paid for each student who maintained an average attendance of 80%, COE maintained that the College would only be paid for each month a student had a monthly attendance rate of 80% or better.

- **Misleading Information and Late Start** – Original projections provided by COE concerning campus size and student attrition have proven to be significantly different than those experienced on the ground. Compounding this reality, late approvals and quick start-up period did not provide enough time to put in place the processes and procedures we now realize are critical to success in Saudi Arabia. The difference in Saudi student culture and preparedness, combined with the need for a different set of educational practices and approaches than is our experience at Algonquin, has led to higher rates of attrition and slower rates of student progression than expected.

2. 2013/14 4th Quarter Financial Report

The 2013/14 Q4 year-end actuals have variances from the approved annual budget among several areas of the College. Please refer to the report for explanations of variances. In addition, financial health indicators have been updated with March 31, 2014 actual financial results. The College exceeds the benchmark for all six of the financial health indicators as set by the Ministry of Training Colleges and Universities and Colleges Ontario Finance Officers.

Note: While both the audited financial statements and the 4th Quarter Financial Report disclose a $7.2M net contribution, there are differences in the revenue and expenditure line items between these two reports that will be explained at the Board of Governors meeting. The audited financial statements are prepared in a format required by the Ministry that complies with financial reporting standards set by the Public Sector Accounting Board, whereas, the 4th Quarter Financial Report is prepared in a format that reflects the College's approach to budget management.

Compliance:

Refer to Appendix A for a summary of the budget and financial projection requirements that College management references to ensure compliance with existing Board Policy and budget guidelines.

Recommendation:

1. That the Board of Governors approve the 2013/14 Audited Financial Statements.

2. That the Board of Governors receive the 2013/14 4th Quarter Financial Report.

3. That the Board of Governors approve the transfer of $4,316,117 from unrestricted net assets to internally restricted net assets.

APPENDIX A

	Source	Budget/Projection Requirement	Compliant (Y/N)
		ANNUAL BUDGET AND QUARTERLY FINANCIAL PROJECTIONS COMPLIANCE SCORECARD	
1	BGII-02 Board Financial Management Policy	1.2 The annual budget [and Quarterly Projections] … shall: 1.2.2 Have expenditures not exceeding revenues unles the Board has approved … to spend from reserve funds;	Y
2	BGII-02 Board Financial Management Policy	1.2 The annual budget [and Quarterly Projections] … shall: 1.2.3 Have ancillary expenditures not exceeding ancillary revenues unless the Board has specifically directed otherwise.	Y
3	BGII-02 Board Financial Management Policy	2.3 Quarterly projections of the annual budget shall be presented to the Board, ensuring the College's projected surplus or deficit are at least equal to or better than the Approved Budget.	Y
4	BGII-02 Board Financial Management Policy	4.2 The President may not approve an unbudgeted expenditure or commitment that will result in the College's fiscal year-end total balance of unrestricted net assets plus internally restricted net assets being lower than budgeted without the approval of the Board.	Y
5	Strategic Plan 2012-2017	'Goal 9 - Align our funded operational expenditures with provincial funding' - we must ensure we budget and project 'Funded Activity' with balanced or surplus results	Y

6	President's Budget Overview - Annual Budget	President's Overview: 'We will be aggressively pursuing further opportunities in the non funded area which will provide funds for investment in all of the things that are currently not funded through government sources such as technology upgrades, infrastructure improvements, equipment for faculty and staff etc.'
		
		- we must ensure that our SIP expenditures (budgeted and projected) do not exceed the sum of:
		  - Non-Funded Activities net contributions;
		  - Specific grants and contributions; and
		  - Allocations from Internally Restricted Net Assets
		   such that the ending balance of Internally Restricted
		   Net Assets is at least equal to or greater than
		   the balance approved by the Board in the
		   Annual Budget (see #4 above).
			Y

Consolidated financial statements of

The Algonquin College of Applied Arts and Technology

March 31, 2014

The Algonquin College of Applied Arts and Technology

March 31, 2014

Table of contents

Independent Auditor's Report

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

We have audited the accompanying consolidated financial statements of The Algonquin College of Applied Arts and Technology (the "College"), which comprise the consolidated statement of financial position as at March 31, 2014, and the consolidated statements of operations, changes in net assets, remeasurement gains and losses and cash flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Consolidated Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of the College as at March 31, 2014, and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards for government not-for-profit organizations.

Chartered Professional Accountants, Chartered Accountants
Licensed Public Accountants

_____, 2014

The Algonquin College of Applied Arts and Technology

Consolidated statement of financial position
as at March 31, 2014

	2014	2013
	$	$
Assets		
Current assets		
Cash and cash equivalents	31,311,471	27,284,600
Short-term investments (Note 3)	21,350,896	9,276,932
Accounts receivable (Note 4)	14,020,605	17,370,431
Inventory (Note 5)	1,964,775	1,872,660
Prepaid expenses	1,590,712	1,983,268
	70,238,459	57,787,891
Investments (Note 3)	29,222,152	37,441,881
Investment in Algonquin College - Saudi Arabia (Note 6)	1,998,098	-
Endowment assets (Note 7a)	20,810,100	17,910,936
Capital assets (Note 8)	271,415,796	279,718,558
	393,684,605	392,859,266
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	14,530,902	14,255,600
Accrued salaries and employee deductions payable	5,785,363	5,754,634
Deferred revenue (Note 9)	23,187,521	21,580,732
Current portion of long-term debt (Note 10)	2,449,163	2,494,235
	45,952,949	44,085,201
Long-term debt (Note 10)	56,558,486	62,365,832
Interest rate swaps (Note 10)	9,930,830	13,722,914
Vacation, sick leave and post-employment benefits (Note 11)	18,896,993	19,862,995
Deferred capital contributions (Note 12)	161,604,124	165,940,500
	292,943,382	305,977,442

Commitments, guarantees and contingencies (Note 13)

Net assets (deficiency)		
Unrestricted	1,000,000	1,000,000
Investment in capital assets (Note 14)	50,804,023	48,917,991
Vacation, sick leave and post-employment benefits (Note 11)	(18,896,993)	(19,862,995)
Internally restricted (Note 15)	56,954,923	52,638,806
Endowment fund (Note 7b)	20,810,100	17,910,936
	110,672,053	100,604,738
Accumulated remeasurement losses	(9,930,830)	(13,722,914)
	100,741,223	86,881,824
	393,684,605	392,859,266

Approved by the Board

_____ Chairman

_____ Member

See accompanying notes to the financial statements.

The Algonquin College of Applied Arts and Technology

Consolidated statement of operations
year ended March 31, 2014

	2014	2013
	$	$
Revenue (Schedule A)		
Grants and reimbursements	100,050,650	98,589,195
Student tuition fees	92,626,158	84,061,460
Contract educational services	29,513,307	29,892,634
Ancillary services (Schedule B)	35,396,086	34,295,089
Other	15,398,540	15,628,424
Amortization and write off of deferred capital contributions (Note 12)	8,299,156	8,024,264
	281,283,897	270,491,066
Expenses		
Salaries and benefits	156,585,768	149,478,200
Building maintenance and utilities	12,569,596	12,971,045
Instructional supplies and equipment	6,686,600	5,617,501
Bursaries and other student aid	6,305,832	7,845,724
Interest	1,972,566	722,702
Amortization and write off of capital assets (Note 14)	15,520,784	14,810,940
Ancillary services (Schedule B)	29,684,118	28,668,764
Other	45,756,484	44,360,534
	275,081,748	264,475,410
Change in vacation, sick leave and post-employment benefits liabilities (Note 11)	(966,002)	(37,768)
	274,115,746	264,437,642
Excess of revenue over expenses	7,168,151	6,053,424

See accompanying notes to the financial statements.

The Algonquin College of
Applied Arts and Technology

Consolidated statement of changes in net assets
year ended March 31, 2014

	Unrestricted	Investment in capital assets	Vacation, sick leave and post-employment benefits	Internally restricted	Endowment fund	2014	2013
		(Note 14)	(Note 11)	(Note 15)	(Note 7b)		
	$	$	$	$	$	$	$
Net assets (deficiency), beginning of year	1,000,000	48,917,991	(19,862,995)	52,638,806	17,910,936	100,604,738	93,096,343
Excess of revenue over expenses	7,168,151	-	-	-	-	7,168,151	6,053,424
Change in vacation, sick leave and post-employment benefits liabilities (Note 11)	(966,002)	-	966,002	-	-	-	-
Internally imposed restrictions	(4,316,117)	-	-	4,316,117	-	-	-
Net change in investment in capital assets (Note 14)	(1,886,032)	1,886,032	-	-	-	-	
Net change in Endowment Fund (Note 7b)	-	-	-	-	2,899,164	2,899,164	1,454,971
Net assets (deficiency), end of year	1,000,000	50,804,023	(18,896,993)	56,954,923	20,810,100	110,672,053	100,604,738

See accompanying notes to the financial statements.

The Algonquin College of
Applied Arts and Technology

Consolidated statement of remeasurement gains and losses
year ended March 31, 2014

	2014	2013
	$	$
Accumulated remeasurement losses, beginning of year	(13,722,914)	(14,148,233)
Unrealized gains attributable to: Interest rate swaps	3,792,084	425,319
Accumulated remeasurement losses, end of year	(9,930,830)	(13,722,914)

See accompanying notes to the financial statements.

The Algonquin College of Applied Arts and Technology

Consolidated statement of cash flow
year ended March 31, 2014

	2014	2013
	$	$
Operating activities		
Excess of revenue over expenses	7,168,151	6,053,424
Items not affecting cash		
Amortization of capital assets	15,451,829	14,728,114
Write off of capital assets	68,955	82,826
Amortization and write off of deferred capital contributions	(8,299,156)	(8,024,264)
Investment loss in Algonquin College - Saudi Arabia	730,229	
Decrease in vacation, sick leave and post-employment		
benefits liabilities (Note 11)	(966,002)	(37,768)
	14,154,006	12,802,332
Changes in non-cash operating		
working capital items (Note 17)	5,563,087	317,502
	19,717,093	13,119,834
Financing activities		
Principal repayments of long-term debt	(2,494,235)	(1,861,774)
(Decrease) increase in long-term debt	(3,358,183)	21,296,749
Disposal of investments	43,898,382	23,416,890
Purchases of investments	(47,752,617)	(1,709,519)
Decrease in bank indebtedness	-	(15,131,580)
Net contribution to Endowment Fund	3,217,191	716,663
	(6,489,463)	26,727,429
Capital activities		
Capital asset additions (Note 14)	(6,981,856)	(40,283,681)
Capital contributions received (Note 12)	3,726,614	17,111,879
	(3,255,242)	(23,171,802)
Investing activities		
Investment in Algonquin College-Saudi Arabia	(2,728,327)	-
Disposal of endowed assets	11,701,708	9,533,983
Purchases of endowed assets	(14,918,899)	(10,250,646)
	(5,945,518)	(716,663)
Increase in cash and cash equivalents	4,026,871	15,958,798
Cash and cash equivalents, beginning of year	27,284,600	11,325,802
Cash and cash equivalents, end of year	31,311,471	27,284,600
Interest paid in the year	3,814,219	3,158,049

See accompanying notes to the financial statements.

The Algonquin College of
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1. **Description of the College**

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

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

2. **Significant accounting policies**

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

   a) *Basis of presentation*

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

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

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

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

   b) *Revenue*

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

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

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

   ii. Contributions received for capital assets are deferred and amortized into revenue over the same term and on the same basis as the related capital asset. Contributions of land are recognized as direct increases in investment in capital assets in the period received.

   iii. Student tuition fees are recorded in the accounts based on the academic period of the specific courses. Tuition fees are deferred to the extent that the courses extend beyond the fiscal year of the College.

   iv. Contract educational services are recorded in the accounts based on the services provided in the College's fiscal year on a percentage of completion basis.

   v. Unrestricted investment income is recognized as revenue on an accrual basis. All unrealized gains or losses in the fair value of unrestricted investments are recognized in the Statement of Remeasurement Gains and Losses; once realized, these gains and losses are recognized in the Statement of Operations.

2. Significant accounting policies (continued)

c) Employee benefit plans

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

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

d) Financial instruments

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

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

i. Cash equivalents

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

ii. Investments

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

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

iii. Endowed investments

Realized investment income and unrealized gains or losses from the change in fair value are recorded in the statement of changes in net assets.

Fair value is determined at quoted market prices. Sales and purchases of endowed investments are recorded on the settlement date. Transaction costs related to the acquisition of endowed investments are recorded against the realized investment income of the endowment fund.

iv. Foreign currency

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

The Algonquin College of
Applied Arts and Technology
Notes to the consolidated financial statements
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2. Significant accounting policies (continued)

d) *Financial instruments (continued)*

v. Interest rate swaps

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

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

e) *Other financial instruments*

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

f) *Inventory*

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

g) *Capital assets*

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

i. Furniture and library holdings are charged to expenses in the year of acquisition.

ii. Computer software is charged to expenses in the year of acquisition.

iii. Land originally acquired at the Woodroffe campus is recorded at a nominal value of $1 with subsequent additions recorded at cost.

iv. Donated capital assets are recorded at the value of the receipt issued to the donor, which reflects estimated fair value of the capital asset at the time of the donation

v. Construction in progress is not amortized until the project is complete and the facilities are available for use.

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

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

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2. Significant accounting policies (continued)

    h) *Expenses*

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

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

    i) *Contributed services*

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

    j) *Taxes*

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

    k) *Use of estimates*

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

3. Investments

    Short term investments of $21,350,896 (2013 - $9,276,932) consist entirely of fixed income securities that will be maturing within a year. Long-term investments consist of the following:

	2014	2013
	$	$
Fixed income securities	27,409,187	35,725,354
Bond funds	1,287,205	1,218,734
Equity	525,760	497,793
	29,222,152	37,441,881

    The College's fixed income securities have effective interest rates ranging from 2.1% to 4.0% and maturity dates ranging from May 2015 to September 2017 (March 31, 2013 - 3.1% to 5.7% and maturity dates ranging from January 2014 to November 2018).

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2014

4. Accounts receivable

	2014	2013
	$	$
Government of Ontario	1,671,764	1,491,690
HST receivable	917,061	1,486,496
Other receivables	12,852,607	15,724,095
Allowance for doubtful accounts	(1,420,827)	(1,331,850)
	14,020,605	17,370,431

Details on due dates for receivables are as follows:

					2014
	0-30 days	31-60 days	61-90 days	Over 90 days	Total
	$	$	$	$	$
Government of Ontario	1,671,764	-	-	-	1,671,764
HST receivable	917,061	-	-	-	917,061
Other receivables	7,972,508	2,911,142	32,449	1,936,508	12,852,607
Allowance for doubful accounts	-	(358,037)	-	(1,062,790)	(1,420,827)
	10,561,333	2,553,105	32,449	873,718	14,020,605

					2013
	0-30 days	31-60 days	61-90 days	Over 90 days	Total
	$	$	$	$	$
Government of Ontario	1,491,690	-	-	-	1,491,690
HST receivable	926,706	-	-	559,790	1,486,496
Other receivables	10,672,151	2,948,354	45,570	2,058,020	15,724,095
Allowance for doubful accounts	-	(585,018)	-	(746,832)	(1,331,850)
	13,090,547	2,363,336	45,570	1,870,978	17,370,431

5. Inventory

	2014	2013
	$	$
Bookstore	1,647,358	1,561,392
Food services	262,545	253,668
Publishing centre	31,425	35,409
Stationery and supplies	12,365	4,581
Hospitality	11,082	17,610
	1,964,775	1,872,660

The amount of inventory expensed during the year is $18,708,175 (2013 - $16,569,446).

The Algonquin College of
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Notes to the consolidated financial statements
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6. **Controlled entities**

(a) Investment in Algonquin College - Saudi Arabia

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

	2014	2013
	$	$
Balance, beginning of year	-	-
Initial investment	142,110	-
Net loss of the year	(730,229)	-
	(588,119)	-
Due from Algonquin College - Saudi Arabia	2,586,217	
Balance, end of year	1,998,098	-

The financial position of Algonquin College - Saudi Arabia and the results of its operations and its cash flows as at and for the 188-day period ended March 31, 2014 is as follows:

	2014	2013
	$	$
Financial position		
Assets	4,146,466	-
Liabilities	4,734,585	-
Deficiency	(588,119)	
	4,146,466	-
Results of operations		
Revenue	6,245,917	-
Expenses	6,976,146	
Net loss	(730,229)	-
Cash Flows		
Operating	3,688,794	-
Capital	(2,112,196)	-
Investing	-	-
Financing	142,110	-
Net cash flow	1,718,708	-

6. Controlled entities (continued)

(b) Algonquin College Foundation

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

During the year, the College received $3,073,791 (2013 - $4,311,655) from the Foundation consisting of:

	2014	2013
	$	$
Endowed contributions	538,329	1,098,485
Deferred capital contributions	1,338,668	1,573,744
Other restricted contributions	1,196,794	1,639,426
	3,073,791	4,311,655

The College provides the Foundation with office premises without charge and pays the salaries of all employees involved with the Foundation.

The summarized assets, liabilities and results of operations for the Foundation for the year ended March 31, 2014 is as follows:

	2014	2013
	$	$
Financial position		
Total assets	257,880	196,482
Liabilities and fund balances		
Deferred revenue	10,000	-
Fund balances	247,880	196,482
	257,880	196,482
Results of operations		
Revenue	3,208,429	4,540,380
Expenses	3,157,031	4,345,462
Excess of revenue over expenses	51,398	194,918
Cash flows		
Operating	61,667	194,732
Net cash flow	61,667	194,732

The Algonquin College of
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Notes to the consolidated financial statements
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7. **Endowment assets**

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

   The endowment assets consist of the following:

   Fair value

	2014	2013
	$	$
Endowed investments :		
Cash equivalents	1,029,047	493,767
Bonds	8,069,566	5,674,855
Equities	11,711,487	11,742,314
	20,810,100	17,910,936

   Cost

	2014	2013
	$	$
Endowed investments :		
Cash equivalents	1,029,046	493,767
Bonds	7,905,024	5,389,148
Equities	10,217,914	10,051,878
	19,151,984	15,934,793

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

   The bonds have effective interest rates of 2.05% to 7.68% and maturity dates ranging from September 2014 to June 2023 (March 31, 2013 - 2.05% to 7.9% and maturity dates ranging from June 2014 to June 2023).

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

   The College also considers its intent and ability to hold an investment for a sufficient period of time for the value of the unrealized loss to recover. Management believes that no unrealized losses are considered to be other than temporary.

The Algonquin College of
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Notes to the consolidated financial statements
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7.   Endowment assets (continued)

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

	2014	2013
	$	$
Opening balance	17,910,936	16,455,965
Contributions	621,895	446,403
Realized investment income (losses)	3,252,435	909,440
Distributions	(657,139)	(639,179)
Net contribution to Endowment Fund	3,217,191	716,664
Change in unrealized gains due to changes in fair value of endowment assets	(318,027)	738,307
Net change in Endowment Fund	2,899,164	1,454,971
Ending balance	20,810,100	17,910,936

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

As at March 31, 2014, the Endowment Fund / Assets included a balance of $2,067,205 (2013 -
$(528,091)) which represents the cumulative realized investment income in excess of amounts
distributed. The changes during the year are as follows:

	2014	2013
	$	$
Amount available for future distribution, beginning of year	(528,091)	(798,352)
Realized investment income	3,252,435	909,440
Amount distributed	(657,139)	(639,179)
Amount available for future distribution, end of year	2,067,205	(528,091)

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2014

8. Capital assets

		March 31, 2014	
	Cost	Accumulated amortization	Net book value
	$	$	$
Land	7,336,878	-	7,336,878
Buildings	318,412,976	78,545,322	239,867,654
Work in progress	279,790	-	279,790
Site improvements	29,311,624	17,510,383	11,801,241
Parking lots	4,391,024	3,741,102	649,922
Computers and equipment	62,886,565	51,434,982	11,451,583
Automotive equipment	213,706	184,978	28,728
	422,832,563	151,416,767	271,415,796

		March 31, 2013	
	Cost	Accumulated amortization	Net book value
	$	$	$
Land	7,336,878	-	7,336,878
Buildings	317,211,947	70,902,389	246,309,558
Site improvements	25,679,900	15,204,712	10,475,188
Parking lots	4,391,024	3,551,062	839,962
Computers and equipment	63,435,559	48,721,873	14,713,686
Automotive equipment	208,535	165,249	43,286
	418,263,843	138,545,285	279,718,558

9. Deferred revenue

Details of the year-end balance are as follows:

	2014	2013
	$	$
Student tuition fees	15,911,762	14,311,413
Grant and reimbursements	87,534	383,584
Contract education services	2,569,740	2,816,336
Student aid	701,016	691,585
Miscellaneous projects	3,917,469	3,377,814
	23,187,521	21,580,732

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

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

9.   Deferred revenue (continued)

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

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

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

10.   Long-term debt, interest rate swaps, and bank indebtedness

a) Long-term debt:

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

	2014	2013
	$	$
Residence I building loan, bearing interest at prime plus 1.00% maturing in 2025, with average monthly payments of $96,635.	8,739,233	9,211,047
Residence II building loan, bearing interest at prime plus 0.25% maturing in 2027, with average monthly payments of $122,832	12,574,494	13,166,550
Residence III building loan, bearing interest at prime plus 0.25% maturing in 2029, with monthly payment of $126,755	13,635,718	14,191,271
Police and Public Safety Institute loan, bearing interest at prime plus 1.00%, maturing in 2025, with monthly payments of $67,833	3,269,526	6,994,450
Student Commons Loan, bearing interest at 4.008%, maturing in 2037, with semi-annual payments of $678,301	20,788,678	21,296,749
	59,007,649	64,860,067
Less current portion	2,449,163	2,494,235
	56,558,486	62,365,832

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

	$
2015	2,449,163
2016	2,598,799
2017	2,757,892
2018	2,927,055
2019	3,106,940
Thereafter	45,167,800
	59,007,649

The Algonquin College of
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Notes to the consolidated financial statements
March 31, 2014

10. **Long-term debt, interest rate swaps, and bank indebtedness (continued)**

    b) Interest rate swaps:

    The College has interest rate swap agreements to manage the volatility of interest rates related to a net notional $59.0 million of floating rate long-term debt on the three phases of the Residence and the Police and Public Safety Institute. In January 2014, a prepayment of $3,390,000 was applied against the Police and Public Safety Institute loan principal; thereby decreasing the loan balance and the associated swap. The fixed rates received under the interest rate swaps range from 5.97% to 6.95%. The maturity dates of the interest rate swaps are the same as the maturity dates of the associated long-term debt, ranging from 2025 to 2029.The fair value of the interest rate swaps is $9,930,830 (March 31, 2013 - $13,722,914).

11. **Employee benefits plans**

    a) Pension plan

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

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

    Any pension surplus or deficit is a joint responsibility of the members and employers and may affect future contribution rates. The College does not recognize any share of the Plan's pension surplus or deficit as insufficient information is available to identify the College's share of the underlying pension assets and liabilities. The Plan's January 1, 2014 actuarial valuation, prepared on a going concern basis, reflected a surplus of $525 million (2013 - $347 million).

    Contributions to the Plan made during the year by the College on behalf of its employees amounted to $12,947,998 (2013 - $12,280,678) and are included in salaries and benefits on the Statement of operations.

    b) Post-employment benefits

    The College provides extended health care, dental insurance and life insurance benefits to certain of its employees under a multi-employer plan under CAAT. This coverage may be extended to the post-employment period. The most recent actuarial valuation of post-employment benefits was completed by the Plan's Actuary as at March 1, 2011, and was extrapolated for accounting purposes to March 31, 2014.

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

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2014

11. Employee benefits plans (continued)

b) Post-employment benefits

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

	2014	2013
	%	%
Discount rate	2.7%	2.1%
Dental benefits cost and premium escalation	4.0%	4.0%
Medical benefits cost escalation		
Hospital and other medical	4.0%	4.0%
Vision/hearing	4.0%	4.0%
Drugs	9.0% in 2014 decreasing to 4.0% by 2034	10.5% in 2011 decreasing to 4.0% by 2026
Medical premium escalation	7.5% in 2014 decreasing to 4.0% by 2034	8.0% in 2011 decreasing to 4.0% by 2034
Expected return on assets	1.7%	1.7%

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

	2014	2013
	$	$
Post-employment benefits	3,768,300	3,874,300
Vacation	8,985,693	9,010,695
Sick leave	6,143,000	6,978,000
	18,896,993	19,862,995

The employee future benefit liability change for the year ended March 31, 2014 is $(966,002) (2013 - ($37,768)). This amount is comprised of:

	2014	2013
	$	$
Current year service cost	411,000	966,232
Interest expense on accrued benefit obligation	185,000	186,000
Amortization of actuarial loss	22,000	46,000
Benefit payments made by the college during the year	(1,584,002)	(1,236,000)
	(966,002)	(37,768)

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Notes to the consolidated financial statements
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12. Deferred capital contributions

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

In 2005, the Algonquin College Foundation launched a building campaign to raise $2 million for the construction of the Automotive Technology Trades Centre. Construction of the Automotive Technology Trades Centre was completed in 2007; however, pledges continue to be received. Total cumulative contributions received up to March 31, 2014 amounted to $655,744 (2013 - $650,744).

In 2008, the Foundation launched building campaigns to raise $7 million for the construction of the Algonquin Centre for Construction Excellence, $2.5 million for the expansion of the Pembroke campus, and $1 million for the expansion of the Perth campus. The unused portion of contributions received will be used as construction continues on these projects. Total cumulative contributions received up to March 31, 2014 amounted to $7,794,977 (March 31, 2013 - $6,455,071).

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

	2014	2013
	$	$
Balance, beginning of year	165,940,500	156,075,513
Less amortization of deferred capital contributions	(8,299,156)	(8,024,264)
	157,641,344	148,051,249
Add capital contributions received :		
Industry and Individual contributions		
Automotive Technology Trades Centre	15,000	32,083
Algonquin Centre for Construction Excellence	1,086,724	1,135,958
Pembroke campus expansion	159,900	208,582
Perth campus expansion	77,045	197,235
Government contributions		
Other capital projects	2,128,244	2,654,455
Enabling Accessibility Fund	-	977,000
Contributions from the Student Association		
Pembroke campus expansion	-	1,562,333
Student Commons building	259,701	10,344,235
Contributions received before donated equipment	3,726,614	17,111,881
Donated equipment	236,166	777,370
	3,962,780	17,889,251
Balance, end of year	161,604,124	165,940,500

The Algonquin College of
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Notes to the consolidated financial statements
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13. **Commitments, guarantees and contingencies**

    Commitment

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

	$
2015	709,735
2016	599,256
2017	378,277
	1,687,268

    Letters of credit

    The College is contingently liable under letters of credit amounting to $16,431,987 (March 31, 2013 - $1,414,090), which have been issued in the normal course of business. The increase of $15,017,897 is due to two additional letters of credit related to Algonquin College - Saudi Arabia's Jazan campus.

    Guarantees

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

    Contingencies

    The College is involved with pending litigation and claims which arise in the normal course of operations. In the opinion of the administration, any liability that may arise from such contingencies would not have a significant adverse effect on the consolidated financial statements of the College. Losses, if any, arising from these matters will be accounted for in the year in which they are resolved.

14. **Investment in capital assets**

    The investment in capital assets consists of the following:

	2014	2013
	$	$
Capital assets	271,415,796	279,718,558
Less amounts financed by:		
Deferred capital contributions-used (Note 12)	(161,604,124)	(165,940,500)
Long-term debt	(59,007,649)	(64,860,067)
	50,804,023	48,917,991

14. Investment in capital assets (continued)

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

	2014	2013
	$	$
Capital asset additions :		
Total additions	7,218,022	41,061,051
Less:		
Donated equipment	(236,166)	(777,370)
Additions net of donated equipment	6,981,856	40,283,681
Less:		
Building/construction in progress financed with donations	(1,338,669)	(2,771,514)
Building/construction in progress financed with		
contributions from the Students' Association	(259,701)	(11,906,568)
Other capital assets financed with capital contributions	(2,128,244)	(3,631,455)
Capital assets purchased with College funds	3,255,242	21,974,144
External financing:		
(Increase) decrease in long-term debt	5,852,418	(19,434,975)
Decrease in Ontario Financing Authority	-	15,131,580
Amortization of defered capital contributions	8,299,156	8,024,264
Amortization of capital assets	(15,451,829)	(14,728,114)
Write-off of capital assets	(68,955)	(82,826)
Amounts relating to disposal of buildings		
Net change in investment in capital assets	1,886,032	10,884,073

15. Capital disclosures

Capital

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

The College also considers its endowments, as disclosed in Notes 7 and 16, as part of its capital. The College's objective with regard to endowments is to grow the endowment principal and maximize investment income to increase funding for student aid.

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

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

15. **Capital disclosures (continued)**

Internally restricted net assets

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

Internally restricted assets consist of the following:

	2014	2013
	$	$
Appropriations	1,000,000	2,195,444
Specific reserves:		
Other projects and initiatives	18,317,840	19,479,862
Ancillary services reserve fund	5,603,278	5,642,416
Contingency reserve fund	7,607,000	4,500,000
Employment stabilization funds	516,546	470,004
Other student aid	26,593	17,781
Reserve fund:		
Future capital expansion	23,883,666	20,333,299
Balance, end of year	**56,954,923**	52,638,806

16. **Financial instruments**

Interest rate risk

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

As at March 31, 2014, a 1% increase in nominal interest rates would result in a decline of investments of approximately $951,314 (March 31, 2013 - $1,165,111) and an appreciation of the interest rate swap's fair value of approximately $2,883,515 (March 31, 2013 - $2,827,219). Conversely, a 1% decrease in nominal interest rates would result in an increase of investments of approximately $970,833 (March 31, 2013 - $1,290,532) and a decrease of the interest rate swap's fair value of approximately $3,101,723 (March 31, 2013 - $2,827,219). These amounts do not include other variables such as convexity.

Price risk

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

As at March 31, 2014, a 5% increase in price would result in an increase of investments of approximately $585,574 (March 31, 2013 - $612,006).

Currency risk

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

16. Financial instruments (continued)

Credit risk

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

Concentrations of amounts receivable are described in Note 4. Credit risk on endowment investments is also mitigated by the College's investment policy as described in Note 13. Primary credit portfolio concentrations on investments are detailed in Notes 3 and 7.

Liquidity risk

Liquidity risk is the risk that the College will not be able to meet all cash flow obligations as they come due. The College mitigates this risk by monitoring cash activities and expected outflows through extensive budgeting and cash flow analysis. The College has the following financial liabilities as at March 31, 2014:

	Net book value	2015	2016	2017 and after
	$	$	$	$
Accounts payable and accrued liabilities	14,530,902	14,530,902	–	–
Accrued salaries and employee deduction payable	5,785,363	5,785,363	–	–
Long-term debt	59,007,649	2,449,163	2,598,799	53,959,687
Interest rate swaps	9,930,830	–	–	9,930,830
	89,254,744	22,765,428	2,598,799	63,890,517

Fair values

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

The carrying value of long-term debt approximates fair value as interest is charged at a variable market rate.

Fair value hierarchy

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

- Level 1 fair value measurements are those derived from quoted prices (unadjusted) in active markets for identical assets or liabilities;

- Level 2 fair value measurements are those derived from inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e., as prices) or indirectly (i.e., derived from prices); and,

- Level 3 fair value measurements are those derived from valuation techniques that include inputs for the asset or liability that are not based on observable market data (unobservable inputs).

The Algonquin College of
Applied Arts and Technology
Notes to the consolidated financial statements
March 31, 2014

16. Financial instruments (continued)

Fair value hierarchy (continued)

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

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

				2014
	Level 1	Level 2	Level 3	Total
	$	$	$	$
Cash and cash equivalents	31,311,471	-	-	31,311,471
Short-term investments	-	21,350,896	-	21,350,896
Long-term investments	525,760	28,696,392	-	29,222,152
Endowment assets	12,740,534	8,069,566	-	20,810,100
Interest rate swaps	-	9,930,830	-	9,930,830
Total	44,577,765	68,047,684	-	112,625,449

				2013
	Level 1	Level 2	Level 3	Total
	$	$	$	$
Cash and cash equivalents	27,284,600	-	-	27,284,600
Short-term investments	-	9,276,932	-	9,276,932
Long-term investments	497,793	36,944,088	-	37,441,881
Endowment assets	12,236,081	5,674,855	-	17,910,936
Interest rate swaps	-	13,722,914	-	13,722,914
Total	40,018,474	65,618,789	-	105,637,263

The Algonquin College of
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Notes to the consolidated financial statements

March 31, 2014

17. Changes in non-cash operating working capital items

	2014	2013
	$	$
Decrease in accounts receivable	3,349,826	10,689,984
Increase in inventory	(92,115)	(262,449)
Decrease in prepaid expenses	392,556	409,254
Increase (decrease) in accounts payable and accrued liabilities	275,302	(14,661,058)
Increase in accrued salaries and employee deduction payable	30,729	549,132
Increase in deferred revenue	1,606,789	3,592,639
	5,563,087	317,502

18. Comparative figures

The comparative figures for tuition fees and related deferred revenue have been reclassified to conform to the current year's financial statement presentation.

The Algonquin College of
Applied Arts and Technology
Supplementary information - Revenue - Schedule A
year ended March 31, 2014

	2014	2013
	$	$
Grants and reimbursements:		
Post secondary activity	93,515,587	92,349,708
Apprentice programs	5,084,687	4,824,387
Special bursaries	1,450,376	1,415,100
	100,050,650	98,589,195
Student tuition fees:		
Full-time post secondary	71,903,247	64,719,261
Full-time non-funded	1,704,629	1,609,383
Part-time	11,155,033	11,528,449
Adult training	1,238,959	1,676,147
Student information technology and		
mobile computing fee	6,624,290	4,528,220
	92,626,158	84,061,460
Contract educational services:		
Provincially funded programs	13,335,012	15,899,305
International programs	446,138	364,939
Corporate and other programs	15,732,157	13,628,390
	29,513,307	29,892,634
Ancillary operations (Schedule B)	35,396,086	34,295,089
Other:		
Early Learning Centre	907,154	902,124
Student ancillary fees	5,113,165	5,069,232
Investment income	1,200,484	1,674,255
Investment income Algonquin - College Saudi Arabia	(730,229)	
Miscellaneous	8,907,966	7,982,813
	15,398,540	15,628,424
Amortization of deferred capital contributions (Note 12)	8,299,156	8,024,264
Total revenue	281,283,897	270,491,066

*Note 1 - Values for 2013 'Full-time post secondary' and 'Part-time' tuition fees have changed.
$376,049 in part-time international premium's was moved from 'Full-time post secondary'
to 'Part-time'.

See accompanying notes to the financial statements.

The Algonquin College of
Applied Arts and Technology

Supplementary information - Ancillary operations summary - Schedule B
year ended March 31, 2014

	Gross revenue	Internal revenue	Net revenue	Expenses	Internal expenses	Net expenses	Contribution including internal transactions	2014 Contribution net of internal transactions
	$	$	$	$	$	$	$	$
Food services	9,269,060	(381,076)	8,887,984	8,966,925	(381,076)	8,585,849	302,135	302,135
Bookstore	15,520,596	(1,946,221)	13,574,375	14,659,974	(1,838,303)	12,821,671	860,622	752,704
Parking and lockers	4,471,110	(473,285)	3,997,825	1,569,285	(166,115)	1,403,170	2,901,825	2,594,655
Publishing centre	1,857,287	(1,697,601)	159,686	1,626,569	(1,486,720)	139,849	230,718	19,837
Residence	8,706,112	-	8,706,112	7,623,608	-	7,623,608	1,082,504	1,082,504
Director's office	70,104	-	70,104	700,244	-	700,244	(630,140)	(630,140)
Overhead allocation	-	-	-	-	(1,590,273)	(1,590,273)	-	1,590,273
Total	39,894,269	(4,498,183)	35,396,086	35,146,605	(5,462,487)	29,684,118	4,747,664	5,711,968

	Gross revenue	Internal revenue	Net revenue	Expenses	Internal expenses	Net expenses	Contribution including internal transactions	2013 Contribution net of internal transactions
	$	$	$	$	$	$	$	$
Food services	8,748,862	(363,475)	8,385,387	8,820,536	(363,476)	8,457,060	(71,674)	(71,673)
Bookstore	16,051,473	(2,881,371)	13,170,102	15,235,277	(2,734,857)	12,500,420	816,196	669,682
Parking and lockers	4,430,834	(538,886)	3,891,948	1,627,793	(197,975)	1,429,818	2,803,041	2,462,130
Publishing centre	1,867,729	(1,655,098)	212,631	1,456,272	(1,290,483)	165,789	411,457	46,842
Residence	8,562,153	-	8,562,153	7,402,226	-	7,402,226	1,159,927	1,159,927
Director's office	72,868	-	72,868	573,087	-	573,087	(500,219)	(500,219)
Overhead allocation	-	-	-	-	(1,859,636)	(1,859,636)	-	1,859,636
Total	39,733,919	(5,438,830)	34,295,089	35,115,191	(6,446,427)	28,668,764	4,618,728	5,626,325

ALGONQUIN COLLEGE

2013
2014

4th Quarter Financial Report
A Presentation to the Board of Governors
June 9th, 2014

ALGONQUIN COLLEGE

2013/2014 4th Quarter Financial Report

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ALGONQUIN COLLEGE

## Measuring Liquidity: Quick Ratio
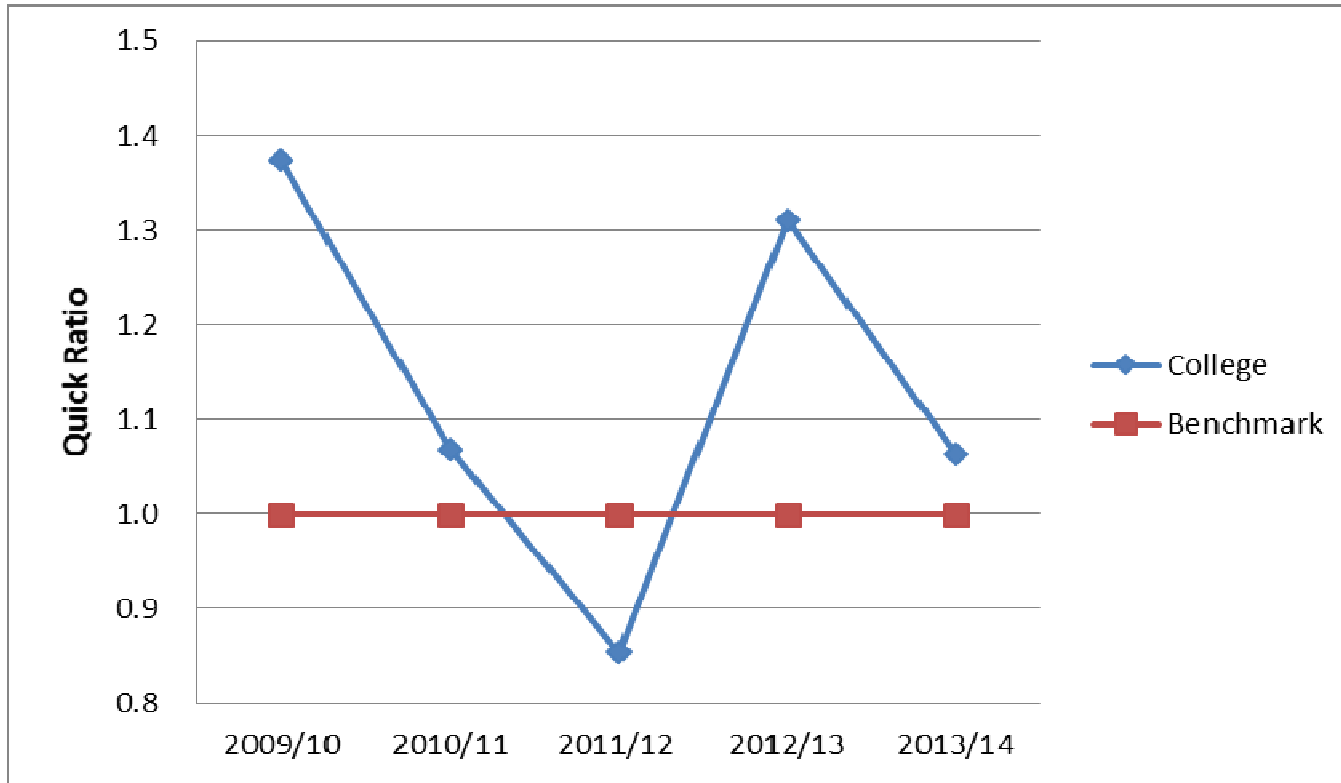
Objective:
Fiscal performance indicator testing the college's ability to pay its short term maturing obligations (e.g. biweekly payroll payments).
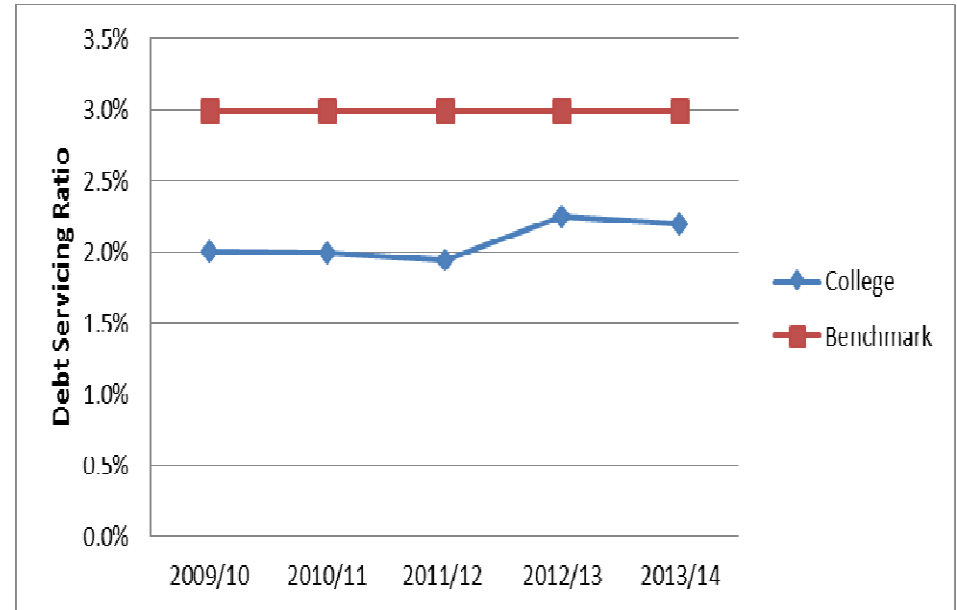
Benchmark:
Less than 1.00 is typically a concern because it begins to indicate that a college may not be able to meet its short term obligations.

Note: *When including surplus cash invested in longer term investments (greater than 1 year) Algonquin's Quick Ratio is at 2.2 at Q4 2013/14.*

ALGONQUIN COLLEGE

Managing Debt: Total Debt to Assets Ratio
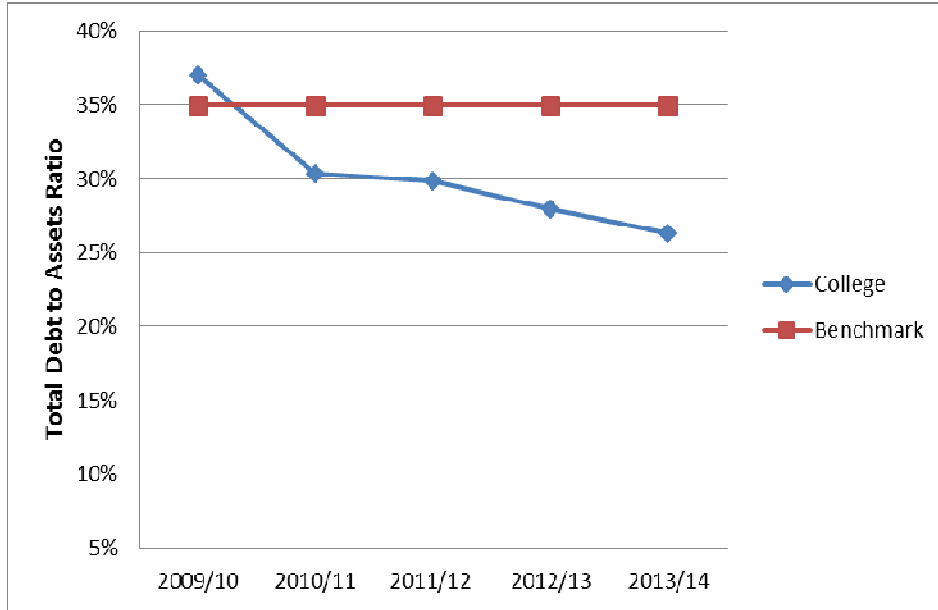
Managing Debt: Debt Servicing Ratio

Objective:
Measures the proportion of total assets that are financed by debt. A high or increasing value may be predictive of future liquidity problems or a reduced ability to borrow money in the future.
Benchmark:
Greater than 35% leads to a concern as this may indicate that a college will not be able to finance their ongoing operations due to the debt burden.
*Note: Compare with 2003/04 Total Debt to Assets Ratio of **52%***
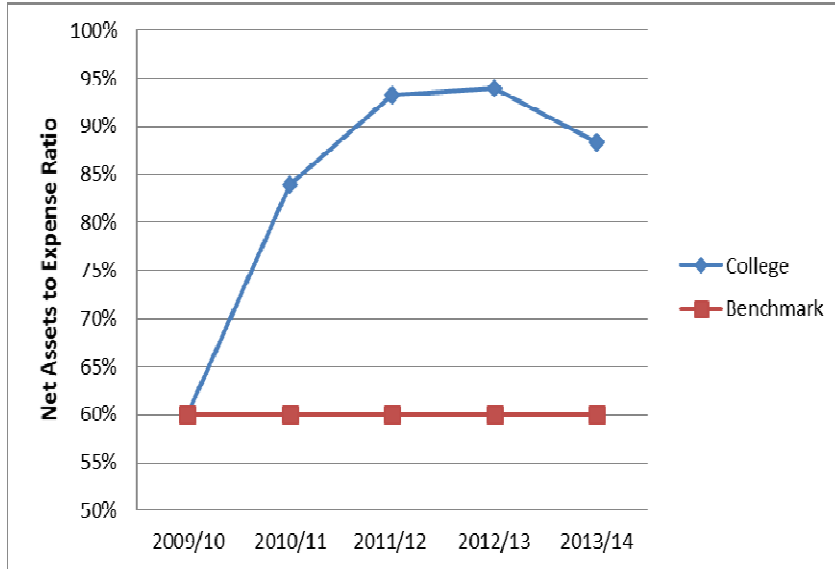
Objective:
This ratio measures the College's spending on servicing the debt portfolio and could be used as an indicator that the college may be over-leveraged in debt.
Benchmark:
A ratio greater than 3% indicates that the college is spending less than 97% on core services which leads to a possibility that the college may be over-leveraged with debt payments.
*Note: Compare with 2003/04 Debt Servicing Ratio of **2.7%***

ALGONQUIN COLLEGE

Operating Results: Net Assets to Expense Ratio

Operating Results: Net Income to Revenue Ratio
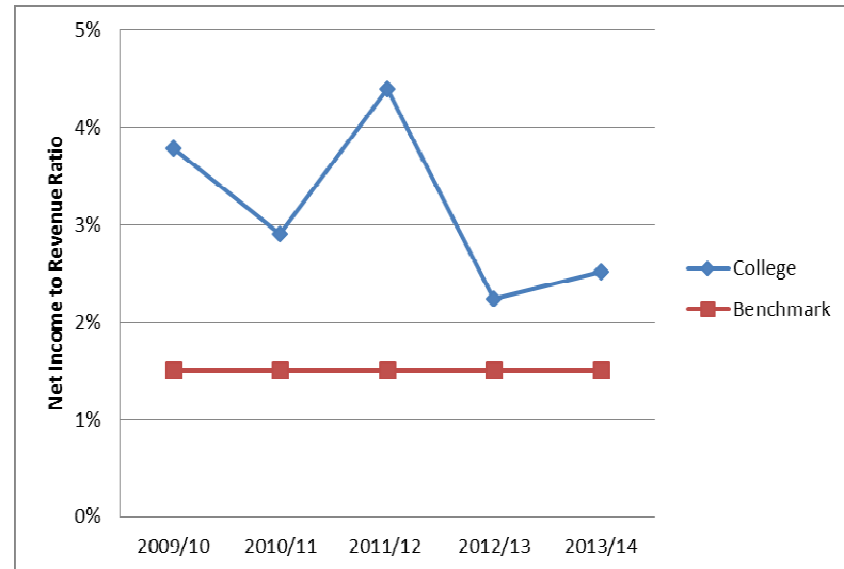

Objective:
A traditional indicator to ascertain the ability of a college to continue operations in the event there is a delay in revenue streams.
Benchmark:
Less than 60% may be a concern since it could indicate that a college may not have sufficient internally accumulated resources in the future to fund operations and may be heading towards a deficit position. A negative percentage indicates the college is already in a deficit position.
Note: Compare with 2003/04 Net Assets to Expense Ratio of **48%**

Objective:
This ratio is an indicator of fiscal performance that measures the extent of a balanced budget.
Benchmark:
Less than 1.5% may be a concern because it may indicate that the college may not be able to recover from a deficit position in a reasonable period of time.
Note: Compare with 2003/04 Net Income to Revenue Ratio of **(0.24)%**

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Net Assets: Net Asset Summary
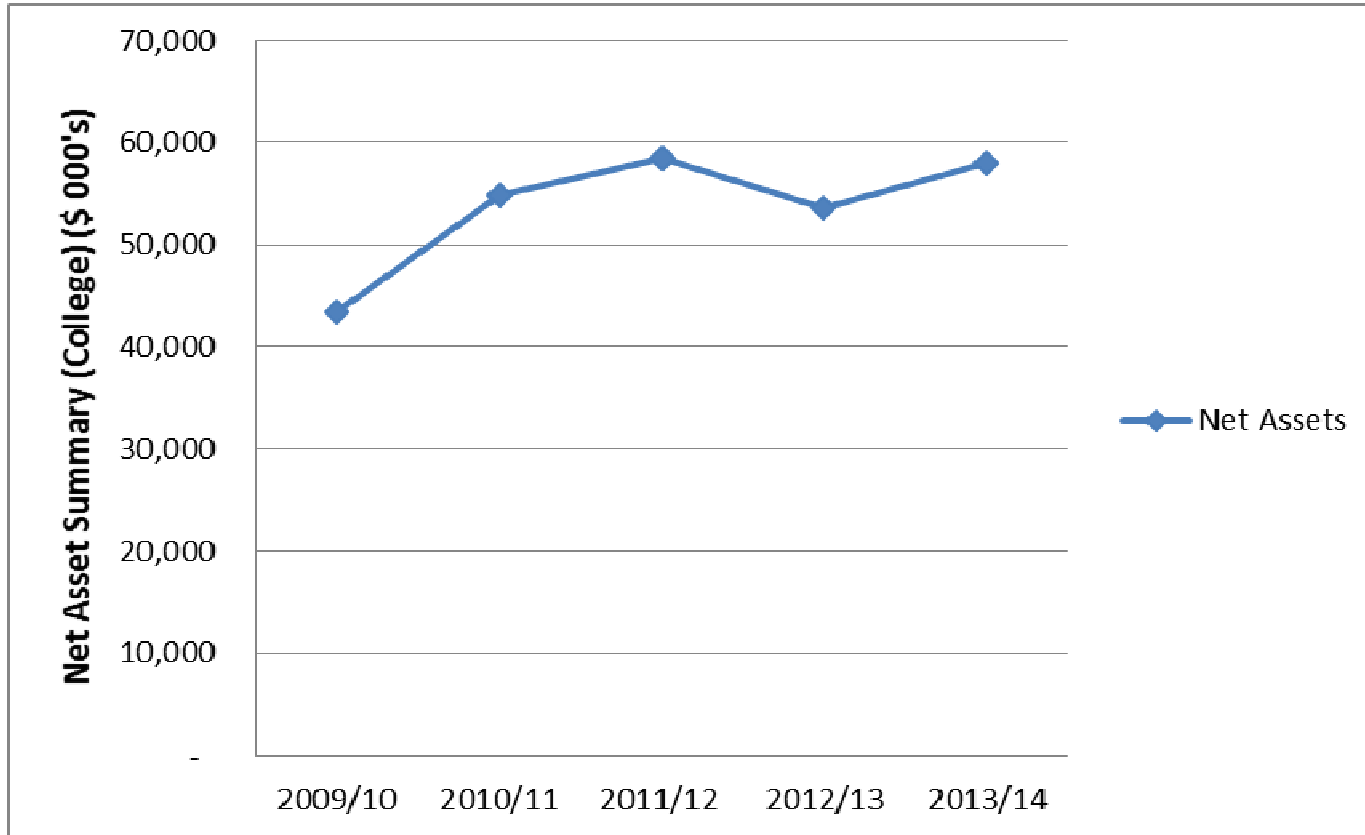
Objective:
To measure a net asset balance for operating purposes.
Benchmark:
Less than zero indicates an accumulated deficit.
Note: *Compare with 2003/04 Net Assets Summary of **$(5,143k)***

2013/2014 4th Quarter Financial Report
SUMMARY
(all figures in $ 000's)

	Approved Annual Budget	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs. Approved Variance F/(U)	Variance as % of Budget
Funded Activity/College Operations						
Revenue	$ 197,985	$ 199,782	$ 199,782	$ 205,118	$ 7,133	4%
Expenditures	194,385	192,693	193,124	194,028	358	0%
Net Contribution	3,600	7,089	6,658	11,090	7,491	208%
Contracts & Other Non-Funded Activity						
Revenue	27,866	27,564	27,564	26,788	(1,077)	-4%
Expenditures	25,902	25,769	25,769	25,130	773	3%
Net Contribution	1,964	1,795	1,795	1,659	(305)	-16%
College Ancillary Services						
Revenue	40,285	40,963	40,963	39,894	(391)	-1%
Expenditures	33,613	35,029	35,159	34,961	(1,348)	-4%
Net Contribution	6,672	5,934	5,804	4,933	(1,738)	-26%
International Education Centre						
Revenue	14,864	15,580	15,655	18,080	3,217	22%
Expenditures	11,262	11,637	11,647	14,003	(2,741)	-24%
Net Contribution	3,602	3,943	4,008	4,077	475	13%
Strategic Investment Priorities*						
Revenue	2,900	5,837	5,581	6,378	3,478	120%
Expenditures **	16,433	22,622	20,491	17,982	(1,549)	-9%
Net Contribution	(13,533)	(16,785)	(14,910)	(11,604)	1,929	-14%
Non-Cash Revenue Adjustments						
Capital Grants recorded as Deferred Capital Contributions	(2,560)	(2,560)	(1,560)	(3,712)	(1,152)	45%
Amortization of Deferred Capital Contributions	7,900	8,000	7,810	8,299	399	5%
Non-Cash Expenditure Adjustments						
Expenditures to be Capitalized	7,000	7,500	4,240	6,981	(19)	0%
Amortization Expense	(15,000)	(15,000)	(14,500)	(15,521)	(521)	3%
Change in Vacation, Sick Leave &						
Post-Employment Benefits	1,168	1,477	1,477	966	(202)	-17%
Net Contribution as per						
Public Sector Accounting Standards (PSAS)*	$ 813	$ 1,394	$ 822	$ 7,168	6,357	782%

* See Strategic Investment Priorities Schedule for details.

2013/2014 4th Quarter Financial Report
STATEMENT OF FINANCIAL POSITION
(all figures in $ 000's)

	March 31, 2014 Approved Annual Budget	March 31, 2014 Q2 Projected	March 31, 2014 Q3 Projected	Year-End Actual (Unaudited)	Year-End vs. Approved Variance F/(U)
ASSETS					
Current Assets					
Cash & Short Term Investments	$ 25,452	$ 25,837	$ 25,120	$ 31,311	$ 5,859
Accounts Receivable	22,500 *	17,000	17,000	14,021	(8,479)
Inventory	1,700	1,900	1,900	1,965	265
Prepaid Expenses	1,400	1,400	1,400	1,590	190
	51,052	46,137	45,420	48,887	(2,165)
Investments	47,269	47,983	46,652	52,571	5,302
Endowment Assets	17,656	18,510	18,510	20,810	3,154
Capital Assets	275,799	272,219	269,459	271,416	(4,383)
TOTAL ASSETS	$ 391,776	$ 384,849	$ 380,041	$ 393,684	$ 1,908
LIABILITIES & NET ASSETS					
Current Liabilities					
Accounts Payable & Accrued Liabilities	$ 20,000 *	$ 15,000	$ 15,000	$ 14,531	$ 5,469
Accrued Salaries & Employee Deductions Payable	6,000	6,000	6,000	5,785	215
Deferred Revenue	20,000	20,000	20,000	23,188	(3,188)
Current Portion of Long Term Debt	2,647	2,647	2,459	2,449	198
	48,647	43,647	43,459	45,953	2,694
Long Term Debt	59,718	59,718	56,479	56,558	3,160
Vacation, Sick Leave & Post-Employment Benefits	19,147	18,386	18,386	18,897	250
Deferred Capital Contributions	158,294	160,501	159,691	161,604	(3,310)
Interest Rate Swaps	13,916	13,916	9,286	9,931	3,985
Net Assets					
Unrestricted	1,000	1,000	1,000	1,000	-
Investment in Capital Assets	55,140	49,352	50,830	50,804	4,336
Vacation, Sick Leave & Post-Employment Benefits	(19,147)	(18,386)	(18,386)	(18,897)	(250)
Internally Restricted	51,321	52,121	50,072	56,955	(5,634)
Interest Rate Swaps	(13,916)	(13,916)	(9,286)	(9,931)	(3,985)
Endowment Fund	17,656	18,510	18,510	20,810	(3,154)
	92,054	88,681	92,740	100,741	(8,687)
TOTAL LIABILITIES & NET ASSETS	$ 391,776	$ 384,849	$ 380,041	$ 393,684	$ (1,908)

* Accounts Receivable and Payable were adjusted at Q2 to reflect the 2012-13 year end balance.

ALGONQUIN COLLEGE

2013/2014 4th Quarter Financial Report
REVENUE SCHEDULE
(all figures in $ 000's)

	Approved Annual Budget	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs. Approved Variance F/(U)
FUNDED ACTIVITY/COLLEGE OPERATIONS					
Grants					
Post Secondary Activity	$ 94,584	$ 94,183	$ 94,183	$ 94,729	$ 145
Apprentice	4,972	5,021	5,021	5,085	113
Flow-Through Student Aid	1,710	1,710	1,710	1,450	(260)
TOTAL GRANTS	101,266	100,913	100,913	101,264	(2)
Tuition Fees					
Full-Time Post Secondary	55,557	57,196	57,196	56,617	1,059
Part-Time	10,544	9,505	9,505	9,584	(959)
Adult Training	884	1,540	1,540	1,239	355
Student IT & Mobile Computing Fees	6,707	6,872	6,872	6,624	(83)
TOTAL TUITION FEES	73,692	75,113	75,113	74,064	372
Contract Educational Services					
Corporate & Other Programs	3,082	3,064	3,064	3,584	502
TOTAL CONTRACT EDUCATIONAL SERVICES	3,082	3,064	3,064	3,584	502
Other					
Early Learning Centre	946	946	946	907	(39)
Student Ancillary Fees	4,612	4,544	4,544	5,026	414
Student Services Grant	-	-	-	-	-
Investment Income	1,400	1,108	1,108	1,199	(201)
Transfer from International Education Centre [1]	5,699	6,234	6,234	6,712	1,013
Miscellaneous	7,288	7,860	7,860	12,363	5,075
TOTAL OTHER	19,945	20,691	20,691	26,206	6,261
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	197,985	199,782	199,782	205,118	7,133
CONTRACTS & OTHER NON-FUNDED ACTIVITY	27,866	27,564	27,564	26,788	(1,077)
COLLEGE ANCILLARY SERVICES	40,285	40,963	40,963	39,894	(391)
INTERNATIONAL EDUCATION CENTRE	14,864	15,580	15,655	18,080	3,217
STRATEGIC INVESTMENT PRIORITIES	2,900	5,837	5,581	6,378	3,478
TOTAL REVENUE	$ 283,900	$ 289,725	$ 289,545	$ 296,259	$ 12,360

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

Description	Variance F/(U)	Comments
Post Secondary Activity	$ 145	Favourable variance is due to the following items: $212K - Underestimated Operating Grant budget. ($67K) - Miscellaneous decreases.
Apprentice	$ 113	Favourable variance is due to the following items: $238K - Contributions from unbudgeted programs due to late contact signing (Instrumentation and Control Technician) . ($125K) - Various other program revenue decreases.
Flow-Through Student Aid	$ (260)	Unfavourable variance (offset in expenses) is due to the following items: ($570K) - Reduction in bursaries (Aim for the Top was over-estimated and should have been reduced to reflect the actual amount received in prior year, which was $40K; however budget was for $470K. Other various programs had reductions of $140K), $310K - Increase in Foundation bursaries.
Tuition Fees - Full Time Post Secondary	$ 1,059	Favourable variance is due to an unbudgeted increase to full-time fees and increased enrolment, particularly
Part-Time	$ (959)	Unfavorable variance due to: ($442K) - Revenue associated with College Preparation Training was reclassified, ($366K) - Reduction in Part-Time funded program enrolment in Business programs, (151K) - Various other increases and reductions spread out among schools result in an additional net decrease.
Adult Training	$ 355	Favourable variance is due to the following items: $442K - Revenue associated with College Preparation Training is now reflected in Adult Training, ($87K) - Various other increases and reductions spread out among schools contribute a net decrease.
Student IT & Mobile Computing Fees	$ (83)	Unfavourable variance is due to the following items: $123K - Increase in Mobile Computing fees (increased enrolment), (206K) - offset by an overestimated student IT fee budget
Corporate & Other Programs	$ 502	$502K - Favorable variance is due to increased enrolment in collaborative programs as follows: 1-Bachelor of IT $225K 2-Bachelor of IT Multimedia $121K, 3-BSCN Nursing $86K, and 4-other programs $70K.
Student Ancillary Fees	$ 414	Favourable variance is due to the following items: $568K - Higher than planned full-time enrollment resulted in greater ancillary fee revenue, ($154K) - Decrease in part time activity service fee revenue.
Investment Income	$ (201)	Unfavorable variance is a result of unrealized losses in fixed income investments due to increasing interest rates.
Transfer from International Education Centre	$ 1,013	Favorable variance is due to an unanticipated increase in International student enrolment. Fifty percent of full-time tuition fees from International Students is transferred to Academic Services (funded activity).

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Description	Variance F/(U)	Comments
Miscellaneous	$ 5,075	Favorable variance is due to the following: $1.75M - under budgeted increase in internal recoveries (Area 5 - $900K, Special Projects $300K, Area 3-$300K, Area 2 - $200K), $1.03M - OCAS application Fees (flow-through) higher than budgeted, $850K - Increase in distance education hosting fees offset by increase in contract services expense, $763K - Special projects offset by associated expenditures. $457K - Recoveries of costs related to union replacement time, $225K - Other miscellaneous revenue among academic and administrative departments.
Contracts and other Non Funded activity	$ (1,077)	Unfavorable variance, most of which is offset by decreased expenses, is due to the following contributing increases and decreases in revenue: ($2.17M) - Reduction in revenue for School to Work flow-through contract, ($961K) - Corporate Training did not meet revenue target, $438K - Increase in Second Career activity, $500K - New contracts related to the Productivity Innovation Fund, $251K - Credit Transfer Initiative - Youth Employment Fund, $223K - Autism Spectrum Disorder contract, $145K - Local Immigration Partnership contract, $125K - Women into Electrical Engineering Technology contract, $185K Research funding from the National Science and Engineering Research Council, $190K - Ontario Centre for Excellence contract & various other initiatives.
COLLEGE ANCILLARY SERVICES	$ (391)	Unfavorable variance is due to the following contributing increases and decreases in revenue: ($316K) - Net bookstore decrease due to reduction in hard copy books sales offset by an increase in e-text revenue, (195K) - Residence decrease - lower than anticipated summer hotel and academic revenues offset by insurance claim proceeds related to water damage in the residence in July 2011. ($73K) - Under budget in parking revenue, ($70K) - Other various reductions across Ancillary Services revenues $263K - Food Services revenue increase primarily due to new Tim Horton's outlet,
INTERNATIONAL EDUCATION CENTRE	$ 3,217	Favourable variance is due to the following items: $1.62M -Underestimated tuition fee sharing revenue budget, $1.60M - Increased revenue due to increased international student enrollment.
STRATEGIC INVESTMENT PRIORITIES	$ 3,478	*See Strategic Investment Priorities Variances.*
Total Explained Variances	$ 12,399	
Other Minor Variances	$ (39)	
Total Variance	$ 12,360	

ALGONQUIN COLLEGE

	Approved Annual Budget	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs. Approved Variance F/(U)
FUNDED ACTIVITY/COLLEGE OPERATIONS					
TOTAL SALARIES & BENEFITS	$ 139,595	$ 138,058	$ 138,058	$ 136,652	$ 2,943
Other Operating Costs					
Mandated Student Aid	4,859	4,860	4,860	4,854	5
Contingencies	5,342	4,076	3,487	4,215	1,128
Long Term Debt Interest	1,024	1,024	1,979	1,973	(948)
Contract Services	8,089	8,436	8,436	8,922	(832)
Instructional Supplies & Equipment	3,373	3,476	3,476	3,680	(307)
Information Technology	5,691	5,791	5,791	5,283	407
Promotion	2,162	2,132	2,132	2,113	50
Building Maintenance & Utilities	10,098	10,448	10,448	10,465	(366)
Flow-Through Student Aid	1,710	1,710	1,710	1,450	260
Cost of Goods Sold	1,021	1,021	1,021	1,119	(98)
Other	11,421	11,659	11,724	13,302	(1,882)
TOTAL OTHER OPERATING	54,790	54,634	55,064	57,375	(2,585)
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	194,385	192,693	193,124	194,028	358
CONTRACTS & OTHER NON-FUNDED ACTIVITY	25,902	25,769	25,769	25,130	773
COLLEGE ANCILLARY SERVICES	33,613	35,029	35,159	34,961	(1,348)
INTERNATIONAL EDUCATION CENTRE *	11,262	11,637	11,647	14,003	(2,741)
STRATEGIC INVESTMENT PRIORITIES	16,433	22,622	20,491	17,982	(1,549)
TOTAL EXPENDITURES	$ 281,595	$ 287,749	$ 286,190	$ 286,105	$ (4,508)

* Algonquin College - Saudi Arabia results are recorded under International Education Centre

Description	Variance F/(U)	Comments
Total Salaries & Benefits	$ 2,943	Favourable variance is due primarily to full-time salary savings resulting from the timing of new hires. Gross savings are partially offset by backfill requirements, and with part-time staff, and the additional part-time academic required to address increased fall and winter post-secondary enrolments.
Contingencies	$ 1,128	Favourable variance is a result of a contingency budget that was set aside for the anticipated Ministry mandated elimination of deferred fees that did not materialize.
Long Term Debt Interest	$ (948)	Unfavourable variance was due to: ($830K) - Early partial repayment of the Police and Public Safety Institute Facility- long-term debt required the settlement of the portion of interest rate swap obligation which was not budgeted for. (118K) - Under estimated interest expense projections on long term debt.
Contract Services	$ (832)	Unfavourable variance is due to the following items: ($1.2M) - Increase in contract service expenses for Distance Education offset by an increase in miscellaneous revenue and tuition fees for Distance Education, $225K - Reduced expenses on two full-time programs due to decreased activity, $107K - Contracted services for security was under budget due to timing of leave replacements, and chargebacks for security services with the residence being higher than anticipated. $36K - Other minor favourable variances.
Instructional Supplies and Equipment	$ (307)	Unfavourable variance is due to unbudgeted expenditures resulting from increased enrollment and other unbudgeted revenue generating opportunities.
Information Technology	$ 407	Favourable variance is due to the following items: $348K - Savings due to less computer hardware purchased than planned, $235K - Efficiencies in phone and internet expenses and consolidation of software contracts, (176K) - Other combined minor variances in ITS.
Building Maintenance & Utilities	$ (366)	Unfavourable variance is due to a number of contributing items, including: ($236K) - Higher than anticipated electricity costs due to Global adjustments and IESO (Independent Electricity System Operator) components, ($340K) - Cleaning and operating costs in Perth and Pembroke higher than anticipated, ($172K) - Vacancy savings realized used to increase contract expense for electrical maintenance, $209K - Savings realized due to increased chargebacks for services such as moves and refuse removal, $173K - Various other savings through expense reductions.

Description	Variance F/(U)	Comments
Flow-Through Student Aid	$ 260	Favourable variance is due to the following items: $570K - Reduction in bursary expense. Aim for the Top was over-estimated and should have been reduced to reflect the actual amount received in prior year, which was $40K; however budget was for $470K. Other various programs had reductions of $140K, ($310K) - Increase in Foundation bursaries.
Other	$ (1,882)	Unfavourable variance is due to the following items: (943K) - Increase in Ontario College Processing Fees (matched offset in revenue), ($680K) - Increase in internal charges and recoveries between departments with matched offset increase in miscellaneous revenue, ($421K) - Increase in special project expenses (offset in increased revenue), $162 - Reductions in other various expenses.
Contract Activity	$ 773	Actual expenditures less than budgeted at Corporate training center (offset in revenue reduction).
College Ancillary Services	$ (1,348)	Unfavourable variance is due to the following contributing items in Ancillary Services: ($1.10M) - Mid year budget changes from a change in the management service provider for the residence and a transfer of the Residence Life Budget to the residence ($300K), ($348K) - Increased expenses in Food Services primarily dues to the Tim Horton's franchise, $100K - Other minor favourable variances.
International Education Centre	$ (2,741)	Unfavourable variance is due to the following contributing items in International Education Centre expenses: ($1.8M) Transfer of 100% of tuition fees of tuition fees for English as a Second language program (Contract Activity) not budgeted (offset by revenue), ($730K) First seven-month operating loss in Algonquin College - Saudi Arabia due to expensing significant startup costs, a delay in startup, and high student attrition, ($211K) Other minor expense variances.
Strategic Investment Priorities	$ (1,549)	*See Strategic Investment Priorities Variances*
Total Explained Variances	$ (4,463)	
Other Minor Variances	$ (44)	
Total Variance	$ (4,508)	

ALGONQUIN COLLEGE

	Approved Annual Budget	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs. Approved Variance F/(U)
Source of Funds					
Facilities Renewal Grant	$ 600	$ 600	$ 600	$ 601	$ 1
College Equipment Renewal Fund Grant	-	559	559	559	559
Apprenticeship Enhancement Fund Grant	-	980	980	980	980
Students' Association Contribution (Student Commons)	-	570	314	260	260 -
Capital Campaign	-	700	700	1,324	1,324
Digital College	2,300	2,428	2,428	2,282	(18)
Miscellaneous				373	373
TOTAL SOURCE OF FUNDS	**2,900**	**5,837**	**5,581**	**6,378**	**3,478**
EXPENDITURES:					
Campus Expansion					
Algonquin Centre for Construction Excellence		700	500	151	(151)
Pembroke Campus		1,400	700	657	(657)
Student Commons		1,000	550	450	(450)
Total Campus Expansion	-	3,100	1,750	1,258	(1,258)
Other					
Digital College	3,900	3,652	3,591	3,297	603
College Technologies	2,650	1,204	1,228	1,032	1,618
College Space & Infrastructure	2,650	4,530	3,917	2,789	(139)
New Program Initiatives	1,000	895	845	787	213
Academic & Other Equipment	1,800	1,620	1,620	1,650	150
Initiatives & Opportunities	4,433	4,790	4,741	4,837	(404)
Apprenticeship Enhancement Fund (AEF)	-	980	980	980	(980)
Appropriations	-	1,851	1,819	1,352	(1,352)
Total Other	16,433	19,522	18,741	16,724	(291)
					-
TOTAL EXPENDITURES	**16,433**	**22,622**	**20,491**	**17,982**	**(1,549)**
TOTAL NET CONTRIBUTION	**$ (13,533)**	**$ (16,785)**	**$ (14,910)**	**$ (11,604)**	**$ 1,929**

Description	Variance F/(U)	Comments
College Equipment Renewal Fund (CERF)	$ 559	This favourable variance is due to the funding Grant for this program being announced after the budget was prepared; therefore no Approved Budget was recorded. Budget was adjusted at Q2 to reflect the funding , and 100% of the CERF allocation was spent by year-end.
Apprenticeship Enhancement Fund Grant	$ 980	This favourable variance is due to the funding Grant for this program being announced after the budget was prepared; therefore no Approved Budget was recorded. Budget was adjusted at Q2 to reflect the funding , and 100% of the Apprenticeship Enhancement Fund Grant allocation was spent by year-end.
Students' Association Contribution	$ 260	This favourable variance is the remainder of the approved Students' Association contribution to project funding for Student Commons project. This funding will be required to complete work in the new fiscal year.
Capital Campaign	$ 1,324	This favourable variance reflects the total 2013-14 pledge conversions received towards capital campaigns.
Miscellaneous	$ 373	The favourable variance is a result of a number of contributing items as follows: $154K - Cost recoveries resulting from Phase I of ESCOII ($154K of matching expenses incurred), $106K - High Performance New Construction(HPNC) incentive for Student Commons construction, $113K - Other miscellaneous project savings.
Algonquin Center for Construction Excellence	$ (151)	This unfavourable variance reflects the actual spending incurred in the fiscal year on the ACCE project. Of the remaining project budget, $151K was spent in 2013-14, and $800K will be spent in 2014-15. No Approved Budget was recorded, resulting in an unfavourable variance in this report; however funds are available in Reserves.
Campus Expansion - Pembroke College	$ (657)	This unfavourable variance reflects the actual spending incurred in the fiscal year on the Pembroke Campus project. Of the remaining $1.4M project budget, $657K was spent in 2013-14, and $700K will be spent in 2014-15. No Approved Budget was recorded, resulting in an unfavourable variance in this report.
Campus Expansion - Student Commons	$ (450)	This unfavourable variance reflects the actual spending incurred in the fiscal year on the Student Commons project. Of the remaining $1.0M project budget, $450K was spent in 2013-14, and $0 (project complete) will be spent in 2014-15. No Approved Budget was recorded, resulting in an unfavourable variance in this report.
Digital College - Expenses	$ 603	Reflects revised project costs and provision adjustments

Description	Variance F/(U)	Comments
College Technologies	$ 1,618	Reflects revised project costs and provision adjustments including the investment in Ever greening of labs impacted by the Digital College initiative
College Space & Infrastructure	$ (139)	Reflects revised project costs and provision adjustments including investment in Tim Horton's franchise. Incremental planning costs for new Dental lab and moving of programs to the Woodroffe campus.
New Program Initiatives	$ 213	This favourable variance is due to underspending in program and course development as all planned work could not be completed within the fiscal year.
Academic & Other Equipment	$ 150	This favourable variance is due to a delay in the purchase of software for the dental clinic at a cost of $130K. This software will be purchased in 2014-15.
Initiatives & Opportunities	$ (404)	This unfavourable variance is net result of an increase in the investment of the Tim Horton's location, offset by some favourable expense reductions in other projects.
Apprenticeship Enhancement Fund (AEF)	$ (980)	This unfavourable variance is due to the funding Grant for this program being announced after the budget was prepared; therefore no Approved Budget was recorded. Budget was adjusted at Q2 to reflect the funding , and 100% of the Apprenticeship Enhancement Fund Grant allocation was spent by year-end.
Appropriations	$ (1,352)	This unfavourable variance reflects appropriations funds from 2012/13 that were spent in 2013/14.
Total Explained Variances	$ 1,946	
Other Minor Variances	$ 17	
Total Variance	$ 1,929	

ALGONQUIN COLLEGE

	Year-End Actual March 31, 2013	Actual In-Year Use of Funds (2013/14)	Actual Year-End Adjustments (2013/14)	Year-End Actual March 31, 2014
Appropriations	$ 2,195	$ 1,352	$ 157	$ 1,000
Specific Reserves:				
Other Projects & Initiatives	19,480	10,064	8,902	18,318
Ancillary Services Reserve Fund	5,642	1,188	1,149	5,603
Employment Stabilization Funds	470		47	517
Other Student Aid	18	77	86	27
	25,610	11,330	10,184	24,464
Contingency Reserve Fund	4,500	-	3,107	7,607
Reserve Funds:				
Future Capital Expansion	20,333	145	3,696	23,883
TOTAL INTERNALLY RESTRICTED NET ASSETS*	$ 52,638	$ 12,828	$ 17,144	$ 56,954
TOTAL UNRESTRICTED NET ASSETS	$ 1,000			$ 1,000
Investment in Capital Assets	48,918	-	1,886	50,804
Vacation, Sick Leave & Post-Employment Benefits	(19,863)	-	966	(18,897)
Interest Rate Swaps	(13,723)	-	3,792	(9,931)
Endowment Fund	17,911	-	2,899	20,810
TOTAL NET ASSETS	$ 86,881	$ 12,828	$ 26,687	$ 100,741

* Budgeted balances of Internally Restricted Net Assets and Unrestricted Net Assets includes the impact of budgeted expenditures from Appropriations, Specific Reserves and Reserve Funds and contributions to Reserve Funds for the fiscal year 2013/2014

ALGONQUIN COLLEGE

	Approved Annual Budget 2013/14				Position Changes			Full-Time Funded at Q4 2013/2014				Total Staffed at Mar 31/14	Total Vacant at Mar 31/14	Vacant Admin	Vacant Support	Vacant Academic
	Admin	Support	Academic	Total	Positions Opened	Positions Closed	Positions Transferred	Admin	Support	Academic	Total					
President & Board of Governors																
President's Office	3	-	-	3	1			4	-	-	4	4	-	-	-	-
Human Resources																
Human Resources	22	2	1	25				22	2	1	25	25	-	-	-	-
Administration																
Vice-President's Office	2	-	-	2				2	-	-	2	2	-	-	-	-
College Ancillary Services	17	70	-	87				17	70	-	87	84	3	1	2	-
Finance & Administrative Services	7	28	-	35	1			8	28	-	36	35	1	1	-	-
Information Technology Services	9	68	-	77	3	(1)		11	68	-	79	77	2	-	2	-
Physical Resources	15	39	-	54				15	39	-	54	48	6	1	5	-
Total	50	205	-	255	4	(1)	-	53	205	-	258	246	12	3	9	-
Student Services																
Vice-President's Office	2	-	-	2				2	-	-	2	2	-	-	-	-
Student Support Services	10	36	18	64		(1)	1	9	37	18	64	62	2	-	1	1
Algonquin College Foundation	4	2	-	6				4	2	-	6	6	-	-	-	-
Registrar	10	58	-	68				10	58	-	68	66	2	-	2	-
Total	26	96	18	140	-	(1)	1	25	97	18	140	136	4	-	3	1
Academic Services																
Vice-President's Office	14	3	17	34	3	(1)	-	17	6	13	36	25	11	1	-	10
School/College Work Initiative	-	1	-	1				-	1	-	1	1	-	-	-	-
Faculty of Arts, Media & Design	7	27	111	145			-	6	27	112	145	139	6	-	1	5
School of Business	5	8	85	98	1			5	9	85	99	97	2	-	1	1
School of Hospitality & Tourism	3	9	39	51			1	3	9	40	52	50	2	1	-	1
Faculty of Technology & Trades	6	26	142	174			1	6	26	143	175	172	3	1	-	2
Algonquin College Heritage Institute	2	11	11	24	1	(1)	1	3	10	12	25	24	1	1	-	-
Faculty of Health, Public Safety & Community Studies	8	31	123	162	1	(1)		8	31	123	162	148	14	2	1	11
Learning & Teaching Services	3	7	1	11		(1)	(4)	1	5	-	6	6	-	-	-	-
Mobile Computing	-	7	-	7				-	7	-	7	6	1	-	1	-
Centre for Continuing and Online Learning	4	17	-	21			2	5	18	-	23	23	-	-	-	-
Personal Development Institute	-	3	-	3			(1)	-	2	-	2	1	1	-	1	-
Applied Research & Development	2	1	-	3				2	1	-	3	2	1	1	-	-
Business Development & Corporate Training	7	4	-	11		(1)	(2)	5	3	-	8	6	2	2	-	-
International & Corporate Business Development	7	9	21	37				7	9	21	37	34	3	-	-	3
Algonquin College in the Ottawa Valley	6	29	26	61			1	6	29	27	62	61	1	-	-	1
Total	74	193	576	843	6	(5)	(1)	74	193	576	843	795	48	9	5	34
Advancement																
Executive Director's Office	3	2	-	5				3	2	-	5	4	1	1	-	-
Recruitment	2	7	-	9				2	7	-	9	9	-	-	-	-
College Marketing	1	10	-	11				1	10	-	11	11	-	-	-	-
Total	6	19	-	25	-	-	-	6	19	-	25	24	1	1	-	-
COLLEGE TOTAL	181	515	595	1,291	11	(7)	-	184	516	595	1,295	1,230	65	13	17	35

The complement report represents the total number of positions for each of the College's major areas assuming the proposed budget is accepted.
Not all positions are 100% funded in the budget as some positions are vacant at the start of the year and other positions have a start date projected for other than April 1st.

ALGONQUIN COLLEGE

Presentation to:	Board of Governors
Subject:	MYAA 2012-2013 and KPI 2013-2014 Results
Date:	June 9, 2014
Presenter(s):	M. Gawargy, Director Information Technology Services

Purpose

To communicate the 2012-13 Multi Year Accountability Agreement (MYAA) and Student Satisfaction Survey 2013-2014 (KPI) results.

Background

The MYAA is a tool mandated by MTCU to report on performance of Ontario postsecondary institutions.

KPI metrics are used as a benchmark across the Ontario CAAT system to provide accountability and transparency to the public regarding institutional performance and student satisfaction.

Recommendation

That the Board of Governors receive the report.

MYAA – Multi Year Accountability Agreement

- Background

  - MYAA is a tool for publicly reporting the performance of Ontario postsecondary institutions on the principles of access, quality and accountability

  - MYAA maintains strategic, system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario

  - MYAA also provides institutions the opportunity to document how they are driving system-wide priorities

2012-13 MYAA Report Back

- Includes an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

- Includes data from a variety of Algonquin's departments, namely:
  - Registrar's Office;
  - Student Support Services;
  - Academic Development;
  - Finance;
  - Learning and Teaching Services
  - Centre for Continuing and Online Learning
  - Academic Operations and Planning; and
  - Institutional Research.

MYAA 2012-13 Indicators

System-wide indicators 2012-13 (Key Categories)

1)   Enrolment & Student Age

2)   Under-Represented Students

3)   Student Access Guarantee (SAG)

4)   Online & Hybrid Delivery

5)   Work-Integrated Learning (WIL)

Enrolment and Student Age

	2012	2013		
Enrolment (FTE*)	14,013	14,907	⬆	6.38 %
Age 18-24	10,879	11,570		
Age 25+	2,818	2,980		
Age <18	316	357		

2013 Student age split

2%

20%

78%

- Age 18-24
- Age 25+
- Age <18
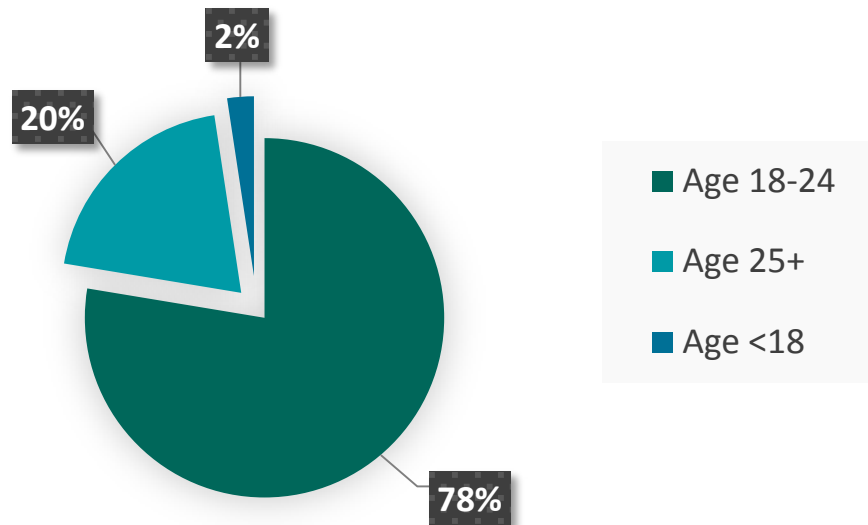
* Does not include nursing, second career, apprentice or international

ALGONQUIN COLLEGE

Under-Represented Students

	2012	2013		
Students With Disabilities	1,827	1,757	↓	-3.8 %
First Generation Students	2,800	3,922	↑	40.1 %
Aboriginal Students	644	900	↑	39.8 %

Note: Includes both full time and part time students as FTE

Student Access Guarantee (SAG)

	2012		2013		
SAG Tuition/Books	$ 648,080	$	608,185	⬇	-6.2 %
SAG Other Shortfalls	$2,032,761	$	2,472,069	⬆	21.6 %
SAG Total	$2,680,841	$	3,080,254	⬆	14.9 %
Total Students	2,907		3,188	⬆	9.7 %
Average per Student	$ 922	$	966	⬆	4.8 %

ALGONQUIN COLLEGE

Online and Hybrid

	2012	2013		
# of Ministry-Funded Courses (Fully Online)	651	715	⬆	9.8 %
# of Registrations in Ministry-Funded Programs (Fully Online)	13,730	19,843	⬆	44.5 %
# Hybrid Courses	824	912	⬆	10.7 %
# Registrations in Hybrid Courses	61,000	70,174	⬆	15.0 %
# Hybrid Course Sections	2,000	2,041	⬆	2.1 %

ALGONQUIN COLLEGE

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Work-Integrated Learning (WIL)

	2012	2013		
# of Programs with a Co-Op Stream				
Certificate	1	1	⇨	0.0
Diploma	15	19	⬆	26.7
Adv. Diploma	6	6	⇨	0.0
Graduate Certificate	2	3	⬆	50.0
Applied Degree	3	3	⇨	0.0
# of Students enrolled in a Co-Op Program				
Certificate	20	32	⬆	60.0
Diploma	1,319	2,206	⬆	67.2
Adv. Diploma	327	913	⬆	179.2
Graduate Certificate	45	75	⬆	66.7
Applied Degree	310	352	⬆	13.5

ALGONQUIN COLLEGE

9

KPI RESULTS 2013-14

KPI Background & Objectives

- KPIs were established in 1998 within the Ontario CAAT system.

- Provide accountability and transparency for the public while establishing a set of common metrics for all colleges.

- Encourage colleges to pursue objectives that are relevant to the labour market, and to maintain high standards of program quality, services and facilities through public disclosure of results.

- Provide funding incentives for 3 KPI measures:
  - Graduate Employment Rate
  - Graduate Satisfaction Rate
  - Employer Satisfaction Rate

- Currently, Algonquin administers two surveys during each survey cycle. A small advanced survey is administered in November, and the main survey administered in February.

How is KPI data used?

Internally:

- Annual Program Mix Review
- Cyclical Program Quality Review
- Strategic planning for programs and services
- Graduate employment trends
- Setting performance goals

Externally:

- Publicly posted on websites (Algonquin & Colleges Ontario) and published in MacLean's magazine
- As metrics for some fields in the Multi-Year Accountability Agreement with MTCU

ALGONQUIN COLLEGE

2014 KPI Results – Overall Student Satisfaction %

Legend:
- Overall KPI (Algonquin)
- Overall KPI (Province)
- Overall KPI (Large Colleges)
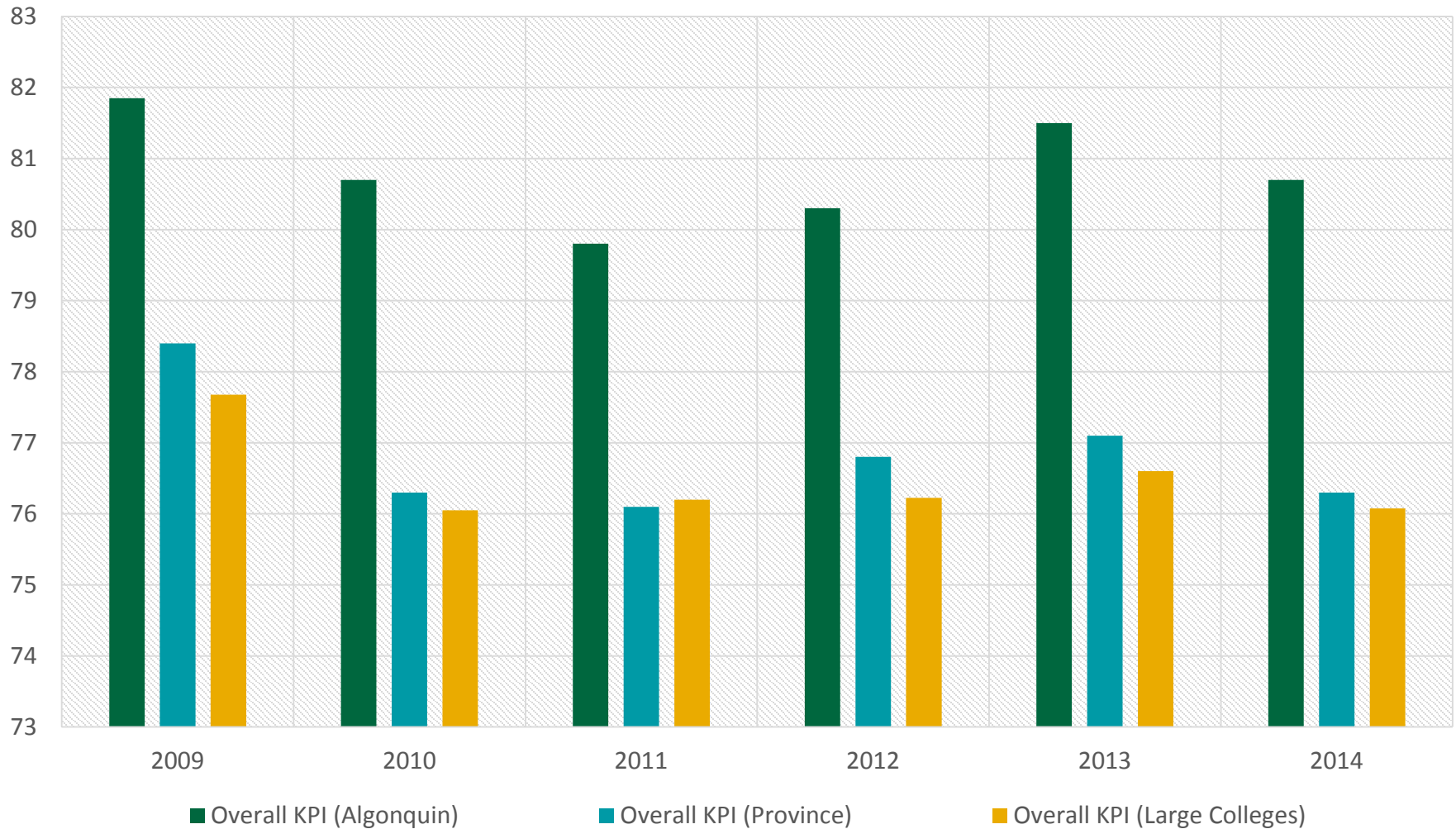
Satisfaction Trends – Algonquin Increases gap

OVERALL KPI RESULTS

Legend: Overall KPI Result (Algonquin) | Overall KPI Result (Province) | 3yr Moving Avg | 3yr Moving Avg

Algonquin values by year: 2006: 83.5, 2007: 82.3, 2008: 82.2, 2009: 81.8, 2010: 80.7, 2011: 79.8, 2012: 80.3, 2013: 81.5, 2014: 80.7

Province values by year: 2006: 77.8, 2007: 77.4, 2008: 77.9, 2009: 78.4, 2010: 76.3, 2011: 76.1, 2012: 76.8, 2013: 77.1, 2014: 76.3

YEAR

Increasing lead over provincial average
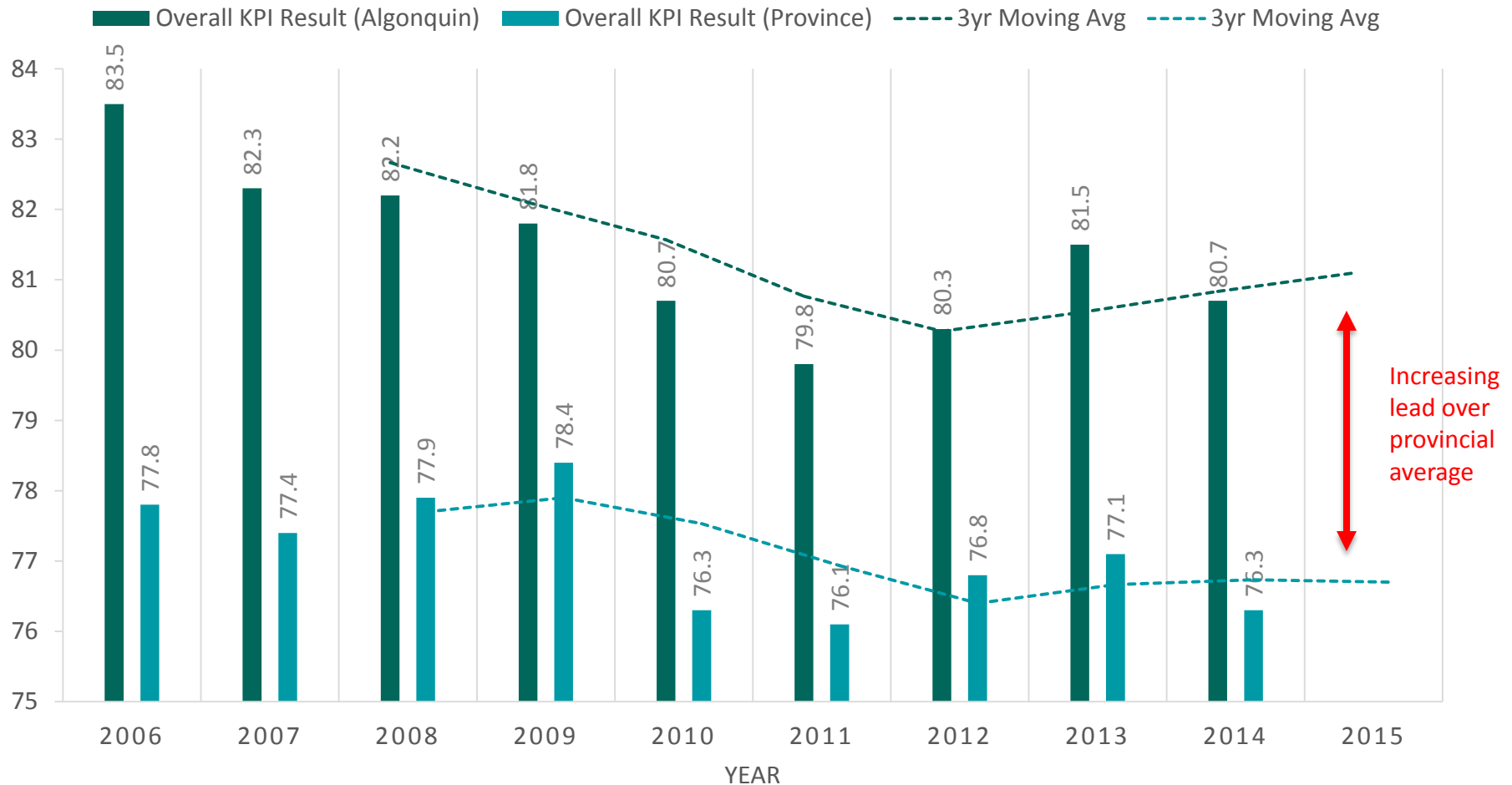
Capstone Results – % Satisfaction

Legend:
- Q13 - Knowledge and Skills (Future Career)
- Q24 - Learning Experiences (Program Quality)
- Q39 - Quality of Services
- Q49 - Quality of Facilities
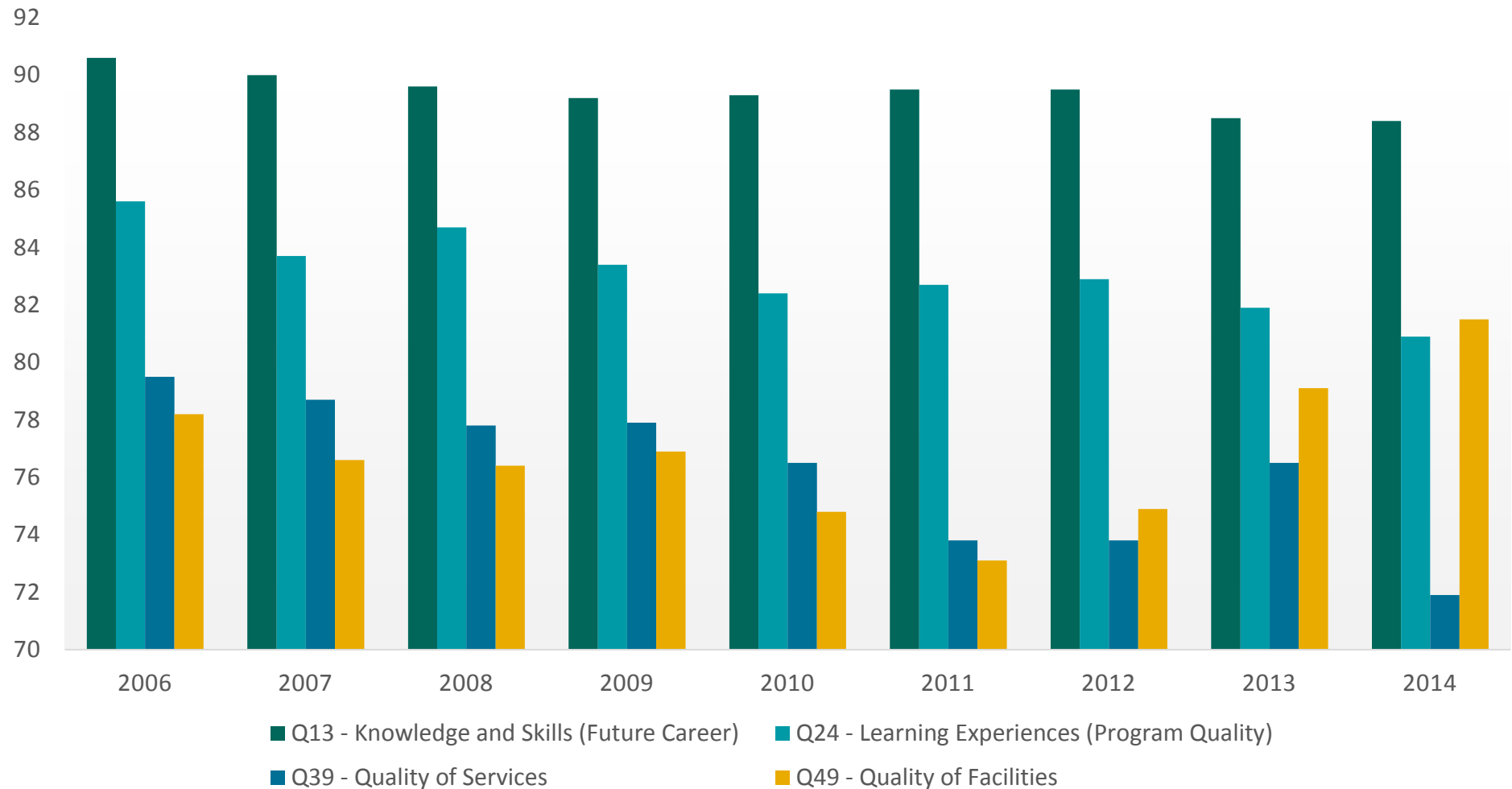
Impact of survey changes in 2013-14

Legend: 2009, 2010, 2011, 2012, 2013, 2014

Q39 - QUALITY OF SERVICES (ALGONQUIN): 77.9, 76.5, 73.8, 73.8, 76.5, 71.9

Q39 - QUALITY OF SERVICES (PROVINCE): 71.3, 68.6, 68.1, 68.8, 69.7, 64.2

Q39 - QUALITY OF SERVICES (LARGE COLLEGES): 70.5, 68.3, 68.6, 68.7, 69.2, 64.2

ALGONQUIN COLLEGE

16
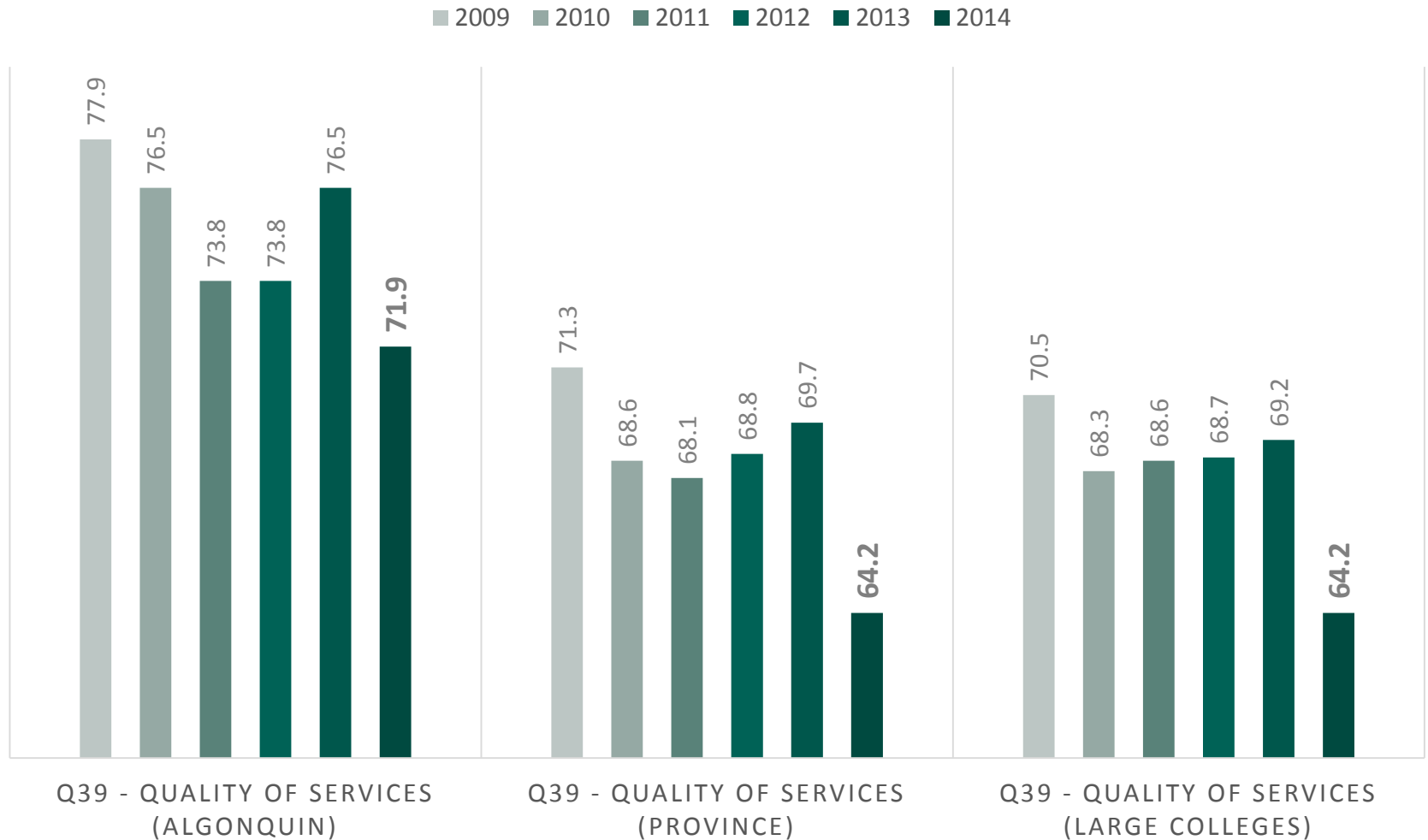
Funded measures and Graduation Rates

Funded Measures

Results in %

Algonquin	2012	2013	2014	% Change	
Graduate Employment Rate	85.7	84.8	85.1	⬆	0.3
Graduate Satisfaction Rate	80.1	78.9	80.2	⬆	1.3
Employer Satisfaction Rate	91.1	94.1	93.9	⬇	-0.2

> Provincial Avg.

<= Provincial Avg.

	2012	2013	2014	% Change	
*KPI Graduation Rate	64.2	64.0	64.2	⬆	0.2

conducted by CCI research. Not all students are represented.

* Not a funded measure

ALGONQUIN COLLEGE

Overall Satisfaction Rankings – Large Colleges

	% Score 2014	Rank 2014	2013-2014 Var %	
Algonquin	80.7	1	⬇	-0.8
Fanshawe	77.7	2	⬇	-2.3
Mohawk	77.0	3	⬇	-1.0
Sheridan	74.8	4	⬇	-1.7
Humber	74.0	5	⬇	-0.9
Seneca	73.0	6	⬇	-1.3
George Brown	71.5	7	⬆	0.6

* Over 10k Students

Note: Rankings remain unchanged from 2013

ALGONQUIN COLLEGE

Overall Satisfaction Rankings – All Colleges
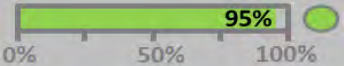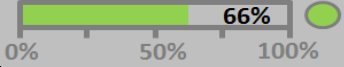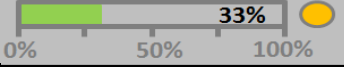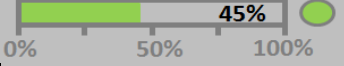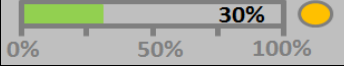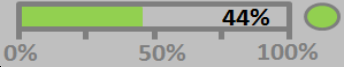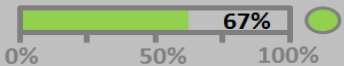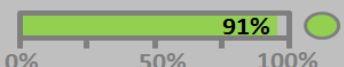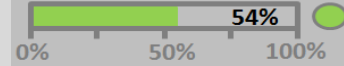
College Name	% Score 2014	Rank 2014	Rank +/-	
Sault	85.0	1	⬆	1
La Cité	84.6	2	⬆	2
Boréal	84.5	3	⇨	0
Niagara	81.7	4	⬇	-3
Algonquin	80.7	5	⇨	0
St. Lawrence	80.6	6	⇨	0
Confederation	79.3	7	⬆	1
Loyalist	78.4	8	⬆	2
St. Clair	77.9	9	⇨	0
Fanshawe	77.7	10	⬇	-3
Georgian	77.2	11	⇨	0
Fleming	77.2	12	⬆	2
Mohawk	77.0	13	⬇	-1
Cambrian	76.3	14	⬆	3
Canadore	75.6	15	⬆	7
Sheridan	74.8	16	⇨	0
Lambton	74.6	17	⬇	-4
Durham	74.3	18	⬆	2
Humber	74.0	19	⬇	-1
Centennial	73.9	20	⬆	1
Conestoga	73.5	21	⬇	-6
Northern	73.0	22	⬆	2
Seneca	73.0	23	⬇	-4
George Brown	71.5	24	⬇	-1

QUESTIONS

2012-2017 Strategic Direction	2011-12 Baseline	2012-13 Actual	2013-14 Goal	2013-14 Actual	2014-15 Goal	2016-17 Goal	2013-14 Scorecard
CHAMPION APPLIED EDUCATION AND TRAINING							
Goal 1: Graduation Rate	62.4%	64.0%	62.1%	64.2%	66.5%	70%	23%
Goal 1: Retention rate	84.0%	86.5%	86.0%	86.0%	87.0%	89.0%	40%
Goal 2: Enrolment (PSE) and others	18,207	19,517	19,752	19,853	20,345	21,107	57%
Goal 2: Enrolment (online — FTE equivalents)	2,300	2,613	3,200	3,940	3,300	3,500	137%
Goal 2: Enrolment (PSE international — FTE equivalents)	1,000	976	1,006	1,138	1,140	1,400	35%
Goal 2: Students enrolled in applied degrees	324	367	365	375	575	800	11%
Goal 2: Students enrolled in graduate certificates	541	633	740	812	840	1,000	59%
Goal 3: Online courses offered	71	106	115	863	127	150	1002%
Goal 3: Unique hybrid courses offered	824	880	925	999	1,140	1,424	29%
Goal 3: Enrolment (PSE — mobile)	14.5%	38.0%	70%	82%	90%	100%	79%
Goal 4: Programs with work experience opportunities	70%	75%[1]	75%	86.1%	85%	100%	54%
Goal 4: Students engaged in applied research and development	500	629	775	754	825[2]	950	56%
STUDENT & CLIENT SUCCESS							
Goal 5: Student satisfaction	79.8%	81.5%	81.5%	80.7%	82.1%	83.5%	24%

2012-2017 Strategic Direction	2011-12 Baseline	2012-13 Actual	2013-14 Goal	2013-14 Actual	2014-15 Goal	2016-17 Goal	2013-14 Scorecard
Goal 5: Employer satisfaction	92.1%	94.1%	93.4%	93.9%	94.0%	94.0%	95%
Goal 5: Alumni satisfaction	NA	NA	NA	86.0%	87.5%	90.0%	
Goal 6: Business processes developed to measurably lower cost and/or improve productivity.	0	10	20	33	30	50	66%
EMPOWERED PEOPLE							
Goal 7: Employee engagement	NA	3.71	3.71	NA	3.90	4.00	
Goal 8: Leadership training	NA	3.44	3.44	NA	3.70	4.00	
FINANCIAL SUSTAINABILITY							
Goal 9: Funded Operational Exp. aligned to provincial funding	Completed						
Goal 10: Alternative revenues	29%	29.1%	28.8%	30%	30.1%	32%	33%
Goal 10: Number of organizations served through Corporate Training	230	296	300	306	325	400	45%
Goal 11: Cash, in-kind contributions, and returns from alternative financing	-	$4.6M	$3.5M	$3.05M	$15.3M	$10M	30%
Goal 12: College data accessible through a common BI portal	10%	15%	25%	50%	50%	100%	44%
Goal 12: Availability of wireless network to all stakeholders	85%	99%	95%	95%	96%	99.9%	67%
Goal 12: Availability of College networks and internet access	78%	99%	95%	98%	96%	99.9%	91%
OVERALL							54%

¹estimated

²contingent on developing a better model for In-Class Projects

ALGONQUIN COLLEGE	
Presentation to:	Board of Governors
Subject:	2013 Annual Report
Date:	June 9, 2014
Presenter(s):	E. Hollebone

Purpose

To seek the Board of Governor's approval of the 2013 Annual Report

Background

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

In accordance with Ministry guidelines, the primary purpose of the Annual Report is to provide stakeholders with information on how the organization has performed against expectations and how it expects to grow in the future.

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

www.tcu.gov.on.ca/pepg/publications/AnnualReport.pdf

New this year - changes to KPI reporting:

The colleges' KPI results are announced annually in the spring. Individual colleges may release their results to the public after the announcement. In publishing the KPI results, colleges and the Ministry are to adhere to the following requirements:

- Colleges are not to be ranked by KPIs; rather, show areas of strength and that performance is at acceptable levels (*NEW*).
- All KPIs are to be reported together as no one indicator provides a complete picture of college performance.
- The context and unique local circumstances are to be provided as background for the Student Satisfaction KPI results.
- KPI data are to be shared publicly, particularly with stakeholders who provided time and input to the surveys or data collection (i.e., students, graduates, employers).
- KPI data are to be reported as quickly as possible depending on data readiness.

Taking into consideration Board of Governor suggestions and feedback from the 2012 Annual Report, a draft of the 2013 Annual Report is attached for the Board's review and approval.

Recommendation

MOVED & SECONDED BY _____&_____

That the Board of Governor's approves the 2013 Annual Report as submitted

ALGONQUIN COLLEGE

ANNUAL REPORT 2013–2014

DRAFT

OUR MISSION

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

OUR VISION

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

DRAFT

OUR CORE VALUES

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

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

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

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

DRAFT

274 PROGRAMS

4	Collaborative Degree
4	(Applied) Degree
42	Ontario College Graduate Certificate
28	Ontario College Advanced Diploma
69	Ontario College Diploma
35	Ontario College Certificate
92	College Certificate
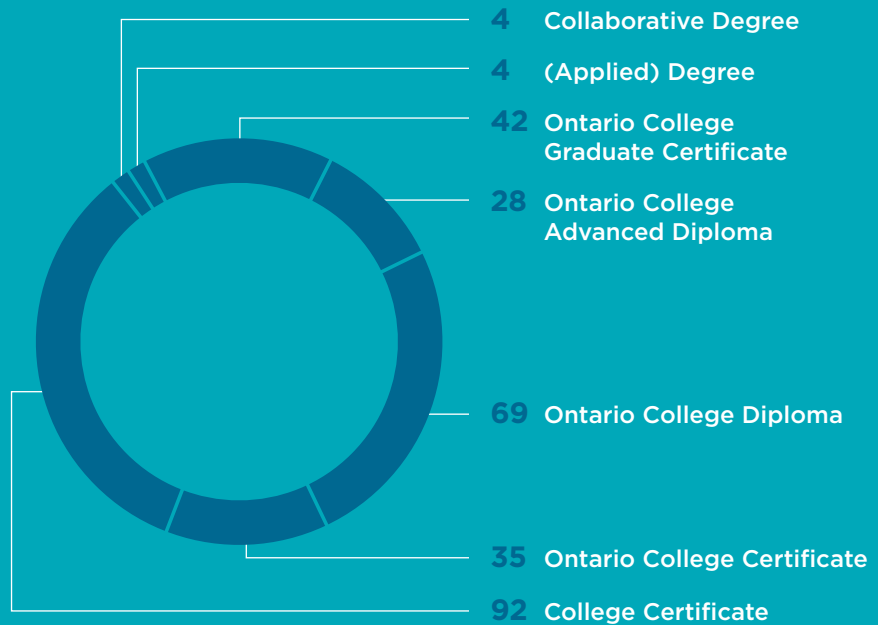
Of the above programs, for 2013-2014:
- 27 offer co-operative education (mandatory or optional)
- 22 are apprenticeship programs
- 64 are offered part-time online, 20 are offered full-time online

COLLEGE AT A GLANCE

STUDENTS

19,853	Full-time Students
17,906	Full-time Equivalents
1,385	International Students
752	English-as-a-Second Language (ESL) Students
2,857	Apprentices
37,002	Continuing Education Registrations (Includes 19,843 Distance Education Registrations)

EMPLOYEES

1,294 Full-time Employees

183	Administrative Staff
516	Support Staff
595	Faculty

1,930 Part-time Employees

81	Administrative Staff
443	Support Staff
1,406	Faculty

DRAFT

TABLE OF CONTENTS

DRAFT

MESSAGE FROM THE CHAIR,
BOARD OF GOVERNORS

It takes an engaged Board to govern an organization as dynamic as Algonquin College. Last year as a Board we took steps to ensure we are operating as efficiently and effectively as possible in service to the College's mission.

Those efforts included a thorough evaluation in summer 2013 of Algonquin College's governance practices, comparing them to those of other Ontario colleges. We also held a Board retreat on governance, looking at ways to foster even greater transparency and openness between the Board, College employees and the local community.

Measures emerging from those discussions included the establishment of an Academic and Student Affairs Committee to serve as a mechanism for feedback and dialogue between the Board and the academic and student services areas of the College. As a further transparency measure the Board shifted the time of its meetings, increasing public attendance over the course of the year.

FURTHERING FINANCIAL SELF-SUFFICIENCY

The Board also worked closely with the College executive throughout the year to identify new, sustainable ways of doing business. Like all postsecondary institutions in Ontario, Algonquin College faces budgetary constraints. Its entrepreneurial orientation has made it possible to serve the largest number of students with the lowest funding per student among Canadian provinces. As a Board, we are committed to furthering the College's financial self-sufficiency.

The McKinsey Global Institute study quoted in the College's newly developed International Education Strategic Plan predicts a global shortfall of 40 million postsecondary-educated workers by 2020. Taking Canadian postsecondary education and our industry partners to other markets, while offering international students learning opportunities here at home, will help fill that gap for Canada.

DRAFT

> There is an entrepreneurial orientation at Algonquin College that has made it possible to serve the largest number of students with the lowest funding per student among Canadian provinces.

International partnerships provide College employees with professional development opportunities to bring a global outlook to Ontario's classrooms. Last year, 14 Algonquin College faculty delivered courses as part of the Business Administration Ontario College Advanced Diploma program at Jiangsu Maritime Institute, the College's partner campus in China — and then brought their unique teaching experiences back to Canada.

LEVERAGING OUR COLLECTIVE STRENGTHS

Guiding the College in how to leverage its strategic advantages is of course a fundamental role of the Board, one that benefits from multiple perspectives. Last year, we gained two new members who bring unique skills and experience to our mix: Michael Waters, a spirited entrepreneur and CEO of the Minto Group; and Peter Nadeau, an expert advisor in corporate governance and business law.

Michael and Peter joined in place of departing members Michael Dunlop and Denise Amyot, both of whom have made invaluable contributions to the College and its growth in their time as governors.

Going forward, the Board will continue to be engaged and govern in an open and transparent way. One of our first orders of business in the new fiscal year will be to appoint a new President to the College. I have enjoyed an energizing working relationship with Kent MacDonald, our outgoing president. He is a true visionary, wonderful to work with, and I know he will be missed.

A college, however, is not one individual: it is a community of dedicated, skilled people whose combined talents and perspectives shape the institution and its vision. I believe Algonquin College's collective strengths have never been greater — and that with those strengths, this College community will continue to shape postsecondary education in Ontario and around the world for years to come.

James McIntosh
Chair, Board of Governors

DRAFT

MESSAGE FROM THE PRESIDENT

Many things can alter the course of a college: economic forces, demographic trends, technological advances. All of these continue to have a profound impact on the postsecondary education environment today.

But change does not have to be dictated by circumstance. Institutions can also be 'game changers' — and so can the people within them.

Our aspiration at Algonquin College is to be that kind of an institution, and to allow our students and our employees to be those kinds of people. Looking at our achievements in 2013–2014, I believe we have succeeded with that ambition: systematically rolling out eTextbooks across more programs than any other postsecondary institution in North America; establishing an innovative energy-saving contract with Siemens that addresses millions of dollars of unfunded maintenance challenges; and internationalizing our College with the opening of a campus in Jazan, Saudi Arabia.

ENCOURAGING A VIBRANT CULTURE OF INNOVATION

Algonquin College is a place where learners from around the world can access the education they seek. Today, 117 countries are represented within our student body. We demonstrated leadership last year in supporting those students and learners from a variety of diverse demographic groups. Our attraction of more than 1,000 Aboriginal students has led the Ministry of Training, Colleges and Universities to connect with us in search of best practices.

I am also proud that last year we were named one of the National Capital Region's Top 25 Employers by the Canada's Top 100 Employers organization. Among its reasons for awarding Algonquin College this distinction were our strong internal communication, in-house education initiatives, and tuition rebate program for employees and their families.

While the award provided strong affirmation of the positive culture at Algonquin College, our belief in continuous improvement led us to create a volunteer team of employees to find out if we could develop an even better place to work. We heard that employees would like to see more communication within the College, greater recognition of employee success and performance, and even more efficient internal processes. With this advice, we have acted.

DRAFT

> In a period when the Ontario postsecondary system grew by 1.0 percent, Algonquin College's enrolments grew by 5.8 percent.

In the interest of good communication, we consulted extensively with employees and stakeholders throughout the year on a number of important matters — our International Education Strategic Plan and our Strategic Mandate Agreement with the Ministry of Training, Colleges and Universities among them. We hosted two town halls to hear employees' vision for our College, launched a President's newsletter, and continued to make committee minutes public and outcomes more transparent.

A COMPREHENSIVE COLLEGE IN HIGH DEMAND

In a period when the Ontario postsecondary system grew by 1.0 percent, Algonquin College's enrolments grew by 5.8 percent. More students are choosing college as their postsecondary option so they can learn in an applied way, combining theory with real-world practice and graduating with employable skills. According to the Ontario College Application Service (OCAS) Application Studies, 83 percent of college graduates find jobs within six months of program completion.

Going forward, Algonquin College will continue to demonstrate its ability to lead as it expands its international footprint, injects more work-integrated learning into its programs and formalizes its Responsibility Center Management (RCM) business model.

It was with mixed emotions that I announced at the end of March I would be leaving my role, returning to my home province of Nova Scotia to serve at my alma mater, St. Francis Xavier University, as President and Vice Chancellor. While moving on, I will avidly follow Algonquin College's ongoing transformation of the postsecondary landscape. I could not possibly convey how enriched I have been by my experience here. Algonquin College employees are among the most passionate, innovative and committed professionals I have ever had the pride to work with. They, and this College's students, are the real game changers.

Kent MacDonald, PhD
President

DRAFT

ABOUT THIS REPORT

This annual report describes Algonquin College's progress toward the goals of its strategic and business plans between April 1, 2013 and March 31, 2014, and includes financial results for this period. A summary of key results follows:

APPLIED EDUCATION AND TRAINING

In 2013–2014, Algonquin College developed a new International Education Strategic Plan to guide its activities on the global stage. A new campus opened and a sister school was awarded in Saudi Arabia. In Canada, the College saw record international enrolment, taking in 1,080 students from around the world in January 2014.

The College also consulted on a Strategic Mandate Agreement required by the Ministry of Training, Colleges and Universities, confirming its position as a comprehensive college with diverse offerings for the full range of learners.

Algonquin College continued to demonstrate innovation throughout the year, developing an accelerated program to usher science-minded women into the power utility workforce and engaging in a range of applied research projects, one of which took top prize at Polytechnics Canada's 2013 Student Applied Research Showcase. The College's Construction Research Centre received $800,000 from the Canada Foundation for Innovation to deliver applied research on building science and construction, and a new Entrepreneurship Working Group collaboration with the Students' Association helped inspire and support student and employee entrepreneurship.

DRAFT

STUDENT AND CLIENT SUCCESS

Algonquin College continued to lead the transformation of postsecondary education in 2013–2014, implementing its digital strategy to modernize student life. The College is well on its way to becoming North America's first postsecondary institution to dispense with physical textbooks, by transitioning to eTextbooks College-wide. In 2013–2014, the College expanded the roll-out to more than 3,500 students in 34 programs — at nearly 40% the retail cost of the print versions. The College expanded its Bring Your Own Device (BYOD) mobile learning initiative to 148 programs and 13,000 students, and converted a further 72 classrooms to accommodate multi-screen learning. By the end of the fiscal year, Algonquin College had developed or revised 150 hybrid or online courses.

The College also implemented a number of new supports for its employees and students, including Curriculum Services to help instructors develop and evaluate their courses, and a Student Learning Centre to help students improve their English, math and computer skills. In addition, the full-scale launch of the Co-Curricular Record program allows students to track and officially document College-affiliated volunteer and leadership activities to complement their academic transcripts; in 2013–2014, over 1,600 students took advantage of this offer to enhance their marketability. Algonquin College also streamlined its business processes last year to accelerate the disbursement of student loans and bursaries.

EMPOWERED PEOPLE

Algonquin College was named one of the National Capital Region's Top 25 Employers for 2014 by the Canada's Top 100 Employers organization. To maintain and strengthen employee engagement, the College held an open forum to discuss key issues identified through the College's 2012 employee engagement survey and, following the forum, struck a volunteer 'Employee Engagement Tiger Team' to develop recommendations for the College Leadership Council. The resulting action plan identified three priorities: increasing communications; celebrating success; and streamlining internal processes.

The College's Leadership Mentoring Program paired employees interested in furthering their leadership potential with senior mentors for professional development. In 2013–2014, the Faculty Performance Development Program pilot was launched to recognize excellent faculty professional performance; to provide faculty and administrators with a formal opportunity to reflect and discuss faculty teaching and learning practices and subject matter expertise; and to support collective accountability through careful, judicious, transparent and evidence-based faculty performance. A revitalized Professor's Resource Site gave employees access to a variety of strategies for professional practice within the 'Professor of the 21st Century' framework.

Throughout the year, Algonquin College employees received strong recognition for the excellence they brought to their work every day through a variety of College and external awards.

FINANCIAL SUSTAINABILITY

Last year, Algonquin College exceeded the financial health indicator benchmarks for Ontario colleges across four areas: debt management, operations/surplus, net assets and liquidity. The College's entrepreneurial approach has been showcased in the innovative, energy-saving partnership developed with Siemens Canada to help the College use less energy, address up to 25 percent of our current deferred maintenance liability, and provide new research opportunities for students. Proposals were also requested from vendors for Project Fusion to begin the process of combining human resources, finance and payroll software into a unified solution for greater operational collaboration and strategic analysis capability across the College.

The Algonquin College Foundation celebrated its 10th anniversary in 2013 and saw its total funds raised pass the $30 million mark. Setting its sights on the future, the Foundation conducted an environmental scan to identify best practices and priorities, and reached out to the College's alumni community with the largest alumni survey in the history of the College, reaching out to 40,230 alumni (of over 150,000 alumni) with contactable email addresses. The Alumni Association will use these findings to enhance future services.

DRAFT

OUR STRATEGY

Algonquin College is a place where people are passionate about what they do, with an entrepreneurial spirit that strives always to do better.

In 2013–2014, College employees and students embraced new modes of teaching and learning, introduced new ways of delivering services, and brought innovation to every aspect of postsecondary life.

Collectively, those efforts have reinforced Algonquin College's place as a postsecondary leader, an institution that plans strategically and acts preemptively, drawing on its defining strengths: externally focused, entrepreneurially inclined, trust oriented, and proficient leadership.

EXTERNALLY FOCUSED

We look outward, building external relationships that allow us to take advantage of new opportunities early on.

Algonquin College defined its International Education Strategic Plan in 2013–2014. The College extended the reach of high quality Canadian education abroad in China, India, Kuwait, Montenegro and Saudi Arabia, and continued international partnerships and projects in Korea and Tanzania.

ENTREPRENEURIALLY INCLINED

We challenge the status quo, inviting — and embracing — innovation.

Following a successful pilot project, Algonquin College expanded its eTextbook program to 34 programs in 2013–2014, giving students access to electronic versions of course materials at nearly 40 percent of retail cost — validating a groundbreaking business model developed in partnership with Canadian academic publishers.

TRUST ORIENTED

We equip our people to make informed decisions in real time — managing and mitigating risks.

A volunteer 'Tiger Team' explored ways Algonquin College could maintain and strengthen employee engagement, returning with three key priorities in August 2013: increasing communication; celebrating success; and streamlining internal processes.

PROFICIENT LEADERSHIP

We are a competitive College, striving for high quality and pursuing clear goals.

Leading the way among Ontario colleges, Algonquin College extended its principles of Responsibility Center Management (RCM) across the College last year, giving leaders across the College's schools and departments greater entrepreneurial freedom. The College is now implementing a plan to move this model forward among all College teams.

DRAFT

Applied Education and Training

Student and Client Success

Each of our defining strengths supported the College's efforts last year to execute our Strategic Plan 2012–2017, which has four strategic pillars. This report highlights the College's achievements in each of these strategic areas over the past fiscal year.

Empowered People

Financial Sustainability

APPLIED EDUCATION AND TRAINING

Last year, Algonquin College continued to transform the design and delivery of applied education and training: gearing its programs, products and services to the needs and expectations of clients and students; enhancing learning with technology; and seeking to give every full-time student work experience integrated with classroom activity.

A GLOBAL LEADER IN APPLIED EDUCATION AND TRAINING

From a pool of 200 contenders, Algonquin College was one of 10 postsecondary institutions selected to support Saudi Arabia in its goal of improving the country's college system. When the College opened its new offshore campus in Saudi Arabia last fall, some 800 students filled the halls — exceeding initial enrolment targets as well as external expectations for what a brand-new postsecondary institution could achieve. When Algonquin College again surpassed its targets in January 2014, bringing the total number of students in Jazan to more than 1,000, it proved there is a strong global appetite for its brand of applied education. In part due to the initial success in Jazan, the College was awarded two new campuses in Qatif in February 2014, including an all-female campus to help Saudi Arabia meet its educational objectives for both men and women.

Saudi Arabia is only one of several international jurisdictions to which the College brought high-quality Canadian postsecondary education last year, delivering training in India, Montenegro, China and beginning construction on a campus in Kuwait. These offshore initiatives are cultivating a pool of Canadian-educated talent that could be recruited to meet our own country's future skills needs, while the experiences abroad benefit all of the College's communities: curricula developed overseas will inform those at other campuses while partners and employees will attain invaluable skills and experience necessary to engage in a global economy.

1,000

Real-world experience — with emphasis on 'world'
In 2013–2014, Algonquin placed more than 1,000 students in paid, program-related co-op work terms of at least four months in duration, including placements in Canada and five other countries.

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1,080

Mapping the future of international education

With international education increasingly important to graduate employability, Algonquin College developed a new International Education Strategic Plan in 2013 to guide its activities on the global stage. Here at home, the College saw record international enrolment, taking in 1,080 students from around the world in January 2014.

AN INNOVATIVE PROGRAM TO FILL A CRUCIAL SKILLS GAP

In 2013, Hydro One came to Algonquin College with a challenge. The province-wide utility provider had identified an urgent need to increase the number of women it employs in technology and trades. The College responded quickly, developing the Women into Electrical Engineering Technology (WEET) Advanced Diploma program — an accelerated two-year program that includes a four-month paid work placement.

Intended for women with university degrees in the natural sciences, engineering or math, WEET attracted 131 applicants and surpassed its enrolment target with 22 registrations. Others are already taking notice of the program's early success: WEET won the top prize in the Innovation in HR Practices/Educational category from Electricity Human Resources Canada, and was nominated for the Association of Canadian Community Colleges' Award for Program Excellence.

LEADERSHIP IN CONSTRUCTION

Algonquin College students from the Perth Campus and the Algonquin Centre for Construction Excellence in Ottawa joined teammates from Queen's University and Carleton University to compete in the U.S. Department of Energy Solar Decathlon that challenged 20 collegiate teams from around the world to design, build and operate solar-powered houses that are cost-effective, energy-efficient and attractive. Forming Team Ontario, the students were challenged to design, build and operate a net-zero, solar-powered home. With results of the competition of entries from around the world, the team finished 1st in Engineering, 1st in Energy Balance, 1st in Hot Water, 2nd in Affordability, 4th in Market Appeal, and 6th overall.

Algonquin's Construction Research Centre was proud to receive $800,000 from the Canada Foundation for Innovation (an amount matched by the Ontario Research Fund) to integrate its capabilities with those of the Design Centre and the Full Spectra Centre to deliver applied research to the building science and construction sectors.

PROMOTING STUDENT ENTREPRENEURSHIP

Established in 2013 with the Students' Association, the Entrepreneurship Working Group (EWG) is a College-wide interdisciplinary team that seeks to promote entrepreneurship by exposing, engaging and enabling students and staff to pursue social, environmental and business ideas that can make a difference in the community. Over the course of the year, the EWG helped bring the World Business Forum to Algonquin College, launched Global Entrepreneurship Week in November, and promoted dialogue at the most senior levels within the College to identify and provide additional supports for student and employee entrepreneurship.
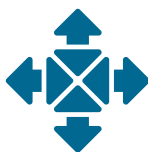
Defining our strategic mandate

Last year, every Ontario college was required to submit a Strategic Mandate Agreement to the Ministry of Training, Colleges and Universities, defining their unique visions and strengths. Through consultations with stakeholders — including a live-streamed town hall session on March 14, 2014 — Algonquin confirmed its position as a comprehensive college with diverse offerings for the full range of learners.

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EXCEPTIONAL WORK-INTEGRATED LEARNING EXPERIENCES

Algonquin College is strongly committed to strengthening the student experience with work-integrated learning, including co-operative education placements, field and clinical placements, job shadowing opportunities, internships, applied research projects and volunteer ventures. This real-world exposure to work in the field is essential to producing graduates who are ready to contribute to the social and economic well-being of their communities.

On campus, the College operates businesses that are learning enterprises, run by students under the guidance of faculty, including Savoir Fare, the gourmet food store that offers takeaway food prepared daily by Culinary and Baking students, and the Algonquin Times, the primary learning tool for journalism students, which was named one of the top three campus newspapers in 2013–2014 by the Ontario Community Newspapers Association.

Algonquin College enriches the student experience with a number of interprofessional education settings — such as the Simulation Health Centre and the Police and Public Safety Living Lab — to prepare students for employment. Last year, over 400 Nursing Studies students participated in real-world interprofessional scenarios, bringing together students from different academic areas to work alongside one another.

GROWTH IN ONLINE LEARNING

Algonquin has developed 143 courses for online delivery over the past two years. In 2013–2014, the College saw 111,475 total enrolments in 1,862 online and hybrid courses across 61 different programs, an increase of 6.5 percent over 2012–2013 and well above the targets set by OntarioLearn.

The College's online offerings have proved popular worldwide. The web portal for the Centre for Continuing and Online Learning was accessed from 2,463 cities in 146 countries last year including China, Pakistan, the United Arab Emirates, Germany, Switzerland, Australia, Nigeria and Guyana.

Meeting demand for online learning

The College's wide range of programs — face-to-face, hybrid, and online — suits a diversity of students and a variety of learning styles. In 2013–2014, Algonquin offered more than 1,500 online course sections and exceeded 35,000 unique online course registrations.

EXTERNALLY FOCUSED

Establishing relationships with external organizations is one of the keys to capitalizing on emerging opportunities. Last year, Algonquin College's Pembroke Campus signed a memorandum of understanding with the Canadian Wildlife Federation (CWF), one of Canada's largest not-for-profit organizations. This agreement — the first between CWF and a publicly funded Ontario college — encourages both organizations to partner whenever possible to promote outdoor education. The partnership will allow CWF and the College to cross-promote their programs, engage in applied research, provide more conservation- and wildlife-related certifications to students, and give students greater access to experts on issues affecting wildlife around the world. All of this will further strengthen the College's reputation as a leader in outdoor education and training.

Measuring our performance

Algonquin has instituted a balanced scorecard approach to measuring its performance in relation to its four strategic pillars. Highlights for Applied Education and Training include:

Measure	2012–2013	2013–2014	2016–2017
Applied Education and Training	Actual	Actual	Target
Graduation rate	64%	64.2%	70%
Students enrolled in applied degrees	367	375	800
Students enrolled in graduate certificates	633	812	1,000
Online courses offered	106	863	150
Unique hybrid courses offered	880	999	1,424
Programs with work opportunities	75%	86.1%	100%

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APPLIED RESEARCH IN THE SPOTLIGHT

The Algonquin College Office of Applied Research and Innovation (ARI) collaborated with more than 115 industry and community partners last year, helping 754 students and 71 faculty develop products, processes and services for implementation or commercialization. The Office also helped connect students and graduates with jobs at local companies of all sizes, helping these businesses achieve greater success both locally and on the global stage.

The College's tradition of Applied Research Days expanded to three occasions on the Ottawa Campus and to the Pembroke Campus for the first time in April 2013. More than 1,800 people attended in 2013–2014, taking advantage of the opportunity to see first-hand how College faculty and students are contributing directly to the innovation agendas of local organizations.

Team Algonquin's 3D voice-activated dental charting software took the top prize at Polytechnics Canada's 2013 Student Applied Research Showcase. This was the College's second Polytechnics Canada award for applied research — making Algonquin College the only college in Canada to be a two-time winner.

SPECIALIZED CENTRES FOR GROUNDBREAKING RESEARCH

Algonquin College's five research centres bring together the skills and infrastructure to support applied research projects:

The Design Centre works on usability and functionality for interactive multimedia

The Full Spectra Centre specializes in wireless communications, photonics and electronics

The Construction Research Centre improves building design and construction practices

The Rural Economic Research and Development Centre helps companies in Lanark and Renfrew develop new products

The Health and Wellness Research Centre develops innovative health-related technologies

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STUDENT AND CLIENT SUCCESS

Algonquin College is committed to delivering exceptional service to students and clients — taking advantage of automated, modernized business processes and striving always for continuous improvement.

ACCESSIBLE COURSE MATERIALS

In 2013–2014, Algonquin College advanced toward its goal to be North America's first postsecondary institution to replace all physical textbooks with eTextbooks. Expanding the previous year's pilot, more than 3,500 students in 34 programs received eTextbooks in 2013–2014. The approach provided access to required course materials from the first day of class, levelling the playing field for students who may have gone without and supporting *Accessibility for Ontarians with Disabilities Act* (AODA) compliance with the digital materials. Not only are eTextbooks cost-effective, convenient and viewable on the full range of laptops, smartphones, tablets and eReaders, but they also make it possible for instructors to offer more interactive and dynamic learning experiences, to increase the engagement of students in their studies.

Algonquin's bookstore, Connections, has been taking an entrepreneurial approach with the shift to eTextbooks, engaging in a strategic planning exercise to look at alternative uses for its newly available floor space and opportunities to diversify its offerings. In 2013–2014, the store successfully rebranded to reflect a more encompassing and comprehensive retail experience for students.

80.7%

Algonquin student satisfaction is consistently the highest among Ontario's largest colleges

Algonquin students are among the most satisfied in the province, at 80.7% in 2013–2014.

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FACILITIES THAT MEET STUDENTS' NEEDS

The College expanded its technology-enabled learning practices to include 148 Bring Your Own Device (BYOD, or mobile learning) programs and 13,000 students last year, with the expectation of reaching 170 programs by Fall 2014.

Ninety percent of the College's designated eClassrooms have been converted for BYOD and multi-screen learning, with 72 of those conversions completed last year — giving students the flexibility to learn using the connected devices they depend on in their daily lives. By the end of the fiscal year, Algonquin College had developed or revised nearly 150 hybrid or online courses.

These enhancements were part of a $7 million investment in reconfiguration and renewal to improve the student experience that included significant upgrades to the College's wireless network and IT infrastructure. Wireless usage at Algonquin College doubled in 2013–2014, accounting for 60 percent of all Internet utilization at the College.

HELPING STUDENTS LEARN AT THEIR OWN PACE

Algonquin College developed a custom platform that will allow its Centre for Continuing and Online Learning to deliver adaptive self-directed learning units. Research conducted in early 2014 will inform further development of the learning units prior to a pilot test later in the year. As part of this process, international learners are also being considered as potential audiences for a modular, self-directed learning approach.

Algonquin College opened a Student Learning Centre in the heart of its Ottawa Campus last year, providing a service for students to access coaching in English, math and computer fundamental skills. During its inaugural year the Centre provided students with over 1,150 one-on-one coaching appointments over the three areas of discipline. Students can conveniently and confidentially book their appointments online using the Centre's online portal.

INSPIRATION AT THE MIC

In collaboration with the Students' Association, the College hosted several guest speakers throughout the year, giving students the chance to learn from and be inspired by people at the top of their professions, including:

- Former Dragons' Den panellist W. Brett Wilson, who spoke to a crowd of nearly 700 students and staff about his experiences in life and business

- UFC champion Chris Weidman, who taught a 45-minute training session to members of the Impact Zone martial arts facility

- Juno-nominated recording group A Tribe Called Red, who performed following the student powwow hosted by the Mamidosewin Centre

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ACHIEVEMENT AND ADVANCEMENT

Algonquin College students proved their academic mettle in 2013–2014. For the 11th year in a row, the College's Paramedic program saw a 100 percent pass rate in provincial exams, and the full cohorts of both the Respiratory Therapy and Dental Hygiene programs succeeded in their national exams. In total, 8,641 students graduated from Algonquin College last year and 3,197 attended spring and fall convocation ceremonies in Ottawa, Perth and Pembroke.

RETENTION, GRADUATION AND GROWTH

In 2013–2014, Algonquin posted a Fall to Winter term retention rate of 86 percent. To help students continue in their studies toward graduation, Student Success Committee members from across the College supported strategies and projects to foster the success of students. Blackboard Training sessions were introduced prior to the start of classes in September to connect first-year students with the tools to succeed, helping them effectively navigate the Learning Management System prior to the first day of class. More than 400 students came to campus before their first day of school to receive the training. Students enjoyed a warm

IN SERVICE TO STUDENT SUCCESS

Following a successful pilot in 2012–2013, Algonquin College rolled out its full-scale Co-Curricular Record (CCR) program last year, allowing students to track College-affiliated volunteer and leadership involvements and receive an official non-academic record of activities to complement their transcripts and résumés. Approving and documenting over 1,600 student requests, the CCR program greatly exceeded its targets.

To ensure students had prompt access to funds received through the Ontario Student Assistance Program, the College streamlined its processes so the vast majority of deposits were made to students' accounts prior to the start of the Fall and Winter terms. Similar improvements to the Student Assistance Bursary Program resulted in students receiving their bursary funding 50 percent faster than before. In total, the Registrar's Office provided in-person services to 57,603 contacts in 2013–2014, an increase of 3,572 over the previous year — a clear demon-stration of the College's ongoing commitment to providing the highest level of service to its students.

Successful careers start here

Peter Tilly, 2013 Alumnus of the Year, is a stellar example of the potential found in all Algonquin College students. A graduate of the Business Administration program, Tilley has been Executive Director of the Ottawa Mission since June 2013. Before then, he served for 14 years as the Executive Director of the Ottawa Food Bank, helping it become one of the most respected organizations of its kind in Canada.

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welcome and were engaged early into campus life with a College-wide orientation and events.

To further support the persistence of a diverse student population in 2013–2014, Algonquin College was one of three postsecondary institutions to receive $700,000 in funding from the Ministry of Training, Colleges and Universities to pilot a program for students with autism spectrum disorder.

To attract new students, the College gave 1,400 presentations to more than 20,000 prospects; 3,500 prospective students came on campus for in-person tours. A further 35,000 phone calls were made to prospective students to talk about the *Algonquin Experience* in 2013–2014.

In alignment with the College's overall strategic marketing direction, activities related to student recruitment and enrolment have been going increasingly digital, with automated marketing software playing a more prominent role in improving lead generation and tracking the success of marketing campaigns.

RAISING AWARENESS OF MENTAL HEALTH

Positive mental health is essential to student success. In March 2014, the College and the Students' Association co-hosted NHL legend and mental health advocate Theo Fleury, who talked about his lifelong battle with addiction and depression, sending a powerful message about the importance of openly discussing mental health issues. In collaboration with the Canadian Mental Health Association, Student Support Services launched online resources to promote mental health awareness and encourage employees to understand their role to support students and "Start the Conversation".

Measuring our performance

Algonquin has instituted a balanced scorecard approach to measuring its performance in relation to its four strategic pillars. Highlights for Student and Client Success include:

Measure	2012–2013	2013–2014	2016–2017
Student and Client Success	**Actual**	**Actual**	**Target**
Student satisfaction	81.5%	80.7%	83.5%
Employer satisfaction	93.4%	93.9%	94%
Alumni satisfaction	NA	86%	90%

TRUST ORIENTED

In high-performing colleges, employees have the autonomy to make decisions and respond to opportunities as they arise. This level of trust is just one of the reasons a multi-disciplinary team was able to pull together for the 2013 Red Bull Flugtag — a competition to design, build and pilot a homemade flying machine. When Alex Mahon, a Business and Entrepreneurship student and employee of the Office of Applied Research and Innovation, heard about the Flugtag he approached Dr. Mark Hoddenbagh, who provided his full support. Alex and Mechanical Engineering Technology students Vincenzo Marcantonio, Kevin Randing and Akil Alyacoubi formed the flight team that showcased the talents of the many passionate students and faculty who designed the 'Algonquin Airborne Ace'.

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EMPOWERED PEOPLE

People are the key to the success of any organization. Algonquin College seeks to attract, develop and retain employees who have the knowledge and skills to contribute fully to the College — and to provide an environment that fosters leadership.

ONE OF OTTAWA'S TOP EMPLOYERS

Thanks to its focus on communication, openness and engagement, Algonquin College was named one of the National Capital Region's Top 25 Employers for 2014 by the Canada's Top 100 Employers organization. This ranking confirms the findings of the 2012 employee engagement survey: that people are proud to work at the College, are stimulated by their work, and are focused on meeting student and client needs.

In pursuit of continuous improvement

Insights gathered through the College's 2012 employee engagement survey have proven invaluable in shaping the vision for the College over the coming years. Preparations are now being made for the next survey, set for Fall 2014.

Canada's Top 100 Employers specifically called out the College's approach to internal communication, including the fact that employees are encouraged to reach out to the President directly through social media and regular face-to-face 'coffee break' events. Also cited were the College's in-house education initiatives, particularly the Kaleidoscope professional development conference, an annual three-day event where all employees can showcase their talents and attend workshops on a variety of topics. Kaleidoscope was attended by 2,010 employees in May 2013.

Receiving this recognition is incentive for the College to keep moving forward, to be an even more open and accessible employer, and to ensure employees' work experience at Algonquin College is rich and rewarding.

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AN EMPLOYEE ENGAGEMENT TIGER TEAM LEAPS INTO ACTION

More than 150 employees gathered in May 2013 to discuss key issues identified through the College's 2012 employee engagement survey. Following the forum, Algonquin struck a volunteer 'Employee Engagement Tiger Team' to develop recommendations for the College's Leadership Council to consider. The resulting action plan, presented at a second open forum in August, identified three priorities: increasing communications, celebrating success, and streamlining internal processes.

Based on the Tiger Team's report, actions underway include building a new employee web portal to serve as a single point for College employees to access information and collaborate, simplifying the process of nominating employees for College awards, automating the grade reporting and review process, and launching a series of workshops for College administrators in critical areas of communications and performance

management. Three workshops have already been delivered, building the foundation for a broader 'Management Academy' to be launched in Fall 2014 — a dynamic learning program where administrators will be able to explore, develop, enhance and align their skills with the College's strategic initiatives.

SUSTAINABILITY ON CAMPUS

The College's Sustainability Strategy Framework outlines nine social, economic and environmental goals. It continued to guide decisions across the College's operations and academics in 2013–2014, allowing employees and students to see where their own individual contributions can make a difference.

More than simply offering a handful of 'green' courses, Algonquin College has added a vocational learning outcome (VLO) related to sustainability and internationalization to all of its Ontario College Credential programs. After piloting the initiative the previous year, the VLO was integrated into a much larger base of programs in 2013–2014.

ENTREPRENEURIALLY INCLINED

Algonquin College actively encourages innovative, entrepreneurial behaviour. Professors in the Culinary Studies programs identified an opportunity to provide a hands-on learning experience to their students while also reducing the ecological footprint of their program. Rather than disposing of the residual fat generated when preparing dishes like duck confit or prime rib — a common practice in restaurants across North America — students are collecting, separating and processing the fat, turning it into one of seven varieties of all-natural soaps and cleaning products. Students are learning a variety of new skills in the process, including how to create the soap and market it to local vendors.

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DEVELOPING AND ENHANCING EMPLOYEE SKILLS

In 2013–2014, the Algonquin Leadership Mentoring Program paired employees interested in acquiring new leadership skills with mentors who engaged in reflective questioning, open dialogue, discussion of coaching strategies, guided reflection and focused learning conversations.

The Faculty Performance Development Program was launched as a pilot in 2013–2014 to recognize excellent faculty professional performance, providing faculty and administrators with a formal opportunity to discuss teaching practices, and to support collective accountability through judicious and evidence-based faculty performance. The program supports faculty in the pursuit of lifelong learning and professional growth based on the competencies outlined in the Professor of the 21st Century framework. The program provides faculty the opportunity to participate once within a three-year cycle, to develop a three-year professional development plan and to benefit from the information gathered across the previous three years.

Faculty also benefited from the revitalized Professor's Resource Site, which includes strategies for enhancing professional practice, designing engaging learning environments, creating effective learning materials and applying technology in the classroom, all organized within the Professor of the 21st Century framework.

A total of 74 employees completed professional development programs offered by the Algonquin Leadership in Education Institute (ALEI), while 20 qualified full-time employees were also eligible for a cohort-based Master of Education program that started in January 2014. In addition, professional development was expanded across the College last year to better support faculty in the delivery of their hybrid courses, and to help them make better use of the College's learning management system, Blackboard.

ATTRACTING TALENTED PROFESSIONALS

As part of the Human Resources department's mandate to showcase Algonquin College as a great place to work, the new Career Profiler website is a highly interactive, content-centric destination not only for existing employees but also for potential applicants seeking employment at the College. The site helps generate more interest in career opportunities at Algonquin College to increase the total number of job applicants, provide more accessible information about essential positions identified through succession planning, and demonstrate the diversity of the College's workforce.

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A COMMUNITY OF EXCELLENCE

Throughout the year, Algonquin employees received strong recognition for the excellence they brought to their work every day.

EXTERNAL RECOGNITION

- Liz Babiak, Social Media Community Officer; Sophia Bouris, Marketing Officer; Phil Gaudreau, Communications Officer; and Lisa Roots, Professor, Police and Public Safety Institute received the IABC Ottawa Chapter Excel Award for Algonquin's successful Spread the Net campaign.
- The Applied Research and Innovation's Team Algonquin took top prize at Polytechnics Canada 2013 Student Applied Research Showcase with the 3D Voice Activated Dental Charting Software.
- Cat Baron, Coordinator, Community and Justice Services, Police and Public Safety Institute, was awarded the 2013 Ontario Volunteer Service Award for her work with youth and women at risk through organizations like the Elizabeth Fry Society.
- Business Development's Workforce and Personal Development team received the Electricity Human Resources Canada (EHRC), Innovation in Human Resources Practices/Educational category top prize for the Women into Electrical Engineering Technology (WEET) program.
- College Ancillary Services' New Technology Store received first place across four categories of the Campus Retail Canada Awards.
- Karen Davies, Dean, Pembroke Campus, was honoured with the Association of Canadian Community Colleges (ACCC) 2013 Bronze Award for Leadership Excellence for the revitalization of the local community with the new campus.
- Pat Durston, Nurse Practitioner and part-time Professor, Bachelor of Science in Nursing, Pembroke, was an athletics coach at the 2013 Provincial Summer Special Olympics Games in York, Ontario and part of the medical staff for Team Ontario at the Canadian National Summer Special Olympics in British Columbia.

- Pam Fitch, Professor, Massage Therapy, School of Health and Community Studies, completed the textbook: "Talking Body, Listening Hands".
- Nathan Greenfield, Professor, English, School of Media and Design, released his book "The Forgotten: Canadian POWs, Escapers and Evaders in Europe, 1939-45".
- Robyn Heaton, Chair, Media Studies, and Tess Porter, Professor and Coordinator, Police Foundations, were celebrated at the International Women's Week Dinner honouring everyday inspiring women.
- Eric Hollebone, Director, Marketing, received the Marketo Revvie Award for Marketing's use of Marketo to engage prospects and applicants, experiencing a 135 percent increase in conversion.
- Wayne McIntyre, retired Director of Student Support Services and Part-time Professor, School of Business, was awarded the People's Choice Award at the CTV Ottawa Amazing People of the Year Gala.
- Chris Melmoth, Coordinator and Professor, Outdoor Adventure Program (Pembroke Campus) completed his Master of Arts in Tourism Management at Royal Roads University, receiving the Chancellor's Award for the highest academic performance and British Columbia's Ministry of Tourism, Culture and the Arts, Tourism Management Research Award for his research paper on community-based ecotourism.
- Audrey Michaud and Amanda Racine, Purchasing, successfully achieved the Purchasing Management Association of Canada (PMAC) Buyer Certification.
- Marg O'Brien, Professor, Marketing and Management Studies, coached School of Business students AJ Abraham and Janice Ricketts to receive the Silver medal in Market Research at the 34th Annual Ontario College Marketing Competition (OCMC).
- Allison West-Armstrong, Counsellor, Centre for Students with Disabilities, was the Bronze recipient for the 2013 Association of Canadian Community Colleges (ACCC) Staff Excellence Award.

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National Institute for Staff and Organizational Development Excellence Awards

The National Institute for Staff and Organizational Development (NISOD) Awards honour outstanding individuals who exhibit leadership that enriches the postsecondary learning experience. In 2013–2014, Algonquin College recognized the following people:

- Steve Griffith, Co-Coordinator, Mobile Application Design and Development
- Sarah Hall, Coordinator, Environmental Technician
- Kristen Hayes, Professor, Developmental Services Worker
- Debbie Laut, Coordinator, Community Employment Services
- Joe Mariani, Coordinator, Hospitality Management — Hotel and Restaurant
- Adriana Mello, Coordinator, Paralegal
- Jessica Sauve-Griffin, Professor, Child & Youth Worker
- Line Viau, Budget Officer, Applied Science and Environmental Technology

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107 Employee Award nominations were recorded in 2013–2014 — that's a record number of nominations among fellow employees.

Capital Educators' Awards

The Capital Educators' Awards recognize the achievements of outstanding educators and celebrate public education in our community. The 2012–2013 Capital Educators' Award recipient was:

- Michael Wood, Professor, Introduction to Music Industry Arts, General Arts & Sciences

The 2013–2014 Capital Educators' Awards finalists included:

- Joe Banks, Coordinator, Journalism, School of Media and Design
- Patti Church, Part-time Instructor, Marketing and Management Studies, School of Business
- Michael Delgaty, Professor, Mathematics, School of Advanced Technology
- Doris Fiszer, Professor, English, School of Hospitality and Tourism
- Lou Di Millo, Coordinator, Introduction to Music Industry Arts, General Arts and Science
- Jason Glennon, Coordinator, Motive Power Technician, School of Advanced Technology
- Sherry Poirier, Professor, Nursing Studies, School of Health and Community Studies
- Michael Wood, Professor, Introduction to Music Industry Arts, General Arts & Sciences

Students' Association Faculty Awards

With the support of the Students' Association, students choose to recognize faculty members who made a significant difference during their stay at Algonquin College. Recipients in 2013–2014 were:

- Barbara Leblanc, Coordinator, Bachelor of Science in Nursing (Pembroke Campus)
- Gerry Salisbury, Coordinator, Police Foundations (Perth Campus)
- Kimberly Bold, Professor, Massage Therapy
- Carlos Pereira, Professor, Early Childhood Education
- Lisa Gerrard, Professor, Police Foundations

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Students' Association Chris Warburton Award of Excellence

This Students' Association award is given annually to a member of the College community who has made an outstanding contribution to student life at Algonquin. In 2013–2014, the recipients were:

- Don Moberg, Electrician and Sound Technician, Physical Resources
- Linda Malboeuf, Food Service Worker, Food and Beverage Operations

Community Heroes

Algonquin College and the Ottawa Senators recognize outstanding community leaders in Eastern Ontario by showcasing recipients as "Community Heroes".

- Cat Baron, Coordinator, Community and Justice Services, Police and Public Safety Institute
- Fred Blackstein, Member, Algonquin College Board of Governors
- Cindy Bradley, Part-time Professor, School of Health and Community Studies
- Leigh Chapple, Professor, Journalism (posthumously)
- Robert C. Gillett, former President of Algonquin College
- Max Keeping, Member, Algonquin College Foundation Board
- Wayne McIntyre, retired Director of Student Support Services, Part-time Professor, School of Business
- Tess Porter, Coordinator and Professor, Police Foundations, Police and Public Safety Institute
- Russ Mills, Dean, Faculty of Arts, Media and Design
- Brenda Rothwell, Executive Director and Founder, Algonquin College Foundation
- Jackie Tenute, Aboriginal Counsellor, Student Support Services

Honouring community leaders

Hockey Hall of Famer Brian "Killer" Kilrea received an Honorary Diploma and radio host Steve Madely joined community activists Luke and Stephanie Richardson in receiving Honorary Degrees from Algonquin College at its June 2013 Spring Convocation at Scotiabank Place.

RECOGNITIONS AND AWARDS WITHIN THE COLLEGE

Employee Awards

Employee Awards recognize the individuals and teams who make a valuable and much-appreciated contribution to the *Algonquin Experience*. Employees who demonstrate excellence and foster student success by applying the College values of caring, learning, integrity and respect are honoured with the following awards:

Support Staff Award

Presented annually to the employee who worked well with students, colleagues and the public, contributing to student success and the effective operation of his or her department:

- Joanne DelDuca, Public Relations Officer, Advancement

Part-time Support Staff Award

Presented annually to the part-time employee who worked well with students, colleagues and the public, contributing to student success and the effective operation of his or her department:

* Cathy Yantha, Co-operative Education/ Employment/ Summer Jobs Service, Pembroke Campus

Team Award

Presented annually to a team recognized as outstanding advocates for the College by working effectively together, demonstrating innovation and contributing to College success:

- Algonquin College Family Fun Day Team

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Administrative Staff Award

This annual award is presented to an individual who is a role model to his or her colleagues, and has made a significant contribution to the College while demonstrating commitment and professionalism:

* Karen Coffey, *Accessibility for Ontarians with Disabilities Act* (AODA)/Diversity Advisor, Human Resources

Diane Bloor Part-time Faculty Award

This award is presented to an individual who has demonstrated outstanding performance at the College over the past three years:

• Chris Ryan, Professor, Forestry, Pembroke Campus

Deborah Rowan-Legg Service Excellence Award

Given to a person who has demonstrated outstanding client service in support of student success, embodying the College's core values and expressing a 'Here 2 Help' attitude:

• Rebecca Volk, Manager, Centre for Organizational Learning

Laurent Isabelle Award

This award is given in recognition of excellence in teaching:

• David Bromley, Coordinator and Professor, Graphic Design, School of Media and Design

Lifetime Achievement Award

Presented to full-time employees who have contributed a minimum of 25 years of distinguished service to Algonquin College:

• Linda Rees, Dean, Centre for Continuing and Online Learning

President's Star Award

The President's Star Award is presented to employees who demonstrate a commitment to excellence in their role within the College community, regularly and consistently demonstrate outstanding service, and perform acts of significant merit. Recipients in 2013–2014 were:

• Gloria Abernethy, Norma Albert and Elaine Foster, Algonquin College Corporate Training
• Mark Bell, Richard Briginshaw, Greg Kenny, Andy Nita and Lachlan Oddie, Faculty of Technology and Trades, Algonquin College Solar Decathlon employee team
• Christine Berthelet and Christine Chatelain, Team Leads, Client Service Representative (CSR) Team, Registrar's Office
• Colin Bonang, Associate Director, Safety, Security and Emergency Management, Physical Resources
• Melissa Brasch, Clerk, Community & Student Affairs, Pembroke Campus
• Victor Buglar, John Hanson, Rudy Huber, Brian Kavanagh, Simon Legace, Don Moberg, Helmut Walter and Mike Weiser of the Physical Resources, Technical Services and Energy Conservation Team – Major Electrical Shutdown Project Team
• Diane Cardinal, Bursary Administrator, Financial Aid
• Joanne Chartrand, Client Service Officer, Registrar's Office
• Dale Chimirri, Parking, Lockers, Coin-Ops and Card Services, College Ancillary Services
• Anne Colterman and Yvonne Goebel, Part-time Professors, School of Business
• Joe Corkery, Caretaker, Physical Resources
• Albert Dudley, Curriculum Implementation Services
• Sheila Dumas, Lawrence Gravelle, Wayne Jones, Chad Lafreniere, Gerry Samson and Dwight Stiles, Maintenance Staff, Pembroke Campus
• Sean Edwards, Professor, School of Hospitality and Tourism
• Gabriella Fazekas and Lisa Limbeek, Payroll Administrators, Finance and Administration Services
• Sandra Fraser, Disabilities Counsellor, Centre for Students with Disabilities
• Flo Gauthier, Centre for Continuing and Online Learning
• Eli Glanz, Parking, Locker, Coin-ops, Card Services, Ancillary Services
• Suzanne Hartlin, Support Services Officer, Pembroke Campus
• Linda Joly, Food Service Worker, Food and Beverage Operations
• Paul LaHaise, New Technology Store, Ancillary Services
• Sandi Lalonde, Client Service Officer, Registrar's Office
• Patty Langille, Client Service Representative, Registrar's Office
• Mara Lowrey, Assistant Manager, Marketing, Ancillary Services
• Kathy Luengas-Santos, Receptionist, Police and Public Safety Institute

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- Wayne McIntyre, Part-time Faculty, School of Business
- Raffaella Milito, Human Resources/Registrar's Office
- Charles Nixon, Technical Customer Service Agent, Information Technology Services
- Carmela Paz, Project Control Officer, Information Technology Services
- Sharon Rendle, Administrative Coordinator, Centre for Continuing and Online Learning
- Ram Sabotic, Senior Technologist, Information Technology Services
- Gerry Salisbury, Professor, Police Foundations, Perth Campus
- Judy Sayeau, Capital Assets Clerk, Finance & Administrative Services
- Balraj (Raj) Singh, Technical Client Representative, Information Technology Servies (ITS)
- Kamal Singh, Client Service Officer, Registrar's Office
- Susan Tait, Executive Assistant to the Vice President, Human Resources
- Mark Tam, Information Technology Services
- John Tappin, Coordinator, Information Communications Technology, School of Advanced Technology
- John Tattersall, Director, Physical Resources
- Shelley Teskey, Inside Sales Representative, Recruitment
- Bobbi Truelove, Community Employment Services, Perth Campus
- Elizabeth Tyrie, Executive Assistant, Business Development
- Shelly Waplington, Student Success Specialist, Community and Student Affairs, Pembroke Campus
- Doug Wotherspoon, Executive Director, Advancement

Measuring our performance

Algonquin has instituted a balanced scorecard approach to measuring its performance in relation to its four strategic pillars. Highlights for Employee Engagement include:

Measure	2012–2013	2013–2014	2016–2017
Empowered People	**Actual**	**Actual**	**Target**
Employee engagement	3.71	NA	4.00
Leadership training	3.44	NA	4.00

PHILANTHROPY IN THE CLASSROOM

In 2013–2014, Algonquin College students and employees continued to show their generosity and support for a wide range of community causes:

- The Algonquin Spread the Net Student Club won the national *Spread the Net Student Challenge* competition for a second consecutive year. The Algonquin College community raised almost $50,000 over the past two years as part of this competition

- Hairstyling students and faculty helped raise $29,000 for the Ottawa Hospital Research Institute and the Children's Hospital of Eastern Ontario Research Institute through their participation in the Hair Donation Ottawa event

- Bachelor of Hospitality and Tourism Management students raised more than $1,600 for Easter Seals Ottawa and more than $2,500 for the Ottawa Food Bank

- Bartending students raised $1,473 for the Ottawa Humane Society

- Event Management students raised over $85,000 for Children's Wish Foundation

- Students from the Hotel and Restaurant program and the Baking and Pastry Arts program raised $765 to support those affected by Typhoon Haiyan

- Students from the Developmental Service Worker program and the Fitness and Health Promotion program raised more than $2,200 for the Childhood Obesity Foundation

- Police Foundations students raised more than $3,055 for Christie Lakes Kids

- Community and Justice Services students raised $2,400 for Operation Come Home through their participation in the 24 Hours of Homelessness event

- Social Service Worker students organized a celebrity wheelchair basketball game, raising more than $3,000 for the Pembroke Regional Hospital MRI campaign

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FINANCIAL SUSTAINABILITY

Algonquin College seeks to define financial self-sufficiency for postsecondary institutions, aiming to align its funded operational expenditures with its provincial funding. The College seeks to increase its non-funded revenues and meet capital needs through strategic business partnerships, while maintaining a solid technological foundation.

GOING GREEN AND SAVING MONEY WITH SIEMENS CANADA

Through an innovative partnership with Siemens Canada, Algonquin College will use less energy, address up to 25 percent of the current deferred maintenance liability, and provide new research opportunities for students. Launched officially in January 2014, the ESCO2 project is a large-scale, multi-year initiative examining renewable energy opportunities, power generation retrofits and other energy-efficient renovations. The contract will allow the College to complete numerous upgrades in the coming years, paid for over the course of a 20-year energy savings contract. The innovative venture is expected to save Algonquin College up to $3.7 million in energy costs each year once all phases of the project have been completed.

TRANSFORMING THE COLLEGE'S BUSINESS SYSTEMS

Algonquin College issued a request for proposals (RFP) in March 2014 to prospective vendors for Project Fusion, the renewal and integration of software platforms for human resources, finance and payroll operations. In 2013–2014

the College completed the plan for the Enterprise Resource Planning (ERP) strategy that involves six business pillars: Customer Relationship Management (CRM), Financial Resource Management (FRM), Human Resource Management (HRM), Student Information System Management (SIS), Business Intelligence (BI) and Learning Management System (LMS).

Beating the benchmarks
In 2013–2014, Algonquin College exceeded the financial health indicator benchmarks for Ontario colleges across four areas: debt management, operations/surplus, net assets and liquidity.

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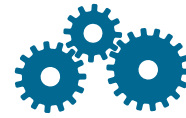
Promoting entrepreneurship

The College began to phase in a Responsibility Center Management (RCM) governance and management model last year, aiming to establish modern business practices that encourage growth and entrepreneurial decision-making by allowing employees to use College resources in innovative ways.

The ERP strategy will modernize information flows throughout the College's administrative departments and enable the entire student and client experience to be re-imagined — improving employee engagement and strengthening its financial sustainability.

One of the first phases of the College's ERP renewal strategy, Project Fusion, combines human resources, finance and payroll software into a unified solution with a much higher level of user engagement, operational collaboration and strategic analysis capability. As a second phase, the College has shown significant progress in its implementation of its Customer Relationship Management (CRM) system, managing the College's communications and interactions with students. The College has chosen Salesforce to organize, automate, gather and analyze information about interactions with students from recruitment, through admissions, student and technical support services, to alumni management.

Working under this framework, the College conducted an extensive number of business-transformation activities in 2013–2014, including:

- Generating 30 enterprise-level reports that replaced 20 manual processes, with the continued use of business intelligence capabilities

- Automating paper-based timesheet processes to greatly reduce the time required to manage part-time payroll

- Migrating five Academic Upgrading processes to an online SharePoint environment and digitizing more than 1,800 paper transactions to improve accuracy and efficiency

- Having Academic Referral Advisors adopt the Salesforce platform, enabling the recording of client interactions for improved service

- Expanding the use of Laserfiche, an electronic document storage and retrieval system, to help enhance and streamline operations in the Registrar's Office

- Initiating a multi-year project to modernize the collection and reporting of student enrolment data to Statistics Canada and the Ministry of Training, Colleges and Universities

- Receiving Payment Card Industry (PCI) security certification to further protect credit card handling throughout the College

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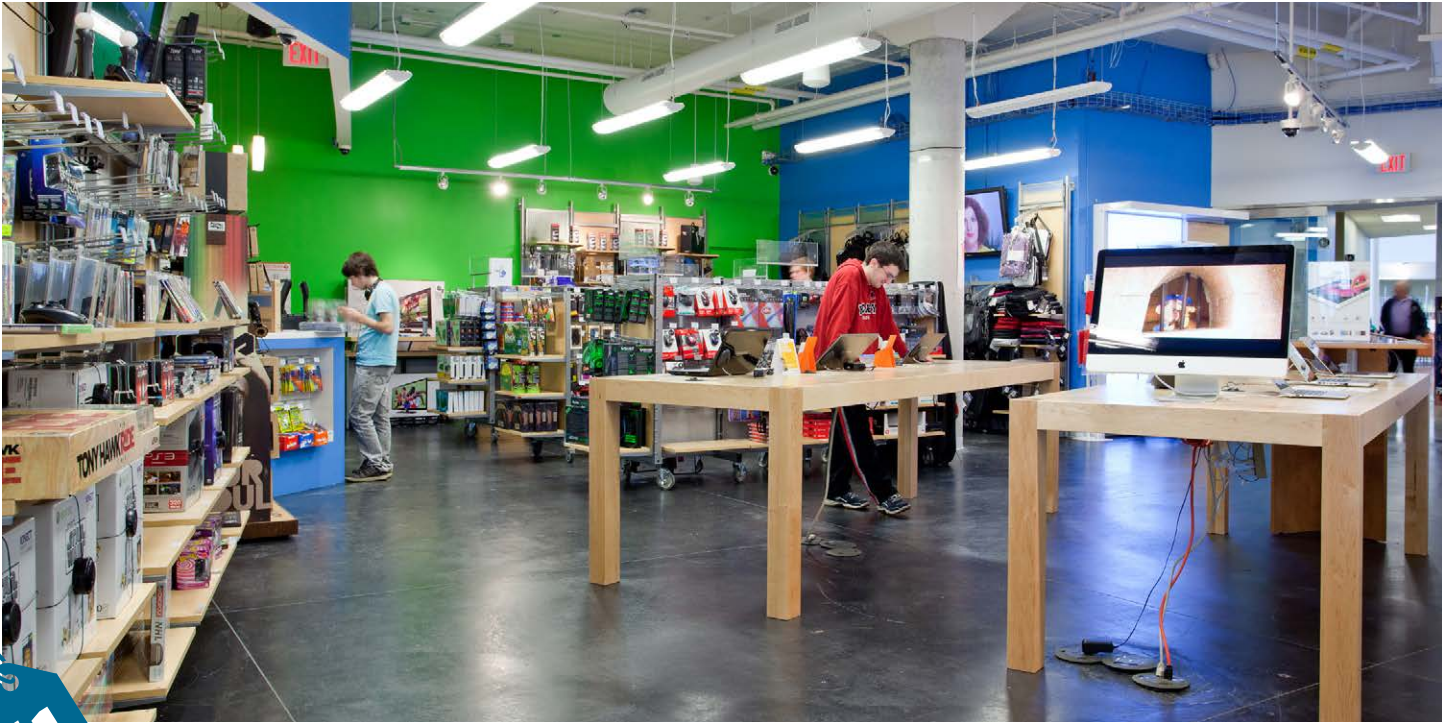
One of Canada's top campus stores

The New Technology Store earned the top prize in four categories at the Campus Retail Canada Awards:

- Top Sales-to-Student Ratio
- Top Partner Sales
- Largest Partner Sales Increase (%)
- Largest Partner Sales Increase ($)

EXPANDING OPPORTUNITIES IN CORPORATE TRAINING

Over the course of the year, Algonquin College Corporate Training (ACCT) continued to pursue opportunities to create exceptional education and development opportunities while increasing College revenues through its corporate training and professional development offerings. The College delivered corporate training and professional development services to more than 300 organizations and 3,100 employees in Eastern Ontario, including more than 100 of its own employees. The National Account Manager Strategy implemented for the federal government last year will continue to expand the delivery of ACCT, addressing the needs of Ottawa's largest industry and single largest employer.

The International Education Centre (IEC) extended the reach and influence of the College offshore with its international partnerships. Last year, the College delivered curricula internationally at Manav Rachna International University (India), Algonquin College (Kuwait), Hotelski Educativni Centar (Montenegro), AC-Saudi Arabia (Saudi Arabia), and Jiangsu Maritime Institute (China). The Centre's educational projects heightened the College's reputation abroad and contributed to the College's continued success and sustainability. These international projects included the Education for Employment Project in Tanzania and initiatives with the Korea National University of Education.

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A STRATEGIC APPROACH TO ANCILLARY SERVICES

Following extensive consultations with Algonquin College students, employees and leaders — as well as external research to identify industry trends and progress at other postsecondary institutions — Ancillary Services completed its strategic plan for 2014–2019. This document will provide a framework for delivering more convenient, interactive and enjoyable parking, food, retail, residence and print experiences to the College community.

This past year also saw the opening of Food Services' long-awaited Tim Hortons franchise on the Ottawa Campus, providing an additional source of revenue for the College.

BUILDING INNOVATIVE BUSINESS PARTNERSHIPS

In 2013–2014, 124 Algonquin College programs used eTextbooks, in a downloadable, electronic format. Algonquin College partnered with Pearson Publishing, Wiley, McGraw Hill and Nelson Publishing to build on the eTextbook pilot initiative of January 2013, which connected digital eResources to 750 students across six programs. In 2013–2014 , Phase II expanded the initiative to include 34 programs with approximately 3,500 students using eTextbooks in a downloadable, electronic format. Pearson textbooks are being used by the School of Technology and Trades, seamlessly integrated into the Blackboard operating system with

CourseSmart and Nelson, while Wiley and McGraw Hill textbooks are used by the School of Business and Event Management students with Vital Source. The successful expansion of this program has been made possible through a business model developed in partnership with the publishers of educational textbooks, digital products and teaching materials.

PROFICIENT LEADERSHIP
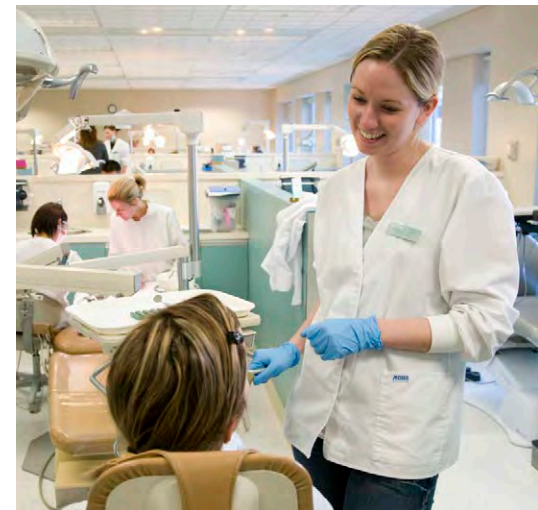
Collaboration is a key component of proficient leadership. Algonquin College's spirit of collaboration was on display at the Polytechnics Canada 2013 Applied Research Showcase, where a team of Algonquin College students and faculty won first prize for their project that replaces paper-based charting processes for dental records with a voice-activated system that develops a 3D representation of a patient's teeth in real time. With the strong leadership and commitment to success of the Applied Research and Innovation Health and Wellness Research Centre, Team Algonquin was the first college to win this prestigious national competition on two occasions.

Measuring our performance

Algonquin has instituted a balanced scorecard approach to measuring its performance in relation to its four strategic pillars. Highlights for Financial Sustainability include:

Measure	2012–2013	2013–2014	2016–2017
Financial Sustainability	**Actual**	**Actual**	**Target**
Retention rate	86.5%	86%	89%
Enrolment (PSE and others)	19,517	19,853	21,107
Enrolment (Online – FTE equivalents)	2,613	3,940	3,500
Enrolment (PSE international – FTE equivalents)	976	1,138	1,400
Enrolment (PSE – mobile)	38%	82%	100%
Number of organizations served through Corporate Training	296	306	425
Alternative revenues	29.1%	30.0%	32%
Cash, in-kind contributions and returns from alternative financing	$4.6M	$3.05M	$10M
College data accessible through a common BI portal	15%	50%	100%
Availability of wireless network to all stakeholders	99%	95%	99.9%
Availability of College networks and Internet access		98%	99.9%

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ALGONQUIN COLLEGE FOUNDATION

Clarifying and expanding fundraising focus, enriching donor relations, enhancing alumni relations, promoting employee involvement, and integrating fundraising into College plans and activities, the Algonquin College Foundation enables the growth and enrichment of the College.

SETTING DIRECTION FOR THE NEXT 10 YEARS

The Algonquin College Foundation celebrated its 10th anniversary in Fall 2013. In that time, it has raised $30 million for the College — completing a number of major capital campaigns in the past few years and shepherding the College's Endowment Fund beyond the $20 million mark.

Last year, the Foundation set its sights on the next 10 years, conducting an environmental scan to identify best practices among Ontario colleges and universities, and capturing the priorities and insights of College employees to develop its forward plans.

REACHING OUT TO ALUMNI

Alumni were a key focus last year. The Foundation conducted the College's largest alumni survey ever during the summer of 2013, reaching out to 40,230 alumni (of over 150,000 alumni) with contactable email addresses for the purposes of the survey. The findings were clear: graduates are proud to have attended Algonquin — and want to remain connected in some capacity.

ALUMNI ENGAGEMENT

• Alumni Satisfaction Rate established at 86%

• 77% of alumni with contactable information live in Ottawa and surrounding area

• 82% of contactable alumni are between 30–59 years of age

• 90% alumni attribute rate of Algonquin with being known for hands-on learning

Celebrating student volunteers

In collaboration with Alumni Relations and Student Support Services, the Algonquin College Foundation hosted the third annual Volunteer Appreciation Gala, an evening honouring students who have given their time generously to the Ottawa and Algonquin College communities.

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The Alumni Relations team will use these findings to enhance its services, focusing specifically on giving graduates more information about networking and volunteer opportunities, alumni benefits, and online and continuing education offerings.

Algonquin College alumni are prominent ambassadors of the College, proving the value of their education through their successes. Six Algonquin College alumni were nominated for the annual Ontario Premier's Awards in 2013:

- Jith Paul, President, Treepot Media
- Veronique Rivest, Independent Sommelier and Wine Writer
- Steve Barkhouse, Owner and President, AMSTED Construction
- Terri Strawn, Professor, Dental Hygiene, Durham College and Georgian College
- Collin Douma, Global Account Lead, OMD Worldwide
- Jason Blaine, Country Music Recording Artist

Algonquin College celebrated alumni achievements at several events in 2013–2014, including the Alumni Night at the Canadian Tire Centre, where President Kent MacDonald and 130 graduates cheered on the Ottawa Senators.

SCHOLARSHIPS AND STUDENT SUPPORT

Many Algonquin students depend on the financial support of community-sponsored awards, bursaries and scholarships. Since the Foundation's inception, more than 6,000 students have received bursaries from the Algonquin College Foundation to complete their studies. In 2013–2014, the Foundation distributed more than $956,796 in bursaries to some 1,152 students.

Al Lee, a graduate of the College's Automotive Service Management program in 1977, contributed a new scholarship last year for the Automotive Service Technician Apprenticeship program. Mr. Lee's 34-year career at Jack May Chevrolet has been marked by his ongoing support of young technicians in furthering their educations; the new Al Lee Scholarship furthers that legacy.

The Lee family was also responsible for another notable milestone last year, with Al's grand-daughter, Brittany, becoming the first third-generation Algonquin College graduate. Brittany graduated from the Baking and Pastry Arts program in 2013. Her father, Rich, is Al's son and a 1990 graduate of the Business Administration–Accounting program.

$20.8M

A Strong History

Between 2003 and March 31, 2014, the Foundation team grew the endowment fund portfolio from 16 funds and a combined value of approximately $1.6M, to 283 funds with a market value of $20.8M. The team also secured over $3.48M in gift-in-kind donations; and over $8.77M cash donations in support of capital projects such as the College's three expansion projects.

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FINANCIAL REPORT

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BOARD MEMBERS AND SENIOR MANAGEMENT

Board of Governors Appointment Process

As of October 1, 2010, in accordance with amendments to Ontario Regulation 34/03, one third of the College's external members of the Board of Governors are to be appointed by the Lieutenant Governor in Council (LGIC) and two thirds by the College Board. Colleges forward requests to the Colleges Unit of the Ministry of Training, Colleges and Universities (MTCU) with three nominees for each vacant position to be filled as an appointee.

Across Ontario, nominees are put forward to MTCU according to a matrix of needs (e.g., skills, diversity, gender representation) and assessment including qualifying interviews to evaluate skills and willingness to serve and to review role expectations and responsibilities. Members of the public interested in serving on a college board may submit their names directly to the Public Appointment Secretariat (PAS) or by contacting Ontario colleges directly for their consideration.

Governors	Title	First Appointed	Current Term Expires
Jim McIntosh	Chair	September 1, 2010	August 31, 2015
Doug Orendorff	Vice Chair	September 1, 2008	August 31, 2014
Kathryn Leroux	Chair, Governance Committee	September 1, 2011	August 31, 2016
Denise Amyot	Past Chair, Governance Committee	September 1, 2010	June 30, 2013
Fred Blackstein	Chair, Academic & Student Affairs Committee	September 1, 2012	August 31, 2016
Nancy Cheng	Chair, Audit & Risk Management Committee	September 4, 2012	August 31, 2015
Jeanine Chiasson	Support Staff Representative	September 1, 2011	August 31, 2014
Lynne Clark	Governor	September 1, 2011	August 31, 2015
Michael Dunlop	Past Chair	September 1, 2008	June 30, 2013
Barbara Farber	Governor	September 1, 2010	August 31, 2014
Kyrylo Kasyanenko	Student Governor	September 1, 2012	August 31, 2015
Louis Lamontagne	Governor	September 1, 2010	August 31, 2015
Kent MacDonald	President		
Shawn McBride	Academic Representative	September 1, 2012	August 31, 2015
Peter Nadeau	Governor	September 1, 2013	August 31, 2016
John Owens	Governor	September 1, 2008	August 31, 2014
Andrew Pridham	Administrative Representative	September 1, 2011	August 31, 2014
Mark Sutcliffe	Governor	September 1, 2011	August 31, 2016
Michael Waters	Governor	September 1, 2013	August 31, 2016

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ALGONQUIN COLLEGE FOUNDATION BOARD OF DIRECTORS, 2013–2014

Executive

Michael Tremblay	(Chair), Vice President (Public Sector), Microsoft at Canada
Leslie Coates	(Vice Chair), President, Highlight Travel & Cruises
Sal Iacono	(Past Chair), Senior Vice President (Retired), Bell Canada
Wayne French	(Secretary), Director of Public Affairs, Waste Management of Canada
Duane McNair	(Treasurer), Vice President (Finance and Administration), Algonquin College
John Owens	(Representative, Algonquin College Board of Governors), Branch Manager, Revay and Associates Limited
Dr. Kent MacDonald	President, Algonquin College

Directors

Rena Bowen	Nursing Inspector, Ministry of Health and Long-Term Care
Michael Dunlop	President, MGD Capital Corporation
Eric Kalbfleisch	Sales Representative, Royal LePage Team Realty Brokerage
Max Keeping	Broadcast Executive (Retired)
Deneen Perrin	Director of Public Relations, Fairmont Chateau Laurier
Sherline Pieris	(Representative), President, Algonquin College Students' Association
Vasilios Sioulas	Regional Director, Skyline Commercial Management
D. Randy Tivy	Vice President, CBOMC; Partner, Collins Barrow Ottawa LLP
Jeff Turner	Community Volunteer and 2011 Alumnus of the Year
Rod Vanier	Partner, Landry, Vanier & Associates
Rodney Wilson	Director of External Research, Ciena

ALGONQUIN COLLEGE ALUMNI ADVISORY COMMITTEE, 2013–2014

Rena Bowen	(Chair), Nursing Inspector, Ministry of Health and Long-Term Care
Kerry Durant	Director of Care, The Royale Retirement Residence
Michel Gauthier	Director, Flora Niagara 2017
Alex Hosselet	Manager, Strategy, Sochal Group
Wayne McIntyre	Retired Director of Student Support Services and Part-time Professor, School of Business
Kathy Prescott	Application Support Specialist, Renfrew County District School Board
Kelly Rusk	Senior Account Executive, Banfield Seguin
Laura Spragge	Communications Officer, Canadian Association of Interns and Residents
Jason Tudor-Roberts	Athletic Program Coordinator, City of Ottawa
Pat Whalen	Owner, Extension Marketing

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PRESIDENT'S COUNCIL 2013–2014

President and CEO	**Kent MacDonald**
Vice President, Academic	**Claude Brulé**
Vice President, Finance and Administration	**Duane McNair**
Vice President, Human Resources	**Gerry Barker**
Vice President, Student Services	**Laura Stanbra**
Executive Director, Advancement	**Doug Wotherspoon**

COLLEGE LEADERSHIP COUNCIL 2013–2014

Academic

Academic Development	**Jo-Ann Aubut**
Faculty of Technology and Trades	**Chris Janzen**
Faculty of Health, Public Safety and Community Studies	**Barbara Foulds**
Faculty of Arts, Media and Design	**Russell Mills**
School of Business	**Peter Fortura** (Acting)
School of Hospitality and Tourism	**Michel Savard**
Algonquin College Heritage Institute	**Dave Donaldson** (Acting)
Algonquin College in the Ottawa Valley	**Karen Davies**
Centre for Continuing and Online Learning	**Linda Rees**

Administrative

Academic Operations and Planning	**Doug Ouderkirk**
Algonquin College Foundation	**Brenda Rothwell**
Applied Research and Innovation	**Mark Hoddenbagh**
College Ancillary Services	**Brent Brownlee** (Acting)
Business Development	**Joe Ranieri** (Acting)
Finance and Administrative Services	**Cathy Dempsey**
Information Technology Services	**Michael Gawargy**
International Education Centre	**Ernest Mulvey**
Labour Relations	**Diane McCutcheon**
Learning and Teaching Services	**Glenn MacDougall**
Marketing	**Eric Hollebone**
Physical Resources	**John Tattersall**
Registrar	**Jeff Macnab**
Community Partnerships & Engagement	**Jennifer Daly-Cyr** (Acting)
Sales and Student Recruitment	**Peter MacKie**
Student Support Services	**Shelley Styles**
Workforce and Personal Development	**Denyce Diakun**

CHAIRS COUNCIL 2013–2014

Office of the Vice President Academic	**Claude Brulé** (Chair) **Nancy Makila**
Academic Development	**Margaret Cusson** **Harpreet Singh**
Faculty of Arts, Media and Design	**Robyn Heaton** (Co-Chair) **Peter Larock** **Claire Snasdell-Taylor** **Sherryl Fraser**
Faculty of Health, Public Safety & Community Studies	**Joan Degan** **Michelle Morley** **Marlene Tosh** **Jane Trakalo** **Peter Fitzpatrick**
Faculty of Technology & Trades	**Chris Hahn** **Andrew Pridham** **Eric Marois** **David Thibodeau** (Acting) **Rebecca Trueman**
School of Hospitality and Tourism	**Altaf Sovani** **Michael Bakogeorge**
School of Business	**Peter Fortura** **Jim Kyte** **Lisa Taylor**
Language Institute	**Silvia Garcia**
Learning and Teaching Services	**Larry Weatherdon** **Farbod Karimi**
Algonquin College Heritage Institute	**Brian Duffy**
Algonquin College in the Ottawa Valley	**Murray Kyte** **Megan Conway**
Centre for Continuing & Online Learning (Academic Managers)	**Lorna Brigden** **Debra Clendinneng** **Sandra Larwill** **Pat Lychak** **Fiona Murray**

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KEY PERFORMANCE INDICATOR (KPI) PERFORMANCE REPORT

The provincial government requires all colleges to gather and report on five Key Performance Indicators (KPIs): student satisfaction, graduate satisfaction, employer satisfaction, graduate employment rate, and graduation rate.

The KPI results are published every year by Colleges Ontario, which is the advocacy and outreach association of Ontario's 21 Colleges of Applied Arts and Technology and three Institutes of Technology and Advanced Learning. For consistency and reliability, a common methodology is used to administer the data and calculate the results. Each indicator is measured on its own timeline. For the 2013–2014 academic year, the KPI data was collected from college audiences as follows:

• Student satisfaction: students in June 2013, November 2013 and February 2014

• Graduate satisfaction: graduates six months after 2012–2013 graduation

• Employer satisfaction: employers who hired 2012–2013 graduates

• Graduate employment rate: graduates six months after 2012–2013 graduation

• Graduation rate: students who started one-year programs in 2011–2012, two-year programs in 2009–2010, three-year programs in 2007–2008, and four-year programs in 2006–2007, and who had graduated by 2011–2012.

Find out more about key performance indicators tracked by Ontario colleges at
www.collegesontario.org/outcomes/key-performance-indicators.html

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93.9%

Local and national employers are extremely satisfied with the quality of our grads

Employer satisfaction with their hires of Algonquin graduates reached 93.9% in 2013–2014.

STUDENT SATISFACTION

80.7%

The percentage of overall student satisfaction reflecting the student experience at Algonquin College by summarizing, and giving equal weighting to, student responses that measure the:
- Usefulness of the knowledge and skills they acquire in their College programs for their future careers
- Quality of College program learning experiences
- Quality of College facilities and resources
- Quality of College services

GRADUATE SATISFACTION

80.2%

The percentage overall of Algonquin College graduate satisfaction summarizing graduate responses to the question of the usefulness of their College education, six months after graduation.

EMPLOYER SATISFACTION

93.9%

The percentage overall reflecting employer satisfaction with the employee's College preparation for the work the employee was hired to undertake.

GRADUATE EMPLOYMENT

85.1%

The percentage of Algonquin College graduates who are in the labour force, and who are working during a standard reference week, six months after graduation.

GRADUATION RATE

64.2%

The percentage of students who graduated from Algonquin College programs within twice the normal program duration in comparison to the number who started programs. The extended period for graduation accommodates those students who take periodic absences from their studies, complete their program on a part-time basis or have to repeat courses, thereby delaying their date of graduation.

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COLLEGE ACADEMIC COUNCIL REPORT

The Ministry of Training Colleges and Universities (MTCU) requires the Algonquin College Board of Governors to establish an advisory college council, known as the College Academic Council. The College Academic Council provides a means for College students and staff to offer advice to the College President on matters they deem important to their constituents. The College Board of Governors ensures that the structure, composition, terms of reference and procedures for the council are established in by-law. The College Academic Council Report 2013–2014 will constitute part of the public record, and as such, with governance approval, will be made available in full on the College website at **http://www.algonquincollege.com/reports/**

Chair			
	Kenneth Hill	Sep 2013	Aug 2014

Academic Staff			
Algonquin Centre for Construction Excellence	Kenneth Hill	Nov 2012	Aug 2014
School of Advanced Technology	Gerald Hurdle	Sep 2012	Aug 2014
School of Business	Colette Garvin	Jan 2013	Aug 2014
School of Health and Community Studies	Kathy Storen	Sep 2011	Aug 2015
School of Hospitality and Tourism	Mario Ramsay	Sep 2013	Aug 2015
School of Media and Design	Stephen Heckbert	Sep 2012	Aug 2014
General Arts and Science	Leslie Wyman	Sep 2013	Aug 2015
Career and Academic Access Centre	Shelley Charlong	Sep 2013	Aug 2015
Language Institute	Jennifer Lloyd	Sep 2013	Aug 2015
Police and Public Safety Institute	Jack Wilson	Sep 2013	Aug 2015
Algonquin College in the Ottawa Valley	Michelle Osmond	Jan 2012	Aug 2014
Heritage Institute	Rod Bain	Sep 2013	Aug 2015
Counsellors	Alison West-Armstrong	Sep 2010	Aug 2014
Librarians	Maureen Sheppard	Sep 2012	Aug 2014

Support Staff			
	Deborah Buck	Sep 2013	Aug 2015

Students			
Vice President, Students' Association	Krisha Stanton	May 2013	Apr 2014
Director, Students' Association	Mackenzie Campbell	May 2013	Apr 2014
Director, Students' Association	David Wilson	May 2013	Apr 2014

Centre for Organizational Learning			
	Rebecca Volk	Sep 2011	Aug 2014

Past Chairs			
	Enrico de Francesco	Sep 2013	Aug 2014

Dean			
Faculty of Arts, Media and Design	Russ Mills	Sep 2010	Aug 2014

Chair			
Allied Health	Joan Degan	Sep 2012	Aug 2014

Ex-officio Members			
Vice President, Academic	Claude Brulé		
Vice President, Student Services	Laura Stanbra		
Registrar	Jeff Macnab		

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# SUMMARY OF ADVERTISING AND MARKETING COMPLAINTS

For the period April 1, 2013 — March 31, 2014, as specified in the Minister's Binding Policy Directive on the Framework for Programs of Instruction, which sets out college program advertising and marketing guidelines, Algonquin College has received no complaints from its students regarding advertising and marketing of College programs.

Nature of complaint	Date received	How resolved or addressed	Date resolution communicated to student	Working days to resolve
NIL	NIL	NIL	NIL	NIL

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MULTI-YEAR ACCOUNTABILITY AGREEMENT REPORT BACK

The Ministry of Training Colleges and Universities (MTCU) annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under Reaching Higher. The 2013–2014 MYAA Report Back will constitute part of the public record, and as such, with governance approval, will be made available in full on the College website at **www.algonquincollege.com/reports/**

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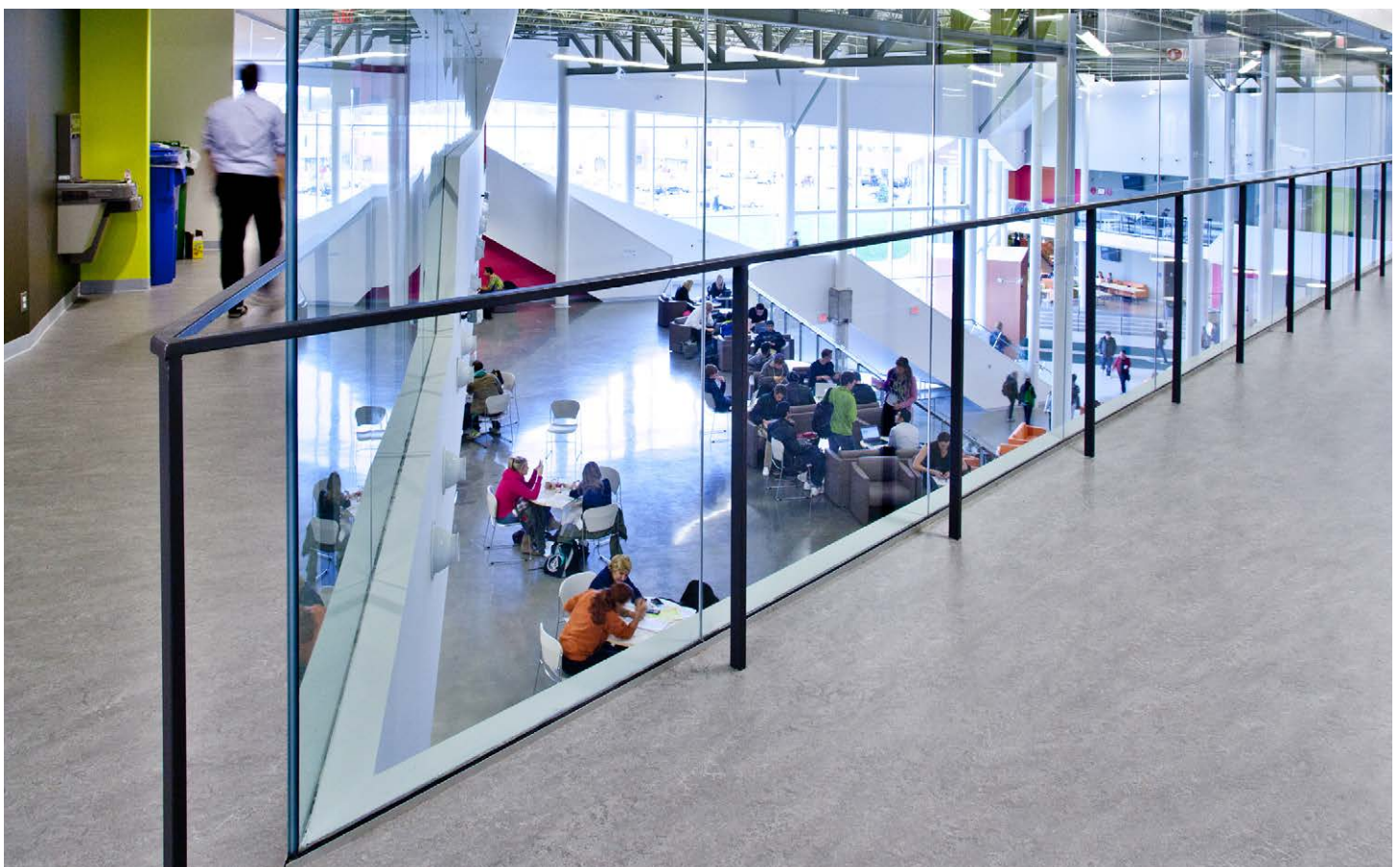
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ALGONQUIN
COLLEGE

Information for future students

www.algonquincollege.com/future-students

Information for parents

www.algonquincollege.com/future-students/parents-guardians

Information for counsellors

www.algonquincollege.com/future-students/teachers-counsellors

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Ottawa, ON K2G 1V8
Local: 613-727-0002
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24 hour fax machine: 613-727-7754
In-Person Service: Room C150

Perth Campus
7 Craig Street
Perth, ON K7H 1X7
Phone: 613-267-2859
Fax: 613-267-3950

Pembroke Campus
1 College Way
Pembroke, ON K8A 0C8
Phone: 613-735-4700

DRAFT

BOARD OF GOVERNORS
MANAGEMENT SUMMARY REPORT
June 9, 2014

AREA 1 – HUMAN RESOURCES

ORGANIZATIONAL EFFECTIVENESS

Job Posting Summary
Since April 1, to May 14, 2014 the Recruitment Team has 65 posted competitions. Breakdown is as follows:

Academic	44
Administrative	16
Support	5
Total	65

Note: Includes part time and reposted information.

Recruitment Update
The Fall Faculty recruitment campaign commenced in April 2014. This included an updated strategy using social media, various web based sites as well as print media. The Council website, LinkedIn, ACCC, Twitter and the Ottawa Citizen formed the bulk of the recruiting advertising.

The revised Hiring Guide for Managers has been rolled out and is now posted on the Human Resources website.

LinkedIn analytics show an increase of over 300 followers and 1800 individual page views in the month of April alone. All of our advertising has resulted in 1500+ applicants to 21 postings. The recruitment team is advising and sitting on 14 committees and providing support and expertise to the remaining committees as well.

The recruiting team facilitated a Lunch and Learn session with over 25 attendees. The Recruitment Team also partnered with Advancement to deliver a LinkedIn Lunch and Learn with approximately 30 attendees.

A number of interviews have been conducted for the Career Profiler that will be showcased on the Human Resources site in June 2014. The Career Profiler will function as a highly interactive, content-centric destination for existing part-time and full-time staff, as well as potential applicants seeking employment at the College. The initial strategy for the Careers Profiler is to focus on generating excitement about career opportunities at the College; increase the pool of job applicants; profile exceptional staff and Faculty at the College; provide a strategic link to critical positions identified in Succession Planning and demonstrate the diversity at Algonquin College.

Community Engagement
The Recruitment team is participating in both the EARN and HIO initiatives. Algonquin College will be hosting an EARN Learning and Networking Event on June 19, 2014. This will bring various employers

across Ottawa together with service providers, and their clients, to encourage meaningful employment of persons with disabilities.

Performance Management
The Performance Management Officer has been working with Managers to provide additional feedback to employees in the form of meetings, letters of expectation and performance improvement plans.

Succession Planning
A PC Talent Review Retreat was held on April 9, with the following outcomes:
- 13 Positions were identified by PC as critical to the College.
- Research continues for best practices on how to broaden the search for High Performing Algonquin Employees, to include Faculty and Support.

Request for Proposal for ERP
- Received responses to Notice of Proposed Procurement for Project Fusion; interviewed 6 vendors;
- Reviewed & revised Human Resources requirements in response to vendor interviews;
- Updated vendor landscape for Project Fusion RFP;
- Revised Project Fusion RFP timeline and working towards final RFP.

COMPENSATION, PENSION & BENEFITS (CP&B)

NIDMAR Audit

In April, three hundred surveys were sent to a variety of schools and services. Fifty surveys were completed representing a 17% response rate. On Friday May 23, Gail Kovacs, our audit administrator from KPM Health Partners, facilitated a full-day Consensus Meeting. All three campuses were involved with equal representation of all 3 groups (academic, support and admin) including representatives from both labour unions. Participants were asked to come to a consensus answer on all eighty-four disability management related questions, completing our "information gathering" portion of the audit process. The final report will be presented to PC in late September, 2014 followed by a separate presentation to the relevant stakeholders.

Leadership Initiative

The Manager of CP&B, in conjunction with the Directors of International Education Center and Safety, Security and Emergency Management, presented at the Ontario Higher Education Risk Management Symposium (OHERMS) held at Algonquin College on May 8, 2014. The theme for this conference was "Where will Post-Secondary Education be in Five Years and What Should We Do About It?"

CENTER FOR ORGANIZATIONAL LEARNING (COL)
2014 Kaleidoscope Conference was held on May 12-14 and featured 3 keynote speakers, over 40 workshops built around a Conference theme of *Discover Our College* and 4 streams of:

- Building Community: strengthening our culture though collaboration, showcasing and spotlighting
- Technology: enhancing our use in the office and classroom

- Social Responsibility: committing to sustainability, diversity and accessibility
- Creativity & Wellness: celebrating innovation and supporting physical, mental and spiritual wellness

May/June professional learning workshops for faculty and staff. Over 40 offerings available, including *Understanding Depressive Illness & Developing Coping Strategies, Incorporating Educational Technology into the Trades, Use Prezi to Jazz up Your Presentations, Camtasia Relay to Capture your Presentations & Work Processes, MS Excel Intermediate Training* and much more!!

The **2014 LiveLaughLearn Employee Retreat** was over-subscribed and welcomed 80 employees, May 28-30 in Picton, ON.

The **2014 Celebrating Great Teaching Retreat** was held on May 21-23 and brought together 50 "veteran" faculty from across the eastern Region. Ten Algonquin faculty attended.

A **Job Shadowing Program** for support staff with la Cité collégiale has seen support staff from student support, Physical Resources and ITS host and shadow counterparts at La Cite.

All members of the COL team participated in a **volunteer day** coordinated between HR and Advancement. COL members volunteered their time at The Food Bank and Ottawa Community Housing.

Leadership Mentoring Program concluded in May. Twelve mentor/mentee partnerships graduated from the program May 9.

Part-time Faculty Orientation sessions were held from April 14 through May 9, 2014 with 24 participants.

Algonquin Leadership in Education Institute (ALEI) (Level I) was offered in Spring 2014 with 16 participants.

Service Excellence Program was offered in May and has also been offered for June 2014.

The Management Academy has been given approval and a program of study and facilitators have been identified. The Management Academy will start in September 2014 and is designed to support all administrative staff with supervisory responsibilities.

TALL course offerings for Spring 2014 include:
TTA 5504: Assessment Evaluation and Assessment of Adult Learning

LABOUR RELATIONS
As of May 15, 2014 there are 17 active Support Staff grievances and 36 active Academic grievances which are ongoing through the Step process.

Vice President's Office
Gerry A. Barker, Vice President of Human Resources, hosted a Leadership Speakers Series featuring

Dr. Robert Gordon on April 16, 2014. All administrators and ALEI groups were invited to participate, with 80 in attendance.   Dr. Robert (Squee) Gordon spent more than 45 years in public education until his retirement in 2007, including seven as President of Dawson College in Montreal, and 25 as President of Humber College Institute of Technology and Advanced Learning in Toronto.
AREA 2 – FINANCE & ADMINISTRATION
COLLEGE ANCILLARY SERVICES

COLLEGE ANCILLARY SERVICES

Student Experience

- CAS has initiated a Food Truck program that will support local businesses, provide a variety of food and bring excitement to the Woodroffe campus during the summer season.
- E-text program support services are being prepared within Connections, The Campus Store for the Fall season. CAS is committed to capturing customer feedback through enhanced communications via social media and surveys to be able to enhance their future service delivery.

Employee Growth and Learning

- The CAS management team arranged a departmental year end gathering, in April, to discuss the implementation of the CAS Strategic Plan, celebrate their 13/14 successes and acknowledge employee long term service.

Innovative Initiatives

- Print Services is completing the final report for the College Print Strategy and RFP. The goal of this project will be to reduce paper and energy use, enhance the digital experience and reduce the overall cost of printing.
- CAS is reviewing and developing plans for the retail spaces within the Student Commons to focus on increasing traffic, encouraging healthy lifestyle, and developing a one-stop CAS service platform.
- CAS is committed to enhancing services through digital technology. A full review of CAS technology related to point of sale and e-commerce has been initiated with the assistance of ITS.

PHYSICAL RESOURCES

Facilities Planning and Development Team

- The delivery plan for implementation of 2014 – 2015 programs for construction projects was completed.
- Most academic related and Facilities Renewal Projects, including the Bus 118 shelters and sidewalk commenced on May 5, 2014.

Energy Strategy

- The Energy Strategy stakeholder engagement sessions are underway and on target. Plans are underway to hold an Energy Strategy Town hall in June 2014 to garner broader community consultation regarding the Draft Energy Strategy.

ESCO2

- Planning was completed to vacate and relocate activity from Building B to mitigate the disruption due to the HVAC Replacement Project. Coupled with the HLE Phase 1 Project requirement to vacate the northwest wing of Building A, this has been an unprecedented undertaking for the College and

the cooperation of the College community, as well as the efforts of the planning and project management team, in this endeavour should be commended.

Building B
- Construction started on May 5, 2014.
- All work packages have been tendered.
- Mechanical equipment scheduled for delivery at the end of June to mid-July 2014.
- Project currently on schedule.

Cooling Tower Replacement
- Installation is complete and cooling tower was fully functional on May 8, 2014.

Healthy Living Education:
Dental Program Revitalization – Building J
- Contract awarded to Jumec Construction.
- Construction commenced on site on May 28, 2014.
- Project is on schedule.

Confederation and Massage HLE - Building A
- Construction commenced on May 5, 2014.
- Demolition is progressing well.
- Masonry work for seismic wall reinforcing has begun.
- Project is on schedule.

FINANCE AND ADMINISTRATIVE SERVICES
- The Finance Department is currently in the process of executing the annual external audit which began on April 21, 2014.
- Operational Accounting and Payroll update:
  - Deadlines for year-end audit have been met.
  - The C550/C545 renovations have started on schedule.
- Business process review has delivered 2 days of training to 23 participants each day on behalf of corporate training. There are 2 more days of training in May and another 2 days of training in June.
- Business process review has completed 7 projects with 33 students from the school of business that allowed the students to get hands on training in process improvement using the lean methodology. The students reviewed the college processes and made recommendations on how we could improve the 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.

INFORMATION TECHNOLOGY SERVICES

Service Delivery & Infrastructure

Service Availability Report

Period 14-03-17 to 14-05-12

Service Area	Aggregate Outages (Minutes)	% Downtime	Service Availability
Academic Systems	300	0.37%	99.63%
Hosted Services	162	0.20%	99.80%
Internal Network	523	0.65%	99.35%
Staff Email	54	0.07%	99.93%
Student Services	912	1.13%	98.87%
Virtual Desktop	180	0.22%	99.78%
Voice Services	6300	7.81%	92.19%
Wireless Services	31	0.04%	99.96%
Student Admin	0	0.00%	100.00%

- An issue with a College Intrusion Prevention System (IPS) resulted in the College voice system providing degraded access to the voicemail system. This intermittent issue took significant time to resolve resulting in an availability metric of 92.19%; all other services at or exceed the targeted 99.0% SLA (service level agreement).
- Customer Care Tickets opened over the period: 5,907 (47% of service requests initiated by students; 53% by staff and faculty). The number of service requests closed over this period: 6,154 (with 36 tickets, 5.8% re-opened by clients).
- Work is underway to upgrade the College's Internet services in Perth, Pembroke and Ottawa. These changes will result in a 25% increase in available bandwidth in Ottawa and a doubling of bandwidth in Perth and Pembroke.
- A public tender is underway to select a provider to implement a carrier neutral Distributed Antenna System (DAS) intended to provide improved cellular coverage and performance at the College's Woodroffe campus.

- The College student email system has been upgraded to support more features available in the Microsoft Office365 environment. These upgrades provide students access to the OneDrive service, web applications and SharePoint.
- ITS and Advancement continue the effort to replace the existing IT incident and service tracking system, leveraging the same Salesforce platform in use for CRM. This implementation is part of a broader initiative to move towards a single point of contact for student support. The project is scheduled to deliver in August.
- The team is working with the log management systems provider (Splunk) to leverage new real-time dashboards with improved visibility for the support teams, leading to enhanced operational support of our IT systems.

Strategy, Planning & Analytics
- Project Fusion - Commercially-Confidential Meetings held with a series of ERP vendors who expressed interest in the proposed procurement for the HR, Payroll, and Finance solution.
- Updated Business Intelligence reporting portal with KPI (Key Performance Indicator) metrics for 2014 (Student Satisfaction, Employer Satisfaction and Graduate Satisfaction).
- Produced Strategic Enrolment trend and demographic reports.
- Released HR part time hours analysis and data model.

IT Applications
- SIS (Student Information System) team obtained final sign-off for Grade Record File Changes (MTCU requirement) and PFIS (Off-count Course and Program); PSIS (Stats Canada) submission has been submitted and pending final sign-off.
- Asset Management application revised with new asset management thresholds.
- Delivered the Board of Governor's Voting System Release (key changes addressed audit findings).

Information Security, Data Privacy and IT Policy
- Managed competition to hire the first full-time Senior Information Security and Data Privacy Analyst into the Information Security and Data Privacy Unit.
- The team continues leading the execution of a comprehensive network threat and risk assessment; the development of a new network security architecture, in partnership with Deloitte. Initial analysis of results is under review.
- Led the development of security architecture for the new electronic identity system (Entrust IdentityGuard) to provide stronger identity security for Salesforce.com, Marketo and Student account password self-recovery.
- Completed a successful bi-annual PCI-DSS (Payment Card Industry Data Security Standards)
- Undertook policy adjustments to AD02 (Freedom of Information and Protection of Privacy Policy) and AA35 (Confidentiality of Student Records) to accommodate changes mandated by Ministry of Training Colleges and Universities.
- Led internal tiger team to successfully quell an increase in unauthorized computer hacking related to crypto currency (e.g. Bitcoin) data mining.
- Began planning for a new physical space (Information Security Operation Centre) for the Information Security and Data Privacy unit.

AREA 3 – STUDENT SERVICES

REGISTRAR'S OFFICE

Registration Statistics
Full-time Registration in Post-Secondary/Graduate Certificate Programs
For the 2014 Spring Term, as at May 16, 2014 (10 Day Count), the net registered students numbered 2,895 or 101.4% of the projected enrolment.

Further details can be found at:
http://intraweb.ottawa.ad.algonquincollege.com/departments/registrar/statistics/registration_stat/Summary/2014S/2014-05-16.pdf

Admissions Statistics
Ontario College Counts, 2014 Fall, as at May 20, 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	-0.7%	-4.2%	**-2.3%**	-0.3%	-1.2%	**-0.8%**
Program Choices Number of applications (5 total program Choices with up to 3 choices at any one College)	0.9%	-2.5%	**-0.8%**	0.8%	-0.7%	**0.1%**
Confirmations	1.6%	-3.5%	**-0.7%**	0.3%	-2.2%	**-0.9%**

Financial Aid
Student Emergency Financial Support
A comprehensive review is being done in this area to streamline, simplify and expedite emergency financial support to students. The Registrar's Office is also developing a communication plan to better communicate available financial assistance for students in financial difficulty. The review committee consists of members from Student Support Services, Counselling Services, Advancement, Registrar's Office, including Financial Aid and the Students' Association.

The review will be completed with final recommendations by mid-August.

Admission Processing
2014-15 Confirmation Date Activity
Admission statistics were carefully monitored especially leading up to the May 1st confirmation date. Conversion ratios were monitored consistent with program maximums agreed with each Chair. Waitlisted and closed programs remain on track. Programs were backfilled from their waitlists on May 9th and offers will continue to be sent as appropriate.

As of May 14, 2014 total accepted, confirmed and paid students show a 2.08% increase over the same time last year.

International
The Memorandum of Understanding (MOU) is in the final stages between Algonquin College and the International Credential Assessment Service (ICAS). The International Admission team will be able to electronically submit international credentials received for post-graduate certificates for validation of authenticity and equivalency. The International Education Centre (IEC) will be funding this initiative. The plan is to develop an in-house database of validated credentials by institution to build an internal listing.

Contact Centre and In-Person Client Service
Below are the monthly Contact Centre and in-person statistics.

April Service Levels:

Contact Counter			
	April 2014	**April 2013**	**Comments**
Calls Received	13,985	16,966	The decreases are mostly attributable to further leveraging digital technology.
Average Wait Time	0:00:53	0:02:19	More clients using digital self-serve options. Staffing levels appropriate for volume received.

Service Counter			
	April 2014	**April 2013**	**Comments**
Tickets Issued (TI)	8,605	11,649	OSAP loans are administered electronically due to Ministry changes to the OSAP process. As a result, there are fewer in-person clients.
Customers Served	8,459	11,223	The decrease can be attributed to more clients using digital self-serve options.
Percent Served	98.30%	96.34%	
No Ticket Issued (Welcome Station)	2,122	2,495	
Average Waiting Time Global	0:01:56	0:05:25	Fewer Financial Aid clients impacts the overall wait time. The average FA transaction time/wait time is greater than CSR transaction/wait times.
Average Transaction Time Global	0:08:43	0:08:25	

ALGONQUIN
COLLEGE

FOUNDATION

Five-Year Fundraising Plan

The Foundation has received positive support through a series of engagements including a College Town Hall, which was held on April 10, 2014, and a meeting of the Foundation Board of Directors on April 23, 2014. The Foundation Board unanimously supported that the proposed Five-Year Fundraising Plan, along with its cost-recovery financing model, be brought forward to the June 9, 2014 meeting of the College Board of Governors.

Endowment Funds

Endowment Funds	April 1, 2013 to March 31, 2014	April 1, 2012 to March 31, 2013	Variance
Received endowment funds	$616,232	$414,318	33%
Confirmed non-endowed annual awards	$519,020	$365,067	30%
Bursary, Scholarship and Award Disbursements	$956,796	$841,740	13%

Major Gifts and Gifts-in-Kind

	April 1, 2013 to February 28, 2014	April 1, 2012 Feb 28 2014	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 April1, 2013 to March 31, 2014 is from internal records only and not from official approved Financial Statements.

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

Industry Talks
On March 18, 2014, Alumni Relations hosted the second Industry Talks event with Interior Decorating alumni and students in attendance. Alumni were featured in a speakers' panel and provided current students with advice regarding best practices and career options.

STUDENT SUPPORT SERVICES

Aboriginal Student Services/Mamidosewin Centre
The majority of end of semester activity in the Mamidosewin Centre is focused on student success and stress management. Aboriginal Counsellor, Jackie Tenute offered two student workshops on mindfulness training for stress management.

The Aboriginal Graduate Honouring Ceremony is an annual event co-hosted with Carleton University, University of Ottawa and Heritage College to acknowledge the academic accomplishments of graduates of Aboriginal descent from each of the regional post-secondary institutions. This year's event was held on April 28th in the Algonquin Student Commons Theater honouring 56 graduates with 31 students from Algonquin College.

Direct Client Support
Key Service Metrics (March 23 to May 19, 2014)

Service	2014	2013	Variance	Comments
Aboriginal Counsellor Appointments	55	29	47%	Increase attributed to the increase in counsellor availablity from 4 to 5 days per week during the current reporting period.
# of Students	29	25	14%	

During the period between March 23 to May 19, 2014, the Aboriginal Student Success Specialist (SSS) provided ongoing service to 40 Aboriginal students. The Aboriginal SSS reports that many of the issues presented by students during this period related to managing academic demands related to successfully completing the Winter semester and managing housing and finances as they transition from school to summer employment.

Centre for Students with Disabilities (CSD)

Number of Tests/Exams Accommodated			
Fall 2013	**Fall 2012**	**Variance**	**Comments**
2,613	2,093	20%	Increase in the number of students using services.
Winter 2014	**Winter 2013**	**Variance**	**Comments**
2,529	1,997	21%	Increase in the number of students using services

Number of Final Assessments Accommodated			
Fall 2013	**Fall 2012**	**Variance**	**Comments**
1,057	829	22%	Final Assessment numbers are equal to the increase in numbers of students with disabilities that are being supported.
Winter 2014	**Winter 2013**	**Variance**	**Comments**
892	692	22%	Final Assessment numbers are equal to the increase in number of students with disabilities.

Make the Cut Transition Event
Algonquin College and Carleton University hosted the 18th *Make the CUT* (**C**ollege **U**niversity **T**ransition) event on Wednesday, April 30th, at Algonquin College. This unique initiative is designed for Grade 12 students with Learning Disabilities and/or Attention Deficit/Hyperactivity Disorder who are planning to attend college or university. It is a joint initiative of Algonquin College's Centre for Students with Disabilities and Carleton University's Paul Menton Centre for Students with Disabilities. For these high school students this one-day event focused on preparation and self-advocacy, educational assistive technology, and learning strategies, with workshops highlighting the first-year experience. In total 250 grade 12 students attended, as well as 70 educators and 30 volunteers.

ASD Transition Team
The Transition Pilot Project for Students with Autism Spectrum Disorder (ASD) has been working with the Ottawa Carleton District School Board to plan a model of transition for students moving from secondary school to college. The staff of the newly named *Transition Support Centre* will provide Open House sessions during the summer months for students and their families. While these events are open to all students, priority will be given to students in the Ottawa Carleton District School Board (OCDSB). The pilot project will see the development of a professional learning community between the College and the OCDSB, with the sharing of knowledge, resources and training.

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		
	2014	**2013**	**Variance**
Woodroffe	183	65	64%
Perth	27	*	*
Pembroke	13	*	*
Total	223	65	71%

*NOTE: As this is a new service, there are no comparable statistics available for Perth and Pembroke.

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

Direct Client Support
Key Service Metrics (March 23 to May 11, 2014)

Service	2014	2013	Variance
# of counselling appointments available	1,147	1,046	9%
# of appointments requests received	1,147	993	13%
# of counselling and intake appointments completed	746	702	6%
# of students meeting with a counsellor or intake worker	380	359	5%
# of students completing a first session	228	269	-18%
# of requests for appointments that could not be granted due to schedule conflicts	218	129	41%

As requests for counselling appointments continue to increase, Counselling Services is working to keep pace with the demand. This increase in demand for Counselling appointments is compounded across the academic year; making it particularly challenging in April to serve both: a) students attempting to access Counselling for the first time, and b) students who first accessed Counselling earlier in the year and are seeking ongoing support. Many of the requests for appointments that could not be filled between March 23 to May 11, 2014, can be traced to students who have completed an intake appointment and are waiting to complete their initial appointment with a counsellor. However, it should be noted that although some requests for initial appointments could not be immediately granted, a scan of the appointment histories indicates that most of these students were able to obtain an appointment within a few days.

The following table provides a summary of the most common reasons for students accessing Counselling Services from March 23 to May 11, 2014:

Common Issues Reported by Students Entering Counselling Services and Frequency of Reports						
Year	Mental Health Distress	Career or Program Indecision	Academic Distress	Interpersonal Distress	Financial Distress	Other Issues
2013	32%	37%	19%	5%	5%	1%
2014	30%	38%	17%	5%	4%	6%

It is important to note that, between March 23 and May 11, 2014, 29 (4%) of the 747 appointments completed were provided to a student presenting in crisis; with 3 (10%) of these appointments provided because the student presented with a self-disclosed risk of suicide. This rate is down from the same period in 2013, where 41 of 702 (6%) completed appointments were for students in crisis; with 10 (28%) of those students presenting with a self-disclosed risk of suicide. It should be noted that for both the 2013 and 2014 reporting periods, all students presenting to Counselling in crisis were provided with an immediate appointment.

Outreach Activities
Counselling Services completed seven in-class workshops with a total of 228 students. A Positive Space LGBQT workshop was offered to 10 College staff and a SafeTALK workshop was offered to 9 staff from Human Resources and to 23 students in the Social Services Worker program in Perth. Honouring the international day of Pink on April 9th, Counselling Services raised awareness against homophibic and transphobic bullying and offered a worhshop to 12 employees.

Tragic Event Response Team (TERT)
On March 31st, TERT met with classmates of Academic Upgrading student Sheri Sinclair who died suddenly the the week of March 24th. On April 3rd, TERT provided support to members of the Algonquin Student's Association (SA) impacted by a sudden death of the father of one of the members of the SA Board of Directors during a recent retreat. TERT provided a group debrief for members of the SA impacted by the experience.

Health Services
Mental Health Needs Survey
A Fluid Survey was developed through consultation with members of the Mental Health Steering Committee and conducted by Student Health Promoters from April 1 to April 29, 2014. Of the 737 surveys collected and analyzed; 94% were students at Woodroffe; 5.6% at Perth and 0.4% at Pembroke; 97.6% responded that mental health was a priority; 68% reported feeling down, hopeless, depressed or anxious in the past 12 months; 76.9% reported being somewhat or not aware of campus services that address mental health. The Mental Health Steering Committee met on May 16th to develop a plan to increase awareness and use of mental health support on campus.

Anxiety Disorder Support Group

From January 19 to March 16, 2014, twelve students attended this weekly support group facilitated by the Anxiety Disorders of Ontario Association (ADAO). Six students completed the program. An evaluation of the program was presented to Student Support Services by ADAO. Despite the low completion rate, it was decided that a repeat program will be offered in the late Fall 2014/Spring 2015 with more marketing and preparation of students prior to start date. This program is funded by a component of OSAP for students receiving OSAP and who have a diagnosed anxiety disorder.

Clinical Mental Health Professional Development Session

Health Services, CSD and Counselling staff/faculty attended a PD session on April 28th with presenters from the Royal Ottawa Hospital. The three presentations focused on schizophrenia, psychosis and the ONTRAC program, and drugs on the market that may lead to psychosis and addiction.

Health Services Client Statistics

Number of Clients Served			
	2014	**2013**	**Variance**
March 23 – May 19, 2014	4,170	3,891	7%

Employment Support Centre

The Employment Officers continue to deliver in-class presentations on employment related topics to areas of the College, including: Academic Upgrading, Residence, Architecture, Personal Support Worker, Interactive MultiMedia, Mature Student Network, Sport Business Management and Dental Assisting.

Eight employers have set-up recruitment kioks on campus, including the Ottawa Catholic School Board, High Tech Genesis, Vector Marketing, Express (retail clothing), Adecco, Costco, Employment Ontario-Summer Jobs Service and Kognitive Marketing.

The Employment Support Centre team and the Employment Ontario team (from the Merivale Road location) recently visited and toured each other's services in order to explore possibilities for partnership in the future.

Number of Job Postings			
	2014	**2013**	**Variance**
March 18 – May 16, 2014	711	686	4%

Spiritual Centre

A group of four faculty and Imam from the South Nepean Muslim Community met twice in March and April to discuss opportunities for a guiding body for Muslim programming in the Spiritual Centre through the establishment of a Muslim Advisory Committee.

Student Affairs and Orientation

The 19th Annual Celebration of Cultures was co-hosted by the Students' Association and Student Affairs

and Orientation on April 3, 2014. Students and College staff were able to experience various cultures from around the world right on campus. Embassies representing 22 countries hosted exhibits on the main floor of the Student Commons building. Twelve of the twenty-two countries participated in last year's event. An estimated 300 students and staff visited exhibits from various countries including: Armenia, Austria, Bulgaria, China, Costa Rica, Dominican Republic, Ecuador, Guatemala, Honduras, Indonesia, Iraq, Japan, Kazakhstan, Kuwait, Moldova, Netherlands, Philippines, Poland, Turkey, United Arab Emirates, USA, and Zambia.

Test Centre

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

TC Service Volumes – March 23 to May 14		
2014	**2013**	**Variance**
1174	1250	-6%

Overall assessments administered decreased by 6%. These decreases could be attributed to the cyclical and unpredictable nature of exams administered to external clients. There does seem to be a declining trend in non-Algonquin OntarioLearn exams which were relatively small in number (e.g., 55 administered in 2012-13 vs 17 administered in 2013-14 in the March 23 to May 14, 2014 reporting period). These decreases were countered by increases in Taxi Assessments (69%), Academic Upgrading (14%), and Full Time admissions assessments (4.5%).

TC Electronic Grading Volumes Processed for the College (March 23 to May 14, 2014)

TC Electronic Grading Service Volumes		
2014	**2013**	**Variance**
Course Sections		
883	722	18%
Individual Exams		
27,830	26,901	3%

The trend seems to be an overall increase in the Electronic grading for faculty, with significantly more classes utilizing the service, but smaller class sizes.

ALGONQUIN COLLEGE

Library
Statistics - Woodroffe Campus

Type of Service	2014	2013	Comparison	Comments
Patron Visits	55,175	58,851	-7%	
Reference	2,583	2,780	-8%	The number of complex reference questions increased by 37%, and basic reference questions declined by 17.5%.
Circulation	4,189	4,357	-4%	
Reserves	2,018	2,207	-9%	Print reserve material usage is down due to eText intiative.

Perth

Type of Service	2014	2013	Comparison	Comments
Reference	1,844	2,144	-14%	Decrease can be attributed to Campus program scheduling.

Student Learning Centre (SLC)
After a successful pilot in 2013-14, the Student Learning Centre (SLC) will revise English services to offer two separate services: Writing Services which will assist students with grammar and structuring/developing papers, and English Second Language which will focus on assisting students who are learning English as a second language through writing, reading and speaking with ESL qualified coaches. The SLC is offering English appointments over the summer with computer and math coaching available on an on-call by request basis.

SLC Utilization (March 23 to May 19, 2014)

Type of Service	2014 Coaching Sessions
Math	44
English	183
Computer	14
Total	241

Peer Tutoring
The Peer Tutoring Centre has hired and trained new student staff to work the Peer Tutoring and Student Learning Centre kiosk for reduced summer hours and preparation for the Fall 2014 activity.

Type of Service	2014	2013	Comparison	Comments
Sponsored (sponsor funded)	1,040	1,142	-10%	
Non-Sponsored (student funded)	1,103	1,252	-13%	
Total	2,143	2,394	-12%	Potential correlation with opening of SLC and reduction of in-class visits.

Business Operations

The Business Operations Team participated in various meetings relating to Responsibility Centre Management (RCM), a strategic resource management model to shift income/expenditures responsibility to individual academic units/departments.

Welcome Centre

Number of Clients Served			
2014	**2013**	**Variance**	**Comments**
11,063	7,877	29%	This increase in service levels corresponds to the increase in the number of clients accessing the Centre for Students with Disabilities, as well as the utilization of Intake appointments and the expansion of the number of sessions available through Counselling Services.

Marketing Officer

On Monday, March 31st, Student Support Services and the Alumni Association hosted the third annual Volunteer Appreciation Award Gala. There were a total of 150 volunteers in attendance (a full house), up from 120 attendees in 2013. Volunteers from Algonquin College and/or its surrounding regional communities were invited to attend this special evening held to honor and express appreciation to all those who put forth the effort in volunteerism.

On Wednesday, April 9th, Michelle Tait-Eburne and Sophia Bouris attended the Project Jenga Gala, in support of Student Support Services continuing development in global projects and initiatives and in an attempt to connect further with non-profit organizations. Project Jenga is raising funds and awareness to support the needs of education in rural Kenya.

Student Success Specialist

The Student Success Specialist in Student Support Services, Dan Cuddy, travelled to Costa Rica from May 1 to May 18, 2014 inclusive, as part of a Service Learning experience with a Residence Life Coordinator and four student leaders from the Residence. While there, members of the Algonquin College community worked closely with students and staff from the University of Costa Rica on volunteer projects.

Student Information Desk			
Number of Clients Served			
2014	**2013**	**Variance**	**Comments**
680	408	40%	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) and ACCE building.

AREA 5 – ACADEMIC

Algonquin College in the Ottawa Valley
Algonquin College in the Ottawa Valley received an incentive cheque valued at over $74,000 from the Ottawa River Power Corporation, acknowledging the amount of money the Campus has saved by exceeding the electricity standards in Ontario's Building Code.

The Campus teamed with the Renfrew County District School Boards to stage the Options Skilled Trades Fair on May 13, 2014. This was the 12th consecutive year for the fair, where more than 2,000 high school students were hosted.

School of Advanced Technology
Students in the Environmental Management and Assessment, and Water and Waste Water Technician programs are developing a database for water quality information on the Ottawa River in conjunction with Windmill Development on the Isles and the Ottawa River Keeper. Data will be used to better understand the river and will be used to produce and publish research articles.

School of Health and Community Studies
The Bachelor of Science in Nursing pinning ceremony for the Year 4 graduating class was held on May 16, 2014 in the Student Commons Auditorium. Over 700 people attended.

The Site Visit Report for the Bachelor of Early Learning and Community Development was received. This was an extremely positive report and the College will be submitting its response by June 30, 2014.

Career and College Access Centre
Financial contributions from the 2013-14 Literacy and Basic Skills Service Agreements for Nepean and Smiths Falls were maximized. The Ministry of Training, Colleges and University's Employment Training Consultants were satisfied with the sites' year-end results against the program performance standards.

At the semi-annual Achievement Awards ceremony in May, a record number of thirty-six Academic and Career Entrance (ACE) Certificates were awarded. At the Academic Upgrading Preparation for Health Sciences Winter graduation ceremony, fifty students received recognition for completing the program, of which thirty-five will be accepted in the College's Practical Nursing program for Fall 2014.

International Education Centre
The International Education Centre signed a contract with the Korean National University of Education

to deliver a four-week customized teacher training program at Algonquin College to in-service secondary school teachers in Teaching English as a Foreign/Second Language in July 2014. As well, in cooperation with Corporate Training, the Centre signed a contract with Canadian Studies Limited to deliver LEED Green Building Strategies and the Green Associate Exam at the College to 15 Nigerian professionals in June 2014.

Applied Research and Innovation
Algonquin College was awarded $364,000 from NSERC through its Applied Research Tools and Instruments (ARTI) program. The grant will enable the College to purchase a laser-scanner for measuring buildings (LiDAR), a stereo-microscope to identify wood species for heritage carpentry, a User eXperienced Research Lab, and fibre optics equipment.

The Full Spectra Centre was granted $25,000 for a project with COMDEV. The Principal Investigator is Dr. Bob Weeks.

Community Partnerships and Engagement
The April 4-6, 2014 GOHBA/Habitat for Humanity/Algonquin College Blitz Build project was a tremendous success and an excellent example of community integration. Over 200 students and 20 faculty from more than 12 programs participated. Programs involved included Building Construction Technician, Police Foundations, Pre-Service Firefighter, Paramedic, Nursing, Culinary Management, Baking, Advertising, Photography, Broadcasting – Television, Event Management, Journalism, Public Relations, and Massage Therapy.

Student/Alumni Activity
The Algonquin College in the Ottawa Valley Students' Association held their annual Appreciation Dinner on April 07, 2014. Merven Lane, student, Forestry Technician, received the Terry Kohls Memorial Award which is presented to a mature student who demonstrated a substantial contribution to the welfare of fellow students and the College community at the Pembroke Campus.

Students in the Cabinetmaking and Furniture Technician program are fabricating cabinetry for Habitat for Humanity build projects installed later this summer. This is a great opportunity for students to apply their skills and to see their work applied to a worthy charitable organization.

Algonquin College, once again, participated in the Ontario Technological Skills Competition held May 4-7, 2014 in Toronto. College-wide participation included thirteen competitors in seven competitions. The College brought home three medals:
    Gold in Automotive Service Technician: Stan Larose
    Silver in Truck and Coach Technician: Spencer Livingston
    Bronze in Cabinetmaking: Brennan Lane

The Social Service Worker students raised $4,200 for the Syd Ford Bursary fund that supports students in financial need.

The first year students in the Child and Youth Worker program raised $15,500 through their Community

Service-Learning Projects. The funds raised were donated to TEMBO, The Boys and Girls Club of Ottawa, Big Brothers and Big Sisters of Ottawa, and the Breath of Life project.

Tim Tale, second year student, Library and Information Technician, won the Dedication and Involvement Award at the 2013-2014 Volunteer Appreciation Gala hosted by Student Support Services.

Natalie LeBlanc, second year student, Library and Information Technician, presented at the Ontario Association of Library Technicians (OALT/ABO) Conference on May 2, 2014 on the topic of "The Costs of Gifts", where she discussed her experience as a placement student at St. Paul's University dealing with a large donation of books which filled the university gym.

Sonia Awad, second year student, Developmental Service Worker, was named to the Provincial Steering Committee on the formation of the "College of Developmental Services Professionals".

Students from the Applied Museum Studies program, accompanied by Professor Terry Quinlan, presented a talk entitled "Reconstructed: The Conservation of Three WWI Victory Bonds Posters" at the Bytown Museum on May 22, 2014.

At the annual Broadcast Educators Association of Canada Conference held in Niagara Falls on May 23 and 24, 2014, School of Media and Design students received two awards. In the Radio Newscast Audio Awards, Jamie Hay, Broadcasting – Radio won for "CKDJ News". In the Video Awards' Corporate/Client-based Production, Victoria Molinski, Matthew Haughn and Alexander Kaldway, Broadcasting – Television won for "Hospice Care Ottawa".

The One Show Competition is the most prestigious awards competition in advertising and design in North America held annually in New York City. For the first time ever, a group of Advertising and Marketing Communications Management students were shortlisted at this year's event on May 5-9, 2014 in the Young Ones College Competition. The team consisted of Andrew Jonasson, Pat Norton and Jaclyn Stephens.

The Algonquin Times placed second in the general excellence competition at the annual Ontario Campus Newspaper Awards (OCNA) Awards in April 2014. The photography for The Algonquin Times won best in the category of Creative takes or shots to illustrate stories. Judge Gordon Cameron, Managing Editor, Hamilton Community News Group and President of OCNA, said that The Times "is a good read, packed with well-written student-relevant news and features." The Algonquin Times photography was the best in the category of creative takes on shots to illustrate stories.

Approximately twenty students and four professors from the Culinary Management program went to Italy to learn and cook at Istituto Alberghiero, a 16th century cooking school located in the village of Santa Maria. They enjoyed excursions to a cheese factory and wineries. This was a post-semester initiative to provide a cultural experience. The School of Hospitality and Tourism is exploring plans to offer a semester abroad at this location which would have our students completing their studies at a partnership Italian school.

As part of the Customer Service course in the Bartending program, students held a number of fundraising events in support of the Boys and Girls Club of Ottawa.

On April 15, 2014, the Children's Wish Wrap-Up event was held. The total raised by students from the Fall 2013 intake of the Event Management program in over fifteen events was $85,241.70.

Faculty/Staff Activities

Each year, our faculty and staff are recognized for excellence in a number of ways, including through award ceremonies. This year, several dozen faculty and staff were selected to be considered for various awards which were presented at the annual President's BBQ on May 15, 2014. Congratulations to those members of the Academic Area who were nominated and to those who won awards as follows:

Laurent Isabelle Award:	David Bromley, Professor, Graphic Design
Diane Bloor Part-time Faculty Award:	Chris Ryan, Professor, Forestry Technician (Pembroke)
Part-time Support Staff Award:	Cathy Yantha, Co-op/Employment/Summer Jobs Service (Pembroke)
Team Award:	AC Family Fun Day
Lifetime Achievement Award:	Linda Rees, Dean, Centre for Continuing and Online Learning

Each year, the National Institute for Staff and Organizational Development (NISOD) at the University of Texas in Austin recognizes candidates through the NISOD Excellence Award for their organizational and leadership excellence. This year's recipients are:

- Steve Griffith, Co-coordinator, Mobile Application Design and Development
- Sarah Hall, Coordinator, Environmental Technician
- Kristen Hayes, Professor, Developmental Services Worker
- Debbi Laut, Coordinator, Community Employment Services
- Joe Mariani, Coordinator, Hospitality Management – Hotel and Restaurant
- Adriana Mello, Coordinator, Paralegal
- Jessica Sauve-Griffin, Professor, Child and Youth Worker
- Line Viau, Budget Officer, Applied Science and Environmental Technology

Congratulations to Lou Di Millo, Professor, GAS-Introduction to Music Industry Arts and Sherry Poirier, Professor, Bachelor of Science in Nursing on receiving the 2014 Capital Educator's Award. Congratulations also go out to all College finalists: Joe Banks, Patti Church, Michael Delgaty, Doris Fiszer, and Jason Glennon.

Each year, the Students' Association recognizes faculty with the Faculty Recognition Awards. These awards provide students an opportunity to show their appreciation for faculty who made a significant difference to their experience at Algonquin. Congratulations to the following recipients for 2013-2014:

- Barbara Leblanc, Coordinator, Bachelor of Science in Nursing (Pembroke)
- Gerry Salisbury, Coordinator, Police Foundations (Perth)
- Kimberly Bold, Professor, Massage Therapy (Woodroffe)
- Carlos Pereira, Professor, Early Childhood Education (Woodroffe)

- Lisa Gerrard, Professor, Police Foundations (Woodroffe)

Congratulations go out to Diane Banks, Faculty Marketing Officer for the Faculty of Arts, Media & Design; and Glenn MacDougall, Director, Learning and Teaching Services. At the Association of Canadian Community Colleges (ACCC) Annual Conference, taking place in Ottawa and Pembroke, Diane was recognized with an ACCC Gold Award in the category of Service Excellence, and Glenn was celebrated with a Bronze award for Leadership Excellence.

Jamie Bramburger, Manager, Community and Student Affairs, Algonquin College in the Ottawa Valley, received an Ontario Volunteer Service Award from the Ministry of Citizenship and Immigration in early June for his 25 years of volunteering with Cogeco Community Television.

Wahab Almuhtadi, Professor, Bachelor of Information Technology – Photonics and Laser Technology, attended the IEEE/IFIP Network Operations and Management Symposium in Poland.

Ryan Porter, Professor, English, School of Advanced Technology presented a paper at the Alice Munro Symposium hosted by the University of Ottawa on May 9-11, 2014.

Abdul Al-Azzawi and Mohammed Mostefa, Professors, Bachelor of Information Technology - Photonics and Laser Technology presented at the IEEE Conference in Montreal on June 1-4, 2014.

Terry Quinlan, Professor, Applied Museum Studies, has been elected as the Ottawa Representative to the Canadian Association for the Conservation of Cultural Property.

Faculty members of the Orientation to Nursing in Ontario team attended the 8th annual conference for Educators for Internationally Educated Nurses held in Toronto in late April. It was very interesting to compare the work Algonquin has done over the years with programming offered across the country.

Congratulations to Altaf Sovani, Chair, Hospitality and Tourism Studies, who received the National Meeting Industry Day (NMID) Influence Award on April 10, 2014. This award recognizes people or organizations outside the direct industry that have supported the development of meetings and conventions or the development of policy and programs impacting the industry.

The School of Hospitality and Tourism launched the First Annual Toques Blanches Culinary Bursary through a special fundraising event: a four-course dinner on March 27, 2014 at the Restaurant International. The dinner was created, prepared and served by second year Culinary Management students in conjunction with four executive chefs from Les Toques Blanches, Ottawa.

Two groups of School of Business professors are in China to deliver joint program courses to students at the Jiangsu Maritime institute.

Community Activity
Murray Kyte, Chair, represented Algonquin College in the Ottawa Valley (ACOV) at the Ribbon Cutting Ceremony for the Shaw Woods Pine Pavilion on May 9, 2014. The Shaw Woods Outdoor Education

Centre, a showcase for sustainable forestry practices, is utilized by ACOV students in the Forestry Technician, Outdoor Adventure, Outdoor Adventure Naturalist and Environmental Technician programs, as well as by students from Renfrew County schools. Algonquin College has partnered with the Centre, contributed financially towards the construction of the pavilion, and is recognized as a Silver Sponsor.

More than $25,000 was raised at a "Girls' Night Out" fundraising event at the Pembroke Campus on May 1, 2014. The event was attended by more than 200 women from Renfrew County.

Victimology program faculty and students, in partnership with PACT-Ottawa, St. Joe's Women's Shelter and Ottawa Police – Victim Crisis Unit, hosted a day-long workshop at the College on Human Trafficking for service and justice partners. Over 180 people attended.

The College Sector Committee for Adult Upgrading held its annual conference at Algonquin College on June 2-4, 2014. About 170 faculty, support staff and managers representing all 24 colleges participated. In addition to a high level of participation from Academic Upgrading program faculty and staff (12 delivered workshops), colleagues from across the College were very generous in volunteering their time. Thanks go out to George Cole (Ombudsman), Farbod Karimi (Learning and Teaching Services), Rebecca Volk (Centre for Organizational Learning), Bob Hall (Accessibility Office) and Lorri McLeod (Centre for Students with Disabilities).

The Ontario Higher Education Risk Management Symposium was held at Algonquin College on May 8 and 9, 2014. Sherryl Fraser, Chair, General Arts and Science represented the College on the organizing committee. Participants from Algonquin College, La Cité collégiale, University of Ottawa and Carleton University attended. This was an opportunity to showcase the College.

On April 9, 2014, representatives of the School of Hospitality and Tourism attended the Schools Coffee Launch at City Hall with Mayor Jim Watson. The School is supporting our community partners by selling coffee in Savoir Fare with the proceeds going to the School Breakfast Program.

The International Education Centre and the Language Institute hosted 150 guests comprised of faculty, staff, student ambassadors, and special invited guests from the diplomatic and international community in the Founders Suite at the Canadian Tire Centre for dinner and a Senators hockey game in April 2014.

Rebecca Trueman, Chair, School of Advanced Technology has been invited to sit as a member on the Hire Immigrants Ottawa – Biosciences Board.

Donations
Representatives from Algonquin College in the Ottawa Valley attended the grand opening of the new Pembroke Branch of the TD Bank on May 3, 2014 at which time they received a donation in the amount of $3,000 for the campus 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 April 30, 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
439,287	0.2%	33,726	-0.3%	2.2%	-2.5%

Fall Recruitment and Spring Open House
In March – April 2014, our Team continued to present and attend events primarily in the Ottawa area.

	March 13	March 14	% Change March	April 13	April 14	% Change April	FISCAL 2014 YTD	FISCAL 2015 YTD	% Change Y/Y
Recruitment Presentations & Events	161	154	-4.5%	157	129	-22%	157	129	-22%
Recruitment Generated New Leads	612	777	+27%	966	573	-40%	966	573	-40%

Note: The YTD fiscal year metric only includes the month of April as it is the start of a new fiscal year.

Spring Open House
With the support of the Event Manager, the team hosted Spring Open House on Saturday April 5, 2014. The event was designed to showcase programs increasing both the conversion of Applicants to Registered students and increase Applications to the College. A trade-show style presentation of all Algonquin programs and services was set up in 4 locations throughout the campus, including displays by CCOL and our Perth and Pembroke campuses.

Metric	2013	2014	% change Y/Y
Email Invitations Sent	33,772	59,387	+75%
Total Registered Guests	1,960	1,960	0%
Applicants	780	671	-14%
Prospects	299	462	+54%
Estimated Attendance	1,000	1,350	+35%

March Break Tours and Presentations:

College Recruiters, in Collaboration with Financial Aid and the Faculty Marketing Officers, offered presentations on What's Next After Being Accepted, Financial Aid and College Services, as well as providing College, Residence and Faculty tours.

	2013	2014	% change Y/Y
Email Invitations Sent	4,282	10,322	141%
Email Open Rate %	30.9%	30.5%	-0.4%
Registrations	400	336	-16%
Estimated Attendance	350	250	-28.6%

Student Ambassador Telephone Campaign

Student Ambassadors are employed to call prospective students to address any unanswered questions they have as well as encouraging them to apply, take a campus tour or attend a College event. 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").

	March 14	April 14	FISCAL 2014 YTD
Calls Made	3,446	2,670	2,670
Right Party Connects	1,085	792	792
% Right Party Connects	31%	30%	30%

Note: Due to changes in our reporting methods comparative year over year call volume data is not available.

General Campus Tour

Student Ambassadors provide general campus tours as needed but at a minimum on Mondays, Wednesdays, Fridays and 2 Saturdays per month. Tours were also provided at the Spring Open House.

	March 13	March 14	% Change March	April 13	April 14	% Change April	FISCAL 2013 YTD	FISCAL 2014 YTD	% Change Y/Y
Tour Guests	197	308	+56%	352	207	-41%	352	207	-41%

MARKETING

Marketing Campaigns and Lead Generation

	March 13	March 14	% change	April 13	April 14	% change	FISCAL YTD 2013	FISCAL YTD 2014	% change Y/Y
Marketing Lead Generation	2,231	1,172	-47%	1,205	1,612	-25%	1,612	1,205	-25%

Marketing Lead Generation

Marketing has been investigating the drop in lead generation since the middle of March and has identified a number of areas which have been actioned. The top two sources that account for the decline in lead generation come from the pay-per-click campaigns (PPC) and a problem found between the integration of one of the lead generation tools, Career Explorer, and the CRM.

Marketo Revvie

The marketing team was selected as a recipient of the 2014 Marketo Revvie award for our work on using the Marketo platform to engage with prospects for the modeling and tracking of prospects to the College's customer journey. This is the second time Algonquin College has won a Revvie award from a pool of Marketo's 3000+ customers.

Program Marketing

Program marketing initiatives are continually being optimized to drive lower cost–per-lead and increase qualified leads. Our conversion rate has improved by 41% and there has been a 32% increase in traffic, which has resulted in an 87% increase in leads and a 35% improvement in cost-per-lead compared to last month.

Raising the Numbers Campaign

Our Raising the Numbers campaign, which focused on increasing leads from directs and non-directs, attained a cost/lead of $371, and we saw a 100% increase when we implemented the pop-up form. We will continue to use the pop-up form on other campaigns and throughout the AC site overall.

2015 Viewbook

The development of copy and design concepts continues on schedule. To date, 85% of the content that covers the schools is completed. Response to the copy and preliminary design, from the Deans, Chairs and Faculty Marketing Officers (FMOs), has been uniformly positive. The project timeline is being rigidly followed, with a print date set for mid-June.

Government of Canada Initiative

Marketing wrote, provided artwork and photography, and coordinated the printing of an 8-panel brochure entitled 'Government & Industry Solutions'. Response to the brochure has been overwhelmingly positive. It will be distributed in client meetings and at trade shows. A reprint of the brochure, with modifications, is being considered by the Business Development group.

Web Analytics

	March 13	March 14	% change	April 13	April 14	% change	FISCAL YTD 2013	FISCAL YTD 2014	% change Y/Y
Web Page Visits	735,700	728,791	-0.94%	735,700	682,373	-7.25%	933,020	967,357	-3.55%
Web Program Visits	53,322	79,489	49.07%	55,529	71,184	28.19%	101,824	78,953	28.97%

CRM

Project Management Methodology

The CRM Department continues to refine its project management methodology. In March, a Salesforce project management software application (Mission Control) was selected and installed for the CRM Department. Training is in-progress and full adoption is planned for end of July.

New process templates have also been created, including: Project Charter, Project Communications Plan, Discover Phase report, and Discover Phase checklist.

CRM Website

The CRM website has been updated to include information about the Employee Portal pilot project, two Algonquin College Salesforce success stories, and a CRM blog.

The website also now includes a Project Request form. This form allows College Departments to formally request a Salesforce project. These requests flow directly into our project management application.

Project Updates

We are continuing to work through our five projects.

- **ITS Service Cloud** – The first iteration of the ITS Service Console was completed, including case management and knowledge base (draft articles). Demonstrations were given to the Project Team, Project Stakeholders, and the ITS Management Team. The ITS Knowledge Base project also kicked-off. The project includes writing, reviewing, and publishing articles which agents can access to resolve cases and which students and employees can access on a public website to self-serve.
- **Employee Portal** – The Advisory Committee convened to discuss the project status and short-term plans to solicit feedback from the College Community. The Committee was also on-boarded into Chatter, Salesforce's enterprise social networking application. Three brainstorming sessions were hosted in April (two at Woodroffe, one at Pembroke) to understand the needs of employees for a new employee portal. A total of 30 employees attended the events and 105 user stories (feature requests) were collected. A web presentation was made to vendors to describe in detail the vision and requirements for the portal. An RFQ was sent out at the end of April to solicit bids on developing the beta version of the portal.
- **Career and Academic Access Centre (CAAC) Cloud Scheduler** – System testing and agent feedback continued through March. The project was officially closed in April. Final report is in-progress.
- **Workforce and Personal Development** – Project lead from WPD left Algonquin College. New lead identified and two working sessions were held with all project stakeholders in order to confirm business process and system requirements. Plan for architecture redesign developed.
- **Web Services (Marketing)** – New Service Console was developed for the two agents to manage their cases in March. Live testing completed by March 31. Previous application (Zen Desk) sunsetted in April and new system is fully adopted. Service level agreements and reporting in-progress.

Project Requests

Requests for new Salesforce projects have been received from the following areas:
- International Education Centre
- Centre for Continuing and Online Learning
- Ancillary Services
- Corporate Training
- Career and Academic Access Centre
- Language Institute

Salesforce Executive Visit

On April 28, Raouf Kishk, Director of Enterprise Higher Education (Canada), our Account Representative

from the Salesforce Foundation, visited Algonquin College. He was joined by his colleague, Adam Lenhart, a senior Salesforce Engineer. The day's agenda included:

- A working session with Adam, Tony Begin (CRM Business Analyst) and Nebojsa Zgonjanin (CRM Software Architect) to discuss the architecture of our current projects.
- School of Business/School of Hospitality and Tourism Salesforce curriculum development and faculty training.
- Employee Portal pilot licensing requirements.
- Long-term enterprise licensing requirements.

PUBLIC RELATIONS/COMMUNICATIONS

Social Media
Over 1,200 tweets were sent from the @AlgonquinColleg Twitter account in March/April. Popular topics were: the announcement of Kent MacDonald's departure, questions about AC programs/recruitment, offers of admission for highly-competitive programs, and exams/end-of-term. The account attracted over 1,200 new followers during this period and we continued to be the leading Ontario College on Twitter with 16,369 followers at the end of April.

	13-Mar	14-Mar	% change Mar	13-Apr	14-Apr	% change Apr	YTD 2013	YTD 2014	% change Y/Y
New Facebook "Likes"	5,000	3,900	-22.00%	4,500	938	-79.16%	27,654	34,571	28.27%
New Twitter Followers	673	693	2.97%	386	517	33.94%	14,177	16,369	15.46%
Interactions	17,200	11,200	-34.88%	26,200	4,800	-81.68%	109,500	30,000	-72.60%
Klout Score	67	70	4.48%	66	68	3.03%	68	68	0.00%

The decrease in interactions is attributed to 1) Facebook's recent algorithm changes—organic Page content has been devalued in users' newsfeeds—thus decreasing a Page's possible number of interactions with Facebook followers; and 2) a particularly popular Facebook photo album about Applied Research Day (ARD) was posted in April 2013 (but high-quality photos were not available for the 2014 ARD) . However, the number of Twitter interactions continues to increase.

The Facebook Page 'Likes' advertising campaign continued in March and tapered off mid-April, with both current students and leads/applicants being targeted by the campaign. Algonquin has jumped to 3rd place for Facebook followers among all Ontario Colleges, up from 19th place in January 2013. As of

April 30, 2014 the rankings were as follows:
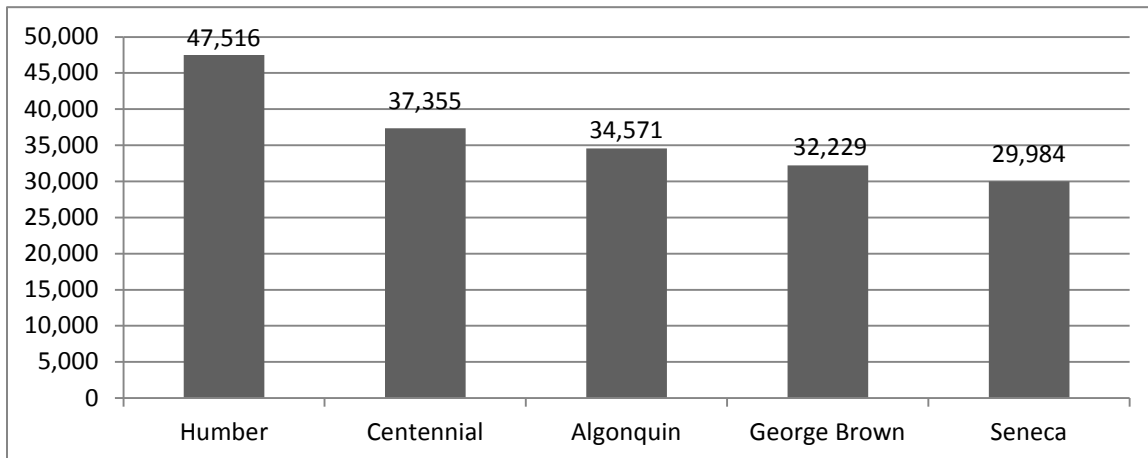
Our Facebook page has grown by 28% since the beginning of 2014. Popular March/April posts included a celebration of Oscar-Winning Animation Grad Trent Correy, the departure of Kent MacDonald, Rick Mercer's campus visit, and Para-Olympian/AC student John Leslie.

Between the College's main Twitter and Facebook accounts, there were more than 16,000 social media interactions (Twitter mentions, Retweets and Facebook stories) in March/April by 12,300 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 68. 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 AC Social Media Hub, a social media resource website for AC employees, had 492 visits during this period, with an average site visit time of 5:10 (mm:ss). The most popular content was blog posts on how to avoid the most common Twitter mistake and recent Facebook updates, as well as Facebook graphics specifications. The Social Media Community Officer (SMCO) also held two Lunch and Learn sessions — a Faculty & Social Media Panel that had 20+ attendees, and a session on Social Media & Customer Service in conjuction with Ancillary Services, which attracted 25 attendees. The SMCO also faciliated a number of one-on-one and departmental training/presentations to advance employees' capacity to use social media.

Media Relations

The Public Relations and Communications Department sent 20 media releases and advisories during March/April:

- Algonquin College Announces Departure of President Dr. Kent MacDonald
- Algonquin Students Raise $50,000 Over Two Years For Spread the Net Student Challenge

- Algonquin Students Win 2013-14 Spread the Net Student Challenge
- Canada's Largest Postsecondary eTextbook Program Prompts Algonquin College Visit from Minister Brad Duguid
- Labour Market Ottawa Open House
- Renowned Local Chefs Raise Money to Help Algonquin College Culinary Students
- The House That Students Volunteers and Donors Built for Habitat for Humanity
- #FlashForward Wins Applied Research Day 12.0
- Algonquin College and Windmill Development Group Sign MOU Securing Student Applied Learning Opportunities on The Isles
- Algonquin College Receives Over $360000 in Funding For Cutting Edge Research Equipment
- Algonquin College First Annual High School Hospitality Competition 2014
- Applied Research Day 12.0
- General Arts and Sciences Student Showcase - April 17
- Make the CUT (College University Transition)
- "The future we want the difference we make the change we need" - Polytechnics Canada Annual Policy Conference
- Trauma Human Trafficking and the Bedford Decision - Thurs Apr 10
- Windmill Development Group and Algonquin College to Sign MOU Regarding New Downtown Community
- Windmill Development Group and Algonquin College to Sign MOU Regarding New Downtown Community
- Algonquin College and Windmill Development Group Sign MOU, Securing Student Applied Learning Opportunities on The Isles

In the news…

March 8th **–** Ottawa Citizen writes a story Oscar-winning animation graduate who worked as part of the animation team for *"Frozen".*
March 10th **–** Metro News writes a story regarding a student, later diagnosed with ADHD, who was removed from Interior Design program.
March 22nd -27th **–** The Pembroke Observer, 580 CFRA, The Nepean Barrhaven News, The Chronicle Herald, Cape Breton Post, Truro Daily News, The Ottawa Citizen, Canada Newswire, write stories about the departure of President Kent MacDonald.
March 23rd **–** The Ottawa Citizen covers student fundraising gala for TEMBO (supporting women in Tanzania).
March 25th **–**The Ottawa Sun covers Rick Mercer visit for Spread the Net.
March 26th **–** The Ottawa Sun writes a story regarding a protest by the Muslim Students' Association regarding the Algonquin College Spirituality Centre.
March 27th **–** The Ottawa Citizen covers e-textbook initiative and some of the benefits vs. student criticism.

April 3rd – Nepean/Barrhaven News covers Algonquin College Spread the Net.
April 5th-24th – EMC, The Ottawa Sun, The Ottawa Citizen covers Algonquin College students' participation in Habitat for Humanity Building Blitz.
April 9th – Ottawa Citizen covers story of Algonquin College firefighting student Patrick Hurtubise winning St. John's Ambulance Life-Saving-Award.
April 9th-16th – Brockville Recorder and Times, Nepean/Barrhaven News, The Ottawa Citizen covers Kemptville College's meetings with Algonquin College concerning University of Guelph's Kemptville campus closure.
April 10th – EMC covers Justin Trudeau's visit to Algonquin College.
April 10th – EMC covers Algonquin College textbook initiative.
April 11th – The Ottawa Sun covers Algonquin College partnership with The Windmill Development Group on "The Isles" project.
April 22nd – The Pembroke Observer covers Algonquin College in the Ottawa Valley's monetary award for energy efficient waterfront campus building.

EVENTS

President's Council Town Hall
The Department organized the second President's Council Town Hall on Tuesday March 25, 2014 from 8:30 – 10:00 a.m. in the Student Commons Theatre. The intent of this initiative is to increase the flow of communication within the College, and encourage open dialogue on topics of employees' choice.

An external facilitator was once again brought in to preside over the event. Approximately 336 employees were in attendance - 14% Faculty, 52% Support Staff, and 34% Administration, and there were 117 online viewers. A post-event survey completed by 133 employees provided the following level of satisfaction ratings: (chart on next page)

Questions	Town Hall Dec 2013	Town Hall Mar 2014
Event Attendance	250	336
Faculty: Support Staff: Administration:	33% 24% 43%	14% 52% 34%
Online viewers	64	117
Survey respondents	178	133
Survey respondents split between attendees vs non-attendees	Attendees: 88 Did not attend: 85	Attended: 77 Did not attend: 52
Overall experience	Low 1 – 0% 2 – 0% 3 – 7% 4 – 47% 5 – 46% High	Low 1 – 0% 2 – 3.1% 3 – 7.8% 4 – 54.7% 5 – 34.4% High
Comfort level asking questions	Low 1 – 4% 2 – 7% 3 – 25% 4 – 33% 5 – 31% High	Low 1 – 9.4% 2 – 9.4% 3 – 26.6% 4 – 37.5% 5 – 17.2% High
Quality of responses	Low 1 – 0% 2 – 3% 3 – 8% 4 – 45% 5 – 45% High	Low 1 – 3.1% 2 – 4.7% 3 – 15.6% 4 – 48.4% 5 – 28.1% High

International Women's Week Celebration Dinner
The Department organized and executed a dinner for 87 attendees on Thursday, March 6th in the Staff Dining Lounge to celebrate International Women's Week. The theme of the event was *'Everyday Inspiring Women'* and celebrated two honorees – Tess Porter from the PPSI and Robyn Heaton from the

ALGONQUIN
COLLEGE

School of Media and Design.

New Staff Breakfast
On April 29, a total of 12 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

Spring Open House
In collaboration with the Recruitment Team, the Department organized and coordinated the 2014 Spring Open House at the Woodroffe Campus on Saturday, April 5th from 10:00 a.m. to 2:00 p.m. The event was targeted towards current applicants, high school seniors who have not yet applied, post-secondary students and graduates, mature students, parents, teachers, and guidance counsellors. The agenda for the day offered a trade-show style showcase of all **academic programs** and services, ongoing tours and program-specific presentations. Both internal and external feedback was positive.

Questions	Spring Open House 2013	Spring Open House 2014
Survey respondents	Internal – 27 External - 85	Internal – 16 External – 64
Pre-registration	1,960	1,960
Overall event satisfaction	**Internal** Low 1 – 0% 2 – 0% 3 – 22.2% 4 – 40.7% 5 – 37% High **External** Low 1 – 6.1% 2 – 0% 3 – 7.3% 4 – 23.2% 5 – 63.4% High	**Internal** Low 1 – 6.7% 2 – 0% 3 –20 % 4 – 46.7% 5 – 26.7% High **External** Low 1 – 1.7% 2 – 1.7% 3 –13.3 % 4 – 36.7% 5 – 46.7% High

Capital Educators' Awards
Nominations for this year's Capital Educators' Awards include:

Joe Banks
Coordinator/Professor, Journalism Program
School of Media and Design

Patti Church
Instructor, Marketing and Management Studies
School of Business

Michael Delgaty
Professor, Mathematics – Applied Science and Environmental Technology
School of Advanced Technology

Lou Di Millo
Coordinator/Professor, Introduction to Music Industry Arts
Professor, GAS
Faculty of Arts, Media and Design

Doris Fiszer
Professor, English
School of Hospitality and Tourism

Jason Glennon
Professor/Coordinator, Motive Power Technician Program
School of Advanced Technology

Sherry Poirier
Professor, Nursing Studies
School of Health and Community Studies

The winner(s) will be announced at the Annual *EduGala* dinner scheduled for Thursday, May 22nd here at Algonquin College in the Marketplace Food Court.

Etext celebration event
On March 24th, the Department organized a celebration event for the College's successes and leadership in the field of digital education, and in the development and ongoing rollout of the eTextbooks initiative in full-time programs at Algonquin College. Approximately 40 individuals were in attendance; VP Claude Brulé was the emcee, with brief remarks by President MacDonald, and Glenn MacDougall, Director of Learning and Teaching Services.

MOU Algonquin on the Isles
On Thursday, April 10, approximately 60 people attended an event at the Domtar site in downtown Ottawa hosted by Windmill Development and Algonquin College. The focus of the event was the signing of a Memorandum of Understanding between the College and the Windmill Group which identified the intent for both parties to collaborate and actively explore an array of learning opportunities that may be

derived from The Isles project. The event was emceed by Claude Brulé, with Kent MacDonald and Jeff Westeinde as signatories for the MOU.

Strategic Mandate Agreement (SMA) Town Hall
Approximately 70 employees attended (plus 18 online viewers) the SMA Town Hall on Friday, March 14th. The purpose of the event was to solicit feedback on the final draft SMA document being sent to the Ministry at the end of March.

President's Star Award
The Department worked collaboratively with the President's Office to present awards to the following Algonquin employees in March/April 2014: Sean Edwards (School of Hospitality and Tourism), Carmela Paz (ITS), Mara Lowrey (Ancillary), Kathy Luengas-Santos (PPSI), Eli Glanz (Parking, Locker, Coin-ops and Card Services), Susan Tait (Human Resources), Shelley Teskey (Recruitment), Joanne Chartrand (Registrar's Office), Balraj Singh (ITS), Colin Bonang (Safety, Security and Emergency Management), Gabriella Fazekas and Lisa Limbeek (Finance), Electrical Shutdown Project Team (Physical Resources).

	Mar - 13	Mar - 14	% change Jan	Apr-13	Apr-14	% change Feb	YTD 2013	YTD 2014	% change Y/Y
President's Star Awards Recipients	6	7	+14%	14	6	-57%	28	25	-10%

ALGONQUIN COLLEGE

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

Faculty/School	2013S Audited	Approved/Projected A01	Approved/Projected Rtning	Approved/Projected Total	Total Registered Cumulative	College Withdrawal A01	College Withdrawal Rtning	College Withdrawal Total	Rtning Not Paid	Net Registered A01	Net Registered Rtning	Net Registered Total	Audit Eligible	International A01	International Rtning	International Total	Contract	Net Registered (Total) as % of Projected	Audit as % of Audited	Part-Time 13S	Part-Time 14S	Co-Op 13S	Co-Op 14S
SCHOOL OF BUSINESS	0	0	628	628	670	0	18	18	108	0	652	652	529	0	111	111	0	103.8%	N/A	137	142	47	62
SCHOOL OF HOSPITALITY & TOURISM	0	25	340	365	358	3	3	6	33	17	335	352	290	1	52	53	0	96.4%	N/A	47	45	42	59
FACULTY OF ARTS & MEDIA DESIGN	0	0	237	237	200	0	5	5	21	0	195	195	184	0	9	9	0	82.3%	N/A	39	31	64	56
FACULTY OF TECHNOLOGY & TRADES	0	18	523	541	620	5	14	19	74	25	576	601	506	17	60	77	0	111.1%	N/A	167	139	244	317
FACULTY OF HLTH, PUBLIC SAFETY/COMM STUDIES	0	40	401	441	467	3	27	30	17	34	403	437	402	0	26	26	0	99.1%	N/A	61	38	0	0
International Education Centre	0	22	44	66	75	1	1	2	28	27	46	73	73	0	0	0	0	110.6%	N/A	0	1	0	0
CENTRE FOR CONTINUING & ONLINE LEARNING	0	191	263	454	468	0	1	1	88	179	288	467	448	0	3	3	0	102.9%	N/A	35	31	0	0
ALGONQUIN COLLEGE HERITAGE INSTITUTE	0	0	54	54	56	0	3	3	1	0	53	53	49	0	0	0	0	98.1%	N/A	2	0	0	0
ALGONQUIN COLLEGE IN THE OTTAWA VALLEY	0	0	69	69	67	0	2	2	3	0	65	65	60	0	1	1	0	94.2%	N/A	7	11	47	47
COLLEGE TOTAL	0	296	2,559	2,855	2,981	12	74	86	373	282	2,613	2,895	2,541	18	262	280	0	101.4%	N/A	495	438	444	541
FOR COMPARISON ONLY																							
College Total at May 17, 2013 08:08 PM 11 Days After Term Start (1)	0	232	2,370	2,602	2,774	7	74	81	145	254	2,439	2,693	2,337	30	237	267	0	103.5%	N/A	522	439	279	453

NOTES:

(1) Calculated days are calendar days including weekends

ALGONQUIN COLLEGE

Report to:	Algonquin College Board of Governors
Subject:	Capital Projects Summary Report
Date:	June 9, 2014
Prepared by:	Duane McNair, Vice-President, Finance and Administration

Purpose

The purpose of this review is to provide a brief financial overview and key data recap on the progress of the 6 recent major capital projects undertaken (and active in 2013/14) by Algonquin College since 2009.

Background

Starting in September 2009, Algonquin College undertook a number of major capital projects impacting all three campuses. This report will provide a timeline for the beginning and completion of each project, the relevant approvals by the Board of Governors, the approved expenditure budgets, the actual (and planned) expenditures, as well as a rationale for any variance for the projects.

Discussion/Considerations

Projects included in this report are as follows:

1. Algonquin Centre for Construction Excellence (ACCE)
2. New Pembroke Campus
3. Student Commons
4. Digital College
5. Energy Savings Company Agreement II (ESCOII)
6. Healthy Living Education (HLE)

Recommendation

That the Board of Governors accepts the report as presented.

[MAJOR CAPITAL PROJECTS SUMMARY REPORT]

A Presentation to the Board of Governors
June 9th, 2014

[MAJOR CAPITAL PROJECTS SUMMARY REPORT]

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Algonquin Centre for Construction Excellence (ACCE)

- **Board Approval and Key Dates:**

  o December 2006 (#420) – The Board is presented with a preliminary budget of $66M for a 158,000 square foot facility.
  o April 2009 (#445) – A funding announcement is received for the ACCE project from the Federal Government for $35M under the Knowledge Infrastructure Program.
  o September 2009 – A funding agreement is signed by Algonquin College to confirm a matching $35M in funding from the Provincial Government under the Knowledge Infrastructure Program.
  o October 19, 2009 – Management (Physical Resources) reports that the project has been formally named the Algonquin Centre for Construction Excellence and the project budget is $77M.

- **Key Construction Dates**

  o Project Start Date: September, 28, 2009
  o Estimated Substantial Completion Date: March 31, 2011
  o Actual Substantial Completion Date: August 26, 2011
  o Building Opening Date: September 2011

- **Approved Algonquin Project Funding:**

  o Knowledge Infrastructure Program - Federal $35M
  o Knowledge Infrastructure Program - Provincial $35M
  o Algonquin College Foundation Capital Campaign   <u>7 M</u>
                                                                        $77M

- **Total Project Actual Cost**

  o Expenditures to March 31, 2014 $76.0M
  o Estimated Expenditures in FY 2014/15   <u>$ .8M</u>
                                                                        $76.8M

- **Total Project Estimated Variance - Favourable:**   **$200K**

- **Explanation of Variance:**

  o Favorable negotiations with the Constructor resulted in a reduction in the overhead claimed. In addition, claims for additional work were negotiated at lower prices; thereby lowering the amount of contingency required in the project budget. As per capital campaign recommendations to the Foundation, this positive variance will be tracked until all donor pledge commitments have been converted to cash donations and will offset any un-fulfilled pledges. Once all pledges have been fulfilled, any remaining positive variance will be contributed to the ACCE Endowment Bursary.

New Pembroke Campus Project

- **Board Approval and Key Dates:**

  o November 2008 (#440) – Construction approved at an estimated total cost of $35.3M (excluding donated land with an estimated value of $1M).
    - In addition, the Students' Association commits $4.3M

  o November 2009 (#449) – Approval granted by the Board to seek $26M in financing from the Ontario Financing Authority (OFA).
    - Funding is approved and agreement signed with the OFA in May 2011.

  o November 2011 – Algonquin College is awarded a $3M Grant from HRSDC under the Enabling Accessibility Fund Program.

  o March 2012 (#471) – The Board approves expenditures of $23M from Reserve Funds. This eliminates the requirement for the OFA loan on the New Pembroke Campus Project.

  o February 2013 – Board approves the use of $2.5M from internally restricted funds to compensate for funds that were to come from the sale of the former campus property.

- **Key Construction Dates**

  o Project Start Date: April 8, 2011
  o Estimated Substantial Completion Date: June 29, 2012
  o Actual Substantial Completion Date: November 30, 2012
  o Facility Opening Date: November 2012

- **Approved Algonquin Project Funding:**

  o Algonquin College $28.0M
  o HRSDC Enabling Accessibility Grant $ 3.0M
  o Students' Association Contribution $ 4.3M
                                                                        $35.3M

- **Total Project Actual Cost**

    o Expenditures to March 31, 2014 $33.6M
    o Estimated Expenditures in FY 2014/15 $ 0.7M
                                                                           $34.3M

- **Total Project Estimated Variance - Favourable:**   **$1M**

- **Explanation of Variance:**

    o Savings were realized in a reduction of cash disbursement expenses, and changes in campus access road, which reduced some project costs. The remaining funds will be used to compensate for the expected shortfall between the original estimated proceeds of $2.5M from the sale of   the old Pembroke property, and the revised expected sale value of $1.5M. Sale of the old Pembroke property is expected to close in June 2014.

Student Commons Project

- **Board Approval and Key Dates:**

  - November 2008 (#449) – Construction approved at an estimated total cost of $52M.
    - Algonquin College participation $22M
    - Students' Association participation $30M

  - November 2009 (#449) – Approval granted by the Board to seek $22M in financing from the Ontario Financing Authority (OFA).
    - Funding is approved and agreement signed with the OFA in May 2011.

- **Key Construction Dates**

  - Project Start Date: March 3, 2011
  - Estimated Substantial Completion Date: July 31, 2012
  - Actual Substantial Completion Date: September 21, 2012
  - Facility Opening Date: September, 2012

- **Approved Algonquin Project Funding**

  - Algonquin College   42.3% $22M
  - Students' Association Contribution 57.7% $30M
                                                    $52M

- **Total Project Actual Cost**

  - Expenditures to March 31, 2014 $51.4M
  - Estimated Expenditures in FY 2014/15 $ 0
                                                   $51.4M

- **Total Project Estimated Variance - Favourable $625K**

- **Explanation of Variance:**
  - Paperwork for the final receivable from the Students' Association was processed in May 2014. The project will be closed in F2014/15 with no additional costs expected.

Digital College Project

- **Project Advancement Dates:**

  o June 2010 - In response to a MTCU call for strategic capital investment projects, Algonquin College submits a proposal for the Digital College Project (AKA Virtual College).

  o August 2011 – Algonquin College signs an agreement to implement the Digital College program. The project proposal provides $6.6M in funding from the MTCU, and requires Algonquin College to invest $4.6M for a total budget of $11.2M.

- **Key Construction Dates**

  o Project Start Date: April 21, 2011
  o Estimated Completion Date: March 31, 2014
  o Actual Completion Date: June 30, 2014

- **Approved Algonquin Project Funding:**

  o Algonquin College $4.6M
  o Ministry of Training, Colleges and Universities $6.6M

  $11.2M

- **Total Project Actual Cost**

  o Expenditures to March 31, 2014 $10.8M
  o Estimated Expenditures in FY 2014/15 $ .4M

  $11.2M

- **Total Project Estimated Variance:**   **$0**

- **Explanation of Variance:**

  o Project plans for 2014-15 indicate that the Digital College Projects are expected to be completed in the first quarter of 2014/15 as presented to the MTCU.

Energy Savings Company Agreement II (ESCO II)

- **Project Advancement Dates:**
    - August 2012 – In response to a Request For Proposal issued by the College, Siemens Canada is awarded a letter of intent for energy improvement measures and reduction of the College's deferred maintenance liability.
    - December 2012 – The Board of Governors approves a multi-phase approach to the ESCO II project.
    - May 2013 - Phase 1 of ESCO II is approved, primarily focusing on Building B HVAC, with a total projected investment of $13.7M
    - October 2013 – Phase 2 is approved focusing on the design and Provincial approvals for the co-generation plant and other improvement measures, with a total projected investment of $3.6M
    - June 2014 – Phase 3 will be presented to the Board of Governors for approval focusing on the construction of the co-generation plant and other improvement measures. Total projected investment for this phase is $13.9M

- **Key Construction Dates:**
    - B building HVAC Estimated Completion Date: September, 2014
    - Design of Co-generation Plant: July, 2014
    - Co-generation Plant Estimated Completion Date: November 1, 2015

- **Approved Project Funding:**
    - Siemens Canada (Phase 1) $13.7M
    - Siemens Canada (Phase 2) $3.2M
    - Algonquin College (Phase 2)* $0.3M
    - Siemens Canada (Phase 3) $13.9M
                                        $31.1M

- **Projected Annual Savings (Post-Construction):**
    - Phase 1 $1.0M
    - Phase 2 $0.2M
    - Phase 3 $1.0M

                       $2.2M

- **Total Savings (To March 2015 – in progress) ****
    - Savings to March 31, 2014 $71.7K
    - Estimated Savings in FY2014/15 $325.1K
                                         $396.8K

* To address an immediate need to replace the failing cooling tower, Siemens agreed to perform the unplanned work as part of the project in exchange for the College funding planned ESCO work in ACCE valued at $300K.

** Savings are cumulative and estimated to the end of 2014/15. $2.2M annual savings will only be fully realized at the conclusion of the construction period 2015/16.

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HLE – Healthy Living Education (Building A and J)

- **Board Approval and Key Dates:**

  o December 2013 (#484) – Approval of the repatriation of the Hairstylist and Esthetician programs from Confederation High School, the relocation of Massage Therapy program from Building J to Building A, and Dental Clinic Renewal/Expansion (Bldg J) at an estimated cost of $6.7M (based on indicative funding requirements) to be completed over multiple years ($3.01M Building A, and $3.69M Building J).
  o March 2014 – President's Council was provided a project update with class C cost estimates and design and code requirements for Building A, which impacted the scope of the project. To maintain the budget approved by the Board in December 2013, the scope of the project was adjusted to $6.64M ($5.91M Building A, and $0.73M building J).

- **Key Construction Dates:**

  o Project Start: May 2014
  o Estimated Substantial Completion Date   August 2014

- **Approved Algonquin Project Funding:**

  o Algonquin College Funds $6.6M

- **Total Project Actual Cost:**

  o Expenditures to March 31, 2014 $0.3M
  o Estimated Expenditures in FY 2014/15   <u>$6.3</u>
                                                                      <u>$6.6M</u>

- **Total Project Variance:**   **$0**

- **Explanation of Variance:**
  o This project is expected to be completed on budget.