

Meeting of the Board of Governors & AGM

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

VISION
To be a global leader in digitally-connected applied education & training

CORE VALUES
Caring, Learning, Integrity, Respect

MEETING NUMBER FOUR HUNDRED AND NINETY TWO OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON MONDAY, JUNE 8, 2015 AT 4:00 PM, IN ROOM CA105 IN THE ACCE BUILDING, WOODROFFE CAMPUS, OTTAWA.

AGENDA

Celebrating Success – *“Breath of Life” Team*

1.	Constitution of the Board Meeting		
2.	Declarations of Conflicts of Interest		
3.	Approval of the Consent Agenda	J. McIntosh	
	3.1 Minutes of the April 13, 2015 Board of Governors Meeting		
	3.2 Academic & Student Affairs Committee (ASAC) Report	K. Leroux	
	3.3 Audit & Risk Management Committee (ARM) Report	N. Cheng	
	3.4 Governance Committee Report	P. Nadeau	
	3.5 Banking Officers Resolution		
	3.6 Section 28 Approval for TD Bank		
	3.7 4 th Quarter 2014-2015 Business Plan Update		
	3.8 2017-2022 Strategic Plan Update		
	3.9 Algonquin College Armorial Bearing		
4.	Business Arising from the Minutes		
	4.1 Five Year Woodroffe Master Development Plan	D. McNair J. Tattersall	
	4.2 Energy Services Contract 2 (ESCO 2) Phase 4	D. McNair J. Tattersall	
	4.3 Healthy Living Education (HLE) Proposal	C. Brulé B. Foulds, J. Tattersall	
5.	Decision Items & Reports		
	5.1 International Update – Jazan, Saudi Arabia	D. Wotherspoon D. McNair	
	5.2 4 th Quarter Financial Results & Audited Financial Statements	N. Cheng D. McNair	
	5.3 Annual Report and Progress Against Strategic Plan 2012-2017	President’s Council	
6.	Items for Information		

	6.1 AC Digital Strategy 6.2 Capital Projects Summary 6.3 Freedom of Information Annual Report 6.4 Colleges of Applied Arts and Technology (CAAT) Retirement Compensation Annual Report to Sponsors 6.5 Report from the Board Chair 6.6 Report from the President 6.7 Vice President Recruitment Update 6.8 Management Summary Report	C. Brulé D. McNair D. McNair C. Jensen J. McIntosh C. Jensen C. Jensen President's Council	
7.	In Camera Session		
8.	Meeting Adjournment		

MINUTES OF MEETING NUMBER FOUR HUNDRED AND NINETY ONE OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON **MONDAY, APRIL 13, 2015 AT 4:00 PM**, IN CA105 ACCE BUILDING, WOODROFFE CAMPUS.

Present:	James McIntosh, Chair	Regrets:	Nancy Cheng
	Fred Blackstein, Vice Chair		Kyrylo Kasyanenko
	Pam Auchterlonie		Michael Waters
	Jim Brockbank		
	Lynne Clark	Sr. Mgmt:	Claude Brulé, Academic
	Sherryl Fraser		Duane McNair, Finance &
	Cheryl Jensen, President		Administration
	Kathyrn Leroux		Laura Stanbra, Student Services
	Shawn McBride		Doug Wotherspoon, International,
	Peter Nadeau		Communications & Strategic
	Dr. Jim Robblee		Priorities
	Kelly Sample	Recorder:	Suzannah DiMarco
	Mark Sutcliffe		

Observers Jo-Ann Aubut, Director Academic Development
Brent Brownlee, Director, Ancillary Services
Wayne Dalrymple, Professor, Information and Communications Technology
Joe Davis, Associate Vice President, Campus Living Centres
Cathy Dempsey, Director Finance & Administration
Dave Donaldson, Dean, School of Business
Peter Fortura, Executive Director (Acting) Academic Operations & Planning
Sophie Galvan, General Manager, Student Conduct and Community Services
Michael Gawargy, Director, Information Technology Services
Chris Janzen, Dean, Faculty of Technology & Trades
Jim Kyte, Dean, School of Hospitality and Tourism
Jeff Macnab, Registrar
Tracy McDougall, Executive Assistant to the President
Joe Ranieri, Director, Business Development
Shelley Styles, Director, Student Services
John Tattersall, Director, Physical Resources
Susan Thompson, Education Technology Support, Construction Trades & Building Systems
Claire Tortolo, Coordinator (Acting), Language Institute
Jane Trakalo, Acting Dean, Faculty of Health, Public Safety and Community Studies

1. CONSTITUTION OF THE MEETING

Chair McIntosh constituted the meeting at 4:00 pm.

Board Education Session – Student Residences

J. Tattersall, Director Physical Resources, S. Styles, Director Student Support Services and S. Galvan, General Manager Student Conduct and Community Services provided members with a review of

Algonquin College's Woodroffe Campus Student Residence. Members were briefed on the furnished accommodation that serves over 1000 students and has been in operation for the past 15 years. Although additional bed space is not required at this time, there is a need to invest in the refurbishment of the Residence. Current efforts are focused on replacing furniture and improving the quality of living and digital spaces. The Residence is operated by Campus Living Centres, and has joined the College as a strategic partner in the operation and management of the Residence. A number of questions were answered. J. Tattersall, S. Styles and S. Galvan were thanked for their informative presentation.

2. CONFLICT OF INTEREST DECLARATION

Members were asked to declare conflicts of interest with any items on the Agenda. No conflicts of interest were declared.

3. APPROVAL OF THE CONSENT AGENDA

Chair McIntosh asked whether any Governor wished to remove an item from the Consent Agenda, for discussion. No items were removed from the Consent Agenda. The chairs of the Governance, Audit & Risk Management and Academic and Student Affairs committees took the opportunity to update Governors on the activities that have occurred since the February 2, 2015 Board of Governors meeting. Members were referred to the reports included in their Board materials.

RESOLUTION

MOVED & SECONDED J. Brockbank & L. Clark

THAT the Board of Governors approves all Consent Agenda items.

CARRIED.

3.1 Minutes of the February 2, 2015 Board of Governors Meeting

RESOLUTION

THAT the Board of Governors approves the Minutes of the February 2, 2015 meeting as presented.

3.2 Academic & Student Affairs Committee (ASAC) Report

Program Title Change

RESOLUTION

THAT the Board of Governors approves the program title change from Mobile and Social Media Management to Digital Communication Management effective Fall 2015, pending validation of the program title from the Credential Validation Service.

Aircraft Maintenance Technician OCD

RESOLUTION

THAT the Board of Governors approves the acceptance of the report on the progress made towards acquiring the capital equipment necessary for the Aircraft Maintenance Technician, Ontario College Diploma program and that the Board approve the launch of the program of study for the 2015 Fall semester, pending MTCU funding approval.

3.3 Audit & Risk Management Committee

A report from the Audit & Risk Management Committee was submitted for information.

3.4 Governance Committee Report

1) Governor Reappointments

RESOLUTION

THAT the Board of Governors approves the reappointment of Governor Clark to a two-year term and Governor Cheng to a three-year term of office.

One Abstention – Governor L. Clark

2) Board Officer & Committee Appointments

RESOLUTION

THAT the Board of Governors approves the slate of Board Officer positions and committee memberships for the period September 1, 2015 to August 31, 2016.

OFFICERS OF THE BOARD 2015/2016

Chair	Kathryn Leroux
Vice Chair	Mark Sutcliffe
President/Secretary	Cheryl Jensen
Treasurer	Duane McNair
Chair, Audit & Risk Management Committee	Nancy Cheng
Chair, Governance Committee	Peter Nadeau
Chair, Academic & Student Affairs Committee	James Brockbank

EXECUTIVE COMMITTEE

Chair	Kathryn Leroux
Vice Chair	Mark Sutcliffe
President	Cheryl Jensen
Chair, Audit & Risk Management Committee	Nancy Cheng
Chair, Governance Committee	Peter Nadeau
Chair, Academic & Student Affairs Committee	James Brockbank

AUDIT & RISK MANAGEMENT COMMITTEE

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

GOVERNANCE COMMITTEE

Chair	Peter Nadeau
Chair of the Board	Kathryn Leroux
President	Cheryl Jensen
Governors	Lynne Clark
Support Representative	Pam Auchterlonie New Governor New Governor

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Chair	James Brockbank
Chair of the Board	Kathryn Leroux

President	Cheryl Jensen
Senior VP Academic	Claude Brulé
VP Student Services	Laura Stanbra
Governors	Dr. Jim Robblee
Faculty Representative	To be confirmed
Administration Representative	Sherryl Fraser
Student Governor	To be confirmed

Algonquin College Foundation Representative Lynne Clark

3.4 TD Canada Trust Corporation

RESOLUTION

THAT the Board of Governors grants approval to College Management to sign the TD Canada Trust Corporate Resolution to initiate the transition of banking services from Bank of Montreal to TD Canada Trust. Management will not transfer funds or initiate banking services with TD Canada Trust until required approvals are obtained from the Minister of Finance as per Section 28 of the Financial Administration Act.

4. BUSINESS ARISING

4.1 International Update

D. Wotherspoon, Vice President International, Communications and Strategic Priorities referred members to the report included in their packages. Members were briefed on the status of the Jazan Campus and potential opportunities that exist for Algonquin resulting from recent economic development in the region. Governors were updated on the security of faculty, staff and students in light of recent political unrest in neighbouring Yemen and advised that plans are in place should the situation deteriorate. Of note, the financial results 2014/2015 for the Jazan Campus will be submitted at the June 8 Board meeting. Progress at the Kuwait Campus continues for a Fall 2015 opening and recruitment and marketing in the area have begun. Governors accepted the Report as presented. On behalf of the Board, Chair McIntosh thanked D. Wotherspoon and his team for their efforts on all international activities.

4.2 Strategic Plan Guidelines

D. Wotherspoon referred members to the Strategic Planning Guidelines that were drafted as a result of discussions and review at the February 2, 2015 Board Retreat.

RESOLUTION

MOVED AND SECONDED J. Robblee & K. Leroux

THAT the Board of Governors approves the Strategic Planning Guidelines as presented.

CARRIED.

4.3 Entrepreneurial Opportunity

C. Brulé and D. McNair updated members on the eReader entrepreneurial opportunity that was brought to the Board at the last meeting. The College continues to work with Kivuto to develop the eReader solution and reviewed key milestones achieved to date. Governors were briefed on

the College's investment and participation in the joint venture. Of note and in answer to a member's question, members were advised that a second cash call will be discretionary. Equity ownership is currently at 15%, then after the second capital call, ownership would dilute to 9% unless the College chooses to invest funds. The report was accepted for information.

5. DECISION ITEMS & REPORTS

5.1 Appointment of New Governors

P. Nadeau, Chair of the Board's Governance Committee briefed members on the open and transparent recruitment process that resulted in over 47 applications to our Board. After a series of interviews, Ms. Shellee Evans, Director of Community Services for the Town of Perth and Mr. Michael Tremblay, Vice President Public Services at Microsoft Canada were selected to be recommended to the Board for election. Mr. Tremblay is familiar to Algonquin College, being the outgoing Chair of the AC Foundation. Chair McIntosh thanked the Committee members and staff for their significant efforts over the last several months related to the recruitment of new Governors.

RESOLUTION

MOVED & SECONDED P. Nadeau & F. Blackstein

THAT the Board of Governors approves the appointment of Shellee Evans for a three-year term and Michael Tremblay for a three-year term as of September 1, 2015.

CARRIED.

5.2 Healthy Living Education (HLE)

C. Brulé presented the Health Living Education initiative on behalf of B. Foulds, Dean, Faculty of Health, Public Safety and Community Studies and the HLE Working Group who have developed the project to date. The aim is to have a shovel-ready advocacy document for endorsement by the Board at the June 8, 2015 meeting. Members were briefed on the vision for the initiative which is predicated on key factors such as an aging population with multiple chronic health issues; increasing health care costs; a shift to community-based and home-based care; and a renewed focus on disease prevention and promotion of health and wellness. Discussion occurred including the establishment of an advisory cabinet chaired by Dr. Robblee that will help to inform the process. Members discussed the initiative's vision which includes bringing the community into the College by providing a community-integrated learning and innovation hub to help Canadians live healthier lives. This hub is anticipated to include opportunities for students in applied research projects and the addition of degree and applied programs to the current complement. The Board of Governors accepted the presentation for information and provided useful feedback and suggestions for the Healthy Living Education initiative.

6 INFORMATION ITEMS

The reports included in member's packages were accepted for information.

6.1 Board of Governors Spring Key Messages

Members were referred to the written report included in their meeting materials.

6.2 Report from the Board Chair

Members were referred to the written report included in their meeting materials.

6.3 Report from the President

President Jensen added to her written report by advising members that recruitment efforts have begun for the replacement of the Vice President Human Resources and to fill the new position of Vice President Digital Technologies & Innovation. A follow-up report on the recruitment efforts will be provided at the June 8 Board meeting.

6.4 Management Summary Report

In answer to a Governor's question regarding applied research completed at Algonquin, members were advised that two research papers were published recently and are referenced in the Management Summary Report. Governor Blackstein took the opportunity to personally complement President Jensen on the Rex Murphy radio show that provided the College with some very favourable media reports.

7 IN CAMERA SESSION

An In Camera Session was not required.

8 MEETING ADJOURNMENT

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

Jim McIntosh, Chair

Suzannah DiMarco, Recorder

MEMO

DATE: June 8, 2015

TO: Board of Governors

FROM: Governor Leroux, Chair, Academic & Student Affairs Committee (ASAC)

SUBJECT: ASAC Report to the Board from the meeting of May 21, 2015

For documentation in support of the agenda items, please visit the Board's SharePoint site; choose the ASAC meeting folder – May 21, 2015 meeting materials.

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL

Program Review

a) Retirement Communities Management, Ontario College Graduate Certificate

RESOLUTION

MOVED & SECONDED S. Fraser & S. McBride

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Retirement Communities Management, Ontario College Graduate Certificate program effective Winter 2016 and seek validation of the program title and outcomes from the Credential Validation Service and approval for funding from the Ministry of Training, Colleges and Universities.

CARRIED.

b) Regulatory Affairs – Sciences, Ontario College Graduate Certificate

RESOLUTION

MOVED & SECONDED J. McIntosh & S. Fraser

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Regulatory Affairs - Sciences, Ontario College Graduate Certificate program effective Fall 2016 and seek validation of the program title and outcomes from the Credential Validation Service and approval for funding from the Ministry of Training, Colleges and Universities.

CARRIED.

c) Energy Management, Ontario College Graduate Certificate

RESOLUTION

MOVED & SECONDED S. Fraser & S. McBride

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Energy Management, Ontario College Graduate Certificate program effective Fall 2016 and seek validation of the program title and outcomes from the Credential Validation Service and approval for funding from the Ministry of Training, Colleges and Universities.

CARRIED.

d) Bachelor of Technology – Business Systems Development

e) Bachelor of Technology – Digital Health

Both degree programs were reviewed together due to the joint nature of their semesters.

RESOLUTION

MOVED & SECONDED J. McIntosh & K. Leroux move both motions.

THAT the Academic and Student Affairs Committee approves the Bachelor of Technology (Business Systems Development) program and the Bachelor of Technology (Digital Health) program, both effective Fall 2017 and submit an application for Ministerial Consent to the Postsecondary Education Quality Assessment Board and seek approval for funding from the Ministry of Training, Colleges and Universities.

CARRIED.

f) Revised Academic & Student Affairs Terms of Reference

RESOLUTION

MOVED & SECONDED J. McIntosh & S. McBride

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the revised ASAC Terms of Reference.

CARRIED.

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

- a) ASAC draft Work Plan 2015/2016
- b) Student Success Initiatives Update
- c) Enrolment Report
- d) Multi-Year Accountability Agreement (MYAA) & Key Performance Indicators (KPI) Results
- e) Status of Program Launches/Enrolment Projections

MEMO

DATE: June 8, 2015

TO: Board of Governors

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

SUBJECT: ARM Committee meeting of May 15, 2015

A. ITEMS THE COMMITTEE HAS APPROVED – FOR BOARD APPROVAL

There were no items approved by the Committee for submission to the Board.

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

2014/2015 Draft Audited Financial Statements

RESOLUTION

MOVED & SECONDED M. Waters & K. Sample

THAT the Audit & Risk Management Committee approves the submission of the draft 2014/2015 financial statements to the Ministry of Training, Colleges and Universities for consolidation with the Province of Ontario financial statements.

CARRIED.

C. INFORMATION ITEMS PRESENTED TO ARM COMMITTEE

- ✓ March 31, 2015 Audit Results/Year-End Communication
- ✓ Exception Report on Non-Competitive Procurement (single/sole source)
- ✓ Endowment Fund Investment Results for Year Ending March 31, 2015

APPOINTMENT OF THE AUDITORS

The next meeting of the Audit & Risk Management Committee will be held on June 4, where the Committee will recommend the Appointment of the Auditors for the period April 1, 2015 to March 31, 2016. Please note that a Transmittal from the ARM Committee to the Board of Governors recommending the Appointment of the Auditors will be provided at the Board meeting on June 8, 2015.

MEMO

DATE: June 8, 2015

TO: Board of Governors

FROM: Governor Nadeau, Chair, Governance Committee

SUBJECT: Governance Committee meeting of May 5, 2015

A. ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL

There were no items approved by the Committee for submission to the Board.

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

1) Lieutenant Governor in Council (LGIC) Submission

Governance Committee was briefed on the Lieutenant Governor in Council application that was submitted to the Public Appointments Secretariat on behalf of Dr. James Robblee. President Jensen has contacted Assistant Deputy Minister Carter-Whitney to ask for an update on timelines, however no new information has been provided.

2) Professional Development Opportunities

Governance Committee reviewed the upcoming Colleges Ontario 2015 Higher Education Summit and the Colleges Ontario orientation sessions for new members that occur in the Fall. Members agreed on timelines for Governors to submit requests to attend the sessions.

3) Orientation for New Governors

Governance Committee reviewed the two, half-day orientation sessions scheduled for August and September. In response to feedback from last year's attendees, the program will provide a broader review of academic programs and more information regarding the College's rural and offshore campuses. The orientation programs will be finalized over the summer months.

**RESOLUTION
MOVED AND SECONDED**

THAT for banking purposes, the following are the officers of Algonquin College of Applied Arts and Technology, effective September 1, 2015:

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

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

SENIOR OFFICIALS OF THE COLLEGE

POSITION	CURRENT INCUMBENT
President	Cheryl Jensen
Senior Vice President, Academic	Claude Brulé
Vice President, Finance & Administration	Duane McNair
Vice President, Human Resources	vacant
Vice President, Student Services	Laura Stanbra
Vice President, International, Communications & Strategic Priorities	Doug Wotherspoon
Vice President, Digital Technologies & Innovation	vacant
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 8th day of June, 2015.

DATED at Ottawa this 8th day of June, 2015

Witness by my hand and (Corporate) Seal

SECRETARY



President/Board of Governors

Presentation to:	Board of Governors
Subject:	Section 28 Approval for Credit Facility with TD Bank
Date:	June 8, 2015
Presenter (s):	Duane McNair, Vice President, Finance and Administration

RECOMMENDATION:

THAT Algonquin College’s Board of Governors authorizes Algonquin College Administration to seek approval from the Ministry of Training Colleges and Universities and the Ministry of Finance for Algonquin College to acquire a \$15.0 million operating line of credit from Toronto-Dominion Bank.

PURPOSE:

This report provides the Board of Governors background information regarding the banking services of Algonquin College and request for approval for a new line of credit with TD Bank as part of transition of banking services.

BACKGROUND/CONTEXT:

In October 2013, Algonquin College participated in a collective Request for Proposal (RFP) for new banking services as part of a working group led by the Ontario Education Collaborative Marketplace (OECM).

The RFP process concluded with Toronto-Dominion Bank (TD) being awarded the right to provide banking services per the requirements of the RFP. The initial term of the agreement is for five (5) years with option for a renewal period of up to an additional five (5) years.

Benefits of transitioning to TD Bank include:

- leveraging the group buying power of OECM’s 24 Colleges customers to deliver pre-negotiated and substantially discounted Banking Services for the College;
- consolidate the College’s banking service providers from three financial institutions to one institution to better standardize processes, eliminate extraneous interbank transfers, and simplify cash management; and,

- reduce banking fees incurred by the College by an estimated \$13k per annum.

The College is relying on OECCM's legal counsel for legal review of the TD Bank Agreement. The College is satisfied that OECCM's legal review is sufficient for this agreement.

As part of transitioning to TD Bank, the College will apply for a new line of credit facility with TD. The College currently has a \$5 million line of credit with Bank of Montreal (BMO). The College uses its existing line of credit to fund letters of credit and as overdraft protection for its operating bank account.

The College is requesting a \$15 million line of credit with TD Bank. The increase to the line of credit reflects the growth of the College's operations and anticipated working capital requirements going forward for the next decade.

Business Case To Support a Request for
Approval under Section 28 of the *Financial
Administration Act* to enter into a Lending
Facilities Agreement with the Toronto-
Dominion Bank

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

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1 Overview of Request

The Algonquin College of Applied Arts and Technology (“College”) currently has Banking Services with Bank of Montreal. This program has been in place, and running efficiently for 10 years.

This request is to approve the College moving its Banking Services from Bank of Montreal to Toronto-Dominion (“TD”). Therefore, the College is seeking *Financial Administration Act* (FAA) Section 28 approval for Banking Services with TD available through the Ontario Education Collaborative Marketplace (“OECM”) TD Banking Agreement (“Agreement”).

The Agreement was effective May 1, 2014. The expiry date is April 30, 2019 unless OECM exercises the extension options (i.e. up to a 5-year period).

2 Benefits of Implementing the TD Banking Services

The benefits to the College of implementing/moving to the OECM TD Banking Agreement are to:

- leverage the group buying power for OECM’s 24 Colleges customers in providing a comprehensive banking package;
- deliver pre-negotiated and substantially discounted Banking Services for all Colleges;
- have Colleges deal with a TD Commercial Banking Centre which is local to their market and work with a Community Banking Partner;
- provide Cash Management and Credit specialists to work directly with the College offices to support implementation or transition from existing financial institution, regular touch-point meetings, ad-hoc meetings to discuss operational efficiencies and new services;
- consolidate the College’s banking service providers from three financial institutions to one institution to better standardize processes, eliminate extraneous interbank transfers, and simplify cash management;
- provide modern, electronic banking services to reduce manual processing time and improve efficiency of the College’s Treasury operations; and,
- reduce banking fees incurred by the College by an estimated \$13k per annum.

3 Ontario Broader Public Sector Procurement Directive

The College is obligated to adhere to the Ontario Broader Public Sector Procurement Directive, effective April 1, 2011, issued by the Ontario Management Board of Cabinet.

The award of the Agreement to TD for Banking Services resulted from a fair, open and competitive procurement process managed by OECM.

4 Summary of the Agreement

The Agreement includes the following:

- Article 1 – Interpretation and General Provisions
- Article 2 – Legal Relationship Between OEMC/Client, Supplier, and Third-parties
- Article 3 – Performance by Supplier
- Article 4 – Payment for Performance
- Article 5 – Confidentiality and FIPPA
- Article 6 – Intellectual Property and Use of OEMC Insignia
- Article 7 – Insurance
- Article 8 – Termination, Expiry and Extensions
- Article 9 – Alternative Dispute Resolution
- Schedule 1 (Deliverables, Supplementary Provisions, and Rates)
 - Appendix A – Deliverables and Supplementary Provisions
 - Appendix B – Rates For Deliverables
- Schedule 2 (Client Supplier Agreement)
 - Appendix A – Deliverables and Supplementary Provisions
 - Appendix B – Rates For Deliverables
 - Appendix C – Supplier Schedules and Forms

OECM roles and responsibilities:

- Signed the master agreement, along with TD
- Acts as a liaison between TD and the Colleges
- Oversees the obligations and performance of TD
- Provides various support to Colleges, such as reporting, savings validation, business relationship management services, and timely issue resolution.

College roles and responsibilities:

- Complete and sign the:
 - Client Supplier Agreement
 - Client OEMC Agreement
 - TD Proprietary Agreements for Cash Management or Lending Facilities
- Abide by the terms and conditions of the overall OEMC TD Master Agreement

5 Details of College's Banking Services

An overview of the College's Banking Services Lending Facilities is set out below:

- The College is requesting to set up a \$15,000,000 maximum operating line of credit facility with TD Bank to fund operational activities which represents current maximum working capital requirements.

The College currently has a \$5,000,000 operational line of credit with Bank of Montreal. The College uses \$884,000 of its existing operational line of credit to fund letters of credit on a monthly basis throughout the year. The remaining balance is in place as overdraft protection for day-to-day cash shortfalls due to unforeseen cash flow disruptions beyond the College's control.

Upon approval of the new credit facility with TD Bank, the College will close its existing credit facility with Bank of Montreal.

6 Administration of the College Banking Services

The College's Banking Services is managed by Finance and Administrative Services within the organization. Established Banking policies and procedures, including the role and responsibilities of the Banking Services Administrator, as noted in Appendix F are adhered to. The Banking Services activities are aligned with the College's delegation of authority.

Anticipated increases to the available level of spend are managed by change of policy (Board Governance Policy BG II-02) subject to approval by the Algonquin College Board of Governors.

7 Implementation Plan

The anticipated implementation start date of the TD Banking Services at the College is July 1, 2015 with full implementation planned for Oct 1, 2015.

TD will support the implementation, and we anticipate it will take between approximately 8 to 12 weeks. Algonquin College is working with TD Bank based on TD Bank's implementation plan task list.

The College implementation team will consist of:

- Manager, Financial Services
- Treasury Supervisor
- Treasury Analyst
- Manager, Operational Accounting, Payroll and Logistics
- Supervisor, Operational Accounting and Payroll
- Algonquin College ITS support
- External PeopleSoft contractor

Internal stakeholders impacted by the transition to TD Bank include:

- Finance Department
- Registrar's Office
- Ancillary Services
- Information Technology Services
- Algonquin College Foundation

External stakeholders impacted by the transition to TD Bank include:

- Vendors paying via EFT, wire payment or pre-authorized debit
- Our current financial institution (Bank of Montreal)
- Students paying tuition via wire payments
- Armored car services for cash deposits
- MTCU

Changes to Algonquin College processes will include receiving electronic cheque files instead of paper cheques, and receipt of Merchant Account and cash deposits directly into designated zero-balancing operating account(s).

Communication will be sent out to external vendors and international students providing banking details of new bank accounts. The vendors and students will be expected to change their remittances to the new TD bank accounts within 60 days.

Communication will be sent to internal stakeholders regarding any process changes (i.e. deposit slips).

BMO and TD Bank accounts will be run in parallel for a period up to 6 months to ensure:

- Clearing of any outstanding BMO cheques;
- Receipt of any electronic payments (direct deposit, international wires);
- Utilization of existing BMO credit facilities pending Section 28 approval

8 Supporting Documentation

Attached you will find:

- Appendix A – Formal letter example;
- Appendix B – Outstanding Debt Template;

APPENDIX A – FORMAL LETTER EXAMPLE

[Insert date]

Honourable Reza Moridi
Ministry of Training, Colleges, and Universities
Mowat Block
3rd Floor
900 Bay Street,
Toronto, Ontario
M7A 1L2

Dear Minister,

Re: FAA Section 28 Approval for the TD Banking Agreement

The Algonquin College of Applied Arts and Technology requests Minister of Finance's approval as required under Section 28 of the *Financial Administration Act*, to use the TD Banking Agreement for the next five (5) years.

Details of this request have been provided to Ministry staff. We will be pleased to address any questions which you may have with respect to this request.

Yours truly,

Duane McNair, CPA, CGA
Vice-President of Finance and Administration
The Algonquin College of Applied Arts and Technology

cc:

APPENDIX B – OUTSTANDING DEBT TEMPLATE AS OF MARCH 31, 2015

The Algonquin College of
Applied Arts and
Technology

Purpose	Borrowing Date	Initial Load Amount	Rate	Payment Frequency	Term	Maturity Date	Debt Outstanding as at March 31, 2015
1. Residence Phase I A	Nov. 1, 2000	\$ 6,500,000	6.95%	Monthly	25 years	Nov. 1, 2025	\$ 4,107,912
2. Residence Phase I B	Nov. 1, 2000	\$ 6,500,000	6.85%	Monthly	25 years	Nov. 1, 2025	\$ 4,125,902
3. Police Public Safety Institute	Nov. 1, 2000	\$ 10,000,000	6.55%	Monthly	25 years	Nov. 1, 2025	\$ 3,076,394
4. Residence Phase II	Mar. 1, 2002	\$ 17,650,000	6.60%	Monthly	25 years	Mar. 1, 2027	\$ 11,942,160
5. Residence Phase III	Jan. 1, 2004	\$ 18,000,000	5.97%	Monthly	25 years	Jan. 1, 2029	\$ 13,046,079
6. OFA Student Commons	Dec. 17, 2012	\$ 21,296,746	4.008%	Bi-Annual	25 years	Dec. 17, 2037	\$ 20,260,042
Less Current Portion							(\$ 2,598,799)
							\$ 53,959, 690



President/Board of Governors

Presentation to:	Board of Governors
Subject:	4 th Quarter 2014/2015 Business Plan Update
Date:	June 8, 2015
Presenters:	President's Council

RECOMMENDATION:

THAT the Board of Governors accepts the 4th Quarter 2014/2015 Business Plan Update for information.

PURPOSE:

The purpose of this report is to update the members of the Board of Governors on the status of the business plan. College staff prepares quarterly updates based on the annual Business Plan to allow the Board to monitor the College's progress towards the achievement of its year-end targets. The annual Business Plans support the organization's Strategic Plan 2012-2017.

2014-15 Business Plan - 4th Quarter Update to the Board of Governors

2012-17 Strategic Goals	2014-15 Initiative/Leveraged Action	2014-15 Measure	4th Quarter Update	Status: Green, Yellow, Red
Goal 1: Deliver an exemplary applied education and training experience.				
	ACADEMIC Enhance first year student persistence through effective intervention and remedial activities.	ACADEMIC Overall term-to-term retention rate increased by 1% over 2013/2014.	ACADEMIC Fall 2014 to Winter 2015 term-to-term retention statistics showed an increase of 0.4%, from 86.9% to 87.3%.	ACADEMIC
	ACADEMIC Enhance student mobility and graduation by creating more efficient program pathways, laddering and articulations.	ACADEMIC Pathways, laddering and credit transfer plans developed for each School.	ACADEMIC Updated credit transfer plans for each school will be completed by June 1, 2015. Over 25 new articulation agreements finalized. Existing agreements were reviewed through an annual quality assurance process.	ACADEMIC
	STUDENT SERVICES Implement Year 1 of the Strategic Enrolment Management (SEM) Plan.	STUDENT SERVICES (1) Benchmark metrics established for Recruitment, Admissions, Orientation, Student Support Specialists & Retention. (2) Top 3 Strategic Enrolment Management (SEM) projects completed. (3) First College-wide Strategic Enrolment Management (SEM) conference with 100 faculty & 100 support staff in attendance hosted with participants ranking the event an average of 4 out of 5 in total satisfaction.	STUDENT SERVICES (1) Completed. Benchmark metrics established. (2) Completed. i) A new Enrolment Committee has been formed and meets weekly to review enrolment and retention targets and mitigates risks. ii) A manager of retention position has been created and the recruitment of the candidate is underway. iii) The Registrar's Office completed a second teleservicing campaign targetting all level one students registered in the Winter Term. Feedback from stakeholders has been received and recommendations have been made; these include early identification of "At Risk" students and earlier intervention. (3) Completed.	STUDENT SERVICES
Goal 2: Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.				

GREEN - COMPLETED

YELLOW - IN PROGRESS TO REACH GOAL WITHIN ACADEMIC YEAR

RED - HAS NOT REACHED GOAL

2014-15 Business Plan - 4th Quarter Update to the Board of Governors

2012-17 Strategic Goals	2014-15 Initiative/Leveraged Action	2014-15 Measure	4th Quarter Update	Status: Green, Yellow, Red
	<p>ADVANCEMENT</p> <p>Integrate marketing, recruitment and admission processes to create a comprehensive admission funnel.</p>	<p>ADVANCEMENT</p> <p>College applications outperform the system average by 2%.</p>	<p>MARKETING / RECRUITMENT</p> <p>Total applications received by the College for 2014/15 were below the goal of exceeding the system average by 2%. Marketing and Recruitment were able to better the system average by 1.0% in applications received for all terms, summed within the fiscal year.</p> <p>Marketing and Recruitment grew the non-direct applications in all terms by 2.2% and gained ground in both Winter and Spring terms in direct applications. There was a significant drop in the 2015 Fall applications (-6.0%) from the direct applicants as the demographic shift in graduating high school students affected the entire college system application volume.</p>	<p>ADVANCEMENT</p>
	<p>ACADEMIC</p> <p>Create a vision document and business case for each School.</p>	<p>ACADEMIC</p> <p>Deans vision document and business case developed for each School by end of Fall 2014.</p>	<p>ACADEMIC</p> <p>Vision document and business case for each school will be completed by June 15, 2015.</p>	<p>ACADEMIC</p>
	<p>ACADEMIC</p> <p>Enhance the choice and flexibility of student learning options by increasing the availability of fully online offerings.</p>	<p>ACADEMIC</p> <p>3,300 full-time equivalent students (FTEs) enrolled in online and hybrid course offerings.</p>	<p>ACADEMIC</p> <p>Substantially complete. 5% off target (3,120 FTEs vs. 3300) due to decreased enrolment.</p>	<p>ACADEMIC</p>
	<p>INTERNATIONAL & STRATEGIC PRIORITIES</p> <p>Implement onshore initiatives from International Education Strategy.</p>	<p>INTERNATIONAL & STRATEGIC PRIORITIES</p> <p>1,140 full-time international equivalent students enrolled in onshore programs of study.</p>	<p>INTERNATIONAL & STRATEGIC PRIORITIES</p> <p>Target exceeded. 1,373 full-time international equivalent students enrolled in onshore programs of study.</p>	<p>INTERNATIONAL & STRATEGIC PRIORITIES</p>
	<p>INTERNATIONAL & STRATEGIC PRIORITIES</p> <p>Increase number of international students in high-demand programs.</p>	<p>INTERNATIONAL & STRATEGIC PRIORITIES</p> <p>50 additional international students in high-demand programs.</p>	<p>INTERNATIONAL & STRATEGIC PRIORITIES</p> <p>Target exceeded. 62 additional international students in high-demand programs.</p>	<p>INTERNATIONAL & STRATEGIC PRIORITIES</p>

GREEN - COMPLETED

YELLOW - IN PROGRESS TO REACH GOAL WITHIN ACADEMIC YEAR

RED - HAS NOT REACHED GOAL

2014-15 Business Plan - 4th Quarter Update to the Board of Governors

2012-17 Strategic Goals	2014-15 Initiative/Leveraged Action	2014-15 Measure	4th Quarter Update	Status: Green, Yellow, Red
	ACADEMIC Widen access by developing new programs of study and diversifying delivery modalities.	ACADEMIC (1) 575 students enrolled in applied degrees and 840 graduate certificates. (2) Year 3 of the sector programming plans developed. (3) 3% increase to post-secondary enrolment over 2013/14 baseline.	ACADEMIC As of day 10 of the Winter 2015 term: (1a) 469 students are enrolled in degree programs (1b) 723 students are enrolled in graduate certificate programs (2) On track (3) 2014/15 post-secondary enrolment increased by 1.9% relative to the 2013/14 baseline in the budget.	ACADEMIC
	ACADEMIC & ADVANCEMENT Draft and implement the Healthy Living Education (HLE) advocacy plan.	ACADEMIC & ADVANCEMENT 1) Healthy Living Education advocacy plan approved by President's Council. 2) Hair Stylist and Esthetician programs re-patriated to Woodroffe campus.	ACADEMIC & ADVANCEMENT (1) Completed. (2) Completed.	ACADEMIC & ADVANCEMENT
Goal 3: Leverage technology to enhance the educational experience				
	ACADEMIC Enhance the choice and flexibility of student learning options.	ACADEMIC A total of 1,140 courses offered as hybrid courses.	ACADEMIC Incomplete. Approximately 75% of target will be reached by end June 2015 (1,100 hybrid courses vs. 1,140). Remaining 25% of goal will be rolled in to next year's Business Plan.	ACADEMIC
	ACADEMIC Enhance the quality of online learning options.	ACADEMIC 33% of hybrid and online offerings assessed and validated against newly developed College online quality assurance tool.	ACADEMIC Incomplete. 7% vs 33% of hybrid and online offerings will have been assessed by June 30, 2015.	ACADEMIC
	ACADEMIC Articulate the vision and strategy that will further the College's leadership in the Digital domain.	ACADEMIC Digital strategy developed and presented to President's Council by November, 2014.	ACADEMIC Completed. Digital Strategy presented to President's Council on 20 May 2015 and to the Board of Governors on 8 June 2015.	ACADEMIC

GREEN - COMPLETED

YELLOW - IN PROGRESS TO REACH GOAL WITHIN ACADEMIC YEAR

RED - HAS NOT REACHED GOAL

2014-15 Business Plan - 4th Quarter Update to the Board of Governors

2012-17 Strategic Goals	2014-15 Initiative/Leveraged Action	2014-15 Measure	4th Quarter Update	Status: Green, Yellow, Red
	ACADEMIC Implement the final year of the four-year mobile learning plan.	ACADEMIC 100% of eligible full-time post-secondary education programs converted to mobile programs.	ACADEMIC Completed. 173 of approximately 180 college programs were designated and offered in the Bring Your Own Device (BYOD) format involving 97% of all full-time post-secondary students.	ACADEMIC
Goal 4: Provide opportunities for every full-time student in Ontario College Credentialed programs to have a work-integrated learning experience.				
	ACADEMIC Implement Year 2 of the work-integrated learning plan.	ACADEMIC 85% of programs have a work-integrated learning component.	ACADEMIC Completed. 86.3% of eligible programs having a work-integrated learning component.	ACADEMIC
	ACADEMIC Continue to imbed applied research activities in full-time programs of study.	ACADEMIC 825 students engaged in applied research projects.	ACADEMIC Surpassed. 1,035 students were involved in applied research either through work-integrated learning opportunities or through employment on research projects.	ACADEMIC
Goal 5: Deliver exceptional service to our diverse student and client populations.				
	ACADEMIC Create a comprehensive student success strategy.	ACADEMIC (1) Student success strategy developed and presented to President's Council. (2) College services inventory completed and presented to College Leadership Council. (3) Top two student success strategy projects completed.	ACADEMIC (1) Student Success Strategy developed and presented to Senior Vice President Academic. (2) College services inventory completed. (3) Two student success strategy projects completed.	ACADEMIC

GREEN - COMPLETED

YELLOW - IN PROGRESS TO REACH GOAL WITHIN ACADEMIC YEAR

RED - HAS NOT REACHED GOAL

2014-15 Business Plan - 4th Quarter Update to the Board of Governors

2012-17 Strategic Goals	2014-15 Initiative/Leveraged Action	2014-15 Measure	4th Quarter Update	Status: Green, Yellow, Red
	<p>STUDENT SERVICES Enhance overall College experience for students.</p>	<p>STUDENT SERVICES (1) Increase College orientation participation rate by 10%. (2) Increase the percentage of those very satisfied with the College orientation program from 25% to 35%. (3) Lower the percentage of students reporting they need help knowing who to turn to for assistance from 50% to 40%. (4) Serve 1500 individual students via the student experience "Hub". (5) Respond to 10,000 requests for information via the student information desk.</p>	<p>STUDENT SERVICES (1) Target exceeded. Fall Orientation participation increased by 12% (from 4,100 attendees to 4,586). Winter 2015 Orientation participation rate up 55% (from 543 attendees to 844). (2) Target short by 0.6%. On the KPI survey, those students who indicated that they attended Orientation, reported an overall 80.4% satisfaction rate. (46.1%) were satisfied and (34.4%) very satisfied with the overall Orientation experience. (3) Target met. On the KPI survey 1279 students out of the 1805 (70.8%) surveyed, indicated that they were satisfied or very satisfied with information provided to them on support services prior to attending the College. (4) Target exceeded. Student Support Services has individually served 4,187 students related to specific Hub services and provided information to an additional 964. (5) Target exceeded. The Student Information Desk has responded to 39,501 requests for information.</p>	<p>STUDENT SERVICES</p>

GREEN - COMPLETED

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2014-15 Business Plan - 4th Quarter Update to the Board of Governors

2012-17 Strategic Goals	2014-15 Initiative/Leveraged Action	2014-15 Measure	4th Quarter Update	Status: Green, Yellow, Red
	<p>REGISTRAR'S OFFICE & STUDENT SERVICES</p> <p>Update the current Student Services strategy to improve the student experience and maximize efficiencies.</p>	<p>REGISTRAR'S OFFICE & STUDENT SERVICES</p> <p>(1) Student Services goals and metrics established for each department.</p> <p>(2) Student satisfaction benchmark established for each department.</p> <p>(3) Plan of action developed for each department based upon student satisfaction goals and metrics.</p>	<p>STUDENT SERVICES</p> <p>(1) Completed. Student Services goals and metrics collected for each department. Complete survey results will be available mid-May; initial survey response rate has been good and results are favorable. An external consultant will provide analysis of results. Strategies to improve student experience and maximize efficiencies to be developed and implemented.</p> <p>(2) Completed. A department-wide Student Satisfaction Survey was created and delivered mid-April.</p> <p>(3) In Progress. A plan of action will be developed and implemented in Fall 2015 to address areas of concern uncovered through key metrics and survey analysis.</p>	STUDENT SERVICES
	<p>ADVANCEMENT</p> <p>(1) Complete Employer Engagement survey to identify current employer opinions and identify opportunities.</p> <p>(2) Draft Employer Engagement Plan.</p>	<p>ADVANCEMENT</p> <p>Survey results and Employer Engagement Plan presented to College Leadership Council for review and feedback.</p>	<p>(1) Employer Engagement Survey completed in February 2015.</p> <p>(2) Employer Engagement Plan drafted and will be delivered to the College community on June 4, 2015.</p>	ADVANCEMENT

GREEN - COMPLETED

YELLOW - IN PROGRESS TO REACH GOAL WITHIN ACADEMIC YEAR

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2014-15 Business Plan - 4th Quarter Update to the Board of Governors

2012-17 Strategic Goals	2014-15 Initiative/Leveraged Action	2014-15 Measure	4th Quarter Update	Status: Green, Yellow, Red
	<p>FOUNDATION</p> <p>Based on 2013/14 Alumni survey results:</p> <p>(1) Enhance alumni benefit program.</p> <p>(2) Enhance alumni networking opportunities.</p> <p>(3) Enhance awareness of Algonquin College employment services as a resource for alumni.</p>	<p>FOUNDATION</p> <p>1) Add 2 new benefits to alumni benefit program.</p> <p>2) Host 2 alumni networking events.</p> <p>3) Increase service to alumni through Employment Services by 10%.</p>	<p>FOUNDATION</p> <p>1) In Progress. One new alumni benefit confirmed at Q3 and additional Terra20 benefit announced to Alumni in February AlumNet. Meeting with Students' Association (SA) took place and initial discussions regarding Alumni discount on selected SA Theatre offerings for upcoming year.</p> <p>2) Completed. Two Alumni Industry Talks networking events (Library and Information Technician program and Business Administration program alumni) held in November 2014 with attendance from current students and alumni at both events.</p> <p>3) Unable to complete due to need to establish benchmark. Employment Services coding revised to track alumni usage through Employment Services in 2014/2015. Employment services promoted to Alumni through social media and Alumnet (61,000 distribution). As of March 31, 2015 benchmark of 220 alumni bookings with Employment Services established.</p>	<p>FOUNDATION</p>

GREEN - COMPLETED

YELLOW - IN PROGRESS TO REACH GOAL WITHIN ACADEMIC YEAR

RED - HAS NOT REACHED GOAL

2014-15 Business Plan - 4th Quarter Update to the Board of Governors

2012-17 Strategic Goals	2014-15 Initiative/Leveraged Action	2014-15 Measure	4th Quarter Update	Status: Green, Yellow, Red
	<p>INTERNATIONAL & STRATEGIC PRIORITIES & STUDENT SERVICES</p> <p>Improve international student preparedness for College studies and associated support services.</p>	<p>INTERNATIONAL & STRATEGIC PRIORITIES & STUDENT SERVICES</p> <p>Conduct a gap analysis and prepare an action plan based upon results.</p>	<p>INTERNATIONAL & STRATEGIC PRIORITIES & STUDENT SERVICES</p> <p>Completed. The RO and the International Education Centre (IEC) continue to work towards maximizing international enrolment and have ongoing collaboration in a number of key areas:</p> <ol style="list-style-type: none"> 1) Building international relationships - RO Client Service Officer will travel to India to provide GeneSIS training to staff and admissions procedural training to agents. 2) Identifying ITS requirements for Kuwait Campus. 3) Using Salesforce/Marketo platform to communicate with international applicants, shortening admissions processing turnaround times. 4) Confirming that 92% of International students were retained/graduated in 2013-14. In addition the RO re-purposed a management position to create a new manager of International Admissions while the IEC created a new position for manager, International Student Integration. 	<p>INTERNATIONAL & STRATEGIC PRIORITIES, STUDENT SERVICES</p>
<p>Goal 6: Leverage technology to automate and modernize our business processes, fostering an environment of continuous improvement.</p>				

GREEN - COMPLETED

YELLOW - IN PROGRESS TO REACH GOAL WITHIN ACADEMIC YEAR

RED - HAS NOT REACHED GOAL

2014-15 Business Plan - 4th Quarter Update to the Board of Governors

2012-17 Strategic Goals	2014-15 Initiative/Leveraged Action	2014-15 Measure	4th Quarter Update	Status: Green, Yellow, Red
	<p>FINANCE & ADMINISTRATION</p> <p>Improve employee and student experience through the transformation of key business processes.</p>	<p>FINANCE & ADMINISTRATION</p> <p>(1) Business process transformation results in the repurposing of 75 person weeks that enables employees to re-direct efforts to improve the student experience.</p> <p>(2) Initiate Project Fusion, the acquisition and implementation of a unified Finance and Human Resource enterprise resource planning system.</p>	<p>FINANCE & ADMINISTRATION</p> <p>1) Completed. Several projects to transform business processes have resulted in at least 80 person weeks re-directed to other efforts to improve the student experience.</p> <p>2) President's Council has endorsed the revised Project Budget, Strategy and Scope. The project team issued a Notice of Proposed Procurement (NPP) Friday May 15th as an initial step in the RFP process. The RFP is scheduled to be posted on Merx June 26th following Industry Consultation Sessions with qualified vendors.</p>	<p>FINANCE & ADMIN</p>
<p>Goal 7: Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.</p>				
	<p>HUMAN RESOURCES</p> <p>Complete the top three Employee Engagement priorities.</p>	<p>HUMAN RESOURCES</p> <p>Employee Engagement overall survey results increased to 3.90.</p>	<p>HUMAN RESOURCES</p> <p>1.The employee engagement survey will be released Monday, February 2, through to Thursday, February 4, 2015.</p> <p>2.The employee portal 8-week pilot concluded on November 28, 2014. A final satisfaction survey was sent to the 400 pilot users. The survey response rate was 37.5% (150 users). Of the respondents, 83.1% agreed that myAC was an improvement over the current state on 83.7% agreed that it should be operationalized and rolled out to all employees.</p>	<p>HUMAN RESOURCES</p>
	<p>HUMAN RESOURCES</p> <p>Provide timely professional development sessions to meet the priorities of the College.</p>	<p>HUMAN RESOURCES</p> <p>(1)The Human Resources-sponsored professional development plan developed by April, 2014.</p> <p>(2) Set of goals and metrics established.</p>	<p>HUMAN RESOURCES</p> <p>(1) Complete. The Management Academy is being offered in 2014/2015 with 22 offerings of 13 distinct workshops.</p> <p>(2) Yet to be completed.</p>	<p>HUMAN RESOURCES</p>

GREEN - COMPLETED

YELLOW - IN PROGRESS TO REACH GOAL WITHIN ACADEMIC YEAR

RED - HAS NOT REACHED GOAL

2014-15 Business Plan - 4th Quarter Update to the Board of Governors

2012-17 Strategic Goals	2014-15 Initiative/Leveraged Action	2014-15 Measure	4th Quarter Update	Status: Green, Yellow, Red
Goal 8: Create and foster an environment in which the College's model of leadership competencies and behaviours is supported.				
	FINANCE & ADMINISTRATION Complete the development of the 2015/16 annual budget utilizing appropriate Responsibility Centre Management (RCM) accountability, governance principles and processes that effectively couples academic authority with financial responsibility.	FINANCE & ADMINISTRATION (1) Responsibility Centre Management (RCM) budget principles and processes approved by President's Council. (2) 100% of College Leadership Council complete professional development in RCM policies and processes training.	FINANCE & ADMINISTRATION 1) Completed March 18th. 2) Slight delay with individual CLC training on RCM for F2015/16 due to some budget adjustments between Academic departments. Will be completed by May 23rd.	FINANCE & ADMIN
	HUMAN RESOURCES Enhance employee engagement focus at the Live, Laugh, Learn Retreat.	HUMAN RESOURCES 80 employees participate in the 2014 Live, Laugh, Learn Retreat.	HUMAN RESOURCES Completed.	HUMAN RESOURCES
Goal 9: Align our funded operational expenditures with provincial funding.				
	Completed. Standard operating procedure at the College.			
Goal 10: Expand non-funded opportunities to increase revenue.				
	INTERNATIONAL & STRATEGIC PRIORITIES Complete the first full year of operations at the new Jazan Campus in the Kingdom of Saudi Arabia.	INTERNATIONAL & STRATEGIC PRIORITIES \$10 M in gross revenues realized from Jazan Campus by August, 2014.	INTERNATIONAL & STRATEGIC PRIORITIES Substantially complete. \$9.4M in gross revenues realized by Jazan Campus by August 31, 2014 as per audited financial statements converted to Canadian dollars.	INTERNATIONAL & STRATEGIC PRIORITIES FINANCE & ADMINISTRATION
	INTERNATIONAL & STRATEGIC PRIORITIES Continue Algonquin's commitment to international campus expansion.	INTERNATIONAL & STRATEGIC PRIORITIES (1) Algonquin College Kuwait launched. (2) Pending successful contract award, launch Colleges of Excellence Wave 2 cluster.	INTERNATIONAL & STRATEGIC PRIORITIES (1) Algonquin College-Kuwait currently expected to open August 31, 2015, subject to the Kuwait Private Universities Council council. (2) Wave 2 proposal formally withdrawn by BoG.	INTERNATIONAL & STRATEGIC PRIORITIES

GREEN - COMPLETED

YELLOW - IN PROGRESS TO REACH GOAL WITHIN ACADEMIC YEAR

RED - HAS NOT REACHED GOAL

2014-15 Business Plan - 4th Quarter Update to the Board of Governors

2012-17 Strategic Goals	2014-15 Initiative/Leveraged Action	2014-15 Measure	4th Quarter Update	Status: Green, Yellow, Red
	INTERNATIONAL & STRATEGIC PRIORITIES Expand program licensing partnership agreements to offshore international activities.	INTERNATIONAL & STRATEGIC PRIORITIES One new program licensing partnership agreement approved.	INTERNATIONAL & STRATEGIC PRIORITIES No major partnership agreements signed. Letters of Intent for major partnerships in India, China and UAE signed and under negotiations for delivery to begin in 2015-2016.	INTERNATIONAL & STRATEGIC PRIORITIES
	ACADEMIC Increase the number of client organizations receiving Corporate Training services.	ACADEMIC 325 client organizations that have received training through Corporate Training.	ACADEMIC Surpassed. As at end of fiscal year 2014/15, 338 client organizations have received training through Corporate Training.	ACADEMIC
Goal 11: Leverage strategic business partnerships to meet the capital needs of the College.				
	FOUNDATION Launch year-one of multi-year fundraising plan.	FOUNDATION (1) \$750K raised from stewarding & renewal of campaign pledges. (2) \$1M raised from alumni revenue, annual & endowment student bursary/scholarship contributions. (3) \$800K in interest disbursed and stewarded from donor named endowment funds. (4) \$750K raised from new major gift-in-kind and cash donations.	FOUNDATION (1) Target exceeded. \$760K received from stewarding and renewal of campaign pledges (101% of \$750K goal). (2) Target exceeded. \$1.3M raised in alumni revenue, annual and endowment student bursary/scholarship/award contributions (131% of \$1M goal). (3) Target exceeded. \$990K disbursed and stewarded from donor named endowment funds to students (124% of \$800K goal). (4) Target exceeded. \$882K in major gifts cash/new pledges and gifts-in-kind received (118% of \$750K goal).	FOUNDATION
	FINANCE & ADMINISTRATION Complete Phase 1 and Phase 2 of ESCO Energy Savings Project.	FINANCE & ADMINISTRATION Successful renewal of B Building HVAC infrastructure, replacement of plant cooling tower and optimizing strategies for building controls.	FINANCE & ADMINISTRATION Completed. Details: (1) Cooling Tower completed May 2014. (2) Building B HVAC installation and initial balancing completed December 2014. Commissioning ongoing, and will continue throughout 2015. (3) Building controls optimization completed May 2014.	FINANCE & ADMIN

GREEN - COMPLETED

YELLOW - IN PROGRESS TO REACH GOAL WITHIN ACADEMIC YEAR

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2014-15 Business Plan - 4th Quarter Update to the Board of Governors

2012-17 Strategic Goals	2014-15 Initiative/Leveraged Action	2014-15 Measure	4th Quarter Update	Status: Green, Yellow, Red
Goal 12: Create the technological foundation to align with the digital direction.				
	FINANCE & ADMINISTRATION Enhance College Leadership Council's ability to access College data to support decision-making for academic programming and services.	FINANCE & ADMINISTRATION Accessible College data improves to 50%.	FINANCE & ADMINISTRATION Completed.	FINANCE & ADMIN
	FINANCE & ADMINISTRATION Develop a scenario-based planning framework and suite of tools that enables the Board of Governors and Management to assess the feasibility of alternative strategic directions.	FINANCE & ADMINISTRATION A scenario-based software planning tool will be developed and demonstrated at the Fall 2014 Board of Governors Retreat.	FINANCE & ADMINISTRATION Completed.	FINANCE & ADMIN
	FINANCE & ADMINISTRATION Continue investment in the College's Information Technology (IT) network to ensure a consistent level of internet, wireless and network connectivity.	FINANCE & ADMINISTRATION (1) Internet connectivity performance improves to 96% by Sept 2014. (2) Availability of wireless network improves to 96%.	FINANCE & ADMINISTRATION Completed. The College continues to achieve: (1) Internet availability above 99% (2) Wireless availability above 98%	FINANCE & ADMIN

GREEN - COMPLETED

YELLOW - IN PROGRESS TO REACH GOAL WITHIN ACADEMIC YEAR

RED - HAS NOT REACHED GOAL



President/Board of Governors

Presentation to:	Board of Governors
Subject:	2017-2022 Strategic Plan Update
Date:	June 8, 2015
Presenter:	Doug Wotherspoon, Vice President International, Communications and Strategic Priorities

RECOMMENDATION:

THAT the Board of Governors accepts the report for information.

PURPOSE:

The purpose of this report is to provide the Board of Governors with an update on the strategic planning process. Staff will deliver a new five-year strategic plan to the Board of Governors for approval in the Spring of 2016.

BACKGROUND:

At its December 2014 meeting, the Board of Governors approved the launch of an 18-month initiative concluding in June 2016. The Board also approved an engagement process involving the following phases:

- *Foundation Phase* (Dec. 2014 – Feb. 2015): This phase consisted of the striking of an administrative working group and the outlining of the process to be followed.
- *Discussion Phase* (Feb. 2015 – Sep. 2015): This phase has two components.
 - The discussion phase begins with an education component providing students, employees and other stakeholders with a variety of opportunities to exchange views on the issues facing the College and to propose and discuss possible goals for the new strategic plan. The process will be designed to ensure that views from across the community are expressed, discussed and captured for consideration.
 - The second component is an amalgamation of the ideas raised during these different knowledge sharing and dialogue streams into a single *Findings Report* that will identify and frame key concerns, priorities and goals and provide their rationale. The report will then be released to the community in an online forum for feedback. This report will set the stage for the next phase in the process.
- *Solutions Phase* (Oct. 2015 – June 2016): This phase shifts the focus to the volunteer Strategic Plan Advisory Team consisting of 19 individuals selected from across the College community.

The team will meet in a series of seven day-long sessions to work through the Findings Report and produce a draft of the strategic plan. The draft strategic plan will then be released to the community for discussion and feedback before being updated and then submitted to the Board of Governors for consideration in February 2016.

- *Communications Phase* (Jun. 2016 – onward): Upon approval by the Board of Governors, the final draft will be released to the College community and promoted extensively via both paid advertising and community outreach.

FOUNDATION PHASE UPDATE

Working Group

In January 2015, a Strategic Planning Working Group was established to support the administration of the effort. The Working Group meets every two weeks and includes; Doug Wotherspoon, Suzannah DiMarco, Rebecca Volk, Phil Rouble, Glenn MacDougall, Chris Brennan, Takuto Shiota, Phil Gaudreau, Elizabeth Tyrie, and our facilitator Don Lenihan.

Guiding Principles

At the February 2, 2015 meeting, the Board of Governors approved the following nine guiding principles aimed to direct the College in the development of the new strategic plan:

1. Mission-driven
2. Aspirational
3. Inspirational
4. Inclusive
5. Transparent
6. Accountable
7. Evidence-based
8. Sustainable
9. Integrated

Plan Template

The Board of Governors approved the use of a 'high-level' Strategic Plan framework which would see the plan be approximately fifteen to twenty pages in length and provide stakeholders with high-level direction. Examples of these types of plans include Carleton, Sheridan, Seneca, SAIT and Mohawk. These plans have been shared with Board of Governors members in earlier meetings.

Key Stakeholder Interviews

Interviews with a random sample of Board of Governors members were conducted by facilitator Don Lenihan between March 20-24. The following Governors were interviewed: Kathryn Leroux, Mark Sutcliffe, Jim Brockbank, Jim McIntosh, Pam Auchterlonie, Shawn McBride, and Fred Blackstein. A round of community stakeholder interviews is planned for over the summer.

Discussion Events

In a bid to inform and educate, the College has hosted eight events, including;

- **Ottawa – Strategic Plan Launch** held on Thursday, March 19th – opened by Lynne Clark (BOG), this Open Space event welcomed 80 participants (32 Admin, 15 Faculty, & 27 Support), as well as 18 online viewers.
- **Perth – Strategic Plan Launch** held on Tuesday, March 31st – opened by Kelly Sample (BOG), this Open Space session welcomed 10 participants.
- **The State of College Education by Linda Franklin**, President, Colleges Ontario, held on

Wednesday, April 15. Jim Brockbank opened the session with 85 in attendance (20 Faculty, 50 Admin and 15 Support) as well as 24 online viewers.

- **Student Leaders and Students' Association Directors Open Discussion** held on Thursday, April 16th – facilitated by Rebecca Volk. This Open Space event welcomed 13 participants, many of which were incoming members to the Students' Association Board of Directors.
- **Presentation to Alumni Advisory Board** held on Tuesday, April 28th: Pam Auchterlonie (BOG) introduced the Strategic Plan process to five Alumni Advisory Board Members.
- **Program Advisory Committee Members** held on Monday, May 4th – opened by Mark Sutcliffe (BOG) this employer focused session attracted 90 participants.
- **The Future of Education – Union Perspective** held on Thursday, May 21st – opened by Kathryn Leroux (BOG), this session featured Warren (Smokey) Thomas, OPSEU President and attracted 80 participants.
- **Pembroke – Strategic Plan Launch**, held on Thursday, May 28th – opened by Fred Blackstein (BOG), this Open Space session attracted 21 participants.

** Notes from the discussions heard at every engagement sessions are available to the public on the College strategic plan website at <http://www.algonquincollege.com/strategicplan/the-discussion/>

Call for Strategic Plan Advisory Team Volunteers

A call for volunteers captured over 40 nominations for 19 positions on the Strategic Plan Advisory Committee. Charged with crafting the first draft of 2017-22 Strategic Plan, the team is scheduled to consist of;

- Six faculty members (Three full-time, two part-time and one faculty union representative)
- Four support staff members (Two full-time, one part-time and one support staff union representative)
- Four administrative staff members
- Two student stakeholders (One full-time and one part-time)
- Three community stakeholders

The Team held its first meeting on Friday, May 29th and has seven meetings booked through to Thursday, April 12, 2016.

Findings Report

A second draft of the Findings Report has been completed and presented to President's Council for feedback. Following the Pembroke Strategic Plan Launch event on May 28, 2015, a third draft will be completed and released to the College community for feedback.

SUMMARY

The 2017-22 Strategic Plan engagement process is running on time and on budget. To date, 426 stakeholders have participated in the process, providing rich and varied opinions and ideas concerning the future of Algonquin College. Our knowledge-sharing phase will end in late September at which time we will turn the effort over to the Strategic Plan Advisory Team to do its work and prepare a first draft of the 2017-22 Strategic Plan to the community for discussion and feedback in mid-November.



President/Board of Governors

Presentation to:	Board of Governors
Subject:	Petition for an Armorial Bearing
Date:	June 8, 2015
Presenter:	Doug Wotherspoon, VP International, Communications & Strategic Priorities

Recommendation

THAT the Board of Governors approves the College’s intent to petition the Canadian Heraldic Authority for a grant of armorial bearings.

Purpose

In celebration of Algonquin College’s 50th anniversary, members of President’s Council are seeking the Board of Governors’ approval to apply for a Coat of Arms, flag and badge for ceremonial purposes. Grants of armorial bearings are honours from the Canadian Crown. They provide recognition for contributions that Canadian individuals and corporate bodies make in Canada and elsewhere.

Background

Armorial Bearings

All Canadian citizens or corporate bodies (municipalities, schools, societies, associations, institutions, etc.) may petition to receive a grant of armorial bearings. Three categories of armorial bearings can be requested: coats of arms, flags and badges. A coat of arms is centered on a shield and may be displayed with a helmet, mantling, a crest and a motto.

Canadian Heraldic Process

The Canadian Heraldic Authority is headed by His Excellency the Governor General and administered by several officers: the Herald Chancellor, the Deputy Herald Chancellor, and the Chief Herald of Canada

Requests for new arms take the form of a "petition" addressed to the Chief Herald of Canada, who must assess and approve the request before a warrant for the grant can be signed by the Herald Chancellor or the Deputy Herald Chancellor.

To begin the process, an organization must secure the support of its Board of Governors.

A herald then works with the petitioner to create a design, which is then rendered artistically, in two separate stages, by an artist assigned by the Authority. Completed grant or registration documents are recorded in the Public Register of Arms, Flags and Badges of Canada, and the notice of the grant or registration is published in the Canada Gazette.

An Example of the Process - Langara College's Experience

Langara College is located in the Province of British Columbia. The college recently celebrated the launch of its Coat of Arms. In May 2009, Langara College's Board of Governors passed a resolution to apply to the Canadian Heraldic Authority for a grant of armorial bearings. That resolution sparked a collaborative process within the College to create a new Coat of Arms. A group that included faculty, staff, an alumnus, a former employee and a member of the community, worked together with one of the Heralds to identify potential elements to include in the arms. Students, alumni, and employees were surveyed to provide feedback on those selections. Consultations were held with the Musqueam First Nation, upon whose lands Langara sits, regarding appropriate symbols to include in the design.

The committee reviewed many drafts of the design, and in the fall of 2013, the President approved the final design. Painter Linda Nicholson and calligrapher Shirley Mangione at the Canadian Heraldic Authority then worked to create the Letters Patent, which Langara received in the summer of 2014.

Starting in June 2015, the Coat of Arms will be used to represent the College on diplomas and other official documentation.

Algonquin's Process and Cost

The following gives the process that staff will follow in order to have a Coat of Arms in place for the College's fiftieth anniversary:

Step 1 (June 2015):

- Obtain approval from the Algonquin College Board of Governors
- Submit petition to Heraldic Authority. The average response time for an educational institution is about two weeks.

Step 2 (September / November 2015):

- Staff will meet with the Heraldic Authority to present ideas.
- The 50th Anniversary Committee will be tasked to seek feedback from the College community.
- The Heraldic Authority will provide preliminary artwork.

Step 3 (December 2015):

- The Heraldic Authority will approve the College's written description and create a preliminary design/artwork, which would be approved by the Chief Herald of Canada, and then submitted to Algonquin College for approval.
- The preliminary design/artwork returned to Algonquin would include an explanation of the Badge, what the proposed symbols represent, and why they were chosen.

- College staff will be allowed one month for input and feedback.

Step 4 (January / February 2016):

- The College 50th Anniversary Committee will summarize feedback on the design from College community.
- Approved revisions will be submitted to the Heraldic Office for new artwork if required

Step 5 (March / April 2016):

- New design returned from Heraldic Authority
- President's Council members will approve the final design.

Step 6 (May 2016):

- Request Letters Patent

Step 7 (TBD – Dependent on timelines for 50th Anniversary Celebrations) :

- Event to present new Crest/Badge to the College Community to coincide with 50th celebrations

The total cost of the effort is expected to range from \$5,000-\$7,500.

Summary

The establishment of a formal College Coat of Arms, Badge and Flag is a lasting legacy for Algonquin and will be a significant legacy from the celebration of the College's 50th anniversary. The use of the armorial bearings will evolve over time, initially being used for ceremonial purposes.



President/Board of Governors

Presentation to:	Board of Governors
Subject:	Five Year Woodroffe Campus Master Development Plan
Date:	June 8, 2015
Presenters:	Duane McNair, Vice-President, Finance and Administration John Tattersall, Director, Physical Resources

RECOMMENDATION:

THAT the Board of Governors accepts the submitted report on the Five Year Woodroffe Campus Master Development Plan (v.2015.06.08) for information.

PURPOSE:

To submit a snapshot report of the Five Year Woodroffe Campus Master Development Plan (v.2015-06.08) for review by the Board.

BACKGROUND:

1. Attachments:
 - a. PDF: "Five Year Woodroffe Campus Master Development Plan v2015-06-08"
 - b. Printed copy: "Five Year Woodroffe Campus Master Development Plan (v.2015-06.08)"
2. Following the presentation to the Board in April 2014 of the Integrated College Development Planning (ICDP) framework, the Board requested that a Five Year Woodroffe Campus Master Development Plan be prepared for submission in June 2015.
3. The Five Year Woodroffe Campus Master Development Plan has been prepared consistent with the principles developed in the ICDP framework:
 - a. Where appropriate, College-wide development strategies and principles have been developed to guide short-, mid-, and long-term planning
 - b. The Plan establishes a vision and guiding principles that form the framework for the long-term physical transformation of the Woodroffe Campus and identifies short-term priority projects and directions.
 - c. The Plan will be revisited and updated in response to changing needs and conditions and to ensure timely alignment with other relevant strategic initiatives under development, such as the 2017-2022 College Strategic Plan and Digital Strategy 2.0.



**FIVE YEAR
WOODROFFE CAMPUS
MASTER DEVELOPMENT PLAN
(v.2015.06.08)**

**ALGONQUIN
COLLEGE**

Physical Resources | Information Technology Services
grc architects | BuildGreen Solutions | Morrison Hershfield

Executive Summary

Our Vision is our path to the future: A 21ST CENTURY CAMPUS WHERE PEOPLE, PRACTICE, AND POSSIBILITIES MEET



Artist's Rendering - Healthy Living Education and Learning Boulevard Concept

Algonquin College is focused on student success. The Five Year Woodroffe Campus Master Development Plan (v.2015.06.08) provides a snapshot of current thinking related to issues, opportunities, and priorities for the evolution of the Campus. A sustainable campus designed for excellence in contemporary learning and working environments will contribute to attracting and retaining students, faculty, staff, and community partners.

Growth in enrolment and accommodating programs responsive to community needs have been drivers for recent planning. Looking ahead, the plan for a contemporary campus has additional considerations. Key drivers today include:

- **Integration of digital technologies** into all disciplines, as well as into the pedagogy, services, and operations of the College

- **Diversity** of the campus population
- Response to **accelerating change**
- Importance of **student life** and the **learning experience** on one of the largest college campuses in Ontario
- Recognition of the value and potential of **experiential learning**
- **Declining funds** from traditional sources

Formerly farmland, the Woodroffe Campus is now part of a rapidly urbanizing area. The extension of rapid transit prompts increasing density and economic activity at the Woodroffe - Baseline transit oriented development district. The College can be an economic engine for the city. As active participants in the urbanization of the area, Algonquin College will gain new opportunities for campus development and new experiential learning opportunities for students.



BIG IDEAS

For the Next Five Years

- **Healthy Living Education**
- **Communities for Learning**
- **Learning Enterprises**
- **Algonquin Village Concept**
- **Front Door**
- **Community Partnerships**
- **Urban Connections**
- **Greening the Campus**
- **Renewed Library**
- **Athletics & Recreation Expansion**
- **Physical / Digital Continuum**
- **Pedestrian Oriented Campus**
- **Revitalize Existing Buildings**
- **Wayfinding**

This first iteration of the campus plan establishes a framework for decision making based on a vision and a set of development principles for the Woodroffe Campus.

The overall vision is:

“A 21st Century campus where people, practice, and possibilities meet.”

Four guiding principles synthesize recurrent themes which emerged from engagement sessions with stakeholders:

- **Activate our communities for learning**
- **Integrate into our community fabric**
- **Design attractive college spaces**
- **Actively steward resources**

The plan also looks at issues and opportunities today and proposes short-term projects and initiatives that will set in motion the transformation of the Campus. Key initiatives include Healthy Living Education, the Building C revitalization, addressing deferred maintenance, and infrastructure requirements.



1

Introduction

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Overview

The Five Year Woodroffe Master Campus Development Plan (v.2015.06.08) establishes a vision and guiding principles that form the framework for the long-term physical transformation of the Woodroffe Campus and identifies short-term priority projects and directions. As a snapshot plan, it will help guide future development decisions and ensure the College can dynamically respond to changing conditions.



WHAT IS A SNAPSHOT PLAN?

Campus development planning is a process. The June 2015 **snapshot** captures current planning thinking related to how the Woodroffe Campus will develop over the next five years, and is a gateway for future mid- and long-term campus planning decisions. Plan elements will be revisited and updated in response to changing needs and conditions and to ensure timely alignment with other relevant strategic initiatives under development, such as the 2017-2022 College Strategic Plan and Digital Strategy 2.0. This innovative and agile approach to planning allows Algonquin College to dynamically respond to an uncertain future and showcase a new model of campus planning.

The plan looks at the issues and opportunities of the campus today; establishes the vision and framework for long-term planning decisions; and proposes the short-term projects and initiatives that will set in motion the transformation of the Campus. It also opens the conversation with internal and external communities to help shape the future of Woodroffe Campus.

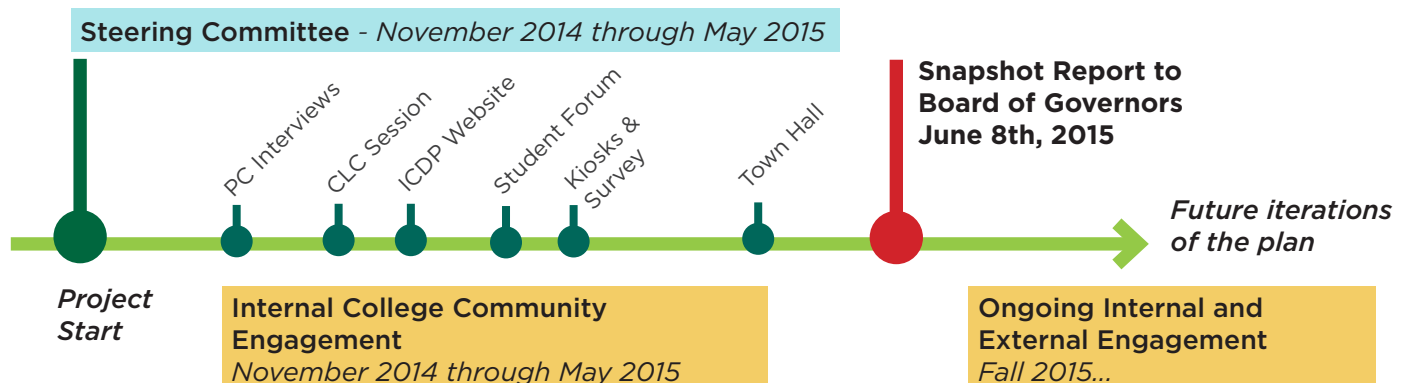
WHY DO WE NEED A CAMPUS PLAN?

The Woodroffe Campus is Algonquin College's flagship physical campus and a landmark in the Nation's capital. As the largest of the College's campuses, it is home to over 20,000 students and staff, and is one of the largest College campuses in Ontario. The campus serves the needs of a diverse community who study, work, live and visit Woodroffe Campus. These multiple communities have been carefully considered as part of the plan.

The Five Year Woodroffe Campus Master Development Plan:

- **ENGAGES** the College community in campus planning to shape our future
- **REFLECTS** on our past achievements
- **SUMMARIZES** current thinking
- **IDENTIFIES** short term priority projects
- **INFORMS** decision making
- **INSPIRES** new thinking, conversations and participation in creating our future

ENGAGEMENT PROCESS TIMELINE





Community Engagement

SCOPE AND PROCESS

The Five Year Campus Plan was informed by a seven month engagement period, from November 2014 to May 2015.

The campus planning process was led by College planning staff and guided by the Integrated Campus Development Planning (ICDP) Steering Committee with representatives from across the College and the City of Ottawa. The planning team included a multidisciplinary group of consultants with expertise in campus planning, community engagement, sustainability, architecture, and infrastructure.

Stakeholder engagement was integral to the preparation the campus plan. Over 500 people from within the College community were involved, including: students, faculty, administration, support staff, the ICDP Steering Committee, the College Leadership Council (CLC), and President’s Council (PC). A broad range of engagement activities was used to reach the students, faculty, and staff, such as individual interviews, facilitated sessions, a newly launched website, and widespread online and in-person surveys.

Sustainability principles have been woven through the campus plan and are fundamental to the planning process



Sustainability Strategy Framework

The College’s sustainability model (S-E-E) is integral to all campus planning and development activities with a goal to balance people, the environment, and economic realities in developing holistic solutions.

Integrated College Development Planning



Innovative Planning for the future

CHANGING THE CONVERSATION

Managing multiple priorities and planning for the long-term physical needs of a post-secondary institution is a complex process compounded by the impact of digital technology and the notion of learning 'anywhere, anytime, and in any way'.

Integrated College Development Planning (ICDP) is a framework planning process used to plan, design, and implement physical and digital environments.

This innovative and agile approach to planning enables the College to dynamically respond to a fluid academic environment, and an uncertain future.

THINK GLOBALLY, PLAN AND ACT LOCALLY

Algonquin College operates in a global context. Advances in digital communications have opened up a new world of possibilities, and continued technological advancements will create opportunities for long-distance connections and educational opportunities that we cannot yet imagine.

When planning for a physical campus the context of the local communities (Ryan Farm, Centrepoinette, the City of Ottawa, and Eastern Ontario) need to be considered.

ICDP FRAMEWORK PLANNING PRINCIPLES (v. 2014.03.24)

College Life

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

Algonquin Connected

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

Infrastructure

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

Environments

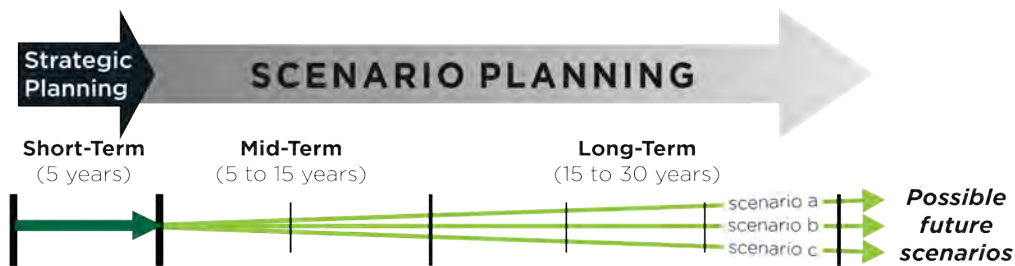
- Create model learning, working, social, and living environments for a 21st century higher education institution
- Think of College environments as a continuum of physical and digital space
- Optimize digital and existing physical space before building new physical space
- Assess the highest and best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

Practice

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



Plan, design, and implement physical and digital environments



PLANNING IN TIME AND PLACE

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

The Five Year Woodroffe Campus Master Development Plan is focused on the next 5 years in light of mid- and long-term possible futures for Algonquin College.

ALGONQUIN COLLEGE LINKAGES

The Plan is in alignment with existing and emerging College strategies and plans.

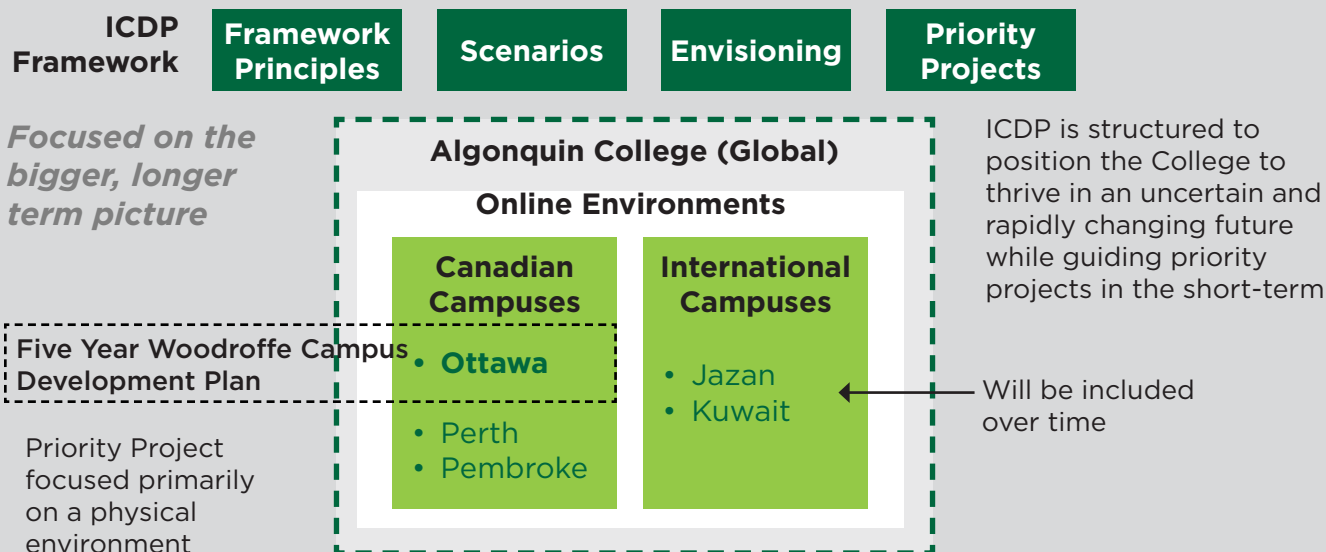
Guiding Documents and Linkages:

- 2012-2017 Strategic Plan
- Strategic Mandate Agreement (2014-2017)
- Sustainability Strategy Framework
- 2009 Academic Technologies White Paper
- Information Technology Strategy

Emerging Linkages:

- 2017-2022 Strategic Plan
- Digital Strategy 2.0

POSITIONING THE FIVE YEAR WOODROFFE CAMPUS PLAN WITHIN ICDP



Woodroffe campus in the timeline stream...

CHANGES IN URBAN CONTEXT

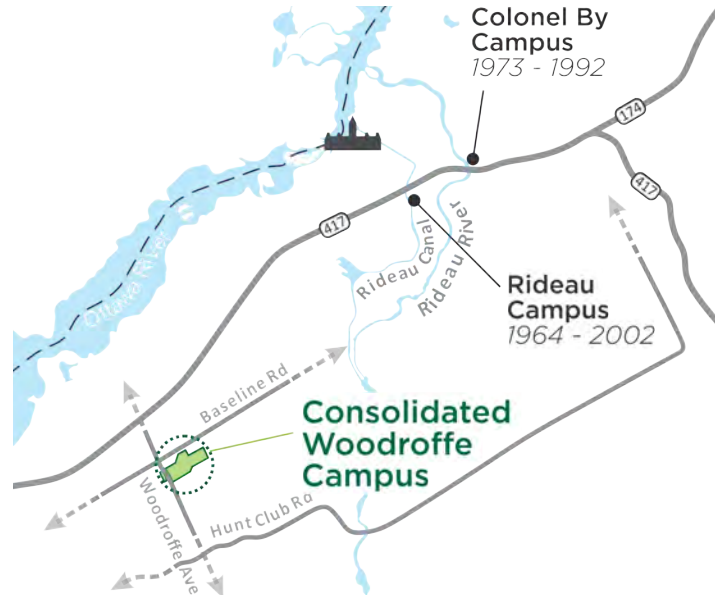
When Algonquin College of Applied Arts and Technology opened to students in 1967, Woodroffe Campus was surrounded by agricultural lands. Since then, the area has been absorbed by the city of Ottawa and forms a transportation, commercial, and institutional anchor to the city's western suburbs.

As the surrounding city continues to develop, light rail rapid transit is realized at Baseline station and CentrepoinTE Town Centre is developed, the area is poised to transform into a vibrant urban hub, with Woodroffe Campus at its centre.

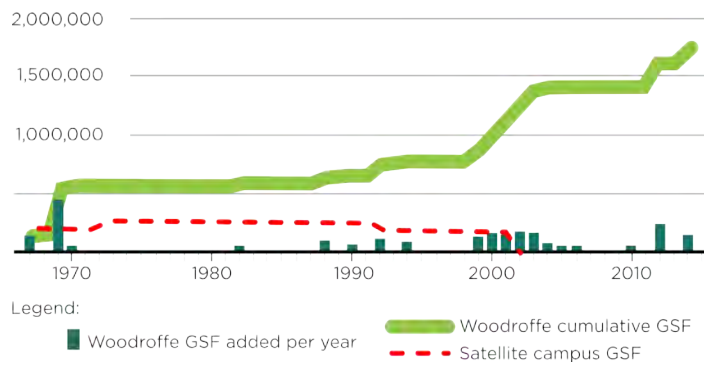
CAMPUS CONSOLIDATION & GROWTH

Over its 48 year history, growth on Woodroffe Campus has been in response to enrolment growth and program-specific facility needs.

At the beginning of the 1990's the College made a strategic decision to consolidate to a single main campus in Ottawa, on Woodroffe Avenue.



History of Algonquin Satellite Campuses in Ottawa



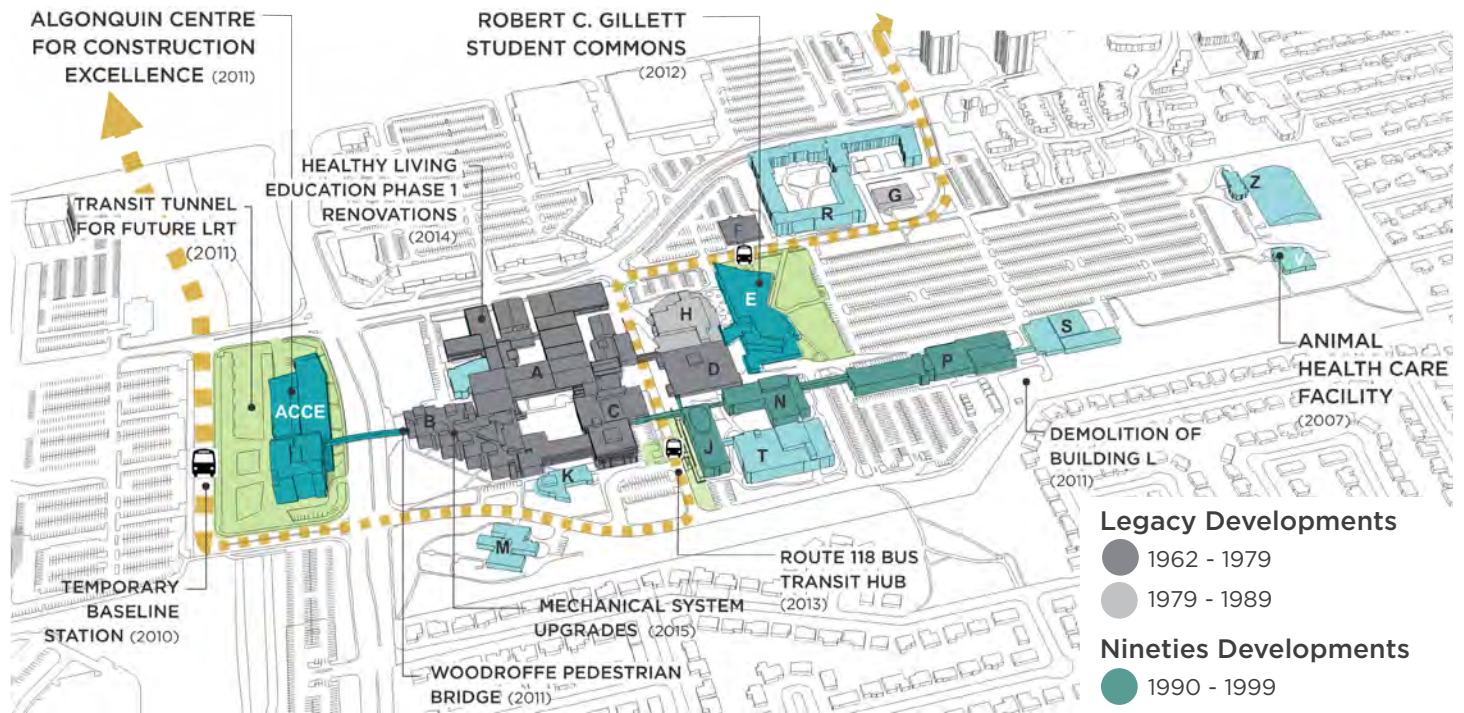
Yearly History of the College's growth in Ottawa and consolidation to the Woodroffe Campus



Aerial Photograph 1965

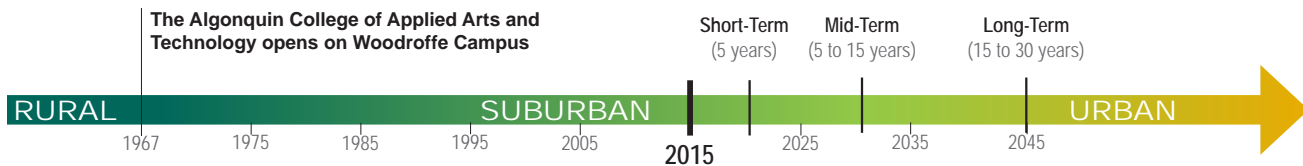


Aerial Photograph 1976



Woodroffe Campus Building Development History

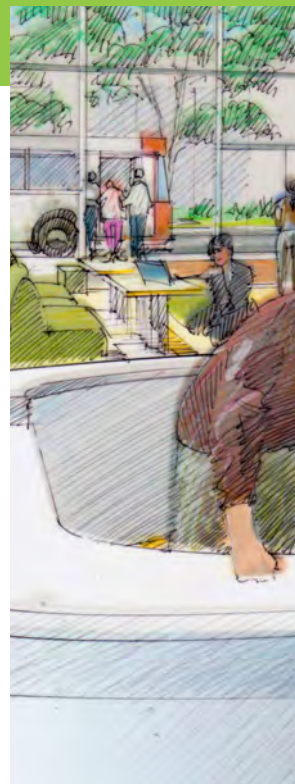
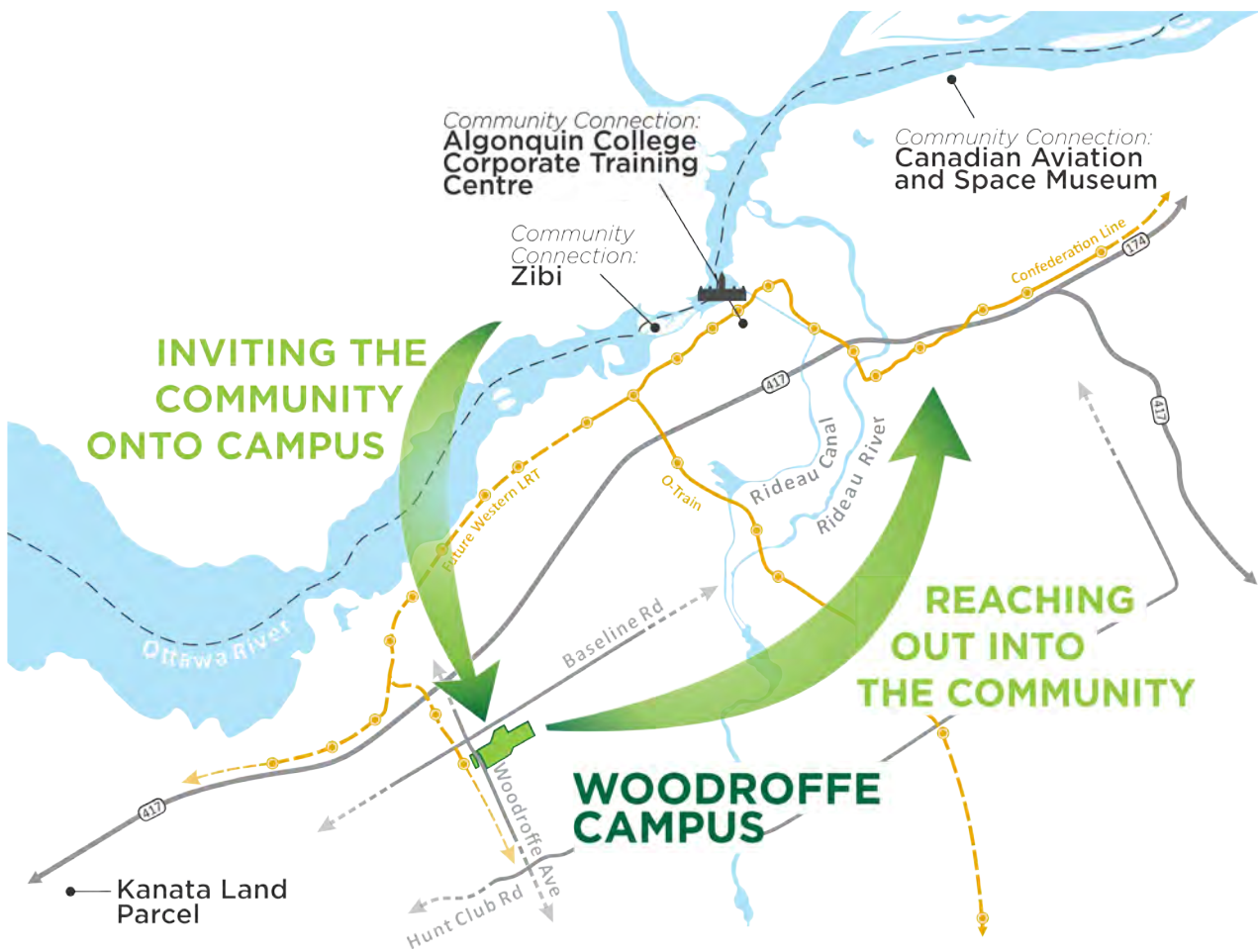
Moving towards a future of increasing urban intensity



Aerial Photograph 2002



Aerial Photograph 2014



Algonquin College in Ottawa

The district around Woodroffe Campus is poised for major transformation.

City Context

- Algonquin College will continue to have a single main campus in the City of Ottawa.
- The College will expand its work-integrated learning network throughout the City.
- Partners will continue to be sought to provide unique off-campus learning facilities.
- New on-campus co-location opportunities will be pursued with public and private partners.
- Additional learning enterprises will be created on campus, expanding services to the community.
- The broader community will be included in campus life and the learning experience.

District and Neighbourhood Context

- Woodroffe / Baseline has been identified as a transit oriented development area (TOD).
- Woodroffe Campus is located at the geographic centre of Ottawa.
- Centrepointe is a mixed-use town centre with enormous development potential.
- Algonquin College has opportunities to expand its presence at Centrepointe.
- Existing undeveloped and underdeveloped areas to the north and west are anticipated to add to the urban intensification.
- Existing adjacent residential fabric to the south and east is anticipated to remain.



Welcoming the community onto Campus



District Context Map Diagram

Fast Facts:

Woodroffe Site Areas	
Woodroffe Site	88 acres
Centrepointe Site	3 acres
Site Total	91 acres
Woodroffe Building Areas	
Academic + Support Facilities	1.47 million square feet
Residences (1050 beds)	353,000 square feet
Total Building Area	1.8 million square feet

District Plan

- Higher Density Land Use
- Low Density/ Low Rise Residential
- Greenspace
- Transitway / Future LRT
- Cycling Routes

2

Growth and Development

Woodroffe Development Opportunities



Future Centrepointe Development - Artist's Rendering

A Modern Urban Campus

Light rail transit (LRT) is coming on line in the mid-term future. This development will spark increased density and significant shifts in land use as the area changes from suburban to urban.

These changes will support new, mixed-use transit-oriented development in the area and will draw new people onto campus. With increased density and consideration of alternative development approaches, there is an unprecedented opportunity to take a prominent role in shaping the new urban community as it grows.

DEVELOPMENT OPPORTUNITIES

Meeting the City - Intensification of Urban Edges

Opportunities for the College to develop land parcels with increased density along Woodroffe Avenue and Navaho Drive.

Centrepointe Expansion Opportunities

Further Algonquin development on the Centrepointe sites is conditional upon implementation of LRT. Development parcel opportunities include air rights over the future Baseline light rail transit station in the mid-term and development of new parcels west of the transit tunnel and ACCE building in the long-term.

Redevelopment Opportunities

Redevelopment for increased density of low rise buildings A, D, G, K, and M will provide future opportunities as these buildings approach end-of-life.

Renewal and Addressing Deferred Maintenance

Modernization and revitalization of existing facilities such as Buildings B, C, J, and N.

Undeveloped Land

Woodroffe Campus has a significant portion of undeveloped land available for future growth.

Partnerships and Mixed Use Development

Opportunities for commercial development and partnerships which complement Algonquin College's academic mission.

Being a Good Neighbour

Future developments should respect adjacent low rise residential areas to the east and south.

Kanata Land Parcel

Held as a strategic asset for mid- to long-term flexibility.

By rethinking our approach to development, Woodroffe Campus has site capacity to meet the needs of the college in the short-term, mid-term, and long-term.



Woodroffe Campus Development Sites Aerial View

ALGONQUIN COLLEGE CONTINUES TO GROW

The growth picture for the post-secondary education sector is in flux in the short-term and is fluid for the mid-term and long-term. Demographics indicate that the rate of growth of traditional student cohorts is slowing but not declining. This will be offset to some extent by increased retention and growth in on-shore international students. Additionally, non-traditional cohorts appear to be opening new growth opportunities. The shift to online education is building in the short-term and will more significantly impact capacity to grow in the mid- and long-term.

With a campus population of approximately 20,000 students, the Woodroffe Campus is one of the largest campuses in the Ontario College system. As such, each percentage increase in enrollment represents a significant increase in population and facility needs. Algonquin College's strategy to optimize digital and physical space before building new physical space has positioned Woodroffe Campus as among the most efficient in the College system. There is limited excess capacity in the existing space portfolio.

Our assumptions for short-term growth at the Woodroffe Campus are:

- The student population will grow between 10% to 15% over the next 5 to 8 years adding 2,000 to 3,000 new students on campus.
- Based on space per student range of 65 to 75 gross square feet (GSF), physical space at the Woodroffe Campus should be increased by 130,000 GSF to 225,000 GSF to maintain operational effectiveness. For comparison, the Advanced Technology Centre is 120,000 GSF and the Algonquin Centre for Construction Excellence is 190,000 GSF.
- If additional facilities are not built at the Woodroffe Campus over the next five years, the campus will experience significant overcrowding pressures and difficulties in accommodating the academic mission.

Development Scenarios

Inspire new thinking...

By inspiring new thinking around development, Algonquin College would bridge the gap between enrolment and employment by providing year-round learning and economic opportunities.

Many development scenarios are possible, including hybrid approaches combining traditional academic planning with alternative development approaches. The Algonquin Village concept is one example of an alternative development approach.

Traditional Academic Development

Historically, as Algonquin College has added physical infrastructure to accommodate growth, new learning environments were largely government funded and focused on directly meeting the academic mission.

With financial constraints at all levels of government, public funding for new major capital expansion projects will be limited for years to come, challenging the College's ability to meet enrolment growth projected for the Woodroffe campus.

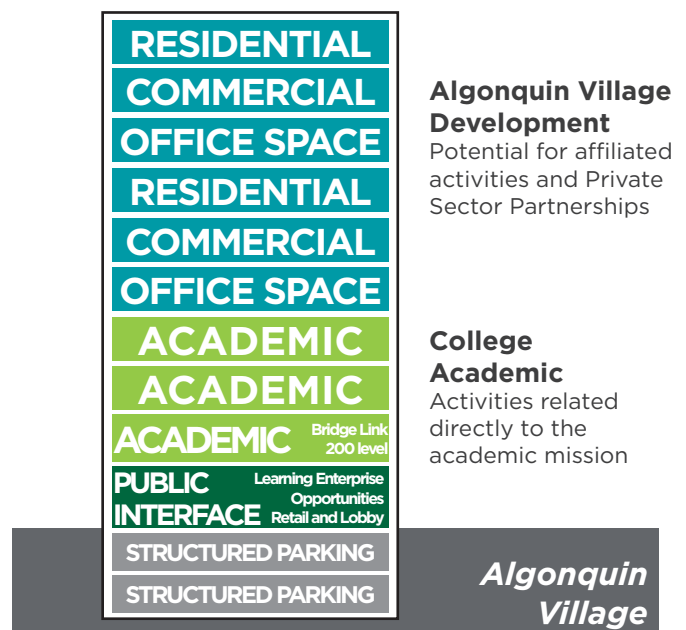
In addition, the College recognizes that education is changing. Applied work experiences for students both on and off campus is increasingly seen as critical to student success, ensuring they are exposed to a continuum of learning opportunities between enrolment and employment.

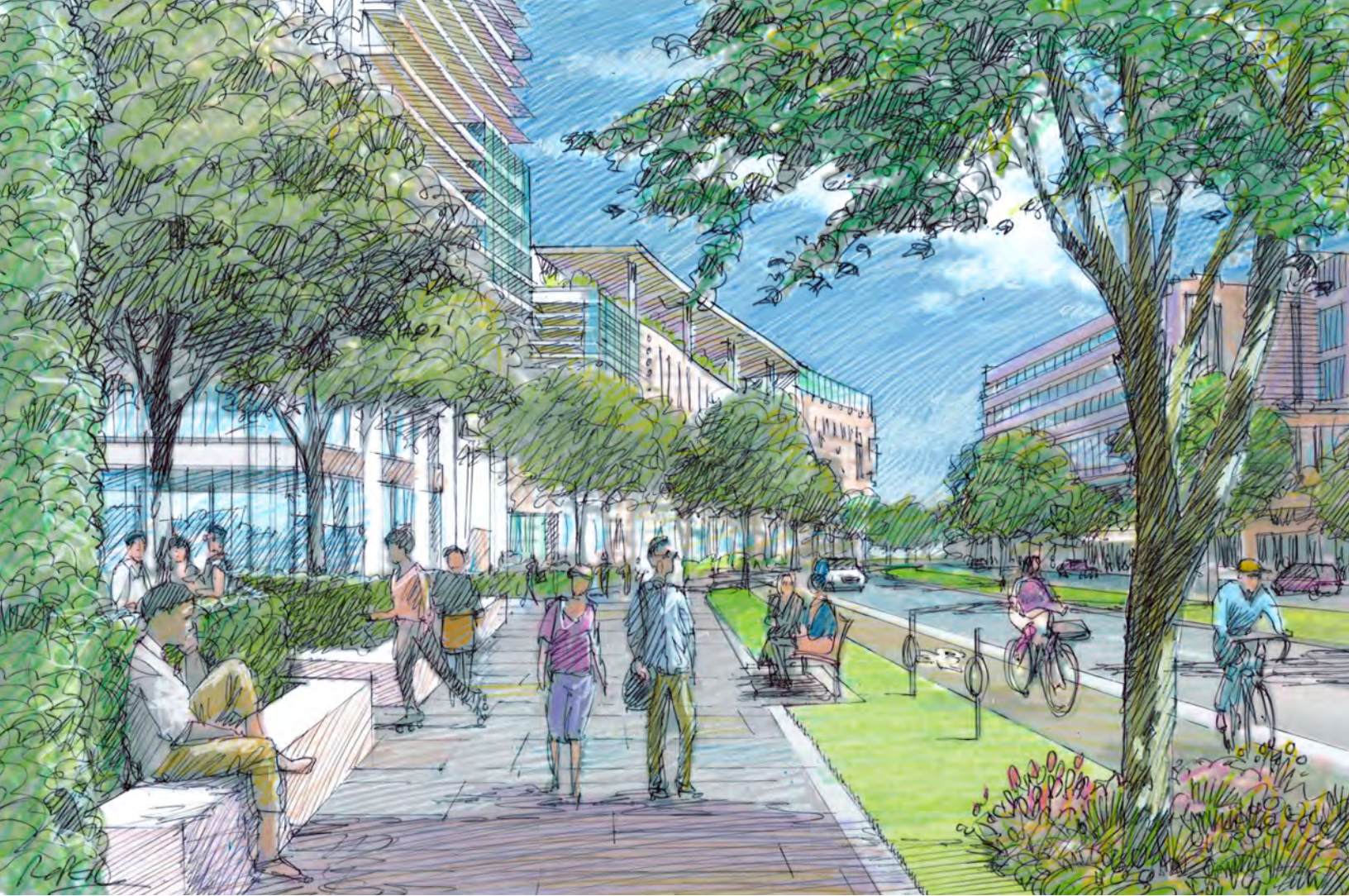
Algonquin Village Development

The Algonquin Village concept builds on the changing urban context and embraces intensification opportunities.

Working with the City and the development community, the Algonquin Village concept would reshape the Campus by opening it up to strategic partnerships.

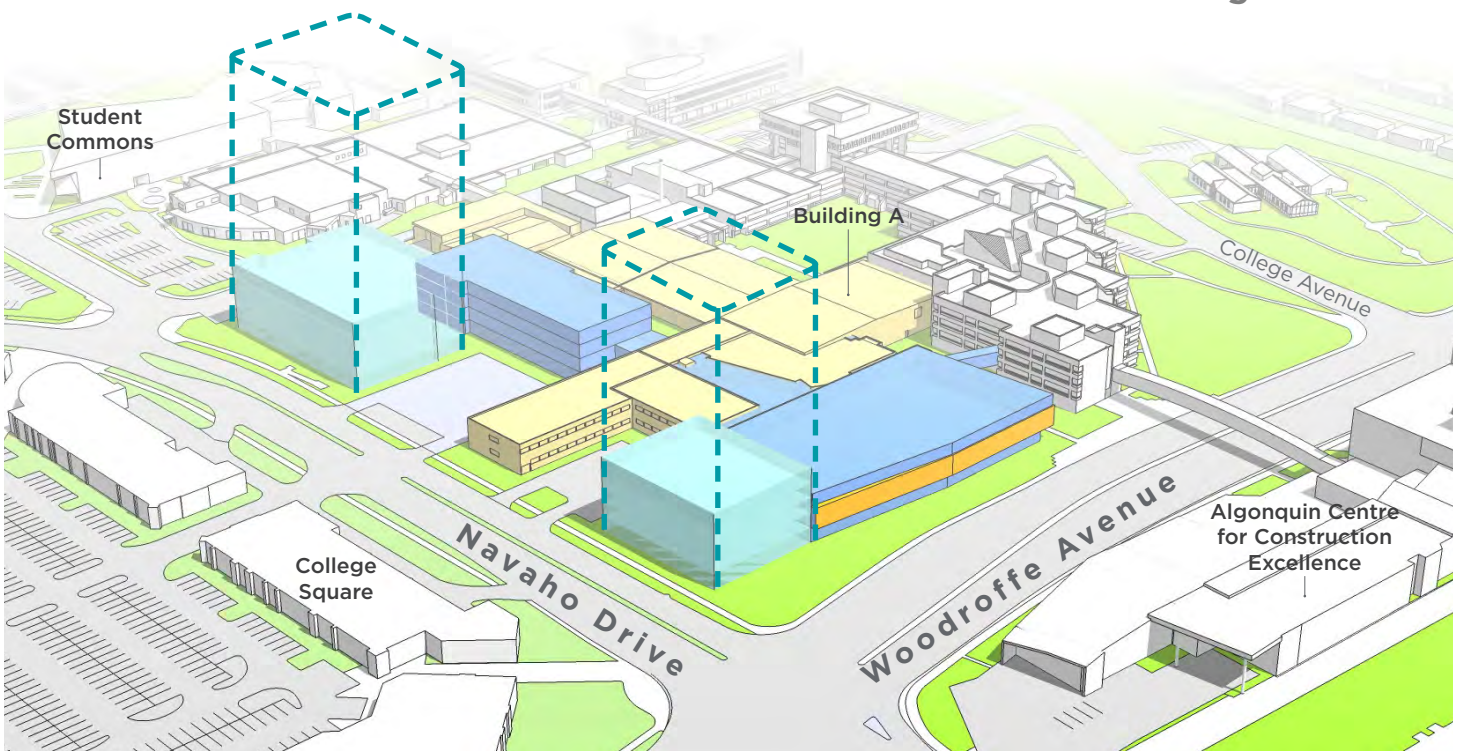
Algonquin could play a leadership role in the evolution of development in the Woodroffe Baseline area. It would anchor an expanded future community and contribute to its fabric by offering amenities, employment, recreation, and learning opportunities on campus.





Long-term vision for Navaho Drive - Artist's Rendering

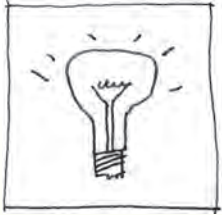
***Moving to a development mindset
to meet long-term needs***



Aerial view from corner of Woodroffe Avenue and Navaho Drive looking South-East - Massing Diagram

3

Development Vision and Principles



Vision

**A 21ST CENTURY CAMPUS WHERE
PEOPLE, PRACTICE, AND POSSIBILITIES
MEET**



The guiding principles will provide direction for the physical development of the Woodroffe campus into the future. They provide a framework for decision making for future projects and an evolving campus plan.

ACTIVATE OUR COMMUNITIES FOR LEARNING



Cultivate connections with our internal and external communities to establish collaborative and dynamic learning environments both on and off campus.

INTEGRATE INTO OUR COMMUNITY FABRIC



Transition the campus to become an outward facing, dynamic and urban asset at the heart of our community, with the physical and digital infrastructure to enable anytime, anywhere access to learning, social and economic activity.

DESIGN ATTRACTIVE COLLEGE SPACES



Create inspiring and dynamic spaces that support vibrant and rich learning, working, social, and living experiences on campus.

ACTIVELY STEWARD RESOURCES



Sustainably manage existing facilities and growth to maximize value today and into the future.

Activate Communities for Learning



Algonquin Center for Construction Excellence



Dental Clinic



ACTIVATE OUR COMMUNITIES FOR LEARNING

Cultivate connections with our internal and external communities to establish collaborative and dynamic learning environments both on and off campus.

Exploratory Objectives

- Integrate experiential teaching and learning opportunities into the fabric of campus learning environments to increase applied learning opportunities;
- Create spaces that will enable internal (learning enterprises) and external (co-located) businesses to thrive on campus, providing real world learning opportunities for students, diversified revenue streams for the College, and services for our communities;
- Cultivate our campus partnerships in order to deepen our relationships with the community reach and expand learning opportunities across our communities; and
- Develop key community partnerships to increase experiential and simulated learning opportunities for students, and ensure optimal use of College space and resources.



Welcoming the Community onto the Campus

What we are hearing from Algonquin students and staff



What we are looking at:

- Community Partnerships
- Healthy Living Education Hub
- Co-located businesses and learning enterprise opportunities
- Experiential and simulated learning opportunities

Integrate Into Our Community Fabric



Community Connections



Woodroffe Pedestrian Bridge - Connections with the City



INTEGRATE INTO OUR COMMUNITY FABRIC

Transition the campus to become an outward facing, dynamic and urban asset at the heart of our community, with the physical and digital infrastructure to enable anytime, anywhere access to learning, social and economic activity.

Exploratory Objectives

- Integration with existing and future residential and commercial neighbourhoods surrounding the campus to create a vibrant, urban, mixed-use community, defined by the College at its core;
- Use the strategic location and real estate assets of the campus to pursue the Algonquin Village concept; the opportunity to optimize land use to create live, work, learn and play opportunities on Campus;
- Improve movement to, from and within the campus by creating an active transportation plan, and completing the deployment of interior, exterior and online wayfinding solutions that will enable efficient, barrier-free access; and,
- Improve accessibility to, from and within the campus through a comprehensive transportation strategy that prioritizes sustainable modes of transportation such as transit, cycling, the future LRT, and addresses current and future parking needs.



Bus Route 118 Stop

What we are hearing from Algonquin students and staff



What we are looking at:

- Deployment of Wayfinding across Woodroffe
- Integrated and connected with the immediate neighbourhood, the surrounding community, and the city
- Physical and digital connections through transportation and technology
- Prioritized pedestrian experience
- Sustainable transportation and parking

Design Attractive College Spaces



Innovative Building - Algonquin Centre for Construction Excellence



Flexible learning and working spaces



DESIGN ATTRACTIVE COLLEGE SPACES

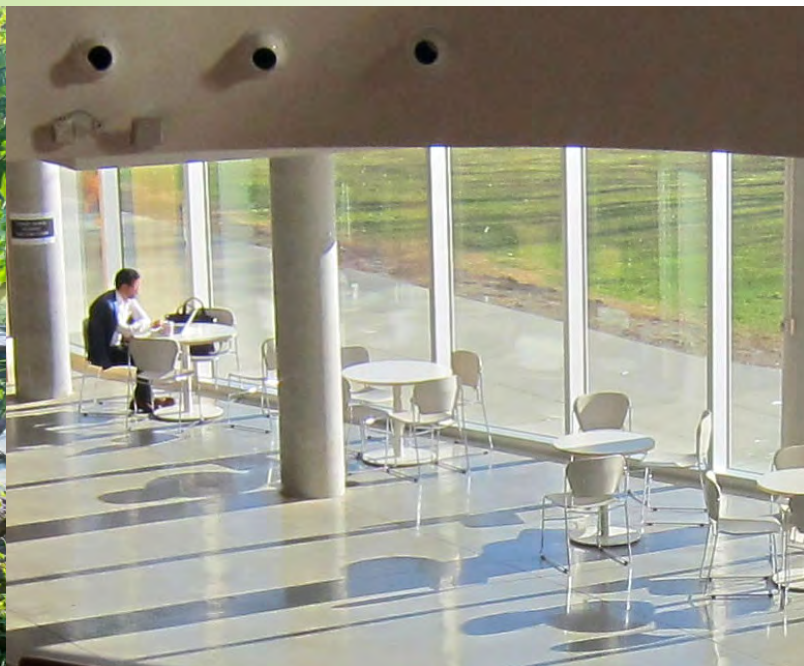
Create inspiring and dynamic spaces that support vibrant and rich learning, working, social, and living experiences on campus.

Exploratory Objectives

- Develop open space plans to beautify and refresh indoor and outdoor spaces, to guide the design and identity of connected pathways, streetscapes, green spaces, exterior learning and social spaces, exterior lighting, signage, art, and gateways;
- Create flexible and multi-purpose teaching and learning environments that support anywhere, anytime (physical and digital) learning and are responsive to evolving academic requirements;
- Enhance social and recreational spaces to encourage students, employees and visitors to lead healthy, active lifestyles and increase serendipitous encounters across the campus;
- Develop a student housing strategy to ensure students have access to safe and affordable living facilities both on and off campus, in collaboration with the City and development community;
- Create open and flexible work environments that will enable mobility, optimize space, and provide better opportunities to collaborate and connect;
- Let the sun shine in by designing spaces that maximize opportunities to introduce or increase natural daylight into all our environments, and increase views to the outdoors; and,
- Revitalize Building C. Redefine our front entrance to be welcoming and worthy of Algonquins place in the world. Facilitate easier access to senior leadership for the College community, rejuvenate the library to meet the needs of a 21st century College, and consolidate existing student services to improve access.



Beautiful Landscape



Day-lighting and views to outside

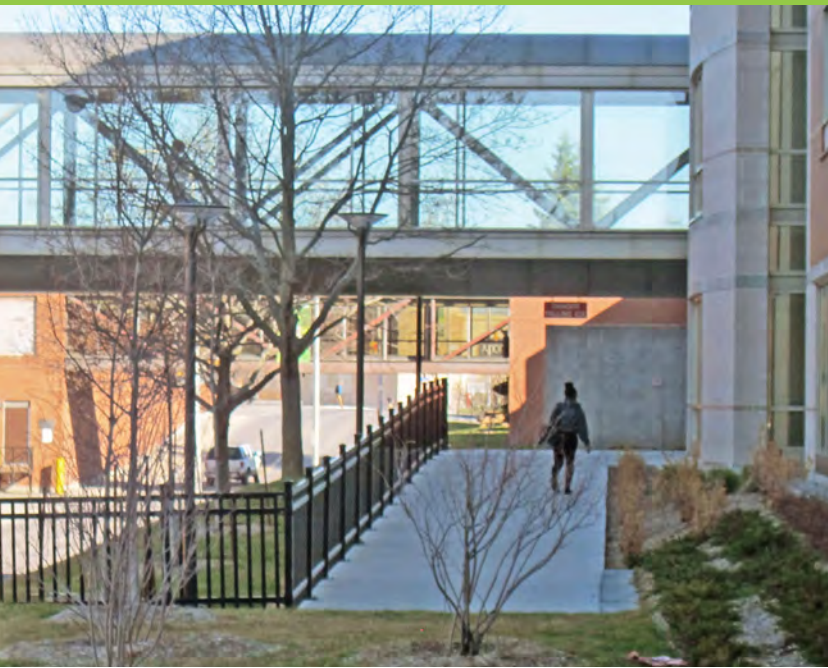
What we are hearing from Algonquin students and staff



What we are looking at:

- Campus beautification and celebrated green spaces
- Flexible and multi-purpose teaching, learning, and working spaces
- Natural daylight
- Landscape Strategy
- Study spaces for students
- Meeting spaces and work environments
- Renewed Library
- Campus “front door” and public face (Building C)
- Consolidated College services

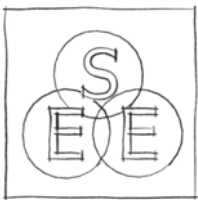
Actively Steward Resources



Renewed Landscape & Wayfinding



Mobile Learning Environments (Building B Renewal)



ACTIVELY STEWARD RESOURCES

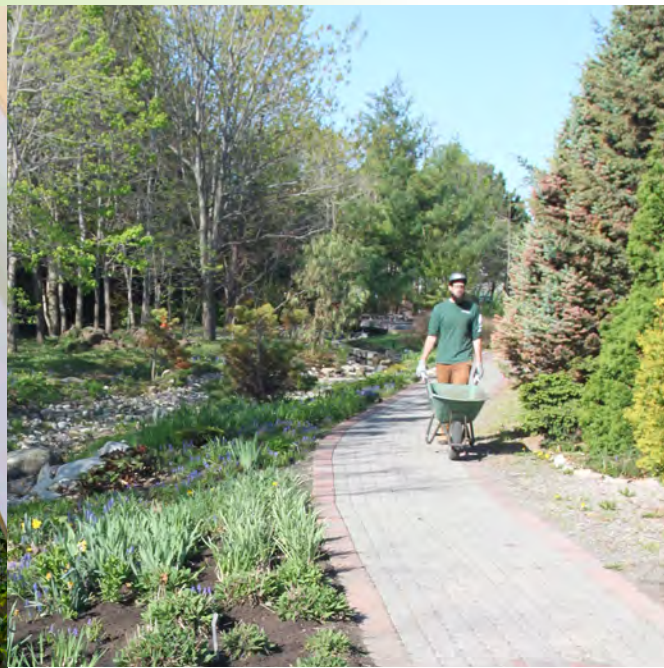
Sustainably manage existing facilities and growth to maximize value today and into the future.

Exploratory Objectives

- Develop an infrastructure maintenance strategy to sustainably manage physical and digital facilities and infrastructure;
- Increase the Facility Condition Index (FCI) of Buildings B and C from poor condition to fair condition and ensure no further degradation of existing buildings;
- Prioritize space optimization, renewal, renovation, and use of off-campus space before building new facilities. Develop a space assignment policy (assignable and non-assignable space); establish targets for space per student;
- Examine alternative funding models to support future campus growth and the Algonquin Village concept by exploring public / private partnership (P3) and other options; and,
- Incorporate Algonquin's Social-Environment-Economic (S-E-E) model of sustainability into construction and maintenance of campus facilities and infrastructure. All new buildings, major renovations, and tenant fit ups will be designed, built, and/or renovated according to the relevant LEED Gold standard.



Visible Sustainable Principles



Cared for Green Spaces

What we are hearing from Algonquin students and staff



Sustainability is important
 Love ACCE and SC Modern architecture
 Aging buildings (A,B,C) need renovation
 Deferred maintenance is a priority
 Opportunity to optimize space on campus
New funding models are needed to manage growth
 Improve Recycling and composting

What we are looking at:

- Infrastructure maintenance and total cost of ownership
- Alternative capital funding models
- Public Private Partnerships (P3)
- Space optimization of existing facilities before building new
- Maintenance and renewal of existing facilities
- Energy Services Company Performance Contract 2 - Energy Centre
- Green buildings

4 Development Priorities

Healthy Living Education Initiative



Healthy Living Education Learning Boulevard



*Welcoming
the community
to Algonquin
College's Healthy
Living Education
Hub...*

The Healthy Living Education initiative will create a high profile community-integrated learning and innovation hub where services and student learning connect through on-campus learning enterprises, businesses and organizations that provide services to promote healthy living.

The Healthy Living Education Initiative will:

- Prepare graduates with flexible skill set to respond to a changing delivery model; the right care, at the right time, in the right place.
- Align curriculum and create new programs to meet changing workforce needs related to health, wellness, and long-term care.
- Promote personal ownership for health, enhancing positive health outcomes through promotion and prevention programs.
- Connect with the community through on-campus learning enterprises and healthy living services delivered through business partnerships.
- Accelerate health care innovations to market through applied research.

Why?

- We face an aging population with multiple chronic health problems and mounting cost of delivery of care. The projected Ontario health care budget will rise from \$45 billion in 2010-11 to \$62 billion by 2017-18.
- There is a shift from hospital care to community-based and home-based models
- The role of nutrition and wellness on health outcomes



Wellness Programs

Wellness Programs

Holistic and integrated wellness programs in health sciences, community services, food and nutrition, digital health, and paramedic education:

- Program synergies enabling inter-professional collaboration and cross-sector learning

Specialty Simulation Training Centre for Eastern Ontario

Specialty Simulation Training Centre for Eastern Ontario

Specialized simulation training centre for home care, first response, and infectious disease control:

- Smart Apartment Simulation Lab
- First Response Simulation Suite
- Isolation Unit for Pandemic Training Simulation Lab

Research / Innovation Incubator

Learning Enterprises

College owned learning enterprises that offer health and wellness services to the community, including College students and staff:

- Learning and work experience for students in a real world setting

Business Partnerships

Business Partnerships

Health and wellness services offered by businesses that will provide work placement opportunities for students:

- Physiotherapy clinic, pharmacy, healthy food bistro
- Co-located businesses and possible future opportunities with major business enterprises such as a senior’s residence or boutique hotel

Learning Enterprises

Research / Innovation Incubator

Further understanding of major wellness and healthy living challenges through applied research:

- Accelerate commercialization of business ideas through the business incubator

Our mission...

“Help Canadians Live Healthier Lives”

Our vision...

To be a model community-integrated learning and innovation hub addressing the skills and capacity need of health, wellness and long term care

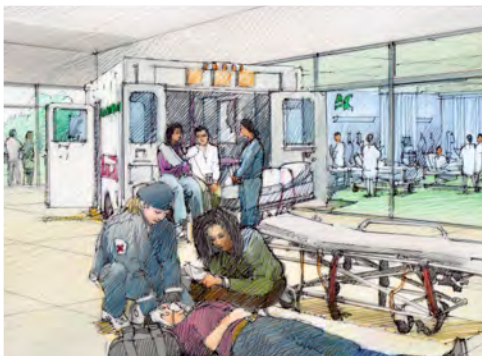
FAST FACTS

Unhealthy dietary habits are estimated to have caused 64,000 deaths in Canada in 2010.

Senior citizens comprised 14 percent of the Champlain Local Health Integration Network population in 2011, and will comprise 25 per cent of the population by 2036.

Health care spending in Ontario is on track to grow from 40.3 per cent of total spending in 2010-2011 to 44 per cent in 2017-18.

22,000 more Nursing graduates are needed to replace retiring nurses.



Emergency Response Simulation

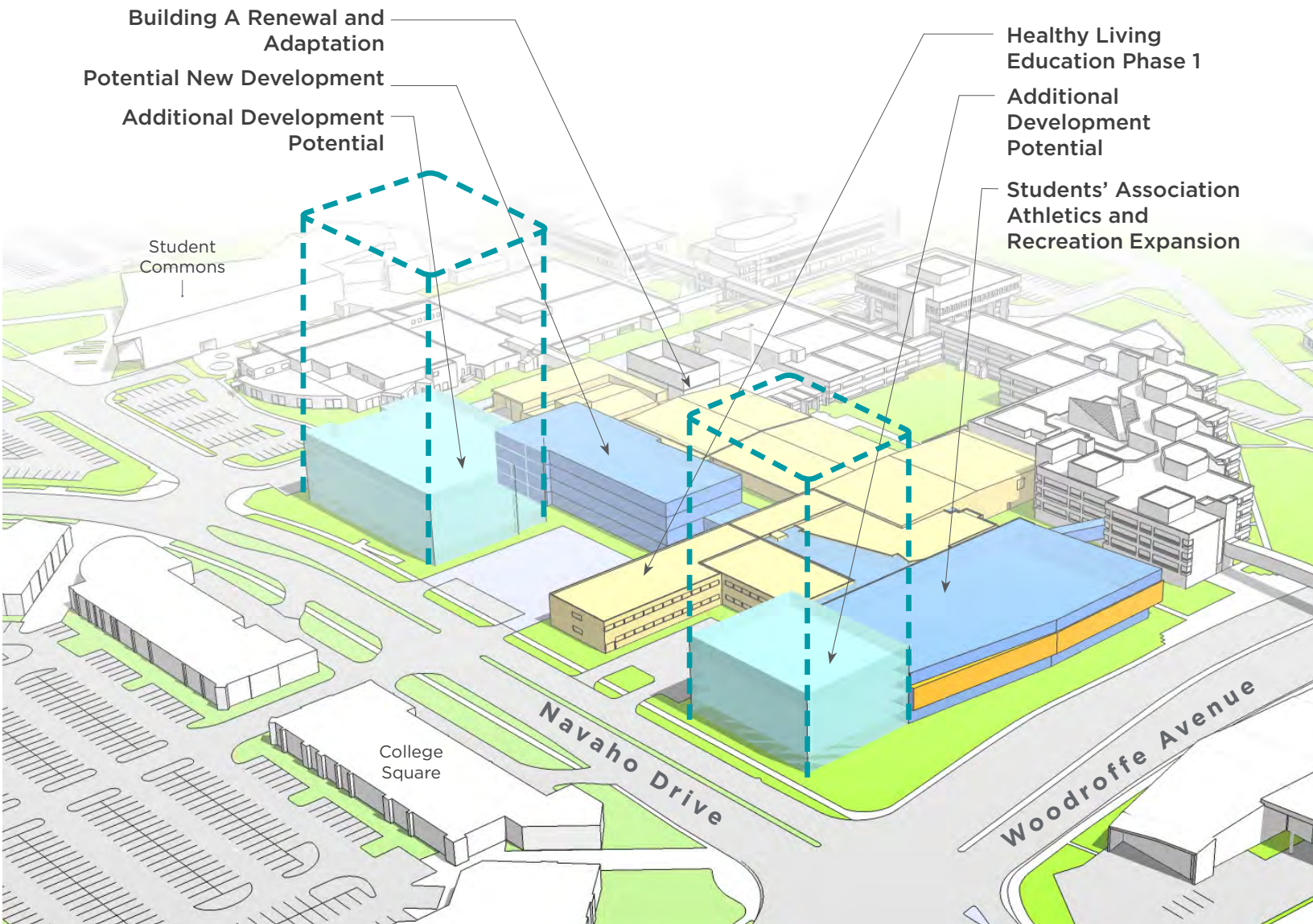


Dental Clinic



Test Kitchen and Nutrition Development

Building A Precinct Revitalization



Aerial view from corner of Woodroffe Avenue and Navaho Drive looking South-East - Massing Diagram

GROW

Phased redevelopment of Building A precinct to accommodate the Healthy Living Education Hub and the expansion of the Students' Association (SA) Recreation Facility.

- Healthy Living Education Hub
- A new, state-of-the-art Athletics and Recreation Centre is a priority for the SA and an important component of the Healthy Living Education initiative. Connection to the existing SA Fitness and Recreation facilities located in the Building A precinct is essential to this new facility.

ADAPT

Reconfigure and integrate into the Healthy Living Education Hub.

- The Healthy Living Education initiative is gaining momentum and has strong synergies with activity already located in Building A. Healthy Living Education Phase 1, the repatriation of activity from Confederation High School to Building A was implemented in Fall 2014. Existing specialized health simulation labs are also located in Building A.



Phased redevelopment of Building A precinct to accommodate the Healthy Living Education Hub and the expansion of the Students' Association Athletics and Recreation Facility

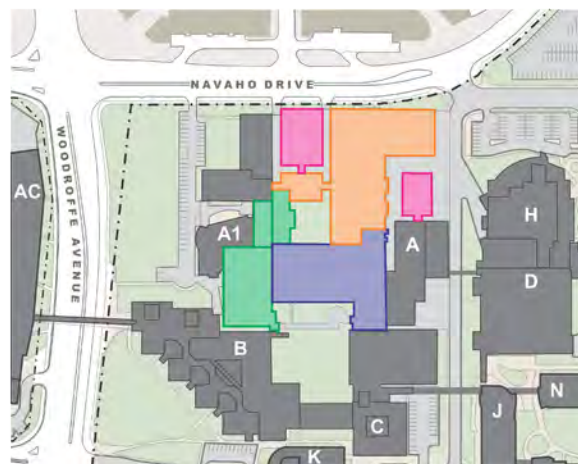


Pedestrian Friendly Development

RENEW

Building systems, envelope, and life safety upgrades together with selective demolition.

- Building A is one of the largest and oldest buildings on campus. Constructed in 1962 as a vocational school, the original building is 53 years old and has been added onto and modified many times over the years.
- Some portions of Building A were temporary additions and are now ready for demolition.
- Redevelopment of the northeast wing of Building A provides opportunity to enhance Algonquin's Navaho Streetscape and Woodroffe Gateway with a landmark building.
- Significant seismic upgrade requirements and deferred maintenance liabilities exist throughout the Building A precinct requiring a strategy of renewal, demolition, and redevelopment.



Renewal, Redevelopment and Demolition Plan

- Demolish
- Demolish & Redevelop
- Seismic Upgrades (redevelopment under review)
- Seismic Upgrades Required

Building C Revitalization



“Welcome to Algonquin College” – The Public Face of Algonquin

ADAPT

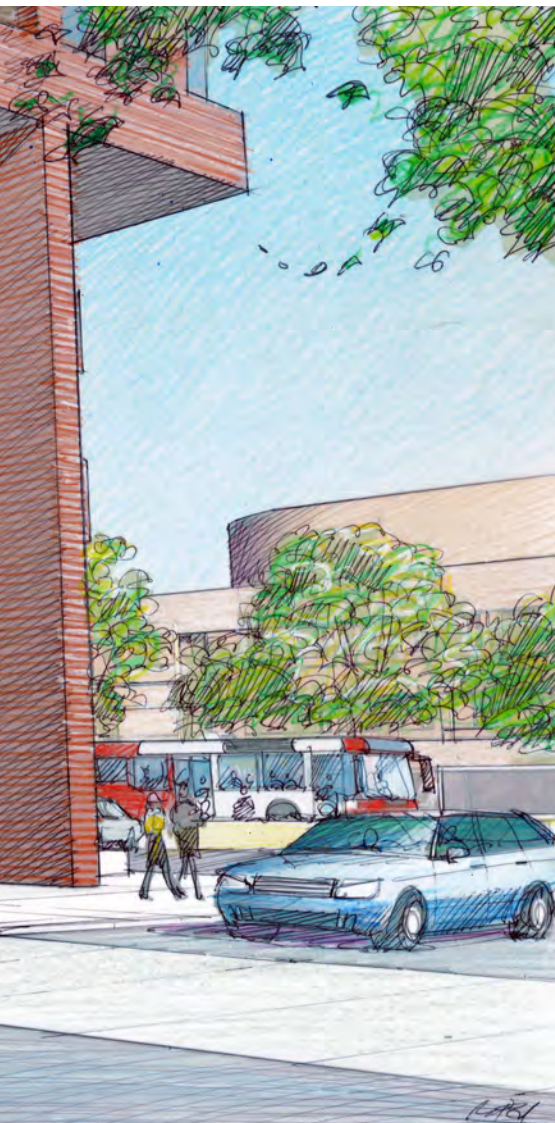
Building C is uniquely positioned to be a nexus for College identity and services. Reconfigure and reorganize the activity clusters in Building C to create:

- A physical “front door” for Algonquin that welcomes prospective students, visitors, and business partners
- An arrival experience which establishes the quality and identity of Algonquin
- A message of openness, transparency, and collaboration with our communities
- An academic heart: A renewed Library
- A one-stop hub of services, resources and incubation activity supporting academic and institutional success

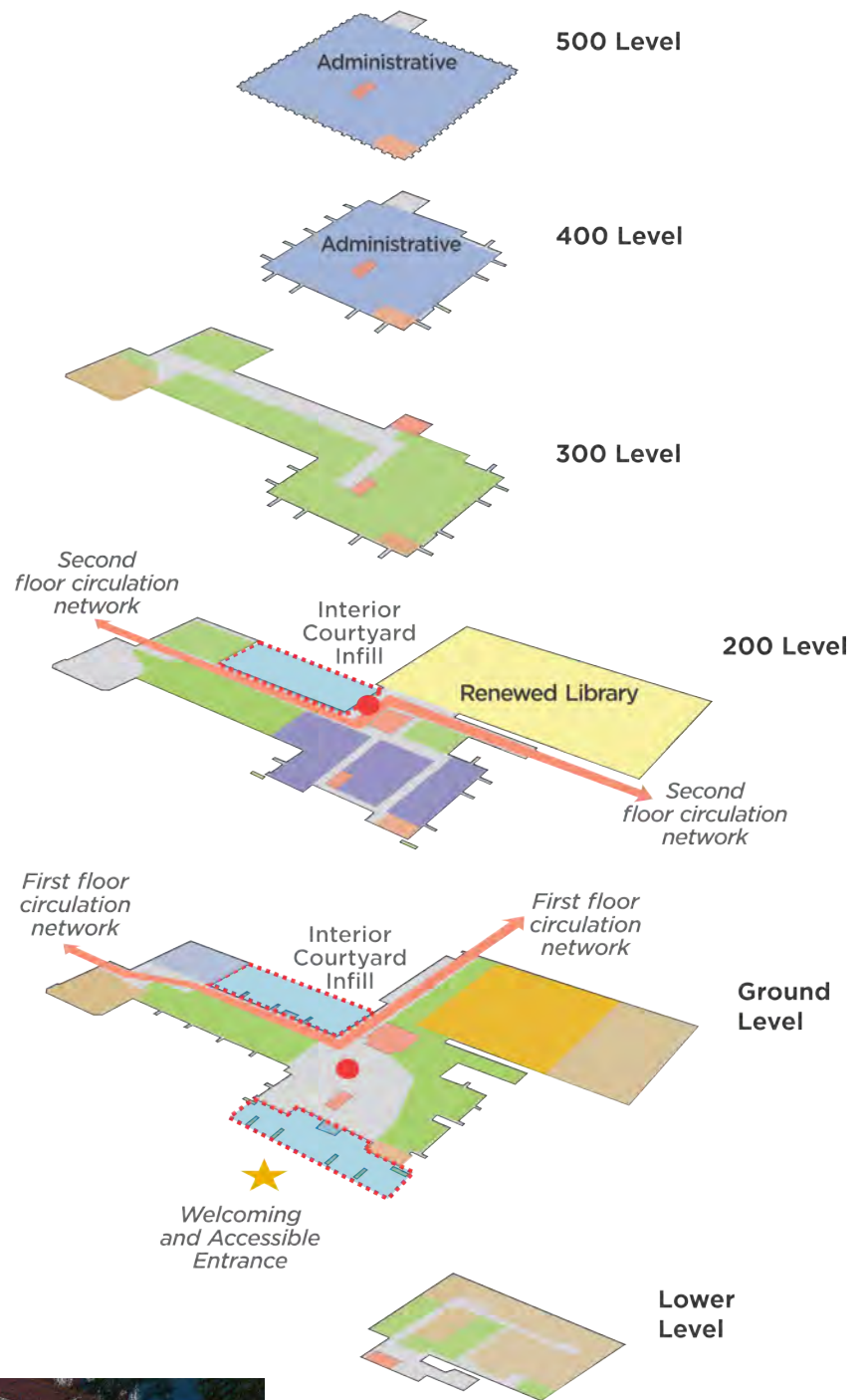
RENEW

Constructed in 1969, Building C is 46 years old and ready for a major renewal of systems, building envelope and interior spaces. Upgrading the building to meet high performance green building standards including; replacement of heating, ventilation and air conditioning units (HVAC) and renewal of HVAC distribution system, upgrades to building envelope and life safety systems, renewed interior finishes, and improved natural lighting.

The renewal of Building C is part of the Infrastructure Maintenance Strategy.



"Front Door" - Artist's Rendering



Night time "Front Door" - Artist's Rendering

Legend

- ★ Welcoming & Accessible Entry
- College Support Hub
- ⋯ Addition / Expansion
- College Services
- Renewed Library
- Mobile Learning Centre
- Academic
- Administrative
- College Leadership
- Key Circulation

Transportation

Vision: Forging pathways to connect the College and its communities

A thriving and dynamic educational institution must be served by clean, safe, efficient, and ultimately affordable transportation choices. Transportation is an enabler for learning and a way to connect the College to its communities.

TRANSPORTATION STRATEGY

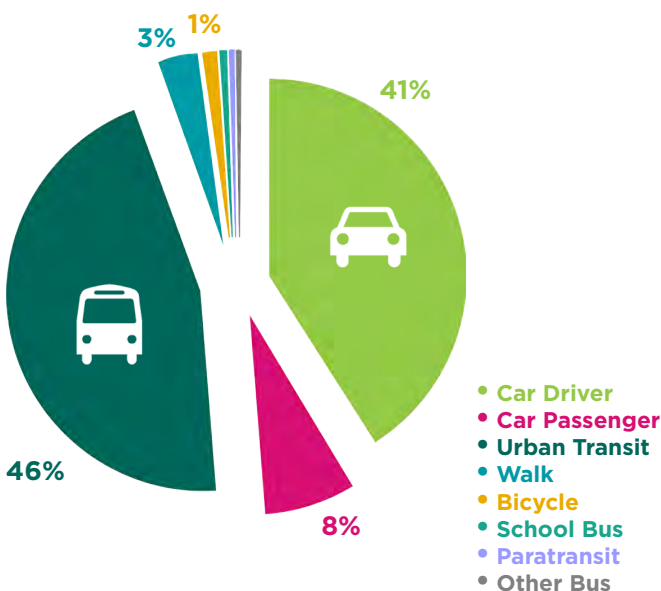
Connect Learning Environments: Accommodate the diverse needs of the College community and visitors by providing safe and accessible connections to, from, within and between learning environments.

Create an Inviting Campus: Create a pedestrian focused campus that is fun, welcoming, safe, and intuitive for the College and its communities.

Provide Sustainable Choices: Embrace sustainable transportation choices and innovative solutions that strive to maximize access to learning, minimize our ecological footprint, and are fiscally responsible.

As the College looks to the future, there is an opportunity to lessen the impact of travel by encouraging more sustainable modes of transportation and embracing smart growth principles. The extension of the Light Rail Transit system (LRT) to Baseline Station and increased density of the Woodroffe Campus give the College an opportunity to reshape the Campus by putting pedestrians and cyclists first, and imagining a campus defined by green and open spaces, rather than parking.

Current Modal Split Breakdown



CONNECT LEARNING ENVIRONMENTS

Improving the diversity and quality of transportation options is essential to enabling learning. Currently public transit and cars are the dominant mode of transportation, accounting for 87% of trips to and from campus, while the remaining 13% involve active transportation modes such as walking and cycling.

By continuing to work with transit partners to provide better pedestrian and cycling infrastructure and ensure the development of a true mixed-use community in and around the campus, staff and students will be able to reach the Woodroffe Campus by walking or cycling. Although public and active transit modes will be prioritized, the College will continue to support those that rely on their car.

CREATE AN INVITING CAMPUS

Creating an inviting campus begins with a welcoming travel experience for all modes of transportation and intuitive circulation within the campus.

The College will continue to develop a more pedestrian-oriented and cycle-friendly campus that promotes a safe, healthy, and enjoyable experience for all.

Wayfinding enhancements and pedestrian linkages will make it easier and safer to move around the campus. The pedestrian bridge across Woodroffe Avenue provides an enhanced connection to the current transit station and the future LRT station, and reduces the need for parking on the lands west of Woodroffe Avenue.



Pedestrian and Cyclist Friendly



PROVIDE SUSTAINABLE CHOICES

To lessen the environmental and health impacts of conventional transportation, it is important to provide alternative transportation choices.

As the area around the Woodroffe campus is built up, public transportation will continue to become more convenient and affordable. The College has undertaken a number of initiatives to boost transit ridership and provide new ways to access the campus, including:

- Partnership with OC Transpo to bring Route 118 onto campus (2011);
- A new pedestrian bridge over Woodroffe, connecting Baseline Station and ACCE to Building B (2011);
- The introduction of the U-pass, a discounted bus pass for students, beginning in September 2015;
- Cycling infrastructure expansion to include over 700 bike racks, as well as bike repair stations; and,
- Car sharing programs on campus.

The College will continue to pursue new ways to access the campus, including:

- LRT service expansion to the Baseline Station, anticipated in 2023; and,
- Online courses that will lower accessibility demands to on-campus learning.

In addition to enhancing sustainable transportation choices, careful consideration of single occupancy vehicle access and parking is needed. Parking is an issue at the Woodroffe Campus. Although the current parking supply on campus is well in excess of the City of Ottawa's parking by-law requirements, the parking supply in relation to student population is one of the lowest in Ontario and innovative parking solutions need to be explored to meet the needs of students and staff.

THE NEXT FIVE YEARS:

TRANSPORTATION

- Active Transportation Plan
- Integrated Traffic Management Plan
- Physical and Digital Connectivity Tracking Plan
- Transit Strategy
- Parking Strategy
- Design Guidelines for Green Infrastructure for Roads and Parking
- Smart Travelling Campaign

Campus Arrival



Digital - Algonquin homepage as the first entry to the College

First Impressions: Portals, Gateways and Entries

Visitor arrival to Algonquin College is first through the college website portal.



Physical gateways identify main points of entry onto campus, and contribute to Algonquin's public image and branding. Gateways can act as community gathering spots and can provide focal points which act as landmarks to assist in the overall legibility and navigation of the campus.

Gateways and entries provide opportunities to connect the campus with the surrounding community and city.

Key Woodroffe Campus gateways include:

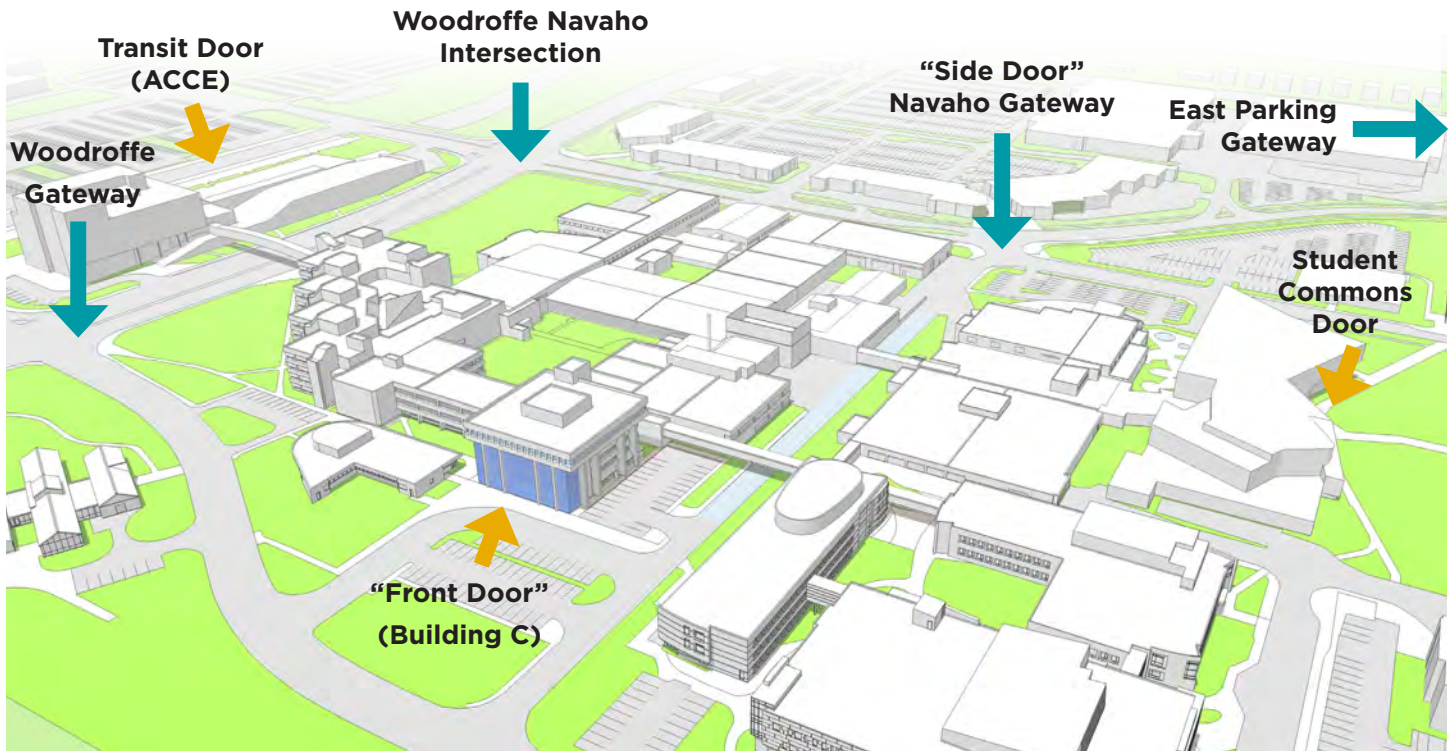
- Woodroffe Gateway - The most formal of the campus gateways leads to Building C, the campus "front door" and main administrative building.
- Navaho Gateway - Sometimes referred to as the campus "side door", Navaho gateway gives access into the centre of campus.
- East Parking Gateway - Provides the most direct route to and from the main parking lots, acting as the campus "back door".

PORTALS, GATEWAYS, ENTRIES...

...establish Algonquin's place in the community and the world. They are the first impressions in the experience of campus life and become markers in the memories of our students, alumni, and community.

Exploratory Guiding Principles

- **Contribute to College image and identity**
- **Promote student success**
- **Enhance a sense of location and arrival**
- **Integrated and sustainable**
- **Connected with community**



Campus Gateway and Building C Front Door Context - Aerial View looking North West

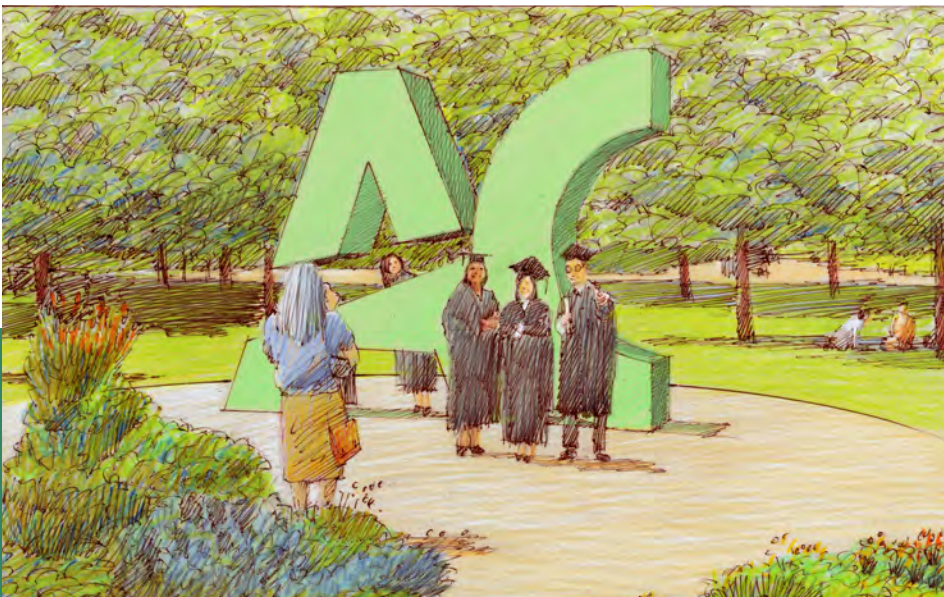
Key visitor points of arrival on Woodroffe Campus include:

- Transit door - Algonquin Centre for Construction Excellence
- Front door - Building C
- Student Commons door - Robert C. Gillett Student Commons

THE NEXT FIVE YEARS:

ARRIVAL

- Establish strong public face for the College - "Front Door" Building C
- Invite the public in
- Entrance gateway signage



Memorable Places on Campus



Campus Arrival

Campus Wayfinding

Vision:

The Wayfinding solution for Algonquin reinforces the innovative and dynamic nature of the College, supports student success by easing their transition onto the Campus and fosters autonomy of movement through the College fabrics – both physical and virtual.

A welcoming and easy to navigate campus supports students and staff in their everyday activities and movement, and entices visitors and members of the community to come to the campus.

Deploy Wayfinding across the Woodroffe Campus

The existing Wayfinding Strategy sets out a vision, and a set of guiding principles for wayfinding. Design



Wayfinding Signage in the Student Commons

guidelines for physical signage at Algonquin College has been completed and deployed at the Perth and Pembroke Campuses. At Woodroffe Campus, physical wayfinding signage has been deployed in the Student Commons and Algonquin Centre for Construction Excellence. Lack of wayfinding signage remains a significant issue at Woodroffe according to feedback from students and staff.

WAYFINDING STRATEGY

Image of Algonquin: Reinforce the image of the College in its innovative and dynamic nature using leading edge materials and techniques that are timeless and demonstrate value to the College and community.

Student Success: Support student success by building familiarity with the campus environments (physical and virtual), by being intuitive and easy to understand, allowing students to focus on learning and enhancing their Algonquin experience.

Diversity: Universally accommodate the diverse needs of all College community members and visitors to the College.

Integration and Sustainability: Be integrated with the physical and virtual College in its design, environmentally responsible in composition and consider life-cycle implications in its design.

Community Outreach: Welcome and orient visitors to Algonquin and encourage spontaneous exploration and discovery of what Algonquin has to offer.



Sample Wayfinding Signage





Digital and Physical Wayfinding

Create a campus that is welcoming and easy to navigate

THE NEXT FIVE YEARS: WAYFINDING

- Deploy the physical wayfinding system across campus
- Digital Wayfinding app

Clearer signage and digital wayfinding tools will help people move around the Woodroffe Campus more efficiently and make the campus experience more enjoyable for students, staff, and visitors.

Campus Experience - Beautification



Beautiful outdoor spaces

Design Attractive College Spaces

The Woodroffe Campus is the setting for important learning and social experiences. The quality of the environment helps to attract and retain students, staff, and community partners. The concept of beautification is concerned not only with aesthetic improvement, but with how campus spaces - indoor and outdoor - can be designed and programed to best contribute to student and staff experience.

Buildings constructed on campus in the past five years (ACCE and Student Commons) were designed through an innovative process which targeted high aesthetic, functional, and performance standards which resulted in exceptional facilities. These buildings are treasured by students and staff not only for the state-of-the-art facilities they provide, but as favourite spaces to spend time in, or simply walk through.



There are limited areas that are beloved as interior open space or exterior landscape. Some older buildings are in need of significant maintenance and aesthetic upgrades, such as the legacy buildings A, B, and C. Renewal of these facilities will bring opportunities for beautification.

Pleasant courtyards, daylight, vegetation, and water features are enjoyed both indoors and outdoors. New and rejuvenated buildings should let the sun shine in and afford views to outdoor green spaces. Exterior views can be enjoyed throughout the year and significantly contribute to intuitive wayfinding and orientation as one moves between classes and campus activities.

Water is an attractive and desirable site feature, providing beauty and opportunities for special outdoor spaces on campus. Exposing Pinecrest Creek (currently buried under parking lots) to flow through campus is a unique potential opportunity.

Water features on Campus



Winter Outdoor Social Activity in Building C Courtyard

Landscaping can help create memorable first impressions and foster appreciation for the natural environment.

The gardens surrounding the horticulture building are examples of beloved campus landscape. Cohesive landscaping across campus would provide unity to the built environment and encourage students and staff to spend more time outdoors, in all seasons. Rejuvenated and well programmed outdoor spaces will increase outdoor activity and vitality.

Architectural branding and refreshment of key nodes in existing buildings has brought unity and cohesion to the indoor environments across campus with fresh materials, signage, and the Algonquin College colours. Opportunities for beautification are not only in large scale new building and landscaping projects, but also in smaller interventions within existing buildings.



Algonquin Centre for Construction Excellence

THE NEXT FIVE YEARS:

BEAUTIFICATION

- Develop a landscape strategy for the open and in-between spaces on campus
- Rethink Building C courtyard as a healthy living and active lifestyle hub and respite area... smoke free
- Leverage maintenance projects with beautification initiatives to improve the quality of the campus experience

Algonquin College is committed to creating model learning, working, social, and living environments for a 21st century campus in a continuum of physical and digital space.

Learning Environments

Space (physical and digital) is where students, knowledge and experience meet.

Mobile Learning

Algonquin has embraced mobile learning. The majority of programs at Algonquin are BYOD (Bring Your Own Device). The learning experience is enhanced through the use of online and mobile technologies in and out of the classroom, allowing students to work with course materials, participate in collaborative online environments and become skilled, confident users of technology. This method of program delivery has been phased in over several years and is having a profound effect on the learning environments at Algonquin:

- Classrooms and labs have been enhanced with standardized technology
- Desktop computers are rapidly being displaced by student-owned mobile devices
- The provision of informal individual and collaborative study spaces has increased dramatically
- Active learning spaces have been piloted with great success

Hands-On Vocational Learning

Algonquin emphasizes vocational learning. Online and mobile technologies offer innovative and effective digital space solutions. However, specialized physical learning spaces will continue to form the core of the students' learning experience.

Experiential Learning / Work Integrated Learning

Algonquin College recognizes that experiential learning enhances the achievement of vocational learning outcomes and strengthens the attainment of essential employability skills. Algonquin College depends on its community to provide students with new learning opportunities and real-world work experiences. The community also relies on the College. Algonquin is looking to increase learning enterprises (revenue generating learning environments) and co-located private business enterprises on the Woodroffe campus clustered in "learning boulevards" open to the public.

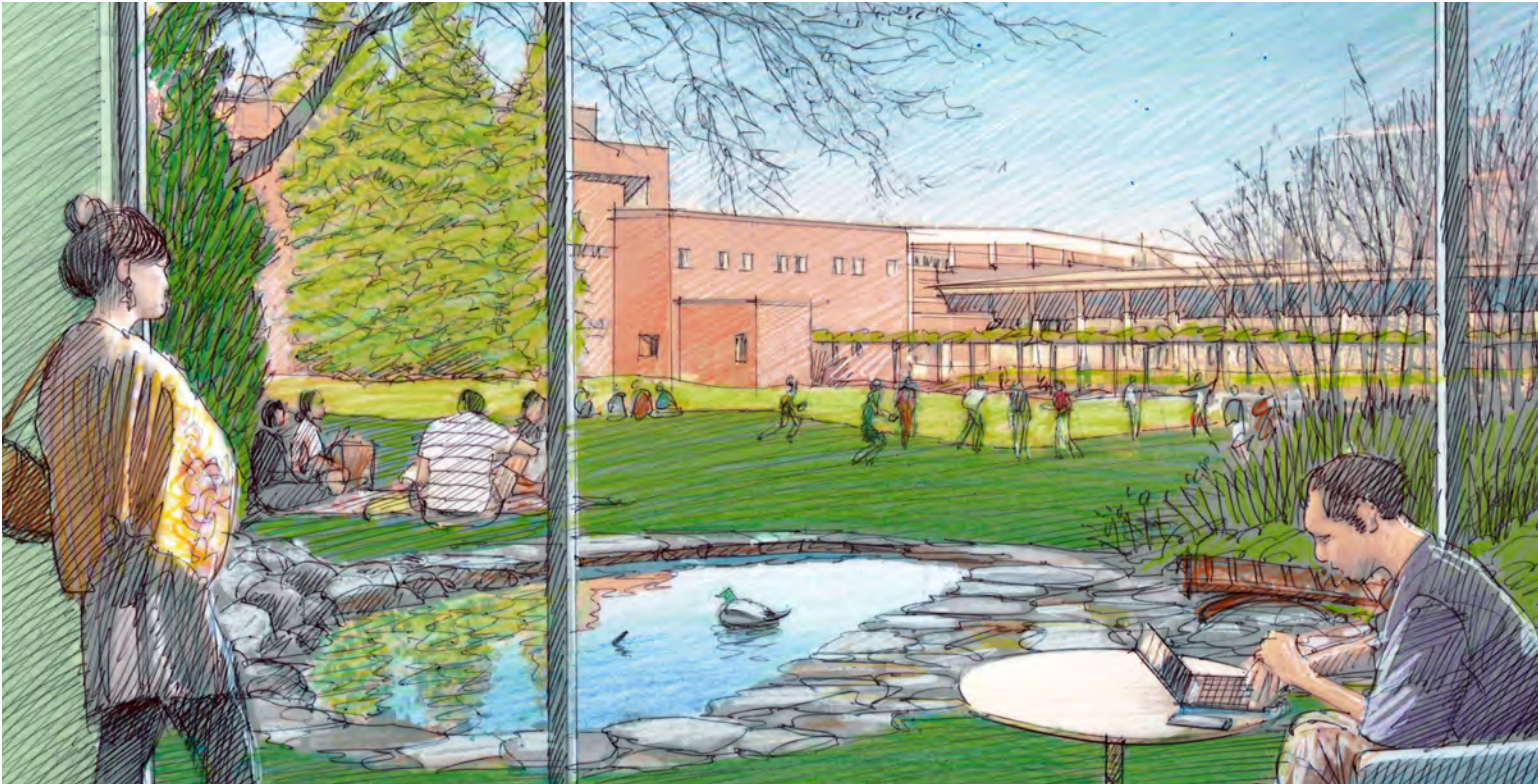
Working Environments

Create open and flexible work environments that will enable mobility, optimize space, and provide better opportunities to collaborate and connect.

Traditional guideline-based assignment of work stations no longer meets the College's emerging needs. Through innovative pilot projects, Algonquin College is exploring opportunities to create more attractive and healthier work environments that offer increased effectiveness, choice, engagement and collaboration while making more efficient use of limited space resources.

Flexible learning and working environments for Students and Staff with digital access, daylight and views.





Indoor and Outdoor Learning and Social spaces

Social Environments

Enhance social and recreational spaces to encourage students, employees, and visitors to lead healthy, active lives and increase serendipitous encounters across the Campus.

The social and recreational experience on campus contributes significantly to Algonquin College's success. The Students' Association has played an essential role in building this dimension of student life.

The Student Commons, opened in Fall 2012, has created a vibrant social heart on the Woodroffe Campus. Interior and exterior spaces and in-between spaces are being programmed to create quality social experiences and to enable chance encounters between students, faculty, staff, and visitors.

Beginning in the 1990s, the Students' Association has funded a growing portfolio of athletics and recreational facilities: Gym, Fitness Zone, Impact Zone, Sports Field and Field House. Discussions are underway for an expansion of the athletics and recreation facilities in Building A that would align with the Healthy Living Education hub.

Living Environments

In the period 2000 to 2002, Algonquin built three phases of on-campus housing to accommodate up to 1050 students. A conceptual precinct study, completed in 2001, identified opportunities for the phased future doubling of this capacity up to 2100 students. Since that time, market conditions have not warranted the construction of additional on-campus housing and are not anticipated to change in the short-term.

The College is continuing to collaborate with community partners to maximize the effectiveness and quality of off-campus housing opportunities for Woodroffe students. The College will monitor off-campus market demand to understand opportunities, student needs and demand for future increased on-campus housing.

THE NEXT FIVE YEARS: COLLEGE ENVIRONMENTS

- Enhance learning environments
- New collaborative work environments
- Multi-year plan for residence refurbishment
- Expansion of athletics and recreation facilities

Infrastructure Maintenance Strategy



Facility maintenance is a key part of responsible stewardship

Proper facility maintenance maximizes the life span of buildings and infrastructure and promotes their optimal operation. When routine repairs and preventative upkeep are delayed, often due to financial limitations, buildings deteriorate. The resulting decline in appearance and operations of the facilities diminishes the quality of the learning, working, social, and living experience on campus.

As is the case with many Canadian post-secondary institutions, deferred maintenance at Algonquin College has become a serious and urgent issue. A third party audit of the condition of the facilities at Algonquin College in January 2014 found that:

At Woodroffe Campus:

- The average building Facility Condition Index was 0.40 - Poor.
- An estimated \$86.8 million would be needed to restore the facilities to original condition.

While already experiencing financial pressures to address current and deferred maintenance needs, the College has yet to face the bulk of renewal costs. Additionally, with 51% of the Woodroffe Campus built since 1996, many of the newer building sub-systems are approaching their end-of-life points and will require renewal within the next five years.

Algonquin College has initiated an Infrastructure Maintenance Strategy to address the critical and urgent deferred maintenance needs as well as the ongoing maintenance and renewal of existing facilities so the College spaces are kept in safe, and good condition.

Good stewardship of the facilities and infrastructure is vital to the strategic success of the College which is committed to providing students and staff with quality environments.

INFRASTRUCTURE MAINTENANCE STRATEGY

The Infrastructure Maintenance Strategy provides a comprehensive planning tool for the operations, maintenance, and renewal of existing facilities and infrastructure.

The College will consider the total cost of ownership or the total life cycle costs of a physical asset, including: construction, operation, maintenance, ongoing repairs, renewal, renovation, and disposal. The initial construction quality and timely maintenance are key factors in helping reduce the total cost of ownership.

The Infrastructure Maintenance Strategy aims to:

- Create future financial capacity in our internal reserves.
- Leverage innovative private sector investments in energy related infrastructure.
- Use risk-informed evidence and metrics to decide how and when to invest in repairing and renewing the existing infrastructure.
- Promote an advocacy campaign for increased public spending for infrastructure renewal.



Good stewardship of the facilities and infrastructure is vital to the strategic success of the College

The Facility Condition Index (FCI) is calculated by dividing the deferred maintenance value (cost of repairs for a building) by the current replacement value (the cost to replace the entire building).

The third party audit of the buildings and pedestrian links at Woodroffe Campus in January 2014 found that about 60% of the buildings were assessed as being in fair or good conditions, while 40% were assessed as being in poor condition.

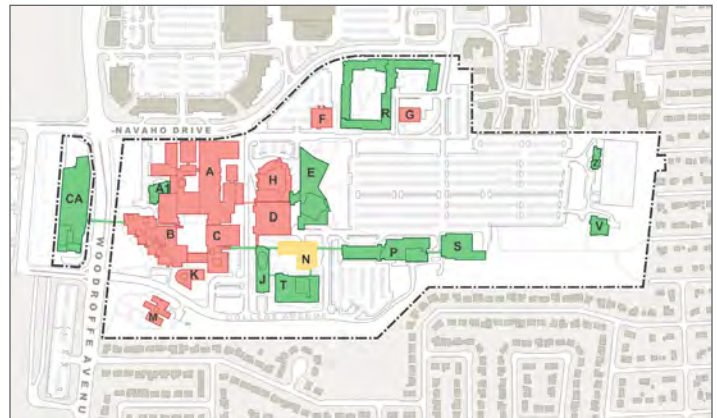
Investment is needed to address the seismic safety and the critical deferred maintenance of the buildings identified as being in poor condition on Woodroffe campus, while maintaining the condition of the remaining buildings.

- FCI Legend:
- Good (<0.05)
 - Fair (0.05 - 0.10)
 - Poor (>0.10)

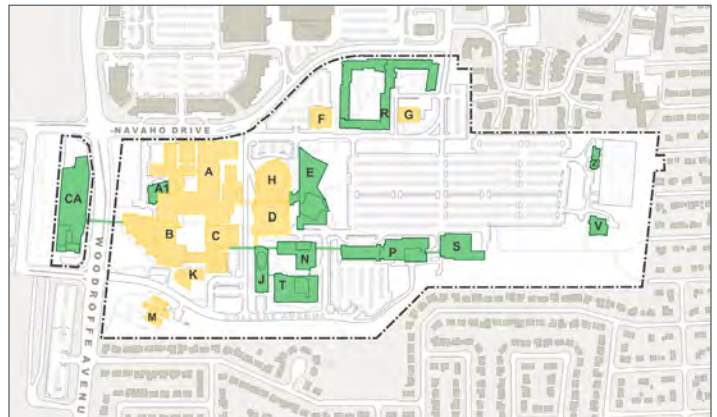
Target Infrastructure Maintenance Investments at Algonquin College (Woodroffe, Pembroke, Perth Campuses)	Funds (\$)
Current Deferred Maintenance (DM) Liability for Algonquin College	\$87.3M
Target maximum DM value to achieve average FCI < 0.05 (Good)	\$35M
One-time Investment needed to reduce DM liability to \$35 million	\$52.3M
Annual Investment to operate, maintain, renew (and maintain DM liability at \$35 million)	\$14M
Annual Investment needed to adapt existing spaces	\$3.5M

THE NEXT FIVE YEARS: INFRASTRUCTURE MAINTENANCE

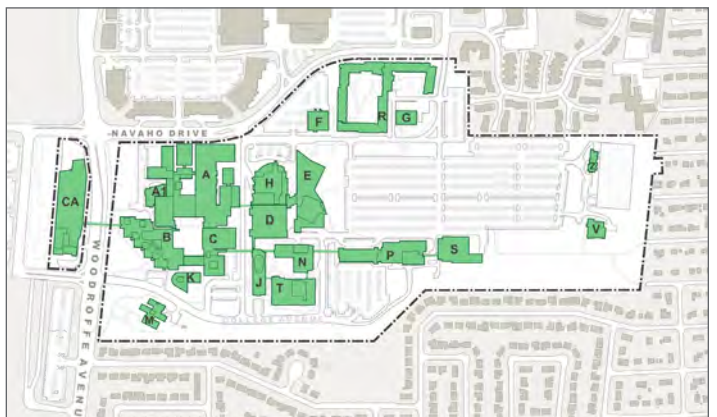
- Infrastructure Maintenance Strategy
- Critical deferred maintenance and renewal requirements



Current FCI of Woodroffe Campus Buildings



Conceptual FCI in the mid-term



Conceptual FCI in the long-term

Energy is fundamental to the daily operation and the strategic success of any institution. Algonquin College’s innovative approach to current and future energy challenges goes beyond traditional energy management strategies, which focus solely on energy efficiency and conservation measures. The College is taking a broad visionary approach that looks at:

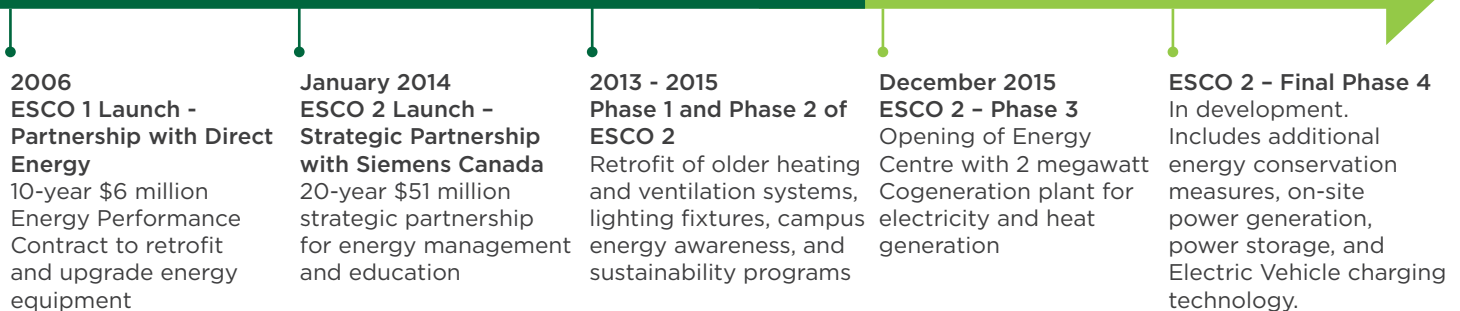
- Emerging education opportunities;
- Energy demand management;
- Stewardship and resiliency of energy infrastructure; and
- New technologies to help transition to net-zero energy use by 2042.

Algonquin College is paving the way to a clean energy future through strategic industry partnerships and collaboration with the Provincial government and other Higher Education Institutions to support Ontario’s Long Term Energy Plan.



Vision:
AC Unplugged: Educate, collaborate, operate, and innovate for a clean energy future

TIMELINE: Innovative and Sustainable Approaches to Energy



ENERGY STRATEGY

The Energy Strategy and includes four broad areas of focus to guide future energy-related decisions.

Build and Maintain Energy Awareness:

Create a culture of energy awareness by engaging the college community and inspiring action and teamwork.

Practice Sustainable Energy Stewardship:

Motivate the college community, stakeholders, and strategic partners to use energy sustainably.

Future-proof our Infrastructure:

Create building and energy infrastructure that will be resilient to external changes and risks, support the long-term transition to a clean energy future, ensure capacity to accommodate the anticipated growth of the College

Leverage Innovations in Energy:

Provide leadership by embracing innovative energy technologies and partnerships to support and stimulate the clean energy economy.



The ESCO 2 strategic partnership between Algonquin College and Siemens Canada showcases a new approach to energy that looks at conservation, demand management, energy resiliency, and new technologies for a clean energy future.

Demonstration Photovoltaic Installation at Algonquin Centre for Construction Excellence

BUILD AND MAINTAIN ENERGY AWARENESS

The College has an opportunity to influence energy consumption and everyday activities of over 20,000 students and 4,000 staff. Energy and Sustainability awareness programs include:

- A Sustainability coordinator (as part of ESCO 2 initiative) responsible for embedding sustainability in day-to-day operations
- New courses about energy management, renewables, and emerging energy topics

FUTURE-PROOF OUR INFRASTRUCTURE

With the exception of the ACCE building, the infrastructure at Woodroffe is reliant upon a single 44kV primary electrical feed. This has been identified as a risk, but replacing the feed would come at great cost. Algonquin College is building resilient infrastructure, critical to securing energy independence, and reducing reliance on the power grid. Initiatives include:

- Retrofit of older heating and ventilation systems (such as the 2014 \$10.9 million retrofit in Building B), responsive lighting controls and fixtures to improve energy efficiency;
- Algonquin's Energy Centre: an on-site 2 Megawatt engine combined heat and power generation (COGEN) facility that will produce electricity and heating for the Woodroffe campus; and,
- Green building LEED (Leadership in Energy and Environmental Design) policies for energy efficiency of new construction and major renovations.

PRACTICE SUSTAINABLE ENERGY STEWARDSHIP

Algonquin College aims to reduce Scope 1 and Scope 2 greenhouse gas (GHG) emissions by 20% from the adjusted fiscal year 2010-2011 baseline emissions, and achieve net zero emissions by the College's 75th anniversary in 2042. The 2014 Conservation and Demand Management Plan lays out the approach to manage energy initiatives and to report energy consumption and greenhouse gas emission annually to the Ontario Provincial Government.

LEVERAGE INNOVATIONS IN ENERGY

As new energy initiatives are advanced, the College will continue to develop applied learning and research opportunities for students and staff. New buildings, such as the Algonquin Centre for Construction Excellence (ACCE), offer access to live building performance data and leading edge technologies such as smart grids, lighting, and clean energy.

THE NEXT FIVE YEARS:

ENERGY

- New educational programming to meet industry needs
- Exploration of a Centre of Applied Energy Innovation
- Implementation of ESCO 2 Phase 3 and Phase 4 initiatives, including the completion and commissioning of the Energy Centre

Clean water is a finite resource that must be cared for

Water resources are undervalued as a finite resource, Canadians pay less for water and waste more than most nations.

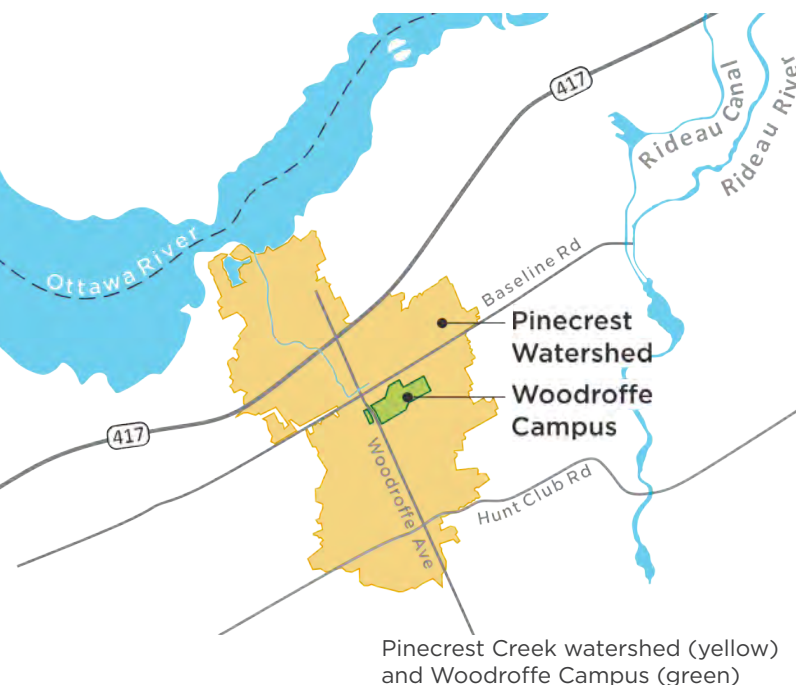
Algonquin recognizes that responsible stewardship of water goes beyond the water delivered to our taps and drinking fountains; it also includes stormwater management, wastewater treatment, and the role water plays in supporting biodiversity, recreation, and economic activity.

Water awareness and water resource management strategies are essential for the responsible stewardship of water and future-proofing the College against the inevitable rising costs of water delivery.

To guide future water conservation and stormwater management, the College will develop a **WATER STRATEGY**. As part of this strategy, a vision and a set of Guiding Principles will be established.

WATER AWARENESS

With a population of over 20,000 at the Woodroffe Campus, the College has an opportunity to influence the behavior of the next generation, and ultimately reduce water use and costs. The College can educate students and staff about current water saving measures and the importance of protecting water as a finite resource.



WATER RESOURCE MANAGEMENT

Water Conservation

A number of advanced water conservation strategies have already been implemented at Woodroffe campus through the ESCO 1 initiative and the design and construction of green buildings. The Algonquin Centre for Construction Excellence (ACCE) building includes rainwater harvesting and grey water reuse systems, as well as low flow plumbing fixtures and drought tolerant plantings.

Stormwater Management and Waste Water

The City of Ottawa has a new stormwater strategy and stringent servicing and stormwater management criteria that must be met before new development can occur at Woodroffe Campus. Sanitary sewer capacity limits in the municipal system must be understood in order to plan future infrastructure needed to serve a growing campus.

Woodroffe Campus is the largest single property in the Pinecrest Creek watershed. Population growth and the addition of buildings on campus presents both a challenge and an opportunity. Strategies that will be considered within the new Water Strategy include:

- Green roofs to slow down the rate of stormwater leaving the campus following a rain event;
- Rainwater harvesting and grey water re-use to reduce overall water consumption and stormwater runoff volumes;
- Low impact development strategies, such as bioswales, to address downstream water quality and quantity to preserve and enhance Pinecrest Creek; and,
- Applied research to better understand on-campus applications.



Water features on campus



Exposed Pinecrest Creek flowing through campus

Water infrastructure presents an opportunity for campus beautification. Exposing Pinecrest Creek, which is currently buried beneath the parking lots, would reconnect the College to its past, increase awareness about water and add a beautiful natural feature to the campus. The rivers of the Ottawa region are important to Aboriginal culture. A water feature could incorporate designs that acknowledge the Aboriginal heritage of Algonquin College.

THE NEXT FIVE YEARS:

WATER

- College Water Strategy
 - Rainwater harvesting and grey water reuse
 - Green Infrastructure: Low Impact Development
- Woodroffe Campus Stormwater Management Plan
- Deployment of a Stormwater Management Solution at Woodroffe
 - Water as a campus feature
- Water demand and wastewater flow analysis

5

Summary

Summary



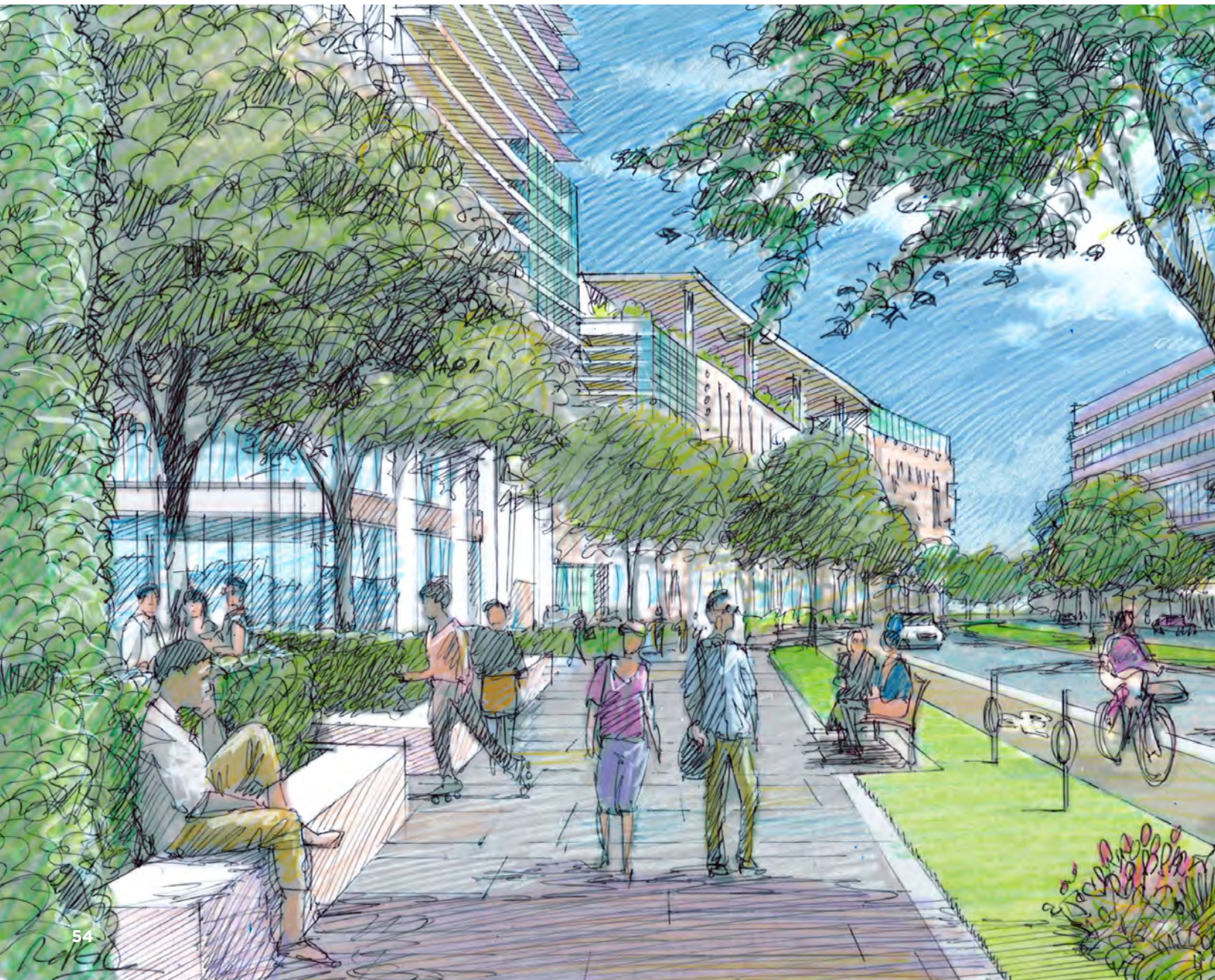
ACTIVATE OUR COMMUNITIES FOR LEARNING

Cultivate connections with our internal and external communities to establish collaborative and dynamic learning environments both on and off campus.



INTEGRATE INTO OUR COMMUNITY FABRIC

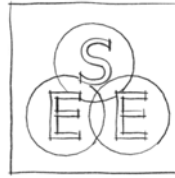
Transition the campus to become an outward facing, dynamic and urban asset at the heart of our community, with the physical and digital infrastructure to enable anytime, anywhere access to learning, social and economic activity.





DESIGN ATTRACTIVE COLLEGE SPACES

Create inspiring and dynamic spaces that support vibrant and rich learning, working, social, and living experiences on campus.



ACTIVELY STEWARD RESOURCES

Sustainably manage existing facilities and growth to maximize value today and into the future.



Vision

A 21ST CENTURY CAMPUS WHERE PEOPLE, PRACTICE, AND POSSIBILITIES MEET

Integrated College Development Planning Steering Committee

Executive Sponsor:

- Duane McNair, Vice-President, Finance and Administration

Co-Chairs:

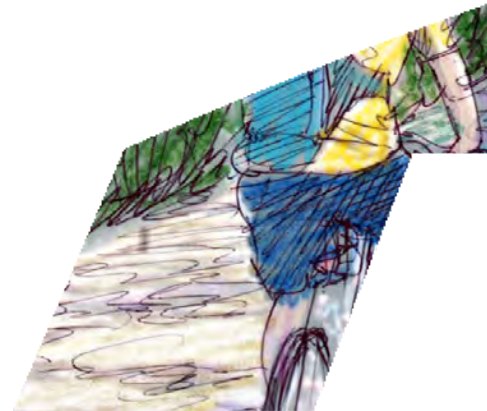
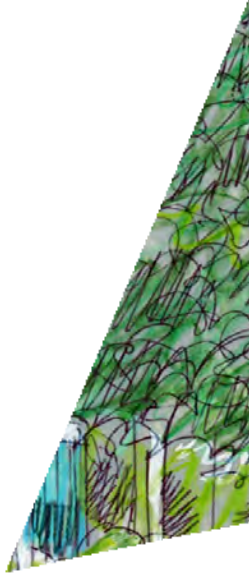
- John Tattersall, Director, Physical Resources
- Michael Gawargy, Director, Information Technology Services

Steering Committee Members:

- John Dalziel, Head of Major Construction
- Cathy Dempsey, Director Finance and Administrative Services
- Jack Doyle, General Manager, Students' Association
- Barb Foulds, Dean, Faculty of Health, Public Safety, and Community Studies
- Mark Hoddenbagh, Executive Director, Partnerships & Applied Research
- Eric Hollebhone, Director, Marketing and Recruitment
- Kimya Keyhan, Acting Director, Community Partnerships and Engagement
- Glenn MacDougall, Director, Learning and Teaching Services
- Rod Martin, Manager, Infrastructure Services Team
- Joe Ranieri, Director of Business Development and Corporate Training
- Phil Rouble, Associate Director of Facilities Planning and Sustainability
- John Smit, Manager, Policy Development and Urban Design, City of Ottawa
- Julia Wilson, Manager, Algonquin Foundation
- Emily Woods, Manager, Business System Team

Consultant Team:

- GRC Architects
- BuildGreen Solutions
- Morrison Hershfield





President/Board of Governors

Presentation to:	Board of Governors
Subject:	Energy Services Company Performance Contract 2 (ESCO2) Phase 4 Update
Date:	June 8, 2015
Presenters:	D. McNair, Vice President, Finance and Administration J. Tattersall, Director, Physical Resources

RECOMMENDATION:

THAT the Board of Governors authorizes its Executive Committee to approve the attached draft resolutions for the fourth and final phase of the Energy Services Company Performance Contract 2 (ESCO2) once technical, financial and legal due diligence checks are completed. It is estimated that this due diligence will be completed June 30, 2015.

PURPOSE:

The purpose of this report is to update the Board of Governors on the status of the ESCO 2 project and to seek Board approval to move forward with the final phase of the project. Final documentation for the final phase was not ready for the June Board meeting, but is expected by the end of June. Board approval is needed before the fall 2015 term in order to meet the project completion date of May 2017.

BACKGROUND

On June 9, 2014 the Board of Governors approved the third phase of ESCO2, noting a fourth and final phase was in consideration. A summary of all ESCO2 phases, including preliminary Phase 4 assessment, is presented in the following table:

Phase	Description	Total Measure Cost	Net Capital Investment	Annual Savings	Deferred Maintenance Benefit
1	Replace Building B HVAC (Heating Ventilation and Air Conditioning) system along with additional improvement measures	\$14,012,055 Note 1	\$13,669,935 Note 1	\$975,299	\$11,422,214
2	Design and gain necessary provincial approvals for the co-generation plant along with additional improvement measures	\$4,169,626 Note 1	\$3,578,053 Note 1	\$253,311	\$3,351,520
3	Install the co-generation plant along with additional improvement measures	\$14,174,515 Note 1	\$13,893,267 Note 1	\$971,336	\$1,822,778
4	Expand the co-generation capability; install other energy generation capabilities; replace Building C heating / cooling / ventilation fans (TBC); other improvements (TBC)	\$22,697,138 Note 2	\$16,142,453 Note 2	\$1,050,993	\$7,091,778
Totals		\$55,053,708	\$47,283,708	\$3,250,939	\$23,687,908 Note 3

Notes:

1. "Net Capital Investment" is the amount financed via Manulife to be paid from derived savings. The "Total Measure Cost" includes both the financed amount and various incentives from provincial programs. In Phases 1, 2 and 3, the available provincial incentives were relatively small.
2. Financial summaries are in the process of being confirmed. As with the first three phases, the difference between the two costs is made up in part via substantial incentives of over \$2.3M (confirmed). Additionally, as will be explained later in this briefing note, it is proposed that the College provide up to \$4.2M, if needed, in funding to support much needed building improvements / deferred maintenance items with payback scenarios that exceed the payback period.
3. When the Board approved the proposal to enter into the ESCO2 contract in 2012, the Board took note of the Siemens' proposal to address \$22M of deferred maintenance liabilities. At the time, this would have addressed 52% of the total liabilities then recorded. Subsequently, the total value of deferred maintenance liabilities was independently audited to be \$87.3M.

Siemens Canada has been able to address more than originally proposed, but the percentage of current liabilities addressed is now 27%.

Siemens Canada confirmed they obtained their internal “final form” approval of the Detailed Feasibility Study (DFS) for Phase 4 on May 11, 2015, and College staff is in the process of completing our technical, financial and legal reviews of the DFS. This process will not be completed in time for the June 8, 2015 Board of Governors’ regularly scheduled meeting.

Phase 4 construction is expected to be complete in May 2017, at a net capital investment of \$16.1M plus the College contribution of up to \$4.2M. The Phase 4 projected annual savings is expected to be \$1.05M, 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 4 will expand on the Phase 3 co-generation plant which is scheduled to be in service by December 31, 2015. In Phase 4, the co-generation plant will double in generating capacity, as well as add energy storage, limited solar panels, and various controls to make the plant an Energy Centre. Once constructed and fully in-service, it is intended that the Energy Centre not only produce all Woodroffe Campus electricity, it will also be an education platform in support of programs delivered by Faculty of Technology and Trades. Governors will note that various incentives of \$2.3M have been factored into the financial viability assessment for Phase 4. Finally, Phase 4 will include \$7.1M of deferred maintenance work, focusing on mechanical systems in Buildings B and C, in the Central Plant and on interior / exterior lighting systems. When all four phases of the project are completed, the physical adaptations will provide the technical foundation for a College legacy:

- A new Energy Management Graduate Certificate program;
- Applied Research opportunities with the Province and Hydro Ottawa; and,
- Smart Grid development within Ottawa with the College as a unique partner capable of Smart Consumption management.

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

Financial Considerations. The financial review is in progress, and is based on the financial models provided by Manulife via Siemens. The models assume an annual interest rate of 4.35%, with actual interest rates only confirmed on date of signing the Agreements. Subject to confirmation of the actual interest rate, which is currently trending higher, the accounting methodology and financial performance projections are consistent with Phases 1, 2 and 3. Phase 4 is compliant with the Ontario *Financial Administration Act* and Ministry Directives.

At issue is a College concern that some costs, estimated to be up to \$1.8M, contained within the Siemens' Detailed Feasibility Study appear not to be included in their overall financial summaries. Siemens is undertaking a thorough review of all costs and their overall financial summaries to validate their proposal to us. Our estimate is that the proposal as presented represents the maximum that can be done within the available funds. If, indeed, the costs are higher than the available funds, reduction in scope is the only possible solution.

Governors will note that in Phase 4, it is proposed the College provide up to \$4.2M from our Internally Restricted Net Assets in FY 2016/17. As this is the final phase of the ESCO2 project, there are financial limitations that must be respected to comply with the contracts and with the applicable Provincial laws and accounting standards. The amount of available private sector capital that can be used is limited by the savings stream to pay for that financed amount over the single payback period terminating in May 2035, as affected by inflation and interest rates. For Phase 4, the maximum net investment is \$16.1M; however, the total cost of the measures is \$22.7M. In part, the difference will be covered by substantial incentives of over \$2.3M. In the Request for Proposal, the College retained the right to contribute to the improvements, at its sole discretion. Given the increasing challenge that deferred maintenance is posing to the College, a direct investment now of \$4.2M to partially address that challenge is believed to be prudent.

Summary of Risks. We assess that Phase 4 has two strategic risks:

1. The Provincial Government recently announced its intentions to impose a "Cap and Trade" system to encourage reduction in greenhouse gas emissions. All indicators are that the threshold value that would cause penalties to be invoked is 25,000 tonnes per year; the College's adjusted baseline emissions are 11,724 tonnes per year, with ESCO2 reducing those emissions by an as yet undetermined amount. We recommend accepting the risk.
2. The Ministry of Finance continues to review the definition of "contingent liability" as it relates to the *Finance Administration Act*. As with Phases 1, 2 and 3, Phase 4 is compliant with the current definition; however, should the government amend the definition, there is some risk that the project will be rendered in arrears to be non-compliant. We recommend accepting the risk.

Attachment:

- Latest quarterly report from Siemens Canada on ESCO2 performance. College staff has reviewed and concur with the Siemens report.

Draft Motions

The following are draft motions that staff are recommending for approval once all due diligence is completed. It is expected that the reports will be ready for approval by June 30. Staff recommend that an Executive Committee meeting date be set for this time.

THAT the Board of Governors approves the investment of up to \$4.2M in the Energy Services Company Performance Contract 2 Phase 4 from the College's Internally Restricted Net Assets in FY 2016/17.

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 1: Amended Energy Performance Contract

On a 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, 3 and 4;
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 2: Amended Tri-Party Agreement

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

1. The College is authorized to enter into the Phase Four Tri-Party Agreement with the Manufacturers Life Insurance Company (“Manulife”) and Siemens Canada Limited (“Siemens”) so that the Tri-Party Agreement as amended relates to and includes phases 1, 2, 3 and 4 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 Four 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.

Summary

The final Phase 4 of the Energy Services Company Performance Contract 2 (ESCO2) will include additional conservation measures that will also significantly address the College’s growing deferred maintenance challenges. In addition, and of particular significance, is the proposal to build on-site Power Generation (both Cogeneration and Solar PV), introduce a Power Storage option as well as integrate new Electric Vehicle charging technology. This is in turn creating excitement within the College, the greater Ontario Higher Education community and the Siemens Canada organization about the emerging education opportunities to further leverage the ESCO2 program and consider how the Province’s institutions, along with key private sector partners, can work together in ways that will benefit a broader audience.

**Algonquin College of Applied Arts and Technology
Woodroffe Campus**

ESCO2

Quarterly Savings and Project Progress Summary

Report Date: May 26, 2015



Savings period: January 1, 2015 – March 31, 2015

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

Phase 1

- Completion of B Building HVAC retrofit major construction

Phase 2

- Completion of T Building and ACCE HVAC retrofits
- Replacement kitchen equipment installed for Central Plant Steam Removal measure
- Lighting controls installation and commissioning nearing completion
- SEM utility bill management moved to existing Advantage Navigator platform

Facility Improvement Measure (FIM) - Status

Measure	Final Design	In Construction	In Commissioning	Completed	Comments
Water Conservation	✓	✓	✓	✓	
K Building Retrofit	✓	✓	✓	✓	
B Building HVAC	✓	✓	✓		Note 1
Advanced Strategies	✓	✓			
Demand Flow (Central Plant)	✓	✓	✓		Note 2
Demand Flow (T Building)	✓	✓	✓		Note 2
ACCE Retrofit	✓	✓	✓		
T Building HVAC Retrofit	✓	✓	✓		
Central Plant Steam Removal	✓	✓	✓		
Cooling Tower Replacement	✓	✓	✓	✓	
SEM Services (PACE)	✓	✓	✓	✓	
Lighting Controls	✓	✓			Note 3
Sustainability Coordinator	✓	✓	✓	✓	Note 4
Cogeneration	✓				
A1 Building HVAC	✓				
D Building HVAC	✓				
H Building HVAC	✓				

Additional Comments

Note 1: Major construction complete; tuning and commissioning in process

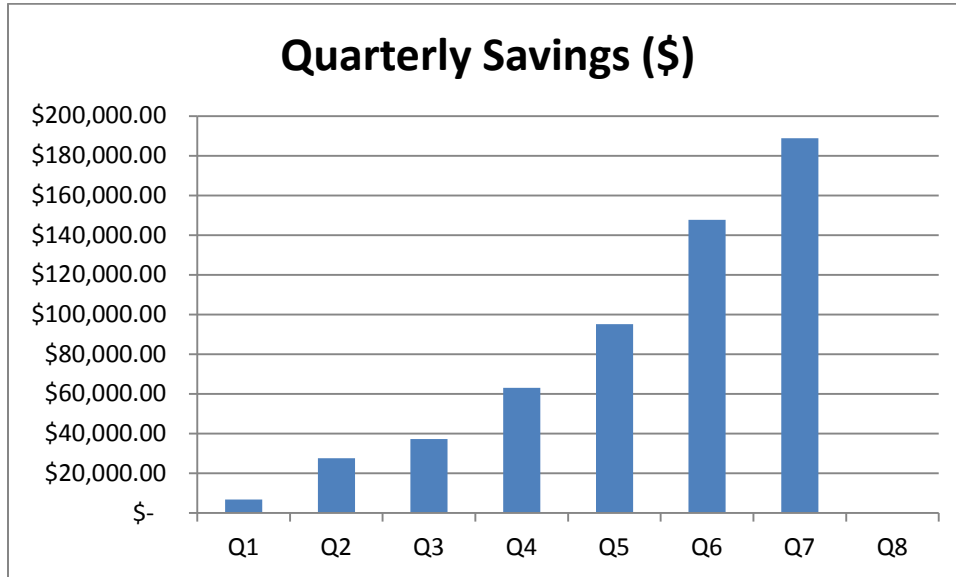
Note 2: Installation complete, tuning to continue in next cooling period

Note 3: Installation complete in majority of buildings, concurrent commissioning taking place

Note 4: Dynamic FIM; specific activities will continue to vary throughout project

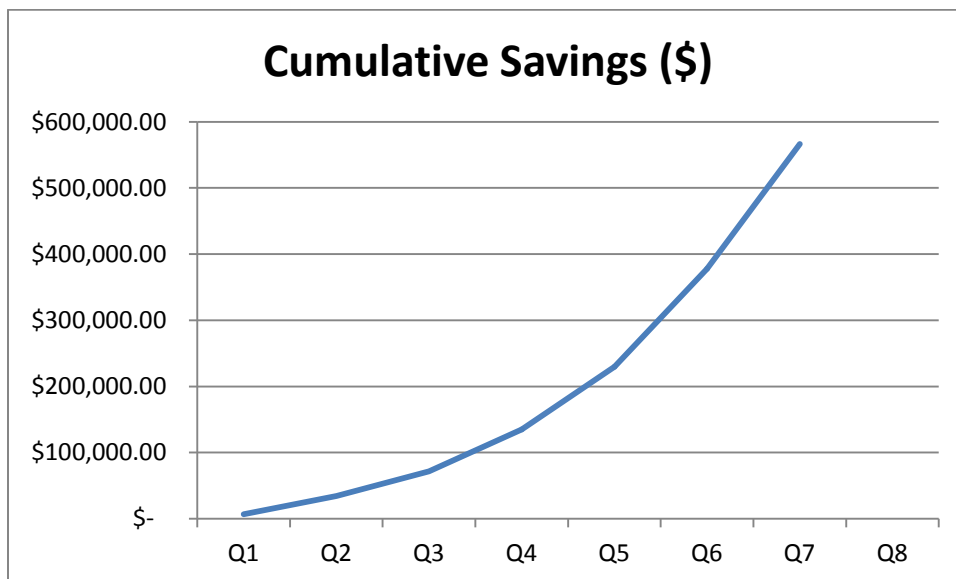
Savings Results This Period (Jan 1, 2015 – March 31, 2015)

	Electricity (kW)	Electricity (kWh)	Natural Gas (m ³)	Water (m ³)	Total Savings (\$)
Savings	1,754	897,650	72,529	9,142	\$198,843



Project Cumulative Savings to Date

	Electricity (kW)	Electricity (kWh)	Natural Gas (m ³)	Water (m ³)	Savings to Date (\$)
Savings	3,060	2,065,790	276,125	55,900	\$576,588



Notes on Project Savings

- Substantial increase in quarterly project savings resulting from completion of B Building HVAC retrofit and inclusion of complete savings resulting B Building code adjustment

ESCO2 – Phase 3 Update

- OPA PSUI incentive confirmation received from IESO
- A1, D and H Building measures in final design stage with contractors in preparation for construction

Greenhouse Gas Emission Reductions

Project scope completed during this reporting period have resulted in GHG emission reductions of 65.1 tonnes CO₂e.

CO₂e Reductions

Electricity	43.5
Natural Gas	21.5
Heating Oil - Distillate	0.0
Heating Oil - Residual	0.0
Total	65.1

in metric tons

Equivalencies



Cumulatively, the project has resulted in GHG emission reductions of 448.3 tonnes CO₂e.

CO₂e Reductions

Electricity	116.4
Natural Gas	331.9
Heating Oil - Distillate	0.0
Heating Oil - Residual	0.0
Total	448.3

in metric tons

Equivalencies



Appendix A – Quarterly Savings Report

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	Q2 Jul-Sept '15	Q3 Oct-Dec '15	Q4 Jan-Mar '16	Q1 Apr-Jun '16			
DFS Phase 1	B Building HVAC				6,873	12,074	56,957	85,931	114,285	126,983	126,983	126,983	126,983	276,120	507,933
	Water Conservation	6,773	26,977	36,412	36,681	38,578	38,578	38,578	38,578	38,578	38,578	38,578	38,578	261,155	120,425
	K Building Retrofit			780	877	876	867	867	700	700	1,600	1,400	700	4,968	4,290
	Demand Flow (Central and T)					-	-	-	32,000	19,300	1,200	-	32,000	32,000	52,151
	Advanced Strategies				4,411	6,653	6,653	7,002	22,625	22,625	22,625	22,625	22,625	47,343	90,500
	Sustainability Coordinator		675	105	6,362	25,373	25,933	30,310	40,000	50,000	50,000	50,000	50,000	128,759	200,000
	Total by quarter	6,773	27,652	37,297	55,204	83,554	128,989	162,688	248,188	258,186	240,986	239,586	270,886		
Cummulative Total (less payments)	6,773	34,425	71,722	126,926	210,480	339,469	373,157	492,345							
Less Payments						129,000	129,000	43,000							
						210,469	244,157	449,345							
DFS Phase 2	Lighting Controls					7,815	12,730	22,896	22,896	22,896	22,896	22,896	43,441	91,585	
	ACCE Retrofit					3,509	4,685	6,985	6,985	6,985	6,985	6,985	15,179	27,939	
	T Building HVAC Retrofit					5,946	13,915	20,862	20,862	20,862	20,862	20,862	40,723	83,446	
	Central Plant Steam Removal					1,499	4,825	13,760	13,760	13,760	13,760	13,760	20,084	55,041	
	Cooling Tower Replacement				7,943	11,565	-	-	11,471	11,471	-	-	11,471	30,979	22,941
	Total by quarter				7,943	11,565	18,769	36,154	75,974	75,973	64,503	64,503	75,973		
Cummulative Total (less payments)				7,943	19,508	38,277	74,432	150,406							
Less Payments								150,000							
								406							
DFS Phase 3	Cogeneration										150,000	180,000	330,000	847,326	
	A1 Building HVAC							1,409	4,147	4,147	4,147	4,147	17,998	16,589	
	D Building HVAC				Phase 3 in DFS development			3,273	9,633	9,633	9,633	9,633	41,806	38,533	
	H Building HVAC				Phase 3 in DFS development				10,466	11,507	11,507	11,507	44,987	46,027	
	Total by quarter				-	-	-	-	4,682	24,247	25,287	175,287	205,287		
Cummulative Total (less payments)				-	-	-	-	4,682	28,929	54,216	179,503	234,790			
Less Payments								50,000	150,000	100,000					
								4,216	29,503	134,790					
Total Project	Total by quarter	6,773	27,652	37,297	63,147	95,119	147,758	198,843	328,844	24,247	25,287	175,287	205,287		
	Cummulative Total (less payments)	6,773	34,425	71,722	134,869	229,988	377,746	447,589	647,432	473,998	499,285	624,572	679,860		
	Less Payments						129,000	129,000	193,000	0	50,000	150,000	100,000		
							210,469	244,157	449,751	473,998	449,285	474,572	579,860		

Note: Actual savings determined based on Metrix bill analysis, as per IPMVP Option C, as well as relevant adjustments identified in DFS submittals. Per-measure savings presented in the table above are estimated based on the percentage completion of each measure during the reporting period.

SIEMENS



Algonquin College

ESCO2, Detailed Feasibility Study Phase 4 – Summary

June 8, 2015

Current ESCO2 measures in construction

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
3	DFS Phase 3		\$ 645,000	\$ 50,000		\$ 595,000	
3	Cogen - 2MW	\$ 847,326	\$ 11,450,886	\$ 178,000		\$ 11,272,886	13.3
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
Total 3 Phases		\$ 2,199,946	\$ 32,356,196	\$ 866,835	\$ 348,106	\$ 31,141,255	14.2

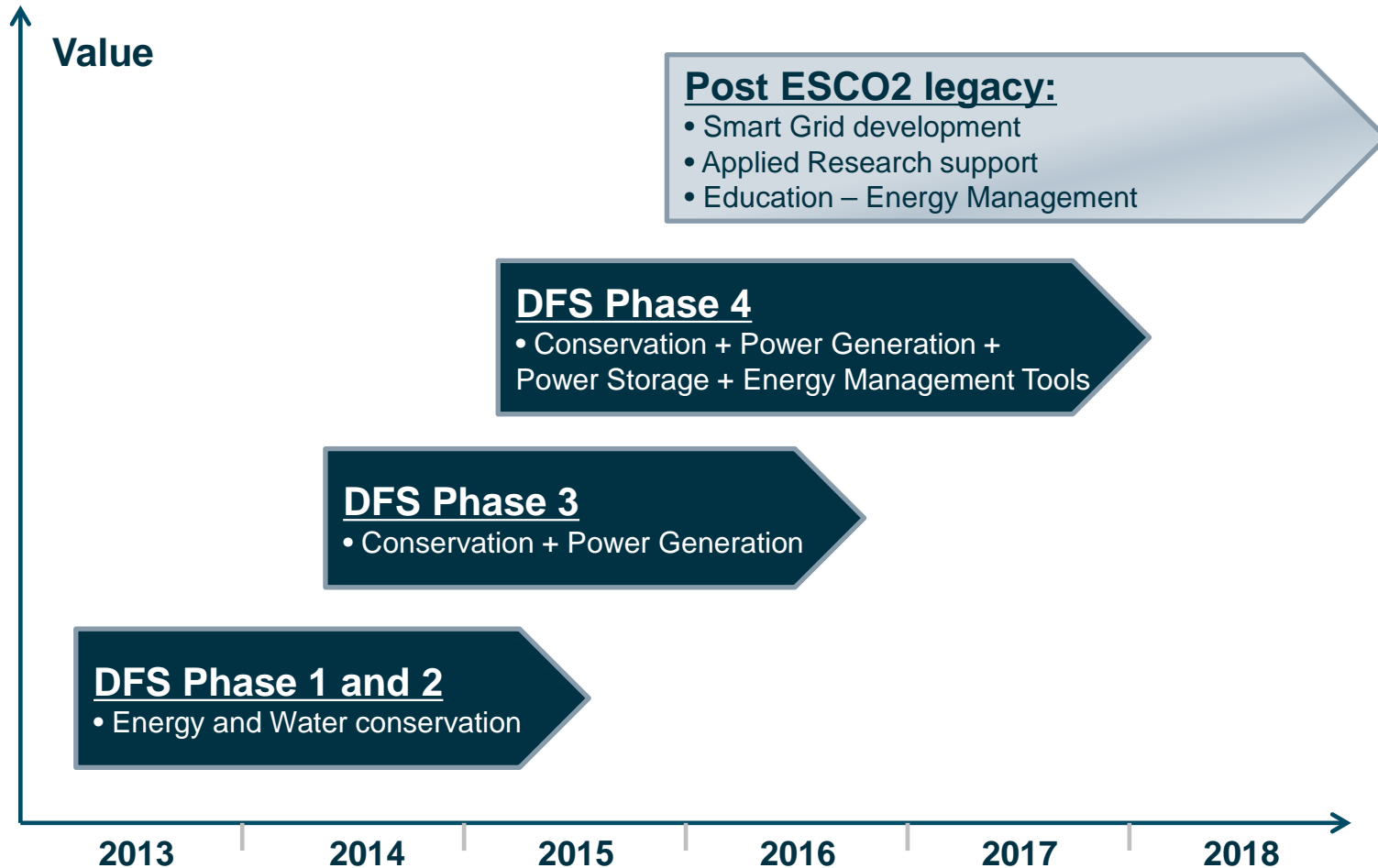
Construction Period Savings Projections

ESCO2 Construction Period Savings Projections

		Q2		Q3		Actual results to date		Projections based on current schedule						Construction	Post-Construct
		Jun-Sept '13	Oct-Dec '13	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Actual plus Projections	Annual Savings Target
				Jan-Mar '14	Apr-Jun '14	Jul-Sept '14	Oct-Dec '14	Jan-Mar '15	Apr-Jun '15	Jul-Sept '15	Oct-Dec '15	Jan-Mar '16	Apr-Jun '16		
DFS Phase 1	B Building HVAC				6,873	12,074	56,957	63,492	92,333	126,983	126,983	126,983	126,983	231,729	507,933
	Water Conservation	6,773	26,977	36,412	36,681	38,578	38,578	38,578	38,578	38,578	38,578	38,578	38,578	261,155	120,425
	K Building Retrofit			780	877	876	867	867	867	867	867	867	867	5,135	4,290
	Demand Flow (Central and T)								32,000	19,300	20,000		32,000	32,000	52,151
	Advanced Strategies				4,411	6,653	6,653	14,500	22,625	22,625	22,625	22,625	22,625	54,842	90,500
	Sustainability Coordinator		675	105	6,362	25,373	25,333	35,000	40,000	50,000	50,000	50,000	50,000	133,449	200,000
	Total by quarter	6,773	27,652	37,297	55,204	83,554	128,989	152,437	226,403	258,353	259,053	239,053	271,053		
Cummulative Total (less payments)	6,773	34,425	71,722	126,926	210,480	339,469	362,905	460,308							
Less Payments						129,000	129,000	43,000							
							210,469	233,905	417,308						
DFS Phase 2	Lighting Controls						7,815	17,000	22,896	22,896	22,896	22,896	22,896	47,711	91,585
	ACCE Retrofit						3,509	5,400	6,985	6,985	6,985	6,985	6,985	15,894	27,939
	T Building HVAC Retrofit						5,946	14,000	20,862	20,862	20,862	20,862	20,862	40,808	83,446
	Central Plant Steam Removal						1,499	9,800	13,600	13,760	13,760	13,760	13,760	24,900	55,041
	Cooling Tower Replacement			7,943	11,565				11,471	11,471			11,471	30,379	22,941
	Total by quarter			7,943	11,565	18,769	46,200	75,814	75,973	64,503	64,503	75,973			
Cummulative Total (less payments)			7,943	19,508	38,277	84,477	160,291								
Less Payments							150,000								
								10,291							
DFS Phase 3	Cogeneration											150,000	180,000	330,000	847,326
	A1 Building HVAC							2,682	4,147	4,147	4,147	4,147	4,147	23,418	16,589
	D Building HVAC			Phase 3 in DFS development					3,378	9,633	9,633	9,633	9,633	41,911	38,533
	H Building HVAC								10,466	11,507	11,507	11,507	11,507	44,987	46,027
	Total by quarter					-	-	2,682	7,525	24,247	25,287	175,287	205,287		
Cummulative Total (less payments)					-	-	2,682	10,207	34,454	59,741	185,028	240,316			
Less Payments										50,000	150,000	100,000			
											9,741	35,028	140,316		
Total Project	Total by quarter	6,773	27,652	37,297	63,147	95,119	147,758	201,318	309,742	24,247	25,287	175,287	205,287		
	Cummulative Total (less payments)	6,773	34,425	71,722	134,869	229,988	377,746	450,064	630,807	451,847	477,134	602,421	657,708		
	Less Payments						129,000	129,000	193,000	0	50,000	150,000	100,000		
							210,469	233,905	427,600	451,847	427,134	452,421	557,708		



Algonquin College ESCO2 Conservation + Sustainability + Innovation



Proposed Phase 4 – Review Ongoing

IMPORTANT: INFORMATION BELOW IS FOR DISCUSSION PURPOSE ONLY

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
4	DFS Phase 4		\$ 810,000	\$ 200,000		\$ 610,000	
	Energy Centre	\$ 895,919	\$ 14,152,600	\$ 2,020,021	\$ 300,000	\$ 11,832,579	13.2
4	- Cogen - 2MW expansion	\$ 891,791	\$ 12,975,722			\$ 12,975,722	14.6
4	- PSUI capital incentives (from PH3 Cogen)			\$ 2,020,021		\$ (2,020,021)	
4	- SEM & Advantage Navigator (3 yrs)		\$ 97,222			\$ 97,222	
4	- Solar PV (10KW), EV Charge, Power Storage	\$ 4,128	\$ 107,656			\$ 107,656	26.1
4	- Microgrid Controls		\$ 972,000		\$ 300,000	\$ 672,000	
4	C Building - HVAC Fan Replacement	\$ 19,125	\$ 3,071,568	\$ 11,473	\$ 2,500,000	\$ 560,095	29.3
4	HEBTC - Advanced Solutions	\$ 53,584	\$ 769,497	\$ 33,191		\$ 736,306	13.7
4	Lighting - Interior T8 to LED	\$ 42,858	\$ 1,115,768	\$ 56,000	\$ 400,000	\$ 659,768	15.4
4	Lighting - Interior Specialty	\$ 17,620	\$ 258,148	\$ 18,000	\$ 100,000	\$ 140,148	8.0
4	Lighting - Exterior retrofit	\$ 21,887	\$ 370,590	\$ 16,000	\$ 200,000	\$ 154,590	7.1
4	Central Plant Improvements		\$ 776,224		\$ 300,000	\$ 476,224	
4	Building B - Humidification		\$ 453,938		\$ 200,000	\$ 253,938	
4	Building B - Remediation Scope		\$ 433,305		\$ 200,000	\$ 233,305	
4	AC Support Cost allowance		\$ 485,500			\$ 485,500	
	DFS Phase 4 Totals	\$ 1,050,993	\$ 22,697,138	\$ 2,354,685	\$ 4,200,000	\$ 16,142,453	15.4
Total ESCO2 (all phases)		\$ 3,250,939	\$ 55,053,334	\$ 3,221,520	\$ 5,048,106	\$ 47,283,708	14.5

Measure #1 – Energy Centre

Co-generation Expansion

- Second 2MW Engine to pick up full load and provide redundancy
- Feeding College district energy system – both heating and cooling

Solar PV (10kW), Electric Vehicle (EV) charging and Power Storage

- Inclusion of demonstration Solar PV Array and potential to add EV charging station and small Power Storage
- Educational and “Green” visibility

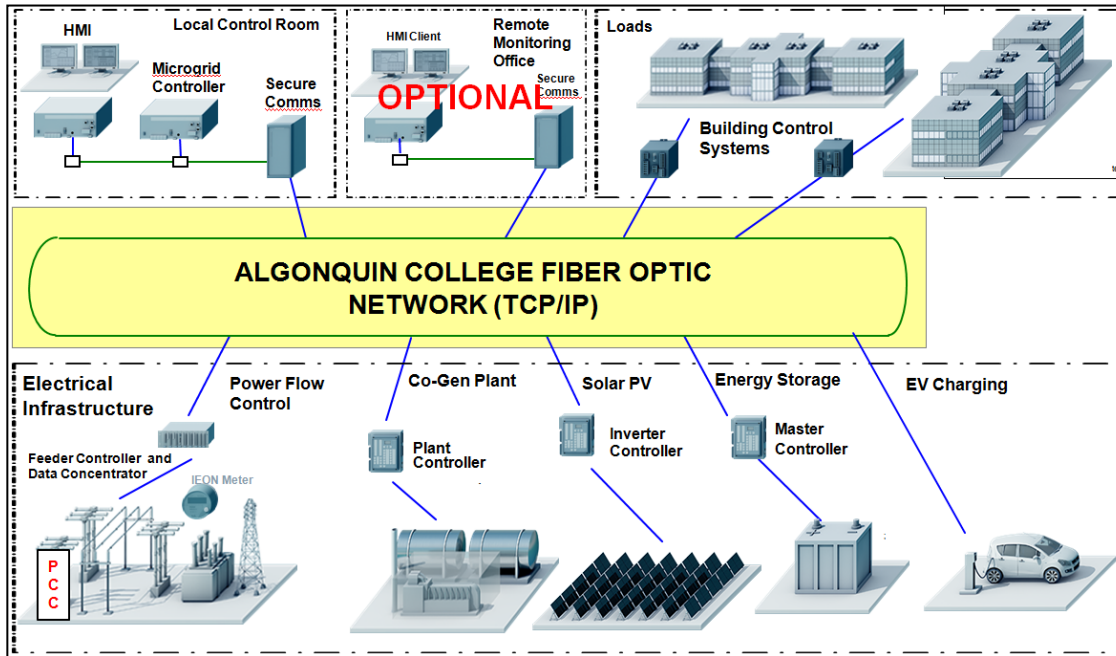
Microgrid

- Costs and emissions optimization (comparing co-generation operating cost and utility grid rates to optimize energy resource mix)
- Bringing in additional Siemens content to the Campus

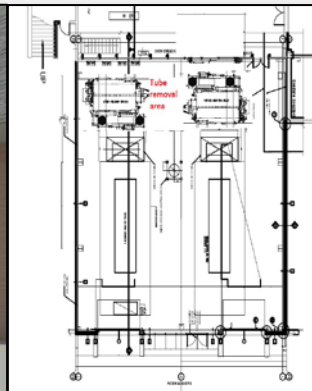
SEM & Advantage Navigator

- Energy procurement and performance tracking

Measure #1 – Energy Centre



**Integrated Power Generation,
Advanced Energy Management
and
Learning Centre**



Measure #1 – Expanded Cogeneration

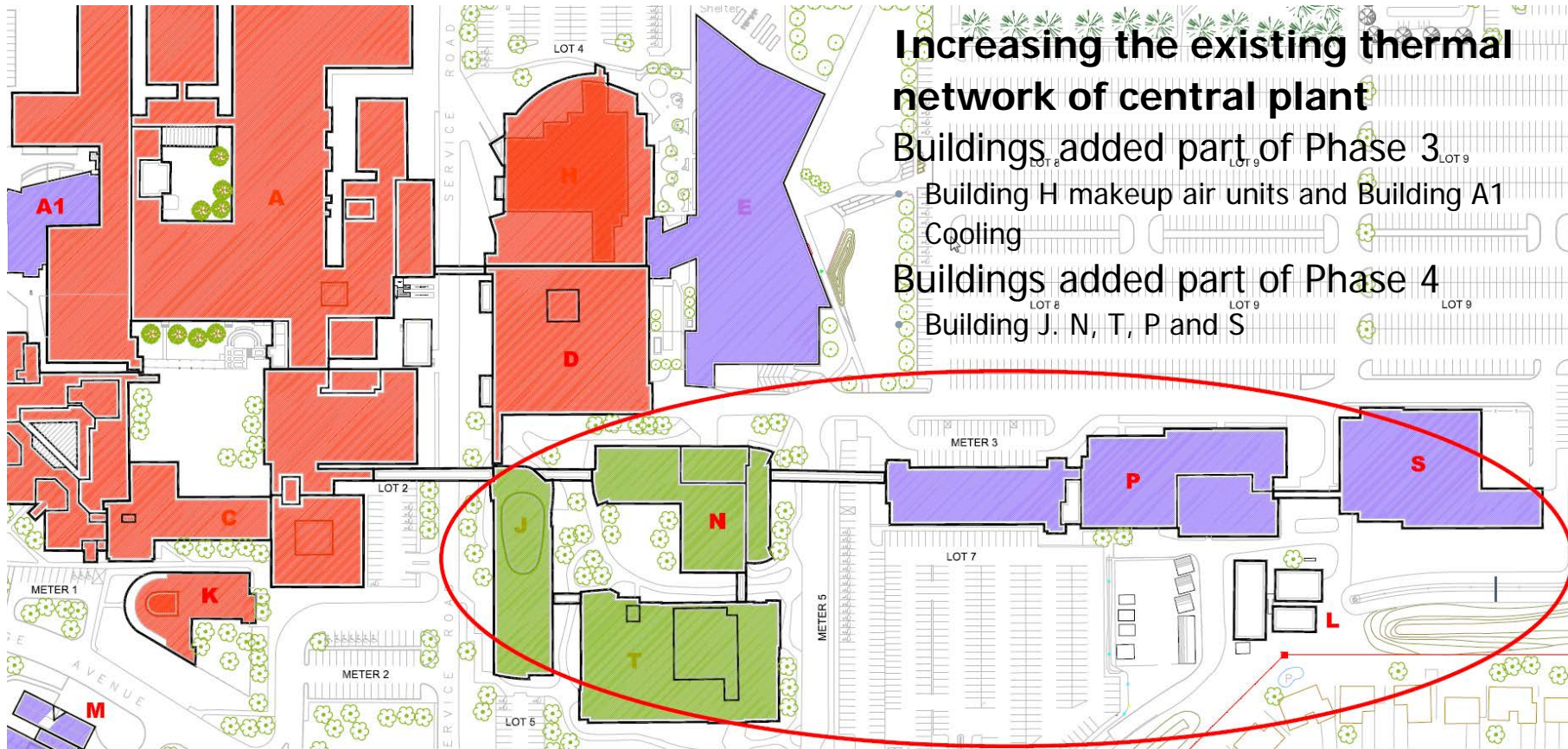
Two 2 MW Cogeneration Engines

(Phase 3 and 4)



- Full redundancy
- Lead-lag engine capability
 - Increases period between maintenance service
- Same equipment
 - Identical spare parts
- Additional capacity for the future growth
- Possibility of Demand Response development with Hydro Ottawa / IESO
- Best savings and payback scenario

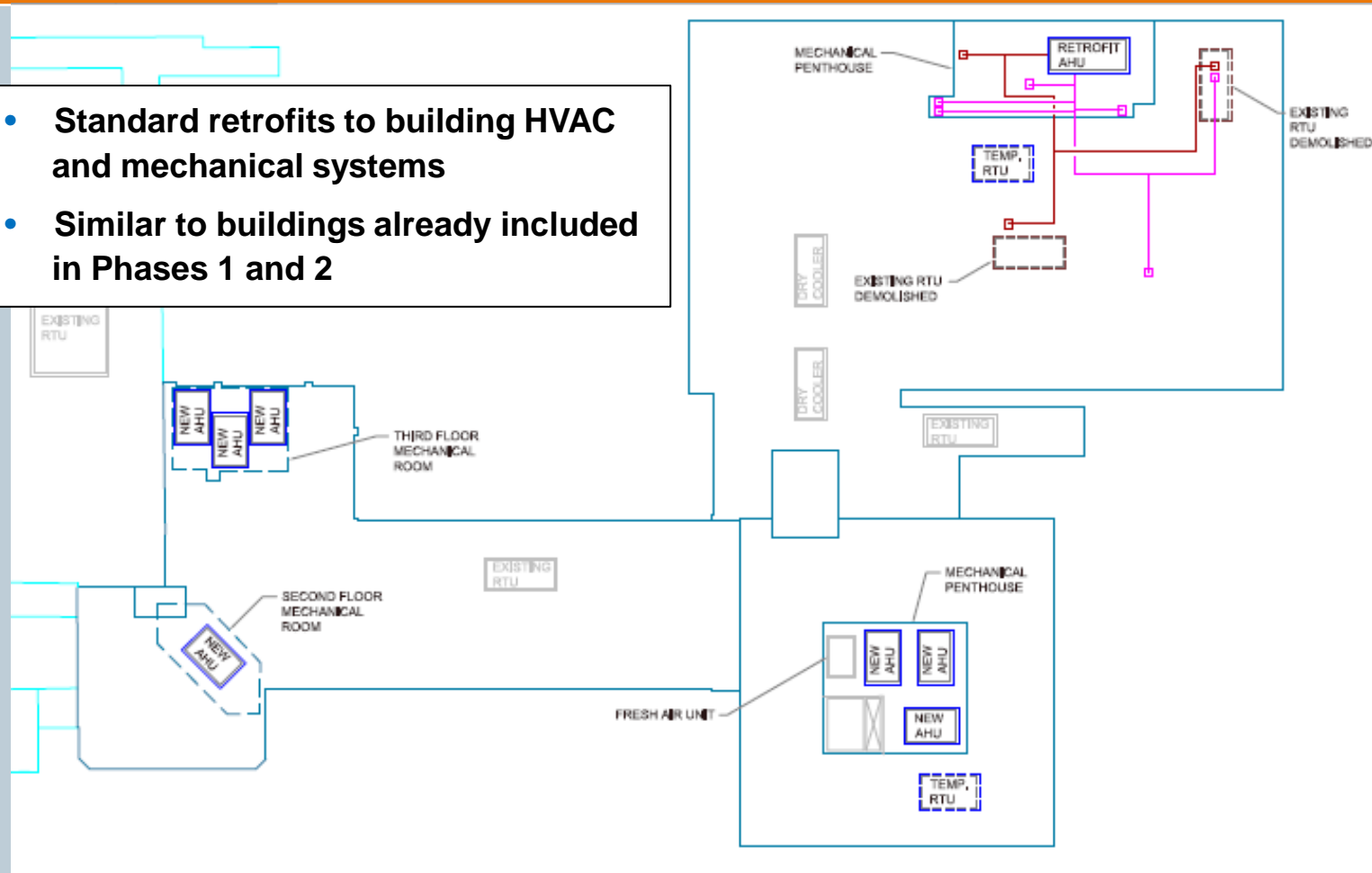
Measure #1 – Expanded Cogeneration



Measure #2 – Building C HVAC Upgrade

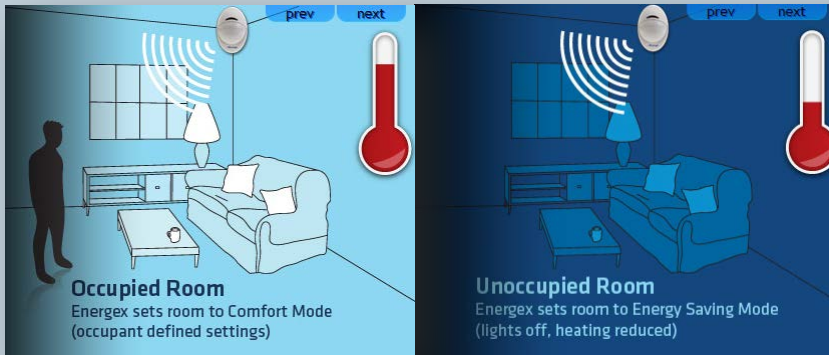
Recommendation– Replace existing AHUs with Fan Walls (Rooftops to remain)

- Standard retrofits to building HVAC and mechanical systems
- Similar to buildings already included in Phases 1 and 2



Measure #3 – Higher Education Building Technologies Council / Advanced Solutions

Smart Residence Occupancy Based HVAC Control



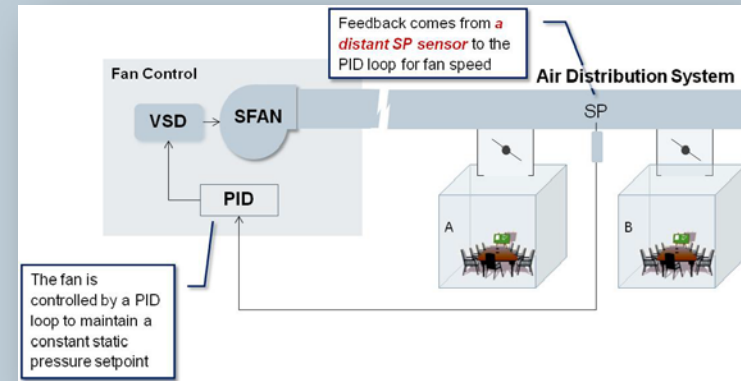
Enhanced Campus-Wide Metering



Intelligent Fume Hood Control



Demand Flow for VAV

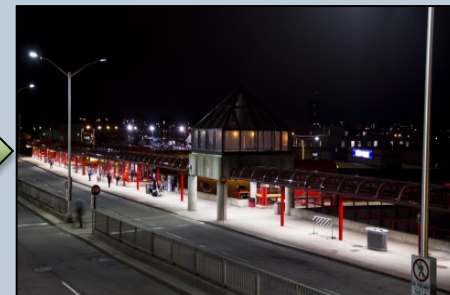
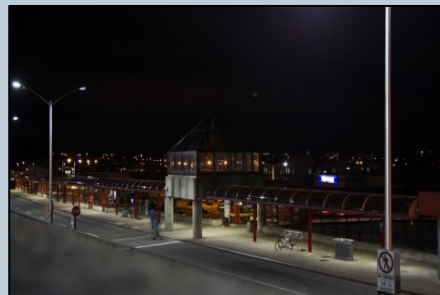


Measure #4 – Lighting Upgrade

Interior / Exterior Lighting



- Interior T-8 to LED retrofit provides full lamp renewal and heavily reduced operational requirements
- Interior Specialty to LED (Pot/Spot Lights)
- Exterior Lighting Replacement considers Roadway, Parking Lot and Building Perimeter Lighting



Measure #5 – Central Plant Upgrades

Central Plant

Water Quality

- Central Plant Water Quality is below current plant standards, which in turn affects performance of other Buildings and their respective Facility Improvement Measures.
- We propose a much need full system cleaning and disposal of current dirty water.

System Pressurization Improvements

- Provide dedicated circulating pumps to ensure proper flow to each boiler
- Setup the main heating system with a primary and secondary loop to more effectively operate the boilers during shoulder seasons
- Install pressurization / expansion control to address regular malfunction issues

Measure #6 – Building B added scope

Building B Added Scope / Remediation

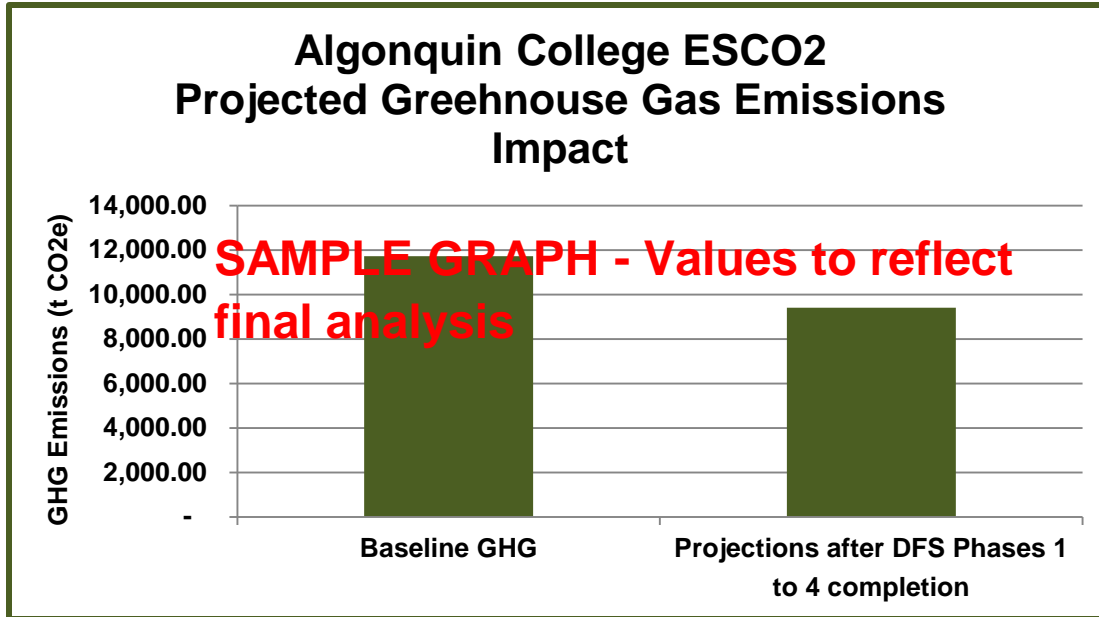
Building B Humidification

- Under Phase 1, Humidification was not included under the base savings project. College request to include this improvement under Phase 4

Building B Remediation

- Several maintenance/improvements opportunities were identified during the initial project
- Scope addresses further aged ductwork and “Found” conditions not covered under Phase 1

ESCO2 Impact on Greenhouse Gas Emissions (GHG) (Analysis ongoing)



	t CO2e/year (metric tons)
Adjusted Baseline GHG Production	11,723.72
Projections after completion of DFS Phases 1, 2, 3 and 4	TBC
Net Reductions	TBC
Net Reductions as a % of adjusted baseline	TBC%

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.

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
- Note the Baseline GHG includes an adjustment for the addition of ACCE and E buildings



President/Board of Governors

Presentation to:	Board of Governors
Subject:	Healthy Living Education (HLE) Project Update
Date:	June 8 th , 2015
Presenters:	Claude Brulé, Senior Vice President Academic Barb Foulds, Dean, Faculty of Health, Public Safety and Community Studies and Chair HLE Steering Committee

RECOMMENDATION:

THAT the Board of Governors review and endorse the Healthy Living Education (HLE) Project as presented.

PURPOSE:

To provide the Board of Governors with an overview of the contextual drivers and imperatives that are shaping the vision for Healthy Living Education in the future, and present the College's response to these considerations from an academic, services, infrastructure, and community partnerships point of view.

BACKGROUND:

Responding to the provincial and national health reform agenda to meet growing demographic and financial pressures and quality of care priorities for health care delivery and wellness, Algonquin College's Healthy Living Education (HLE) initiative will create a high profile community-integrated learning and innovation hub that will address the skills and capacity needs of Ontario's health, wellness and long-term care sectors, with a mission to help Ontarians and all Canadians live healthier lives.

The HLE initiative will move the college beyond the traditional role of a postsecondary institution, and play an active role in the transformation of the health sector by working collaboratively with the health care and wellness providers of its communities through mutually supporting activities and facilities.

The HLE project will enable the College to:

- Accommodate future enrolment growth by providing between 130,000 – 225,000 additional square feet of space;
- Address the skills and capacity needs of the health , wellness and long-term care sectors by creating 1,100 new HLE-related enrolments by 2021-22;
- Offer the potential for community and business partnerships that will redefine Algonquin’s connection with our community;
- Open the campus to unparalleled work experiences to complement our academic programming;
- Accelerate the translation of health care innovations to market through applied research; and
- Build ‘living lab’ environments that integrate digital technologies to extend learning and practice through specialty simulation training for Eastern Ontario

Healthy Living Education Initiative

Executive Summary

Background

The need for a new building at the College is driven by two primary goals, both of which support our Healthy Living Education (HLE) mission and vision. The mission, to help **Canadians live healthy lives**, is supported by our vision to be **a model community-integrated learning and innovation hub addressing the skills and capacity needs of health, wellness and long-term care**. The first goal is the need to accommodate future growth, while the second is the opportunity to address the skills and capacity needs of the health, wellness and long-term care sectors.

1. The Academic Imperative

Responding to the provincial and national health reform agenda to meet growing demographic and financial pressures and quality of care priorities for health care delivery and wellness, Algonquin College's Healthy Living Education (HLE) initiative will create a high profile community-integrated learning and innovation hub.

The HLE initiative has been carefully planned to move the college beyond the traditional role of a postsecondary institution, and play an active role in the transformation of the health sector by working collaboratively with the health care and wellness providers of its communities to co-locate mutually supporting activities and facilities that will:

- Provide on-campus enterprise, business, and workplace settings for student learning and services to the community;
- Create new programming that cuts across sectors in areas such as health sciences, community-based services, food & nutrition, digital health, and paramedic education;
- Develop graduates with flexible skill sets to meet capacity gaps in the health care and wellness workforce;
- Build 'living lab' environments that integrate digital technologies to extend learning and practice through specialty simulation training for Eastern Ontario; and
- Accelerate the translation of health care innovations to market through applied research.

2. The Building Imperative - Growth and Enrolment

With a campus population of approximately 20,000 students, the Woodroffe campus of Algonquin College is one of the largest campuses in the Ontario College system. As such, each percentage increase in enrollment represents a significant increase in population and facility needs. Predicting general growth can be a challenge; the growth picture for the post-secondary education sector is in flux in the short-term and fluid in the mid- and long-terms.

However, Algonquin's health programs are currently over-subscribed at the College, and the demand for health and wellness education programs is predicted to increase as services migrate from primary and acute care institutions to the community. As a result, enrolment growth in HLE-related programs is anticipated to increase in the years to come. Without the flexibility to accommodate new students and programming, Algonquin College will be forced to make difficult choices. These choices could include missing opportunities to introduce new community-needed and financially viable programming, due to a lack of available space.

Assumptions for short-term general growth (all programs) at the Woodroffe Campus are¹:

- The student population at the Woodroffe Campus will grow between 2,000 to 3,000 additional students over the next 5 to 8 years;

¹ As noted in the 5-Year Woodroffe Campus Master Development Plan

Healthy Living Education Initiative

Executive Summary

- Based on a gross square foot per student range of 65 to 75 gross square foot (gsf) per student, this suggests an increase in physical space between 130,000 and 225,000 gsf to maintain operational effectiveness (similar in size to the Algonquin Centre for Construction Excellence);
- Algonquin College has a space utilization rate of 1 student full-time equivalent (FTE) per 72 square feet, while the provincial average is 1 FTE per 90 square feet;²
- With a new HLE building, the Faculty of Health, Public Safety and Community Studies and School of Hospitality and Tourism expects to contribute 1,100 new student enrolments to the general growth.

3. Validation: The Government Imperative

Ontario's *Patients First: Action Plan for Health Care* released in February 2015 outlines the need to support Ontarians make healthier choices and help prevent disease and illness. The focus is on people, not just their illness with an understanding that care must be coordinated and integrated so a patient can get **the right care, at the right time and from the right providers**. More recently, the April release of the Donner report – *Bringing Care Home*, reiterates the need for well planned community supports to keep people in their homes longer and encouraging optimizing professional scopes of practice to achieve this goal.

Our vision of being a model community-integrated learning and innovation hub aligns with these broad action plans, situating services in community hubs complementing the goals of bringing services closer to home at the same time as helping to meet the health and wellness human resources needs of the sector.

4. Validation: What Our Partners Are Telling Us

Algonquin College has long-standing and successful relationships with community health and wellness partners. Since the college system supplies approximately two-thirds of the health/community social service workforce, the College's reach is vast and the roles of its graduates varied. Culinary and nutrition programs have equally deep connections with the community.

To validate the HLE concept, the College embarked on a number of consultations with local health and social service partners, meeting with executives at the capital planning level, i.e. those with an insight into infrastructure needs. These meetings produced very exciting results; community partners are excited by the multidisciplinary approach being considered by Algonquin.

The notion of working in partnership to integrate service delivery and education is seen by community partners as essential to addressing the complex health and wellness issues facing our communities. Initial discussions with community partners demonstrate that the HLE concept not only resonated with key partners, but that the approach is innovative, and there is willingness to work with Algonquin College to make it happen.

While some are interested in working with the College to deliver services / programs at the Woodroffe campus, other went as far as to say they are open to the idea of taking space on the campus to deliver services. Today we are in negotiation with Bruyère Long Term Care to establish an adult day program on site at Algonquin College for January 2016.

In short, Algonquin could be the first College to embrace the community hub concept; opening up its campus to provide unparalleled work experience to complement academic programming, while providing supporting services for an aging society. The range of educational and research opportunities are broad and deep, with possibilities for

² Based on Colleges Ontario Facilities and Standards Inventory (COFSI) Algonquin has a space utilization rate of 1 student full-time equivalent (FTE) per 72 square feet, while the Provincial average is 1 FTE per 90 square feet. ²

Healthy Living Education Initiative

Executive Summary

spin-off benefits beyond programs focused on health and wellness. The underlying message from these meetings was to think big.

5. Space and Budget

Current preliminary indicative functional programming suggests a building:

- 130,000 to 225,000 gross square feet; and
- \$75 million to \$100 million

6. Next Steps

Following endorsement of the HLE project, the following ongoing activities will be necessary to pursue the project in greater detail:

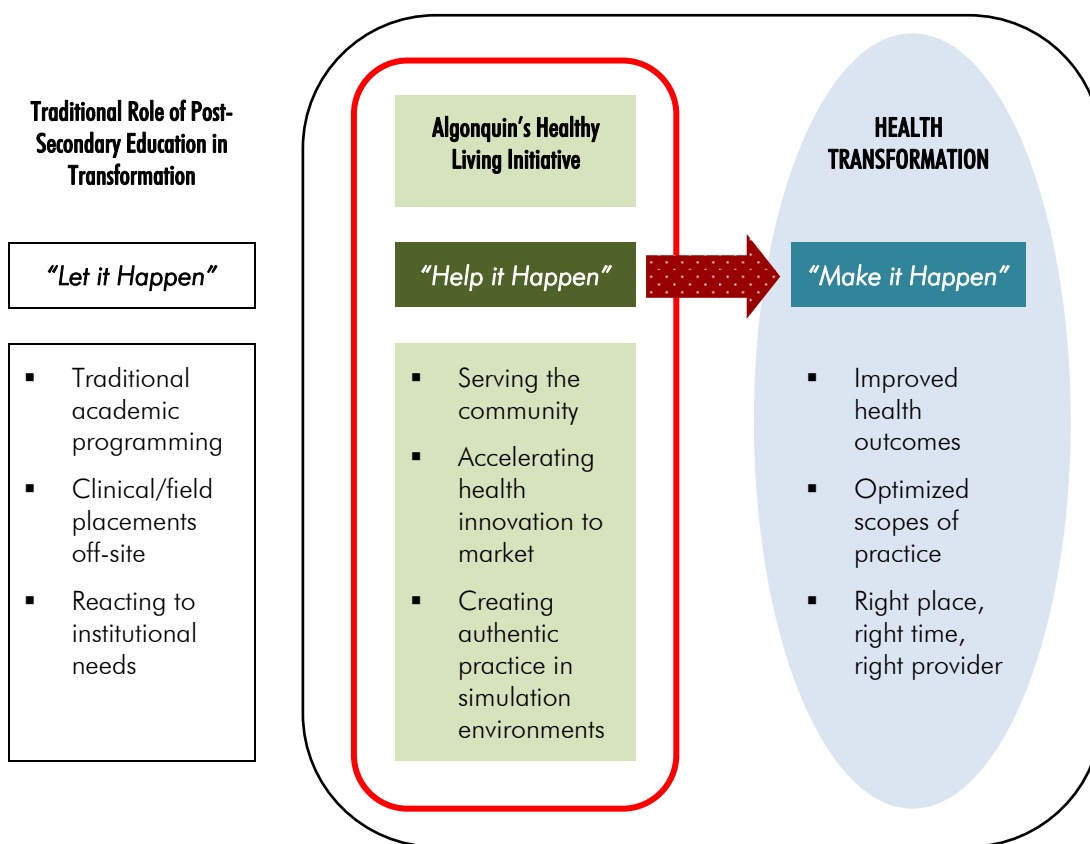
- Creation of an Advisory Panel
- Further discussions with strategic community partners
- Government engagement
- Finalization of communications plan
- Refinement of functional programming
- Investigation of legal parameters and options
- Narrowing of scope of building A rebuild / renovations
- Refinement of funding / financing options (including Infrastructure Ontario)
- Board Update in late Fall 2015

The Healthy Living Education Initiative

Algonquin College’s Healthy Living Education (HLE) initiative will create a high profile community-integrated learning and innovation hub with a mission to help Ontarians and all Canadians live healthier lives. Responding to the provincial, national and international health reform agenda to meet growing demographic pressures and quality of care priorities for health care delivery, the HLE will address the skills and capacity needs of Ontario’s health, wellness and long-term care sectors.

Our community tells us that Algonquin College is an integral player in the regional health transformation process. With this at top of mind, the HLE initiative has been carefully planned to move the college beyond the traditionally passive role of a post-secondary institution (“let it happen” column in the graphic below) to play an active and dynamic assisting role (“help it happen”) in the transformation of the health sector (“make it happen”).

Role of Post-Secondary Education in Health Transformation



The Healthy Living Education initiative will:

- Create a **community learning and innovation hub** where services and student learning connect through on-campus learning enterprises, businesses and organizations that provide services which promote and maintain healthy living
- Align curriculum and create new programs to **meet capacity gaps** in the health care workforce
- Develop **graduates with flexible skill sets and interprofessional learning experiences** that prepare them to work collaboratively with other healthcare providers in offering patients and clients the **right care, at the right time, in the right place**
- Accelerate the translation of health care innovations to market through **applied research**



Elements of the Healthy Living Education Initiative

The Healthy Living Education initiative will redevelop and expand existing space in a prominent location at the intersection of Woodroffe and Navaho Streets at Algonquin College's main Woodroffe Campus. From this outward-looking and prominent site, the HLE's learning and innovation enterprise will both welcome the community to campus, and reach out to the Eastern Ontario region.

This initiative stands as a unique collaboration among college schools to offer an integrated spectrum of wellness programming that cuts across sectors. Enhanced and new programs in health sciences, community-based services, food & nutrition, digital health and paramedic education will provide students with a continuum of learning and professional development opportunities ranging from study and practicum to workplace experiences.

Community members, including college staff and students, will be able to access on-site health services and businesses that promote healthy living.

Real-world environments will be available for applied research, outcomes evaluation, testing and bringing innovations in health and wellness service provision and product development to market.

The HLE will bring together the following elements to create a critical mass of mutually-supporting activities and facilities:

- Learning enterprises
- Co-located business partnerships
- Research / Innovation incubator
- Pan-school Wellness programs
- Specialty Simulation Training Centre for Eastern Ontario



As an integrated **community learning and innovation hub**, the HLE will:

- Lead advances in **simulation-based** learning
- Contribute to the achievement of **enhanced health outcomes** in our community
- Integrate **digital technologies** that will enable efficient delivery of health and wellness programs and services
- Build an environment that embodies health and wellness in a highly **innovative and interactive** manner and a place that becomes a **'living lab'** for learning, best practice and applied research
- Create **flexible learning** spaces for inter-professional learning and practice
- Address labour market needs through **increased capacity**

Learning Enterprises

Enhancing the spectrum of opportunities for learning and promotion of healthy living in the HLE, and standing as a key component of the **community learning and innovation hub**, will be an array of college-owned Learning Enterprises. These student-led entities will offer health care services with the mandate to support learning as a first priority while also operating as either clinics accessed by the public or businesses operated in collaboration with third parties.

HLE Learning Enterprises will include, for example, the following services:

- Dental Clinic (existing)
- Massage Clinic (existing)
- Spa (existing)
- Fitness & Health Assessment Clinic
- Nutrition Counselling Clinic
- Purple Couch – mental health counselling and support
- Healthy Food Bistro
- Food business incubator / Food Research Kitchen

In a Learning Enterprise setting, students will gain work experience while still on campus allowing them to hone their technical and patient/client interaction skills in a real-world, faculty-supported clinical environment matching their area of specialization.

This wide array of health-enhancing services will attract customers from inside the college and also from the community. Algonquin plans to become Eastern Ontario's go-to centre for health and wellness education and client services.



Business Partnerships

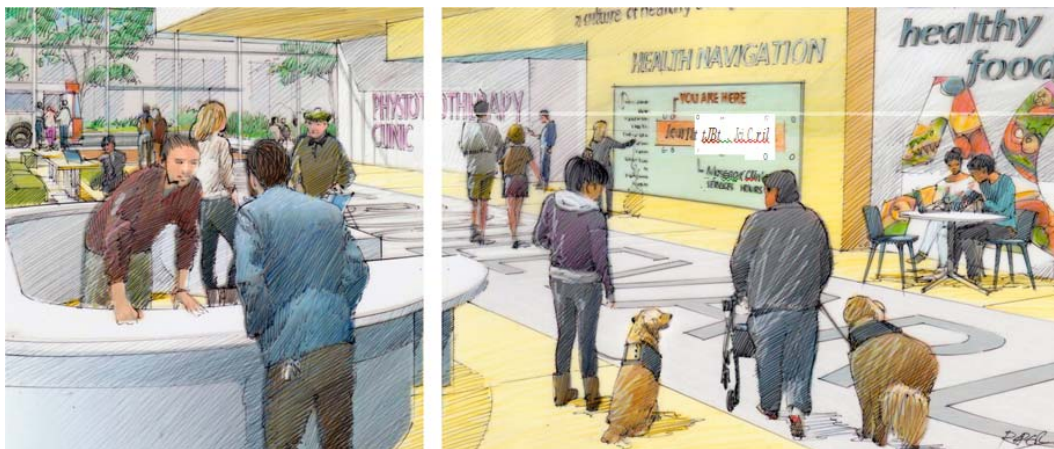
Business Partnerships

Health care and wellness services will also be offered by for-profit businesses that will lease space in the HLE facility through a competitive tendering process. A requirement will be that they must provide a significant number of work placement opportunities for college students both at their on campus facility and at other sites they operate throughout the community.

Potential partnerships may include:

- Physiotherapy clinic – services to include treatment of sports injuries
- Pharmacy
- Food Bistro
- Community Support / Health Navigation Supports
- Seniors Day Program and Respite Support for Families
- Primary Health Care Clinic - including expanded services for mental health
- Medical Imaging Clinic

Together, the college owned, student-led learning enterprises and business partnerships will create a ‘boulevard’ of storefront health and wellness services within the HLE facility providing real world work placement opportunities for students and an array of services that promote and maintain healthy living and benefit college and community customers.



Future Opportunities for Major Business/Government Enterprise Partnerships

In the future, opportunities to explore partnerships with major business enterprises will be explored to further enhance and expand the network of co-located businesses, as well as learning and practice entities within the Healthy Living Initiative umbrella.

For example, the development of a **seniors residence or long-term care facility** on campus would provide many reciprocal benefits: work placements for students in programs such as Personal Support Worker, Nursing, Fitness & Health Promotion, Recreation & Leisure Services, Retirement Communities Management and others, and participation in activities that promote wellness for seniors; seniors would benefit from the services provided by students and the stimulation and enjoyment of engaging with younger generations.

Another future option is the co-location of a **government health agency** office that would provide services to the community from on-campus and take advantage of opportunities for sharing and accessing HLE resources. For example, this can include the potential placement on campus of a **Community Hub** recently announced by the provincial government². The Hubs will be public spaces that offer coordinated services such as education, health care and social services. Synergies are strong given the HLE's mandate for education, health care and social services as well as connections with the community.



² <http://news.ontario.ca/opo/en/2015/03/premier-wynne-appoints-special-advisor-on-community-hubs.html>

Research / Innovation Incubator

The Healthy Living facility will form an integrated cluster of talent, labs, services and businesses that serve as an ideal location for the college's research and innovation enterprise. By locating Algonquin's **Applied**

Research and Innovation facility within the HLE, the college will: enhance its ability to contribute to furthering our understanding of the major challenges of our time in wellness and healthy living through applied research; and maximize and accelerate the commercialization of business ideas through its business incubator.

At Algonquin, Applied Research and Innovation has the mandate to bring together the college's professors and students with Eastern Ontario's business, industry, and community organizations to collaborate on applied research projects. The focus is on developing practical solutions to every day issues and creating new and innovative products and services. This enterprise includes Algonquin's collaboration with the University of Ottawa and Carleton University in the recently announced creation of the province's ten Campus-Linked Accelerator (CLA)³ that will support entrepreneurial youth and innovation ecosystems. Young innovators will be provided with broader and better access to entrepreneurial supports through mentorship and moving youths' concepts from acceleration and incubation to creating institution-based, youth-driven and community-based start-ups in the Ottawa area.

The HLE cluster will serve as a '**living lab**' for both learning and innovation. It will offer a rich array of opportunities to conduct research, and develop and test prototypes, new products and services in the simulation labs and service enterprises. An important research area will be studies that **measure and evaluate client and system outcomes** in line with Government's mandate to ensure accountability by assessing performance.

Research and innovation will focus on food & nutrition, digital health, dementia care and elder home construction and interior design. For example, in the smart apartment simulation lab, health, digital health and business students, in partnership with local technology companies, can test safety devices that monitor movement patterns of seniors and alert caregivers to worrisome changes in habits; OT/PT and construction trades faculty and students can collaborate to test safe and convenient home environments for persons with dementia and persons with disabilities.



³ <http://www.algonquincollege.com/public-relations/2014/10/01/capital-entrepreneurs-program-receives-2-million-from-provinces-campus-linked-accelerators-program/>

Programming that Integrates Learning Across Wellness Sectors

An important goal of Algonquin College is to become a site for new approaches to health and wellness education and research spanning healthy lifestyles, food and nutrition, and fitness and health promotion.

The college is already leading the post-secondary sector in healthy living education through innovative labs, on-site clinics and work-integrated learning.

In support of this goal, the HLE initiative reaches beyond traditional organizational structures to provide a broad range of learning opportunities in health and wellness that spans sectors. Involving the collaboration of several of Algonquin's academic schools and recognizing the role that food & nutrition plays in health and wellness, the HLE will house not only the School of Health & Community Studies but the Wellness programs of the School of Hospitality & Tourism and the Police & Public Safety Institute's paramedic programs.

Currently dispersed across campus in many locations, the HLE will provide a consolidated home for the School of Health & Community Studies. Bringing together the School's students, faculty and staff will enable the interprofessional collaboration and teamwork that is an increasingly integral part of healthcare delivery. Consolidation will let the School take advantage of synergies among programs, realize operational efficiencies, and permit sharing of space and resources across departments. In a single location, the School will have a marquee presence on campus allowing programs, research and achievements to be showcased and celebrated.

Co-location of aligned programs of the School of Hospitality & Tourism and paramedic programs with the consolidated School of Health & Community Studies will further enrich this new healthy living education hub by creating opportunities for pan-school collaboration and sharing, and emulation of authentic work environments where health and health promotion teams draw on cross-sector expertise.

For example, at the HLE, Food and Nutrition students will be able to learn and gain practical training experience in an integrated learning environment side by side with Nursing and Personal Support Worker students who must consider food and nutrition as an essential contributor to client wellbeing. Paramedic students will be able to learn to work with Personal Support Worker, Respiratory Therapy and Nursing students to provide a continuum of care to seniors and clients with chronic conditions.

Specialty Simulation Training Centre for Eastern Ontario

Simulation learning enables students to work in teams and individually to develop professional knowledge, skills and attitudes in immersive and realistic patient and client care settings. Students gain hands-on experience without exposing real patients and clients to unnecessary risks. Students practice, in a safe environment, clinical scenarios ranging from the routine to the unexpected as well as complex situations that may be faced once in the workplace. Empirical evidence⁴ shows that simulation training is just as effective as, if not better than, training on-the-job, and some USA schools now provide 50% of practice experience in simulation. Algonquin's goal is to achieve a similar percentage of simulation practical experience resulting in less reliance on external agencies and increased enrolments in targeted programs.

An integral part of the suite of academic spaces in the HLE will be the specialized simulation learning facility dedicated to providing authentic practice in real-life experiences. The Specialty Simulation Training Centre for Eastern Ontario will offer an array of simulation laboratories for practical training in **home care, first response and infectious disease prevention and control**. The vision is to target specific health care delivery work environments that represent high need areas for practice and learning and that together represent a continuum of care from community to acute care settings.

The Centre will provide flexible learning spaces that can be configured to model different scenarios and conditions. Each lab will provide opportunities for interprofessional team-building, interactive and role playing learning activities. Integrated technology and debriefing facilities will allow recording, review, critique and skills improvement.

Serving all of Eastern Ontario, the Training Centre will provide regional hospitals and health care agencies with education and training solutions in several ways. Newly educated health care workers will join the workforce as well-rounded, skilled and effective team members equipped with experience in community and acute care situations prior to employment. The Centre will serve as an ongoing resource and venue for staff training and professional development. Cross-institutional collaborations can lead to cooperative training exercises with multi-disciplinary teams involving learners from the college and institutional partners. Coordination with other regional simulation laboratories will ensure the best use of resources aligned with the training needs of the region.

⁴ P.R. Jeffries (Ed.) Simulation in nursing education: From conceptualization to evaluation. National League for Nursing, New York; 2007
<http://www.nln.org/newsroom/news-releases/news-release/2007/03/05/nln-publishes-first-comprehensive-guide-to-simulations-in-nursing-education-224>

Smart Apartment Simulation Lab

The Smart Apartment Simulation Lab will provide a realistic home setting where students can learn and practice the delivery of primary health care and promotion services in a community setting. Provision of this lab supports the Government-mandated imperative to shift the burden of care from acute care delivered in hospitals to care provided in the community. By supporting seniors and those with chronic conditions in their homes, clients are happier and more comfortable, and costly visits to acute care facilities are reduced. Community care focuses on wellness promotion and illness prevention.

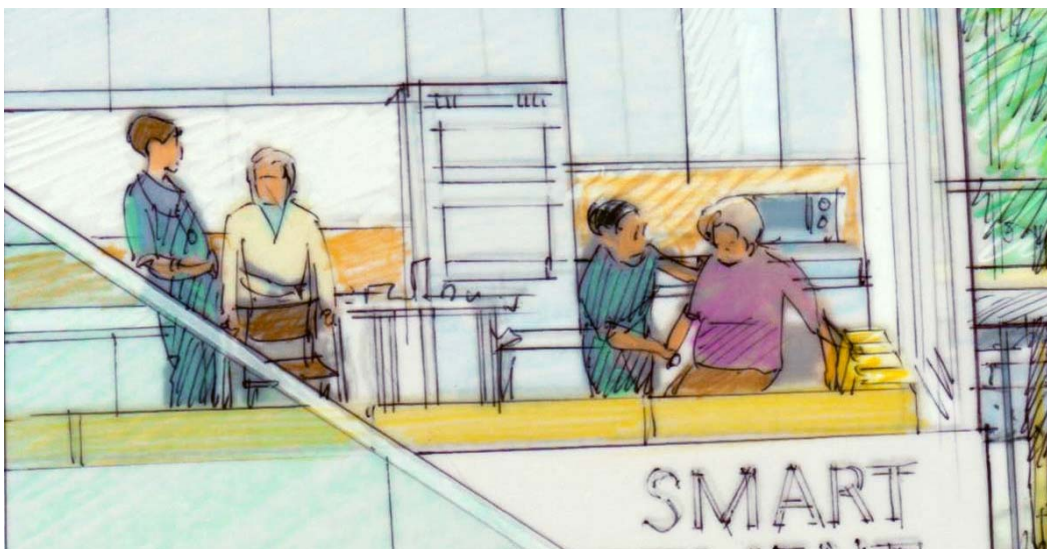
Flexible and technology-enabled, the lab will allow a wide range of daily living and health crisis scenarios to be modelled for learning and practice. Recording of skills drills and scenario modeling will enable group critique and discussion of strategies for improvement during class.

As an illustration of the types of learning the Smart Apartment Simulation Lab will support, consider that Personal Support Worker and Nutrition program students can collaborate in the kitchen to develop strategies and meal plans to help an elderly man with diabetes adhere to his prescribed diet; Occupational/ Physiotherapy students can practice providing rehabilitation services to a young tradeswoman who has injured her leg in a work accident and cannot easily manoeuvre from bedroom to living room; Paramedic students can learn to respond to an emergency situation involving a senior with Alzheimer’s who has fallen and hit his head in a typical home bathroom where, emulating real world conditions, the stretcher will not fit through the doorway.

The Smart Apartment can also serve as a home base if the college introduces a Seniors Daycare service that would be run by students and integrated with the learning enterprise.



Exemplar – Toronto Rehabilitation Institute Home Lab



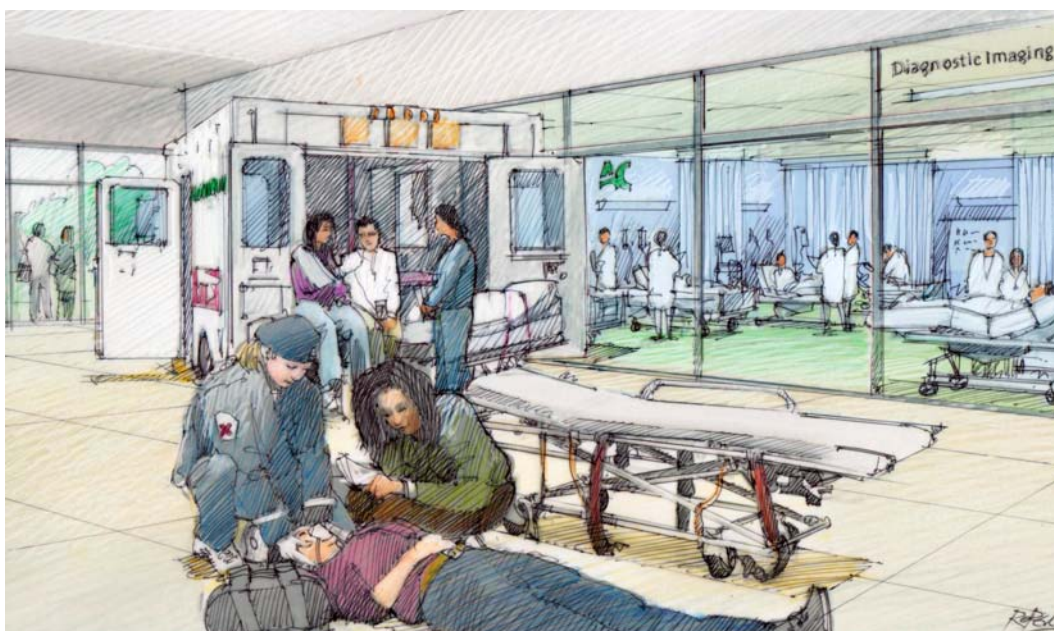
First Response Simulation Suite

First responders face a wide variety of emergency situations and patient conditions. Life-saving decisions and actions must often be made quickly and in coordination with other members of an interprofessional team. The First Response Simulation Suite will provide flexible emergency / trauma skills development and practice environments with the capacity to model a range of first response scenarios that will give students authentic learning and practice experiences.

The vision is to replace discipline specific laboratories with an integrated client care and skills development practice facility that serves all categories of health professionals - primary care paramedics, advanced care paramedics, community care paramedics, respiratory therapists, social service workers, and nurses. This highly flexible facility will allow students to develop and practice discipline-specific care skills in simulated critical response situations, and importantly, to practice collaboratively as part of interprofessional first responder teams.

The First Response Simulation Suite will be equipped with high fidelity mannequins and spaces that can be configured to create highly realistic settings ranging from accident scenes to acute care settings in paramedic vehicles and hospital emergency facilities. Technology-enabled, the suite will allow simulated scenarios to be recorded for peer review, critique and enhanced learning.

Consider that in the suite, Primary and Advanced Care Paramedic, Respiratory Therapist and Nursing students will be able to work collaboratively to respond to the arrival in an ER of a simulated patient with acute respiratory distress requiring immediate triage, emergency resuscitation, airway management and trauma care. Students will be engaged in the scenario from the point of patient arrival through triage and immediate emergency intervention, through to ongoing treatment once the patient is stabilized.



Isolation Unit for Pandemic Training Simulation Lab

Preparedness for pandemic outbreak is increasingly important in today's world with the rapid dissemination of pathogens enabled by globalization and the growing threat of bioterrorism. The health care system stands at the front line of our nation's response to such disasters. The recurrence of influenza pandemics is inevitable and recent experiences with the SARS outbreak and Ebola transmission in the United States point to the critical importance of ensuring that Ontario's health care workers are well prepared when future pandemics occur.

Algonquin's Isolation Unit for Pandemic Training will be the first of its kind in Ontario and will serve to address training needs for health care workers in infectious disease control. The goal is to deliver high quality care to patients while ensuring the safety of health care workers with zero tolerance for disease transmission.

The simulated Isolation Unit will be a patient care facility set up to emulate the special features needed to prevent disease transmission including biohazard suits, special barriers and change facilities for entry and exit, and separate disposal of patient bodily fluids. Students from a wide range of health care disciplines will learn protocols and practice procedures for working in an isolation unit.

Consider, for example, that at the HLE, Paramedic, Nursing and Respiratory Therapy students will be asked to respond to a scenario in which a 32 year old woman with exposure to live chickens from another part of world presents with flu-like symptoms at an emergency room during an ongoing global outbreak of avian influenza. Working as part of an interprofessional team, students will practice triaging the patient, transferring her to the Isolation Unit, and treating and managing her within the unit while following strict infection control protocols.



Nebraska Medical Centre Biocontainment Unit



Biological Defense Centre at Techonin, Czech Republic

Synergies with Other Initiatives and Services

Algonquin’s **Student Association** is undertaking a project, complementary to the HLE initiative, to increase recreational opportunities for students by **expanding the fitness facilities** that complement the existing gymnasium. In close proximity to the core HLE zone, this enhanced fitness and gym facility will provide a wide range of exercise and healthy living activities and resources that will form an integral part of the HLE facility.

With proximity to the HLE hub, the ’s **Hairstyling Salon, Esthetics Spa and Massage Clinic** are existing Learning Enterprises that will form a part of the cohesive array of available services that support wellness, wellbeing and healthy living.

Digital Innovation and Integration

As a ‘Digital College’, Algonquin is a national leader in digital integration in post-secondary learning. Algonquin students can access a wide array of supported online and hybrid learning delivery options, and enjoy learning on campus in technology-rich mobile classrooms, laboratories and social spaces.

In keeping with this vision for enhancing student success through technology, the HLE will provide highly connected environments where learning is facilitated through connectivity with the digital realm (including digital health resources and networks) and with other Algonquin campuses, and education and health care institutions and agencies. The college will contribute to a coordinated regional alignment of curriculum, clinical placements, and health service provider technologies.

Flexible Facilities that can Respond to Changing Needs

A key design feature of the HLE facility is flexibility and the provision of nimble, easily reconfigured learning and support spaces that enable a range of activities and learning scenarios, and the ability to adapt over time to evolving programming, delivery, technology and Healthy Living learning delivery and service provision priorities.

The configuration of HLE facility elements will maximize the integration of education, research and service delivery.

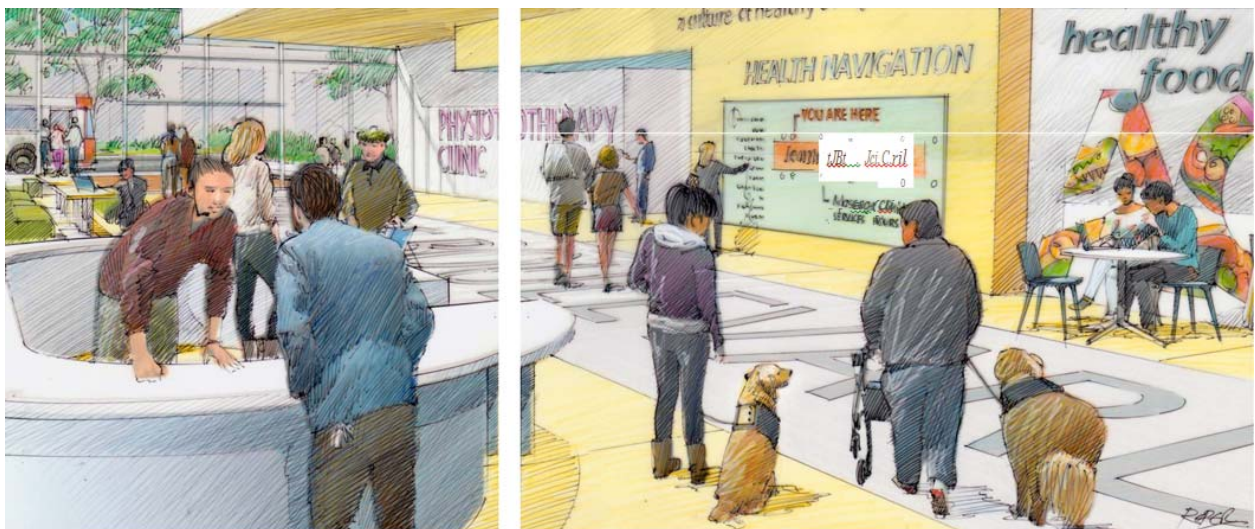
Sustainability

Algonquin College is committed to the principles of environmental, social and financial sustainability in program delivery and operations. Like all new capital initiatives on campus, renovations and new construction for the HLE facility will achieve LEED Gold standard certification and will showcase sustainable design features and achievements.

Introduction

There is growing concern that Ontario's healthcare system is nearing a tipping point in terms of capacity to meet future healthcare needs in a fiscally sustainable manner. Going forward, more healthcare and community service workers are required with **the right skills, in the right place, at the right time**. Innovation is needed to expand and enhance the delivery of quality healthcare, particularly community-based delivery, and promote healthy lifestyles, while achieving cost efficiency objectives.

The Healthy Living Education (HLE) initiative is a response by Algonquin College to these capacity, innovation and delivery challenges. This section outlines the conditions, trends and Government priorities for the sector that together create the compelling rationale for the development of the HLE facility.



Demographic Trends

Algonquin College Catchment Area

Algonquin’s catchment spans Eastern Ontario’s population of 1.8 million² people representing 14% of the provincial total. Growth in the region was 6.8% between 2006 and 2011, higher than the overall provincial average of 5.7%.

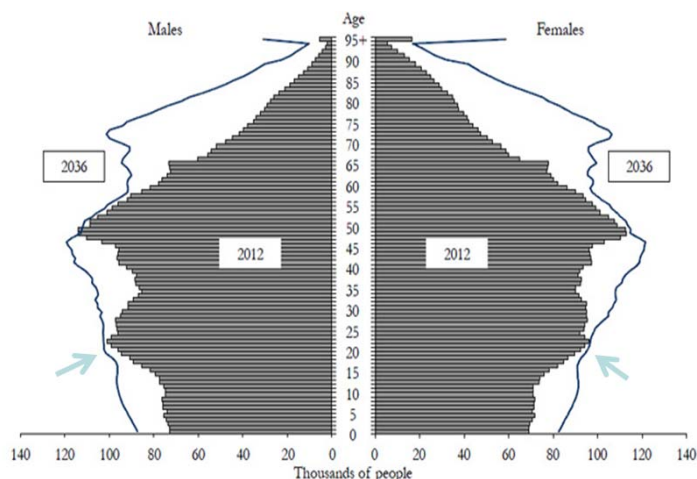
In addition to serving Eastern Ontario, the College also attracts students from other parts of the province and from across Canada, and currently enrolls more than 1,000 international students from 100+ countries.

Aging of the Population

The most important demographic factors affecting the healthcare system, and by extension Algonquin’s HLE response, are the aging of Canada’s population combined with an increase in life expectancy. In 2011, 14.6%³ of Ontario’s population was 65 years of age or older, a proportion that has grown from 11.7% in 1971. By 2017, for the first time, Ontario will be home to more people over age 65 than children under age 15. By 2025, the proportion of people over 65 years of age in Ontario, and in Canada, will have reached 20%. Life expectancy in Canada has been climbing and reached 80 years for men and 84 years for women as of 2012⁴.

The fact that 50% of a person’s lifetime healthcare costs are typically incurred after the age of 65 points to the dramatic impact these trends will have on the healthcare sector in Canada in the future.

Age Pyramid of Ontario’s Population: 2012 and 2036



Sources: Statistics Canada, 2012 and Ontario Ministry of Finance Projections

² Statistics Canada Population Count for Ottawa and Northeast Regions, 2011 Census data - <http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/hltfst/pd-pl/Table-Tableau.cfm?LANG=Eng&T=1402&PR=35&S=51&O=A&RPP=25>

³ Statistics Canada - <http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/tbt-ft/Rp-eng.cfm?TABID=2&LANG=E&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GK=0&GRP=1&PID=102186&PRID=0&PTYPE=101955&S=0&SHOWALL=0&SUB=0&Temporal=2011&THEME=88&VID=0&VNAMEE=&VNAMEF=>

⁴ World Health Organization - <http://www.who.int/countries/can/en/>

Recent analyses have shown that in Ontario, and elsewhere, 1% of the population accounts for one third of all health care spending⁵. The individuals in this 1% cohort include those at the end of their lives, people with chronic and sometimes multiple illnesses, accident/trauma survivors and infants with significant health care needs. Approximately 80% of the one percent cohort is age 65 and older.

These trends point to a growing need for healthcare service providers, a capacity challenge that will be addressed by the education and training programs offered at Algonquin College.

Health Sector Workers Needed

The nature of the healthcare and community service system dictates that it always will be labour intensive. The demand for a stable supply of skilled health sector professionals, technicians, and support workers will continue to grow in Canada and Ontario as a direct result of:

- Attrition in the workforce because of retirements
- Growth in the number of patients and clients because of the aging population
- Population growth
- An expanding field of health and community care opportunities and venues
- Competition worldwide for health and community care workers

The confluence of these factors will mean that Canada will experience growth in the labour market for health and community care occupations at both the professional and the skilled / technical levels, which are among the most rapidly growing occupations in the country. Looming on the horizon is the fact that the largest health sector occupation, nursing, is poised to lose a large proportion of its complement to retirement resulting in a shortage of close to 60,000⁶ full-time equivalent nurses by 2022.

In the Eastern Ontario region, growth in employment in Health & Welfare Services is expected to exceed 12% as measured across a ten year planning horizon to 2022⁷.

The HLE initiative will increase Algonquin's enrolment capacity to address the market's need for highly skilled health and community care workers.

⁵ <http://healthydebate.ca/2012/12/topic/managing-chronic-diseases/managing-chronic-disease>

⁶ Canadian Nurses Association, 2009 - http://cna-aiic.ca/~media/cna/page-content/pdf-en/rn_highlights_e.pdf?la=en

⁷ HRSDC, Canadian Occupational Projection System (COPS) compiled in a College Market Research and Analysis report prepared for Algonquin College by Prism Economics and Analysis, 2012

Fiscal Challenges facing the Health System

In 2014/15, health sector expenditures took up nearly 40% of the provincial budget. Given the growing impact of the rapidly aging population and escalating costs for drugs, advanced medical technologies and other capital and operating costs, the affordability of the healthcare system is a growing challenge⁸.

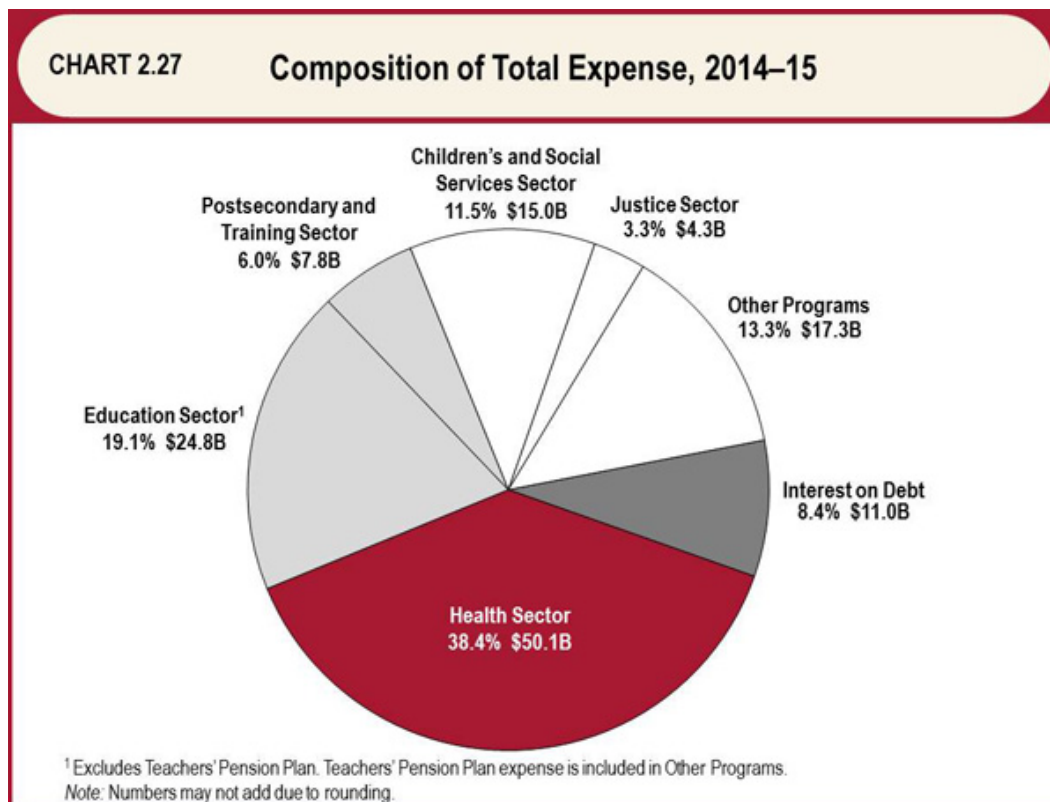


Image source - 2014 Ontario Budget, Chapter II: Ontario's Economic Outlook and Fiscal Plan
<http://www.fin.gov.on.ca/en/budget/ontariobudgets/2014/ch2f.html>

⁸ 2014 Ontario Ministry of Finance, Commission on the Reform of Ontario's Public Services, Chapter 5: Health
<http://www.fin.gov.on.ca/en/reformcommission/chapters/ch5.html>

Directions in Healthcare Delivery

Shift in Focus from Treating Illness to Promoting Healthy Living

The philosophical basis of the healthcare system has been evolving and moving away from a focus on the treatment of illness to a comprehensive approach that considers the social determinants of health and incorporates the promotion of health and wellness, and the prevention of illness and disease.

Social determinants of health reflect the economic and human conditions in which people live including employment and working conditions, early life experiences, aboriginal status, food security, housing, social and unemployment safety net, social exclusion, and education and income. Encouraging all citizens to make healthy lifestyle choices is a growing priority and spans the spheres of nutrition, fitness, mental and physical health.

Algonquin College's Healthy Living Education initiative is a direct response to this heightened focus on health and wellness promotion. As a community learning and innovation hub, the HLE will offer programs and on-campus learning enterprises, businesses and organizations that offer services which encourage and support healthy living and wellness promotion and maintenance.

Shift Towards Community-based Healthcare

Healthcare systems are recognizing the limitations of acute care models in responding to the wide range of health and community care needs expressed by patients, particularly those who are aging or living with chronic conditions.

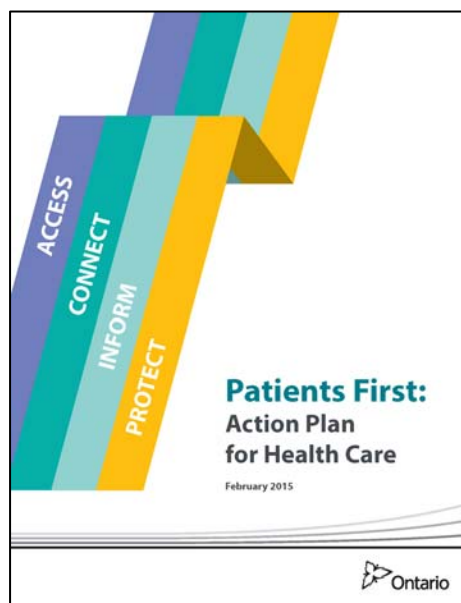
A transformation of healthcare delivery is underway with a significant transfer of responsibility for chronic and long-term care to community agencies. The goal is to continue to reduce hospital stays and to provide more outpatient services. This benefits not only the efficiency and cost effectiveness of the system, but importantly, improves the quality of life of individuals by allowing them to stay in the comfort of their own home longer where care comes to them or is delivered in community settings.

Government Policy and Action Plans

This year the Government of Ontario released **Patients First: Action Plan for Health Care**⁹ (February 2015) which outlines the next phase of the province's plan for changing and improving Ontario's health system.

The Action Plan has the following four objectives:

- Access: Improve access – providing faster access to the right care – Ensuring people get the right kind of help
- Connect: Connect services – delivering better coordinated and integrated care in



⁹ http://www.health.gov.on.ca/en/ms/ecfa/healthy_change/docs/rep_patientsfirst.pdf

the community, closer to home with an enhanced focus on seniors and chronic disease management

- Inform: Support people and patients – providing the education, information and transparency they need to make the right decisions about their health – Recognizing that health is also about more than the care received from providers, it is about living a healthier life, avoiding getting sick and learning about good ways to manage illness when it happens. Creating a culture of health and wellness will support Ontarians in making educated, informed decisions about their care.
- Protect: Protect our universal public health care system – making evidence based decisions on value and quality, to sustain the system for generations to come – Recognizing that Ontarians fund our universal health care system and with an aging population and the concomitant growing need for health care services, maintaining a sustainable health care system means controlling costs and targeting funding on preventing illness and improving results for patients.

Another important recent report was prepared by the Expert Group on Home & Community Care, **Bringing Care Home** (March 2015)¹⁰, and describes priorities for the provision of community-based healthcare including a focus on client and family-centred care, support for family caregivers, and the need to improve and coordinate, across agencies, the delivery of services. Older adults with functional limitations and / or chronic illness are a target population along with individuals with medically complex and long term care needs that cross ministries.

Objectives specific for seniors are articulated in **Ontario's Action Plan for Seniors: Independence, Activity and Good Health** (2013)¹¹ which sets out goals, programs and initiatives to promote: healthy seniors; senior-friendly communities; and safety and security. The Action Plan was informed by the **Sinha Report: Living Longer, Living Well**¹² (2012) that identified community care as essential to providing seniors with better care and health outcomes.



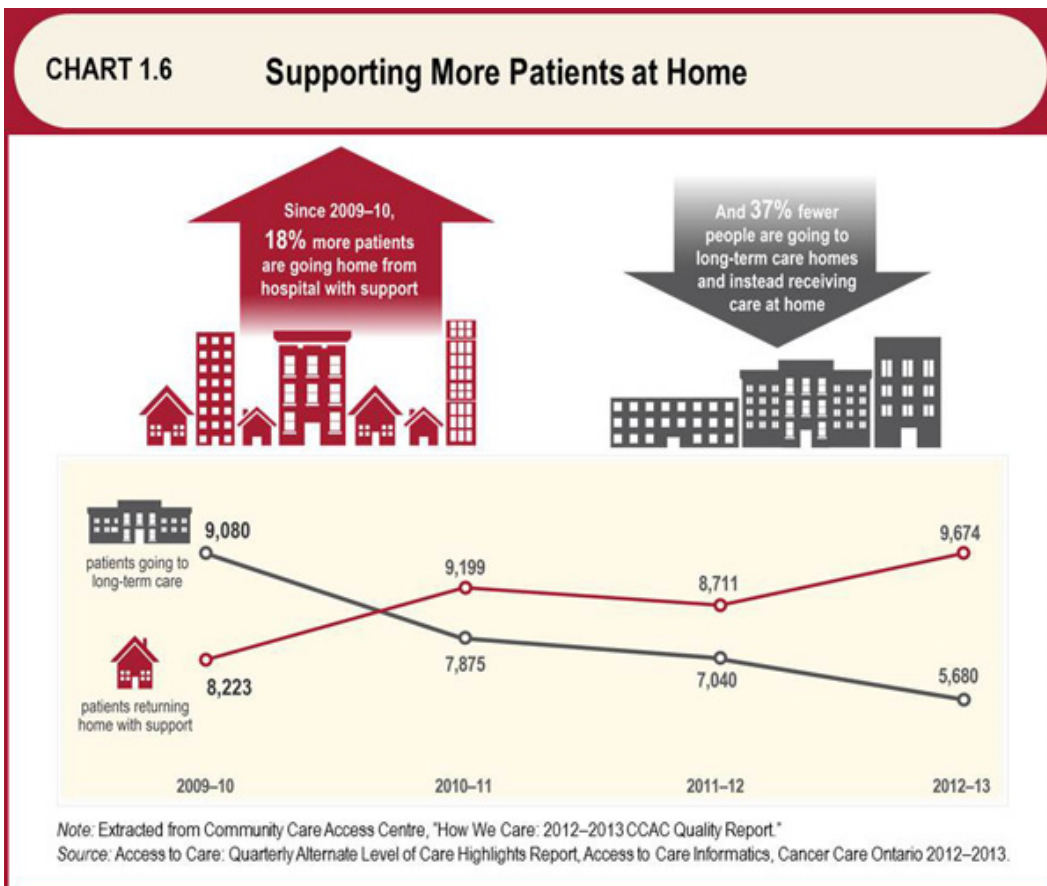
¹⁰ http://health.gov.on.ca/en/public/programs/ccac/docs/hcc_report.pdf

¹¹ <https://dr6j45jk9xcmk.cloudfront.net/documents/215/ontarioseniorsactionplan-en-20130204.pdf>

¹² http://www.health.gov.on.ca/en/common/ministry/publications/reports/seniors_strategy/docs/seniors_strategy.pdf

Increase in Patients Supported at Home

The following graphic shows the extent to which Ontario's healthcare system has begun to rely on the home and community sector to care for the increasing number of high needs individuals who require care and services for extended periods of time. For example, the number of people receiving care through Community Care Access Centres has doubled since 2003/04 and will continue to grow. The red line indicates the number of individuals receiving care in the community and the gray line shows the decline in individuals going to long-term care.



Systems in Place Supporting Community Care

The following diagram shows the scope of home and community care currently in place and illustrates the complexity of the system. There are 3.3 million family members providing care for a parent or in-law. In 2013-14, over 700,000 Ontarians accessed home care services through CCACs and almost 1.5 million Ontarians are served by Community Support Services. Private sector service providers are not tracked and represent a growing sector with significant opportunities for entrepreneurial initiatives.

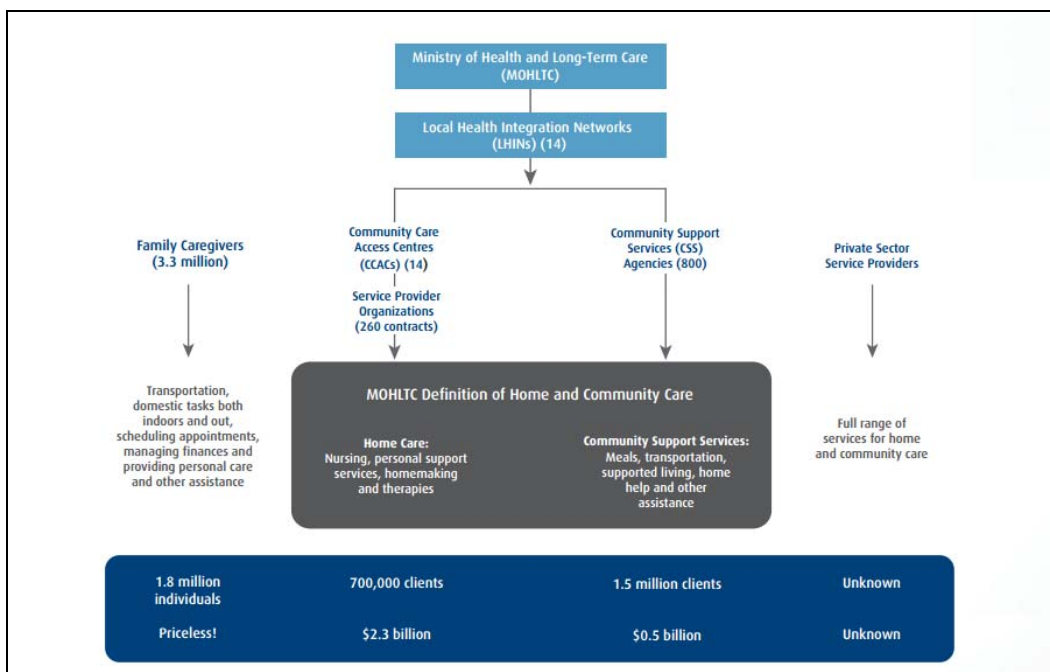


Image source - Expert Group on Home & Community Care, **Bringing Care Home** (March 2015), page 7 http://health.gov.on.ca/en/public/programs/ccac/docs/hcc_report.pdf

How Algonquin's HLE Initiative Will Support Government Policies and Patient Care Priorities

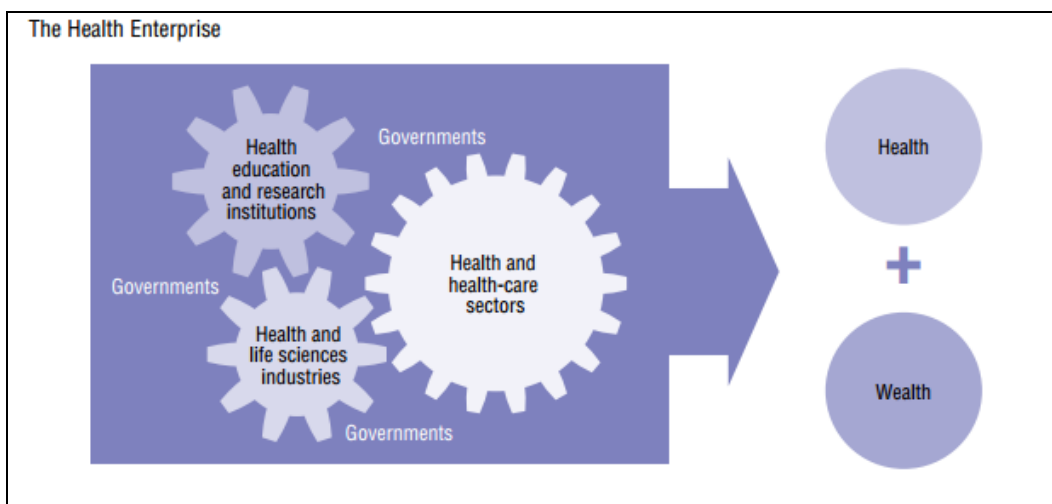
Algonquin's Healthy Living Education initiative has been planned in direct support of these high priority objectives set out by Ontario's government to strengthen home and community-based delivery of healthcare services. The college's academic programming will target community-based healthcare and health promotion learning experiences. For example, the Smart Apartment Simulation laboratory will provide authentic learning and practice in a community setting for students enrolled in a wide range of programs. Learning enterprises and business partnerships will provide students will real-world work experiences on campus and members of the community will come to Algonquin to access services that support healthy living. Many of these offerings particularly target seniors and those with chronic care needs - e.g. Health Navigation Support, Seniors Day Program and Respite Support for Families.

The HLE will serve a dual role by preparing healthcare workers with the right skills and experience, and by providing integrated learning, services and an innovation ecosystem that will be an integral part of Ottawa's community care access system.

Health Enterprise Innovation

Successful implementation of these important new directions in promoting healthy living and improving and expanding community-based access to health care will require collaboration among healthcare agencies and innovative approaches to healthcare delivery in order to meet quality targets within budgetary constraints.

The Conference Board of Canada has developed a Health Enterprise Model that identifies four key players that need to work in synchronicity to achieve the desired outcomes in the spheres of health policy, education, research, and healthcare delivery. As a centre for health education and applied research, Algonquin College is a pivotal player in this provincial health enterprise.



Conference Board of Canada Briefing, December 2009, The Health Enterprise: Charting a Path for Health Innovation <http://www.conferenceboard.ca/insideedge/2010/may-2010/may25-innovation-in-health-care.aspx>

The HLE initiative is designed to step up the College's role and its impact by expanding beyond the classroom and laboratory to create an integrated learning and innovation hub that educates students and engages and serves the community in promoting healthy living and improving health outcomes for Ontarians.

Interprofessional Education (IPE)

In response to this fundamental paradigm shift in health and community care, the federal and provincial governments, Canadian postsecondary institutions, and agencies worldwide are embracing the notion of Interprofessional Education (IPE) as a means of training new generations of workers and retraining existing practitioners.

Although there will always be discrete disciplines within the fields of health and community care, each with specialized learning outcomes, educators are redesigning core and capstone curriculum to promote student engagement in the social and integrated contexts characteristic of IPE. The ultimate goal is to prepare students and practitioners to engage in collaborative, patient/client-centred practice. Emphasis is placed on active and experiential learning, and simulated and real-world experiences in learning how to be effective in the multidisciplinary teams that are found in the workplace. The HLE initiative has been designed around these principles.

Concluding Remarks

The Healthy Living Initiative at Algonquin College will support the region's future health sector labour force capacity requirements by increasing the number of practitioners entering the workforce. HLE graduates will have exceptional technical skills, interprofessional and hands-on practical experiences essential to enact healthcare transformation goals. Their competencies will allow them to work as health professionals, managers and technical experts across the full spectrum of health services from acute to community care settings.



President/Board of Governors

Presentation to:	Board of Governors
Subject:	Jazan Campus Update
Date:	June 8, 2015
Presenter:	Doug Wotherspoon, Vice President, International, Communications & Strategic Priorities

Recommendation

THAT the Board of Governors accepts the Jazan Campus Update report for information.

Purpose

This report will provide the Board of Governors with an update on operations in the Jazan, Saudi Arabia campus. The following items are included in the report:

- 2014-15 Projected Financial Results
- 2014-15 Operational Updates
 - AC-Jazan’s recent Saudi Skills Standards (SSS) Review
 - Security in the Region
 - Recruitment of a new Campus Principal
 - Colleges of Excellence (CoE) Technical and Vocational Education and Training (TVET) 2.0
 - New Direction for AC-Jazan campus
- New Opportunities
 - Partnership with Saudi Aramco
 - Female campus opportunity

Background

Staff informed the Board of Governors of the continued challenges facing AC-Jazan in February, 2015. A six-point mitigation strategy was implemented:

- Continued focus on attendance and enrolments
- Further cost containment
- Maximizing the graduate employment bonus
- Increasing corporate training revenue
- Working towards a Quality Assessment Ranking of “Outstanding” from the COE, and
- Lobbying for changes to the negotiated contract.

In early April 2015, Campus Principal Doug McLachlan informed staff that he would not be returning

for a second year. Work began to recruit a new Campus Principal to start before the beginning of August, in order to give us a six-week overlap with Doug McLauchlan and facilitate the knowledge transfer process.

In mid-April 2015, CoE informed AC-Jazan staff of the following;

- CoE and the Technical and Vocational Training Corporation’s (TVTC) shift to a new paradigm entitled TVET 2.0 which builds on the lessons learned over the past two years and attempts to address international providers’ concerns surrounding funding, student preparedness, student progression, language of instruction, and employer needs.
- CoE’s interest in facilitating a partnership between AC-Jazan staff and the Saudi Aramco led Jazan Construction Consortium (JCC), established to help construct the new refinery in the Jazan Economic City.
- CoE’s interest in Algonquin College opening a female college in Jazan.

Update

2014-15 Financial Projections

Algonquin College staff have successfully negotiated a higher minimum guarantee, from 300 to 635 enrolments. This agreement will cover both the current (2014-15) academic year and the 2015-2016 academic year.

Similar to last year, CoE requested a small offset against future earnings, lowering payments to the College per student by 1,200 SAR (\$400 CAN) for Foundation year students and 3,600 SAR (\$1,200 CAN) for Diploma students. The impact on the revenue to Algonquin College is shown in the following table:

Payment Per Student for the Period 2013 – 2018 (SAR)

	Year 2013-14	Year 2014-15	Year 2015-16	Year 2016-17	Year 2017-18
Foundation (Training Yr. 1)	50,400	46,200	45,000	45,000	45,000
Difference due to offset		-4,200	-1,200	0	0
Diploma (Training Yr. 2&3)	52,000	48,600	45,000	45,000	45,000
Difference due to offset		-3,400	-3,600	0	0

In addition to the increased revenue from the raised minimum guarantee, Algonquin College - Jazan staff have also negotiated a one-time revenue grant of \$600,000 Canadian. In total, the estimated value of the increase revenue will reach 3.5 million dollars.

2014-15 Operational Updates

Saudi Skills Standards Quality Assessment Review

Each year, the College is subject to a formal quality assessment review by the Saudi Skills Standards

(SSS) bureau. In 2013-14, AC-Jazan received a “satisfactory” review, resulting in no performance bonus. As part of its 2014-15 Business Plan, campus staff set a stretch goal of securing an “outstanding” ranking.

This year’s annual quality assurance review was completed during the week of April 19-22. Results are expected by fall.

Security Update

Security and safety in the region remains unchanged over the past month. Military exercises continue in Yemen and border skirmishes have been reported in both the Najran and Jizan provinces. As a precautionary effort, staff in Jazan have been directed to restrict college business travel within ten kilometers of the Yemen border. Management has also recommended that employees limit any personal travel in this area until the situation stabilizes. Management is continuously monitoring the situation and will provide further updates as warranted. Employees have been asked to reach out to the senior management team if they have any questions.

CoE TVET 2.0 Roadmap

CoE has recognized that the original international provider model is not working in the manner expected. The original TVET model (TVET 1.0) had several elements that worked at cross purpose to the goal of linking Saudi men and women with employment.

TVET 2.0, as it is coined, is designed to remedy these deficiencies. Key features include:

- Recruitment of more academically prepared students by significantly increasing stipends for top students and by limiting University spaces for those students.
- Allowing Colleges to offer applied degrees in addition to diplomas.
- Recognizing the academic needs of Foundations students and creating remedial courses and pathways to success and employment that are suitable for these students. Examples of these remedial actions are:
 - a. Short courses leading to employment
 - b. Teaching in Arabic where appropriate.
 - c. Rewarding term-to-term success with a certificate so that those that leave early obtain a credential recognized by employers.

CoE staff recently informed colleges and providers that they are now able to endorse the following:

- Introduction of short course programs to serve the underprepared and those interested in a faster route to employment
- A return to the two semester model (replacing trimesters)
- student incentives, employer incentives, and part-time programs.
- The addition of degree and graduate certificate programs and pathways.

Algonquin College management will consider these changes to assess the alignment with academic policy and Provincial binding policy directives before committing to any changes.

New Opportunities

Saudi Aramco Partnership

CoE and Saudi Aramco approached AC-Jazan requesting consideration of a partnership with the Jazan

Construction Consortium (JCC) to develop a nine-month program to train construction tradesmen and foremen. The JCC exists to help build the new Aramco refinery in the Jazan Economic City.

Under the terms of this potential partnership, AC-Jazan would be responsible for training 1,250 student/trainees over a period of two and a half years, commencing with an initial intake of 200-250 individuals in August 2015.

Recruitment would be the responsibility of Saudi Aramco staff, with each student receiving a monthly stipend of 3,000 SAR and a guarantee of full employment. Early financial estimates anticipate revenue reaching \$27M with a total contribution of approximately \$8M. A formal business case will be presented to the Board of Governors as part of the 2015-16 Budget and Business Plan should staff decide to pursue this initiative.

Female Campus in Jazan

Algonquin College staff have been asked by CoE to consider submitting a proposal to operate a female campus in Jazan. Upon receiving approval by the Board of Governors to proceed as requested in this report, College staff will build a business case, and report back in the fall. Preliminary discussions indicate an opening of this campus in August 2016.

Summary

Significant progress is being made both academically and operationally at the Jazan campus. Changes to the CoE TVET paradigm and negotiations with Saudi Aramco are expected to ensure the long term success of the college. Security issues remain the largest concern and staff are monitoring the situation continuously. Detailed plans and updated financial projections will be presented to the Board of Governors as part of the 2015-16 AC-Jazan Budget and Business Plan at the October 13, 2015 Board meeting.

2014/2015 Budget Financial Summary

September 1, 2014 - August 31, 2015

Algonquin College Jazan

(all figures in \$ 000's)

1 CAN = 3.39 SAR



	MAR 2015 Actual	MAR 2015 Budget	Variance	YTD F2015 Actual	YTD F2015 Budget	Variance	Annual F2015 Budget	ANNUAL F2015 Projection Likely Case (March)	Variance
Revenue									
Diploma Program Tuition	\$ 46	\$ 147	\$ (100)	\$ 503	\$ 1,120	\$ (617)	\$ 1,846	\$ 1,182	\$ (664)
Foundation Year Tuition	\$ 247	\$ 664	\$ (417)	\$ 3,391	\$ 5,183	\$ (1,791)	\$ 8,108	\$ 5,921	\$ (2,187)
Contract Training	\$ -	\$ 38	\$ (38)	\$ -	\$ 267	\$ (267)	\$ 382	\$ 74	\$ (308)
Performance Bonus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 629	\$ 413	\$ (216)
CoE Contract Adjustment	\$ 2,561	\$ -	\$ -	\$ 2,561	\$ -	\$ 2,561	\$ -	\$ 3,543	\$ 3,543
TOTAL REVENUE	\$ 2,855	\$ 849	\$ 2,006	\$ 6,456	\$ 6,570	\$ (114)	\$ 10,965	\$ 11,052	\$ 87
Expenditures									
Salaries & Benefits	\$ 619	\$ 702	\$ 83	\$ 3,995	\$ 4,915	\$ 921	\$ 7,549	\$ 6,948	\$ 601
Operation Costs	\$ 298	\$ 216	\$ (82)	\$ 1,483	\$ 1,515	\$ 32	\$ 2,513	\$ 2,075	\$ 439
Facility Costs	\$ (113)	\$ 145	\$ 258	\$ 982	\$ 1,015	\$ 33	\$ 1,740	\$ 1,809	\$ (69)
Bond/Depreciation/Contingency Costs	\$ 10	\$ 12	\$ 2	\$ 124	\$ 86	\$ (39)	\$ 147	\$ 147	\$ (0)
Total Expenditures	\$ 815	\$ 1,076	\$ 261	\$ 6,584	\$ 7,531	\$ 947	\$ 11,948	\$ 10,978	\$ 970
Pre Tax Profit	\$ 2,040	\$ (226)	\$ 2,267	\$ (128)	\$ (961)	\$ 833	\$ (983)	\$ 74	\$ 1,057
Taxes								27	(27)
Net Profit	2,040	(226)	(2,267)	(155)	(961)	806	(983)	47	1,030

Statement of Financial Position

September 1, 2014 - August 31, 2015


Algonquin College Jazan

(all figures in \$ 000's)



31-Mar-15

Assets			
Current			
	Cash	\$	2,878
	Accounts Receivable	\$	712
	Other	\$	1,100
	Total Current	\$	4,691
		\$	-
Long Term			
	Assets	\$	5,264
	Less Accumulated Amortization	\$	(996)
	Total Long Term	\$	4,267
		\$	-
Total Assets		\$	8,958
Liabilities and Equity		\$	-
Current Liabilities			
	Accounts Payable	\$	1,934
	Accrued Expenses	\$	671
	Total Current	\$	2,605
		\$	-
Long Term Liabilities			
	Loans Payable BSF & AC	\$	6,308
	Total Long Term Liabilities	\$	-
		\$	-
Equity			
	Owners Equity	\$	200
	Retained Earnings	\$	(155)
	Total Equity		45
		\$	-
Total Liabilities and Equity			8,958

 President/Board of Governors	
Presentation to:	Board of Governors
Subject:	4 th Quarter 2014/15 Financial Report & Audited Financial Statements
Date:	June 8, 2015
Presenter:	Duane McNair, Vice-President, Finance and Administration

RECOMMENDATION:

1. **THAT the Board of Governors approve the audited 2014/15 Algonquin College Financial Statements (presented in APPENDIX A).**
2. **THAT the Board of Governors approves the transfer of \$10,092,210 from unrestricted net assets to internally restricted net assets.**
3. **THAT the Board of Governors receive the 4th Quarter 2014/15 Financial Report (presented in APPENDIX B).**
4. **THAT the Board of Governors approve the audited Financial Statements for Algonquin College-Saudi Arabia for the year ended August 31, 2014 (presented in APPENDIX C-1).**
5. **THAT the Board of Governors approve the audited Financial Statements for 2364193 Ontario Inc. (presented in APPENDIX D).**

PURPOSE:

To present the draft audited financial statements for Algonquin College, Algonquin College Saudi - Arabia, 2364193 Ontario Inc. and the Algonquin College 4th Quarter Financial Report to the Board of Governors.

BACKGROUND:

1. Draft Audited Financial Statements:
 The Draft 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.

The College’s audit firm, Deloitte, has completed the audit of Algonquin College’s financial statements for the fiscal year ending March 31, 2015. Draft audited Financial Statement highlights are presented below:

Consolidated Statement of Financial Position

Total assets have increased slightly by \$14.8M or 4%, from \$393.7M to \$408.5M. Current assets have increased from \$70.2M at March 31, 2014 to \$74.9M at March 31, 2015 primarily due to increases in accounts receivable and prepaid expenses.

Current liabilities have increased by \$6.3M, from \$45.9M to \$52.2M primarily due to an increase in full-time tuition fee deferrals, and increased year-end accruals.

Consolidated Statement of Operations

The College has realized a positive net contribution of \$13.1M for the year ending March 31, 2015. The Statement of Operations provides further details. Schedule A provides a detailed listing of revenue and Schedule B provides details related to College Ancillary Services.

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 provides a detailed listing of the internally restricted net assets.

2. 2014/15 4th Quarter Financial Report

A brief presentation will be provided at the Board of Governors meeting explaining variances from the 2014/15 Approved Budget.

The 4th Quarter Financial report provides the year end results in a detailed quarterly format. In February 2014, the Board of Governors approved the 2014-15 annual budget with a budgeted net contribution of (\$2.655M). Factors contributing to the year-end positive net contribution of \$13.1M are included in the variance analyses provided.

Note: While both the Audited Financial Statements and the 4th Quarter Financial Report disclose a \$13.1M 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.

3. Algonquin College – Saudi Arabia

The College is required to consolidate the results of Algonquin College – Saudi Arabia, for the year ended March 31, 2015 into its financial statements. (Details are provided in Note 6a to the financial statements). As of March 31st, 2015 Algonquin College – Saudi Arabia incurred a 12 month surplus of \$767,147 for the Algonquin College 2014/15 fiscal year. The external auditors have conducted a specified procedures audit on the unaudited seven month period (Sept 1/15 – Mar 31/15) as part of the Algonquin College audit procedures to address this consolidation requirement.

The Board of Governors is required to approve the audited financial statements of Algonquin College Saudi Arabia for its year ended August 31, 2014. The draft 2013-14 audited Financial Statements for Algonquin College-Saudi Arabia are presented in Saudi Riyals (APPENDIX C-1). APPENDIX C-2 has been included for information to present the financial statements in Canadian dollars. The translation was based on the foreign exchange rate as of August 31, 2014. The translated figures have not been audited by Deloitte & Touche. This is the first set of audited financial statements of

this corporation therefore there are no prior year comparative numbers. These financial statements were presented and approved by the shareholders of the corporation on May 15, 2015.

4. 2364193 Ontario Inc.

The draft audited financial statements for 2364193 Ontario Inc. for the year March 31, 2015 were presented and approved by the Board of Directors of the corporation on May 15, 2015. This corporation owns a 5% share of Algonquin College – Saudi Arabia. The accumulated deficit will be recovered once the Algonquin College – Saudi Arabia declares sufficient dividends.

Compliance: College management has ensured compliance with existing Board Policy and budget guidelines as shown below.

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

Consolidated financial statements of

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

March 31, 2015

DRAFT

The Algonquin College of Applied Arts and Technology

March 31, 2015

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Independent Auditor's Report

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

We have audited the accompanying consolidated financial statements of The Algonquin College of Applied Arts and Technology (the "College"), which comprise the consolidated statement of financial position as at March 31, 2015, 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, 2015 and the results of its operations and its cash flow 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

June 8, 2015

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**The Algonquin College of
Applied Arts and Technology**
Consolidated statement of financial position
as at March 31, 2015

	2015	2014
	\$	\$
Assets		
Current assets		
Cash	31,597,770	31,311,471
Short-term investments (Note 3)	19,775,086	21,350,896
Accounts receivable (Note 4)	18,673,802	14,020,605
Inventory (Note 5)	1,973,160	1,964,775
Prepaid expenses	2,903,370	1,590,712
	74,923,188	70,238,459
Investments (Note 3)	40,764,808	29,222,152
Investment in Algonquin College - Saudi Arabia (Note 6a)	1,952,651	1,998,098
Endowment assets (Note 7a)	24,707,664	20,810,100
Capital assets (Note 8)	266,177,867	271,415,796
	408,526,178	393,684,605
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	17,768,165	14,530,902
Accrued salaries and employee deductions payable	6,337,971	5,785,363
Deferred revenue (Note 9)	25,487,378	23,187,521
Current portion of long-term debt (Note 10)	2,598,799	2,449,163
	52,192,313	45,952,949
Long-term debt (Note 10)	53,959,687	56,558,486
Interest rate swaps (Note 10)	11,444,225	9,930,830
Vacation, sick leave and post-employment benefits (Note 11)	18,973,958	18,896,993
Deferred capital contributions (Note 12)	155,689,259	\$161,604,124
	292,259,442	292,943,382
Commitments, guarantees and contingencies (Note 13)		
Net assets (deficiency)		
Unrestricted	1,000,000	1,000,000
Investment in capital assets (Note 14)	53,930,122	50,804,023
Vacation, sick leave and post-employment benefits (Note 11)	(18,973,958)	(18,896,993)
Internally restricted (Note 15)	67,047,133	56,954,923
Endowment fund (Note 7b)	24,707,664	20,810,100
	127,710,961	110,672,053
Accumulated remeasurement losses	(11,444,225)	(9,930,830)
	116,266,736	100,741,223
	408,526,178	393,684,605

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, 2015

	2015	2014
	\$	\$
Revenue (Schedule A)		
Grants and reimbursements	104,453,002	100,050,650
Student tuition fees	102,395,189	92,626,158
Contract educational services	31,802,785	29,513,307
Ancillary Services (Schedule B)	34,542,049	33,384,347
Other	16,258,743	15,398,540
Amortization of deferred capital contributions (Note 12)	8,232,932	8,299,156
	297,684,700	279,272,158
Expenses		
Salaries and benefits	161,970,003	156,585,768
Building maintenance and utilities	13,791,346	12,569,596
Instructional supplies and equipment	6,959,390	6,619,669
Bursaries and other student aid	7,442,750	6,305,832
Interest	924,956	1,972,566
Amortization and write off of capital assets (Note 12)	15,062,775	15,520,784
Ancillary Services (Schedule B)	27,992,324	27,783,930
Other	51,238,719	45,711,864
	285,382,263	273,070,009
Change in vacation, sick leave and post-employment benefits liabilities (Note 11)	76,965	(966,002)
	285,459,228	272,104,007
Excess of revenue over expenses from operations before the undernoted item	12,225,472	7,168,151
Gain on sale of former Pembroke campus (Note 18)	915,872	-
Excess of revenue over expenses	13,141,344	7,168,151

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, 2015

	Unrestricted	Investment in capital assets (Note 14)	Vacation, sick leave and post-employment benefits (Note 11)	Internally restricted (Note 15)	Endowment fund (Note 7)	2015	2014
	\$	\$	\$	\$	\$	\$	\$
Net assets, beginning of year	1,000,000	50,804,023	(18,896,993)	56,954,923	20,810,100	110,672,053	100,604,738
Excess of revenue over expenses	13,141,344	-	-	-	-	13,141,344	7,168,151
Change in vacation, sick leave and post-employment benefits liabilities (Note 11)	76,965	-	(76,965)	-	-	-	-
Internally imposed restrictions	(10,092,210)	-	-	10,092,210	-	-	-
Net change in investment in capital assets (Note 14)	(3,126,099)	3,126,099	-	-	-	-	-
Endowment contributions and investment income (Note 7)	-	-	-	-	3,897,564	3,897,564	2,899,164
Net assets (deficiency), end of year	1,000,000	53,930,122	(18,973,958)	67,047,133	24,707,664	127,710,961	110,672,053

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, 2015

	2015	2014
	\$	\$
Accumulated remeasurement losses, beginning of year	(9,930,830)	(13,722,914)
Unrealized gains (losses) attributable to: Interest rate swaps	(1,513,395)	3,792,084
Accumulated remeasurement losses, end of year	(11,444,225)	(9,930,830)

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See accompanying notes to the financial statements.

The Algonquin College of Applied Arts and Technology

Consolidated statement of cash flow

year ended March 31, 2015

	2015	2014
	\$	\$
Operating activities		
Excess of revenue over expenses	13,141,344	7,168,151
Items not affecting cash		
Amortization of capital assets	15,048,101	15,451,829
Write off of capital assets	14,674	68,955
Gain on Sale of Pembroke Campus (Note 18)	(915,872)	-
Amortization and write off of deferred capital contributions	(8,232,932)	(8,299,156)
Investment (gain) loss Algonquin College Saudi Arabia	(767,147)	730,229
Foreign currency translation adjustment - Saudi Arabia	127,437	-
Change in vacation, sick leave and post-employment benefits liabilities (Note 11)	76,965	(966,002)
	18,492,570	14,154,006
Changes in non-cash operating working capital items (Note 17)	115,488	5,563,087
	18,608,058	19,717,093
Financing activities		
Principal repayments of long-term debt	(2,449,163)	(2,494,235)
(Decrease) increase in long-term debt	-	(3,358,183)
Disposal of investments	40,137,395	43,898,382
Purchases of investments	(50,104,241)	(47,752,617)
Net Contributions to Endowment Fund	1,027,947	3,217,191
	(11,388,062)	(6,489,462)
Capital activities		
Capital asset additions (Note 14)	(10,659,243)	(6,981,856)
Capital contributions received (Note 12)	2,630,382	3,726,614
	(8,028,861)	(3,255,242)
Investing activities		
Net proceeds on sale of Pembroke Campus	1,437,954	-
Investment in Algonquin College - Saudi Arabia	685,157	(2,728,327)
Disposal of endowed assets	5,830,556	11,701,708
Purchases of endowed assets	(6,858,503)	(14,918,899)
	1,095,164	(5,945,518)
Increase in cash and cash equivalents	286,299	4,026,871
Cash and cash equivalents, beginning of year	31,311,471	27,284,600
Cash and cash equivalents, end of year	31,597,770	31,311,471
Interest paid in the year	3,495,858	3,814,219

See accompanying notes to the financial statements.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

1. Description of the College

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

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

2. Significant accounting policies

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

a) Basis of presentation

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

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

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

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

b) Revenue

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

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

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

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

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

2. Significant accounting policies (continued)

b) Revenue (continued)

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

c) Employee benefit plans

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

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

d) Financial instruments

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

Cash	Fair value
Short-term investments	Fair value
Accounts receivable	Amortized cost
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

Fair value for investments is determined at quoted market prices.

i. Cash

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

ii. Investments

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

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

iii. Endowed investments

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

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

2. Significant accounting policies (continued)

d) *Financial instruments (continued)*

iv. *Foreign currency*

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

v. *Interest rate swaps*

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

Unrealized gains or losses on interest rate swaps are recorded in the 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, accounts payable and accrued liabilities, accrued salaries and employee deductions payable and long-term debt at amortized cost using the effective interest method.

f) *Inventory*

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

g) *Capital assets*

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

- i. Furniture and library holdings are charged to expenses in the year of acquisition.
- ii. 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. Land is not amortized due to its infinite life.
- 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

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

2. Significant accounting policies (continued)

h) Expenses

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

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

i) Contributed services

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

j) Taxes

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

k) Use of estimates

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

3. Investments

Short-term investments of \$19,775,086 (2014 - \$21,350,896) consist entirely of fixed income securities that will be maturing within a year. Long-term investments consist of the following:

	2015	2014
	\$	\$
Fixed income securities	38,859,473	27,409,187
Bond funds	1,352,788	1,287,205
Equity	552,547	525,760
	40,764,808	29,222,152

The College's fixed income securities have effective interest rates ranging from 1.75% to 4.03% and maturity dates ranging from May 2015 to April 2018 (March 31, 2014 - 2.1% to 4.0% and maturity dates ranging from May 2015 to September 2017).

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

4. Accounts receivable

	2015	2014
	\$	\$
Government of Ontario	2,129,477	1,671,764
Harmonized Sales Tax receivable	1,895,819	917,061
Trade	5,017,137	3,392,719
Students	4,912,064	4,008,168
Other	6,078,616	5,451,720
Allowance for doubtful accounts	(1,359,311)	(1,420,827)
	18,673,802	14,020,605

Details on due dates for receivables are as follows:

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

	2014				
	0-30 days	31-60 days	61-90 days	Over 90 days	Total
	\$	\$	\$	\$	\$
Government of Ontario	1,671,764	-	-	-	1,671,764
Harmonized Sales Tax receivable	917,061	-	-	-	917,061
Trade	2,537,934	439,531	19,085	396,169	3,392,719
Students	148,978	2,468,358	-	1,390,832	4,008,168
Other	5,285,595	3,253	13,364	149,508	5,451,720
Allowance for doubtful accounts	-	(358,037)	-	(1,062,790)	(1,420,827)
	10,561,332	2,553,105	32,449	873,719	14,020,605

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

5. Inventory

	2015	2014
	\$	\$
Bookstore	1,670,601	1,647,358
Food services	254,946	262,545
Publishing centre	20,631	31,425
Stationery and supplies	9,547	12,365
Hospitality	17,435	11,082
	1,973,160	1,964,775

The amount of inventory expensed during the year is \$14,791,431 (2014 - \$16,181,798).

6. Controlled entities

(a) Investment in Algonquin College - Saudi Arabia

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

	2015	2014
	\$	\$
Investment, beginning of year	(588,119)	-
Initial investment	-	142,110
Net gain (loss) for the year	767,147	(730,229)
Foreign currency translation adjustment	(127,437)	-
Investment before the undernoted	51,591	(588,119)
Due from Algonquin College - Saudi Arabia as at March 31st	1,901,060	2,586,217
Net investment, end of year	1,952,651	1,998,098

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

6. Controlled entities (continued)

(a) Investment in Algonquin College - Saudi Arabia (continued)

The financial position of Algonquin College - Saudi Arabia and the results of its operations and its cash flows as at and for the year ended March 31, 2015 is as follows

	2015	2014
	\$	\$
Financial position		
Assets	10,246,467	4,146,466
Liabilities	10,194,876	4,734,585
Deficit		
Foreign currency translation adjustment	(127,437)	-
Shareholders' equity (deficiency)	179,028	(588,119)
	51,591	(588,119)
	10,246,467	4,146,466
Results of operations		
Revenue	10,173,860	6,245,917
Expenses	9,406,713	6,976,146
Net gain (loss)	767,147	(730,229)
Cash flows		
Operating activities	(1,915,435)	3,688,794
Capital activities	(3,725,941)	(2,112,196)
Financing activities	7,215,157	142,110
Net cash flow	1,573,781	1,718,708

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

6. Controlled entities (continued)

(b) Algonquin College Foundation

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

The College provides administrative services to the Foundation which includes: financial accounting, human resources, and information systems services. In addition, the College funds the direct operating costs of the Foundation. There is no cost recovery by the College to the Foundation for these services. The total value of these expenses is \$724,512 (2014 - \$690,166), which includes salaries and benefits of \$587,811 (2014 - \$597,905) and operating costs of \$136,701 (2014 - \$92,261). These expenses are recorded in the College's financial statements, and are not recorded as expenses in the Foundation's financial statements.

During the year, the College received \$2,912,019 (2014 - \$3,073,791) from the Foundation consisting of:

	2015	2014
	\$	\$
Endowed contributions	500,939	538,329
Deferred capital contributions	935,239	1,338,668
Other restricted contributions	1,475,841	1,196,794
	2,912,019	3,073,791

The summarized assets, liabilities and results of operations for the Foundation for the year ended March 31, 2015 is as follows:

	2015	2014
	\$	\$
Financial position		
Total assets	278,970	257,880
Liabilities and fund balances		
Deferred revenue	25,400	10,000
Fund balances	253,570	247,880
Total liabilities and fund balances	278,970	257,880
Results of operations		
Revenue	3,045,431	3,208,429
Expenses	3,039,741	3,157,031
Excess of revenue over expenses	5,690	51,398
Cash flows		
Operating activities	20,890	61,667
Net cash flow	20,890	61,667

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

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

	2015	2014
	\$	\$
Endowed investments		
Cash equivalents	902,780	1,029,047
Bonds	9,129,860	8,069,566
Equities	14,675,024	11,711,487
	24,707,664	20,810,100

Cost

	2015	2014
	\$	\$
Endowed investments		
Cash equivalents	902,780	1,029,046
Bonds	8,648,754	7,905,024
Equities	10,628,399	10,217,914
	20,179,933	19,151,984

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

The bonds have effective interest rates of 2.05% to 7.77% and maturity dates ranging from June 2015 to December 2045 (March 31, 2014 - 2.05% to 7.68% and maturity dates ranging from September 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.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

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:

	2015	2014
	\$	\$
Opening balance	20,810,100	17,910,936
Contributions	598,136	621,895
Realized investment income	1,282,667	3,252,435
Distributions	(852,856)	(657,139)
Net contribution to Endowment Fund	1,027,947	3,217,191
Change in unrealized gains due to changes in fair value of endowment assets	2,869,617	(318,027)
Net change in Endowment Fund	3,897,564	2,899,164
Ending balance	24,707,664	20,810,100

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

In June 2014, the College's Board of Governors approved the Foundation's five-year fundraising plan and fundraising model which included a 1% administrative fee to cover a portion of the cost of fundraising expenses incurred by the College on behalf of the Foundation. This fee is calculated as 1% of the Endowment Fund book value at the end of the previous year. In 2015, the fee was \$170,847 (2014- \$NIL).

As at March 31, 2015, the Endowment Fund / Assets included a balance of \$2,497,016 (2014 - \$2,067,205) which represents the cumulative realized investment income in excess of amounts distributed. The changes during the year are as follows:

	2015	2014
	\$	\$
Amount available for future distribution, beginning of year	2,067,205	(528,091)
Realized investment income	1,282,667	3,252,435
Amount distributed	(852,856)	(657,139)
Amount available for future distribution, end of year	2,497,016	2,067,205

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

8. Capital assets

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

9. Deferred revenue

Details of the year-end balance are as follows:

	2015	2014
	\$	\$
Student tuition fees	17,506,610	15,911,762
Grant and reimbursements	128,698	87,534
Contract education services	2,390,690	2,569,740
Student aid	833,090	701,016
Miscellaneous projects	4,628,290	3,917,469
	25,487,378	23,187,521

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

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

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

9. Deferred revenue (continued)

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

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

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

10. Long-term debt and interest rate swaps

a) Long-term debt

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

	2015	2014
	\$	\$
Residence I building loan, bearing interest at prime plus 1.00% maturing in 2025, with average monthly payments of \$96,635	8,233,815	8,739,233
Residence II building loan, bearing interest at prime plus 0.25% maturing in 2027, with average monthly payments of \$122,832	11,942,158	12,574,494
Residence III building loan, bearing interest at prime plus 0.25% maturing in 2029, with monthly payment of \$126,755	13,046,077	13,635,718
Police and Public Safety Institute loan, bearing interest at prime plus 1.00%, maturing in 2025, with monthly payments of \$67,833	3,076,394	3,269,526
Student Commons loan, bearing interest at 4.008%, maturing in 2037, with semi-annual payments of \$678,301	20,260,042	20,788,678
	56,558,486	59,007,649
Less: current portion	(2,598,799)	(2,449,163)
	53,959,687	56,558,486

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

	\$
2016	2,598,799
2017	2,757,892
2018	2,927,055
2019	3,106,940
2020	3,298,244
Thereafter	41,869,556
	56,558,486

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

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

b) *Interest rate swaps*

The College has interest rate swap agreements to manage the volatility of interest rates related to a net notional \$59.0 million of floating rate long-term debt on the three phases of the Residence and the Police and Public Safety Institute. The fixed rates set under the interest rate swaps range from 5.97% to 6.95%. The maturity dates of the interest rate swaps are the same as the maturity dates of the associated long-term debt, ranging from 2025 to 2029. The fair value of the interest rate swaps is \$11,444,225 (2014 - \$9,930,830).

11. Employee benefits plans

a) *Pension plan*

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

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

Any pension surplus or deficit is a joint responsibility of the members and employers and may affect future contribution rates. The College does not recognize any share of the Plan's pension surplus or deficit as insufficient information is available to identify the College's share of the underlying pension assets and liabilities. The most recent actuarial valuation filed with pension regulators as at January 1, 2015 indicated an actuarial surplus of \$773 million (2014 - \$525 million).

Contributions to the Plan made during the year by the College on behalf of its employees amounted to \$13,643,902 (2014 - \$12,947,998) and are included in salaries and benefits in the statement of operations.

b) *Post-employment benefits*

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

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, 2015

11. Employee benefits plans (continued)

b) Post-employment benefits (continued)

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

	2015	2014
	%	%
Discount rate	1.6%	2.7%
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	9.0% in 2014 decreasing to 4.0% by 2034
Medical premium escalation	7.5% in 2014 decreasing to 4.0% by 2034	7.5% in 2014 decreasing to 4.0% by 2034
Expected return on assets	1.4% per annum	1.7% per annum

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

	2015	2014
	\$	\$
Post-employment benefits	3,438,627	3,768,300
Vacation	9,397,331	8,985,693
Sick leave	6,138,000	6,143,000
	18,973,958	18,896,993

The employee future benefit liability change for the year ended March 31, 2015 is \$76,965 (2014 - (\$966,002)). This amount is comprised of:

	2015	2014
	\$	\$
Current year service cost	479,000	411,000
Interest expense on accrued benefit obligation	178,000	185,000
Amortization of actuarial loss	(117,000)	22,000
Benefit payments made by the College during the year	(463,035)	(1,584,002)
	76,965	(966,002)

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

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, 2015 amounted to \$665,744 (2014 - \$655,744).

In 2008, the Foundation launched building campaigns to raise \$7 million for the construction of the Algonquin Centre for Construction Excellence, \$2.5 million for the relocation of the Pembroke campus, and \$1 million for the expansion of the Perth campus. Construction of the Algonquin Centre for Construction Excellence, the new Pembroke campus, and the expansion of the Perth campus are now complete. Total cumulative contributions received up to March 31, 2015 amounted to \$8,727,763 (2014 - \$7,794,977).

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

	2015	2014
	\$	\$
Balance, beginning of year	161,604,124	165,940,500
Less amortization of deferred capital contributions	(8,232,932)	(8,299,156)
Less deferred capital contributions on disposal of buildings (Note 1)	(401,815)	-
	152,969,377	157,641,344
Add capital contributions received:		
Industry and Individual contributions		
Automotive Technology Trades Centre	10,000	15,000
Algonquin Centre for Construction Excellence	718,356	1,086,724
Pembroke campus relocation	164,980	159,900
Perth campus expansion	41,900	77,045
Government contributions		
Other capital projects	1,695,146	2,128,244
Contributions from the Student Association		
Student Commons	-	259,701
Contributions received before donated equipment	2,630,382	3,726,614
Donated equipment	89,500	236,166
	2,719,882	3,962,780
Balance, end of year	155,689,259	161,604,124

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

13 Commitments, guarantees and contingencies

Commitments

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

	\$
2016	659,684
2017	433,103
2018	360,332
	<u>1,453,119</u>

Letters of credit

The College is contingently liable under letters of credit amounting to \$15,198,252 (March 31, 2014 - \$16,431,987), which have been issued in the normal course of business. The decrease from the prior year is due to two Letters of Credit being cancelled as related capital projects were completed, and a reduction in the liability related to Algonquin College-Saudi Arabia's Jazan campus, after the completion of year one of a five year contractual agreement.

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.

A HST audit was performed by the Canada Revenue Agency, which covered the period from April 1, 2011 to March 31, 2013. There were several observations noted during the audit that the College needs to further investigate. Management has accrued its best estimate of the liability.

14. Investment in capital assets

The investment in capital assets consists of the following:

	2015	2014
	\$	\$
Capital assets	266,177,867	271,415,796
Less amounts financed by		
Deferred capital contributions - used (Note 12)	(155,689,259)	(161,604,124)
Long-term debt	(56,558,486)	(59,007,649)
	<u>53,930,122</u>	<u>50,804,023</u>

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

14. Investment in capital assets (continued)

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

	2015	2014
	\$	\$
Capital asset additions		
Total additions	10,748,743	7,218,022
Less		
Donated equipment	(89,500)	(236,166)
Additions net of donated equipment	10,659,243	6,981,856
Less		
Building/construction in progress financed with donations	(935,236)	(1,338,669)
Building/construction in progress financed with contributions from the Students' Association	-	(259,701)
Other capital assets financed with capital contributions	(1,695,146)	(2,128,244)
Capital assets purchased with College funds	8,028,861	3,255,242
External financing		
Decrease in long-term debt	2,449,163	5,852,418
Amortization of deferred capital contributions	8,232,932	8,299,156
Amortization of capital assets	(15,048,101)	(15,451,829)
Write-off of capital assets	(14,674)	(68,955)
Amounts relating to the sale of the former Pembroke campus		
Net book value of buildings	(923,897)	-
Deferred capital contributions	401,815	-
Net change in investment in capital assets	3,126,099	1,886,032

15. Capital disclosures

Capital

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

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

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

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

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

15. Capital disclosures (continued)

Internally restricted net assets

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

Internally restricted net assets consist of the following:

	2015	2014
	\$	\$
Appropriations	250,000	1,000,000
Specific reserves		
Other projects and initiatives	24,669,157	18,317,840
Ancillary services reserve fund	5,525,008	5,603,278
Contingency reserve fund	7,773,000	7,607,000
Employment stabilization funds	539,635	516,546
Other student aid	27,013	26,593
Reserve fund		
Future capital expansion	28,263,320	23,883,666
Balance, end of year	67,047,133	56,954,923

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, 2015, a 1% increase in nominal interest rates would result in a decline of investments of approximately \$764,430 (March 31, 2014 - \$951,314) and an appreciation of the interest rate swap's fair value of approximately \$2,684,259 (March 31, 2014 - \$2,883,515). Conversely, a 1% decrease in nominal interest rates would result in an increase of investments of approximately \$778,749 (March 31, 2014 - \$970,833), and a decrease of the interest rate swap's fair value of approximately \$2,712,096 (March 31, 2014 - \$3,101,723). 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, 2015, a 5% increase in price would result in an increase of endowment assets of approximately \$733,751 (March 31, 2014 - \$585,574).

Currency risk

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

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

16. Financial instruments (continued)

Credit risk

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

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

Liquidity risk

Liquidity risk is the risk that the College will not be able to meet all cash flow obligations as they come due. The College mitigates this risk by monitoring cash activities and expected outflows through extensive budgeting and cash flow analysis. The College has the following financial liabilities as at March 31, 2015:

	Net book value	2016	2017	2018 and after
	\$	\$	\$	\$
Accounts payable and accrued liabilities	17,768,165	17,768,165	-	-
Accrued salaries and employee deduction payable	6,337,971	6,337,971	-	-
Long-term debt	56,558,489	2,598,799	2,757,892	51,201,798
Interest rate swaps	11,444,225	-	-	11,444,225
	92,103,850	26,704,935	2,757,892	62,646,023

Fair values

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

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

Fair value hierarchy

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

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

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

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:

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

				2014
	Level 1	Level 2	Level 3	Total
	\$	\$	\$	\$
Cash	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
	44,577,765	68,047,684	-	112,625,449

17. Changes in non-cash operating working capital items

	2015	2014
	\$	\$
(Increase) decrease in accounts receivable	(4,653,197)	3,349,826
Increase in inventory	(8,385)	(92,115)
(Increase) decrease in prepaid expenses	(1,312,658)	392,556
Increase in accounts payable and accrued liabilities	3,237,263	275,302
Increase in accrued salaries and employee deduction payable	552,608	30,729
Increase in deferred revenue	2,299,857	1,606,789
	115,488	5,563,087

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2015

18. Sale of former Pembroke campus

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

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

19. Comparative figures

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

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The Algonquin College of Applied Arts and Technology

Supplementary information - Revenue - Schedule A
year ended March 31, 2015

	2015	2014
	\$	\$
Grants and reimbursements:		
Post secondary activity	97,746,403	93,515,587
Apprentice programs	5,116,203	5,084,687
Special bursaries	1,590,396	1,450,376
	104,453,002	100,050,650
Student tuition fees:		
Full-time post secondary	79,705,885	71,903,247
Full-time non-funded	2,058,795	1,704,629
Part-time	10,651,017	11,155,033
Adult training	1,141,146	1,238,959
Student information technology and mobile computing fee	8,838,346	6,624,290
	102,395,189	92,626,158
Contract educational services:		
Provincially funded programs	15,975,216	13,335,012
International programs	1,137,440	446,138
Corporate and other programs	14,690,129	15,732,157
	31,802,785	29,513,307
Ancillary operations (Schedule B)	34,542,049	33,384,347
Other:		
Early Learning Centre	931,447	907,154
Student ancillary fees	5,733,076	5,113,165
Investment income	2,099,366	1,200,484
Investment gain (loss) Algonquin College Saudi Arabia	767,147	(730,229)
Foreign currency translation adjustment	(127,437)	-
Miscellaneous	6,855,144	8,907,966
	16,258,743	15,398,540
Amortization of deferred capital contributions (Note 12)	8,232,932	8,299,156
Total revenue	297,684,700	279,272,158

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, 2015

	2015							
	Gross revenue	Internal revenue	Net revenue	Expenses	Internal expenses	Net expenses	Contribution including internal transactions	Contribution net of internal transactions
	\$	\$	\$	\$	\$	\$	\$	\$
Food services	9,949,464	(469,968)	9,479,496	9,430,810	(469,968)	8,960,842	518,654	518,654
Bookstore	15,255,652	(3,632,430)	11,623,222	14,519,116	(3,457,058)	11,062,058	736,536	561,164
Parking and lockers	4,606,842	(455,024)	4,151,818	1,397,172	(138,001)	1,259,171	3,209,670	2,892,647
Publishing centre	1,795,053	(1,583,598)	211,455	1,570,596	(1,385,582)	185,014	224,457	26,441
Residence	9,065,934	-	9,065,934	7,654,915	-	7,654,915	1,411,019	1,411,019
Director's office	10,124	-	10,124	592,900	-	592,900	(582,776)	(582,776)
Overhead allocation	-	-	-	-	(1,722,576)	(1,722,576)	-	1,722,576
Total	40,683,069	(6,141,020)	34,542,049	35,165,509	(7,173,185)	27,992,324	5,517,560	6,549,725

	2014							
	Gross revenue	Internal revenue	Net revenue	Expenses	Internal expenses	Net expenses	Contribution including internal transactions	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	(3,957,961)	11,562,635	14,659,974	(3,738,491)	10,921,483	860,622	641,152
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	(6,509,923)	33,384,347	35,146,605	(7,362,675)	27,783,930	4,747,664	5,600,416

See accompanying notes to the financial statements.

ALGONQUIN
COLLEGE

4th QUARTER FINANCIAL REPORT



2014
2015

**A Presentation to the Board of Governors
June 8, 2015**



2014/2015 4th Quarter Financial Report

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	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs. Approved Variance Favourable/ (Unfavourable)	Variance as % of Budget
Funded Activity/College Operations							
Revenue	\$ 211,669	\$ 214,308	\$ 213,885	\$ 214,142	\$ 218,911	\$ 7,242	3%
Expenditures	203,944	203,944	203,642	203,651	204,227	(283)	0%
Net Contribution	7,725	10,364	10,243	10,491	14,684	6,959	90%
Contracts & Other Non-Funded Activity							
Revenue	26,870	26,870	29,337	29,337	29,098	2,228	8%
Expenditures	25,830	25,830	27,658	27,658	26,836	(1,006)	-4%
Net Contribution	1,040	1,040	1,679	1,679	2,262	1,222	118%
College Ancillary Services							
Revenue	41,378	41,378	42,202	42,202	40,683	(695)	-2%
Expenditures	34,795	34,795	35,735	35,735	33,970	825	2%
Net Contribution	6,583	6,583	6,467	6,467	6,713	130	2%
International Education Centre							
Revenue	19,769	17,349	19,664	20,162	21,972	2,203	11%
Expenditures	13,587	13,515	14,896	15,197	14,860	(1,273)	-9%
Net Contribution	6,182	3,834	4,768	4,965	7,112	930	15%
Strategic Investment Priorities							
Revenue	1,872	2,864	2,607	3,166	3,092	1,220	65%
Expenditures	23,695	24,032	24,420	23,262	22,782	913	4%
Net Contribution	(21,823)	(21,168)	(21,813)	(20,096)	(19,690)	2,133	-10%
Net Gain on Sale of Former Pembroke Campus	-	896	896	896	924	924	100%
Non-Cash Revenue Adjustments							
Capital Grants recorded as Deferred Capital Contributions	(900)	(1,400)	(1,400)	(1,400)	(2,630)	(1,730)	-192%
Amortization of Deferred Capital Contributions	7,000	7,000	7,000	7,000	8,233	1,233	18%
Non-Cash Expenditure Adjustments							
Expenditures to be Capitalized	6,000	7,500	9,000	9,000	10,659	4,659	78%
Amortization Expense	(14,000)	(14,000)	(14,000)	(14,000)	(15,048)	(1,048)	7%
Change in Vacation, Sick Leave & Post-Employment Benefits	(462)	(462)	381	381	(77)	385	83%
Net Contribution as per Public Sector Accounting Standards (PSAS)							
	\$ (2,655)	\$ 187	\$ 3,221	\$ 5,383	\$ 13,142	\$ 15,797	-



2014/2015 4th Quarter Financial Report
 STATEMENT OF FINANCIAL POSITION
 (all figures in \$ 000's)

	March 31, 2015 Approved Annual Budget	March 31, 2015 Q1 Projected	March 31, 2015 Q2 Projected	March 31, 2015 Q3 Projected	Year-End Actual (Unaudited)	Year-End vs. Approved Variance
ASSETS						
Current Assets						
Cash	\$ 25,067	\$ 27,819	\$ 28,233	\$ 28,990	\$ 31,598	\$ 6,531
Accounts Receivable	16,000	15,000	15,000	15,000	18,674	2,674
Inventory	1,900	1,900	1,900	1,900	1,973	73
Prepaid Expenses	1,300	1,300	1,300	1,300	2,903	1,603
	<u>44,267</u>	<u>46,019</u>	<u>46,433</u>	<u>47,190</u>	<u>55,148</u>	<u>10,881</u>
Investments	46,553	53,638	54,433	55,838	62,492	15,939
Endowment Assets	19,110	21,410	21,410	21,410	24,708	5,598
Capital Assets	<u>261,459</u>	<u>264,916</u>	<u>265,493</u>	<u>265,493</u>	<u>266,178</u>	<u>4,719</u>
TOTAL ASSETS	\$ 371,389	\$ 385,983	\$ 387,769	\$ 389,931	\$ 408,526	\$ 37,137
LIABILITIES & NET ASSETS						
Current Liabilities						
Accounts Payable & Accrued Liabilities	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000	\$ 17,768	\$ 3,768
Accrued Salaries & Employee Deductions Payable	7,500	6,600	6,600	6,600	6,338	(1,162)
Deferred Revenue	21,000	22,000	22,000	22,000	25,487	4,487
Current Portion of Long Term Debt	<u>2,609</u>	<u>2,598</u>	<u>2,598</u>	<u>2,598</u>	<u>2,599</u>	<u>(10)</u>
	<u>45,109</u>	<u>45,198</u>	<u>45,198</u>	<u>45,198</u>	<u>52,192</u>	<u>7,083</u>
Long Term Debt	53,870	53,960	53,960	53,960	53,960	90
Vacation, Sick Leave & Post-Employment Benefits	18,848	19,359	18,516	18,516	18,974	126
Deferred Capital Contributions	153,591	156,004	155,602	155,602	155,689	2,098
Interest Rate Swaps	7,247	7,247	9,624	10,185	11,444	4,197
Net Assets						
Unrestricted	1,000	1,000	1,000	1,000	1,000	-
Investment in Capital Assets	51,389	52,354	53,333	53,333	53,930	2,541
Vacation, Sick Leave & Post-Employment Benefits	(18,848)	(19,359)	(18,516)	(18,516)	(18,974)	(126)
Internally Restricted	47,320	56,057	57,266	59,428	67,047	19,727
Interest Rate Swaps	(7,247)	(7,247)	(9,624)	(10,185)	(11,444)	(4,197)
Endowment Fund	<u>19,110</u>	<u>21,410</u>	<u>21,410</u>	<u>21,410</u>	<u>24,708</u>	<u>5,598</u>
	<u>92,724</u>	<u>104,215</u>	<u>104,869</u>	<u>106,470</u>	<u>116,267</u>	<u>23,543</u>
TOTAL LIABILITIES & NET ASSETS	\$ 371,389	\$ 385,983	\$ 387,769	\$ 389,931	\$ 408,526	\$ 37,137

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs. Approved Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS						
Grants						
Post Secondary Activity	\$ 96,066	\$ 98,704	\$ 98,854	\$ 98,854	\$ 99,151	\$ 3,085
Apprentice	4,779	4,779	4,710	4,710	5,114	336
Flow-Through Student Aid	1,226	1,226	1,424	1,424	1,590	364
TOTAL GRANTS	102,070	104,709	104,988	104,988	105,855	3,785
Tuition Fees						
Full-Time Post Secondary	61,873	61,873	60,608	60,498	59,661	(2,212)
Part-Time	9,793	9,793	9,128	9,128	9,274	(519)
Adult Training	1,291	1,291	1,252	1,252	1,141	(150)
Student IT & Mobile Computing Fees	7,780	7,780	8,388	8,388	8,838	1,058
TOTAL TUITION FEES	80,737	80,737	79,376	79,266	78,914	(1,823)
Contract Educational Services						
Corporate & Other Programs	3,298	3,298	3,415	3,415	3,913	615
TOTAL CONTRACT EDUCATIONAL SERVICES	3,298	3,298	3,415	3,415	3,913	615
Other						
Early Learning Centre	960	960	933	933	931	(29)
Student Ancillary Fees	5,314	5,314	5,397	5,397	5,664	350
Investment Income	1,528	1,528	1,228	1,528	2,096	568
Transfer from International Education Centre ¹	7,227	7,227	8,047	8,281	8,923	1,696
Miscellaneous	10,535	10,535	10,501	10,334	12,615	2,080
TOTAL OTHER	25,564	25,564	26,106	26,473	30,229	4,665
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	211,669	214,308	213,885	214,142	218,911	7,242
CONTRACTS & OTHER NON-FUNDED ACTIVITY	26,870	26,870	29,337	29,337	29,098	2,228
COLLEGE ANCILLARY SERVICES	41,378	41,378	42,202	42,202	40,683	(695)
INTERNATIONAL EDUCATION CENTRE	19,769	17,349	19,664	20,162	21,972	2,203
STRATEGIC INVESTMENT PRIORITIES	1,872	2,864	2,607	3,166	3,092	1,220
TOTAL REVENUE	\$ 301,558	\$ 302,769	\$ 307,695	\$ 309,009	\$ 313,756	\$ 12,198

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

Description	Variance Favourable/ (Unfavourable)	Comments
Post Secondary Activity	\$ 3,085	Favourable variance is due to the following items: \$2.6M (84% of the increase) - Due to Increased Enrolment Growth Funding based on updated funding data received from the Ministry indicating an additional 606 growth units greater than originally budgeted, \$186K - New Credit transfer funding initiative established by MTCU. \$299K in other various adjustments.
Apprentice	\$ 336	Favourable variance is due primarily to enrolment being higher than budgeted in Technology and Trades programs.
Flow-Through Student Aid	\$ 364	Favourable variance is due to the distribution of Foundation bursaries and scholarships. Budget was established based on historical information; however actual bursaries distributed in 2014/15 was higher than originally budgeted.
Full-Time Post Secondary Tuition Fees	\$ (2,212)	Unfavourable variance is due to lower than budget enrolment in both standard and high demand funded activity programs.
Part-Time Post Secondary Tuition Fees	\$ (519)	Unfavourable variance is due to an overall decrease in continuing education credit and non-credit courses.
Adult Training	\$ (150)	Unfavourable variance is due to decreased enrollment in college preparatory programs.
Student IT & Mobile Computing Fees	\$ 1,058	Favourable variance is due to the following: \$833K - Mobile computing fee revenue for full-time programs was under-estimated in budget, \$160K - Center for Continuing Online Learning (CCOL) converted a number of programs to mobile resulting in higher revenue, \$65K - Information Technology fee slightly greater than budgeted.
Corporate & Other Programs	\$ 615	Favourable variance is due to the following: \$366K - Bachelor of Information Technology, and \$131K - Bachelor of Information Technology - Multimedia program - Enrolment achieved was higher than originally budgeted, \$64K - Bachelor of Information Technology - Photonics and Laser Technology achieved higher revenue than budgeted, and \$54K - Miscellaneous increases in various programs was achieved.
Student Ancillary Fees	\$ 350	Favourable variance is due to the following: \$192K - Late payment fees realized exceeded budget due to more students than expected paying tuition fees late without requesting fee deferral in advance, \$98K - Fee deferment fees exceeded budget due to greater than anticipated requests for deferral of tuition fee payments, \$60K - Miscellaneous fees higher than budgeted.
Investment Income	\$ 568	Favourable variance is due to increase in investment balances and market conditions.
Transfer from International Education Centre	\$ 1,696	Favourable increase in revenue is due to an increase in international premiums resulting from increased international student enrolment.
Miscellaneous	\$ 2,080	Favourable variance is due to the following: \$1.75M - Increase in internal recoveries offset by increase in internal charges in funded activity, contract activity and strategic investment priorities, \$937K - Increase in distance education hosting fees offset by increase in contract services, (\$225K) - Decrease in application fees offset by decrease in expenses, (\$167K) - Revised chargeback for Ancillary Services overhead, (\$215K) - Other combined minor variances.

Description	Variance Favourable/ (Unfavourable)	Comments
Contract and Other Non-Funded Activity	\$ 2,228	Favourable variance is due to the following: \$1M favourable variance achieved from various school contracts due to unbudgeted new contracts and under budgeted increases budget to existing contracts. \$795K favourable variance due to increased enrolment in English for Academic Purposes and in International English Language Testing. \$1.4M favourable variance due to an unbudgeted increase to the Industry Innovation Fund, as well as an increase to the Applied Research Tools and Instruments Grant. Offset by unfavourable variances including: (\$411K) in Workforce and Personal Development, plus (\$459K) in flow through contracts - due to lower activity than budgeted, and (601K) in Corporate Training due to a cancelled \$737K RFP for a Shared Services Contract, offset by a \$136K increase to revenue in the Geomatics Technician program. \$45K - Other minor variances.
College Ancillary Services	\$ (695)	Unfavourable variance is due to the following: (\$173K) - Decline in Bookstore sale of traditional textbook revenue partially offset by e-text revenue and decrease in computer hardware and accessories sales, (\$246K) - Parking revenue lower than budgeted, (\$312K) - New food outlets (Tim Horton's, Booster Juice) performing to budget; however this is having slightly negative impact on existing food outlets achievement of revenue targets, \$163K - Residence summer occupancy and conference bookings were higher than anticipated, (\$124K) - Reduced use internal photocopying, (\$3K) - Other minor variances.
International Education Centre	\$ 2,203	Favourable variance is due to the following: \$3.8M favourable variance due to increased enrolment in IEC initiatives, resulting in increased tuition and international premiums. \$377K favourable variance due to a new contract with Science without Borders. Offset by the following unfavourable variances: (1.3M) less contribution than budgeted from foreign investments, and (\$662K) unfavourable variance due to the delay of Algonquin College Kuwait startup. (\$13K) in other minor variances
Strategic Investment Priorities	\$ 1,220	<i>See Strategic Investment Priorities Variances page for details.</i>
Total Explained Variances	\$ 12,227	
Other Minor Variances	\$ (29)	
Total Variance	\$ 12,198	

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs. Approved Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS						
TOTAL SALARIES & BENEFITS	\$ 144,339	\$ 144,339	\$ 143,049	\$ 143,049	\$ 142,020	\$ 2,319
Other Operating Costs						
Mandated Student Aid	5,605	5,605	5,605	5,605	5,839	(234)
Contingencies	5,775	5,775	4,836	4,836	4,400	1,375
Long Term Debt Interest	922	922	922	922	925	(3)
Contract Services	9,118	9,118	9,729	9,729	9,379	(261)
Instructional Supplies & Equipment	3,794	3,794	4,175	4,175	4,000	(206)
Information Technology	5,835	5,835	6,022	6,022	5,944	(109)
Promotion	2,292	2,292	2,341	2,341	2,195	97
Building Maintenance & Utilities	10,758	10,758	10,637	10,637	11,058	(300)
Flow-Through Student Aid	1,218	1,218	1,416	1,416	1,601	(383)
Cost of Goods Sold	1,145	1,145	1,172	1,172	1,146	(1)
Other	13,143	13,143	13,738	13,747	15,720	(2,577)
TOTAL OTHER OPERATING	59,605	59,605	60,593	60,602	62,207	(2,602)
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	203,944	203,944	203,642	203,651	204,227	(283)
CONTRACTS & OTHER NON-FUNDED ACTIVITY	25,830	25,830	27,658	27,658	26,836	(1,006)
COLLEGE ANCILLARY SERVICES	34,795	34,795	35,735	35,735	33,970	825
INTERNATIONAL EDUCATION CENTRE	13,587	13,515	14,896	15,197	14,860	(1,273)
STRATEGIC INVESTMENT PRIORITIES	23,695	24,032	24,420	23,262	22,782	913
TOTAL EXPENDITURES	\$ 301,851	\$ 302,116	\$ 306,351	\$ 305,503	\$ 302,675	\$ (824)

Description	Variance Favourable/ (Unfavourable)	Comments
Salaries and Benefits	\$ 2,319	The decrease of 1.6% for full-time salary expenditures is related to a number of factors including: staff on leave of absence, vacancies while positions are in the recruitment phase. This decrease is partially offset by the backfilled part-time and contract staff.
Mandated Student Aid	\$ (234)	The unfavourable variance is due to higher student demand in relation to the mandated Tuition Set Aside Directive that all colleges and universities must comply with.
Contingencies	\$ 1,375	Expenditures that qualify for contingency funding were less than anticipated resulting in a favourable variance.
Contract Services	\$ (261)	(\$840K) unfavourable variance is due to an increase in distance education contract service costs offset by distance education hosting fees and other combined savings of \$579K .
Instructional Supplies & Equipment	\$ (206)	(\$307K) unfavourable variance is due to an increase for academic equipment related to Gifts-in-Kind received offset by revenue, and other combined savings of \$101K.
Information Technology	\$ (109)	The unfavourable variance is due to an increase in purchases of media processors, projectors and cameras for classrooms.
Building Maintenance & Utilities	\$ (300)	(\$136K) of the unfavourable variance is related to the Perth construction shop renewal project, (\$60K) for improvements and renovations in Information Technology Services offset by savings in other accounts, and (\$104K) for other combined minor variances.
Flow-Through Student Aid	\$ (383)	Unfavourable variance is due to increase in distribution of bursaries and scholarships by the Foundation offset by flow through revenue.
Other	\$ (2,577)	(\$2.4M) of the unfavourable variance is due to a year end estimated accrual for a CRA-HST audit covering the period of April 1, 2011 to March 31, 2013, combined with smaller increased costs and other minor variances totaling (\$177K).
Contract and Other Non-Funded Activity	\$ (1,006)	(\$1M) unfavourable variance is due to an increased expenses associated with the Applied Research Innovation Fund and Tools and Instruments grant, and increased expenditures and contract adjustments related to school contracts including the AZ Truck Driver and Geometrics Technician program. These additional expenses are offset by an associated increase in revenue.
College Ancillary Services	\$ 825	\$316K of the favourable variance is due to parking lot maintenance and card services costs less than expected, \$361K from Food Services costs for salaries and the cost of goods sold less than budgeted, and 205K in residence salary costs less than budgeted, offset by (\$74K) unfavourable variance due to cost of good sold greater than originally forecasted for e-texts and computer software accessories, and \$17K in other minor variances.
International Education Centre	\$ (1,273)	The unfavourable variance is due to a number of factors including the delayed start of Kuwait campus, reduced referral fees, reduced costs associated with the China and India Offices and savings for offshore contracts, professional development and travel. The primary cause of the large variance is due to the fee sharing to College operations that resulted from higher than expected International enrolment.
Strategic Investment Priorities	\$ 913	<i>See Strategic Investment Priorities Variances page for details.</i>
Total Explained Variances	\$ (917)	
Other Minor Variances	\$ 93	
Total Variance	\$ (824)	

STRATEGIC INVESTMENT PRIORITIES SCHEDULE

(all figures in \$ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs. Approved Variance Favourable/ (Unfavourable)
Source of Funds						
Facilities Renewal Grant	\$ 600	\$ 600	\$ 600	\$ 600	\$ 608	\$ 8
College Equipment Renewal Fund Grant	-	-	-	559	559	559
Apprenticeship Enhancement Fund Grant	-	1,026	1,026	1,026	1,026	1,026
Students' Association Contribution (Student Commons)	257	257	-	-	(342)	(599)
Capital Campaign	835	835	835	835	925	90
Digital College	180	146	146	146	146	(34)
Miscellaneous	-	-	-	-	170	170
TOTAL SOURCE OF FUNDS	1,872	2,864	2,607	3,166	3,092	1,220
EXPENDITURES:						
<i>Campus Expansion</i>						
Repatriation of Hair Stylist/Esthetician Program facilities	4,150	4,805	5,770	5,770	5,646	(1,496)
Dental Clinic Upgrades	1,000	715	585	585	428	572
Algonquin Centre for Construction Excellence	200	200	606	690	624	(424)
Pembroke Campus	700	700	118	139	154	546
Student Commons	450	450	-	-	-	450
<i>Total Campus Expansion</i>	6,500	6,870	7,079	7,184	6,852	(352)
<i>Other</i>						
Digital College	-	327	324	324	286	(286)
College Technologies	4,734	5,179	4,920	4,168	3,631	1,103
College Space & Infrastructure	3,550	3,927	4,242	3,728	3,120	430
New Program Initiatives	1,250	950	950	825	622	628
Academic & Other Equipment	1,960	1,960	1,950	2,426	2,191	(231)
Initiatives & Opportunities	4,701	5,886	6,022	5,674	4,804	(103)
Apprenticeship Enhancement Fund (AEF)	-	1,026	1,026	1,026	1,031	(1,031)
Appropriations	1,000	277	277	277	245	755
Adjustment for Anticipated Underspend	-	(2,370)	(2,370)	(2,370)	-	-
<i>Total Other</i>	17,195	17,162	17,341	16,078	15,930	1,265
TOTAL EXPENDITURES	23,695	24,032	24,420	23,262	22,782	913
TOTAL NET CONTRIBUTION	\$ (21,823)	\$ (21,168)	\$ (21,813)	\$ (20,096)	\$ (19,690)	\$ 2,133

Description	Variance Favourable/ (Unfavourable)	Comments
College Equipment Renewal Fund Grant	\$ 559	College equipment renewal grant announced after budget was prepared.
Apprenticeship Enhancement Fund Grant	\$ 1,026	Apprenticeship Enhancement Fund grant announced after budget was prepared (offset by equivalent expenditures).
Students' Association Contribution	\$ (599)	Student Commons project was completed and closed in previous fiscal year. The SA contribution for share of costs were finalized in previous fiscal year. Unfavourable variance is due to the following: (\$257K) - Students Association contribution to project not required, (\$342K) - Reversal of previous fiscal year receivable which was overstated.
Miscellaneous	\$ 170	Favourable variance is due to the following: \$66K - Energy rebate on construction of new campus, \$35K - Reimbursement of carrying costs by purchaser of former Pembroke campus, \$69K - Other minor variances.
Repatriation of Hair Stylist/Esthetician Program facilities	\$ (1,496)	Reflects revised project costs based on structural issues, project scope adjustments and expenditures deferred from 2013/14 to 2014/15 which were not anticipated when the Annual Budget was prepared in January 2014.
Dental Clinic Upgrades	\$ 572	Reflects revised project costs as scope of project was reduced to offset higher costs of repatriation of Hair Stylist/Esthetician program facilities.
Algonquin Centre for Construction Excellence	\$ (424)	Increase required for Energy Savings Contract(ESCOII) tower/energy improvement measures; mezzanine and rooftop adaptations for educational purposes; office adaptations and way finding signage. Project costs remain within budget.
Pembroke Campus	\$ 546	Reflects final costs, project completed and closed.
Student Commons	\$ 450	Project completed and closed in previous fiscal year.
Digital College - Expenses	\$ (286)	Reflects final costs, project completed and closed.
College Technologies	\$ 1,103	Favourable variance is due to the following: \$1.17M - Deferral of expenses to 2015-16 for enterprise resource planning (ERP) system upgrade for Finance and Human Resources - Request for Proposals in 2014 did not receive compliant bids; (\$67K) - Other combined minor variances.
College Space & Infrastructure	\$ 430	Favourable variance is due to the following : \$150K - Deferral of expenses for Personal Support Worker Smart apartment carried forward to 2015-16, \$130K - Integrated College Development Plan (ICDP)funding carried forward to 2015-16 as a multi year project, \$150K - Other combined minor variances.
New Program Initiatives	\$ 628	This unfavourable variance is due to underspending in program and course development as all planned work can not be completed within the year.
Academic & Other Equipment	\$ (231)	Reflects revised program requirements among various schools.
Initiatives & Opportunities	\$ (103)	This unfavourable variance reflects revised project costs and funding provision adjustments for various projects.
Apprenticeship Enhancement Fund (AEF)	\$ (1,031)	Apprenticeship Enhancement Fund announced after budget was prepared (offset by equivalent grant).
Appropriations	\$ 755	Funds are appropriated each year-end for purchases initiated but not completed by last day in fiscal year. Requirements for appropriations at beginning of 2014/15 were less than expected.
Total Explained Variances	\$ 2,069	
Other Minor Variances	\$ 64	
Total Variance	\$ 2,133	



2014/2015 4th Quarter Financial Report
 INTERNALLY RESTRICTED NET ASSETS SCHEDULE
 (all figures in \$ 000's)

	Year-End Actual March 31, 2014	Actual In-Year Use of Funds (2014/15)	Actual In-Year Adjustments (2014/15)	Year-End Actual March 31, 2015
Appropriations	\$ 1,000	\$ 245	\$ (505)	\$ 250
Specific Reserves:				
Other Projects & Initiatives	19,318	6,824	12,175	24,669
Ancillary Services Reserve Fund	5,603	1,305	1,227	5,525
Employment Stabilization Funds	517	-	23	540
Other Student Aid	27	93	93	27
	<u>25,465</u>	<u>8,222</u>	<u>13,518</u>	<u>30,761</u>
Contingency Reserve Fund	7,607	-	166	7,773
Reserve Funds:				
Future Capital Expansion	23,883	624	3,533	26,792
Sale of Former Pembroke Campus	-	-	1,471	1,471
	<u>23,883</u>	<u>624</u>	<u>5,004</u>	<u>28,263</u>
TOTAL INTERNALLY RESTRICTED NET ASSETS*	\$ 57,955	\$ 9,091	\$ 18,183	\$ 67,047
TOTAL UNRESTRICTED NET ASSETS	\$ 1,000			\$ 1,000
Investment in Capital Assets	50,804	-	3,126	53,930
Vacation, Sick Leave & Post-Employment Benefits	(18,897)	-	(77)	(18,974)
Interest Rate Swaps	(9,931)	-	(1,513)	(11,444)
Endowment Fund	20,810	-	3,898	24,708
TOTAL NET ASSETS	\$ 101,741	\$ 9,091	\$ 23,617	\$ 116,267

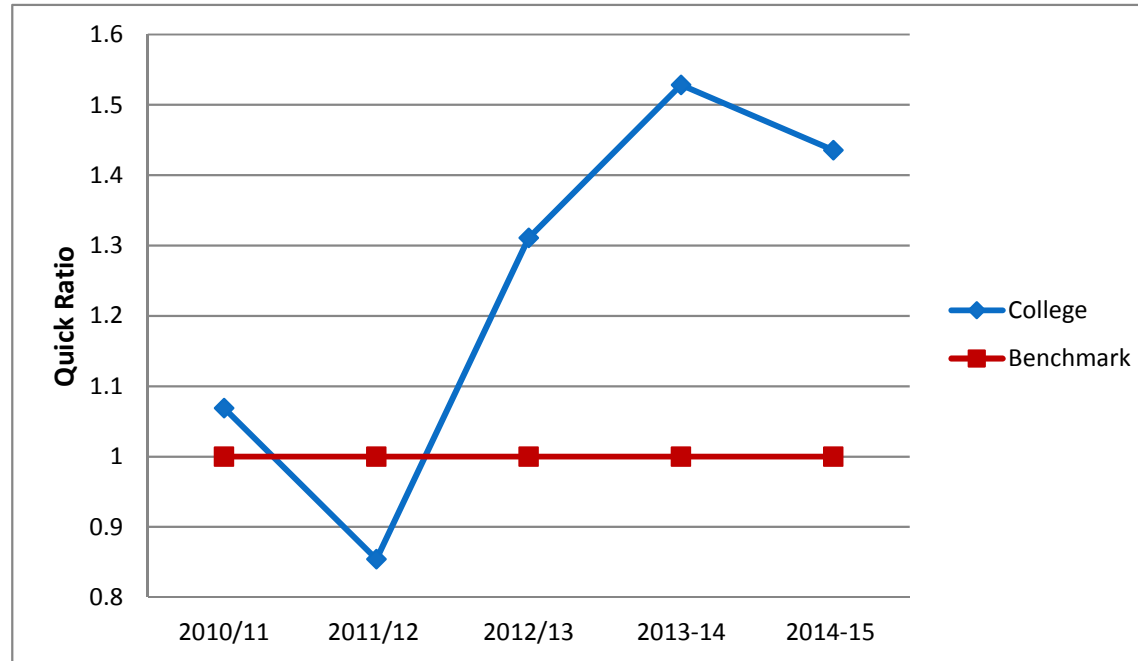
* Budgeted balances of Internally Restricted Net Assets and Unrestricted Net Assets includes the impact of budgeted expenditures from Appropriations, Specific Reserves and Reserve Funds, and contributions to Reserve Funds for the fiscal year 2014/2015. The Board of Governors Financial Management Policy requires that the Board of Governors approve any spending from Reserve Funds.

	Approved Annual Budget 2014/15				Position Changes			Full-Time Funded at Q4 2014/2015				Total Staffed at Mar 31/15	Total Vacant at Mar 31/15
	Admin	Support	Academic	Total	Positions Opened	Positions Closed	Positions Transferred	Admin	Support	Academic	Total		
President & Board of Governors													
President's Office	4	-	-	4				4	-	-	4	4	-
Human Resources													
Human Resources	22	2	1	25				22	2	1	25	25	-
Finance and Administration													
Vice-President's Office	2	-	-	2				2	-	-	2	2	-
College Ancillary Services	17	70	-	87	3	(1)		17	72	-	89	84	5
Finance & Administrative Services	8	28	-	36				8	28	-	36	35	1
Information Technology Services	12	71	-	83	1	-		13	71	-	84	77	7
Physical Resources	15	39	-	54				15	39	-	54	47	7
Total	54	208	-	262	4	(1)	-	55	210	-	265	245	20
Student Services													
Vice-President's Office	2	-	-	2				2	-	-	2	2	-
Student Support Services	9	39	18	66	2			9	40	19	68	66	2
Algonquin College Foundation	4	2	-	6		(1)		3	2	-	5	5	-
Registrar	10	58	-	68	1			11	58	-	69	68	1
Total	25	99	18	142	3	(1)	-	25	100	19	144	141	3
International and Strategic Priorities													
Vice-President's Office	-	-	-	-	1		1	2	-	-	2	2	-
International & Corporate Business Development	-	-	-	-			39	8	10	21	39	37	2
Total	-	-	-	-	1	-	40	10	10	21	41	39	2
Academic Services													
Vice-President's Office	15	8	18	41	2	(2)	(11)	12	9	9	30	21	9
Associate Vice-President Academic	2	-	-	2		(1)	(1)	-	-	-	-	-	-
Partnerships and Applied Research	-	-	-	-	1			1	-	-	1	1	-
School/College Work Initiative	-	1	-	1		(1)	2	1	1	-	2	2	-
Faculty of Arts, Media & Design	6	27	112	145	1			6	28	112	146	135	11
School of Business	5	9	85	99			2	5	9	87	101	96	5
School of Hospitality & Tourism	3	9	40	52				3	9	40	52	50	2
Faculty of Technology & Trades	6	27	143	176			6	6	27	149	182	178	4
Algonquin College Heritage Institute	3	10	12	25			1	3	10	13	26	25	1
Faculty of Health, Public Safety & Community Studies	8	31	123	162	1	(1)		8	31	123	162	148	14
Learning & Teaching Services	1	5	-	6				1	5	-	6	6	-
Mobile Computing	-	7	-	7	1		-	-	8	-	8	6	2
Centre for Continuing and Online Learning	7	18	-	25				7	18	-	25	24	1
Personal Development Institute	-	2	-	2		(1)		-	1	-	1	1	-
Applied Research & Development	2	1	-	3				2	1	-	3	1	2
Business Development & Corporate Training	5	3	-	8				5	3	-	8	7	1
International & Corporate Business Development ¹	8	10	21	39			(39)	-	-	-	-	-	-
Algonquin College in the Ottawa Valley	6	29	27	62				6	29	27	62	61	1
Total	77	197	581	855	6	(6)	(40)	66	189	560	815	762	53
Advancement													
Executive Director's Office	3	3	-	6				3	3	-	6	4	2
Recruitment	2	7	-	9				2	7	-	9	9	-
College Marketing	1	11	-	12	1			2	11	-	13	11	2
Total	6	21	-	27	1	-	-	7	21	-	28	24	4
COLLEGE TOTAL	188	527	600	1,315	15	(8)	-	189	532	601	1,322	1,240	82

The complement report represents the total number of positions for each of the College's major areas. Not all positions are 100% funded in the budget as some positions are vacant at the start of the year and other positions have a start date projected for other than April 1st.

1 International & Corporate Business Development was reported under Academic Services for Approved Budget. This area was restructured in-year resulting in the change of 40 positions from Academic Services to International and Strategic Priorities.

Measuring Liquidity: Quick Ratio



Objective:

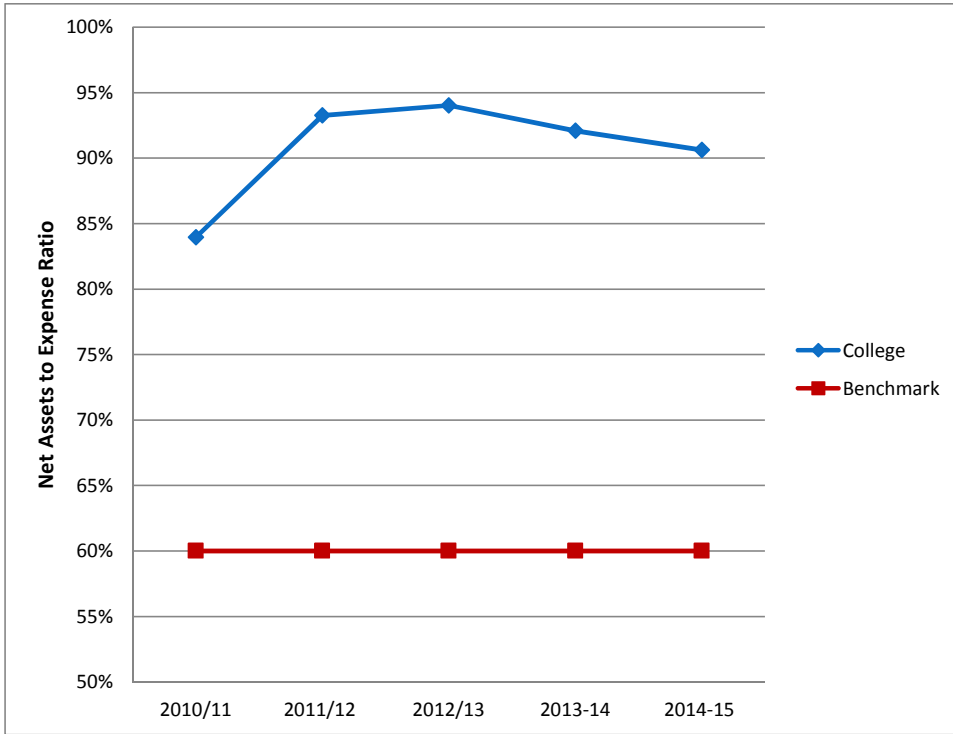
Fiscal performance indicator testing the college's ability to pay its short term maturing obligations (e.g. biweekly payroll payments).

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 2.22 for 2014/15.

Operating Results: Net Assets to Expense Ratio



Objective:

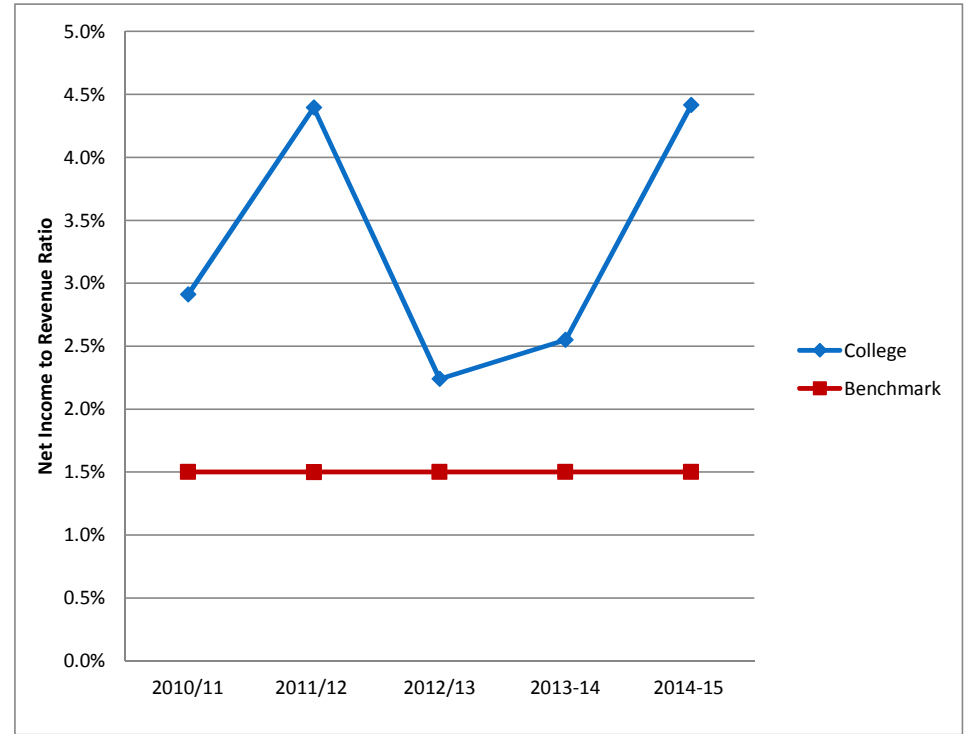
A traditional indicator to ascertain the ability of a college to continue operations in the event there is a delay in revenue streams.

Benchmark:

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%**

Operating Results: Net Income to Revenue Ratio



Objective:

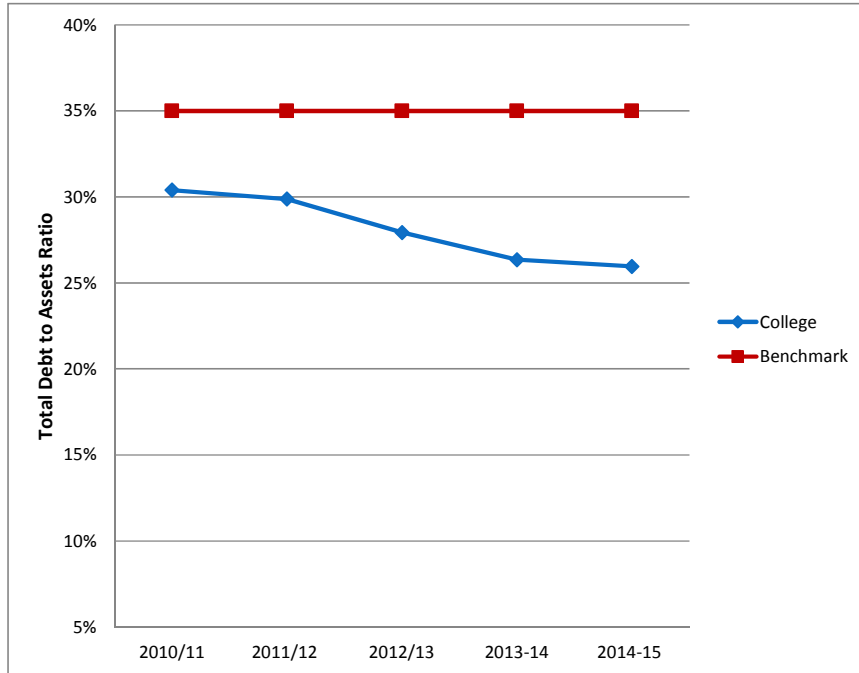
This ratio is an indicator of fiscal performance that measures the extent of a balanced budget.

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)%**

Managing Debt: Total Debt to Assets Ratio

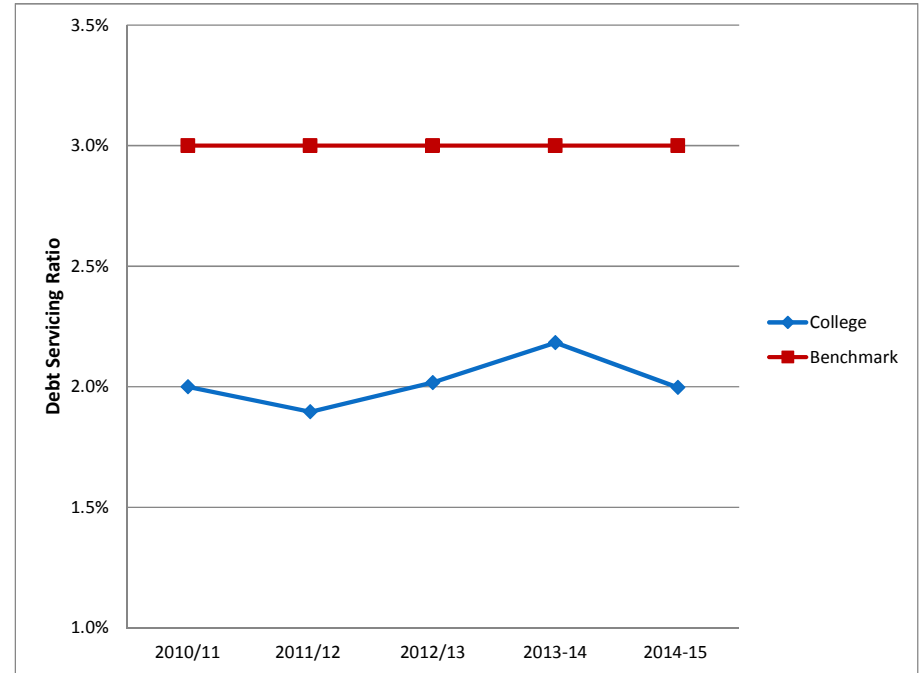


Objective:
Measures the proportion of total assets that are financed by debt. A high or increasing value may be predictive of future liquidity problems or a reduced ability to borrow money in the future.

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

Note: Compare with 2003/04 Total Debt to Assets Ratio of 52%

Managing Debt: Debt Servicing Ratio

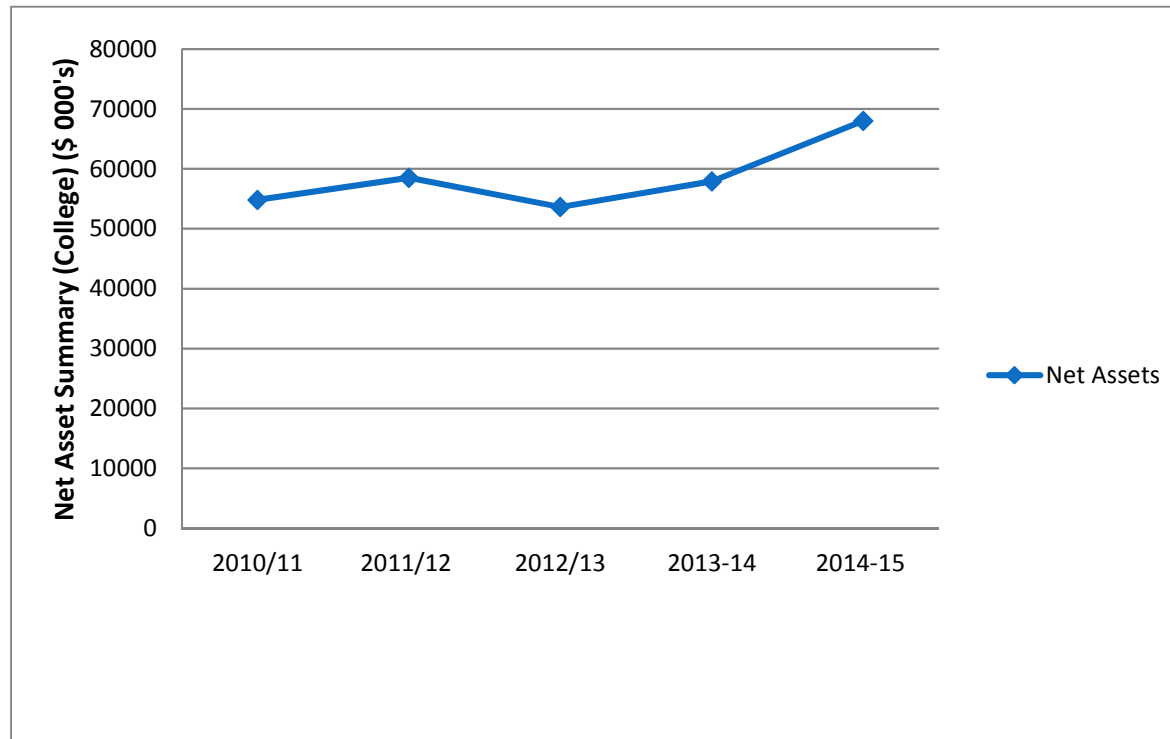


Objective:
This ratio measures the College's spending on servicing the debt portfolio and could be used as an indicator that the college may be over-leveraged in debt.

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%

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)**

**ALGONQUIN COLLEGE SAUDI ARABIA
(LIMITED LIABILITY COMPANY)**

**FINANCIAL STATEMENTS AND AUDITORS' REPORT
FOR THE PERIOD FROM INCEPTION (SEPTEMBER 25, 2013) TO
AUGUST 31, 2014**



**ALGONQUIN COLLEGE SAUDI ARABIA
(LIMITED LIABILITY COMPANY)**

**FINANCIAL STATEMENTS AND AUDITORS' REPORT
FOR THE PERIOD FROM INCEPTION (SEPTEMBER 25, 2013) TO AUGUST 31, 2014**

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AUDITORS' REPORT

To the shareholders
Algonquin College Saudi Arabia
Jizan, Kingdom of Saudi Arabia

Scope of Audit

We have audited the balance sheet of Algonquin College Saudi Arabia ("the Company"), a Saudi limited liability company, as of August 31, 2014 and the related statements of income, changes in shareholders' equity and cash flows for the period from inception (September 25, 2013) to August 31, 2014, and notes 1 to 17 which form an integral part of these financial statements as prepared by the Company in accordance with Article 175 of the Regulations for Companies and presented to us with all the necessary information and explanations. These financial statements are the responsibility of the Company's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards in the Kingdom of Saudi Arabia. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statements presentation. We believe that our audit provides a reasonable basis for our opinion.

Unqualified Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of the Company as of August 31, 2014, and the results of its operations and its cash flows for the period from inception (September 25, 2013) to August 31, 2014, in conformity with generally accepted accounting standards in the Kingdom of Saudi Arabia appropriate to the nature of the Company and comply with the relevant provisions of the Regulations for Companies and the articles of the Company as these relate to the preparation and presentation of these financial statements.

Deloitte & Touche
Bakr Abulkhair & Co.

Nasser M. Al-Sagga
License No. 322
29 Safar, 1436
December 21, 2014



**ALGONQUIN COLLEGE SAUDI ARABIA
(LIMITED LIABILITY COMPANY)**

**BALANCE SHEET
AS OF AUGUST 31, 2014**

	Note	SR
ASSETS		
Current assets		
Cash and cash equivalents	3	20,842,391
Accounts receivable and prepayments	4	<u>1,605,816</u>
Total current assets		<u>22,448,207</u>
Non-current assets		
Property and equipment	5	14,028,323
Deferred cost	6	<u>783,875</u>
Total non-current assets		<u>14,812,198</u>
TOTAL ASSETS		<u>37,260,405</u>
LIABILITIES AND SHAREHOLDERS' EQUITY		
Current liabilities		
Accounts payable and other liabilities	7	1,876,584
Due to a related party	10	4,704,607
Unearned revenue	8	14,161,859
Provision for income tax	9	<u>254,076</u>
Total current liabilities		<u>20,997,126</u>
Non-current liability		
Long term loan	11	15,198,578
End-of-service indemnities	12	<u>386,198</u>
Total non-current liabilities		<u>15,584,776</u>
Shareholders' equity		
Share capital	1	500,000
Statutory reserve	13	17,850
Retained earnings		<u>160,653</u>
Total shareholders' equity		<u>678,503</u>
TOTAL LIABILITIES AND SHAREHOLDERS' EQUITY		<u>37,260,405</u>

The accompanying notes form an integral part of these financial statements



ALGONQUIN COLLEGE SAUDI ARABIA
(LIMITED LIABILITY COMPANY)

STATEMENT OF INCOME
FOR THE PERIOD FROM INCEPTION (SEPTEMBER 25, 2013) TO AUGUST 31, 2014

	Note	SR
Revenue		32,740,125
Cost of revenue		22,215,249
Gross profit		10,524,876
General and administrative expenses	14	10,092,297
Net income before income tax		432,579
Income tax	9	254,076
NET INCOME		178,503

The accompanying notes form an integral part of these financial statements



**ALGONQUIN COLLEGE SAUDI ARABIA
(LIMITED LIABILITY COMPANY)**

**STATEMENT OF CHANGES IN SHAREHOLDERS' EQUITY
FOR THE PERIOD FROM INCEPTION (SEPTEMBER 25, 2013) TO AUGUST 31, 2014**

	Share capital SR	Statutory reserve SR	Retained earnings SR	Total SR
Share capital introduced	500,000	-	-	500,000
Net income for the period	-	-	178,503	178,503
Transferred to statutory reserve (note 13)		17,850	(17,850)	-
August 31, 2014	500,000	17,580	160,653	678,503

The accompanying notes form an integral part of these financial statements



ALGONQUIN COLLEGE SAUDI ARABIA
(LIMITED LIABILITY COMPANY)

STATEMENT OF CASH FLOWS
FOR THE PERIOD FROM INCEPTION (SEPTEMBER 25, 2013) TO AUGUST 31, 2014

	<u>SR</u>
OPERATING ACTIVITIES	
Net income before income tax	432,579
Adjustments for:	
Depreciation and amortization	1,469,922
End-of-service indemnities	386,198
Changes in operating assets and liabilities:	
Accounts receivables and prepayments	(1,461,298)
Accounts payable and other liabilities	1,876,584
Due to a related party	4,704,607
Deferred revenue	14,161,859
Net cash from operating activities	<u>21,570,451</u>
INVESTING ACTIVITIES	
Purchase of property and equipment	(15,302,276)
Purchase of long term assets	(979,844)
Net cash used in investing activities	<u>(16,282,120)</u>
FINANCING ACTIVITIES	
Long term loan	15,054,060
Share capital	500,000
Net cash from financing activities	<u>15,554,060</u>
Net change in cash and cash equivalents	<u>20,842,391</u>
Cash and cash equivalent at the beginning of the period	-
CASH AND CASH EQUIVALENTS, AUGUST 31, 2014	<u>20,842,391</u>
Non-cash transaction:	
Accrued interest on Murabaha loan for the period	<u>144,518</u>



**ALGONQUIN COLLEGE SAUDI ARABIA
(LIMITED LIABILITY COMPANY)**

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD FROM INCEPTION (SEPTEMBER 25, 2013) TO AUGUST 31, 2014**

1. ORGANIZATION AND ACTIVITIES

Algonquin College Saudi Arabia, a Saudi Limited Liability Company ("the Company"), registered in Jizan on 17 Sha'ban 1434H (September 25, 2013) under commercial registration number 5900024865. The share capital of the Company, amounting to SR 500,000 is divided into 100 shares of SR 5,000 each.

As of the period end the Company's shareholders are as follows:

<u>Name</u>	<u>Incorporated in</u>	<u>Shareholding August 31, 2014</u>
The Algonquin College of applied Arts and Technology	Canada	95%
2364193 Ontario Inc.	Canada	5%
		<u>100%</u>

The principal activity of the Company is to provide technical and vocational training and corporate programs under license of the Saudi Arabia Investment Authority number 29340832786 dated 29 sha'aban 1434. During the period, the Company entered into an Operation and Maintenance Agreement with Colleges of Excellence Company ("COE"), to operate and maintain technical and vocational colleges in the Kingdom of Saudi Arabia.

As per the articles of association, the first fiscal year of the Company is from the date of commercial registration to August 31, 2014. The head office of the Company is in the city of Jizan, Kingdom of Saudi Arabia.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of presentation

These financial statements have been prepared in accordance with generally accepted accounting standards in the Kingdom of Saudi Arabia issued by the Saudi Organization for Certified Public Accountants ("SOCPA"). Following is a summary of significant accounting policies applied by the Company:

Accounting convention

The financial statements are prepared under the historical cost convention.

Revenue recognition

Revenue from operation and maintenance of technical and vocational colleges are recognized on an accrual basis and billed monthly based on the courses offered as per the terms of the contract during the academic year. The fees are deferred to the extent that the courses extend beyond the financial year of the college.

General and administrative expenses

All periodic expenses, other than cost of revenue are classified as general and administrative expenses.



**ALGONQUIN COLLEGE SAUDI ARABIA
(LIMITED LIABILITY COMPANY)**

**NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE PERIOD FROM INCEPTION (SEPTEMBER 25, 2013) TO AUGUST 31, 2014**

Property and equipment

Property and equipment are stated at cost less accumulated depreciation. Expenditure on maintenance and repairs is expensed, while expenditure for improvement is capitalized. Depreciation is provided over the estimated useful lives of the applicable assets using the straight-line method. The estimated useful lives of the principal classes of assets are as follows:

The estimated useful lives of the principal classes of assets are as follows:

	<u>Years</u>
Motor vehicles	4
Equipment	5
Books	5

Deferred charges

Expenses which have a long term future benefit are treated as deferred charges and are amortized over the estimated periods of benefit not exceeding five years. Pre-operating and mobilization costs incurred before the commencement of the commercial operations are being amortized over a period of five years.

Impairment

As of each balance sheet date, the Company reviews the carrying amounts of its non-current assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss (if any). Where it is not possible to estimate the recoverable amount of an individual asset, the Company estimates the recoverable amount of the cash-generating unit to which the asset belongs.

If the recoverable amount of an asset (or cash-generating unit) is estimated to be less than its carrying amount, the carrying amount of the asset (or cash-generating unit) is reduced to its recoverable amount. Impairment losses are recognized as an expense immediately.

Where an impairment loss subsequently reverses, the carrying amount of the asset (or cash-generating unit) is increased to the revised estimate of its recoverable amount, but so that the increased carrying amount does not exceed the carrying amount that would have been determined had no impairment loss been recognized for the asset (or cash-generating unit) in prior years. A reversal of an impairment loss is recognized as income immediately.

Foreign currency translation

Foreign currency transactions are translated into Saudi Riyals at the rates of exchange prevailing at the time of the transactions. Monetary assets and liabilities denominated in foreign currencies at the balance sheet date are translated at the exchange rates prevailing at that date. Gains and losses from settlement and translation of foreign currency transactions are included in the statement of income.

Provision for obligations

A provision is recognized in the balance sheet when the Company has a legal or constructive obligation as a result of a past event, it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation and a reliable estimate can be made of the amount of the obligation.



**ALGONQUIN COLLEGE SAUDI ARABIA
(LIMITED LIABILITY COMPANY)**

**NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE PERIOD FROM INCEPTION (SEPTEMBER 25, 2013) TO AUGUST 31, 2014**

End-of-service indemnities

End-of-service indemnities, required by Saudi Arabian labor law, are provided in the financial statements based on the employees' length of service.

Income tax

The Company is subject to the Regulations of the Department of Zakat and Income Tax ("DZIT") in the Kingdom of Saudi Arabia. Income tax is provided on an accruals basis and charged to the statement of income. Any difference in the estimate is recorded when the final assessment is approved, at which time the provision is cleared.

Deferred tax is provided for temporary timing differences that are material. A deferred tax asset is only recognized when there is a reasonable expectation that it will become realizable.

Leasing

Leases are classified as capital leases whenever the terms of the lease transfer substantially all of the risks and rewards of ownership to the lessee. All other leases are classified as operating leases. Rentals payable under operating leases are charged to income on a straight-line basis over the term of the operating lease.

3. CASH AND CASH EQUIVALENTS

Cash and cash equivalents include cash and bank balances, demand deposits, and highly liquid investments with original maturities of three months or less. As of August 31, 2014, cash and cash equivalents comprised entirely of cash and bank balances.

4. ACCOUNTS RECEIVABLE AND PREPAYMENTS

	SR
Accounts receivable	53,548
Prepaid expenses	1,206,450
Advance for books	100,800
Others	245,018
	<u>1,605,816</u>



**ALGONQUIN COLLEGE SAUDI ARABIA
(LIMITED LIABILITY COMPANY)**

**NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE PERIOD FROM INCEPTION (SEPTEMBER 25, 2013) TO AUGUST 31, 2014**

5. PROPERTY AND EQUIPMENT

	Machinery and equipment SR	Vehicles SR	Books SR	Capital work-in- progress SR	Total SR
Cost					
Additions	7,723,057	713,265	2,746,320	4,119,634	15,302,276
August 31, 2014	7,723,057	713,265	2,746,320	4,119,634	15,302,276
Depreciation					
Charge for the period	608,638	116,051	549,264	-	1,273,953
August 31, 2014	608,638	116,051	549,264	-	1,273,953
Net book value					
August 31, 2014	7,114,419	597,214	2,197,056	4,119,634	14,028,323

Capital work-in-progress relates to advances made to suppliers against procurement of new equipment.

6. DEFERRED CHARGES

	SR
Pre-operating and mobilization expenses incurred	979,844
Amortization for the period	(195,969)
August 31, 2014	783,875

7. ACCOUNTS PAYABLE AND OTHER LIABILITIES

	SR
Trade accounts payable	128,212
Electricity accruals	1,420,000
Employee payables	98,872
Excess receipts from Colleges of Excellence	11,500
Others	218,000
	1,876,584

8. UNEARNED REVENUE

Unearned revenue represents advance received from the Colleges of Excellence for the academic year beginning September 1, 2014. These amounts will be recognized as revenue in the subsequent year.



**ALGONQUIN COLLEGE SAUDI ARABIA
(LIMITED LIABILITY COMPANY)**

**NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE PERIOD FROM INCEPTION (SEPTEMBER 25, 2013) TO AUGUST 31, 2014**

9. INCOME TAX

The movement in the income tax provision is as follows:

Provision for the period	<u>SR</u>
August 31, 2014	<u>254,076</u>
	<u>254,076</u>

The charge for the period for income tax is as follows:

Charged to the statement of income	<u>SR</u>
	<u>254,076</u>

Deferred tax:

The deferred tax effect of all the temporary differences are not significant and therefore not recognized.

10. RELATED PARTY TRANSACTIONS

During the period, the Company mainly transacted with the following related parties:

<u>Name</u>	<u>Relationship</u>
The Algonquin College of applied Arts and Technology	Parent company

Due to related parties as of August 31, 2014 are comprised of the following:

The Algonquin College of applied Arts and Technology	<u>SR</u>
	<u>4,704,607</u>

11. LONG TERM LOAN

The Company obtained a long term Murabaha Loan from a local bank in the amount of SR 15.05 million. The loan is repayable in 4 unequal annual installments with first installment due on March 6, 2016. This loan carries special commission at normal commercial rates and as at August 31, 2014, the entire loan of SR 15.05 million is outstanding. The Company is required to maintain certain financial covenants during the term of the loan. The loan is guaranteed by COE and Human Resources Development Fund. The repayment of the Murabaha loan ranks pari passu with other unsecured and unsubordinated debts. As per the agreement entered between the COE and the Company, interest payable on the above loan will be reimbursed by the COE and at the end of the year the total interest accrued on this loan is SR 144,518.

The maturities of outstanding loan as of August 31, are summarized as follows:

Due in 2016	<u>SR</u>
Due in 2017	2,643,561
Due in 2018	2,502,981
Due in 2019	5,017,983
	5,034,053
	<u>15,198,578</u>



**ALGONQUIN COLLEGE SAUDI ARABIA
(LIMITED LIABILITY COMPANY)**

**NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE PERIOD FROM INCEPTION (SEPTEMBER 25, 2013) TO AUGUST 31, 2014**

12. END-OF-SERVICE INDEMNITIES

The movement in the end-of-service indemnities provision is as follows:

Provision for the period	<u>SR</u>
	<u>386,198</u>
August 31, 2014	<u>386,198</u>

13. STATUTORY RESERVE

In accordance with the Regulations for Companies in the Kingdom of Saudi Arabia and the Company's articles of association, the Company has established a statutory reserve by appropriation of 10% of net income until the reserve equals 50% of the share capital. This reserve is not available for dividend distribution.

14. GENERAL AND ADMINISTRATIVE EXPENSES

	<u>SR</u>
Rent and utilities	6,376,464
Visa and insurance	1,490,847
Travelling	670,961
Communication	273,039
Others	1,280,986
	<u>10,092,297</u>

15. OPERATING LEASE ARRANGEMENTS

	<u>SR</u>
Payments under operating leases recognized as an expense during the period	<u>2,582,933</u>

Operating lease payments represent rentals payable by the Company for employees' accommodation. Leases are negotiated for an average term of one year and rentals are fixed during the lease period. There was no significant future related commitments at the period end.

16. CONTINGENCIES

At August 31, the Company had the following contingencies:

	<u>SR</u>
Advance payment guarantee and performance bond	<u>50,918,000</u>

The above guarantees have been provided by the related parties on behalf of the Company.

17. FAIR VALUES

The fair values of the Company's financial assets and liabilities approximate their carrying amounts.



ALGONQUIN COLLEGE SAUDI ARABIA
(LIMITED LIABILITY COMPANY)

BALANCE SHEET
AS OF AUGUST 31, 2014

	Note	SR*	CAD**
ASSETS			
Current assets			
Cash and cash equivalents	3	20,842,391	6,065,136
Accounts receivable and prepayments	4	1,605,816	467,292
Total current assets		22,448,207	6,532,428
Non-current assets			
Property and equipment	5	14,028,323	4,082,242
Deferred cost	6	783,875	228,108
Total non-current assets		14,812,198	4,310,350
TOTAL ASSETS		37,260,405	10,842,778
LIABILITIES AND SHAREHOLDERS' EQUITY			
Current liabilities			
Accounts payable and other liabilities	7	1,876,584	546,086
Due to a related party	10	4,704,607	1,369,041
Unearned revenue	8	14,161,859	4,121,101
Provision for income tax	9	254,076	73,936
Total current liabilities		20,997,126	6,110,164
Non-current liability			
Long term loan	11	15,198,578	4,422,786
End-of-service indemnities	12	386,198	112,384
Total non-current liabilities		15,584,776	4,535,170
Shareholders' equity			
Share capital	1	500,000	145,500
Statutory reserve	13	17,850	2,307
Retained earnings		160,653	20,759
Foreign currency translation adjustment		-	28,878
Total shareholders' equity		678,503	197,444
TOTAL LIABILITIES AND SHAREHOLDERS' EQUITY		37,260,405	10,842,778

* Figures are presented in Saudi Riyals as audited by Deloitte & Touche as of August 31, 2014.

** Figures presented in Canadian dollars have been translated from the audited statements using the foreign exchange rate as of August 31, 2014. The translated figures have not been audited by Deloitte & Touche.

ALGONQUIN COLLEGE SAUDI ARABIA
(LIMITED LIABILITY COMPANY)

STATEMENT OF INCOME
FOR THE PERIOD FROM INCEPTION (SEPTEMBER 25, 2013) TO AUGUST 31, 2014

	Note	SR*	CAD**
Revenue		<u>32,740,125</u>	<u>9,386,905</u>
Cost of revenue		<u>22,215,249</u>	<u>6,384,107</u>
Gross profit		10,524,876	3,002,798
General and administrative expenses	14	<u>10,092,297</u>	<u>2,918,628</u>
Net income before income tax		432,579	84,170
Income tax	9	<u>254,076</u>	<u>61,104</u>
NET INCOME		<u>178,503</u>	<u>23,066</u>

* Figures are presented in Saudi Riyals as audited by Deloitte & Touche as of August 31, 2014.

** Figures presented in Canadian dollars have been translated from the audited statements using monthly average foreign exchange rates. The translated figures have not been audited by Deloitte & Touche.

Financial statements

2364193 Ontario Inc.

March 31, 2015

DRAFT

2364193 Ontario Inc.

March 31, 2015

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DRAFT

Deloitte LLP
1600 - 100 Queen Street
Ottawa ON K1P 5T8
Canada

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Independent Auditor's Report

To the Board of Directors of
2364193 Ontario Inc.

We have audited the accompanying financial statements of 2364193 Ontario Inc., which comprise the statement of financial position as at March 31, 2015, and the statements of operations and accumulated surplus and of cash flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of 2364193 Ontario Inc. as at March 31, 2015, and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Chartered Professional Accountants, Chartered Accountants
Licensed Public Accountants

_____, 2015

DRAFT

2364193 Ontario Inc.
Statement of financial position
as at March 31, 2015

	2015	2014
	\$	\$
Financial assets		
Investment in Algonquin College - Saudi Arabia	7,106	7,106
	7,106	7,106
Liabilities		
Current liabilities		
Due to Algonquin College	26,846	18,844
	26,846	18,844
Net debt and accumulated deficit	(19,740)	(11,738)
Consists of:		
Unrestricted (deficiency)	(19,840)	(11,838)
Share capital (Note 3)	100	100
	(19,740)	(11,738)

Approved by the Board of Directors

_____ Director

_____ Director

DRAFT

2364193 Ontario Inc.

Statement of operations and accumulated surplus year ended March 31, 2015

	Budget	2015	2014
	\$	\$	\$
Revenue	101,000	-	-
Expenses			
Professional fees	14,300	8,002	11,838
	14,300	8,002	11,838
Operating deficit	86,700	(8,002)	(11,838)
Accumulated deficit, beginning of year	(11,838)	(11,838)	-
Accumulated deficit, end of year	74,862	(19,840)	(11,838)

DRAFT

2364193 Ontario Inc.

Statement of cash flow year ended March 31, 2015

	2015	2014
	\$	\$
Net inflow (outflow) of cash related to the following activities:		
Operating activities		
Annual deficit	(8,002)	(11,838)
Variations in statement of financial position:		
Increase in accounts payable and accrued liabilities	8,002	18,844
	-	7,006
Investing activities		
Investment in Algonquin College - Saudi Arabia	-	(7,106)
Financing activities		
Issuance of shares	-	100
Increase in cash	-	-
Cash, beginning of year	-	-
Cash, end of year	-	-

2364193 Ontario Inc.

Notes to the financial statements

March 31, 2015

1. Description of the organization

Authorities

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

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

2. Significant accounting policies

Basis of presentation

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

Revenue

Investment revenue is recorded on the accrual basis of accounting.

Expenses

Expenses are recorded on the accrual basis of accounting.

Investment in Algonquin College Saudi Arabia

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

Financial instruments

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

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

Cash is a Level 1 hierarchy.

Income taxes

The Company uses the taxes payable method. An unused income tax loss of \$19,840 (2014- \$11,838) is available for future years.

Measurement uncertainty

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

3. Share capital

The Company is authorized to issue an unlimited number of common shared. As at March 31, 2015, 100 shares were issued at a nominal value of \$1 each.



Presentation to:	Board of Governors
Subject:	2014-15 Annual Report
Date:	June 8, 2015
Presenter:	D. Wotherspoon, Vice President International, Communications and Strategic Priorities

PURPOSE

THAT the Board of Governor’s approves the 2014-15 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 is the following:

- The theme of access has set the tone and key messages of the report text, emphasizing our College is open and accessible to all students, employees and stakeholders, financially, physically, digitally and across the services we deliver.
- Large full-page images that highlight the different faces of Algonquin support this theme at the opening of each of the strategic pillar sections of the report.
- A two-page standalone *Infographic* at the front-end of the report provides a summary of the year’s accomplishments; the format aims to attract a wider audience than “College at a glance” and “About this Report” pages used last year.
- *Spotlight stories* embedded within the four strategic pillars of the report provide greater depth (200 – 300 words) on particular College achievements at the close of each major section of the report and replace the shorter stories used last year.
- Within the Board Members and Senior Management section, two legal statements and a paragraph have been added to comply with policy document BGI-01.

Taking into consideration Board of Governor suggestions and feedback from the 2013-14 Annual Report, a draft of the 2014-15 Annual Report is attached for the Board's review and approval.



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2014
2015
ANNUAL
REPORT



OUR MISSION

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

OUR VISION

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



OUR CORE VALUES

CARING

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

LEARNING

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

INTEGRITY

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

RESPECT

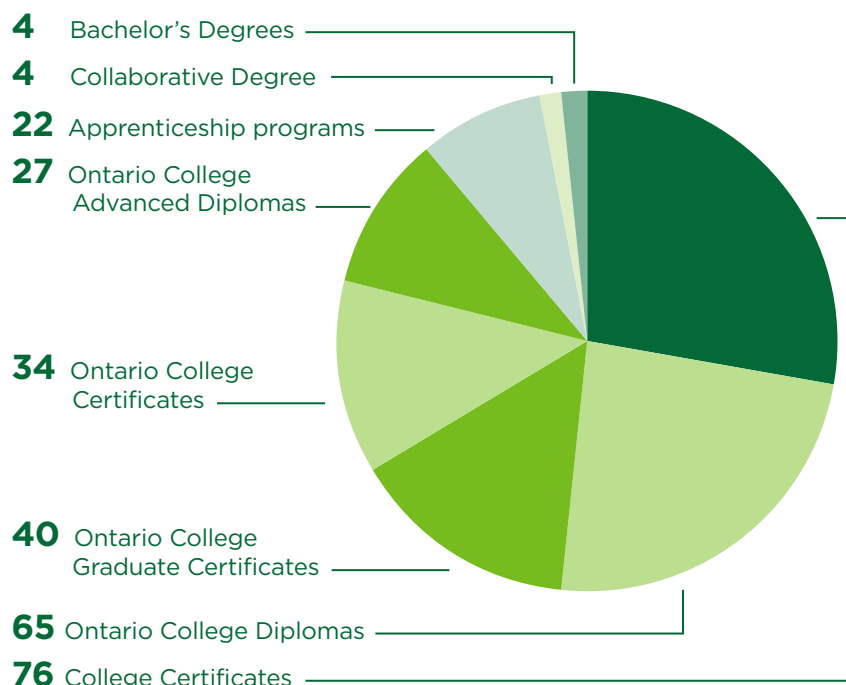
We value the dignity and uniqueness of the individual.
We value equity and diversity in our community.

COLLEGE AT A GLANCE | 2014-2015

Algonquin College is one of 11 Polytechnics in Canada, with programs ranging from apprenticeship to baccalaureate degrees.



272 Programs



Of these programs, for 2014-2015:

- 31** offer cooperative education (mandatory or optional),
- 58** are offered part-time online, with 4 additional programs offering the first year online part-time
- 16** are offered full-time online, with 4 additional programs offering the first year online.

Students



42,964 Continuing Education (CE) Registrations*



21,106 Full-time Students



2,301 Apprentices



1,640 International Students



1,550 Part-time students

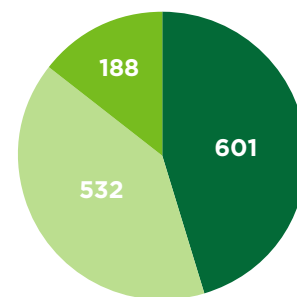


873 English-as-a-Second Language (ESL) Students

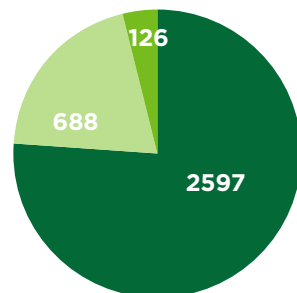
* [Includes 21,147 Distance Education (DE) registrations]

Employees

1321 Full-time Employees



3411 Part-time Employees



- Administrative Staff
- Support Staff
- Faculty

Algonquin College Abroad

International Partnerships

China, India, Montenegro, Kuwait, Saudi Arabia

Articulation Agreements

439 articulation agreements with 30 post-secondary institutions around the world

Campus locations:



Ottawa
Pembroke
Perth
Jazan
Online

Our Strategic Pillars

APPLIED EDUCATION AND TRAINING

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

#1 Canadian Research Colleges for the total number of applied research projects and total number of students included in research projects through 2014-2015.



eTextbooks for all

10,000 students downloaded electronic textbooks for their courses in Fall 2014. Algonquin College has found that earlier access to electronic texts on the first day of class continues to improve students' chances of course success. In 2014, failure rates dropped and achievement increased year over year.

Education for the world

Algonquin College's campus in Jazan, Saudi Arabia, graduated its first cohort of students last year answering a local need for world-class English-language post-secondary education.



STUDENT AND CLIENT SUCCESS

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



Giving access, giving support

Counselling Services supported 2,100 students and hosted more than 100 workshops on stress management, mental health awareness and more.

Proactively helping students

The Registrar's Office chose to proactively reach out to more than 3,000 students this year by calling them on the telephone to let them know about available support services at our College.

EMPOWERED PEOPLE

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

2x Top Employer in the National Capital Region.



Successful pilot of myAC portal for better communication and collaboration inside the College.



Inspiring leadership

The Algonquin College Leadership in Education Institute, Leadership Mentoring Program and Management Academy help employees develop the leadership skills needed in a dynamic academic environment in 2014-2015.

FINANCIAL SUSTAINABILITY

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

Updated risk management framework.



Sustainable transportation

bike repair stations deployed; new stops for bus Route 118; U-Pass agreement signed between Algonquin College Students' Association and OC Transpo.

Strategic and sustainable

Algonquin College is on course to save \$3.2 million a year in energy costs thanks to its innovative 20-year Energy Savings Contract (ESCO) with Siemens Canada.

Key Performance Indicators

80.2%

Student Satisfaction

79.4%

Graduate Satisfaction

88.7%

Employer Satisfaction

85.4%

Graduate Employment

64.5%

Graduation Rate







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MESSAGE FROM THE CHAIR, BOARD OF GOVERNORS



The purpose that led to the creation of Algonquin College more than 40 years ago is the same one that drives it today: to give the broadest array of learners access to the widest possible range of post-secondary education and career development opportunities.

Looking back on 2014-2015, I believe Algonquin College has never been more accessible. Digital technologies, applied research opportunities and a community that extends from the Ottawa Valley to the other side of the world are just some of the ways our connections to learners, partners and employers have multiplied.

ACCESSIBLE, INNOVATIVE AND CONNECTED

The Board of Governors is committed to ensuring the College remains accessible, innovative and connected. We held five regular meetings and two day-long retreats last year — a change to our schedule that afforded greater opportunities for Board member education and meaningful dialogue and discussion of strategic issues.

We also made a number of structural changes, including the creation of two new committees. The Academic and Student Affairs Committee is a forum for ongoing discussions about College programming, while an Ad Hoc Committee now gives us the flexibility to focus on priority issues. Last year, the Ad Hoc Committee concentrated on technology being developed to enhance the College's sector-leading eTextbook initiative.

A NEED FOR ENTREPRENEURIAL CREATIVITY

One persistent issue, of course, is the fiscal reality within which the College currently operates, with declining grant funding and changing demographics shifting enrolment patterns. Yet Algonquin College continues to identify opportunities within that reality for operating more efficiently, unlocking new, non-funded sources of revenue, and stimulating the entrepreneurial creativity of all employees.

“Looking back on 2014–2015, I believe Algonquin College has never been more accessible. Digital technologies, applied research opportunities and a community that extends from the Ottawa Valley to the other side of the world are just some of the ways our connections to learners, partners and employers have multiplied.”

An area of opportunity for long-term financial sustainability is building up the College’s international educational business, both onshore and offshore. Here in Canada, Algonquin College saw substantially higher numbers of international enrolments in both Fall 2014 and Winter 2015. The Board of Governors approved the College’s International Strategy in 2014 and welcomed the decision to create a new Vice-President of International and Strategic Priorities position.

REACHING OUT TO OUR COMMUNITIES

The recruitment of Cheryl Jensen to the office of the President was, of course, another key activity of the Board in 2014. Identifying the right candidate for that crucial position is an elaborate process, and we are very pleased with the outcome. Cheryl has the college system experience and the get-it-done attitude required for a dynamic institution like Algonquin College to continue to flourish.

I want to thank all my fellow Board members — including new additions James Brockbank, Dr. James Robblee and Kelly Sample as well as internal Governors, Sherryl Fraser and Pam Auchterlonie — for their dedication and service to the College over the course of the year. As I look to the end of my term as Chair, I am excited for the College, its employees and students. This institution’s unique openness and accessibility to the communities it serves create opportunities and partnerships that will continue to redefine post-secondary education in Ontario for years to come.



James McIntosh

Chair, Board of Governors

MESSAGE FROM THE PRESIDENT



As a long-time admirer of Algonquin College, it was an absolute privilege for me to be appointed President eight months ago. This College has a national reputation for quality programs and innovative thinking. Over the course of 2014–2015, I have found that reputation to be fully deserved.

A college is not an island: it is a member of a community. It serves the needs of that community and provides opportunities for the people in its community. All of which require a college to be open, connected — accessible.

A DIVERSITY OF STUDENTS AND PROGRAMS

Algonquin College is decidedly that. With our mandate as one of 11 polytechnics in the country, we offer a wide range of programs from apprenticeships to certificates to degrees. We provide opportunities for freshly minted high-school graduates and seasoned professionals. We place more than 2,000 apprentices a year. We meet the needs of a truly diverse student body, individuals who all deserve lifelong career success and rewarding lives of personal accomplishment.

The highlights from the year in this annual report show that commitment to ‘access’ at work: giving all students access to flexible, affordable course materials through our eTextbook initiative; giving Aboriginal students access to culturally sensitive learning by signing a commitment to Indigenous education; giving employees access to leadership development opportunities; giving other countries access to the same quality of post-secondary education we enjoy here in Ontario.

NEW THINKING TO DELIVER BETTER SERVICES

Staying accessible in challenging economic times — and keeping on top of what our stakeholders need access to — demands creativity, resiliency and collaboration. We need new thinking to deliver better services with smaller budgets, especially as we saw this year the anticipated impact of demographic changes that will affect enrolments for years to come. We recognize the need to stay focused on strategic enrolment management and student retention.

“A college is not an island: it is a member of a community. It serves the needs of that community and provides opportunities for the people in its community. All of which require a college to be open, connected — accessible.”

We also need to ensure our efforts remain focused. One of my first activities on joining Algonquin College was to hold a listening tour, hearing our people’s priorities and concerns. From that, we struck three new task forces to concentrate, respectively, on strategic enrolment management, employee relations and process improvement.

A LAUNCHPAD FOR THE NEXT GENERATION

To support the College’s aim of preparing graduates for a world of digital work, I established a Vice President of Digital Technologies and Innovation position last year. We expect the role to be filled by summer 2015. We are also engaged in a consultative process to develop a new Digital Strategy for the College. This will link directly to a new five-year Strategic Plan, as our current plan is coming to an end in 2017. Consultations are underway for the development of that master document, which will take us forward to 2022.

I would like to thank everyone for being so welcoming and for their dedication throughout the year, and in particular our outgoing Board Chair, James McIntosh, for his excellent leadership and commitment during a very busy time for the College.

Looking ahead, our College will continue to be open, engaged and accessible — providing the launchpad for the next generations of entrepreneurs and visionaries driving change and new ideas in government, community service, education, healthcare and every aspect of business. Wherever they come from, whatever their dreams, we want those people to be able to say, “And it all started for me at Algonquin College.”



Cheryl Jensen
President



ONE OF CANADA'S TOP
RESEARCH COLLEGES:
180 PROJECTS IN
PARTNERSHIP WITH 120
ORGANIZATIONS

APPLIED EDUCATION AND TRAINING

Offering the full range of credentials from certificates to degrees, Algonquin College provides hands-on post-secondary learning experiences to suit the needs of the widest possible variety of students.

Last year the College expanded its offering with five new certificate and diploma programs: Performing Arts, Medical Device Reprocessing, Illustration and Concept Art, Diagnostic and Medical Ultrasonography and Registered Nurse (RN) Perinatal Nursing. We also extended our General Arts & Science - Pre-Health Sciences program to our Pembroke Campus and offered three new part-time online College Certificate programs: Mobile and Web User Experience Design, Learning Analytics and Business Analysis Studies.

OPENING MORE DOORS FOR STUDENTS TO LEARN

By joining forces with other innovation-minded organizations, Algonquin College opens up further doors for students to learn, develop and explore. Last year we partnered with Carleton University, the University of Ottawa and the Ontario government to launch the Capital Entrepreneurs initiative for young entrepreneurs aged 19 to 29.

We have also joined forces with Carleton University and the University of Ottawa to form a Campus-Linked Accelerator, a mechanism to help youth build successful careers through employment or self-employment, funded from the

OUR GOALS FOR APPLIED EDUCATION AND TRAINING

Deliver an exemplary applied education and training experience.

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

Leverage technology to enhance the educational experience.

Provide opportunities for every full-time student to have a work experience outside of the classroom.

Ontario government's Youth Jobs Strategy. Our Campus-Linked Accelerator is delivered through the Algonquin College Collaboratorium, where youth can experience entrepreneurship through online training, course-based learning and events like the World Business Forum, which was broadcast live in our 700-seat state-of-the-art theatre.

Algonquin College is also proud to be a founding member of the Centre of Excellence in Next Generation Networks (CENGN), an Ottawa-based non-profit that creates hands-on learning and research opportunities for students. As an academic partner and key player in establishing CENGN over the past two years, the College has opened new opportunities for collaborative research with industry in our Ciena Optophotonics lab.

A LEADER IN RESEARCH

For the second year in a row, Research Infosource named Algonquin College one of Canada's Top Research Colleges — with the distinction of the 'most productive research college' for hosting 180 projects in partnership with 120 organizations.

The College grew its research capacity last year — increasing its allocation of research dollars, doubling the

ETEXTBOOKS FOR ALL



In 2014, an Algonquin College project enabled the purchase of \$2.5 million in eTextbooks to serve 10,000 students. This represented almost \$1 million in savings to students if they had purchased traditional textbooks.



APPRENTICESHIPS ABOUND

The new Canada Apprentice Loan program announced in 2014 offers apprentices up to \$4,000 for a maximum of five periods of technical training, interest-free for those registered in an approved Red Seal Trade apprenticeship program. Today, 15 percent of full-time Algonquin College students benefit from apprenticeships.

size of its College Innovation Fund, establishing a User Experience Research Lab for multimedia studies with the help of a research grant from the Natural Sciences and Engineering Research Council of Canada, and acquiring a survey-grade 3D laser scanner, a digital microscope and advanced optophotonics equipment. Early in 2015, we opened the Construction Research Centre with \$3.15 million of equipment and infrastructure funding from the Canada Foundation for Innovation, the Ontario Research Fund, and contributions from private industry in support of construction research across Eastern Ontario.

The value of this research capacity is twofold, enhancing our students' experience and skills and making business-critical research and development accessible to local small and medium-sized businesses.

Both halves of that 'benefit equation' were on display throughout the year during our Algonquin College Applied Research Days, which bring students, professors and business clients together to showcase collaborative innovations. The April 2014 edition was the largest to date with 100 entries: its top project, #FlashForward, paired College students with high school teams to create patient safety videos for The Ottawa Hospital. MicroMetrics took first place at the August session for an in-store tablet technology that lets retail companies collect and act on customer data. Rounding out the year, in December, the Galileo Interactive Business Navigator — a collaboration among students, faculty and the Global Advantage Consulting Group — won for its ability to map key business information about a company's suppliers, partners, processes and customers.



INSPIRING ENTREPRENEURSHIP

Our Students' Association unveiled a new entrepreneurship website for College students and graduates showcasing efforts of its sector-leading Entrepreneur-in-Residence (EIR) program.

APPLYING OUR LEARNING FOR COMMUNITY WELL-BEING

Given the rising need for community-based health services to relieve strain on the health system and meet the needs of an aging population, the College recognizes community health as a key area for learning, skills development and applied innovation. Through special projects and our programs, the College supported improved health outcomes for people in Ottawa last year — while giving students the opportunity to apply their freshly acquired skills first-hand.



INCREASING ACCESS WITH INNOVATION



Technology is widely recognized as a powerful tool for increasing access to learning opportunities — and Algonquin College's expanding eTextbook initiative is proof-positive of that. In Fall 2014, 10,000 students downloaded electronic textbooks for their courses. Available online anytime, students had their 'books' on day one of classes for a fraction of what they would have paid for printed versions.

Algonquin College has found that providing all students with access to the eTextbooks continues to improve students' chances of course success. During the Fall 2014 semester, 200 courses adopted eTextbooks for the first time and when compared to the same courses offered the previous year overall course failure rates dropped by 2 percent (321 students) and students achieving an A or B increased by an impressive 3.9 percent (630 students).

The features and flexibility of eTextbooks also help Algonquin College comply with the Access for Ontarians with Disabilities Act and meet the needs of individuals enrolled in the Academic Assistance for Adults with Developmental Disabilities program.

By 2017, Algonquin College aims to have 100 percent of our students access textbooks digitally. The College continues to be approached by other institutions that want to know how we have managed the deployment. Working with leading textbook publishers Pearson Canada, Nelson Education, and the global digital distributor, Ottawa's own Kivuto, Algonquin College is partnering to commercialize its intellectual property with a product that will benefit higher education institutions.

Phase one of our Healthy Living Education initiative launched with the design of educational programming, and services to inspire an environment and culture of a healthy community, promoting choices for healthy lifestyles that will support student success. As part of the initiative, the College



EMPOWERING WOMEN

The first 18 students to complete the ground-breaking Women into Electrical Engineering Technician (WEET) program graduated last year at Algonquin College. Created in partnership with Hydro One to help the provincial utility meet its target of having more female workers in technical roles, WEET is a two-year diploma program exclusively for women. It prepares students for careers in the utilities sector with studies in the classroom and a four-month paid work placement.



READING THE BAROMETER ON INTERNATIONAL STUDENT SATISFACTION

The annual International Student Barometer ranked Algonquin College sixth among Canadian colleges surveyed for overall international student satisfaction — and third in Canada for the likelihood of those students to recommend others attend.

INNOVATION WITH APPLIED RESEARCH



Applied research projects not only provide opportunities for our College students to apply their skills they also give local companies access to the innovation capacity to pursue their business goals. That's the case of Windmill Development Group, the driver behind an ambitious project to create a sustainable waterfront community along the Ottawa River. Algonquin College students are actively helping the company plan its transformation of 37 acres of industrial land looking out on Parliament Hill.

In 2014-2015, Architectural Technology students completed a site analysis and began 10 sustainable building design projects. Students in the Green Architecture program added to the One Planet Action Plan for the development, audited buildings for repurpose or demolition, and evaluated recoverable and sustainable materials. Environmental Management and Assessment students conducted a field assessment and Applied Museum Studies students completed a master interpretive plan for the site. The students' contributions will help Windmill realize its unique vision for sustainable living in the Capital.

Other companies have benefited from the input of Algonquin College students. FluidWare, an online survey management company, was incubated at the College for nine months. Growing to more than 70 employees, FluidWare was sold to SurveyMonkey last year for a reported \$20 million. Gymtrack, another local startup, was invited into the prestigious 500 Start-ups Accelerator in San Francisco: its mobile app was co-developed by two Algonquin College students who, now graduates, work at the company full-time.

renovated the Ottawa Campus last year to create authentic practice environments for students in the health sector. With faculty guidance, the students operate the learning enterprises including the dental clinic in a health and wellness node on campus with our spa, hair salon and massage therapy clinic.



HELPING INTERNATIONAL PROFESSIONALS

Internationally educated professionals with backgrounds in chemistry, biology, engineering and related fields are much-needed by Canadian companies, but often first need to earn Canadian qualifications to work in their chosen disciplines. The Algonquin College International Biotechnology Professional program offers an accelerated pathway to do so with a comprehensive curriculum, including a work placement to earn valuable Canadian work experience. The

program includes occupational language training, cultural training, industry mentorship, employment preparation and job placement support. The first class of the program was welcomed to the College in January 2015.

BUILDING SKILLS, BUILDING HOMES

Our Construction Carpentry — Advanced Housing students in Perth finished building a sustainable home from the Beaver Homes and Cottages catalogue — with support from local partner, Home Hardware. This is the eighth build completed by students in this program. Many of the previous homes are now owned by families in or near Perth, contributing to a greener and more sustainable community in the Ottawa Valley. Last year, Algonquin College students also helped the Greater Ottawa Home Builders' Association and Habitat for Humanity National Capital Region (NCR) in a 'Blitz Build' of a two-storey townhome in just a few days — the sale of which raised nearly \$200,000 for future Habitat for Humanity NCR projects.

MEASURING OUR PERFORMANCE:

Algonquin College has instituted a balanced scorecard approach to measuring its performance in relation to its four strategic pillars. Highlights for Applied Education and Training include:



LEAVING THEIR MARK

John-Philippe Smith and Danny Barber of Smith and Barber Sculpture Atelier and instructors in the Masonry - Heritage & Traditional program at Algonquin College's Perth campus were featured in a Globe & Mail article for their restoration work at Canada's Parliament buildings.

APPLIED EDUCATION AND TRAINING	2012-2013	2013-2014	2014-2015	2016-2017
	Actual	Actual	Actual	Target
Graduation rate	64.0%	64.2%	64.5%	70%
Retention rate	86.5%	86.9%	87.3%	89%
Enrolment (PSE and others)	19,517	19,853	21,106	21,107
Enrolment (Online - FTE equivalents)	2,613	3,086	3,120	3,500
Enrolment (PSE international - FTE equivalents)	976	1,138	1,373	1,400
Students enrolled in applied degrees	367	375	469	800
Students enrolled in graduate certificates	633	812	723	1,000
Online courses offered	106	120	133	150
Unique hybrid courses offered	880	999	1,083	1,424
Enrolment (PSE - mobile)	38.0%	82.0%	97.0%	100%
Programs with work opportunities	75.0%	86.1%	86.3%	100%
Students engaged in applied research	629	754	1035	950



OUR COLLEGE FALL
TO WINTER TERM
RETENTION RATE WAS
86.3 PERCENT IN
2014-2015

STUDENT AND CLIENT SUCCESS

More than 7,100 students graduated from Algonquin College in 2014-2015. According to the annual Colleges Ontario Key Performance Indicator survey of students, graduates and employers over 80 percent of our students said they were “very satisfied” with their College education. That was above average among colleges across Ontario and remains a consistently high measure of our success each year with our students.

For us, this is not only a proud achievement but also inspiration to continue refining and enhancing the ways we support our students. Last year, for example, the Registrar’s Office chose to proactively reach out to more than 3,000 students to let them know about available support services at our College. In 2014-2015, our College posted a Fall to Winter term retention rate of 86.3 percent.

This year, the College officially opened the AC Hub in the Student Commons. The modern, open concept space is a one-stop access point for student information, events and workshops. Designed to encourage networking, peer support, collaboration and virtual outreach to the College’s rural campuses, the AC Hub includes event areas, ‘idea pods’, a reception desk and wired Internet access points. More than 180 guests attended the grand opening in October, and students have offered more than 100 unique ideas for events, opportunities, workshops and speakers to be hosted there.

OUR GOALS FOR STUDENT AND CLIENT SUCCESS

Deliver exceptional service to our diverse student and client populations.

Leverage technology to automate and modernize our business processes, fostering an environment of continuous improvement.

EDUCATION FOR ALL

Algonquin College is committed to creating a welcoming and accessible educational experience for all learners. Last April, we co-hosted Make the CUT (College University Transition) with Carleton University — a unique one-day event for Grade 12 students with learning disabilities or attention deficit/hyperactivity disorder who plan to attend college or university. Make the CUT focused on preparation, self-advocacy, educational assistive technology and learning strategies, with workshops giving a flavour of the first-year experience.

In 2014-2015, the College supported the implementation of our First to Attend mobile app for students who are first in their families to pursue post-secondary education. Last year the app was expanded with a game and added features to heighten awareness of the resources available to help these students succeed.



HIGH BANDWIDTH ACROSS ALL CAMPUSES

In 2014-2015, Information Technology Services supported over 74,500 unique clients using Wi-Fi over an average of 6,337 devices across Algonquin College Canadian campuses



COMMITTED TO STUDENT SAFETY

One in four women pursuing post-secondary education on average each year report they are victims of sexual assault—an unacceptable statistic that has captured increasing media attention. In response to the problem, Ontario Premier Kathleen Wynne required all post-secondary institutions in the province to have sexual assault action plans by March 31, 2015. Algonquin College has been actively addressing this issue and overall safety on campus. Last year, the College introduced a campus-wide women's safety initiative and continues to evolve safety, security and emergency procedures for our campus community.

FOSTERING GOOD MENTAL HEALTH

A Mental Health Needs Survey conducted by Student Health Promoters in April 2015 found that 76 percent of students were not fully aware of campus mental health resources. In response, the College's Mental Health Steering Committee developed a plan of action: the Purple Couch project. The student-led initiative facilitated conversations about mental health, with trained students referring peers to on-campus mental health resources where needed. At the College's Waterfront Campus in Pembroke, more than 70 college employees completed a 12-hour Mental Health First Aid certification course, learning how to be effective first responders when students experience mental health challenges.



ACADEMIC UPGRADING

Recognizing that not everyone follows the same path to higher education, Algonquin College offers Academic Upgrading to allow people to earn the admission requirements for college post-secondary and apprenticeship programs, as well as the Academic and Career Entrance (ACE) certificate, a grade 12 equivalency. Last year, over 1,300 people attended Academic Upgrading courses aiming to be one of the many upgrading students – almost 2,500 in total – who have entered post-secondary programs since 2010.

ATTENTION-GETTERS



Applied Arts magazine recognized four recent Algonquin College Graphic Design program grads and one current student for outstanding work in 2014–2015. Dima Badawi was recognized for her “It Gets Better” anti-bullying app, Steven Donegani for his self-promotion reel, Cassandra Slack for the 2014 grad show website, Caroline Guindon for her music festival-finding app, and third-year student Gabriel Mitchell for his typographic piece, Forth. The prestigious Applied Arts Student Award showcases skills to potential employers and can help launch careers.

Throughout the year, Counselling Services supported 2,100 individual students and hosted more than 100 workshops on topics including stress management and mental health awareness. During Mental Health Awareness Week in February 2015, employees ran booths to provide information and share coping strategies related to stress and anxiety.

CELEBRATING VOLUNTEERS

Student Support Services, the AC Hub and Algonquin College Alumni Relations recognize student volunteers who devote their time and effort to the local community with awards at the Annual Volunteer Appreciation Gala. Last year’s recipients included:

COMMUNITY IMPACT AWARD

For the Algonquin College student active off-campus, in their local community

Stacey Randell, Police Foundations

DEDICATION AND INVOLVEMENT AWARD

For the student who has volunteered on campus to better the College community

Trevor Anders, Police Foundations

OUTSTANDING LEADERSHIP AWARD

For the student who has contributed on campus to enhance the College community

Daniel Brenner, Police Foundations

VOLUNTEER OF THE YEAR AWARD

For the student who has contributed to the community, both on and off campus

Stacey Kelley, Business Administration (Marketing)





A CULTURE OF INCLUSION



With 1,000 Aboriginal students attending the College, Algonquin College strives to provide high-quality educational opportunities that honour and respect the culture and values of First Nations, Métis and Inuit learners. One of those opportunities was celebrated last year with a special Chair's Award from the International Partnership Network in Brussels, Belgium: the DevelopMENTOR program, which to date has helped 30 Aboriginal students at Algonquin College prepare for successful part-time work through individual, customized employment coaching.

On March 5, 2015, Algonquin College offered Aboriginal students an expanded view into career opportunities, hosting a career expo for Indigenous peoples. The event gave participants the chance to talk to successful Aboriginal entrepreneurs about their journeys as business people and to benefit from their experience.

Further solidifying its commitment to Aboriginal learners, the College became one of the first Canadian colleges to sign the Indigenous Education Protocol developed by the Colleges and Institutes Canada Indigenous Education Committee. The seven-point protocol binds signatories to making Indigenous education a priority, and to incorporating the intellectual and cultural traditions of Indigenous peoples into curricula and learning approaches.

COMMUNITY IMPACT AT HOME AND ABROAD

Once again, Algonquin College was Canada's top post-secondary fundraiser for the Spread the Net Student Challenge in 2014, raising \$10,000 for bed nets to protect African families against malaria. The College was delighted to welcome back TV personality and Spread the Net spokesperson Rick Mercer to tape a special story on the challenge for The Rick Mercer Report.

Last year after months of fundraising, a group of dedicated students and faculty brought Helping Babies Breathe to Tanzania — an evidence-based program designed to reduce infant mortality from birth asphyxia.

Closer to home, in partnership with the Ottawa Senators, Algonquin College honoured 20 Ottawa Valley community



A GLOBAL OUTLOOK FOR FACULTY AND STUDENTS

In 2014, 198 students travelled abroad for international work placements, research, volunteering or program end-of-year excursions. Twenty-five professors gave their support to the student mobility and Work-Integrated Learning experiences, while a further 25 contributed to the College's International Education Centre partnerships in Nanjing and Shenyang, China.

champions for their contributions. Among them, former CTV anchor, the late Leigh Chapple, Dean and Jeanine Otto, and Michael Cox of the Scottish and Irish Store were honoured.

BESTOWING HONOURS AT CONVOCATION

At each year’s convocation ceremonies, Algonquin College bestows honorary degrees and diplomas on individuals for their lifetime achievements and service to the Ottawa community. Last year’s recipients were:

- Moe Atallah, Owner of Newport Restaurant and noted local philanthropist
- Roslyn Bern, President of the Leacross Foundation
- Charles Butler, Owner and founder of the Butler GM Automotive Dealership in Pembroke
- Hélène Campbell, Organ donation advocate
- Kent Kirkpatrick, City Manager, City of Ottawa
- Tim Kane, Chariman, Delta Media
- Peter Tilley, Executive Director of the Ottawa Mission and 2013 Alumnus of the Year

TAKING ONTARIO POST-SECONDARY EXPERIENCES TO THE WORLD



The Algonquin College campus in Jazan, Saudi Arabia, graduated its first cohort of students last year in Electrical Engineering Technician and Mechanical Technician — Industrial Millwright programs. Answering a strong local need for world-class English-language post-secondary education, the opportunity is paying off for Saudi Arabians: 100 percent of last year’s graduating class have found job placements as a result of their academic achievements.

As the College prepares to open its international campus in Kuwait for students through 2015, it has incorporated ideas from the experience in Jazan and begun to compile a franchise-style international support model with 24 core competencies to help guide future offshore international education efforts.

The College has welcomed an increasing number of international students to our campuses in Ottawa, Perth and Pembroke this past year. The Registrar’s Office assigned a dedicated manager to international admissions last year, and international enrollment grew by 18 percent to 1,640 in 2014-2015. Beyond providing an important boost to overall College enrolment, this growth in international activity suggests the Algonquin College brand is well established — and well respected — overseas.

MEASURING OUR PERFORMANCE:

Algonquin College has instituted a balanced scorecard approach to measuring its performance in relation to its four strategic pillars. Highlights for Student and Client Success include:

STUDENT AND CLIENT SUCCESS	2012-2013	2013-2014	2014-2015	2016-2017
	Actual	Actual	Actual	Target
Student satisfaction	81.5%	80.7%	80.2%	83.5%
Employer satisfaction	94.1%	93.9%	88.7%	94.0%
Alumni satisfaction	NA	86.0%	88.1%	90.0%
Business processes developed	10	33	37	50



THE SECOND YEAR IN
A ROW, ALGONQUIN
COLLEGE WAS NAMED
TOP EMPLOYER IN THE
NATIONAL CAPITAL
REGION.

EMPOWERED PEOPLE

For the second year in a row, Algonquin College was named a Mediacorp Top Employer in the National Capital Region. The survey of employers considers criteria such as work and social atmosphere, employee communications, training and skills development, and community involvement among others. Earning this distinction twice in a row has affirmed the College's commitment to providing a supportive, engaging work environment that is rich with professional development opportunities for employees.

The College carried out its second Employee Engagement Survey early in 2015, tracking progress against the benchmark of the previous 2012 survey. Once the results are in, data will be shared and posted on the Employee Engagement website for all employees, and the College will follow up to address employee concerns with appropriate plans and activities.

IMPROVING ACCESS TO INFORMATION WITH MYAC

When the Algonquin College 2012 Employee Engagement Survey identified a need for better cross-College communication, President's Council commissioned the development of a single online portal for all employees. That portal — 'myAC' — was unveiled in a large-scale pilot project in October 2014, with some 400 employees taking part. Eighty-three percent of participating employees said

OUR GOALS FOR EMPOWERED PEOPLE

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

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

the portal improved their experience and recommended a College-wide rollout. As proof of its usefulness, more than 80 collaborative groups formed through the pilot, 40 of them initiated by the users themselves. Based on the pilot's success, a full-scale launch took place in March 2015.

GETTING ORIENTED AT ALGONQUIN

The College implemented and enhanced the ways it helps full- and part-time employees get oriented to their jobs when joining the organization. The College New Hires Orientation Mentoring program paired 93 new hires with colleagues across Algonquin College to help them 'come aboard' successfully; the Part-Time Faculty Orientation program was transformed into a five-module online application called Finding Your Way at Algonquin. We also took steps to recognize the contributions of part-time employees in all roles, through letters of appreciation after one year of service and celebratory pins for service after five years.



FAMILY FUN DAYS

College employees brought the community together for four Family Fun Days in 2014-2015. Supported by the College, but organized and led by employees themselves, Family Fun Days were created following the 2012 Employee Engagement Survey.



‘LINKING IN’ CREDENTIALS

Algonquin College became the first Canadian post-secondary institution to take part in a LinkedIn pilot project in March 2015 — one that gives current students and alumni the opportunity to add educational information to their LinkedIn profiles with just a click of a button. The pilot underscores the College’s reputation as a leader in social media after being named a top Canadian College using social media by MediaMiser in 2014.

OUR COMMUNITY OF EXCELLENCE

Throughout the year, Algonquin employees received strong recognition for the excellence they brought to their work every day.

NATIONAL INSTITUTE FOR STAFF AND ORGANIZATIONAL DEVELOPMENT EXCELLENCE AWARDS

The National Institute for Staff and Organizational Development (NISOD) Awards honour outstanding individuals who exhibit leadership that enriches the post-secondary learning experience. In 2014-2015, NISOD recognized the following people:

- Wayne Boucher, Facilitator, Centre for Continuing and Online Learning

- Mary-Jane Burrows, Coordinator, School of Health and Community Studies
- Bruce Dwyer, Coordinator, School of Advanced Technology
- James Halls, Professor, School of Business
- Catherine Kenney, Professor, School of Media and Design
- Heather MacMillan, Lab and Simulation Facilitator and Professor, Algonquin in the Ottawa Valley
- Dianna Partridge, Professor, General Arts and Science
- Gerry Salisbury, Coordinator, Police and Public Safety Institute
- Ameet Tyrewala, Coordinator, School of Hospitality and Tourism



FINANCIAL SUPPORT FOR PROFESSIONAL DEVELOPMENT

Algonquin College invests nearly three times the national average in professional development — an average of \$2,000 per employee — and continues to offer partial tuition reimbursement for degree, masters, and doctorate programs, course discounts for employees, and discounts on full-time programs for family members.



CAPITAL EDUCATORS' AWARDS

The Capital Educators' Awards recognize the achievements of outstanding educators and celebrate public education in our community. The 2014-2015 Capital Educators' Award nominees were:

- Annette Bouzi, School of Business
- Tim Carson, School of Business
- Stephanie Castilla, School of Media and Design
- Pierre Chartier, School of Health and Community Studies
- David Fairbanks, School of Hospitality and Tourism
- Gregg Hamilton, Algonquin Centre for Construction Excellence
- Stephen Heckbert, School of Media and Design
- Vinay Kumar, School of Advanced Technology
- Jamie Ledoux, School of Hospitality and Tourism
- Martha Rengifo, Language Institute

The 2014-2015 Capital Educators' Award finalists were:

- Mary Jane Burrows, School of Health and Community Studies
- Shelley Clarke, School of Health and Community Studies
- Kurt Espersen-Peters, School of Media and Design
- Renée Filiatrault, School of Media and Design
- Jennifer King, Veterinary Technician
- Julie McCann, School of Media and Design
- Wendy Threader, Marketing and Management Studies

STUDENTS' ASSOCIATION AWARDS

Faculty Recognition Awards

With the support of the Students' Association, students choose to recognize faculty members who made a significant difference during their stay at Algonquin College. Recipients in 2014-2015 were:

- Tess Porter, Police Foundations, Woodroffe Campus



MASTERS OF EDUCATION

Algonquin College also took its professional development offerings offsite last year, with a first cohort of employees enrolling in the two and a half-year St. Francis Xavier Masters of Education program, designed to help employee participants develop their knowledge and capabilities as leaders in higher education.

- Jane St. Germain, Diagnostic Medical Ultrasonography, Woodroffe Campus
- Kristen Hayes, Developmental Service Worker, Woodroffe Campus
- Kirstin Morris, Practical Nursing, Pembroke Campus
- Patrick Murphy, Carpentry and Joinery, Perth Campus

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 2014-2015, the recipient was:

Laura Stanbra, Vice President, Support Services

EMPLOYEE AWARDS

Employees who demonstrate excellence and foster student success by applying the College values of caring, learning, integrity and respect are honoured with these awards.

Support staff award

Presented annually to the employee who worked well with students, colleagues and the public, contributing to student success and the effective operation of his or her department:

Theresa Radmore, Caretaker and Lead hand, Physical Resources

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:

Marie Mask, Capital Campaign Administrator, 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:

Team Breath of Life

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:

Toni Connolly, Manager, Centre for Students with Disabilities

Lifetime achievement award

Presented to full-time employees who have contributed a minimum of 25 years of distinguished service to Algonquin College:

Ron Cormack, Professor, School of Media and Design
Gordon Esnard, Assistant General Manager, Food Services

Dianne Bloor Part-time Faculty award

This award is presented to an individual who has demonstrated outstanding performance at the College over the past three years:

Roger Watson, Professor, Applied Science and Environmental Technology

Laurent Isabelle Award

This award is given in recognition of excellence in teaching:

Cynthia Toffanello, Professor, Chef Training, Culinary Management, School of Hospitality and Tourism

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:

Diana Partridge, Coordinator, General Arts and Science

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 2014-2015 were:

- Jonathan Allsopp, Recruitment Officer, Sales and Student Recruitment
- Anabella Arcaya, Learning Technologist, Learning & Teaching Services
- Jeremy Atherton, Professor, School of Media and Design
- Hoda Atwa, Professor, Academic Upgrading
- Monique Bergeron, Budget Officer, School of Media and Design
- Colin Bonang, Associate Director, Physical Resources
- Allison Burnett, Analyst, Human Resources
- Joanne Chartrand, Client Service Officer, Registrar's Office
- Linda Crane, Professor and Coordinator, School of Advanced Technology
- Dan Cuddy, Information & Outreach Liaison, Student Support Services
- Julie Dugas and Emem Inyang, Financial Aid Assistants, Registrar's Office
- Cathy Duncan and Michelle McRae, Client Service Representatives, Registrar's Office
- Louise Eldred and Amy Duffy, Financial Aid Assistant, Registrar's Office

- Gabriella Fazekas and Lisa Limbeek, Payroll Administrators, Finance
- Phil Gaudreau, Public Relations
- Sam Gauvreau, Professor, Jazan Campus
- Kris Greeley, Supervisor, Information Technology Services
- Stephen Heckbert, Professor, Faculty of Arts, Media and Design
- Roger Heide, Compound Manager, Jazan Campus
- Jeff Iles, Disabilities Counsellor, Centre for Students with Disabilities, Pembroke Campus
- Diana Jerez, Examination Coordinator, Centre for Continuing and Online Learning
- Dana Lennox, Professor, Police and Public Safety Institute
- Kent MacDonald, (Former) President, Algonquin College
- Melissa Malloy, Learning Technologist, Learning & Teaching Services
- Major Electrical Shutdown Project Team, Technical Services and Energy Conservation Team (TSEC), Physical Resources
- Jay McLaren, Part-time Professor, Business, Technology & Outdoor Training, Pembroke Campus
- Bradley Mosely-Williams, Professor, Faculty of Arts, Media and Design
- Joel Nethercote-Devlin, Peer Tutoring and Student Learning Centre Officer, Student Support Services
- Diana Partridge, Professor, General Arts & Science
- Dan Pihlainen, Professor, School of Media and Design
- Marie Potvin, Budget and Curriculum Support, School of Health & Community Studies
- Elisa Provenzano, Financial Aid Assistant, Registrar's Office
- Jeff Ross, Professor, Construction Trades and Building Systems, Algonquin Centre for Construction Excellence



- Brenda Rothwell, Executive Director, Algonquin College Foundation
- Balraj (raj) Singh, Technical Client Service Representative, Information Technology Services
- Wayne Turcotte, Senior Technologist, Information Technology Services, Perth Campus
- Tony Verge, Manager, Contact Centre and Service Counter, Registrar's Office
- Cindy Versteeg, Professor, Health and Nursing, School of Health & Community Studies

PHILANTHROPY IN — AND OUT — OF THE CLASSROOM

In 2014–2015, students and employees continued to show their generosity and support for a wide range of community causes:

- **Impact Day:** Advancement and Human Resources team members volunteered at the Ottawa Food Bank, served at the Ottawa Mission, painted a tenant lounge for Ottawa Community Housing, and assisted with various duties at the Humane Society last spring
- **United Way:** Over 21 percent of employees pledged funds for the annual United Way Campaign in Ottawa, Pembroke and Perth
- **Ottawa Reads:** Algonquin College employees spent an hour a week reading to kindergarten and Grade One students at Christie Public School as part of this enduring literacy program
- **World Partnership Golf:** Altaf Sovani, Chair of the School of Hospitality & Tourism was convener of this fundraising event





- **University of Ottawa Heart Institute:** Calling themselves “Teachers with Heart”, professors in the Algonquin College School of Advanced Technology participated in a corporate relay to support the University of Ottawa Heart Institute
- **Salvation Army Angel Tree Program:** Social Service Worker students supported the Salvation Army and other local organizations during the holiday season with donations of gifts, baby food and diapers, and stockings for senior citizens
- **United Way of Lanark County:** Students in the Social Service Worker program at Algonquin College’s Perth campus held a fundraising dinner with a silent auction and entertainment at Perth Civitan Hall last November
- **We Day:** Algonquin College was a sponsor of the 2014 National We Day, a Canada-wide call to action for youth to take one local and one global action to improve the world.

- **Canadian Blood Services:** Algonquin College hosted regular blood donor clinics at its Ottawa Campus
- **Youville Centre:** Police Foundations students prepared Christmas baskets for the Youville Centre, which helps single mothers provide a brighter future for themselves and their children
- **Centre 454:** Algonquin College employees donated clothing and toiletries to Centre 454, which provides counselling services related to addictions, housing, mental health, relationships and legal matters
- **Emily Murphy Non-Profit Housing Organization:** Algonquin College donated supplies to this non-profit housing complex in Blackburn Hamlet for single parents in need
- **Kiwanis Medical Foundation:** Algonquin College students and employees participated in the annual Winterlude Bed Race on the Rideau Canal to raise funds for medical research



A STAR RETURNS

Country star and Algonquin College alumnus Jason Blaine returned to Pembroke last year to hold his first charity concert and golf tournament, raising \$50,000 for local charities including Algonquin College’s new Waterfront Campus capital campaign and the Boys and Girls Club of Pembroke.



ICY RAIN SHINES LIGHT ON RESEARCH

Early in her tenure, President Cheryl Jensen led members of Algonquin College's executive team in taking part in the Ice Bucket Challenge, singing the Beatles' "Rain" and getting doused with ice water. The nominees accepted the challenge to promote awareness of amyotrophic lateral sclerosis (ALS) and giving to well needed research.



INSPIRING LEADERSHIP



The Algonquin College Leadership in Education Institute (ALEI) is an interactive professional development program that allows participants to explore and develop the leadership required in an academic environment. Through theory, case studies, group discussions, presentations and practice, participants come to appreciate the impact of vision, values and diversity on an academic organizational culture so they can become effective agents of change.

Complementing ALEI is the College's leadership mentoring program — giving employees the opportunity to extend their leadership learning through formal mentorship focused on the skills outlined in the College's leadership requirements model, such as reflective questioning, open dialogue, coaching strategies and focused learning conversations.

In direct response to the 2012 Employee Engagement Survey, the College inaugurated its Management Academy in Fall 2014: an interactive learning program mandatory for all administrators with supervisory responsibility. To date, 372 College administrators have started the program to develop their managerial skills and learning how to effectively manage low performers on their teams.

MEASURING OUR PERFORMANCE

Algonquin College has instituted a balanced scorecard approach to measuring its performance in relation to its four strategic pillars. Highlights for Empowered People include:

EMPOWERED PEOPLE	2012-2013	2013-2014	2014-2015	2016-2017
	Actual	Actual	Actual	Target
Employee engagement	3.71	NA	60%	TBC
Leadership training	3.44	NA	55%	TBC

Note, in 2014-2015 research methodology was changed to align with industry benchmarks. New targets will be set with performance planning in 2016-2017.



PHASE ONE OF THE
ENERGY SAVINGS
COMPANY PERFORMANCE
CONTRACT (ESCO)
ALLOWED FOR A NEEDED
INVESTMENT OF NEARLY
\$11 MILLION IN COLLEGE
INFRASTRUCTURE

FINANCIAL SUSTAINABILITY

An important element of being an accessible institution is ensuring that the education Algonquin College offers remains affordable. With grant funding expected to slow, we will need to continue be innovative in the ways we control our costs and generate new, non-funded sources of revenue in partnership with our communities.

Doing so will fortify our ability to provide bursaries and scholarships to students — ensuring access to post-secondary education for all — and to address strategic investment priorities and deferred maintenance projects so that the College has the physical and virtual space to accommodate its growing student body. It will also allow us to identify opportunities for automation and process refinements that yield vital operational efficiencies.

Fortunately, our financial position is strong. While the College was in a deficit position a decade ago, we have steadily reversed that trend and accumulated annual reserves we can draw from to fund reinvestment initiatives. To proactively address the challenges of shrinking public funding and changing patterns of enrolment, the College has updated its risk management framework in 2014.

TO EFFICIENCY AND BEYOND

Efficiency and economy are keys to financial sustainability. Algonquin College's Project Fusion — a major systems transformation initiative for the College's human resources, finance and payroll operations — aims to deliver both.

OUR GOALS FOR FINANCIAL SUSTAINABILITY:

Align our funded operational expenditures with provincial funding.

Expand non-funded opportunities to increase revenue.

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

Create the technological foundation to align with the digital direction.

As part of the effort, last year our Human Resources and Finance divisions redesigned their business processes in line with best practices. The results were discussed with stakeholders over the winter, and final versions are now being used to define requirements so vendors can propose competitive solutions — technologies that will bring ease and positive change to daily work routines. A website was set up for employees to track the project's progress.

ENTREPRENEURS IN EDUCATION

The College continued to define its Responsibility Centered Management (RCM) model over the year in advance of implementation in 2015. RCM essentially turns each school and department of the College into its own business, with each unit leader having primary responsibility for profit and loss. Within this model, the schools and departments can accrue a portion of annual profits and re-invest them in the equipment and infrastructure they determine to be critical. To help managers adjust to this new approach, we



REWARDED FOR SAVING

Algonquin College received an incentive cheque valued at more than \$74,000 from the Ottawa River Power Corporation, acknowledging the amount of money the College has saved by exceeding the electricity standards of Ontario's Building Code.



SUSTAINABLE SAVINGS



Algonquin College is on course to save on energy costs thanks to its innovative 20-year Energy Savings Company Performance Contract (ESCO) with Siemens Canada. Through phase one of the project, Physical Resources was able to invest nearly \$11 million in College infrastructure, replacing the water cooler in our main plant and converting the heating and ventilation system in one of the oldest buildings on the Ottawa campus.

ESCO also helped offset the anticipated annual growth of deferred maintenance costs with energy savings last year. A demand-management solution implemented by Siemens in collaboration with Hydro Ottawa and the Ministry of Energy will allow the College to make smart investments in physical infrastructure by leveraging energy savings over the duration of the agreement. ESCO is ultimately expected to address as much as 50 percent of the 2010 valuation of the College's deferred maintenance requirements.

Energy savings will also be generated through College-wide sustainability education and awareness activities organized by a Siemens Sustainability Coordinator in collaboration with the Sustainable Algonquin Steering Committee over a five-year term.

ESCO is far-reaching in scope — looking at power generation retrofits and renewable energy opportunities and other energy efficient renovations. The power generation elements could offer significant advantages including energy self-sufficiency and risk management for power outages. The majority of upgrades will be carried out in non-peak periods over the next two years to minimize disruption to normal College activities.

introduced leadership programs to support staff in becoming entrepreneurs in education.

PARTNERS IN THE COMMUNITY

Students at Algonquin College's Pembroke Campus gained a new housing option in 2014 with the opening of a privately owned and operated Student Housing Complex. Built by community partners who recognize the College's important role in Pembroke, the new facility meets a key need without a College capital investment. The space adds to Algonquin College's recently opened Renaissance Square as a vital part of the revitalized downtown community.

A REVENUE 'BOOSTER'

Algonquin College purchased and opened a Booster Juice franchise on its Ottawa Campus in September 2014, tripling the number of guests visiting that particular retail location and generating additional revenues for the College.



POWERING DOWN FOR SAVINGS

A 2013 energy audit found the College could save \$44,000 if 92 percent of employees were to power down their computers and monitors every night. That spurred last year's Power Down challenge, inviting staff to practice a new nightly routine of shutting off their equipment in the lead-up to the December winter break.

GETTING AROUND SUSTAINABLY

The College engaged in several projects last year to make sustainable transportation options more accessible, affordable and sustainable. To encourage cycling over driving, Parking Services partnered with Physical Resources to install three bike repair stations on the Ottawa Campus, where cyclists can mount their bikes and use provided tools to perform minor repairs. In collaboration with OC Transpo and the Students' Association, the College also relocated and redesigned the bus stops for Route 118, increasing pedestrian and vehicular safety while achieving compliance with accessibility standards.

The Algonquin College Students' Association collaborated with the College and OC Transpo to introduce a Universal Bus Pass (U-Pass) program last year, providing a financially viable transportation option for the College community. The College U-Pass program — adopted with the approval of the students following a five-day referendum — is adapted from similar programs at Carleton University, the University of Ottawa and St. Paul University.



MEASURING OUR PERFORMANCE

Algonquin College has instituted a balanced scorecard approach to measuring its performance in relation to its four strategic pillars. Highlights for Financial Sustainability:

FINANCIAL SUSTAINABILITY	2012-2013	2013-2014	2014-2015	2016-2017
	Actual	Actual	Actual	Target
Alternative revenues	29.1%	30.0%	31.3%	32%
Number of organizations served through Corporate Training	296	306	338	400
Cash, in-kind contributions and returns from alternative financing	\$4.6M	\$3.05M	\$18.5M	\$10M
College data accessible through a common BI portal	15.0%	50.0%	88.0%	100%
Availability of wireless network to all stakeholders	99.0%	95.0%	99.1%	99.9%
Availability of College networks and Internet access	99.0%	98.0%	99.7%	99.9%

ALGONQUIN COLLEGE FOUNDATION

For 10 years, the Algonquin College Foundation has inspired giving to help Algonquin College fulfill its mission. The Foundation invites potential donors to invest in a shared vision of student educational and career success with their support of student bursaries, scholarships and awards, instructional equipment or approved capital projects. The Foundation also oversees the College's relations with alumni.

A COMPREHENSIVE PLAN

The Foundation engaged in a consultative process in 2014 to develop a new five-year Fundraising Plan and establish a new model for capital fundraising proposals. The cohesive fundraising strategy will integrate the Foundation's efforts into the planning functions and related activities of the broader College community.

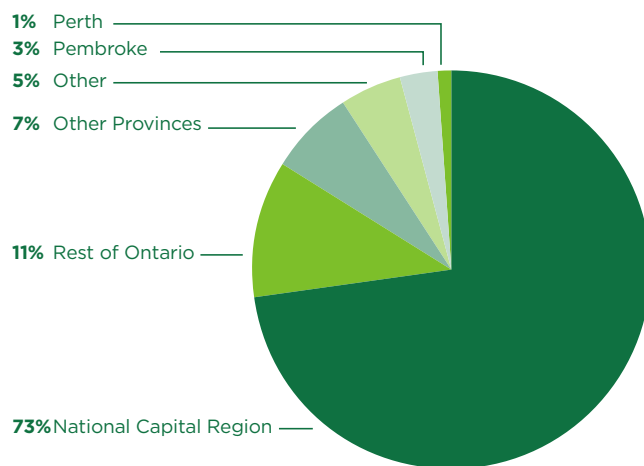
Through third-party research into best practices and the Canadian post-secondary fundraising environment, the Foundation determined Algonquin College is one of the top three Colleges for fundraising relative to the size of its operations. In 2014-2015, the Foundation raised over \$3 million in Cash and Gifts-in-Kind (not including endowment portfolio fees or disbursements), surpassing its goal in Year one of the Five Year Fundraising Plan. By the end of the five-year plan in March 2019, the Foundation will create its first ongoing annual campaign, launch a new Capital Campaign, and secure \$28.95 million for the College.

MEASURING ALUMNI SATISFACTION

A 2014 survey of alumni found satisfaction is high among Algonquin College graduates, with 86 percent indicating they were satisfied with their College education. The survey reached out to more than 40,000 alumni, with 6.3 percent of older alumni (1987-2012) and 14.7 percent of new graduates (2013) responding. Based on feedback received through the survey, the Foundation identified four new priority initiatives:

1. Enhance networking opportunities to encourage alumni interconnection in social and professional settings
2. Identify and establish alumni volunteer opportunities
3. Inform alumni of Continuing Education and Online Learning (CCOL), Distance Education and Graduate Certificate opportunities
4. Increase awareness of Affinity partnership programs and alumni benefits to promote selected College services and cost-saving opportunities

Since its inception, more than 150,000 students have graduated from Algonquin College. The survey found that a high proportion of alumni, almost 80 percent, have remained in the Eastern Ontario region.



DIRECTLY SUPPORTING STUDENTS

Last year, the Algonquin College Foundation supported 1,089 students with awards, bursaries and scholarships

FINANCIAL REPORT

AVAILABLE JUNE 15, 2015

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 based on a skills matrix and an assessment that includes qualifying interviews (which evaluate skills and willingness to serve, and review role expectations and responsibilities). Members of the public interested in serving on a college board may submit their names directly to the Public Appointment Secretariat (PAS) or by contacting Ontario colleges directly for their consideration.

Governors	Title	First Appointed	Current Term Expires
Jim McIntosh	Chair	September 1, 2010	August 31, 2015
Fred Blackstein	Vice Chair	September 1, 2012	August 31, 2016
Denise Amyot	Past Chair, Governance Committee	September 1, 2010	June 30, 2013
Nancy Cheng	Chair, Audit & Risk Management Committee	September 4, 2012	August 31, 2015
Michael Dunlop	Past Chair	September 1, 2008	June 30, 2013
Kathryn Leroux	Chair, Academic & Student Affairs Committee	September 1, 2011	August 31, 2016
Peter Nadeau	Chair, Governance Committee	September 1, 2013	August 31, 2016
Doug Orendorff	Past Vice Chair	September 1, 2008	August 31, 2014
Pam Auchterlonie	Support Staff Representative	September 1, 2014	August 31, 2017
James Brockbank	Governor	September 1, 2014	August 31, 2016
Jeanine Chiasson	Past Support Staff Representative	September 1, 2011	August 31, 2014
Lynne Clark	Governor	September 1, 2011	August 31, 2015
Sherryl Fraser	Administrative Staff Representative	September 1, 2014	August 31, 2017
Barbara Farber	Governor	September 1, 2010	August 31, 2014
Cheryl Jensen	President	August 25, 2014	
Kyrylo Kasyanenko	Student Governor	September 1, 2012	August 31, 2015
Louis Lamontagne	Governor	September 1, 2010	August 31, 2014
Shawn McBride	Academic Representative	September 1, 2012	August 31, 2015
John Owens	Governor	September 1, 2008	August 31, 2014
Andrew Pridham	Past Administrative Representative	September 1, 2011	August 31, 2014
James Robblee	Governor	September 1, 2014	August 31, 2017
Kelly Sample	Governor	September 1, 2014	August 31, 2017
Mark Sutcliffe	Governor	September 1, 2011	August 31, 2016
Michael Waters	Governor	September 1, 2013	August 31, 2016

COMPLIANCE

The Public Relations and Communications department ensures the community is aware of events and announcements, with media relations, internal communications and advocacy with government representatives. The department promotes corporate and employee events that are often open to students, business and community stakeholders, including the opening of new buildings, keynote speakers and executive town halls, coffee breaks, breakfasts and barbeques. Communications with the student body are achieved through a variety of means including email and announcements in the Algonquin College Student Information System and the Learning Management System, Blackboard. The department coordinates the production of corporate documents to meet the provincial government’s governance and accountability requirements such as the Annual Report.

The Algonquin College Marketing department actively builds and enhances the Algonquin College brand and profile inside and outside College doors. With traditional print, outdoor, advertising, and the latest in digital technologies the department generates and qualifies leads. The Recruitment department keeps close ties to contacts across regional secondary schools and community groups with open houses, offsite presentations, on campus visits, tours and regular outbound calls to reach those interested in our College.

In compliance with the *Responsibilities of the Board (BGI-01, 2-5)*, the Algonquin College Board of Governors agree that the College communications with students, business, community stakeholders, and with the Ontario provincial government has been ongoing and effective through the 2014-2015 fiscal year.

The Board of Governors also agree that the College has operated in accordance with legal and regulatory requirements through the 2014-2015 fiscal year in compliance with the *Responsibilities of the Board (BGI-01, 2-6)*.

SUMMARY OF ADVERTISING AND MARKETING COMPLAINTS

For the period April 1, 2014 – March 31, 2015, as specified in the Minister’s Binding Policy Directive on the Framework for Programs of Instruction, which sets out college program advertising and marketing guidelines, Algonquin College has received no complaints from its students regarding advertising and marketing of College programs.

Nature of Complaint	Date Received	How Resolved or Addressed	Date Resolution Communicated to Student	Working Days to Resolve
NIL	NIL	NIL	NIL	NIL

ALGONQUIN COLLEGE FOUNDATION BOARD OF DIRECTORS 2014-2015

EXECUTIVE

Michael Tremblay

(Chair), Vice President, Public Sector, Microsoft 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 Corporation

Duane McNair

(Treasurer), Vice President, Finance and Administration, Algonquin College

Peter Nadeau

(Representative, Board of Governors, Algonquin College), Chair, Comtech Credit Union

Cheryl Jensen,

President, Algonquin College

DIRECTORS

Rena Bowen

Nursing Inspector, Ontario Ministry of Health and Long-Term Care

Michael Dunlop

President, MGD Capital Corporation

Eric Kalbfleisch

Sales Representative, Royal LePage

Max Keeping

Broadcast Executive (Retired)

Deneen Perrin

Director, Public Relations, Fairmont Chateau Laurier

Christina Miller

(SA Representative), President, Algonquin College Students' Association

Vasilios (Bill) Sioulas

Regional Director, Skyline Commercial Management Inc.

D. Randy Tivy

Vice President, CBOMC; Partner, Collins Barrow Ottawa LLP

Jeff Turner

Principle Hillside Consulting and 2011 Alumnus of the Year

Rod Vanier

Partner, Landry, Vanier & Associates

Rodney Wilson

Senior Director, External Research, Ciena

ALGONQUIN COLLEGE ALUMNI ADVISORY COMMITTEE 2014-2015

Rena Bowen

(Chair), Nursing Inspector, Ontario Ministry of Health and Long-Term Care

Tanya Buckley

Vice President, Sales and Marketing, Cardel Homes

Kerry Durant

Director of Care, The Royale Retirement Residence

Michel Gauthier

Director, Flora Niagara 2017

Alex Hosselet

Manager, Strategy, Soshal Group

Richard Lee

President, Lee & Associates

Louise Mitchell

(Retired), Algonquin College

Kathy Prescott

Application Support Specialist, Renfrew County District School Board

Kelly Rusk

Communications Director and Partner, Banfield

Jason Tudor-Roberts

Program Coordinator, City of Ottawa

PRESIDENT'S COUNCIL 2014-2015

President and CEO

Senior Vice President, Academic

Vice President, Finance and Administration

Vice President, Human Resources

Vice President, International and Strategic Priorities

Vice President, Student Services

Executive Director, Advancement

Cheryl Jensen

Claude Brulé

Duane McNair

Gerry Barker

Doug Wotherspoon

Laura Stanbra

Eric Hollebhone (Acting)

COLLEGE LEADERSHIP COUNCIL 2014-2015

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

Robyn Heaton

School of Business

Dave Donaldson

School of Hospitality and Tourism

Jim Kyte

Algonquin College Heritage
Institute

Chris Hahn (Acting)

Algonquin College in the Ottawa
Valley

Karen Davies

Centre for Continuing and Online
Learning

Linda Rees

ADMINISTRATIVE

Academic Operations and Planning

Peter Fortura

Algonquin College Foundation

Brenda Rothwell

Applied Research and Innovation

Mark Hoddenbagh

College Ancillary Services

Brent Brownlee

Business Development

Joe Ranieri

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 Hollebhone

Partnerships and Applied Research

Mark Hoddenbagh

Physical Resources

John Tattersall

Registrar

Jeff Macnab

Community Partnerships &
Engagement (Acting)

Jennifer Daly-Cyr

Sales and Student Recruitment

Peter MacKie

Student Support Services

Shelley Styles

Workforce and Personal
Development

Denyce Diakun



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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 2014–2015 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/

Chair			
	Leslie Wyman	Sep 2013	Sep 2015
Academic Staff			
Algonquin Centre for Construction Excellence	Jeffrey Ross	Sep 2014	Aug 2016
School of Advanced Technology	Sean Beingessner	Sep 2014	Aug 2016
School of Business	Colette Garvin	Jan 2013	Aug 2016
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	Steve Neumann	Sep 2014	Aug 2016
General Arts and Science	Janna Holmes	Sep 2014	Aug 2016
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 2016
Heritage Institute	Rod Bain	Sep 2013	Aug 2015
Counsellors	Melissa Spears	Sep 2014	Aug 2016
Librarians	Brenda Mahoney	Sep 2014	Aug 2016
Support Staff			
	Deborah Buck	Sep 2013	Aug 2015
Students			
President, Students' Association	Christina Miller	May 2014	Apr 2015
Director, Students' Association	Steven Gutknecht	May 2014	Apr 2015
Director, Students' Association	Monica Saud Gonzalez	May 2014	Apr 2015
Centre for Organizational Learning			
	Rebecca Volk	Sep 2014	Aug 2016
Past Chair			
	Kenneth Hill	Sep 2014	Aug 2015
Dean			
School of Hospitality and Tourism	Jim Kyte	Sep 2014	Aug 2016
Chair			
General Arts and Science	Sherryl Fraser	Sep 2014	Aug 2016
Ex-officio Members			
Senior Vice President, Academic	Claude Brulé		
Vice President, Student Services	Laura Stanbra		
Registrar	Jeff Macnab		

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 post-secondary institutions on the principles of access, quality and accountability, which were articulated under Reaching Higher. The 2014–2015 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/



KEY PERFORMANCE INDICATOR (KPI) PERFORMANCE REPORT

The provincial government requires all colleges to gather and report on five Key Performance Indicators (KPIs). A common methodology is used to administer the data and calculate the results which are published annually by Colleges Ontario on behalf of the Ministry of Training, College and Universities (MTCU). A five year trend of Algonquin College

KPI performance results are shown here in comparison to the 2014-2015 provincial average. Find out more about key performance indicators tracked by Ontario colleges at www.collegesontario.org/outcomes/key-performance-indicators.html



AC Student Satisfaction 80.2%

The percentage of overall student satisfaction reflecting the student experience at Algonquin College by summarizing, and giving equal weighting to, student responses in June 2014, November 2014 and February 2015 that measure the: usefulness of the knowledge and skills they acquire in their College programs for their future careers; quality of College program learning experiences; quality of College facilities and resources; and quality of College services.

 **76.2%**
all Ontario colleges

AC Graduate Satisfaction 79.4%

The percentage overall of Algonquin College graduate satisfaction summarizing graduate responses to the question of the usefulness of their College education, six months after 2013-2014 graduation.

 **80.0%**
all Ontario colleges


AC Employer Satisfaction 88.7%

The percentage overall reflecting employer satisfaction with the employee's College preparation for the work the 2013-2014 graduate was hired to undertake.

 **88.1%**
all Ontario colleges

AC Graduate Employment 85.4%

The percentage of Algonquin College graduates who are in the labour force, and who are working during a standard reference week, six months after 2013-2014 graduation.

 **84.0%**
all Ontario colleges

AC Graduation Rate 64.5%

The percentage of students who graduated from Algonquin College programs within twice the normal program duration in comparison to the number who started programs. The extended period for graduation accommodates those students who take absences from their studies, complete their program on a part-time basis or have to repeat courses. The results include responses from students who started one-year programs in 2012-2013, two-year programs in 2010-2011, three-year programs in 2008-2009, and four-year programs in 2007-2008, and who had graduated by 2013-2014.

 **65.8%**
all Ontario colleges

ALGONQUIN COLLEGE

Information for future students

www.algonquincollege.com/future-students

Information for parents

www.algonquincollege.com/future-students/parents-guardians

Information for counsellors

www.algonquincollege.com/future-students/teachers-counsellors

Ottawa Campus

1385 Woodroffe Avenue

Ottawa, ON K2G 1V8

Local: 613-727-0002

Toll-free: 1-800-565-GRAD (4723)

TTY: 613-727-7766

24 hour fax machine:

613-727-7754

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

ALGONQUIN COLLEGE

The Next-Gen College

DIGITAL STRATEGY 2.0

May 26, 2015

Prepared by Learning and Teaching Services, Ascribe Marketing Communications Inc. and Build-Green Solutions

What does it mean to be ‘digital’?

For Algonquin College, it means investing in and using technology to make the education we offer accessible to more students in more ways — with flexibility, mobility and personalization.

It means transforming how we teach, how we work, and the ways we connect with our internal and external communities — automating and improving core processes to make them more efficient and cost effective.

Digital is no longer just about technology. It’s about how we live: innovative, entrepreneurial, creative. Those are the qualities we need to survive and thrive as a College — and that employers expect of our graduates when they walk through their doors.

This strategy outlines how Algonquin intends to realize its digital vision over the next five years. It is a compass, not a map, setting the direction that will guide our technology decisions and investments. Our Digital Strategy will ensure Algonquin continues to be a leading digital post-secondary institution in North America — for the benefit of our students, staff, partners and the communities we serve.

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EXECUTIVE SUMMARY

In 2009, Algonquin College declared its decision to become a 'digital college'. Six years — and many milestones later — the College has become that, recognized for its leadership among other post-secondary institutions.

With a stake firmly in the ground, the College now looks ahead to the next five years. The technology landscape has changed and will continue to change; the post-secondary environment is shifting. A next-generation vision is needed to take Algonquin College forward.

SEIZING THE DIGITAL OPPORTUNITY

This digital strategy sets the direction for the College's use of technology and identifies the need for a culture of innovation throughout the college and among all employee groups. Rather than specify technologies, it concentrates on the processes and considerations for making wise decisions about tools, systems and approaches for delivering the educational experiences students expect, providing the services our employees require, and for connecting with our stakeholders and the communities in which we serve. It will inform and support other College strategies — including our 2017–2022 Strategic Plan and our Information Technology Services (ITS) Strategy.

Technology has reshaped students' expectations of their College experience and creates unprecedented educational possibilities to enhance our approach to learning and teaching. From flipped classrooms, the use of open educational resources and eTexts, to engaging online learning activities or the 'gamification' of learning content, the shift to a truly learner-centred educational environment is achievable. It also gives Algonquin College and other post-secondary institutions the ability to serve an increasingly diverse and distributed student body, ensuring College offerings meet accessibility standards and extend learning opportunities to the widest range of students possible.

ADDRESSING THE FORCES OF CHANGE

Our digital strategy takes into account the forces that will shape Ontario's post-secondary sector for years to come: demographic shifts that will see the College's traditional student base shrink and non-traditional students become core; pressures to operate more efficiently and cost effectively stemming from decreased public funding. Algonquin College has seen its grant funding decrease as a percentage of total revenues over the past 12 years, from 48 percent in 2001–2002 to 39 percent in 2014–15. Given the Ontario government's pledge to eliminate the provincial deficit by 2017–2018, further reductions are likely.

To continue to provide accessible, affordable and high-quality post-secondary education, we need to be excellent stewards of our resources while seeking efficiencies and productivity gains wherever possible. We also need to expand our service offerings to increase existing revenues and establish new sources of revenue as appropriate.

A LEGACY OF PROGRESS

The College's 2009 Academic Technologies whitepaper, and the 2010 Digital Strategy crystallized efforts already underway to ensure staff and students would benefit from emerging technologies. Internal stakeholders reported their perception that the strategy has been successful: in a December 2014 survey, respondents said the College's investments in IT infrastructure had made a noticeable difference in the quality of education and services offered, and that the quality of hybrid

and mobile learning delivery had improved as well with the aid of faculty support and training. They also felt the shift to more mobile and online learning had been well supported by investments in, and increased hours for, student services.

That survey revealed some key areas of focus for the development of the College's next-generation digital strategy as well: greater investment in employee support and engagement associated with digital initiatives; more technology support for students; and greater simplification of digital applications and resources.

ARTICULATING A RENEWED DIGITAL VISION

A nine-member Working Group (see Appendix B) led the process of defining a renewed digital strategy over the 2014-15 fall and winter semesters, synthesizing input from extensive consultations to arrive at a vision, guiding principles, and key objectives for the years ahead. A larger Stakeholder Engagement Group (see Appendix C) met five times for facilitated discussions to brainstorm core contents of the strategy. Perspectives were also gathered from the College Leadership Council, Academic Chairs Council, President's Council, through online surveys and both a Student Forum and a Town hall, resulting in a total of 791 discrete inputs from 185 staff and students.

The following vision, principles and objectives resulted from that process:

VISION Leverage technology and innovation to enhance quality and increase access to applied learning through a personalized experience		
GUIDING PRINCIPLES		
1 Personalized experience Provide a seamless, integrated experience with an emphasis on mobility and anywhere, anytime access to services and support.	2 Learning culture and digital preparedness Embed continuous learning, collaboration and professional development to empower staff and students to leverage digital technologies within the learning environment, the workplace, and the communities we serve.	3 Investment in innovation Make evidence-based strategic investments in agile, sustainable platforms and solutions.
OBJECTIVES IN BRIEF		
1.1 Enable access by any device. 1.2 Provide a single, College-wide online portal for all users. 1.3 Enable adaptive learning, service delivery and operations throughout the College. 1.4 Develop a systematic approach to accessibility.	2.1 Encourage and support an innovation mindset throughout the College. 2.2 Prepare students and employees to embrace Algonquin's digital culture. 2.3 Equip students for lifelong career success in the digital workplace. 2.4 Ensure policies and procedures reflect our digital reality. 2.5 Identify the tools, resources and competencies employees need to realize the College's digital vision.	3.1 Establish strong digital governance. 3.2 Aim for 100% IT availability. 3.3 Balance investments between industry-standard and differentiating technologies. 3.4 Use data and business intelligence to make informed decisions. 3.5 Streamline operations through digital automation and process improvement. 3.6 Adopt interoperable platforms. 3.7 Share innovation throughout Algonquin.

THE IMPORTANCE OF STAYING AGILE

Given the unpredictability of technological innovation — and its rapid pace — this digital strategy must be a living document, the continuation of an ongoing process of consultation that allows for adaptation as conditions evolve and new opportunities emerge. That agility is ultimately at the heart of what it means to be a next-generation College.

Our Digital Strategy applies to every aspect of College activities and touches each of our user communities — students, staff, employers, partners — because all of these together play a role in student success.

PLANNING FORWARD

Our College mission is to “*transform hopes and dreams into skills and knowledge, leading to lifelong career success*”. This requires us to give the widest range of learners access to practical, hands-on preparation for the workplace reality of today and tomorrow.

Being a next-generation digital College allows us to serve a larger, more diverse community of stakeholders more efficiently and in more ways — and ensure our students are ready for careers in a digital world. It is about more than technology: it is about applying innovative, entrepreneurial thinking to every aspect of our activities, academic and operational alike.

This Digital Strategy sets the direction for Algonquin’s use of technology and emphasizes a culture of innovation necessary to meet the needs of students, staff, partners and employers. It will be influenced by and help inform strategic planning documents such as the 5 Year Woodroffe Campus Development Plan, and strategies developed related to HR, IT, Academic, International, Student Services, Ancillary, Finance and Administration areas. The relationships and interdependencies between all of the strategies will contribute towards the development of the College’s 2017–2022 Strategic Plan.

READY TO SERVE NEW LEARNERS

Between 2008 and 2031, our traditional student base of 15 to 24 year-olds is expected to grow by just three percent in Ottawa and shrink in Lanark and Renfrew Counties by 11 and 15 percent respectively. This means non-traditional students are going to become our ‘traditional’ clients: international students, adult learners and seniors; Aboriginal and first-generation students and students with disabilities. Reaching and serving this broader spectrum of learners will require the College to be more flexible and adaptable, able to accommodate diverse needs, schedules and learning styles.

ACHIEVING GREATER EFFICIENCY

Providing a flexible, adaptable educational experience requires us to operate in flexible, adaptable ways. By using digital technologies strategically to automate and improve routine tasks, we will be able to deliver services faster and free up our talented personnel to focus on higher-value work.

The efficiencies enabled by digital tools will allow the College to streamline costs as well, helping to relieve some of the financial pressure resulting from decreased public funding.

THE FUTURE IS OURS TO SHAPE

Algonquin College's commitment to being digital is embedded in its vision to be "a global leader in digitally connected applied education and training". To reap the rewards of being digital, we must be prepared to take risks while abiding by the principles of our College Risk Management Framework. To ready our students for their futures, we must continually look past the horizon, ensuring our programs and services meet the needs of today's learners and tomorrow's employers. We cannot — and must not — "protect the present from the future."

Rather than specify which technologies will be important to Algonquin over the next five years, this digital strategy concentrates on the processes, culture and criteria necessary for wise evidence-based decisions about tools, systems and approaches for delivering the educational experiences students want — and the skills employers require.

On a typical day during the academic year, 14,000 students pass through Algonquin College's Woodroffe Campus. Yet the College network, in that same day, will be tasked with supporting roughly 30,000 connections — more than double the number of people on site.

THE NEW COLLEGE REALITY

The advances in educational practices, communications and digital technologies in just the past 15 years, has radically transformed many students' expectations of their College experience. Colleges that remain successful — and relevant — will be those that shift their emphasis from the act of *teaching* to fostering and supporting *learning*, equipping students to acquire knowledge continuously as lifelong learners. Colleges that thrive will be those that align themselves and remain responsive to the demand and realities of the industries and businesses that employ our graduates.

According to the New Media Consortium's *2014 Horizon Report*, "Education paradigms are shifting to include more online learning, blended and hybrid learning, and collaborative models." The dynamics of education are changing. That same report goes on to say:

Institutions that embrace face-to-face, online, and hybrid learning models have the potential to leverage the online skills learners have already developed independent of academia. Online learning environments can offer different affordances than physical campuses, including opportunities for increased collaboration while equipping students with stronger digital skills. Hybrid models, when designed and implemented successfully, enable students to travel to campus for some activities, while using the network for others, taking advantage of the best of both environments.¹

These trends imply the need for greater accessibility to educational opportunities and resources — with connectivity and mobility taken for granted, and personalization increasingly expected.

¹ The New Media Consortium. *The Horizon Report: 2014 Edition*. 2014. <http://cdn.nmc.org/media/2014-nmc-horizon-report-he-EN-SC.pdf>

Different learners, of course, have different attitudes toward technology. Mid-career and other adult students understand it plays a part in their future work environments while possessing varying degrees of technological sophistication. Those entering College directly from secondary school, on the other hand, represent the world's first digital generation: they have spent their lives using computers, playing videogames, listening to digital music, immersed in social media, talking on smartphones and communicating by text — and their College experience needs to reflect that. Regardless of the background however, all of Algonquin's graduates will enter an employment landscape where digital technologies, innovation and automation will continue to have a profound and ever changing effect. The employers of our graduates are looking for those unique individuals who are committed to lifelong learning and who can thrive in a competitive environment

The 10 Skills Employers Most Want in College Graduates

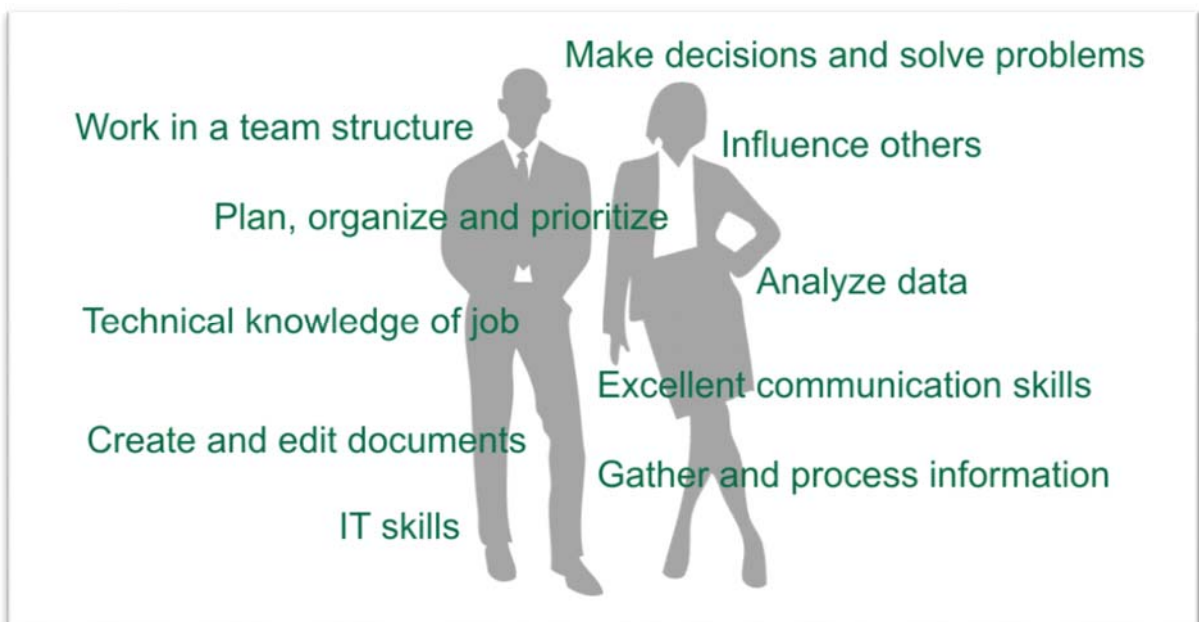


Figure 1. Top 10 skills required of College Graduates

Sourced from Forbes.com. Leadership series, 2013, <http://www.forbes.com/sites/susanadams/2013/10/11/the-10-skills-employers-most-want-in-20-something-employees/>

All programs offered at Algonquin College provide students with courses aligned with ministry mandated vocational learning outcomes and essential employability skills. In addition, graduates of Algonquin College to be successful in their careers will require:

- Creative, innovative thinking
- Entrepreneurial, problem-solving orientation
- Adaptability to rapidly changing conditions
- Commitment to lifelong, continuous learning
- Comfort with current technologies and ability to adopt new technologies quickly

NEW MODES OF EDUCATION

Shifting expectations demand new teaching approaches — and new institutional capabilities to deliver those approaches. One such approach is ‘gamification’. Immersive technologies like virtual worlds, augmented reality games, massive multi-player games, social networking tools, and knowledge and fan communities offer highly active social learning experiences. Using these to create simulations or re-create historical and present-day events as *games* can produce more enduring or nuanced understanding and potentially deeper investments in learning on the part of students.²

The massive educational potential of digital technology prompted Diana G. Oblinger to write in the 2015 “Top 10 IT Issues” edition of *EDUCAUSE* that information technology “is enabling a learner-centered revolution”:

Ubiquitous Internet access — along with social, mobile, cloud and analytics capabilities — is freeing institutional leaders to think differently about how to meet the needs of individual learners, whether traditional or non-traditional, and how to help students accomplish their learning and career goals. Digital experiences provide feedback and reveal pathways that can move students forward to their next experience, making learning more engaging, personalized, and visible. This learner-centered revolution uses the best that technology has to offer, combining the physical and the virtual and engaging each learner³

INCREASED EXPECTATIONS OF ACCESSIBILITY

Being learner-centered positions a post-secondary institution to address the specific needs of individuals or groups of students — contributing to the ability to meet increasingly explicit accessibility standards. According to the Alliance for Students with Disabilities in Science, Technology, Engineering and Math, “The development of computers and adaptive technology, electronic communication allows participation by all individuals, regardless of disability.”⁴

This is significant considering that one in seven Ontarians has a disability, a figure that will increase over the next 20 years as the population ages. Algonquin College is inherently committed, separate from its legal obligations, to set a high standard for compliance with standards for serving students with disabilities such as the Accessibility for Ontarians with Disabilities Act (AODA).

Introduced by the Government of Ontario in 2005, AODA is aimed at “developing, implementing and enforcing accessibility standards in order to achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025.”⁵ Algonquin is determined to achieve every standard — and exceed requirements whenever possible.

DECREASED PUBLIC FUNDING

Algonquin College has seen its grant funding decrease as a percentage of total revenues over the past 12 years, from 48 percent in 2001–2002 to 39 percent in 2014–15. Given the Ontario government’s pledge to eliminate the provincial deficit by 2017–2018, further reductions are likely.

To continue to provide accessible, affordable and high-quality post-secondary education, we need to be excellent stewards of our resources while seeking efficiencies and productivity gains wherever possible. We also need to expand our service offering to increase existing revenues and establish new sources of revenue as appropriate. Digital technology has a part to play in all of these: for

² [Learning: Peering Backward and Looking Forward in the digital era](#), MIT Press (2009)

³ Oblinger, Diana G. “Ten Reasons to Tackle the Top 10 IT Issues”. *EDUCAUSE*. January/February 2015.

⁴ [How technology can help students with disabilities in their social development](#), AccessSTEM, January 2007

⁵ [Accessibility for Ontarians with Disabilities Act, 2005](#)

example, through automation, online programming, adaptive learning technologies and predictive analytics.

WHERE DOES THIS LEAVE US?

Post-secondary institutions throughout North America are subject to many of the same drivers — changing student profiles, new learning needs, increased accessibility requirements, financial pressures — and are looking to technology for solutions. As a result, virtually all of the top IT issues for higher-education providers in 2015 resonate at Algonquin College:

1. Hiring and retaining qualified staff, and updating the knowledge and skills of existing technology staff
2. Optimizing the use of technology in teaching and learning in collaboration with academic leadership, including understanding the appropriate level of technology to use
3. Developing IT funding models that sustain the core service, support innovation and facilitate growth
4. Improving student outcomes through an institutional approach that strategically leverages technology
5. Demonstrating the business value of information technology and how the IT organization can help the institution achieve its goals
6. Increasing the IT organization's capacity for managing change, despite differing community needs, priorities and abilities
7. Providing user support in the new normal — mobile, online education, cloud and BYOD (“bring your own device”)
8. Developing mobile, cloud, and digital security policies that work for most of the institutional community
9. Developing an enterprise IT architecture that can respond to changing conditions and new opportunities
10. Balancing agility, openness and security⁶

This Digital Strategy reflects many of these considerations. While our experience is clearly not unique, our College is exceptional because it has been engaged with these types of issues since 2001, and today is regarded as a technology leader in the post-secondary education space.

43% of higher education institutions say they tend to adopt new technologies at the pace of their peers. Only 3% identify themselves as early adopters.⁷

WHERE ALGONQUIN STANDS TODAY

It has been 20 years since Algonquin College first started assigning email accounts and network access to students — back when dial-up was the standard mode of connectivity and smartphones were still the stuff of science fiction. Since then, digital technologies have multiplied exponentially, network speeds have

⁶ *EDUCAUSE*. “Ten Reasons to Tackle the Top 10 IT Issues”. January/February 2015.

⁷ Grajek, Susan. *Higher Education's Top 10 Strategic Technologies in 2015*. January 2015. (Republished in *EDUCAUSE*)

accelerated, and connected devices have become embedded into virtually every aspect of daily life.

The College's first digital strategy, in 2010, crystallized efforts already underway to ensure staff and students would benefit from emerging technologies. Evidence of the success of that strategy is visible on every Algonquin College campus and online: the overwhelming majority of students are now free to bring their own devices into their programs, for example, and 10,000 students were enrolled in programs that used eTextbooks in Fall 2014.

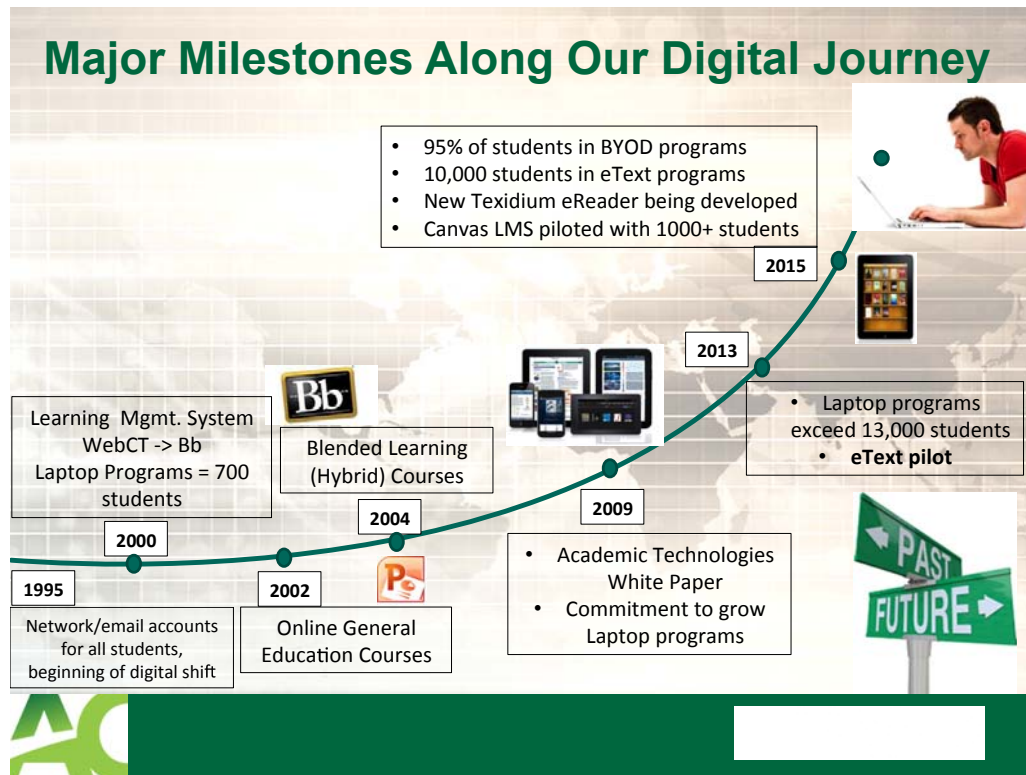


Figure 2. From email to eTexts: Our digital journey

The College is aware of the need to ensure its digital strategy reflects the fast-changing technology landscape and the current needs of students, staff and partners as users. For that reason, late in 2014, we surveyed 63 individuals across our academic departments and service areas to determine internal stakeholders' perceptions of our digital successes and emerging needs.

Roughly 60 percent said they felt the College had made "good" to "great" progress toward being a digital college while an additional 30 percent indicated we were "average".

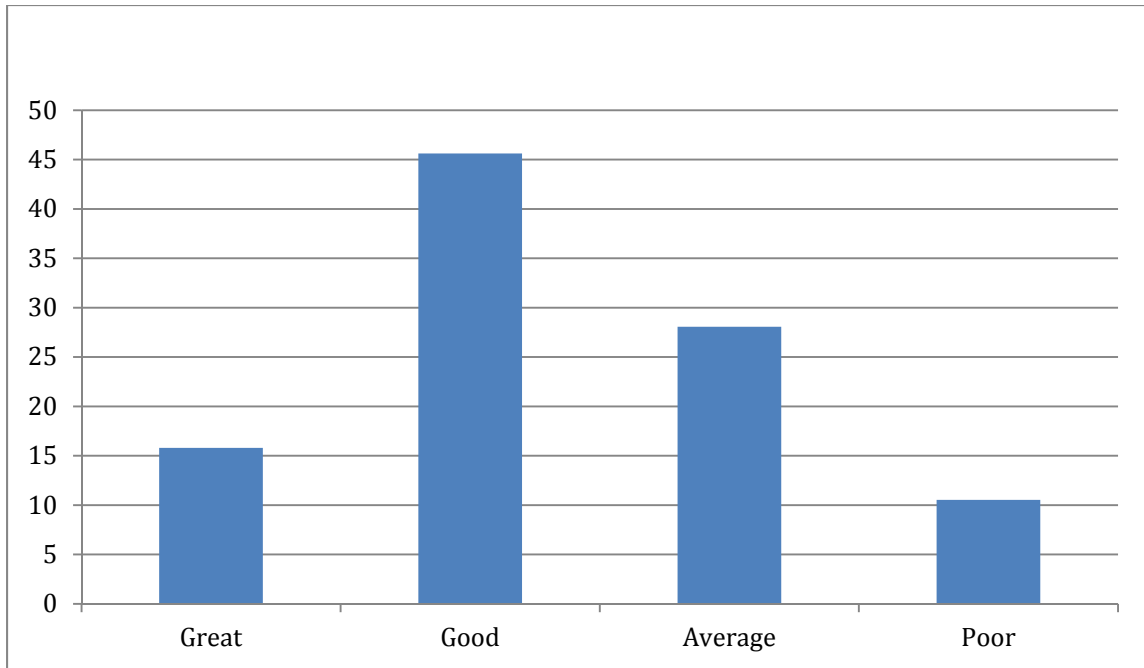


Figure 3. How internal stakeholders rate our digital success

Respondents to the survey felt the College’s investments in IT infrastructure had made a noticeable difference in the quality of education and services offered, and that the quality of hybrid and mobile learning delivery had improved as well with the aid of faculty support and training. Respondents also felt that the shift to more mobile and online learning had been well supported by investments in, and increased hours for, student services.

DIRECTION FOR A RENEWED DIGITAL STRATEGY

The survey also identified several areas for improvement. These had less to do with technologies than with the College’s capacity to *use* technology effectively, and included the needs for: more staff training and a greater variety of training options; better alignment between online and classroom-based learning; and more consultation with employees before and after major initiatives are undertaken.

As the College looked ahead to renewing its digital strategy in 2015, it was clear from these findings that supporting internal and external users’ uptake of technologies would be key component. Three specific ‘themes’ emerged to guide our renewal of the College’s digital vision:

1. **Employee support and engagement:** Investments in better and more flexible training will ensure employees are equipped to deliver quality education and services, while greater consultation will encourage support for major initiatives.
2. **Student technology assistance:** Even so-called “digital natives” don’t always know how to use their technology devices in ways that will benefit them at school and in their careers. Focusing on *proficiency* versus simply *promoting* device use will contribute to greater student success.
3. **Simplification:** Simplifying instructions and navigation for digital applications and resources will make essential information easy to find and understand.

“What is the front entrance of the College? The real main entrance is our web page. It’s the one the most people pass through. In thinking about our campuses, we need to think in these terms, how to shape our College for the future.”

John Tattersall, Director, Physical Resources
Presenting the *Five-Year Woodroffe Campus Master Development Plan*

OUR DIGITAL VISION

Under the leadership of Glenn MacDougall, Director of Learning and Teaching Services, and with Senior Vice President Academic Claude Brulé as Executive Sponsor, a nine-member Working Group guided the process of defining a renewed digital strategy over the winter of 2015. Synthesizing input from extensive consultations, the Working Group arrived at a vision, guiding principles, and key objectives for the years ahead.

Stakeholder input was essential to the development of the digital strategy — to ensure that every aspect of Algonquin College’s academic and administrative operations was reflected as well as the needs of students and College partners. A Stakeholder Engagement Group met five times over the winter term for facilitated discussions to brainstorm the core contents of the strategy and vision. Perspectives were also gathered from the College Leadership Council, Academic Chairs, President’s Council and through online surveys and a Student Forum, resulting in a total of 791 discrete inputs from 185 staff and students.

The consultation process concluded with a Town Hall on May 1 — delivered in conjunction with presentations on the College’s Five-Year Plan for the Woodroffe Campus and Healthy Living Education (HLE) initiative, both of which are affected by digital considerations.

The Digital Strategy Stakeholder Engagement Group represented the following areas and groups of the College:

- Ancillary Services
- Academics
- Students’ Association Board
- Information Technology Services
- Faculty
- Pembroke Campus
- Deans
- Customer Relationship Management
- Physical Resources
- Learning and Teaching Services
- Marketing and Recruitment
- Academic Chairs
- Vice Presidents
- Curriculum Services
- Student Services

THE VISION AND GUIDING PRINCIPLES

Through a process of refinement and validation, the Working Group distilled all inputs from the winter 2015 consultations into the following vision for the College’s digital evolution, supported by three guiding principles:

Leverage technology and innovation to enhance quality and increase access to applied learning through a personalized experience

1

Personalized experience

Provide a seamless, integrated experience with an emphasis on mobility and anywhere, anytime access to services and support.

2

Learning culture and digital preparedness

Embed continuous learning, collaboration and professional development to empower staff and students to leverage digital technologies within the learning environment, the workplace, and the communities we serve.

3

Investment in innovation

Make evidence-based strategic investments in agile, sustainable platforms and solutions.

WHAT THE VISION MEANS

This digital vision contains a number of concepts that will be important to the College in meeting the needs of students, staff and partners going forward:

“Leverage technology and innovation”

Technology alone does not make a College digital. Being digital also demands agile thinking and creative problem solving, i.e., an innovative culture.

“Enhance quality and increase access to applied learning”

This has far-reaching implications for how we deliver our programs and the standards we hold ourselves to — both academically and across the operations and services that support our core mission.

“Applied learning”

The hands-on, real-world, practical experience Algonquin College has always offered is the experience we must continue to offer in the digital, connected reality.

“Through a personalized experience”

However we fulfill the other parts of our vision, the ‘user’ must be at the centre. Engaging digitally means having the flexibility to use the most convenient device, wherever and whenever, with courses, programs and other services adapting — to whatever degree is possible — to each individual’s needs, for his or her individual benefit.

OUR DIGITAL STRATEGY AT A GLANCE

The table below provides, in full detail, the substance of Algonquin College’s next-generation digital vision, with detailed objectives under each principle. These are intended to be pursued in consideration of the College’s other key strategies and with respect for the College’s fiscal reality.

Leverage technology and innovation to enhance quality and increase access to applied learning through a personalized experience		
1	2	3
<p>Personalized experience Provide a seamless, integrated experience with an emphasis on mobility and anywhere, anytime access to services and support.</p>	<p>Learning culture and digital preparedness Embed continuous learning, collaboration and professional development to empower staff and students to leverage digital technologies within the learning environment, the workplace, and the communities we serve.</p>	<p>Investment in innovation Make evidence-based strategic investments in agile, sustainable platforms and solutions.</p>
<p>1.1 ENABLE ACCESS BY ANY DEVICE. Take advantage of cloud and mobile technologies to allow users to transition seamlessly between devices, spaces and applications for maximum efficiency and convenience.</p> <p>1.2 PROVIDE A SINGLE, COLLEGE-WIDE ONLINE PORTAL FOR ALL USERS. Provide every member of the Algonquin community with access to relevant College systems through a single online portal.</p> <p>1.3 ENABLE ADAPTIVE LEARNING, SERVICE DELIVERY AND OPERATIONS THROUGHOUT THE COLLEGE. Adopt and deploy technologies that support and advance the College's academic direction, keeping pace as that direction evolves to ensure users have access to the information, resources and services they need where and when they need them.</p> <p>1.4 DEVELOP A SYSTEMATIC APPROACH TO ACCESSIBILITY. Create accessibility compliance templates and issues-resolution mechanisms, supported by training, awareness-raising and performance measurement — with the goal of exceeding legislated accessibility standards where possible.</p>	<p>2.1 ENCOURAGE AND SUPPORT AN INNOVATION MINDSET THROUGHOUT THE COLLEGE. Encourage and facilitate innovation at Algonquin, including comfort with taking well-managed risks and adopting an agile methodology across business units.</p> <p>2.2 PREPARE STUDENTS AND EMPLOYEES TO EMBRACE ALGONQUIN'S DIGITAL CULTURE. Develop tools and supports to ensure all students and staff are ready to engage with Algonquin's digital culture and environment.</p> <p>2.3 EQUIP STUDENTS FOR LIFELONG CAREER SUCCESS IN THE DIGITAL WORKPLACE. Through their applied digital education, ensure students acquire the hard and soft skills to thrive, adapt and continually develop in the constantly evolving digital workplace.</p> <p>2.4 ENSURE POLICIES AND PROCEDURES REFLECT OUR DIGITAL REALITY. Review, update and disseminate College policies and procedures regularly to reflect the possibilities and capabilities of the digital world.</p>	<p>3.1 ESTABLISH STRONG DIGITAL GOVERNANCE. Ensure existing governance bodies such as the College Technology Committee are equipped to oversee and strategically direct Algonquin's digital activities. Publish a College-wide IT standard, and develop frameworks for: a) measuring progress in line with the 2017–2022 strategic plan; and b) making lifecycle technology decisions from acquisition through to decommissioning.</p> <p>3.2 AIM FOR 100% IT AVAILABILITY. Manage IT as a utility like power and water, with the goal of 100% availability — respecting the College's fiscal reality.</p> <p>3.3 BALANCE INVESTMENTS BETWEEN INDUSTRY-STANDARD AND DIFFERENTIATING TECHNOLOGIES. Purchase off-the-shelf technologies for commodity functions such as email and collaboration, and concentrate innovation investments on technologies that differentiate Algonquin College and its offerings (e.g., Sim Labs).</p> <p>3.4 USE DATA AND BUSINESS INTELLIGENCE TO MAKE INFORMED DECISIONS. Adopt tools that generate better business intelligence and user analytics, and define processes for data-driven decision making.</p>

	<p>2.5 IDENTIFY THE TOOLS, RESOURCES AND COMPETENCIES EMPLOYEES NEED TO REALIZE THE COLLEGE'S DIGITAL VISION. Ensure staff have access to the technologies and support they need to be successful, establishing digital competencies for staff and a faculty certification program to ensure high-quality hybrid and online course development.</p>	<p>3.5 STREAMLINE OPERATIONS THROUGH DIGITAL AUTOMATION AND PROCESS IMPROVEMENT. Bring greater efficiency to College operations by improving processes, leveraging technology for routine procedures and redeploying human resources to higher-value functions.</p> <p>3.6 ADOPT INTEROPERABLE PLATFORMS. Simplify and better integrate College systems with interoperable platforms and systems of record.</p> <p>3.7 SHARE INNOVATION THROUGHOUT ALGONQUIN. Promote College-wide awareness of innovative practices and solutions</p>
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FEEDBACK: ONLINE SURVEY RESULTS

In May 2015, the Working Group initiated a survey to solicit feedback on the three principles and their objectives through an online survey. The majority of respondents agreed the three principles are “essential” to a digital strategy, with Principle 2 ranking highest at 88 percent.

In comments, several respondents stressed the importance of supporting digital initiatives with appropriate resources and personnel. This aligns with the areas for improvement identified in the December 2014 stakeholder survey and underscores the need for strong user support and ‘digital capacity building’.

A few respondents also noted the need to streamline and centralize the College technology environment given the current situation of multiple different applications and tools being used to achieve the same (or similar) objectives.

“It is easy to imagine the kinds of technologies the future will bring — and hard to predict which will dominate. This digital strategy is not about preparing for any specific eventuality: it is about preparing for any possible eventuality, so that we as a College can embrace technology as it makes sense to do so.”

Glenn MacDougall, Director
Learning and Teaching Services

THE OPPORTUNITY BEFORE US

By building on its established leadership as a digital post-secondary institution, Algonquin College will ensure its ongoing ability to prepare graduates for lifelong career success, provide employers with innovative, adaptable workers, and deepen its connections to the communities it supports and serves.

Any institution tasked with equipping individuals to thrive in the digital workplaces of today and tomorrow must embrace that digital reality itself. Our College’s digital vision represents the choice to do just that: to give the widest variety of learners the greatest possible access to post-secondary

education, increasing enrolment and sustaining the College into the future; to provide flexibility and personalization for better quality and better outcomes; to operate efficiently and cost-effectively so that we can continue to deliver value to students, staff, employers and community stakeholders.

We are already on that path. The success of our 2010 digital strategy and recent initiatives like the provisioning of our online Course Outline Mapping and Management System (COMMS), developed at Algonquin College, to six other Ontario Colleges and our use of digital resources and eTexts are proof. In fact, the eText project reflects all the principles of this new digital vision in action:

1. **Personalized experience**
eTexts meet students where they live — in a world where life, work and school are interconnected and mobile devices create an anywhere, anytime expectation of access to information. Early findings suggest providing access to all students to digital texts improves students' chances of course success: the sooner they acquire and begin using their texts, the better they tend to perform in their courses. Instructors can use the digital platform to prompt students to dig into their reading, an intervention that could contribute directly to higher rates of student success. As of September, 2014, that possibility of greater success extended to 10,000 students enrolled in programs using eTexts.
2. **Learning culture and digital preparedness**
The eText initiative reflects good innovation practices and the kind of innovation culture Algonquin College seeks to develop. As an example of applied research and prudent risk management, it began with a small-scale, real-world rollout in 2013 and grew smartly based on lessons learned. In doing so, it has yielded valuable best practices for integrating new technology into programs and revealed potential new business models. The College continues to be approached by other institutions wanting to know how it has managed the deployment.
3. **Investment in innovation**
eTextbooks represent a significant process improvement: students assigned eTexts had their 'books' on day one of classes for a fraction of what they would have paid for printed versions. The initiative has also opened up new opportunities: in 2015, the College joined technology provider Kivuto Solutions and publishers Pearson Canada and Nelson Education in launching *Texidium* — an end-to-end content delivery solution. Texidium provides a seamless, consistent experience to users regardless of device or point of access and enables online collaboration.

This digital strategy will help the College build on successes like these and remain a digital leader in the post-secondary field for the benefit of students, staff and partners alike.

Given the unpredictability of technological innovation — and its rapid pace — this strategy must be a living document, the continuation of an ongoing process of consultation that allows for adaptation as conditions evolve and new opportunities emerge. That agility is ultimately at the heart of what it means to be a next-generation College.

APPENDIX A: GLOSSARY

The following are definitions of key terms used in this strategy and in the wider dialogue about digital post-secondary education:

Access

In the College context, 'access' refers to our mission to extend learning opportunities to the widest variety of students possible. Digital technologies support that mission by connecting students and staff to each other, and to the knowledge and services they need to succeed. In the technology sense, 'access' refers to the ability of devices to connect to networks in order to use applications or data.

Adaptive

The ability of technologies to modify how they present information to users — and what information they present — based on user profile, device type, mode of access or other parameters.

Agile

A term that originated in the software-development industry but used more broadly today to describe ways of working that are collaborative, quick and adaptable to evolving conditions.

App

Short for 'application', and referring to software programs used by (mainly) mobile devices.

Architecture

The structure and organization of an IT network.

Business intelligence

Tools and processes for extracting meaningful, actionable information from raw data.

BYOD

"Bring your own device", referring to a technology environment that includes a wide variety of different types of user devices.

Cloud

In cloud computing, data and applications are stored on centralized servers and accessed over the Internet or a private network instead of being stored on a device or in on-premises hardware.

Digital native

Individuals who have grown up with digital technology.

ITS

Algonquin College's Information Technology Services group.

Mobile

Any device that does not require a wired connection to access the Internet or a private network.

Platform

The foundation — usually a combination of hardware and software — on which digital applications and services are delivered.

APPENDIX B: DIGITAL STRATEGY WORKING GROUP MEMBERS

Claude Brulé, Senior Vice President, Academic (Executive Sponsor)
Glenn MacDougall, Director, Learning and Teaching Services

Brent Brownlee, Director, College Ancillary Services
Allison Burnett, Analyst, Special Projects Human Resources
Linda Crane, Coordinator/Professor, Computing Science
Michael Gawargy, Director, Information and Technology Services
Eric Hollebhone, Director of Marketing and Recruitment
Vivienne Kay, Director, Algonquin Students' Association
Rod Martin, Senior Manager, Service Delivery and Infrastructure
Jason Timms, Assistive Technologist

APPENDIX C: DIGITAL STRATEGY STAKEHOLDER ENGAGEMENT GROUP MEMBERS

Kenneth Hill,
Donald Moen,
Eric Hollebhone
Saif Terai
Joe Ranieri
Phillip Rouble
Linda Crane
Albert Dudley
Ian Pineau
Mara Lowrey
Louisa Lambregts
Laura Campbell
Chris Kelly
Glenn MacDougall
Michael Gawargy
Rob Harvey
Antonio Santamaria
Diane Banks
Tammy Thornton
Stephany Castilla
Larry Weatherdon
Mike Ballard
Nancy Makila
Pam Fitch
Claude Brule
Edmund Strange
Rod Martin
John Dallas
Jennifer Kidd
Susan Preiss
Patricia Lychak
David Loignon
Francine Roach
Duncan Topp
Craig Delmage
Robyn Heaton
Jason Timms
Abhishek Gade
Allison Burnett
Darryl Ross
Doug Wotherspoon



President/Board of Governors

Presentation to:	Algonquin College Board of Governors
Subject:	Capital Projects Summary Report
Date:	June 8, 2015
Presenter:	Duane McNair, Vice-President, Finance and Administration

RECOMMENDATION:

THAT the Board of Governors accepts the Capital Projects Summary Report (APPENDIX A) for information.

PURPOSE:

The purpose of this review is to provide a brief financial overview and key data recap on the progress of the 3 recent major capital projects undertaken (and active in 2014/15) at Algonquin College.

BACKGROUND:

This report will provide a timeline for the beginning and ongoing progress of each major capital project that was active in 2014/15, including 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.

Items included in this report are as follows:

1. ESCO II
2. Healthy Living Education (Buildings A and J)
3. Enterprise Resource Planning (ERP) – Project Fusion
4. Summary of Completed Major Projects Since FY2013

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 (#477) – The Board of Governors approves a multi-phase approach to the ESCO II project.
- May 2013 (#481) - Phase 1 of ESCO II is approved, primarily focusing on Building B HVAC, with a total projected investment of \$13.7M
- October 2013 (#483) – 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 (#487) – Phase 3 was approved by the Board of Governors. This phase focuses on the construction of the co-generation plant and other improvement measures. Total projected investment for this phase is \$13.9M

- **Key Construction Dates:**

- B building HVAC Estimated Completion Date: February, 2015
- Design of Co-generation Plant: April, 2015
- Co-generation Plant Estimated Completion Date: December, 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 – Construction still in progress)**

- Savings to March 31, 2015 \$0.6M
- Estimated Savings in FY2015/16 \$1.4M
- \$2.0M**

HLE – Healthy Living Education (Buildings A and J)

- **Board Approval and Key Dates:**
 - December 2013 (#484) – Approval of the repatriation of the Hairstylist and Esthetician programs from Confederation High School, the relocation of Massage Therapy program from Building J to Building A, and Dental Clinic Renewal/Expansion (Building J) at an estimated cost of \$6.7M (based on indicative funding requirements to be completed over multiple years (\$3.01M Building A, and \$3.69M Building J).
 - March 2014 – President’s Council was provided a project update with class C cost estimates and design and code requirements for Building A, which impacted the scope of the project. To maintain the budget approved by the Board in December 2013, the scope of the project was adjusted to \$6.64M (\$5.91M Building A, and \$0.73M building J).

- **Key Construction Dates:**
 - Project Start: May 2014
 - Substantial Completion Date August 2014

- **Approved Algonquin Project Funding:**
 - Algonquin College Funds \$6.7M

- **Total Project Actual Cost:**
 - Expenditures to March 31, 2014 \$0.3M
 - Expenditures to March 31, 2015 \$6.1M
 - Estimated Expenditures in FY 2015/16 \$0.05M
 - \$6.45M**

- **Total Project Variance:** **\$0.25M**

- **Explanation of Variance:**
 - A number of funding pressures were put on this project, and early indications were that the project would come in over budget due to unforeseen issues such as the seismic and other technical issues discovered during construction. To address this possible budget shortfall we advised the contractor to value engineer the project, and to look for achievable savings. Final deficiencies and holdbacks on equipment being commissioned will be addressed in FY 2015/16.

ERP (Enterprise Resource Planning) Project Fusion

Project Fusion is the ERP transformation of business processes and systems for Human Resources, Payroll and Finance, with the objective to improve efficiency, consistency and empower Employees and Managers throughout the college.

- **Board Key Dates**
 - February 2014 – Presentation on ERP Strategy initiative roadmap and endorsement to proceed to tender process. Cost estimates to be submitted to ARM Committee once vendor selected.
 - Anticipated for Fall of 2015 – Presentation for full project budget approval based on HR/Finance/Payroll RFP recommended vendor, signed contract and known implementation costs
- **Project Milestone Dates:**
 - Issuance of HR/Finance/Payroll Request For Proposals (June 2014)
 - Evaluation determines no compliant bids (October 2014)
 - Notice of Proposed Procurement (May 2015)
 - Re-issuance of Request for Proposals (June 2015)
 - Anticipated finalization of Contract Negotiation (Fall 2015)
 - HR/Payroll “go-live” tentatively forecast for January 1, 2017
 - Finance “go-live” tentatively forecast for April 1, 2017
- **Approved Algonquin Funding for Project Initiation, Process Review and Tendering :**
 - 2014/15 and 2015/16 Algonquin College – Strategic Investment Priorities Funding Up to \$1.0M
- **Total Project Actual Cost:**
 - Expenditures to March 31, 2015 \$0.75M*
- **Total Project Variance:** **\$0.25M**

*Expenditures to date include business process review and future state mapping, ERP procurement consultants, legal services for RFP document, Organizational Change Manager and backfill costs to release full-time subject matter experts to participate in project planning. Project costs to date before vendor selection are higher than anticipated due to no compliant bids received in 2014 tender process. The Board of Governors is required to approve the full project budget once the preferred vendor is identified in Fall 2015.

Projects Completed Since FY 2012/13

- Algonquin Centre for Construction Excellence: Total Cost: \$76.7M
- Perth Campus: Total Cost: \$12.39M
- Pembroke Campus: Total Cost: \$33.8M
- Student Commons: Total Cost: \$51.4M
- Digital College: Total Cost: \$11.5M



President/Board of Governors

Presentation to:	Board of Governors
Subject:	Year-End Statistical Report for the Information and Privacy Commissioner of Ontario
Date:	June 8, 2015
Presenter:	Duane McNair, Vice President, Finance and Administration

RECOMMENDATION:

THAT the Board of Governors accept the Year-End Statistical Report for the Information and Privacy Commissioner of Ontario for the 2014 Reporting Year.

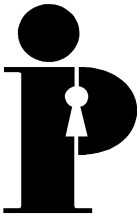
PURPOSE:

The purpose of this report is to present the Board of Governors with a summary of the Freedom of Information activity for 2014.

BACKGROUND/CONTEXT:

The Vice-President, Finance and Administration, acts as the College's Freedom of Information Coordinator on behalf of the Head of the organization, the Chair of the Board of Governors. The Freedom of Information and Protection of Privacy Act provides the right to request access to recorded information held by government organizations subject to specific exemptions. The College's Freedom of Information and Protection of Privacy policy can be found at the following link:

<http://www2.algonquincollege.com/directives/policy/compliance-with-ontario%e2%80%99s-freedom-of-information-and-protection-of-privacy-act/>



The Year-End Statistical Report
for the
Information and Privacy Commissioner/Ontario

**Statistical Report of
Algonquin College
for the 2014 Reporting Year**

under the
Freedom of Information and Protection of Privacy Act

Section 1: Identification

1.1	Organization Name	Algonquin College
	Ministry Name (if applicable)	Training, Colleges and Universities
	Head of Institution Name & Title	Jim McIntosh, Chair of Algonquin College Board of Governors
	Head of Institution E-mail Address	mcintoj@algonquincollege.com
	Management Contact Name & Title	Training, Colleges and Universities
	Management Contact E-mail Address	mcnaird@algonquincollege.com
	Primary Contact Name & Title	Ginette Belair, Executive Assistant to Vice President, Finance and Admin
	Primary Contact Email Address	belairg@algonquincollege.com
	Primary Contact Phone Number	613-727-4723 ext 7704
	Primary Contact Fax Number	613-727-7674
	Primary Contact Mailing Address 1	1385 Woodroffe Avenue
	Primary Contact Mailing Address 2	Room C548
	Primary Contact Mailing Address 3	
	Primary Contact City	Ottawa
	Primary Contact Postal Code	K2G 1V8
1.2	Your Institution is:	College

Section 2: Inconsistent Use of Personal Information

2.1 Whenever your institution uses or discloses **personal information** in a way that differs from the way the information is normally used or disclosed (**an inconsistent use**), you must attach a record or notice of the inconsistent use to the affected information. How many such records did your institution attach, if any?

0

Your institution received:

- No formal written requests for access or correction
- Formal written requests for access to records
- Requests for correction of records of personal information only

Section 3: Number of Requests Received and Completed

Enter the number of requests that fall into each category.

- 3.1** New requests received during the reporting year
- 3.2** Total number of requests completed during the reporting year

	Personal Information	General Records
	2	11
	2	11

Section 4: Source of Requests

Enter the number of requests you completed from each source.

- 4.1** Individual / Public
- 4.2** Individual by Agent
- 4.3** Business
- 4.4** Academic / Researcher
- 4.5** Association / Group
- 4.6** Media
- 4.7** Government (All Levels)
- 4.8** Other
- 4.9** Total Requests (Add Boxes 4.1 to 4.8 = Box 4.9)

	Personal Information	General Records
	2	8
	0	0
	0	0
	0	0
	0	1
	0	2
	0	0
	0	0
	2	11

Box 4.9 MUST EQUAL Box 3.2

Section 5: Time to Completion

How long did your institution take to complete all requests for information? Enter the number of requests into the appropriate category. How many requests were completed in:

- 5.1** 30 days or less
- 5.2** 31 - 60 days
- 5.3** 61 - 90 days
- 5.4** 91 days or over
- 5.5** Total Requests (Add Boxes 5.1 to 5.4 = Box 5.5)

	Personal Information	General Records
	2	9
	0	2
	0	0
	0	0
	2	11

Box 5.5 MUST EQUAL Box 3.2

Section 6: Compliance with the *Act*

In this section, please indicate the number of requests completed, within the statutory time limit and in excess of the statutory time limit, under each of these four different situations:

- A. No notices issued;
- B. Both a Notice of Extension (s.27(1)) and a Notice to Affected Person (s.28(1)) issued;
- C. Only a Notice of Extension (s.27(1)) issued; or
- D. Only a Notice to Affected Person (s.28(1)) issued.

Please note that **the four different situations are mutually exclusive** and the number of requests completed in each situation should add up to the total number of requests completed in Section 3.2 (add boxes 6.3 + 6.6 + 6.9 + 6.12 = box 6.13 and box 6.13 MUST EQUAL box 3.2).

A. No Notices Issued

- 6.1** Number of requests completed within the statutory time limit (30 days) where **neither** a Notice of Extension (s.27(1)) nor a Notice to Affected Person (s.28(1)) were issued.
- 6.2** Number of requests completed in excess of the statutory time limit (30 days) where **neither** a Notice of Extension (s.27(1)) nor a Notice to Affected Person (s.28(1)) were issued.
- 6.3** Total (Add Boxes 6.1 + 6.2 = Box 6.3)

	Personal Information	General Records
6.1	2	8
6.2	0	1
6.3	2	9

B. Both a Notice of Extension (s.27(1)) AND a Notice to Affected Person (s.28(1)) Issued

- 6.4** Number of requests completed within the time limits permitted under **both** the Notice of Extension (s.27(1)) and Notice to Affected Person (s.28(1)).
- 6.5** Number of requests completed in excess of the time limit permitted by the Notice of Extension (s.27(1)) and/or the time limit permitted by the Notice to Affected Person (s.28(1)).
- 6.6** Total (Add Boxes 6.4 + 6.5 = Box 6.6)

	Personal Information	General Records
6.4	0	1
6.5	0	0
6.6	0	1

C. Only a Notice of Extension (s.27(1)) Issued

- 6.7** Number of requests completed within the time limit permitted under the Notice of Extension (s.27(1))
- 6.8** Number of requests completed in excess of the time limit permitted by the Notice of Extension (s.27(1)).
- 6.9** Total (Add Boxes 6.7 + 6.8 = Box 6.9)

	Personal Information	General Records
6.7	0	0
6.8	0	0
6.9	0	0

D. Only a Notice to Affected Person (s.28(1)) Issued

- 6.10** Number of requests completed within the time limit permitted under the Notice to Affected Person (s.28(1))
- 6.11** Number of requests completed in excess of the time limit permitted by the Notice to Affected Person (s.28(1)).
- 6.12** Total (Add Boxes 6.10 + 6.11 = Box 6.12)

Personal Information	General Records
0	1
0	0
0	1

E. Total Completed Requests (sections A to D)

- 6.13** Overall Total (Add Boxes 6.3 + 6.6 + 6.9 + 6.12 = Box 6.13)

Personal Information	General Records
2	11

Box 6.13 MUST EQUAL Box 3.2

Section 6a: Contributing Factors

Please outline any factors which may have contributed to your institution not meeting the statutory time limit. If you anticipate circumstances that will improve your ability to comply with the *Act* in the future, please provide details in the space below.

Factors which contributed to our institution not meeting statutory limit included:

- delays in receiving clarification for amendments
- several amendments received for same request

Section 7: Disposition of Requests

What course of action was taken with each of the completed requests? Please enter the number of requests into the appropriate category.

- 7.1** All information disclosed
- 7.2** Information disclosed in part
- 7.3** No information disclosed
- 7.4** No responsive records exist
- 7.5** Request withdrawn, abandoned or non-jurisdictional
- 7.6** Total Requests (Add Boxes 7.1 to 7.4 = Box 7.6)

Personal Information	General Records
1	6
0	3
0	1
0	1
1	0
2	11

Box 7.9 MUST BE GREATER THAN OR EQUAL TO Box 3.2

Section 8: Exemptions & Exclusions Applied

For the total number of requests with exemptions/exclusions/frivolous or vexatious requests, how many times did your institution apply each of the following? (More than one exemption/exclusion may be applied to each request.)

	Personal Information	General Records
8.1 Section 12 — Cabinet Records	0	0
8.2 Section 13 — Advice to Government	0	0
8.3 Section 14 — Law Enforcement ¹	0	0
8.4 Section 14(3) — Refusal to Confirm or Deny	0	0
8.5 Section 14.1 — <i>Civil Remedies Act, 2001</i>	0	0
8.6 Section 14.2 — <i>Prohibiting Profiting from Recounting Crimes Act, 2002</i>	0	0
8.7 Section 15 — Relations with Other Governments	0	0
8.8 Section 16 — Defence	0	0
8.9 Section 17 — Third Party Information	0	2
8.10 Section 18 — Economic and Other Interests of Ontario	0	0
8.11 Section 18.1 — Information with Respect to Closed Meetings	0	0
8.12 Section 19 — Solicitor-Client Privilege	0	0
8.13 Section 20 — Danger to Safety or Health	0	0
8.14 Section 21 — Personal Privacy (Third Party) ²	N/A	1
8.15 Section 21(5) — Refusal to Confirm or Deny	0	0
8.16 Section 21.1 — Species at Risk	0	0
8.17 Section 22 — Information Soon to be Published	0	0
8.18 Section 27.1 — Frivolous or Vexatious	0	0
8.19 Section 49 — Personal Information (Requester)	0	N/A
8.20 Section 65 — <i>Act Does Not Apply</i> ³	0	0
8.21 Section 65(6) — Labour Relations & Employment Related Records and Appointment and Placement Related Records	0	1
8.22 Section 67 — Other Acts	0	0
8.23 <i>PHIPA</i> Section 8(1) Applies	0	0
8.24 Total Requests Where Exemptions & Exclusions Applied (Add Boxes 8.1 to 8.23 = Box 8.24)	0	4

¹ not including Section 14(3)

² not including Section 21(5)

³ not including Section 65(6)

Section 9: Fees

Did your institution collect fees related to requests for access to records?

	Personal Information	General Records	Total
9.1 Number of requests where fees other than application fees were collected	0	7	7
9.2.1 Application fees collected	\$5.00	\$55.00	\$60.00
9.2.2 Additional fees collected	\$0.00	\$1,054.00	\$1,054.00
9.2.3 Total fees collected (Add boxes 9.2.1 + 9.2.2 = Box 9.2.3)	\$5.00	\$1,109.00	\$1,114.00
9.3 TOTAL DOLLAR AMOUNT OF FEES WAIVED	\$4.00	\$0.00	\$4.00

Section 10: Reasons for Additional Fee Collection

Enter the **number of requests** for which your institution collected fees other than application fees that apply to each category.

	Personal Information	General Records	Total
10.1 Search time	0	7	7
10.2 Reproduction	0	7	7
10.3 Preparation	0	0	0
10.4 Shipping	0	0	0
10.5 Computer costs	0	0	0
10.6 Invoice costs (and others as permitted by regulation)	0	0	0
10.7 Total Requests (Add boxes 10.1 to 10.6 = Box 10.7)	0	14	14

Section 11: Corrections and Statements of Disagreement

Did your institution receive any requests to correct **personal information**?

	Personal Information
11.1 Number of correction requests received	0
11.2 Correction requests carried forward from the previous year	0
11.3 Correction requests carried over to the next year	0
11.4 Total correction requests completed [(Box 11.1 + Box 11.2) - Box 11.3 = Box 11.4]	0

What course of action did your institution take regarding the requests to correct **personal information** that were received?

Personal Information

11.5 Correction(s) made in whole

0

11.6 Correction(s) made in part

0

11.7 Correction requests refused

0

11.8 Correction requests withdrawn by requester

0

11.9 Total (Add Boxes 11.5 to 11.8 = Box 11.9)

0

In cases where correction requests were denied, in part or in whole, were any statements of disagreement attached to the affected personal information?

11.10 Number of statements of disagreement attached

0

If your institution received any requests to correct personal information, the *Act* requires that you send any person(s) or body who had access to that information in the previous year notification of either the correction of the statement of disagreement. Enter the number of notifications sent, if applicable.

11.11 Number of notifications sent

0

Note:

This report is for your records only and should not be faxed or mailed to the Information and Privacy Commissioner /Ontario in lieu of online submission. Faxed or mailed copies of this report will NOT be accepted. Please submit your report online at: <https://statistics.ipc.on.ca>

Thank you for your cooperation!

Declaration:

I, Training, Colleges and Universities, confirm that all the information provided in this report, furnished by me to the Information and Privacy Commissioner/Ontario, is true, accurate and complete in all respects.

Signature

Date



2014

Annual Report to Sponsors

A full pension benefit on all earnings

The CAAT Supplementary Plan, generally known as the CAAT Retirement Compensation Arrangement, or RCA, was established by the Ontario Council of Regents in 1994.

In 1998, the Council of Regents delegated responsibility for governance and administration of the Supplementary Plan to the RCA Sponsors' Committee. The Boards of Governors of each college subsequently passed resolutions to:

- accept the role of RCA Plan sponsor, including funding obligations, and
- authorize the RCA Sponsors' Committee to act on behalf of the colleges on all Supplementary Plan funding, governance and administration issues.

The Supplementary Plan is administered by the CAAT Pension Plan, but its assets are held in a segregated account, with a different investment philosophy. In 2014, there were 84 active members and 138 retired members and beneficiaries.

The Income Tax Act (ITA) restricts the amount of pension service a member can earn in a registered pension plan, such as the CAAT Pension Plan. The CAAT Supplementary Plan provides pensions to members of the CAAT Pension Plan for their service with a participating employer in respect of the portion of their pensionable benefits that exceeds the maximum pension for registered pension plans allowed under the ITA. For the CAAT Pension Plan benefit formula this currently occurs at earnings of \$159,704. This earnings threshold changes annually to reflect changes in the ITA defined benefit limit and the Year's Maximum Pensionable Earnings (YMPE), which is set annually for benefits earned in the Canada Pension Plan.

Supplementary Plan Members begin contributing to the Supplementary Plan automatically, once their earnings reach the threshold. For members the contribution rate is the same as the contribution rate of the CAAT Pension Plan: 14.8% above the YMPE. The employer pays a total of three times the member contributions on earnings above the ITA limit, to meet the funding targets of the Supplementary Plan, and for administration expenses.

This increased contribution amount is necessary because the Supplementary Plan is subject to different income tax rules than the CAAT Pension Plan. Within the Supplementary Plan, 50% of the contribution and investment income goes to Canada Revenue Agency in the form of a refundable tax credit, paid back when Supplementary Plan benefit payments are made. Due to the refundable tax credit, only half the initial contribution and investment income can be invested. As members pay the same contribution rates as in the CAAT Pension Plan, employers are responsible for any additional contributions needed to meet the funding targets.

The Supplementary Plan benefit formula is identical to that used in the CAAT Pension Plan.

This type of arrangement is common in the public sector. Without a supplementary plan, members with pensionable earnings greater than the ITA limit could not earn pension benefits reflecting their full pensionable earnings on service in the college system. Therefore their retirement income replacement ratio would be lower than those members with earnings less than the ITA limit.

This Annual Report summarizes key events over the past year, provides information on funding and investments, and describes the governance structure of the Supplementary Plan.

Administrative fee payment structure

In 2013, a process was established to charge employers separately for the administrative expenses of the Supplementary Plan, and to reduce their contributions to the Plan by the same amount. Under this process, each employer is assessed a portion of the total administrative expenses, which is paid into a CIBC Mellon account that is separate from the fund of the Supplementary Plan. CIBC Mellon is the custodian for the Supplementary Plan.

The contributions owed by each employer are then reduced by the amount of the administrative assessment, so that there is no change to the total cost for the employer. This process provides greater certainty that the Supplementary Plan is compliant with tax policy, and ensures that the refundable tax credits are properly captured.

A new employer

Colleges Ontario joined the Supplementary Plan as a non-college employer, effective January 1, 2015. Colleges Ontario employees have been members of both the CAAT Pension Plan and the Supplementary Plan for many years through George Brown College under a service contract to process their payroll and benefits.

Contribution remittances

In October 2014, a change was made to the forms for remitting contributions. The summary forms for the CAAT Pension Plan and for the Supplementary Plan were consolidated, so that there is no longer a need to submit separate forms for each plan.

Member communications

A member booklet, entitled “A benefit on all your pensionable earnings,” will be distributed with the annual statement of each CAAT Pension Plan member who makes contributions to the Supplementary Plan. Members who want more detail can also consult the Supplementary Plan Text, which is available on request from the CAAT Pension Plan. Later in 2015, the CAAT Pension Plan website will introduce pages with information on the Supplementary Plan.

Funding objectives

The Supplementary Plan does not have an objective to be fully funded, given the tax treatment of pre-funding the obligations. The Funding Target adopted for the Supplementary Plan is based on a multiple of the benefits expected to be paid over a 10 year period. The actuarial valuation projections against

the established Funding Target demonstrated that the Supplementary Plan assets continue to be projected to exceed the Funding Target over the 10 year projection period, confirming that contribution rates continue to be sufficient. As a result, no contribution adjustments were necessary.

Actuarial valuation

Mercer Human Resource Consulting conducted a valuation for the Supplementary Plan as of January 1, 2015. It showed the Supplementary Plan with a wind-up deficit of \$41.3 million, and a going concern deficit of \$133 million. As the plan is not funded on a going concern or wind-up basis, the positions do not have a statutory significance. Rather, the Committee uses the Funding Target as guidelines for determining appropriate action as outlined in the Funding Policy.

Wind-up Position – January 1, 2015 (For disclosure purposes only)

(\$million)

Assets	38.2
Liabilities – Active members	(34.5)
Liabilities – Inactive members	(45.0)
Surplus (deficit)	(41.3)

Going concern Position – January 1, 2015 (For disclosure purposes only)

(\$million)

Assets (market value)	38
Present value of future contributions	136
Actuarial value of assets (total)	174
Accrued liabilities – Active members	(123)
Accrued liabilities – Inactive members	(61)
Liabilities for future service	(123)
Total liabilities	(307)
Surplus (deficit)	(133)

Investment performance

The investment portfolio of the Supplementary Plan returned 17.43% gross of fees in 2014, as a result of falling interest rates and the fact that the investment portfolio consists of only fixed income assets (bonds).

The investment portfolio for the Supplementary Plan focuses on the need to preserve capital for benefit payments, and reflects the unfavourable tax treatment (a refundable 50% withholding tax) to which the fund is subject. Therefore, the fund has since 2004 been exclusively invested in a mix of Canadian federal and

provincial bonds in a “buy and hold” strategy. This is managed by Baker Gilmore, one of the CAAT Pension Plan’s bond managers, at a preferential fee rate of 10 basis points annually.

Over the five year period ending December 31, 2014, the portfolio’s annualized return has been 8.64%. This represents a “real return” (after inflation) of 7.00%, which exceeds the expected 2% real return stated in the fund’s Statement of Investment Policies and Procedures.

Financial statements

At its April 15, 2015 meeting, the RCA Sponsors’ Committee approved the audited financial statements of the Supplementary Plan

for the year ended December 31, 2014. Net assets available for benefits increased by \$4.3 million during 2014.

Governance

The RCA Sponsors' Committee is composed of five members: the four Employer members of the CAAT Pension Plan's Sponsors' Committee, and one OPSEU representative, who can be a member of either the CAAT Pension

Plan's Sponsors' Committee or Board of Trustees. The Employer members are appointed by Colleges Ontario on behalf of the Boards of Governors.

The 2014 members:



Jeff Zabudsky – Dr. Zabudsky is Employer Co Chair of the CAAT Pension Plan's Sponsors' Committee, and Chair of the RCA Sponsors' Committee. Dr. Zabudsky, who joined the Committee in 2012, is President and CEO of the Sheridan Institute of Technology and Advanced Learning.



Brian Tamblyn – Mr. Tamblyn joined the Committee in 2013. A private practice management consultant, he is a past President and CEO of Georgian College.



Steve Hudson – Dr. Hudson is Vice President, Academic at Niagara College. He joined the Committee at the beginning of 2014.



Darryl Bedford – the OPSEU representative, and President for OPSEU Local 110 at Fanshawe College, Mr. Bedford joined the Committee in 2013. He is the Vice-Chair of the Board of Trustees.



Peggy McCallum – Ms. McCallum is Partner and head of the pension and benefits practice group at the law firm of Fasken Martineau DuMoulin, and has been on the Committee since 2005.

Participating employers

The Board of Governors of the following colleges of applied arts and technology are participating employers:

Algonquin College of Applied Arts and Technology
Cambrian College of Applied Arts and Technology
Canadore College of Applied Arts and Technology
Centennial College of Applied Arts and Technology
Collège Boréal d'arts appliqués et de technologie
Collège d'arts appliqués et de technologie La Cité collégiale
Conestoga College Institute of Technology and Advanced Learning
Confederation College of Applied Arts and Technology
Durham College of Applied Arts and Technology
Fanshawe College of Applied Arts and Technology
George Brown College of Applied Arts and Technology
Georgian College of Applied Arts and Technology
Humber College Institute of Technology and Advanced Learning
Lambton College of Applied Arts and Technology
Loyalist College of Applied Arts and Technology
Mohawk College of Applied Arts and Technology
Niagara College of Applied Arts and Technology
Northern College of Applied Arts and Technology
St. Clair College of Applied Arts and Technology
St. Lawrence College of Applied Arts and Technology
Sault College of Applied Arts and Technology
Seneca College of Applied Arts and Technology
Sheridan College Institute of Technology and Advanced Learning
Sir Sandford Fleming College of Applied Arts and Technology

The following institutions are “non-college employers” participating in the Plan:

Ontario Colleges Library Service
Ontario College Application Service
College Employer Council
Northern Centre for Advanced Technology (closed group)
OntarioLearn Online Collaborative
Colleges Ontario (effective January 1, 2015)



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**Report from the Chair
Board of Governors Meeting
June 8, 2015**

Welcome to our Governors Elect

I am pleased to welcome our new Academic representative Stephen Heckbert to our Board. Stephen is a Professor and coordinator in the Public Relations Program in the School of Media and Design. Stephen will replace Shawn McBride as of September 1. I am also pleased to welcome our new Student representative Shubham Bawa. Shubham is enrolled in our Business Management and Entrepreneurship 2-year program. He is an international student from India and he will replace Kyrlo Kasyanenko as of September 1. Stephen and Shubham will join Michael Tremblay and Shellee Evans as new Governors to our Board in September.

CiCAN Conference

The CiCan conference was held in Winnipeg this year from May 24 to 26, 2015. The conference was attended by President Jensen and Governors Cheng and Leroux.

Colleges Ontario 2015 Higher Education Summit

The 2015 Higher Education Summit will be held in Toronto at the Sheraton Centre Hotel on November 15 & 16, 2015. Keynote speakers include Paralympian Rick Hansen and Professor Daniel J. Levitin, best known for his book *This is your brain on Music*. The College Centre for Board Excellence will be hosting their Governor Orientation Session prior to the conference on November 14 and 15. Details including how to apply to attend the conference will be circulated by the Board Office shortly.

Spring Convocation Ceremonies

Members are reminded of the Spring Convocation Ceremonies in Pembroke, Perth and Ottawa. Please advise the Board Office if you are able to attend and if you require an academic hood.

Pembroke Convocation – was held on June 5 – Governor Blackstein attended

Perth Convocation – June 11

Ottawa Convocations – June 22, 23, 24

September Board Retreat - September 27 & 28, 2015

Members are reminded of the September Board Retreat which will be held in Pembroke this year. The Retreat will begin at midday on Sunday, September 27 and will end at 4 pm on September 28. The Board Office will book overnight accommodation for Governors in Pembroke.

Over the Summer

The Board Executive Committee will be working with Management on developing the agenda for the September Board Retreat. The Governance Committee will be finalizing the Orientation Sessions for new Governors on August 27 and September 14, and the Board Office will be busy with logistics for all the Board and Committee meetings and activities that occur throughout the year.

2015/2016 Board Meeting and Schedule

The Board meetings from September 2015 to June 2016 is posted on the Board's SharePoint site – they are as follows:

September 27 & 28, 2015 Board Retreat

Tuesday, October 13, 2015 Board meeting

Monday, December 7, 2015 Board Christmas Dinner

Monday, December 14, 2015, Board meeting
Monday, February 1, 2016 Retreat & Board meeting 10 am – 6 pm
Monday, April 11, 2016 Board meeting
Monday, June 13, 2016 Board meeting and Annual General Meeting
Monday, June 20, 2016 President's Board Dinner

President's Board Dinner

Members are reminded that the President is hosting the end-of-year Board Dinner at Stonebridge Golf and Country Club for Governors and their partners beginning at 6:30 pm. Governors and their partners will be offered the opportunity to play 9-holes of golf, if they wish, prior to the Dinner. We look forward to seeing you there.

RECOGNITION OF RETIRING GOVERNORS

I would like to take the opportunity to thank our retiring Governors:

Shawn McBride was elected as Academic representative on the Board as of September 2012 and served on the newly formed Academic & Student Affairs Committee since its inaugural meeting in March 2014. We thank Shawn for his dedicated service to the College and for the issues of interest to Faculty that he brought to the Board's attention.

Kyrylo Kasyanenko was elected to the Board as the student representative in September 2012. Kyrylo ensured that the student's voice was heard at the Board table and we thank Kyrylo for his service to our Board and to the College community.

**Report from the President
Board of Governors Meeting
June 8, 2015**

2015 President's BBQ & Employee Awards

The President's BBQ and Employee Awards event was held at the Woodroffe campus on May 14 and was live-streamed to the College's other campuses. Employees were nominated by their peers and the President handed out awards of excellence to employees who have made a special contribution to the College during the past year. Congratulations to all nominees and award winners. Thank you to Chair McIntosh and Governors Auchterlonie, Blackstein, Fraser and McBride for attending the event.

2015 Broadcast Educators Association of Canada Awards

Radio Broadcasting graduate Deanna Dziarski received two awards from the Broadcast Educators Association of Canada on May 29 at their annual conference in Burnaby, BC. Deanna came first for on-air performance and for imaging – congratulations to Deanna.

2015 Student Success Conference

The second annual Student Success Conference was held on May 22 at AC's Ottawa campus and was live-streamed to the College's other campuses. The conference is part of a cross-College effort to make student success a campus-wide priority. A shared vision of student success has been developed and the aim is to create the best student experience from start to finish. Participants benefitted from a day of context and trend setting ideas, networking opportunities and breakout sessions to share knowledge and discuss strategies.

2015 Advancing Learning Conference

For the first time, Algonquin College hosted the annual Advancing Learning Conference that ran from June 3 to 5. The conference was an opportunity to share teaching or student support related technology integration ideas with college colleagues from across Ontario. This year's themes included Personal Innovation, Collaborations, and Learning Solutions.

2015 Capital Educators' Awards

Congratulations to Algonquin College winners Julie McCann, Mary Jane Burrows, and Shelley Clarke. The winners were announced at the annual Capital Educators' Awards and gala celebration held on May 20 held at the Woodroffe Campus. The event helps to raise the profile of public education and to recognize and celebrate the dedication and achievements of local educators. These awards are unique; Ottawa is the only community in Canada that celebrates the contributions of its educators across the whole spectrum of education from elementary to post-secondary. Congratulations to Julie, Mary Jane and Shelley.

Algonquin College's Fitness Zone

Algonquin College's Fitness Zone is partnering up with Gym Track (Ottawa's newest start-up) in a large scale technology trial in a collaborative research project between the AC Students' Association and the Health and Wellness Research Centre. Gym Track's hardware system attaches to already existing gym equipment, where users can borrow a GymTrack bracelet that connects with their smartphone to track tempo and form while they work out. The company

**Report from the President
Board of Governors Meeting
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raised \$2.5 million in seed funding in February, and hopes Algonquin College will be the first step in launching the system in commercial gyms across North America.

Perth – 2015 Campus Tour and House Day

Algonquin College's Perth Campus welcomed prospective students and their families to the campus on Friday, May 1, for the Perth Campus Tour and Housing Day. Visitors were able to tour the campus and speak with staff and students about what it's like to study at the Perth Campus. This was also the perfect opportunity for students to explore beautiful, historic Perth and investigate housing options.

Pembroke – AC Speakers Series

New York Times best-selling author and ESPN Baseball Tonight contributor, Jonah Keri, talked about the rich history of the Montreal Expos as part of the Algonquin College Speaker Series in Pembroke on Monday, April 6. Jonah Keri recently wrote a book on the extraordinary 35-year history of Canada's first professional baseball team, entitled "Up, Up and Away."

Pembroke – Professional Development Conferences for Businesses

The Pembroke campus brought a "big city" conference to its local business community on May 28. By partnering with the College's corporate training division and utilizing its own staff, the campus put together a terrific line-up of workshop presenters. The workshops included LEAN management, customer service excellence, organizational development, social media and marketing hot tips for businesses. The one day conference was anchored by comedian, author and motivational speaker Deborah Kimmitt.

Flavours of Canada at University of Massachusetts

Algonquin College's Executive Chef Russell Weir, represented Algonquin College at the University of Massachusetts Flavors of Canada Guest Chef Series. This year's event hosted a dozen Canadian chefs from seven different universities including Algonquin, Carleton, Guelph, McGill, Saskatchewan, Waterloo and Western. The visiting chefs worked alongside UMass Dining staff to serve popular menu items from their respective universities; each highlighting regional favorites with a focus on locally sourced produce and student health.

Employee Engagement Survey 2015

Please refer to Appendix A of this report for the roll-out of the Employee Engagement Survey Results to the College community.

Update from Committee of Presidents (COP)

Meeting of the sexual assault task force

Linda Franklin, the president and CEO of Colleges Ontario, provided an update on the work of the sector's task force on sexual assault.

**Report from the President
Board of Governors Meeting
June 8, 2015**

The task force is working on next steps after the public release in March of each college's policy and protocol on sexual assault. A meeting was held last week in Toronto to determine what is needed for the student orientations in the fall and for staff training.

The task force meeting included a review of the work done by other groups such as the Metropolitan Toronto Action Committee on Violence Against Women and Children (METRAC), the Canadian Federation of Students (CFS) and the College Student Alliance. There were presentations on public-awareness materials created by the CFS and on the campus audits that METRAC has done at some colleges and universities to identify potential risks.

The task force determined there are many resources available for student orientations and colleges are encouraged to submit materials to Colleges Ontario. The materials will be made available to all colleges in June on Colleges Ontario's portal.

Online materials are also being developed to assist with staff training. The online training resource will be developed by a task force, led by Centennial and Humber colleges, and will be available to colleges in August.

Meanwhile, the provincial government is continuing to work on the implementation of its action plan on sexual assault. At this point, it has not been announced how the provincial funding to support the action plan will be allocated.

Provincial consultations on universities' funding formula

Sue Herbert, the executive lead for the provincial government's consultations on the universities' funding formula, met with presidents to discuss the process for the review that was officially launched last week.

Herbert, a former deputy minister in the Ontario government, said her consultations will be looking at how funding is allocated and will not be examining the level of overall funding provided. She said there is no new funding and the new model might mean more funding for some universities and less for others. The consultations are looking to achieve the following principles:

- Enhanced quality and improving the student experience.
- Support for the existing differentiation process.
- Financial sustainability.
- Increased transparency and accountability.

Ministry grants account for 40 per cent of universities' overall funding. The current model for allocating the funds to specific institutions was essentially created in 1967 and is primarily

**Report from the President
Board of Governors Meeting
June 8, 2015**

enrolment based. Herbert said it doesn't address issues such as research, student outcomes or teaching quality.

Herbert will be meeting with universities and other stakeholders, including the colleges, during the consultations. It will also be consulting outside experts such as former Sick Kids Hospital CEO Mary Jo Haddad, post-secondary consultants David Trick and Alex Usher, ONCAT executive director Glenn Craney, HEQCO president and CEO Harvey Weingarten and others. Herbert will be looking to add a college expert to that group.

The decisions about changes to the funding formula will be made by the Ministry of Training, Colleges and Universities. Herbert said she has been asked to provide advice to the ministry but will not be making formal recommendations.

The ministry's review of the college sector's funding formula is scheduled for 2017.

50th anniversary of Ontario's colleges in 2017

Don Lovisa, the president of Durham College and chair of the Ontario colleges' task force on the 50th anniversary, gave a presentation on the ideas that are being planned for the sector's 50th anniversary in 2017.

Following interviews in April, the task force has selected an agency to work with the colleges on the anniversary. LOFT Communications + Events has been selected as the lead agency for the marketing and event planning for the 50th anniversary. Working in collaboration with the task force and the colleges, LOFT will be developing a number of events and communications for the anniversary that are based on the theme The Start of Something of Amazing. The tactics and products to be developed include:

- The creation of a logo and a dedicated website.
- Videos for use in social media and to support a central video at the 2017 Higher Education Summit and Premier's Awards.
- A fall 2017 road trip featuring a branded and retrofitted charter bus.
- A 50th anniversary digital yearbook campaign.
- A commemorative letter or certificate to the Class of 2017.
- A Gold Scholarship Award for students.
- An award recognizing outstanding teaching at the colleges.

There will be a strong social media campaign that promotes the colleges' leading role in innovation and looks ahead to the next 50 years. The proposal is to include free interactive educational events that are conducted at the colleges.

**Report from the President
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June 8, 2015**

The task force and representatives from LOFT are planning to host a meeting in Toronto in June with all of the local leads at the colleges who are responsible for the celebrations at each college.

Funding for deferred maintenance

In an update for presidents from the Ministry of Training, Colleges and Universities, acting deputy minister Marie-Lison Fougère said the allocation of increased funding this year for deferred maintenance projects will use the same methodology from past years to determine what gets funded.

However, she said the ministry will be consulting this year with stakeholders on a new methodology for subsequent years.

The Ontario government announced last year that deferred maintenance funding is increasing to \$40 million for the post-secondary sector this year, up from \$26 million a year in the past. The funding will ultimately increase to \$100 million per year starting in 2019-20.

MEMO

DATE: June 8, 2015

TO: Board of Governors

FROM: Cheryl Jensen, President

SUBJECT: Employee Engagement Survey Results Rollout

The 2015 Employee Engagement Survey Results were distributed to the College community on Friday, May 29, 2015. Please find attached a link to the final report.

<http://www.algonquincollege.com/engagementsurvey/draft/>

Town Hall

The results of the Employee Engagement Survey were presented to the College community at a Town Hall on Thursday, June 4th. The presentation and Q&A session were live-streamed and can be viewed at www.algonquincollege.com/live.

Key messages

The key message was that we continue to make important strides toward our goal on being one of Canada's top employers. Impressively, the number of engaged employees has risen dramatically from 36% in 2012 to 60% in 2015. In addition, when Algonquin is measured against other post-secondary institutions, it continues to outperform.

Employees were advised that we have changed suppliers and scoring methodology. The switch to AON Hewitt, a world leader in employee engagement surveys, was done to provide the College, schools and departments with more actionable insights.

Tiger Team 2.0

Like we did in 2012, we will be issuing a call for volunteers to serve on a renewed Employee Engagement Tiger Team. To be chaired by Professor Cat Baron, in our Police & Public Safety Institute, the Tiger Team will work over the summer and the fall to identify two to three cross-college priorities. The Tiger Team will report out on its recommendations at another Town Hall session planned for late September or early October.

MEMO

College Leadership Council's Role

This year we will engage the College Leadership Council in the process, asking members to find the time either before the summer break or through the Fall to host both information sessions detailing their departmental results and brainstorming sessions aimed at having employees identify one to two unit-specific areas for improvement. The expectation is that these departmental employee engagement initiatives will find their way into the department's 2016-17 Business Plan.

Forward thinking organizations are committed to continuous improvement. They have a clear vision of the future, they commit to a shared set of values, and they look to turn areas of weakness into strength. I personally want to acknowledge the very significant increase in participation, and more importantly, in engagement of the College Leadership Council since the last survey. This is very important to me, because our employees' belief in and commitment to the strategic direction of Algonquin is the key to our success. This shared belief in the power of an engaged workforce is one of the reasons I am so proud to be President of Algonquin College.

Sincerely,



Cheryl Jensen
President



President/Board of Governors

Presentation to:	Algonquin College Board of Governors
Subject:	Vice President Recruitment Update
Date:	June 8, 2015
Presenter:	Cheryl Jensen, President

RECOMMENDATION:

THAT the Board of Governors accept the report, Vice President Recruitment Update, for information.

PURPOSE:

The purpose of this report is to give an update on the status of the recruitment of the Vice President, Human Resources and the Vice President, Digital Technologies and Innovation.

BACKGROUND:

The fall 2014 President’s Council consisted of the following Vice President positions:

President

Vice President, Academic

Vice President, Finance and Administration

Vice President, Student Services

Vice President, Human Resources

Vice President, International, and Strategic Priorities.

Current organizational charts of the Vice Presidents are given in Appendix A, appended to this report.

DISCUSSION:

Within a month of the President's term, an intentional focus on listening to the staff of the College at all campuses was launched. The President's Listening Tour report was presented to the Board of Governors at the February 2, 2015 meeting. The excerpts of the challenges reported that are pertinent to the recruitment of the Vice President, Human Resources and the Vice President, Digital Technologies and Innovation are as follows:

Automation & Process Re-design

At each session, whether from students or employees, we heard the call for greater automation and process improvement, the need to replace our legacy systems with modern, mobile friendly systems. Many believe that embracing automation has the opportunity to improve program and service delivery, simplify workflows, thwart competitive threats, and enable sustainable growth.

The Speed of Change

Algonquin is no stranger to change and participants recognized that the College has become the respected institution it is today because of its willingness to innovate. To a person, employees spoke proudly of our leadership in areas such as experiential learning, applied research, e-text, online education, international expansion, and mental health, to name just a few. Everyone recognizes that change is the new normal. The challenge is that while we are blessed with an abundance of early adopters and change champions, there are still many employees that are not yet comfortable with the speed of change. Some are unsure of the stability of their role, future transitions, or the possibilities for advancement. In honour of our values, no one should worry about being left behind. Those willing to adapt must be able to secure the support they need to thrive.

Passionate People

Algonquin is full of passionate students and employees. They have an undeniable passion for teaching and learning. They want to make a difference on their campus, in their field, and in their community. Each group believes this passion is one of our greatest strengths. For students, they are asked for greater opportunity to wave the Algonquin flag and showcase their talents, whether in competition or in the community. Employees are asking for greater recognition of their commitment and dedication, and they too want take that passion out into the community.

Labour Relations

Faculty, staff and administrators all raised the opportunity that surrounds improved labour relations. They recognized that we cannot gloss over the past, but expressed a sincere hope that both sides would take a new approach. Those who raised the topic talked wishfully about the opportunity constructive relations could bring to the College and our students.

Part-time Employees

The word fairness was raised in the context of our relationship with part-time

employees. Some questioned the high use of part-time employees, their low levels of pay, and the risks associated with taking this important employee group for granted. Many spoke of the impact of high part-time employee turnover; including the loss of corporate knowledge; declining morale; and added workloads to search, train and retain the part-time talent needed. They fully understood the importance having a mix of full- and part- time employees, yet wondered if we have that balance right.

Career Support – Employees and students are looking for help managing their career path. From succession planning to credential creep, from training to work experiences, ensuring the College has the right mix of career support is essential for both our key stakeholders. Employees and students alike are seeking individual career plans to help them transition and advance their careers. New efforts are required in the area of career planning, job shadowing and career linked training. Specific to our employees we need to deal with the big issues covering labour relations, credential creep and part-time employee benefits.

Based on these themes, the President announced the following changes to the President’s Council at the February 4, 2015 Business Plan and Budget Town Hall:

1. The Vice President Academic title changed to Senior Vice president Academic to demonstrate the importance of the academic operations
2. Communications moved to the Vice President, International and Strategic Priorities.
3. The Vice President, Human Resources position would be maintained because of our strong focus on our people and organizational development
4. A new position of Vice President, Digital Technologies and Innovation was created to shore up the College’s vision to be a global leader in digitally-connected applied education and training, and to build a systemic culture of innovation.

The Vice President, Digital Technologies and Innovation will be responsible for the following areas, with the potential for additional refinement of the portfolio as the position matures:

- Information technology Services
- Learning Technology Services
- Lean Processes
- Centre for Continuing and Online Learning (all or in part).

In addition, there will be intentional and significant liaison between this position and the entire President’s Council.

Boyden Global Executive Search has been secured to conduct the search for both positions. Consultation sessions with staff were carried out during April. Interviews of potential candidates were performed through April and May. Interviews with selected candidates will be held during the month of June, with final offers made by June 30.

FINANCIAL IMPACT:

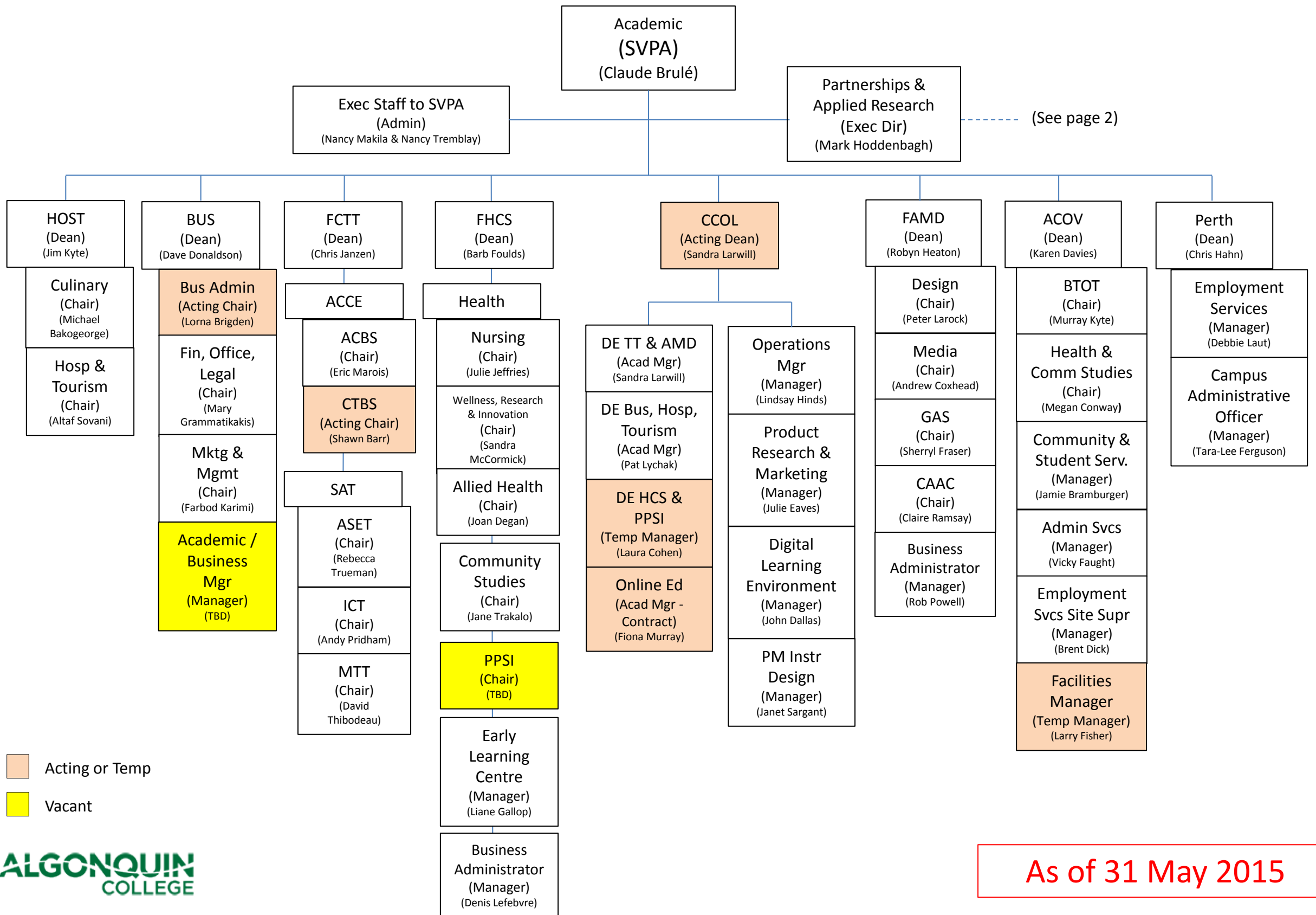
The new position was built on the Guiding Principle that there would be no net new complement at the College.

CONCLUSION:

The continuation of the Vice President Human Resources position demonstrates a strong commitment to the people of Algonquin College. The creation of the Vice President, Digital Technologies and Innovation will help enable the vision of the College, and just as importantly, signals to Ottawa and the surrounding regions Algonquin's pivotal position as a kingpin in the region's innovation ecosystem.

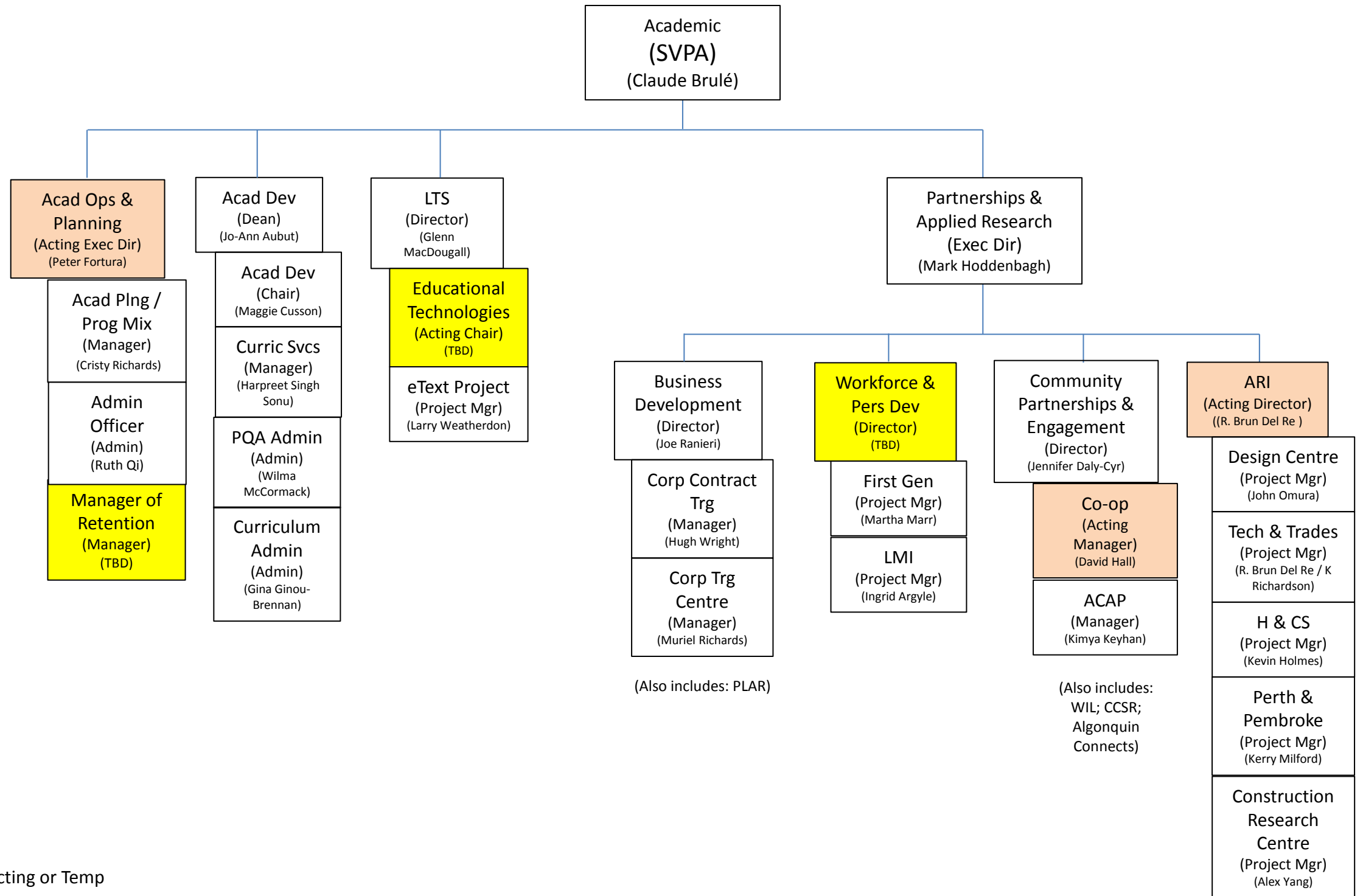
Full profiles of the successful candidates will be released in early July pending a successful recruitment campaign.

Academic Area Organizational Chart – 2014-15



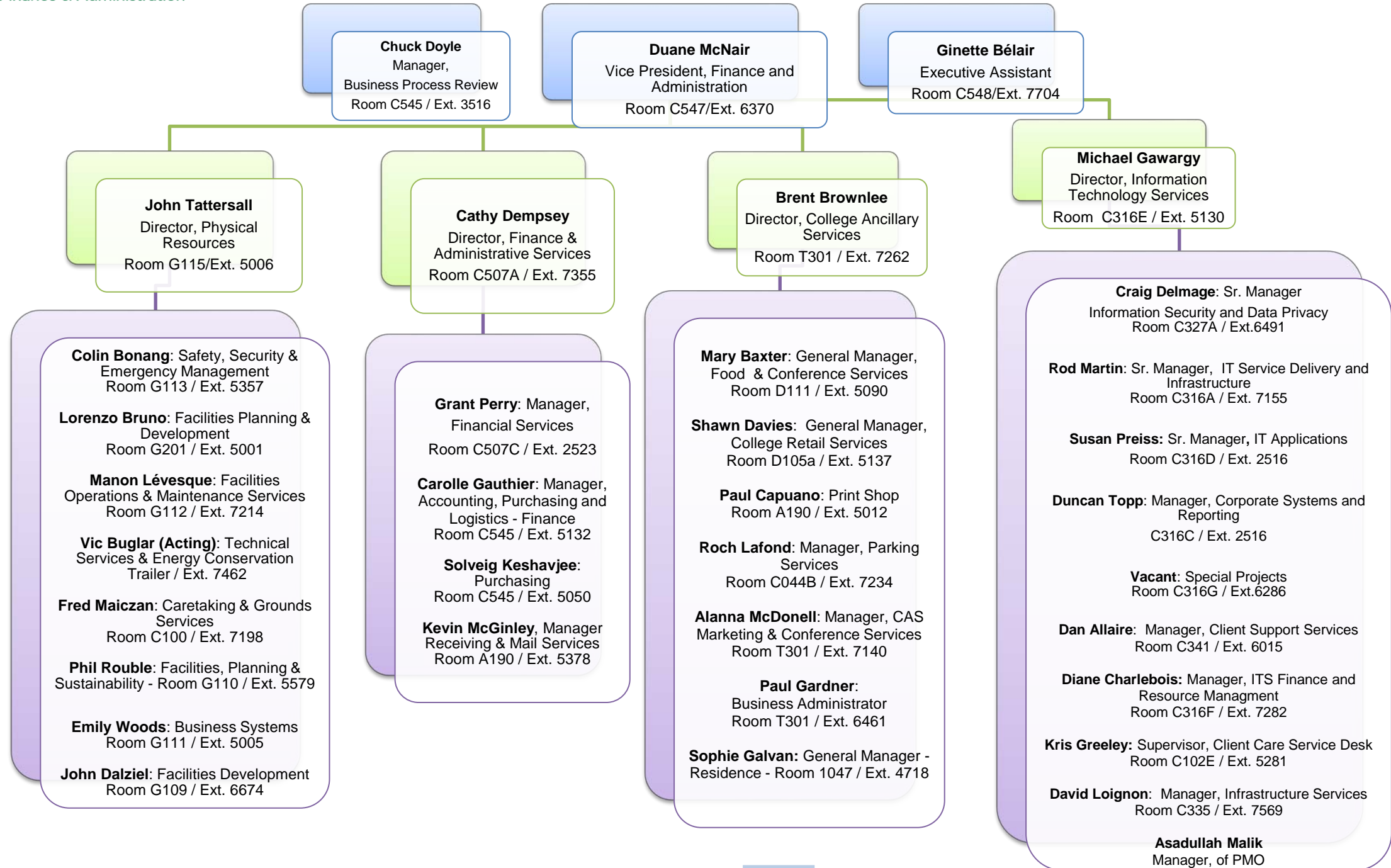
As of 31 May 2015

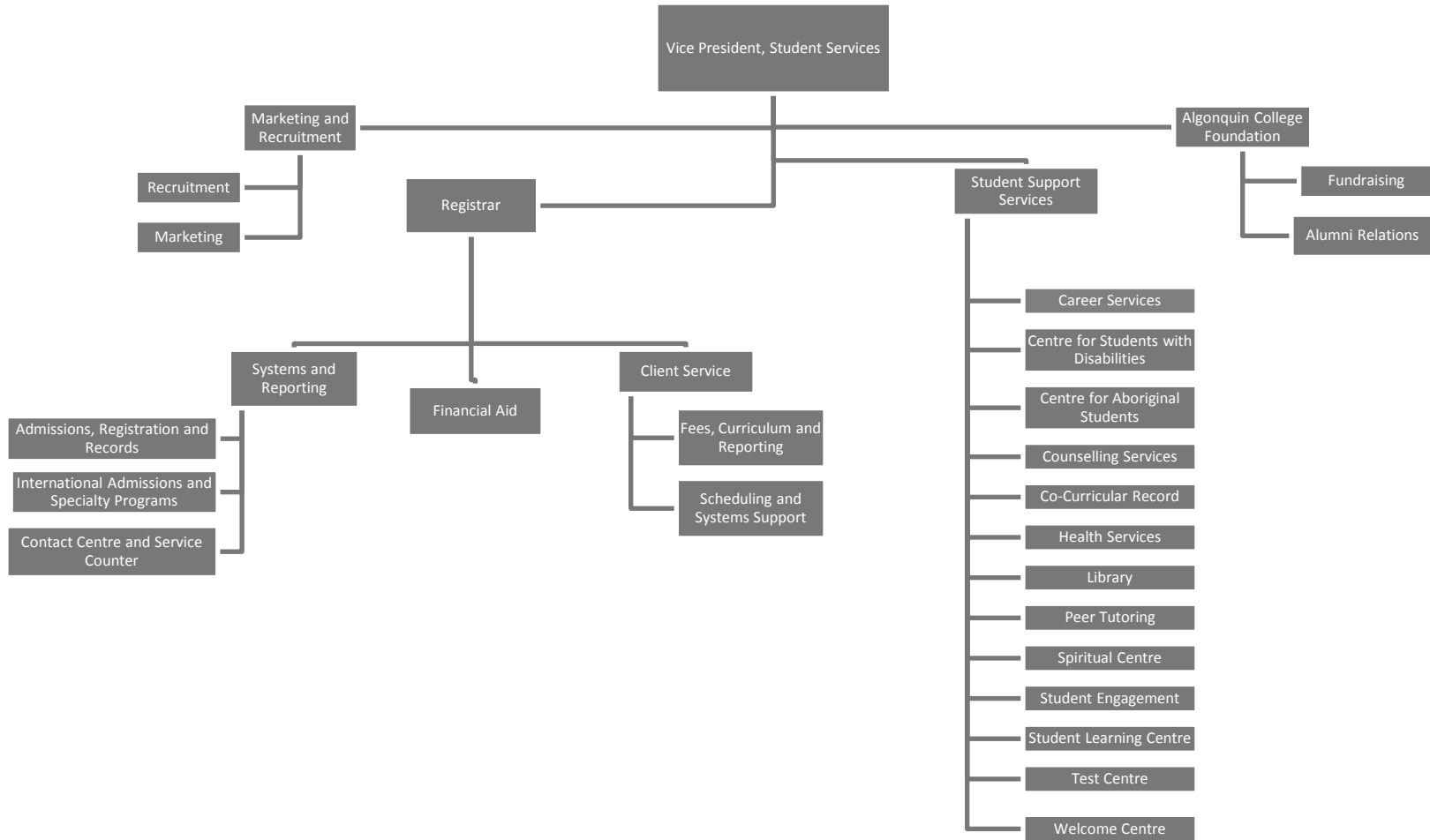
Academic Area Organizational Chart – 2014-15

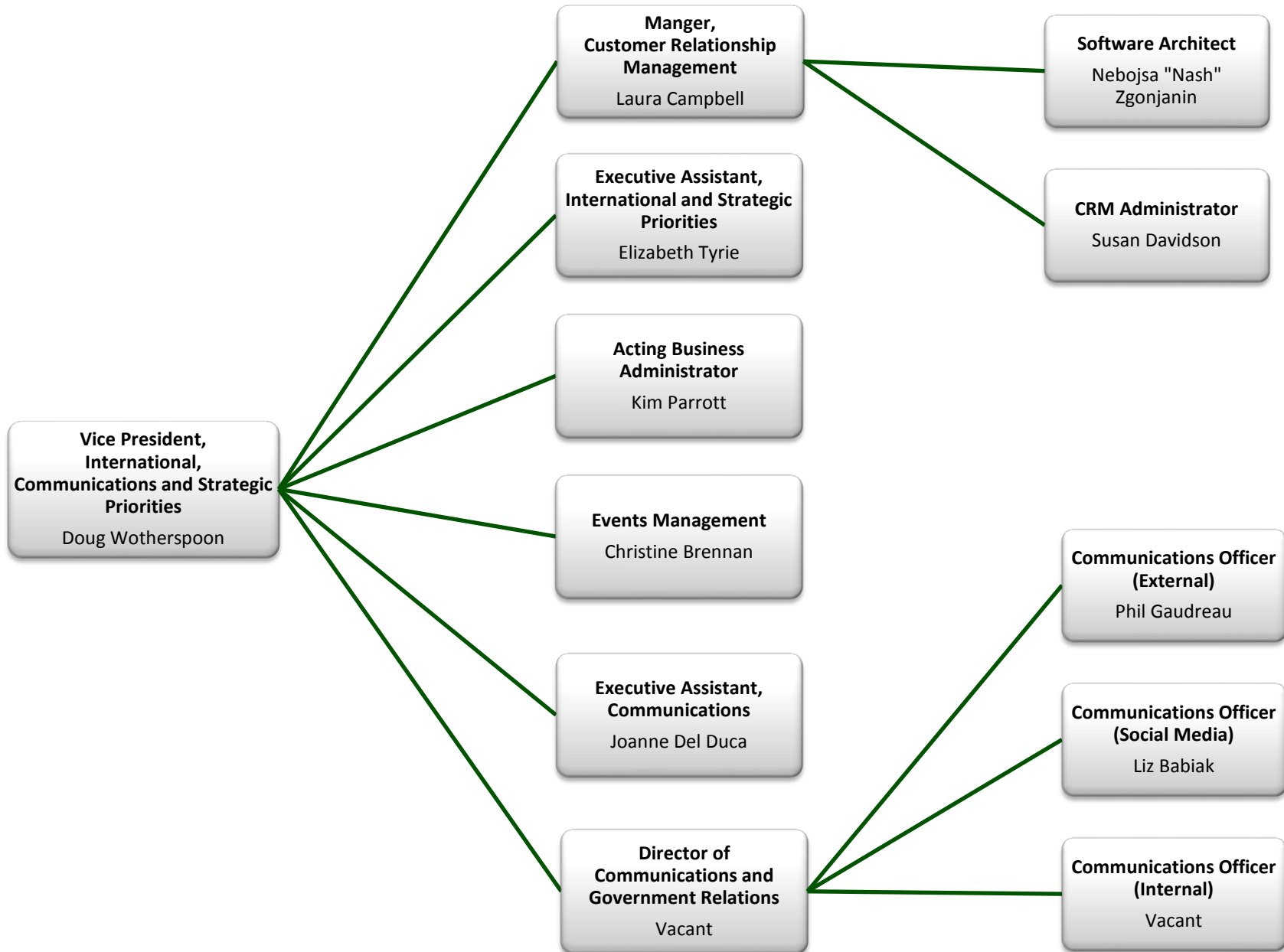


Acting or Temp
 Vacant

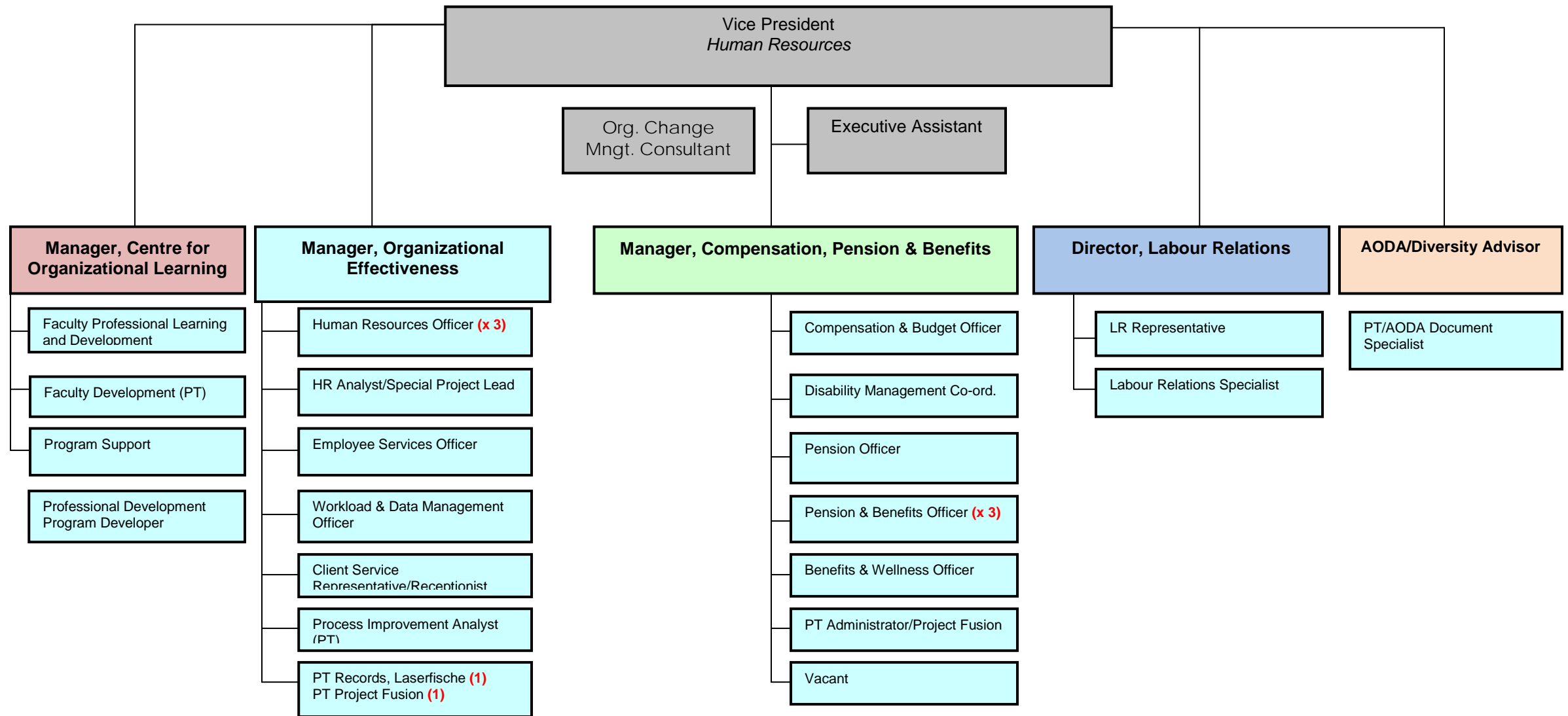
AREA 2 - Vice President, Finance and Administration Organizational Chart







HUMAN RESOURCES – Area 1



For Algonquin College to deliver on its Mission and Vision we have 4 Strategic Pillars and 12 supporting goals. These commitments guide our strategic priorities and budget process.

Strategic Pillars

Reporting Timeframe: *March 17, 2015 to May 11, 2015*

APPLIED LEARNING & TRAINING

Goal 1: Deliver an exemplary applied education and training experience

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

Goal 3: Leverage technology to enhance the educational experience

Goal 4: Provide opportunities for every full-time student to have a work experience outside of the classroom

Summary Report from:

- ✓ Academic
- ✓ Student Services
- ✓ International, Communications & Strategic Priorities
- ✓ Finance & Administration

Activity:

- The Curriculum Services team continued to work with Academic departments on the development of 22 new programs with various credentials. A total of 26 faculty members were supported in the last two months on these programs. There are also a total of 228 course developments/revisions being completed.
- The Academic Development team continued the process of reviewing and revising over 30 new and existing articulation agreements as they near the end of their period.
- Chris Melmoth, Coordinator, Outdoor Adventure programs at the Pembroke Campus, successfully applied for a faculty-led International Study and Work Integrated Learning opportunity in Belize. This involves seven students from the Outdoor Adventure program working alongside a locally run ecotourism-based adventure company (Island Expeditions) on a twelve-day trip to conduct research, voluntary work, and skills training in community-based ecotourism terrestrial and marine ecology, and marine adventure sports.
- The Ministry of Training, Colleges and Universities has renewed funding for the First Generation and Crown Ward strategies for 2015-16.
- Co-operative Education activity registered a 10% increase in posted job opportunities (648 to date for the 2015 Spring term) resulting in a 34% increase over the 2014 Spring term in the number of interviews that took place. Both of these increases are new Algonquin College records.
- The Woodroffe campus Library worked closely with program developers for several new programs in development at the College. Work included determining the required resources to support the new programs.
- Customer Relationship Management launched the first iteration of a service tracking app for the International Student Support Department, enabling the Department to track the number and type of service requests and attach the request to the student's record in Salesforce.

	<ul style="list-style-type: none"> Algonquin College has achieved the following service availability: Internet access at 100%; Wireless connectivity at 100%; Core Network connectivity at 99.5%.
<p>STUDENT & CLIENT SUCCESS</p> <p>Goal 5: Deliver exceptional service to our diverse student and client populations</p> <p>Goal 6: Leverage technology to automate and modernize our business processes, fostering an environment of continuous improvement</p>	
<p>Summary Report from:</p> <ul style="list-style-type: none"> ✓ Academic ✓ Student Services ✓ International, Communications & Strategic Priorities 	<p>Activity:</p> <ul style="list-style-type: none"> Academic Partnerships launched a new website (www.algonquincollege.com/ap/) featuring an online Dual Credit Application Form and Consent Form upload. This internal site will enhance automation of the Dual Credit Application System and provide a better connection to District School Board partners with the wider College community. The Algonquin College "The First to Attend" mobile App (for First Generation students) was updated to enhance the user experience by adding a student life balance game and an E-Mentor game. Contingency plans are being developed to support Algonquin applicants impacted by the recent Ontario Secondary School Teacher's Federation work stoppage. The second pilot of the Grades Entry and Review Automation project was highly successful. Accuracy, timeliness and communication during the grades entry process all met the project expectations. A comprehensive, multi-platform communication plan has been rolled out to new and returning students noting the changes to the new provincial guidelines regarding the new \$500 Tuition Fee Deposit policy. On March 23rd Student Support Services hosted the fourth annual Student Volunteer Appreciation Gala. A total of 150 volunteers and 12 community partners of the AC Hub were recognized at this event. Special guests included Deputy Mayor of the City of Ottawa, Mark Taylor who provided the evening's keynote address and presented the Community Impact Award. The Ministry of Training, Colleges and Universities (MTCU) funded Transition Program for Students on the Autism Spectrum has completed its first full academic year. The team has collected quantitative data which will be reported to MTCU and used to further develop the model of transitions that will be shared throughout the province in a Knowledge Transfer Conference in April 2016. The Student Support Services Welcome Centre team coordinated the distribution of support items for students affected by the Deerfield fire including: general information, furniture and clothing requirements, vouchers for food on and off campus, and counselling services support. As of April 24th, the Welcome Centre team provided support to approximately 44 individuals requiring assistance. Algonquin hosted a series of "Day of Pink" activities through April in support of the campaign against bullying, discrimination, homophobia, transphobia, and transmisogyny developed by The Canadian Centre for Gender and Sexual Diversity (formerly Jer's Vision) (http://ccgsd-ccdgs.org/).

	<ul style="list-style-type: none"> • On April 24th the Province of Ontario made a formal announcement, hosted at the Royal Ottawa Hospital, that it is providing \$657,000 in funding to Algonquin College to develop and implement a campus-wide strategy to address student drug and alcohol use. This project will be carried out in partnership with Rideauwood Family and Addiction Services, Wabano Centre for Aboriginal Health, and the Tungasuvvingat Inuit Centre, and will be delivered through the development of a series of events, campaigns, training initiatives, and e-tools. • Algonquin hosted the annual “Indigenous Graduate Honouring Ceremony” on April 27th for 55 graduating students and 300 guests. These students represent the graduates of First Nations, Inuit, or Metis heritage from post-secondary institutions from across the National Capital Region. • Algonquin College Saudi Arabia continues to develop the Student Learning Center and is expanding the peer tutoring programs. The next goal is to provide five computer terminals for students to use for digital access to their academic standing and attendance records via Salesforce. • The International Education Centre (IEC) has provided pre-departure training to students going out on international placements and experiences, and a first time etiquette workshop for international students. The IEC hosted an open session for students to inquire about Citizenship and Immigration Canada rules and regulations, and an academic International orientation. The IEC also provided support to students participating in the international faculty-led programs and to those participating in international study/work opportunities.
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EMPOWERED PEOPLE

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

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

<p>Summary Report from:</p> <ul style="list-style-type: none"> ✓ Human Resources ✓ Academic ✓ International, Communications & Strategic Priorities 	<p>Activity:</p> <ul style="list-style-type: none"> • Twenty-five employees attended a presentation, developed and delivered by Human Resources for the Management Academy, on Mental Health in the Workplace. • Human Resources staff is working in conjunction with the Horticulture program to nurture a community garden and have begun preparing the site. When harvested, fresh vegetables will be available free of cost to all employees and students. • The faculty recruitment hiring season is underway, with a total of 22 Academic competitions posted since March 17th. Human Resources Officers are providing their expertise to Chairs and their respective Selection Committees and Interview Board Committees. In addition, there were 48 support staff and administrative competitions posted. • On April 14th, leading up to our peak faculty recruitment application deadline of April 22nd, 20 employees attended a workshop on Behavioural Interviewing Skills. More than half of the participants were faculty and participants represented departments from across the College, including administrative and support staff. • Human Resources and the Project Fusion team have:
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	<ul style="list-style-type: none"> • Created a draft implementation approach & timeline • Finalized the Software as a Service (SaaS) definition for the Request for Proposal (RFP) • Revised the RFP content based on vendor feedback • The Employee Engagement Survey (EES) ran from February 2nd to February 20th with a 47% response rate. A communication plan for the College has been drafted with the results being released before the Academic employees go on leave for the summer. The report will contain the overall College Summary of results and key areas of improvement since the 2012 EES survey. The report will be released to the College Community on May 28th and a Town Hall presentation of results will be held on June 4th. As was done in the previous Employee Engagement Survey, the Tiger Teams will be formed over the next couple of months. For more information, see the President's Report, Appendix A. • The Center for Organizational Learning (COL) coordinated the facilitation of four Management Academy workshops that were offered to 71 Administrative employees. • A new offering of Algonquin Leadership in Education Institute (ALEI I) commenced with a full cohort of 16 participants from across the College. • The Center for Organization Learning hosted the annual "Appreciation" luncheon for our faculty mentors and mentees. In the 2014-2015 academic year, 36 new full-time faculty and veteran faculty were paired and supported each other. • Ten different professional development opportunities were available to all employees. A few of the opportunities were: Microsoft Outlook and Email Tips; Effective Conflict Resolution and Conflict Management Strategies; and Facilitating Effective Group Work. • The Curriculum Services team delivered 10 professional development sessions in the last two months to faculty members from across the College. • The new Employee Portal, myAC, launched College-wide on March 30th. Since the launch, 1,486 employees have logged in, with an average 669 employees log in weekly. Users have been very engaged, uploading over 2,000 Chatter posts and comments, and creating over 50 groups. • The Strategic Planning Process was launched on March 19th. Approximately 98 employees were in attendance and/or viewed online. Between March 31st and May 4th, four other events related to the Strategic Planning Process saw participation of another 212 employees.
<p>FINANCIAL SUSTAINABILITY</p> <p>Goal 9: Align our funded operational expenditures with provincial funding</p> <p>Goal 10: Expand non-funded opportunities to increase revenue</p> <p>Goal 11: Leverage strategic business partnerships to meet the capital needs of the College</p> <p>Goal 12: Create the technological foundation to align with the digital direction</p>	

<p>Summary Report from:</p> <ul style="list-style-type: none"> ✓ Academic ✓ Student Services ✓ International, Communications & Strategic Priorities ✓ Finance & Administration 	<p>Activity:</p> <ul style="list-style-type: none"> • Renfrew-Nipissing-Pembroke MP Cheryl Gallant announced a \$400,000 grant to the Pembroke Campus through the Eastern Ontario Development Program for a project entitled Innovation, Collaboration & Entrepreneurship (I.C.E.). The project will support the campus student recruitment efforts, the placement of co-op students into paid work place experiences, and the enhancement of applied research and entrepreneurial activities on campus and in the greater community. • A very successful Girls’ Night Out fundraising event attracted more than 220 women and raised \$33,000 for the Waterfront Campus capital campaign on May 1st. • The Speciality Nursing Department has delivered seven contract training opportunities to Ottawa-Carleton Health Agencies this year related to End of Life issues and palliative care. • The Natural Science and Engineering Research Council of Canada (NSERC) Innovation Enhancement award for the Construction Research Center was announced by Minister Pierre Poilievre and MP Royal Gallipeau on April 8th. • Highlights from Corporate Training activity include contract training provided to: Bank of Canada, Colleges and Institutes Canada, Cree First Nation of Waswanipi, Correctional Service Canada, First Nations Market Housing Fund, Deslaurier Custom Cabinets, Office of the Auditor General of Canada, and Tamir Foundation. • From April 1st to April 30th.* <ul style="list-style-type: none"> • \$53,932 was received in gifts to endowed funds. \$19,954 was received in non-endowed annual awards and \$440 in Alumni Affinity Revenues (total of \$74,327 or 7% of \$1,050,000 goal). • \$221,613 was received in major gifts and gifts-in-kind (26% of \$850,000 goal). • \$84,383 was received in building campaign funds for Perth and Woodroffe (17% of \$500,000 goal). *Note: Revenues presented are from internal records only and not from official financial statements. • Algonquin College will be participating in the Canada-Arab Business Council Board of Directors as well as the Languages Canada Board of Directors during 2015-16. • Shaoxing University and Shaoxing University Yuanpei College have signed a contract with the International Education Centre (IEC) for a 4-week summer program at Algonquin College Ottawa Campus. A contract was signed with Jinan Vocational College to deliver a five day teacher training in Jinan, China, in July 2015. The IEC also has a contract with the Hunan University of Medicine to have their English teachers attend Teaching English as a Second Language/Foreign Language courses at Algonquin for the months of September and October. • The International English Language Testing System Test Centre has expanded to offsite venues in Montreal (monthly), and Kingston (quarterly). • The Notice of Proposed Procurement for an integrated Finance, Human Resources and Payroll Information System (Project Fusion) was released publicly on MERX Canada May 15th. • The Responsibility Center Management (RCM) model was finalized using the 2014-15 budget year and has been
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	<p>implemented in the College budget financial reporting system. The business process mapping of current budget processes is complete. RCM road shows with Academic & non-Academic departments were completed where the dollar impact of the RCM model on their budgets were reviewed.</p> <ul style="list-style-type: none"> • The Print Automation Request for Proposal was released for cloud printing and print equipment on campus. The goals of the project are to improve the user experience and to reduce the cost of print, paper use and energy consumption.
<p>Student & Employee Successes:</p> <ul style="list-style-type: none"> ✓ Academic ✓ Student Services ✓ International, Communications & Strategic Priorities 	<ul style="list-style-type: none"> • The Construction Trades pre-apprenticeship students are participating in the re-building of the Pembroke waterfront boardwalk as a Community Legacy Project. • Marilla Welch, Pembroke Police Foundations alumna, has been asked to join the FIFA organization as a Security Liaison officer with a soccer team for the world championships taking place across Canada this summer. • Tyler Sandes, Pembroke Police Foundations alumnus, was awarded the Ontario Eastern Region’s Outstanding Justice Studies Student by Police Prep (an organization specializing in police preparation exams). He was one of four winners of this provincial award selected from the thousands of Justice Studies students in Ontario. The award recognizes excellent academic achievement, community engagement and leadership. • Carlos Torres, second year Library and Information Technician student, travelled to Guatemala with Librarians without Borders, for a community service project to develop a public library. • The first year Community and Youth Worker program students raised \$14,215.40 through their Community Service Learning (CSL) projects that were implemented in the winter term. This brings the overall CSL total for the past six years to \$80,662.98. • Sara Hossain and Stephanie Pegg, second year Library and Information Technician program students, presented at the Ontario Association of Library Technicians Conference in Toronto on May 9th. • Cindy Koon, first-year Developmental Services Worker student, won the Kay Sanso Scholarship from the Ontario Association on Developmental Disabilities. • Robert Robertson and Claire Maxwell, first-year Developmental Services Worker students, each received the Silver Spring Farm Award from the Ottawa-Carleton Association. This award provides two \$1,000 scholarships each academic year, to assist individuals in their pursuit of a career in the developmental services sector. • On April 13th Event Management students held their Children’s Wish Foundation wrap-up party. Having hosted 11 events since the Fall term, they have raised \$58,518, bringing the total to over \$800,000 towards their one million dollar goal. • Culinary student Mery Judith Cuadros Tenorio De Orellana was one of the five regional finalists who won a trip to Montreal in April to compete in the 2015 USA Pears “Pear Excellence” Canadian Culinary Student Competition. She was the overall Ontario Regional winner and won \$1,000 US and the School of Hospitality and Tourism won \$300 US in scholarships funds.

- On April 23rd Olivia Cartwright, a student in the Bachelor of Hospitality and Tourism program, was the recipient of the Ontario Hostelry Institute (OHI) Award (\$1,000) and Katia Audet, a student in the Hospitality Management - Hotel and Restaurant program, was the recipient of the Klause D. Tenter Hotel Management Scholarship (\$2,500). The two students were presented with these awards at the 25th Annual Ontario Hostelry Gold Awards Dinner in Toronto.
- The Algonquin Times won best Canadian Student Newspaper from the Canadian Community Newspaper Association (CCNA). Mayor Jim Watson presented the Times with a special recognition plaque at a celebration in The Hub on May 1st. The Times has also been shortlisted in the upcoming Ontario Community Newspaper Association (OCNA) awards. The Times is produced through a combined effort with the Journalism and Advertising & Marketing Communication Management programs.
- Journalism student Michael Robinson has been nominated for Best Student Journalist through the Canadian Association of Journalists (CAJ).
- Game Development students won the Best-in-Show at the Level Up Showcase in Toronto.
- Of 19 entrants from Algonquin College to the Ontario Technology Skills Competition, five came away from the competition with medals in various streams: Mathew Scharf – Gold in Carpentry, Matt Polson – Silver in Cabinetmaking, Jordan Biggs – Silver in Truck & Coach Mechanic, Mitch Rosborough – Bronze in Truck & Coach Mechanic, and Kelly Johnson – Silver in Culinary Arts.
- Congratulations to Chef and Culinary Instructor Patrick Kostiw and Milano Pizza for helping to raise a total of \$2,000 for Algonquin College culinary students in financial need through sales of Chef Kostiw's signature "Surf 'n Turf" pizza.
- In May, Culinary and Hospitality students accompanied Chef Scott Warwick, Chef Steve Price, and Joe Mariani to Italy where they visited Istituto Alberghiero, a 16th century cooking school located in the village of Santa Maria.
- Steve Robinson, Instructor in Sommelier Advanced program, finished second in Canada at the National Sommelier competition.
- A Graduate of Algonquin's General Arts and Science: Aboriginal Studies program, Alex Boudrias, was named Valedictorian at the "Indigenous Graduate Honouring Ceremony" hosted by Algonquin College on April 27th. Alex was selected by a committee representing Carleton University, University of Ottawa, the Cree School Board, La Cité, Heritage College, and Algonquin College based on his leadership and positive impact on the lives of the Aboriginal students of Algonquin College.
- Over 230 employees 'walked the red carpet' to participate in the Employee Awards Reception, on Friday, May 8th at the Observatory to celebrate the nominators and nominees of the NISOD, Capital Educators', President's Star, and Employee Awards.
- Approximately 900 employees attended this year's President's BBQ and Employee Awards, emceed by Andy

Cockburn, Advanced Housing professor in Perth. Upon arrival to the “Hollywood” themed event, paparazzi snapped photos of attendees arriving to walk the red carpet, while Divided Highway performed live in the background, with a surprise performance by the President’s Council on stage for one song.

- Algonquin College launched Periscope, WhatsApp, and Snapchat accounts, making AC the only active users in that space among all colleges.