

Meeting of the Board of Governors

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

AGENDA

Celebrating Success – Algonquin College Cyber Security Day		C. Delmage Pat Ouellette Students	10 min
Board Education – Strategic Plan Overview & Activity		S. Anderson	45 min
1.	Constitution of the Board Meeting	K. Leroux	5 min
2.	Declarations of Conflicts of Interest		
3.	Approval of the Consent Agenda		30 min
	3.1 Minutes of the February 8, 2016 Board of Governors Meeting		
	3.2 Executive Committee Report - verbal	K. Leroux	
	3.3 Academic & Student Affairs Committee Report	J. Brockbank	
	3.4 Audit & Risk Management Committee Report	N. Cheng	
	3.5 Governance Committee Report	L. Clark	
	3.6 Foundation Board Report	L. Clark	
4.	Business Arising from the Minutes		
	4.1 Health Living Education Project Update	C. Brulé	10 min
	4.2 International Update - verbal	C. Jensen	10 min
5.	Decision Items & Reports		
	5.1 Appointment of New Governor for 2016/2017	L. Clark	5 min
	5.2 Enterprise Resource Planning (Project Fusion) Update	M. Fares C. Frederick D. McNair J. Bryan	15 min
6.	Items for Information		15 min
	6.1 Board of Governors Spring Key Messages	S. Anderson	
	6.2 Report from the Board Chair	K. Leroux	
	6.3 Report from the President	C. Jensen	
	6.4 Management Summary Report	AC Exec. Team	
7.	Upcoming Events		
	<ul style="list-style-type: none"> • Spring Convocations: <ul style="list-style-type: none"> ○ Pembroke, June 3rd, 2:30 pm 		

	<ul style="list-style-type: none"> ○ Perth , June 9th, 7:00 pm ○ Ottawa, June 20th, 21st, 22nd, am and pm ceremonies ● SIEMENS partnership announcement, Friday, April 22nd ● HLE Speakers' Series Breakfast event & Special Donor Announcement <ul style="list-style-type: none"> ○ Thursday, April 28th, 7:30 am ● Foundation Bursaries Golf Tournament, Tuesday, May 24th ● President's BBQ, Thursday, June 2nd, 11:30 am
8.	In Camera Session
9.	Meeting Adjournment

Board of Governors Work Plan 2015-2016

BOARD MEETING & ANNUAL GENERAL MEETING JUNE 13, 2016
CONSENT AGENDA
Foundation Board Report
Banking Officers Resolution (signed by President, add corporate seal)
4 th Quarter 2015/2016 Business Plan Update
BUSINESS ARISING
Enterprise Resource Planning (Project Fusion) Update
Approval of the STRATEGIC PLAN 2017/2022
International Update
Healthy Living Education Initiative
NEW BUSINESS
4 TH Quarter Financial Results & Audited Financial Statements (signed Consolidated statement of Financial Position (Nancy & Kathryn) for AC, AC-SA, Numbered Company)
Annual Report and Progress Against Strategic Plan 2012/2017
Algonquin College Research Ethics Board Report
FOR INFORMATION
Board of Governors' Spring Key Messages
Freedom of Information Annual Report
Capital Projects Summary
Colleges of Applied Arts & Technology (CAAT) Retirement Compensation Annual Report to Sponsors
Report from the Chair
Report from the President
Management Summary Report
Board Work Plan 2016/2017
IN CAMERA

Report title:	2017-22 Strategic Plan Update
Report to:	Board of Governors
Date:	April 11, 2016
Author/Presenter:	Doug Wotherspoon, Vice President International & Strategic Planning

1. RECOMMENDATION:

THAT the Board of Governors accepts the 2017-22 Strategic Plan update for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to inform the Board of Governors of the ongoing efforts of the Strategic Plan Advisory Team to deliver a new five-year strategic plan to the Board of Governors for approval at the June 13, 2016 Board of Governors meeting.

3. BACKGROUND:

In December 2014, the Board of Governors approved an 18-month Strategic Plan engagement process, involving four central phases and nine specific steps. A draft was released to the College community for feedback in February, 2016. Feedback is being gathered with the Advisory Team working toward presenting a final draft to the Board of Governors at its June, 2016 meeting.



4. DISCUSSION:

The Draft 2017-2022 Strategic Plan signals Algonquin’s continued commitment to the object of the Ontario Colleges of Applied Arts and Technology Act and our responsibility “to offer a comprehensive program of career-oriented, post-secondary education and training to assist

individuals in finding and keeping employment, to meet the needs of employers and the changing work environment and to support the economic and social development of their local and diverse communities.”

The Draft Plan identifies four key environmental drivers and at its core envisions an end of one-size-fits-all education and the beginning of an era of personalized experiential learning. To deliver on this new direction, it recommends slight modifications to the college’s mission and vision. Central to direction is a commitment to being both “learner driven” and a learning organization. Four core foundations support this effort with a focus on people, innovation, connected, and sustainable.

Next Steps – Soliciting Additional Feedback

The immediate next steps in the process include:

- Daily myAC posts encouraging feedback
- Hosting ACET/ACLT led lunch/breakfast discussions
 - mission-vision-personalized learning,
 - learner driven,
 - people,
 - innovation,
 - connected, and
 - sustainable.
- Hosting community stakeholder sessions
 - Students’ Association,
 - Alumni & Foundation,
 - Program Advisory Chairs,
 - External organizations (Invest Ottawa, Ottawa Hospital, etc..)
 - Community leaders (Unions, Mayors, MPP/MPs, etc...)
- Delivery of final draft to the Board of Governors at the June 13, 2016 meeting.

5. LINK TO STRATEGIC PLAN:

The 2017-22 Strategic Plan is informed by the existing Strategic Plan.

6. STUDENT IMPACT:

The Strategic Plan will provide Algonquin College students and alumni with a greater sense of connectedness with the College, a superior learning experience and a continued sense of pride in the institution. Students have been involved in the process to date and will continue to be consulted through the final phase.

7. FINANCIAL IMPACT:

The strategic plan will inform the College's priorities and annual goals. The annual budget will be set with these priorities and goals as the cornerstone of future investment.

8. HUMAN RESOURCES IMPACT:

Our People are identified as a major theme of the new Strategic Plan. This, along with the current work on strategies from the most recent employee engagement survey, will engage all staff in the implementation of the plan.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The new Strategic Plan will be used as a reference document when communicating the College's priorities to all levels of government.

10. COMMUNICATIONS:

The Strategic Plan efforts are continuously covered in Good Morning Algonquin and the myAC employee portal.

11. CONCLUSION:

The College is on track to present a final draft of the 2017-22 Strategic Plan to the Board of Governors at their June 13, 2016 meeting.

Respectfully submitted:



Vice President, International
& Strategic Planning

Appendices:

Draft 2017-2022 Strategic Plan

Approved for submission:



President

2017–2022 Algonquin College Strategic Plan

A DRAFT FOR CONSULTATION

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Things are changing all around us — in technology, in public policy, in workplaces and society at large. Algonquin College must be bold, resilient and flexible to meet the needs of its clients and stakeholders.

Change and disruption ignite innovation, opening up new opportunities and turning old paradigms on their heads. This strategic plan explains how we will do this at Algonquin College.

It sets the College’s direction for the next five years, outlining the ways we will use our resources and capacity to help learners dream, dare and do as they meet the needs of employers and enrich our communities.

This plan is rooted in a clear understanding of what we stand for as a College: that behind every action we take is one simple motivation — an over-arching obsession with the life-long success of each and every one of our learners. We are “learner obsessed.”

HOW THIS PLAN CAME TO BE

Algonquin College started its strategic planning process in December 2014. For 14 months, we have consulted extensively with the communities we serve, sharing our thoughts, our worries, our ideas and our aspirations.

We've held open-space sessions, workshops and roundtables. We've met with employers and heard from sector leaders like Colleges Ontario CEO Linda Franklin and Warren Thomas, President of the Ontario Public Service Employees Union. We delved deeper by hosting focus groups with faculty, support staff, employers, recent graduates, prospective students and the Algonquin College Students' Association. We then sparked new discussions into the college of the future through a series of creative imagination sessions. Finally, our Strategic Plan Advisory Team, made up of 19 colleagues from across the College debated and deliberated to identify a draft for the community to review and provide feedback.

We've reached out because we wanted this next strategic plan to be a true reflection of the needs of everyone we serve, and especially the three at the core of everything we do: our learners, our employers and, our community. Algonquin College is at its best when we act as a catalyst for the fulfillment of human potential. As we engage an even wider range of stakeholders, our job is to align their needs with an understanding of the relationship between our learners, employers and community.



14 months of active engagement

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

LAY OF THE LAND: OUR ENVIRONMENT

In 2017, Algonquin College will mark its 50th anniversary. Today we serve more than 21,000 full-time students, 1,500 part-time students, and 42,000 continuing education students. As one of just 11 polytechnics in Canada, our programs range from apprenticeships to baccalaureate degrees. A leader in the use of digital technologies, today our reach is global, with international partnerships in China, India, Montenegro, Kuwait and Saudi Arabia.

The past five years have brought unprecedented growth and demand. Full-time enrolments at Algonquin have risen by almost 5% annually, surpassing the provincial average. In response, Algonquin has launched new degrees, diplomas and graduate certificates, and invested in expanding its campuses in Ottawa, Perth and Pembroke.

However, this phenomenal growth is expected to flatten. Other trends are also driving changes at Algonquin — in how we work, who we serve, and the ways we pursue our strategic goals:

The rapid pace of change and shifting needs of learners

Advances in technology and innovation are changing the landscape of work, social life and community engagement. Equally, climate change, global trade, and armed conflicts are re-writing local, national and international boundaries. While cliché the age of change being a constant is upon us.

Learners are increasingly expecting us to use state-of-the-art tools to enhance their experience and learning. To lead, we must commit to continuously improving the digital solutions we use to enhance teaching, learning, and support — while also investing in training to help professors, support staff and students tasked with using these new technologies each and every day.

Over the next 20 years, our capacity to manage data and advances in robotics and automation are expected to dramatically change the world of work. At the same

What do these changes mean for employers and the community?

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

time, new communication tools are simultaneously making it easier and more difficult to connect people and organizations. Being “connected” also involves engaging in our community and using technology as a tool for community building. Today, interpersonal and language skills are of equal importance to technical skills: communities are after all about people.

Coming hand in hand with changing technology are shifts in *content*. Learners today have direct and immediate access to as much information as they can absorb on virtually any topic. Our task is to help them master the skills required to manage and use this vast array of content now available at their fingertips.

The face of the student body is changing

Over the next 10 years, the number of domestic students aged 15 to 24 — our traditional cohort — will be in decline. Armed with the right programs, offsetting this decline will be growth in the number of older, career-focused learners. We expect enrolments by those between the ages of 25 and 44 to rise by one to two percent a year over the next five years — and those beyond their working years are also returning to the classroom, to stay active and engaged in the community. International students, new Canadians, immigrants, and First Nations learners are expected to be other sources of new students in the coming years.

International student enrolments in Ontario colleges have risen from 7,000 to 20,000 in the past five years.

Competition in the postsecondary sector is intensifying

Going forward, Algonquin will need to differentiate itself from universities, private colleges, software start-ups, and progressive employers to hold on to its share of the market. Society’s views on education have become more practical in recent years, prompting universities to scale up their practical training. While colleges are uniquely positioned to benefit from this increased appreciation for experiential education we must not take our traditional position for granted. LinkedIn’s purchase of Lynda.com, the evolution of MOOCs’ and the growing number of employers who are beginning to appreciate that employee training is a required investment suggests the list of competitors or substitutes will increase.

Our intimate connections to the community and industry mean we can identify priority skill sets as they emerge — then work with the community to create rich training opportunities for learners to acquire them. We simply need to be quick to respond to these opportunities.

Public policy is evolving

Public policy is both a driver of change and an enabler. Governments at all levels are extremely important stakeholders in the Algonquin College community. The recent change of Canada’s federal government will bring shifts in public policy and is already seeing the country return to the role of an “honest broker” on the world stage.

Provincially, deficits, slower-than-anticipated economic growth and rising healthcare costs will continue to put significant fiscal pressure on the Ontario government. For Algonquin, this means transfers from the province will likely continue to shrink as an overall share of College revenues in the years to come. At the same time, the province has signalled it will use its regulatory powers to promote higher completion rates, specific student outcomes and other objectives. We must continue to champion fair and competitive funding while at the same time acknowledge present realities and become increasingly innovative, flexible and entrepreneurial.

As a global organization, Algonquin College is also affected by policies abroad, and by larger-scale economic, social and educational trends.

THE OPPORTUNITIES IN FRONT OF US

Given the trends shaping postsecondary education today, and based on the results of a series of focus group sessions we hosted, our process identified a number of opportunities to push the boundaries of current approaches and fill voids that today are not, or are only partially, being met. Specifically, our research suggested we should consider the following opportunities:

Connect learners and employers

Our students have told us their primary reason for selecting Algonquin is their belief that securing a college credential is the fastest route to employment. At the same time, workplaces are changing fast. Increasingly, graduates will be looking to create their own job rather than settle for one. Additionally, employers are telling us that technical skills are only a small piece of the skill set they are searching for in potential employees. Employers are looking for innovative critical thinkers with a passion for community. One way for Algonquin College to equip graduates with the skills, traits, and knowledge they need is to forge new kinds of partnerships and interactions with industry.

Be an integral part of our communities

One question we need to answer is, “What are the traits of an accessible community college in today's global, sustainable world?”

Inspire creativity, entrepreneurship and innovation

We need to be as innovative at fostering an entrepreneurial mindset in learners as it is at educating them in their chosen fields of study.

Cultivate a lifelong relationship with our learners

As learners increasingly seek to “stay on top” and keep abreast of new developments in their fields, we have the opportunity to provide learning for life, forging long-term bonds with students who are inclined to keep coming back.

“Right-track” learners from the start

Some students arrive better prepared than others and the impact to the classroom is extensive. Imagine if we could help those still searching for their passion discover the program of study that best suited their needs. Imagine a college that helps students get on the right track.

Provide flexible learning

Learners today have different needs — and want options to meet their needs, personally, individually and directly. Our opportunity is to define what “flexible learning” means at Algonquin College.

Redefine “college”

A question that emerged through the consultations was, “What if we combined the best of university and the best of college to create a new kind of educational institution?” How would it differ from traditional offerings? How would it change the way we teach, serve and partner?

Be an employer of choice

Many organizations claim their people are their strength. We believe this at Algonquin College: our opportunity going forward is to continue to improve how we put this into practice, seeking ways to excel at developing and engaging our people?

OUR STRATEGIC PLAN

A sound strategy starts with clarity of purpose. Through our planning process, we revisited our fundamentals — resetting our mission, evolving our vision and confirming that the values we have prized for the past ten years are as relevant and true as ever.

With those elements to guide us, we set out to explore what makes us different as a College, and how we can build on those differences to be exceptional, indispensable and effective in the years to come.

Learner-obsessed

Every decision we make begins and ends with the needs of our learners and those who depend directly on them — their employers and the communities they live in. At Algonquin, being learner-obsessed is denotes our unwavering commitment to their personal and professional success. Staying true to this strategic foundation, we set the following goals for 2017–2022:

Goal 1: Build the most personalized learner experience across all Ontario colleges in Canada

Success isn't a singular outcome. It is the result of a continuum of activities. Seeing that continuum as a whole, at Algonquin we believe the time has come to transition from the traditional one-size-fits-all era of education toward a new model focused on personalized experiential learning. As such, we envision a learner success system aligned with our mission, vision and values — and will focus on developing this into a personalized experience for learners over the next five years. By 2022, we will;

- Optimize our strategic enrolment management framework
- Develop the AC Personal Success System, with an initial focus on dream development, pathfinding, flexibility, experiential learning & transition to workplace

Our mission

To transform hopes and dreams into lifelong learner, employer and community success.

Our vision

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

Our values

Caring

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

Learning

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

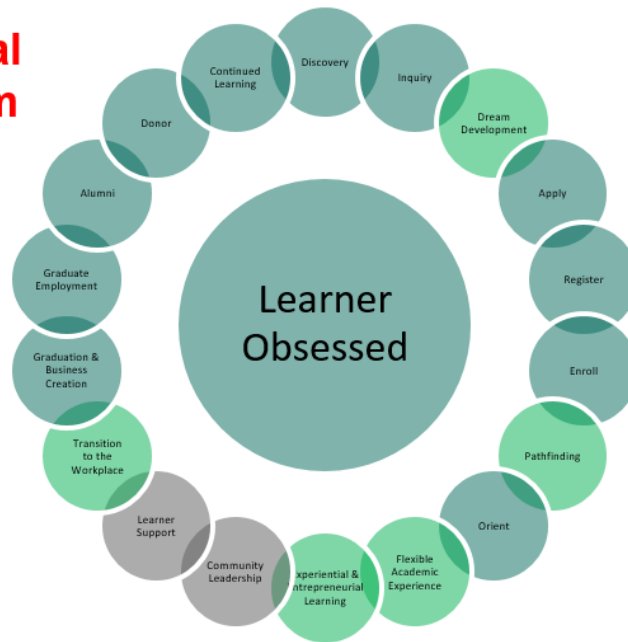
Integrity

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

Respect

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

The AC Personal Success System



Five Areas of Initial Focus

Dream Development	Pathfinding	Applied Learning Flexibility	Applied Learning Experiential	Workplace Transition
<p>Phase I</p> <p>What do I want to be?</p> <p>What could I be?</p>	<p>Phase II</p> <p>How can I make an informed career choice?</p>	<p>Phase III</p> <p>Help me to learn in a way that suits my needs.</p>	<p>Phase IV</p> <p>Hands on learning to make a better career choice.</p>	<p>Phase V</p> <p>Improve connections to industry and with alumni.</p>

Goal 2: Differentiate Algonquin's programs & services based on quality, flexibility, and innovativeness

To create this personalized learning environment and to compete in the post-secondary landscape, Algonquin will look to differentiate its programs and services on the basis of quality, flexibility and innovativeness. By 2022, we will;

- In partnership with the community, open Algonquin's Healthy Living Education Centre and serves as a catalyst for the development of a new model for health care delivery, education and training
- Build a world class Centre for Innovation and Entrepreneurship
- Redefine the development of new programs and pathways
- Modularize and personalize Algonquin's programs
- Update the integration of essential employability skills, entrepreneurial thinking, and community leadership across all programs of study

Goal 3: Lead the college system in co-op and experiential learning

In unison, students and employers have told us of the importance of work experience. It is something Algonquin is a leader in and a position we need to deepen. Algonquin will become recognized for its unwavering commitment to co-operative education and experiential learning. By 2022, we will;

- Re-imagine our Co-op experience in the spirit of the University of Waterloo model
- Strengthen our work integrated learning and simulation efforts
- Expand Algonquin's Applied Research efforts, with a focus on student/industry collaboration

People

Great teaching and support starts with great people. People who love their work, feel empowered to make a difference, and are supported throughout their career. People who are respected, valued, and change-ready. Staying true to this strategic foundation, we set the following goal for 2017–2022:

Goal 4: Become one of Canada’s top employers

Algonquin strives to be among the very best places to work across Canada. By 2022, we will;

- Help our people learn, grow and adapt to change
- Become a model institution for employee engagement
- Build a respectful relationship with our union partners
- Model best practices in the development of a healthy workplace

Continuous improvement

Continuous improvement is a long-term approach to work that systematically seeks to achieve small, incremental changes in processes in order to improve effectiveness, efficiency and quality. Staying true to this strategic foundation, we set the following goal for 2017–2022:

Goal 5: Develop a cross-college expertise in continuous improvement

Over the course of the next five years, Algonquin will work to transform the way it works through the development of a formal continuous improvement model. By 2022, we will;

- Confirm and communicate a quality framework for all programs and services
- Develop a common cross-college approach to problem solving
- Foster an environment that values employee feedback, ideas and autonomy
- Create a workplace that embraces visual communication and control techniques

Connected – to Alumni, Community and Technology

Algonquin is about making connections. Forming them. Exploring them. Utilizing them. It's a connected, digital world and we're part of it. Not as a follower, but as a leader. Staying true to this strategic foundation, we set the following goals for 2017–2022:

Goal 6: Broaden our commitment to alumni, employers and community

At Algonquin, we are connected to the workplace and our community. Building networks, leveraging alumni and employers' expertise, as well as partnering with community organizations and the private sector – all of this connects our students' learning potential to the world in which they live. By 2022, we will;

- Create the most engaged alumni community among Canadian colleges
- Strengthen our commitment to employer and community engagement

Goal 7: Lead all Canadian post-secondary institutions in the use of digital solutions which enhance teaching, learning and support

Technology enriches and engages our passion for learning and connects learners, faculty and staff in an ongoing, seamless exchange of inspiration, ideas and support. Algonquin will continue to be a leader in the use of technology to enhance teaching, learning and support. By 2022, we will;

- Lead the province in the number programs, courses, and modules offered in both blended and online formats
- Expand our innovative use of e-text and open learning resources
- Implement new Student Information and Learning Management Systems
- Expand both student and employee mobile access to learning and services

Socially, environmentally and economically sustainable

We will continue to act in full mindfulness of our impact — socially, environmentally and economically — to ensure the long-term sustainability of Algonquin College, its community and the environment. Staying true to this strategic foundation, we set the following goals for 2017–2022:

Goal 8: Promote a human development

At Algonquin, we embrace the notion that our role in society is about expanding the richness of human life, rather than simply the richness of the economy in which human beings live. It is an approach that is focused on people and their opportunities and choices. By 2022, we will;

- Strengthen our position as an access institution
- Expand our leadership in the area of community and corporate social responsibility

Goal 9: Attain carbon neutrality

As the first Canadian college to sign the international Talloires Declaration, Algonquin is committed to lowering its environmental impact and serving as a leader in the education, research and exchange of environmentally sustainable practices. By 2022, we will;

- Develop our sustainable practices
- Restore and regenerate our environments
- Reduce our waste, paper and energy use
- Create an international centre for energy management

Goal 10: Serve as a post-secondary model for innovation and entrepreneurship

Building on our history of innovation, Algonquin will deepen its commitment to innovation and work to embed a spirit of entrepreneurship among both its students and employees. By 2022, we will;

- Champion social innovation and entrepreneurship
- Serve as an incubator of innovative practices in the management higher education
- Grow our alternative revenues, with a focus on international, ancillary and fundraising

MEASURING PROGRESS — DRAFT KEY PERFORMANCE INDICATORS

Algonquin's commitment to the success of our learners, employers and community is reflected in the manner in which we hold ourselves accountable to our stakeholders. The following measures are presented for consideration by the community.

Learner Obsessed

- Enrolment
- Graduation and retention rates
- Graduate employment rate in their field of study
- Willingness to recommend Algonquin as a place to study/student satisfaction
- Alumni career & personal satisfaction
- Alumni returning to study
- Students engaged in Co-op and work integrated learning
- Students engaged in entrepreneurial activity

People

- Willingness to recommend Algonquin as a place to work
- Employee wellness (retention, sick days, vacation days taken)
- Employee engagement (pride)
- Employing training and professional development

Continuous Improvement

- Number of improvements introduced
- Number of employees trained in continuous improvement model

Connected

- Alumni and employer satisfaction and engagement rates
- Hybrid and online enrolments
- Use and satisfaction of digital properties

Socially, Environmentally and Economically Sustainable

- Social: Community impact, graduate salary level, community citizenship and personal satisfaction
- Environmental footprint (waste produced, energy use, greenhouse gas emissions)
- Economic: Balanced budgets, Reserves, and alternate revenues generated

MAKING IT HAPPEN – IMPLEMENTATION PLAN

Throughout the engagement process stakeholders raised questions surrounding the College's capacity to fund and implement the ideas being generated during the strategic planning process. A healthy dose of skepticism permeated conversations and as such it is imperative the final draft deal first hand with the College's ability to implement the proposed plan. Items to be considered for inclusion in the final implementation plan include;

- Identifying a Strategic Plan budget allocation (initial estimates suggest \$50 million dollars spread over the five years of the plan).
- Aligning the conclusion of the strategic planning process with the launch of the 2017-18 Annual Business Plan and Budget process.
- Launching a value stream exercise aimed at mapping the learner journey from Discovery through Continued Learning, with a focus on the five priority areas detailed previously in the document.

NEXT STEPS – COMMUNITY FEEDBACK

Prior to submitting a final version to the College's Board of Governors for consideration we are seeking your input and feedback. All stakeholders are invited to share their thoughts on this first draft through the following channels;

- Via email at suggestions@algonquincollege.com – all submissions received via email will be considered confidential.
- Online via the myAC Algonquin College Idea Platform – the environment will go live the week of February 29, 2016.
- Strategic Plan Roundtables – look for dates and times of these 1-hr lunch and learn sessions via Good Morning Algonquin.

MINUTES OF MEETING NUMBER FOUR HUNDRED AND NINETY FIVE OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON **MONDAY, FEBRUARY 08, 2016 AT 4:00 PM**, IN CA105 ACCE BUILDING, WOODROFFE CAMPUS.

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

Observers: A list of observers is given in Appendix 1

1. CONSTITUTION OF THE MEETING

Chair Leroux constituted the meeting at 4:00 pm.

Celebrating Success – Lions Club Telethon in Timmins

C. Brulé, Senior Vice President Academic shared a video created by students from the Television and Broadcasting program that exhibited their involvement in the production of the “Lions Club Telethon” in Timmins, Ontario. The video provided an overview of the students’ experience in assisting CTV with their production, and how they were able to utilize the skills they learned in the classroom for a live television broadcast. R. Heaton, Dean, Faculty of Arts, Media and Design, also commented on the opportunity and thanked the Board of Governors for showcasing their story.

2. CONFLICT OF INTEREST DECLARATION

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

3. APPROVAL OF THE CONSENT AGENDA

Chair Leroux asked whether any Governor wished to remove an item from the consent agenda. Governor Brockbank requested that the Theatre Arts Program suspension item, contained in the Governance Committee report, be removed for the purpose of providing Governors with more detailed information as to how the decision to approve the suspension was obtained.

Committee Chairs took the opportunity to update Governors on the activities that have occurred since the December 14, 2015 Board of Governors meeting. Members were referred to the Committee reports included in their Board materials.

RESOLUTION

MOVED & SECONDED M. Tremblay & S. Fraser

THAT the Board of Governors approves the Consent Agenda as amended.

CARRIED.

3.1 Minutes of the December 14, 2015 Board of Governors Meeting

RESOLUTION

THAT the Board of Governors approves the Minutes of the December 14, 2015 meeting as presented.

3.2 Executive Committee Report

Chair Leroux provided a verbal update to members.

3.3 Academic & Student Affairs Committee (ASAC) Report

Governor Brockbank provided a verbal update to members; the Theatre Arts program was removed from the consent agenda for further discussion. The Academic and Student Affairs Committee report was provided for information.

Program Review

a) Applied Nuclear Science and Radiation Safety – Ontario College Diploma (OCD)

RESOLUTION

THAT the Board of Governors approves the Applied Nuclear Science and Radiation Safety, Ontario College Diploma program effective Fall, 2016.

CARRIED.

b) Urban Forestry – Arboriculture - Ontario College Certificate (OCC)

RESOLUTION

THAT the Board of Governors approves the Urban Forestry – Arboriculture, Ontario College Certificate program effective Fall, 2016.

CARRIED.

c) Teachers of English as a Second/Foreign Language – International – Ontario College Graduate Certificate

RESOLUTION

**THAT the Board of Governors approves the Teachers of English as a Second/Foreign Language – International – Ontario College Graduate Certificate effective Fall, 2016.
CARRIED.**

d) Baking and Pastry Arts Management – Ontario College Diploma

RESOLUTION

**THAT the Board of Governors approves the Baking and Pastry Arts Management – Ontario College Diploma program effective Fall, 2016.
CARRIED**

e) Building Information Modeling – Lifecycle Management - Ontario College Graduate Certificate

RESOLUTION

**THAT the Board of Governors approves the Building Information Modeling – Lifecycle Management - Ontario College Graduate Certificate program effective Fall, 2016.
CARRIED**

f) Theatre Arts – Ontario College Diploma (Program Suspension)

MOVED & SECONDED J. Brockbank, M. Tremblay

RESOLUTION

**THAT the Board of Governors approves the suspension of the Theatre Arts – Ontario College Diploma program effective Fall, 2016.
Two against – Stephen Heckbert, Pam Auchterlonie
CARRIED**

3.4 Governance Committee Report

Governor Nadeau provided a verbal update to members. The Governance Committee report was provided for information.

3.5 Foundation Board Report

Governor Clark, Foundation Board representative, provided members with an update on the Foundation Board activities. The Foundation report was provided for information.

3.6 3rd Quarter 2015/2016 Business Plan Report

RESOLUTION

THAT the Board of Governors accepts the third quarter 2015/2016 Business Plan Report for information.

CARRIED.

3.7 3rd Quarter 2015/2016 Financial Report

RESOLUTION

THAT the Board of Governors approves the third quarter 2015/16 Financial Report.

CARRIED.

4. BUSINESS ARISING

4.1 2017-2022 Strategic Plan Update

D. Wotherspoon, Vice President International, Communications and Strategic Priorities presented on the draft 2017-2022 Strategic Plan. Members were provided with an update on progress made to date, as well as upcoming activities that will involve both the internal Algonquin community as well as our external community partners and stakeholders. A draft plan will be released at the February 29th Strategic Plan Town Hall and will be circulated for feedback. Discussion highlights included mission and vision statements (current and proposed), values (current and proposed), community groups identified, imagination session outcomes, learning environments, and possible strategic priorities/themes. Next steps were also reviewed. Completion of the final draft is anticipated for April 11th, with a presentation to the Board in June.

Governors commented on work completed to date. Overall, the process has been excellent, with the plan taking shape and moving along well. It was noted that the passion and engagement of the advisory group is very impressive.

RESOLUTION

MOVED & SECONDED L. Clark & S. Heckbert

THAT the Board of Governors accepts the 2017-2022 Strategic Plan Update for information.

CARRIED

4.2 International Update

D. Wotherspoon, Vice President, International, Communications and Strategic Priorities presented an update on the College's International activities. A brief overview of onshore and offshore campuses and partnerships was provided. The Board was advised that the Colleges of Excellence (COE) is under new management. Introductions have been made between D. Wotherspoon and the new CEO and Acting COO. Updates regarding Algonquin's interest in a Saudi female campus were also shared; feasibility studies will be provided to the Board as available. Contractual updates should be available by the end of March and will be brought forward to the April Board meeting. It was noted that Algonquin's International team has been working with other providers in Saudi to share best practices.

RESOLUTION**MOVED & SECONDED M. Tremblay & N. Cheng****THAT the Board of Governors accepts the International Update for Information.****CARRIED****5. DECISION ITEMS & REPORTS****5.1 2016/2017 Fees Schedule**

K. Pearson, Registrar, provided the Board of Governors with a review of the 2016-17 Fees Schedules for approval, effective September 01, 2016 to August 31, 2017. Discussion highlights included

- “high demand” programs and how they are defined,
- the current drop in currency, and any potential impact it may have,
- clarification of the ancillary and compulsory, UPass, and student activity fees, and
- whether any exemptions/adjustments are made for the Perth and Pembroke campuses.

RESOLUTION**MOVED & SECONDED J. Brockbank & M. Tremblay****THAT the Board of Governors approves the 2016/2017 Fees Schedule as submitted.****CARRIED****5.2 2016/2017 Business Plan & Budget Approval**

C. Jensen provided introductory remarks, noting that the information being presented aligns the College’s priorities between the Business Plan and the Budget. D. McNair referred members to the materials included in their packages. The proposed 2016-17 Business Plan will complete the College’s five-year Strategic Plan amid a fast changing environment. Shifting demographics, shrinking funding and rising expectations are placing significant pressures on all postsecondary institutions in Ontario and across the country. This plan continues the direction outlined in previous years, with a focus on strategic enrolment management, program quality assurance, degree and graduate certificate enrolments, student and alumni satisfaction, automation and process improvement, and the need to grow alternative revenues. It is both focused and achievable, narrowing the number of initiatives in order to increase the spotlight on the key priorities of employee engagement, and student success.

The proposed 2016-17 Annual Budget projects a negative net contribution of \$6.7 million, to fund major strategic priorities. This is a one-year negative contribution, and not an operating deficit. In addition, the proposed Annual Budget will draw up to \$19.3 million from Internally Restricted Funds (accumulated surpluses) to address numerous projects and initiatives in Strategic Investment Priorities. This annual budget is projected to result in five out of seven financial health indicators being above the benchmark. The College is assessed as remaining in good financial health. The indicators below benchmark are those impacted by the requirement to spend from accumulated surpluses from previous years to address capital investment requirements. It was noted that this plan is compliant with MTCU directives.

RESOLUTION

MOVED & SECONDED N. Cheng & M. Sutcliffe

THAT the Board of Governors approves the 2016/17 Annual Budget and Business Plan with a projected negative net contribution of \$6.7 million.

CARRIED.

RESOLUTION

MOVED & SECONDED M. Tremblay & M. Waters

THAT the Board of Governors approves the use of up to \$19.3 million in internally restricted funds for the following items: enterprise resource planning solution for Human Resources, Payroll and Finance, various facilities renewal upgrades, upgrades to the residence, ancillary services investments, electrical transformer replacement, equipment purchases, an investment in the Energy Savings Company (ESCO2) initiative, as well as estimated 2015/16 Strategic Investment Priorities budget carryovers.

CARRIED.

6. ITEMS FOR INFORMATION

The items for information were accepted as presented and no changes were made.

6.1 Board of Governors Winter Key Messages

6.2 Report from the Board Chair

6.3 Report from the President

6.4 Management Summary Report

7. IN CAMERA SESSION

An in camera session was not required.

8. MEETING ADJOURNMENT

There being no further business, the meeting was adjourned at 6:12 pm.

Kathyrn Leroux, Chair

Tracy McDougall, Recorder

APPENDIX 1**Observers:**

Jo-Ann	Aubut	Dean, Academic Planning
Shaun	Baron	International Education Centre
Ginette	Belair	Finance & Administration
Daniel	Blanchette	Professor (Applied Science and Environmental Technology)
Brent	Brownlee	Director, Ancillary Services
Jill	Bryan	Information Technology Services
Kathy	Conlon	President's Office
Lynn	Cox	Theatre Arts
Maggie	Cusson	Academic Development
Cathy	Dempsey	Finance & Administration
Amy	Desjardins	Foundation
James	Fish	CBC Ottawa
Barb	Foulds	Dean, Faculty of Health and Community Studies
Phil	Gaudreau	Communications
Mike	Gawargy	Information Technology Services
Mark	Hoddenbagh	Partnerships and Applied Research
Eric	Hollebone	Director, Marketing
Chris	Janzen	Dean, Faculty of Technology and Trades
Daniel	Kelly	Professor (Applied Science and Environmental Technology)
Jim	Kyte	Dean, Hospitality & Tourism
Peter	Larock	Chair, Design Studies
Sandra	Larwill	Centre for Continuing and Online Learning
Mark	Leduc	Academic Operations and Planning
Aemon	Loper-Gross	Algonquin Times
Eric	Marois	Chair, Architecture, Civil and Building Science
Diane	McCutcheon	Director, Labor Relations
Jacqui	Miller	Ottawa Citizen
Shaideh	Mogharrabin	Finance & Administration
Ernest	Mulvey	International Education Centre
Krista	Pearson	Registrar
Grant	Perry	Finance & Administration
Andy	Pridham	Chair, Information and Communications Technology
Joe	Ranieri	Business Development
Emily	Ridlington	CBC
Todd	Shonewille	Director, Physical Resources
Shelley	Styles	Director, Student Support Services
Claire	Tortolo	Language Institute
Jack	Wilson	Police and Public Safety Institute/Local 415

MEMO

DATE: April 11, 2016

TO: Board of Governors

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

SUBJECT: ASAC Report to the Board from the meeting of March 24, 2016

For documentation in support of the agenda items, please visit the Board's SharePoint site; choose the ASAC meeting folder – March 24, 2016 meeting materials.

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL
PROGRAM REVIEW

Action Sports Park Development, Ontario College Certificate

RESOLUTION

MOVED & SECONDED S. Heckbert and K. Leroux

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Action Sports Park Development, Ontario College Certificate program effective Fall, 2017.

CARRIED.

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

a) Enrolment Update Report

Members reviewed the admission updates for the Spring 2016 and Fall 2016 terms. The data are shown in Appendix A - Enrolment Update Report.

Based on audit data for all three semesters, 2015-16 fiscal year total enrolment of 37,265 exceeded budget by 252 students (0.7%) and represents a 939 student (2.6%) increase over last year.

Early statistics for Fall 2016 report that 28,721 applications have been received as of March 11, 2016, which is down 4.2% from last year at the same time (29,989). While application volumes are lower than last year's applications, Algonquin is currently first in the province for confirmations.

It was noted that the College is experiencing an expected decline in domestic applications. As has been reported in the past, this is due to demographics, particularly a decline in the youth population. This is a trend that is occurring province wide. To proactively address this

anticipated decline, Algonquin College's Strategic Enrolment Steering Committee members have focused on:

- expanding marketing and recruitment efforts to more non-direct applicants
- increasing high demand program capacity where feasible
- increasing data-informed conversion efforts to maximize the applicant pool.

The Strategic Enrolment Steering Committee, which includes cross-College representation, regularly collects and analyzes data to optimize enrolment.

b) Program Evaluation Committee Report – Bachelor of Hospitality & Tourism Management Consent Renewal

Members reviewed the report associated with consent renewal for the Bachelor of Hospitality and Tourism Management.

c) New Provincial Budget impact on Student Aid

Members were briefed on the impact on Student Aid resulting from the new Provincial Budget.

d) Board Achievement Award

Members discussed the possibility of creating a Board award that could be granted to students who made an exceptional contribution to the College or the community. This item will be discussed further at the May 19th meeting.

ENROLMENT UPDATE REPORT

Academic and Student Affairs Committee
MARCH 24, 2016

WINTER 2016



ASAC Enrolment Update Report

March 24, 2016

ALGONQUIN
COLLEGE

Enrolment Highlights (March 1, 2016)

- 2016W Audit date enrolment is 16,907 (net registered)
 - 1.6% better than Budget and 3.3% better than same time last year (March 1, 2015)
- Level 01 and Returning trending well vs. last year
- International 19% ahead of last year and 23% better than Budget for 2016W
- All key indicators at green status except Number of Withdrawals (slightly above threshold)
- **Exceeded Budget target by 274 students as of Audit date (March 1)**

Enrolment Update – Winter 2016

as at March 1, 2016

COLLEGE ENROLMENT - 2016 WINTER (Post Secondary & Graduate Certificates)

	Actual (as of 1 Mar. '16)	Approved Budget	Over / (Under) #	Over / (Under) %	Status	Previous Year (as of 1 Mar. '15)	YoY #	YoY %	Status
Current Enrolment	16,907	16,633	274	1.6%	●	16,373	534	3.3%	●
Level 1 Enrolment	2,164	2,080	84	4.0%	●	2,119	45	2.1%	●
Returning Student Enrolment	14,743	14,553	190	1.3%	●	14,254	489	3.4%	●
Domestic Enrolment	15,365	15,376	(11)	(0.1%)	●	15,077	288	1.9%	●
International Enrolment	1,542	1,257	285	22.7%	●	1,296	246	19.0%	●
Withdrawals	952					930	22	2.4%	●
As % of Total Registered	5.3%					5.4%		(0.1%)	●

Note: Enrolment for Post Secondary & Graduate Certificates only.

Exceeded Budget Enrolment Targets

FISCAL YEAR 2015-16 SPRING 2015 / FALL 2015 / WINTER 2016 (AT AUDIT DATE)



ASAC Enrolment Update Report

March 24, 2016

ALGONQUIN
COLLEGE

Enrolment Highlights – Fiscal Year

- Combined enrolment for 3 semesters is 37,265 (net registered)
 - 0.7% better than Budget and 2.6% better than same time last year (March 1, 2015)
- Level 01 and Returning performed well vs. last year (+ 3.1% and 2.3% respectively)
- International 16% ahead of last year and 13% better than Budget
- All key indicators at green status except Number of Withdrawals (above threshold)
- **Exceeded Budget by 252 students**

Enrolment Update – Full Year

COLLEGE ENROLMENT - 2015 / 2016 (15S, 15F, 16W at Audit Date)

(Post Secondary & Graduate Certificates)

	Actual (as of 1 Mar. '16)	Approved Budget	Over / (Under) #	Over / (Under) %	Status	Previous Year (as of 1 Mar. '15)	YoY #	YoY %	Status
Current Enrolment	37,265	37,013	252	0.7%	●	36,326	939	2.6%	●
Level 1 Enrolment	12,286	11,979	307	2.6%	●	11,919	367	3.1%	●
Returning Student Enrolment	24,979	25,034	(55)	(0.2%)	●	24,407	572	2.3%	●
Domestic Enrolment	34,120	34,219	(99)	(0.3%)	●	33,614	506	1.5%	●
International Enrolment	3,145	2,794	351	12.6%	●	2,712	433	16.0%	●
Withdrawals	2,182					2,084	98	4.7%	●
As % of Total Registered	5.5%					5.4%		0.1%	●

Note: Enrolment for Post Secondary & Graduate Certificates only.

Exceeded Budget Enrolment Targets

SPRING 2016



ASAC Enrolment Update Report

March 24, 2016

ALGONQUIN
COLLEGE

2016 Spring Admissions Update – OCAS Data as of March 11, 2016

The 16S OCAS application report as of March 11, 2016 compared to March 11, 2015:

- 1,212 applications have been received, which is up 11% from last year (1,092). Non-direct applications are up 16.6% and direct are down 5.3%. The system average is up 17.5% in non-direct applications and down 6.4% in direct, and up 11.1% overall. Some of our increase can be attributed to the three new intake offerings this spring (Computer Systems Technician, Computer Programmer and Environmental Management & Assessment)
- Confirmations are at 253 compared to 215 on the same date last year. Confirmations are up by 21.3% for non-direct and up by 4.3% for direct applicants with an overall increase of 17.7%. The system average is showing an increase of 4.5% in confirmations.



FALL 2016



ASAC Enrolment Update Report

March 24, 2016

ALGONQUIN
COLLEGE

2016 Fall Admissions Update – OCAS Data

The 16F OCAS application report as of March 11, 2016 compared to March 11, 2015:

- 28,721 **applications** have been received, which is down 4.2% from last year (29,989). Non-direct applications are down 2.2% and direct are down 6.2%. The system average is down 0.4% in non-direct applications and down 4.4% in direct, and down 2.6% overall.
- Algonquin is currently first in the province for **confirmations** at 3,492. Confirmations are up by 0.8% for non-direct and down by 5.8% for direct applicants with an overall decrease of 2.1%. The system average is showing an increase of 4.7% in confirmations.

2016 Fall Admissions Update

- All first round offers have been mailed for open and highly competitive programs
- 18,495 offers have been sent as of March 11, 2016. (Full-time programs, Ottawa, Perth and Pembroke, Domestic and International)
- We currently have 23 Full-Time programs waitlisted and 5 programs closed for further applications (Ottawa)
- One program (Forestry Technician) is waitlisted in Pembroke
- Admission processing continues for new and in-process applications to open and waitlisted programs daily

MEMO

DATE: April 11, 2016

TO: Board of Governors

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

SUBJECT: Audit & Risk Management Committee meeting February 25 & March 31, 2016

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

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL

- 1) Endowment Fund – Investment Policy Review
March 31, 2016 meeting

RESOLUTION

MOVED & SECONDED M. Waters & K. Sample

THAT the Audit and Risk Management Committee recommends that the Board of Governors approve the following amendments to the Algonquin College Endowment Funds Statement of Investment Policies and Goals:

- a) **Establish a Target Rate of Return of 5.6% over a 5-year rolling average of market value;**
- b) **Include BBB Rated Bonds as a permitted investment; and**
- c) **Adjust the Asset Mix Policy as follows:**

Increase Cash or Cash equivalents Benchmark Target from 0% to 3% (Range 0% - 20%)

Decrease Global Equities Benchmark Target from 43% to 40% (Range 30% - 50%)

- d) **Amend the names of the benchmark indices for Fixed Income and Cash & Cash Equivalents to reflect the current brand names of the indices, as presented.**

CARRIED.

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

- 1) Risk-Based Internal Audit Five-Year Plan
February 25, 2016 meeting

MEMO

RESOLUTION

MOVED & SECONDED: K. Leroux & K. Sample

THAT the Audit and Risk Management Committee approve the updated Risk-Based Internal Audit 5-Year Plan, and Management be directed to undertake the next scheduled internal audit on Automation and Process Improvement Practices.

CARRIED.

C. INFORMATION ITEMS PRESENTED TO ARM COMMITTEE

The following items were presented for information:

- ✓ Canada Revenue Agency Harmonized Sales Tax Audit
- ✓ Enterprise Risk Management Quarterly Report
- ✓ Enterprise Resource Planning – Project Fusion
- ✓ Endowment Fund Quarterly Investment Performance
- ✓ Endowment Fund Investment Manager Annual Report
- ✓ 2015/2016 ARM Committee work plan.

As part of regular reporting to the Audit & Risk Management Committee, the Enterprise Risk Management Quarterly Report was presented at the February 25, 2016 meeting. This report can be found in Appendix A of this report.

Report title:	Enterprise Risk Management (ERM) Quarterly Update
Report to:	Audit & Risk Management (ARM) Committee
Date:	February 25, 2016
Author(s)/Presenter(s):	Duane McNair, Vice President, Finance and Administration

1. RECOMMENDATION:

THAT the Audit and Risk Management Committee receives the Enterprise Risk Management (ERM) Quarterly Update for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide an updated High Risk Dashboard.

3. BACKGROUND:

The 2015 Risk Profile examined a risk universe of 48 risks. These risks were assessed based on impact and likelihood, resulting in a final list of 16 High risks. These risks are given in detail in APPENDIX 1: Risk Report. The identification of mitigation strategies associated with these risks is given in APPENDIX 2: High Risk Dashboard.

In January 2016 the Algonquin College Executive Team engaged in a Risk Assessment exercise focused on the draft 2016/17 Business Plan. In March 2016 the Board of Governors will be participating in a facilitated session to contribute to the articulation of a College Risk Appetite, which is a crucial next step in the development of the Enterprise Risk Management program.

4. DISCUSSION:

The High Risk Dashboard reflects the current template and risk categories that have been endorsed to support an on-going risk-reporting framework. The dashboard summarizes the 16 highest risks, which are grouped into six areas, based on likeness. The report identifies the previous (September 2015) report values for “Risk Status” and “Risk Mitigation Status” and provides updated information for these fields along with a description of the current Risk Mitigation Summary.

The Risk Assessment Matrix, attached as APPENDIX 3 is included for reference. It is noted that that no risks were assessed as carrying “critical” residual risk values.

5. LINK TO STRATEGIC PLAN:

The development of an Enterprise Risk Management framework is a stated Business Plan objective within the 2012-2017 Strategic Plan period that relates to the strategic pillar of Financial Sustainability.

6. STUDENT IMPACT:

An effective Enterprise Risk Management program supports mitigation of operational/hazard, liability, health and safety, work placement and travel risks associated with the wide range of student activities at Algonquin College.

7. FINANCIAL IMPACT:

The ongoing effort to mature the Enterprise Risk Management program leads to increased performance management, budget efficiency and better-informed decision-making. Recent efforts have provided early indications of direct cost-savings as a result of the focus on Enterprise Risk Management. These include reduced legal costs, positive outcomes in negotiating a significant property damage claim settlement and a reduction in costs associated with international travel insurance.

8. HUMAN RESOURCES IMPACT:

The ongoing development of the Enterprise Risk Management has involved presentations and workshops with various areas of the College as well as exposure to risk assessment processes and mitigation planning exercises for management staff. This has generated a greater understanding for risk management and increased the awareness for the value of the process.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

While there is not currently a Ministry of Training, Colleges, and Universities (MTCU) Binding Policy Directive that requires Ontario colleges to implement and maintain an Enterprise Risk Management program, there is an expectation from Ministry of Training, Colleges, and Universities staff that colleges undertake risk assessments when carrying out major capital projects and entrepreneurial activities. Increasingly, risk assessment is becoming a standard requirement related to funding / financial and business agreements. Several provincially funded service agreements require that the College undertake regular risk assessments of those operations funded.

10. COMMUNICATIONS:

As the Enterprise Risk Management program continues to evolve, updates are communicated to the College's employees, the Audit and Risk Management Committee and the Board of Governors. The Risk Management web-site is continuing to evolve as an information source and portal to services provided in this area.

11. CONCLUSION:

The High Risk Dashboard and risk-reporting framework that has been developed is an effective means to provide oversight of the Enterprise Risk Management process and to ensure ongoing efforts to mitigate high risks are in place.

Respectfully submitted:

Approved for submission:



Vice President

President

Appendices:

APPENDIX 1 – Risk Report APPENDIX 2 – High Risk Dashboard APPENDIX 3 – Risk Assessment Matrix

Date last revised: February 12, 2016

Risk Report

Risk Group	Risk Group Owner Area	Specific Risk Category	Specific Risk Name	Risk Score	Specific Risk Definition
Business Process & Automation	Finance & Administration				
Business Process & Automation		Strategic	Automated Services	15	The risk that the College has limited capacity to complete significant automation projects in a timely manner.
Business Process & Automation		Financial	Business Productivity	11	The risk that innovation and improvements to business processes are not effective in optimizing business productivity.
IT Infrastructure	Digital Technologies & Innovation				
IT Infrastructure		Strategic	IT Efficiency	14	The risk that IT systems are not properly implemented to create operational efficiencies or increase automation.
IT Infrastructure		Strategic	IT Infrastructure	12	The risk of inadequate information technology (e.g. hardware, networks, software, people and processes) to effectively support requirements and maintain the College's competitive advantage.
IT Infrastructure		Operational & Hazard	Information Reliability	11	The risk of limited reliability in data or the quality and consistency of information for decision-making, both within and external to the College.
IT Infrastructure		Strategic	IT Investments	11	The risk that investment in IT systems is conducted in a manner that is not aligned with goals, sustainable, cost-effective or well-controlled.
Human Resources Strategy	Human Resources				
Human Resources Strategy		Strategic	Succession Planning	13	The risk that the College fails to identify and develop key personnel for succession planning purposes and does not effectively plan for resignations and retirements.
Human Resources Strategy		Operational & Hazard	Knowledge Management	13	The risk that knowledge management practices are insufficient/inappropriate in order to support informed decision making and otherwise maintain the corporate memory of the College.
Human Resources Strategy		Operational & Hazard	Change Readiness	12	The risk that employees are unable to implement process and program/service improvements quickly enough to keep pace with changes in the marketplace.
Human Resources Strategy		Operational & Hazard	Performance Management	12	The risk that individual performance is not adequately measured/captured or performance evaluation is imbalanced or not aligned with the College's strategies and objectives.
Human Resources Strategy		Operational & Hazard	Labour Relations	12	The risk that poor relations or changes occur within the work environment that lead to conflicts involving labor unions, thereby disrupting normal operations.

Risk Report

Risk Group	Risk Group Owner Area	Specific Risk Category	Specific Risk Name	Risk Score	Specific Risk Definition
Human Resources Strategy		Strategic	Innovation	11	The risk that current management models and initiatives do not adequately foster a culture of innovation and entrepreneurship within the staff.
Financial Sustainability and Enrolment	Finance & Administration				
Financial Sustainability and Enrolment		Financial	Financial Sustainability	13	The risk of an inability to secure sufficient capital and/or seek out alternative revenue sources to reduce dependency on government funding.
Financial Sustainability and Enrolment		Strategic	Enrolment Targets	11	The risk that enrolment targets across all programs are not satisfactorily met or are based on unrealistic or incomplete assumptions
Physical Infrastructure & Academic Equipment	Finance & Administration				
Physical Infrastructure & Academic Equipment		Strategic	Physical Infrastructure	13	The risk of inadequate infrastructure (e.g. lecture rooms, residences) and academic equipment to effectively support the current and future requirements of the College in a controlled, cost-effective and efficient manner.
International	International, Communications & Strategic Priorities				
International		International	International Strategy	11	The risk of not meeting the recommendations of the International Education Strategic Plan.

Risk Category Range: Financial, Strategic, Operational & Hazard, International, Reputational, Legal & Compliance

High Risk Dashboard - January 2016

Risk Group and Ownership	Included Risks	Group Residual Risk Score	Risk Status Indicator (SEP 2015)	Risk Mitigation Indicator (SEP 2015)	Risk Status Indicator (JAN 2016)	Risk Mitigation Summary (JAN 2016)	Risk Mitigation Indicator (JAN 2016)
<p>Business Process & Automation</p> <p>Owner Area: Finance & Administration</p> <p>Chuck Doyle - Mgr. Business Process Review</p>	<p>The risk that the College has limited capacity to complete significant automation projects in a timely manner.</p> <p>The risk that innovation and improvements to business processes are not effective in optimizing business productivity.</p>	13	Risk Unchanged	Performing Well	Risk Unchanged	<p>The 2015/16 Annual Business Plan includes an initiative to automate ten business processes. Automation projects that have been delivered since the beginning of this fiscal: Grade Entry and Review, U-Pass, Dual-Credit reporting, Peer Tutoring/One Card Integration and Automate the upload of the room inventory to the Exam Scheduler</p> <p>Currently working on:</p> <ul style="list-style-type: none"> Automating the timetables and fee notices for Academic Upgrading students Student Training Synchronizing with YOW (currently manual) Graduate Validation Bursary Automation GeneSIS and HR/Pay Active Directory Synchronization <p>Project Fusion is a College-wide initiative to upgrade several legacy enterprise resource planning (ERP) systems including Human Resources, Payroll, Financial Information System and the Budget Utility System. Upgrading to current technology and best practices will result in greater operating efficiency, data integrity and enhanced reporting and analytic capabilities. The contract has been awarded and the implementation is starting.</p>	Performing Well
<p>Financial Sustainability and Enrolment</p> <p>Owner Area: Finance & Administration / Academic Services</p> <p>Cathy Dempsey - Dir. Finance / Mark Leduc - ED Academic Operations & Planning</p>	<p>The risk of an inability to secure sufficient capital and/or seek out alternative revenue sources to reduce dependency on government funding.</p> <p>The risk that enrolment targets across all programs are not satisfactorily met or are based on unrealistic or incomplete assumptions</p>	12	Risk Unchanged	Requires Monitoring / Adjustment	Risk Unchanged	<p>The Strategic Enrolment Management Steering Committee holds weekly enrolment meetings to monitor the achievement of enrolment targets and student retention initiatives.</p> <p>Strategic Enrolment Management (SEM) governance and organizational structure was recently reframed to incorporate sustainable practices, as well as to operationalize efforts identified as SEM strategic priorities.</p> <p>A new Student Success Advising Plan was launched in the fall, with faculty training in August.</p>	Requires Monitoring / Adjustment

High Risk Dashboard - January 2016

Risk Group and Ownership	Included Risks	Group Residual Risk Score	Risk Status Indicator (SEP 2015)	Risk Mitigation Indicator (SEP 2015)	Risk Status Indicator (JAN 2016)	Risk Mitigation Summary (JAN 2016)	Risk Mitigation Indicator (JAN 2016)
Human Resources Strategy Owner Area: Human Resources Diane McCutcheon - Dir. LR / Rebecca Volk - Mgr. CoL	<p>The risk that employees are unable to implement process and program/service improvements quickly enough to keep pace with changes in the marketplace.</p> <p>The risk that knowledge management practices are insufficient/inappropriate in order to support informed decision making and otherwise maintain the corporate memory of the College.</p> <p>The risk that poor relations or changes occur within the work environment that lead to conflicts involving labor unions, thereby disrupting normal operations.</p> <p>The risk that individual performance is not adequately measured/captured or performance evaluation is imbalanced or not aligned with the College's strategies and objectives.</p> <p>The risk that current management models and initiatives do not adequately foster a culture of innovation and entrepreneurship within the staff.</p> <p>The risk that the College fails to identify and develop key personnel for succession planning purposes and does not effectively plan for resignations and retirements.</p>	12	Risk Unchanged	Requires Monitoring / Adjustment	Risk Unchanged	<p>Work continues with the HR consulting firm retained to complete an audit on the College's Human Resource strategies and practices. The results of the audit will be tabled at the ARM committee of the Board in the spring.</p> <p>A change management approach and methodology is being established as part of the Project Plan for Project Fusion. It is anticipated that this will serve the organization well resulting in an established and tested change methodology for future College initiatives.</p> <p>This fall, work was initiated to develop a college wide strategic approach to employee relations. This included educational opportunities and awareness and consultation with all levels of management. A vision and guiding principles were created and socialized with the management group and shared with union executive. A work plan for the execution of this strategy will be tabled with the executive team this spring.</p> <p>Centrally, this fall, OPSEU launched a certification drive for part-time support staff. Algonquin will be following direction from the College Employer Council on this provincial matter and, and is monitoring at a local level.</p>	Requires Monitoring / Adjustment
International Owner Area: International & Strategic Priorities Ernest Mulvey - Dir. International Education Centre	<p>The risk of not meeting the recommendations of the International Education Strategic Plan.</p>	11	Increasing Risk	Requires Monitoring / Adjustment	Increasing Risk	<p>Jazan College of Excellence continues to work on a number of cost reduction strategies in tandem with seeking support from CoE to fund exceptional infrastructure costs. We have presented to staff the new salary grid effective from July 2016 which will produce savings in salary costs.</p> <p>Kuwait: Algonquin College - Kuwait currently has 83 students registered in the English and Academic Foundation program. Second intake for program and first intake of Business Management and Entrepreneurship planned for February 2016. Target enrolment for September 2016 is 300 students.</p> <p>China & India: The College is reviewing the model used to generate both on-shore and off-shore revenue in two key markets, India and China. New India and China strategies under development with completion date June 2016.</p> <p>Vientam: The College is participating in the pilot phase of the Student Partnership Program (SPP) for Vietnam, a Government of Canada/ C/Can initiative modeled on the SPP India program, which fastracks the student visa process for applicants wishing to study at Canadian colleges.</p> <p>General: New websites for IEC, IEC: China/Mandarin, the Language Institute lauanch with AC Kuwait and AC Jazan websites currently under development. In process of creating a Chinese langauge mobile app for education agents and applicants. Operationalizing a new low-stakes online English as a second language placement test to support recruitment and retention of students. Created new marketing plans for Brazil and Latin America.</p> <p>The new international application/admissions portal is being launched in Febuary 2016. The implementation of LEAN processes for enhanced student and client services, including student payment, student insurance, student success tracking and agent payment are being developed.</p>	Requires Monitoring / Adjustment

High Risk Dashboard - January 2016

Risk Group and Ownership	Included Risks	Group Residual Risk Score	Risk Status Indicator (SEP 2015)	Risk Mitigation Indicator (SEP 2015)	Risk Status Indicator (JAN 2016)	Risk Mitigation Summary (JAN 2016)	Risk Mitigation Indicator (JAN 2016)
IT Infrastructure Owner Area: Finance & Administration Michael Gawargy - Dir. ITS	<p>The risk that IT systems are not properly implemented to create operational efficiencies or increase automation.</p> <p>The risk of inadequate information technology (e.g. hardware, networks, software, people and processes) to effectively support requirements and maintain the College's competitive advantage.</p> <p>The risk of limited reliability in data or the quality and consistency of information for decision-making, both within and external to the College.</p> <p>The risk that investment in IT systems is conducted in a manner that is not aligned with goals, sustainable, cost-effective or well-controlled.</p>	12	Risk Unchanged	Performing Well	Risk Unchanged	<p>Significant upgrades to the College's Infrastructure were undertaken and completed in the first three quarters of fiscal 15/16. The College's Internet, wireless and network system continue to meet the demands of the College community. There are ongoing reports on system availability that are demonstrating ongoing improvements in reliability and availability.</p> <p>Project underway that may complete before end of March 2016</p> <ul style="list-style-type: none"> • U-Pass Tax Receipt • Bank Reconciliation • COINS – (integration of the COINS application with the new hardware purchased by Ancillary Services) • Academic Upgrading Automation of Fee notices and Timetables • Digital Signage Implementation 	Performing Well
Physical Infrastructure & Academic Equipment Owner Area: Finance & Administration Todd Schonewille - Dir. Physical Resources / Mark Leduc - ED Academic Operations & Planning	<p>The risk of inadequate infrastructure (e.g. lecture rooms, residences) and academic equipment to effectively support the current and future requirements of the College in a controlled, cost-effective and efficient manner.</p>	13	Risk Unchanged	Requires Monitoring / Adjustment	Risk Unchanged	<p>A presentation to the Administrative Services Coordinating Committee of Colleges Ontario was conducted in November 2015. This presentation focused on PPP opportunities, leveraging private investment as a strategy in reducing deferred maintenance and reflected upon the ESCO2 experience of Algonquin College.</p> <p>Despite the retirement of the incumbent Director at the end of August, 2015, continuity was maintained in the reorganization of the department to create synergies between the operational maintenance and planning functions. An executive search / recruitment effort successfully concluded with the appointment of a new Director, effective February 1, 2016. Under new leadership, a renewed focus on the infrastructure maintenance strategy will be established.</p> <p>As part of the annual College budget process, Schools and Faculties prioritize requests for academic equipment requirements.</p> <p>The academic area has launched a project for the development and implementation of an academic equipment evergreening strategy to enhance longer term planning.</p>	Requires Monitoring / Adjustment

Notes:
 1. **Risk Status Indicator** - Identifies whether the risk owner perceives that the risk is increasing, unchanging or diminishing. Increasing risks should be addressed in the risk

Increasing Risk
Risk Unchanged
Diminishing Risk

2. **Risk Mitigation Indicator** - identifies whether the risk owner perceives that the measures in place to monitor and mitigate the risk are performing adequately to maintain the risk at or below the current levels. Given the dynamic nature of risks, an indication in this field that mitigation plans require monitoring / adjustment speak to the activity level associated with the risk and monitoring practices. An emerging risk may warrant a similar entry in this field. An

Not Meeting Requirement
Requires Monitoring / Adjustment
Performing Well

3. **Group Residual Risk Score** - Indicates the average of included risks in the group. The individual risk scores are presented in the Risk Report (Appendix 1)

College Risk Management Committee

Risk Assessment Matrix

		Impact (I)					Combined Risk Score Legend			
		Insignificant (1)	Minor (2)	Moderate (3)	Major (4)	Catastrophic (5)	Low Risk (1-4)	Moderate Risk (5-10)	High Risk (11-18)	Critical Risk (19-25)
Likelihood (L)	Almost Certain (5)	Moderate Risk (5)	Moderate Risk (10)	High Risk (15)	Critical Risk (20)	Critical Risk (25)	Low Risk (1-4)	Moderate Risk (5-10)	High Risk (11-18)	Critical Risk (19-25)
	Likely (4)	Low Risk (4)	Moderate Risk (8)	High Risk (12)	High Risk (16)	Critical Risk (20)	Moderate Risk (5-10)	Moderate Risk (5-10)	High Risk (11-18)	Critical Risk (19-25)
	Possible (3)	Low Risk (3)	Moderate Risk (6)	Moderate Risk (9)	High Risk (12)	High Risk (15)	High Risk (11-18)	High Risk (11-18)	High Risk (11-18)	Critical Risk (19-25)
	Unlikely (2)	Low Risk (2)	Low Risk (4)	Moderate Risk (6)	Moderate Risk (8)	Moderate Risk (10)	Critical Risk (19-25)	Critical Risk (19-25)	Critical Risk (19-25)	Critical Risk (19-25)
	Rare (1)	Low Risk (1)	Low Risk (2)	Low Risk (3)	Low Risk (4)	Moderate Risk (5)	Critical Risk (19-25)	Critical Risk (19-25)	Critical Risk (19-25)	Critical Risk (19-25)

MEMO

DATE: April 11, 2016
TO: Board of Governors
FROM: Governance Committee
SUBJECT: Governance Committee meeting March 7th, 2016

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

A. ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL

1) Appointment of new Governors

This item will be addressed separately under item 5.1 of the Board Agenda.

2) Governor Re-Appointments

RESOLUTION

MOVED & SECONDED K. Leroux & S. Fournier

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

CARRIED. One Abstention – Governor Nadeau

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

Please refer to Appendix A for the Compliance Report for policy BGI-01 Responsibilities of the Board.

RESOLUTION

MOVED & SECONDED M. Tremblay & P. Auchterlonie

THAT the Governance Committee recommends to the Board of Governors the Compliance Report for policy BGI-01 Responsibilities of the Board.

CARRIED.

4) Terms of Reference – Executive Committee

The Governance Committee tabled revisions to the Executive Committee's Terms of Reference at the March 14th meeting. The revised Terms of Reference were endorsed by the Executive Committee and are being recommended for Board approval. Please refer to Appendix B for the revised Executive Committee Terms of Reference.

RESOLUTION

MOVED & SECONDED M. Tremblay & P. Auchterlonie

THAT the Governance Committee recommends to the Executive Committee, the revised Executive Committee Terms of Reference.

CARRIED.

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

1) Governor Recruitment Process

The Governance Committee completed a recruitment campaign and interviews for the recruitment of the governor candidate to represent the Pembroke region.

2) Board Evaluation Survey Results

Members reviewed the Board Evaluation Survey Results and drafted next steps in bringing the results back to the Board of Governors.

3) Algonquin College Bylaw No. 1 and Bylaw No. 3

Members endorsed revisions to Bylaws No. 1 and No. 3. A recommendation to adopt the revised Bylaws will be tabled at the June 13th Board meeting and Annual General Meeting.

4) Professional Development application

Members reviewed an application for professional development that was submitted in March, 2016.

BGI-01 Responsibilities of the Board
Compliance Report as of March 7, 2016

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

Source Document	Responsibility	Deficiency	Comments
Bylaw 5	Summary of the Advisory Committee Annual Reports.	None	A summary was submitted to the Board as part of the Academic & Student Affairs Committee Report on October 13, 2015.
Executive Committee Terms of Reference	Conduct the President’s annual performance on the attainment of corporate goals and outcomes and compensation review. (1-3)	None	This is to be completed for 2015/2016 in June, 2016.
Audit and Risk Management Committee, Terms of Reference	Risk Management/Internal Controls The Board should ensure that appropriate practices are implemented to identify and manage risk including appropriate monitoring and reporting. (BG1-01, 2.2)	None	The Audit & Risk Management Committee reviews the corporate risk profile in February and April each year. An update on risks and management action is given in October, February, April and June. The updated risk report will be submitted to the Board by the Audit & Risk Management Committee at the April 11, 2016 Board meeting.
Financial Statement review	Review the annual draft financial statements.	None	This will be conducted through the Audit & Risk Management Committee in May, 2016, and submitted to the Board in June, 2016.
Review of Board ARM Committee performance	Evaluate the Audit and Risk Management Committee’s performance.	Deficiency	The Board Chair may initiate the evaluation of all Board Committees after June, 2015. (Governance Committee has endorsed this approach – to be initiated)
Governance Committee Terms of Ref	To be responsible for the annual nomination of the Chair and Vice Chair.	None	The Governance Committee will recommend to the Board at the April 11, 2016 meeting.

BGI-01 Responsibilities of the Board
Compliance Report as of March 7, 2016

Source Document	Responsibility	Deficiency	Comments
BG I-01 Responsibilities of the Board of Governors	The Board shall establish governance structures to enable the achievement of expected institutional outcomes with clear lines of communication and internal accountability. (1-1)	None	In support of this, the Academic & Student Affairs Committee was initiated in March, 2014.
	The Board shall assess periodically the attainment of College mission and strategic plan. (1-2)	None	Quarterly Business Plan updates are submitted to the Board. The Board annually reviews Key Performance Indicator results and final results of the Business Plan, based on the Strategic Plan. This will occur at the June 13, 2016 Board meeting.
	The Board shall review, amend, and approve the College's annual business plan, budget, and annual report that support the strategic plan. (1-4)	None	The Board approved the annual Business Plan at the February 8, 2016 Board meeting.
	The Board shall periodically assess its effectiveness with respect to governance, accountability and the attainment of the College mission and strategic plan. (1-5)	None	The Board completed the Evaluation Survey and Self-Assessment in March, 2016. Results will be presented to the Board at the April, 11, 2016 meeting.
Board Accountability	The Board shall take corrective action, as necessary, if any expected outcomes or quality of performance are not achieved. (1-6)	None	Processes are in place to ensure that reviews of all outcomes and performance are completed in a regular and timely fashion. Board reporting follows work plan timelines for all major committees.

BGI-01 Responsibilities of the Board
Compliance Report as of March 7, 2016

Source Document	Responsibility	Deficiency	Comments
	<p>The Board shall approve all programs of instruction that a college will offer, suspend or cancel.</p> <p>The Board shall ensure that programs of instruction are developed and implemented consistent with provincial standards where they exist. (1-7)</p>	None	<p>The Program Review Committee ensures all programs of instruction are developed and implemented consistent with provincial standards where they exist. This occurs prior to programs being submitted to the Academic & Student Affairs Committee and Board for approval. Following Board approval, the Credential Validation Service validates programs once it is demonstrated that they are in compliance with the Minister’s Binding Policy Directive Framework for Programs of Instruction and in adherence with Program Provincial Standards where they exist. Such credentials can only be conferred by the College once validation from the Credential Validation Service has been received. A program suspension recommendation was submitted to the Board on February 8, 2016 through the Academic & Student Affairs Committee using the Academic Area AA30 Program Suspension policy and procedure.</p>
	<p>The Board shall approve the creation of a wholly owned subsidiary corporation, including a college foundation, if required. (1-8)</p>	Not required currently	<p>The College does not require an additional subsidiary corporation at this time.</p>

BGI-01 Responsibilities of the Board
Compliance Report as of March 7, 2016

Source Document	Responsibility	Deficiency	Comments
	The Board should ensure that proven methods for program development and review occur. (2-1)	None	The Program Review Committee has a mature and well documented program development and approval process. The Program Quality Assurance Framework is detailed within policy AA38 Program Quality Assurance that consists of three primary elements, Annual Curriculum Review, Program Mix Review and a cyclical five-year Program Quality Review. Deans' Program Quality Review and Implementation Follow-up status reports are provided to the Academic & Student Affairs Committee then the Board annually, in late Fall. The Program Lifecycle Management process was discussed in detail at the March 12, 2016 Board of Governors Retreat.
	The Board should ensure that regular reports on the operational and financial situation of the College are completed, including reports on the progress the College is making towards meeting the strategic plan and on performance measures against benchmarks. The Board should also ensure that necessary audit systems are in place. (2-3)	None	Quarterly progress reports against annual Business Plan are scheduled to be provided to the Board in October 2015, February, April and June, 2016. Performance against the Strategic Plan will be included in the College's Annual Report. Any deficiencies are reported to the Board of Governors through the Audit & Risk Management Committee.
	The Board should use an established process for recruitment, delegation of accountability for College operations, and performance review and compensation of the President. (2-4).	None	A performance evaluation framework is in place.
	The Board should ensure that the College's communications with students, business, community stakeholders, and the Ministry is ongoing and effective. (2-5)	Deficiency	The College's total communication efforts will be summarized in the June, 2016 Annual Report. The position of Executive Director, Communications, Marketing and Government Relations has been reinstated to ensure timely and comprehensive communication of major initiatives and issues.

BGI-01 Responsibilities of the Board
Compliance Report as of March 7, 2016

Source Document	Responsibility	Deficiency	Comments
	The Board should ensure that the college operates in accordance with legal and regulatory requirements. (2-6)	None	Quarterly remittance declarations are presented to the Board to identify compliance with legal and regulatory requirements. A statement is to be added to the College's Annual Report.
	<p>The Board should ensure that ongoing review and development of academic programs uses proven methods that involve stakeholders in an effective and meaningful way. (2-7)</p> <p>The Board should ensure the College's commitment to quality education and service excellence including continuous improvement. (2-8)</p>	None	All programs have Advisory Committees in place in accordance with College policy AA01: Advisory Committees. An Advisory Committee Summary Report is submitted to the Board annually at the fall meeting. The Program Quality Review process engages faculty, student, and industry stakeholders in informing continuous improvement processes. The Ontario Colleges Quality Assurance Service's Program Quality Assurance Process Audit conducted in April, 2011, affirmed the College's processes by awarding the highest rating of "mature" quality assurance practices for all quality criteria. The College is currently preparing its self-study package for the next Program Quality Assurance Process Audit visit, scheduled for June 6 and 7, 2016 and is undertaking an analysis of its compliance with the six quality standards.
	The Board should ensure that the College's applied research activities have appropriate accountability for research funds and appropriate processes for research outcomes, including commercialization. (2-9)	None	Reports are submitted to all granting and funding agencies, as per contractual obligations including timeline and audit requirements.
BG I-02 Appointment/ Reappointment Of External Governors	Governance Committee to bring recommendations for appointments or reappointments of external governors for approval.	None	Governance Committee will submit recommendations to the Board at the April 11, 2016 meeting.

BGI-01 Responsibilities of the Board
Compliance Report as of March 7, 2016

Source Document	Responsibility	Deficiency	Comments
BG I-03 Communication with the Board of Governors	Communication of all major issues and initiatives will be made with approval of the Board Chair.	None	Policy BGI-04 describes the responsibility of the Board Chair in terms of communications on behalf of the Board. Board members are given a brief update of College events and initiatives at each Board meeting for use in the community.
BG I-04 Responsibilities of the Board Chair	The Board Chair's responsibilities will be clearly defined in a Board policy with accompanying procedures.	None	Policy BGI-04 is reviewed annually. The last update was January 25, 2016.
BG II-01 Programs of Instruction	The Board shall be informed of joint college university programs and new apprenticeship programs.	Pending	Staff will submit to the Board information regarding joint college/university programs and new apprenticeship programs, through the Academic & Student Affairs Committee. This information will be imbedded in the Summary Report of Program Launches & Enrolments coming to the Committee at the May 19, 2016 meeting.
BG II-01 Programs of Instruction	The Board is responsible for approving program suspensions.	None	This occurs as needed. The last program suspension was approved by the Board through the Academic & Student Affairs Committee at the February 8, 2016 meeting.
BG II -02 Financial Management	At fiscal year end, the President shall present to the Board for approval a report on the achievements of the operational outcomes of that year's Business Plan and the audited financial statements.	None	This occurs annually at the June Board meeting. The report will be presented at the June 13, 2016 Board meeting.
	The Board's annual report shall be submitted.	None	Occurs annually at the June Board meeting. This will occur at the, June 13, 2016 Board meeting.

**BGI-01 Responsibilities of the Board
Compliance Report as of March 7, 2016**

Source Document	Responsibility	Deficiency	Comments
	Integrated College Development Plan (ICDP).	None	Management presented the Integrated College Development Plan at the September, 2014 Board Retreat. The Five-Year Woodroffe Master Development Plan was presented to the Board June 8, 2015. Further updates will be provided in conjunction with the Healthy Living Education initiative.

ALGONQUIN COLLEGE BOARD OF GOVERNORS
REVISED EXECUTIVE COMMITTEE TERMS OF REFERENCE

The Executive Committee is a standing committee of the Board of Governors established to assist the governors in carrying on the affairs of the College (Article 17 of Bylaw 1).

Responsibilities

The Executive Committee is empowered to:

1. Act on all matters that may properly be referred to it by the Board;
2. Act on behalf of the Board during the summer as well as on other occasions when a decision is required and it is not convenient to assemble the full Board, for example such as during the Christmas break, or when it is not possible to achieve the requisite quorum of ten Governors. When the Executive Committee acts on behalf of the Board due to lack of quorum, this meeting will be held in an Open Session for items which would normally be discussed by the Board in an Open Session, and the minutes of the meeting will be published the same way as the Board minutes. All decisions made on behalf of the Board shall be presented to the Board for ratification at the first Board meeting following the Executive Committee meeting;
3. Advise the President on matters of urgency;
4. Conduct the President's annual performance and compensation review; and,
5. Negotiate and ratify all contractual arrangements for the employment of the President, and to approve, from time to time, any amendments to the President's contract or additional contracts as deemed to be in the best interests of the College.

Membership

In accordance with Bylaw 1, the Committee will comprise:

1. Board Chair
2. Vice-Chair
3. Chair of the Audit and Risk Management Committee
4. Chair of the Governance Committee
5. Chair of the Academic and Student Affairs Committee
6. President (ex officio)

Vacancy

In the event of any such offices being vacant, one other external governor will be appointed by the Board to fill such vacancy.

Meetings

1. Meetings will be held in camera (with the exception of when the Executive Committee is acting on behalf of the Board during a regular meeting of the Board due to lack of quorum).
2. Minutes of the Executive Committee will be sent only to the Executive Committee members unless the Executive Committee is acting on behalf of the Board due to a lack of quorum).
3. The Chair will present a summary of the Executive Committee decisions at the subsequent Board meeting.

First Approved by the Board of Governors: April 14, 2014

Reviewed by Governance Committee: January 20~~5~~, 2016~~5~~

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MEMO

DATE: April 11, 2016

TO: Board of Governors

FROM: Algonquin College Foundation Board of Directors

SUBJECT: **Foundation Update**

New Foundation Board Member

At its meeting on March 3, 2016, the Foundation Board of Directors elected Rabbi Reuven Bulka as its newest member. Rabbi Bulka is a well-known and much respected community leader who has been the spiritual leader of Congregation Machzikei Hadas in Ottawa since 1967. He is renowned for his tireless commitment to the Ottawa community through service on charitable and civic boards and regular participation in charity events. Rabbi Bulka serves as Honorary Chaplain of the Dominion Command of the Royal Canadian Legion, is the Chair of the Trillium Gift of Life Network, and chaired the Hospice Ottawa West Campaign. He is also the founder and Chair of Kind Canada.

Bell Let's Talk Community Fund

On behalf of all three Algonquin College campuses, the Foundation crafted and submitted a proposal for a major gift ask, to the Bell Community Fund for the Purple Couch Project. The Purple Couch Project is a Student Services initiative that links the informal and formal mental health support networks and connects students to professional help both on campus and in the community. With funding from Bell, the Purple Couch Project would be able to improve and expand training for staff and students to recognize and respond to mental health concerns.

Welding Labs

With the recent Apprenticeship Enhancement Fund announcement from the Ontario Government for the construction of new electrical labs and a new welding lab at Algonquin College, the Foundation is working closely with the School of Technology and Trades to engage potential donors to help equip these labs. Recently a proposal was submitted to the Canadian Welding Foundation to partner with Algonquin College to fund equipment for the new welding lab.

MEMO

Golf Update

The annual President's Golf Tournament- "Birdies for Bursaries" is nearly sold out. The event will be held on Tuesday, May 24th at Loch March Golf Course. This year there are some exciting additions to the tournament both on and off the course. As in the past, there is one foursome allotted for the Board of Governors. Please contact the Foundation Office if you are interested in participating or if you are interested in donating silent or live auction items.

AC Employer Coffee Breaks

The Algonquin College Alumni and Friends Network has launched its AC Employer Coffee Break program. Leading up to the College's 50th Anniversary celebrations, we are visiting 50 companies that hire our graduates to share coffee and reconnect and engage with Alumni in the community.

To date, we have reconnected with close to 100 Alumni and have gathered many inspiring stories of our graduates in the community.

One Match

In support of Algonquin College Alumnus, Stu Schwartz, the Algonquin College Foundation is hosting a One Match #GetSwabbed event on Monday April 11th from 10 am to 2 pm in the Student Commons. This event is an excellent opportunity to not only celebrate a great community leader but also to develop awareness amongst the College community of the importance of blood and stem cell donations.

Report title:	Healthy Living Education Project Update
Report to:	Board of Governors
Date:	April 11, 2016
Author/Presenter:	Claude Brulé, Senior Vice President Academic

1. RECOMMENDATION:

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

2. PURPOSE / EXECUTIVE SUMMARY:

To provide the Board of Governors with an update on the state of development of the Healthy Living Education Business Case and Advocacy documents guiding the project plan, government relations planning, community engagement plans, and funding parameters.

3. BACKGROUND:

This update is a follow-up to the formal Healthy Living Education presentation that occurred at the Board on December 14, 2015.

4. DISCUSSION:

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

A significant portion of time and effort since the last update has been spent on the development of the Business Case and the Advocacy document, as well as a three-page summary for use in stakeholder discussions and for government relations work.

Governance

The Healthy Living Education Advisory Panel, co-chaired by President Jensen and Governor Dr. Robblee, held its inaugural meeting on March 8, 2016 in the Smart Apartment. The members provided thoughtful feedback to College representatives regarding the Healthy Living Education direction, and were delighted to tour the new facility.

Project Definition

This vision will be manifested as a multi-phase Healthy Living Education Community Hub in a redeveloped Building A precinct. The Advocacy document proposes a \$210M investment in infrastructure to achieve Algonquin College's Connected Care Solution which will include the following types of space:

- Academic Core
- Applied Research, Entrepreneurship and Innovation
- Healthy Living Education Community Partners
- Athletic and Recreation Expansion

The Business Case document provides a preliminary description of the facilities envisioned for the Healthy Living Education Initiative, including site location, space summaries and building design considerations. These requirements will be refined and adjusted based on ongoing discussions with each stakeholder team, on the further definition and development of the proposed programs and initiatives as well as on available capital funding. In particular, stakeholders from the Healthy Living Education academic teams, Students' Association, and Applied Research and Innovation will be consulted. Ancillary Services and the academic leads provide ongoing definition of the Healthy Living Education Community Partner opportunities.

Communications

The following activities have occurred:

- The Health and Wellness Speaker Series developed in collaboration with Champlain Local Health Integrated Network continues to be a gathering point for community leaders and stakeholders in the health and wellness arena. Three sessions have been held in January, February and March 2016 with others planned in April and June 2016.
- The Government Relations strategy is being developed as an integral part of the Advocacy plan, in order to gain support from the Province as well as the Federal Government for the Healthy Living Education initiative. Discussions have begun at the provincial level, and the feedback received to date will continue to shape the Business Case and Advocacy document.
- The Communications team has begun to organize a campaign to collect letters of support.
- A communications roll-out plan has been developed to map Healthy Living Education communication opportunities and events. Further work is being done to capture community and partner events that present a strategic opportunity for the college to speak about the Healthy Living Education Community Hub concept.

- Preparations are underway for the College to announce, on April 28, a major gift from a private donor that will see the renaming of the smart apartment and create a centre for seniors care with funding being provided for endowments as well as applied research.
- A new Healthy Living Education Community Hub website is being developed and will be launched later this Spring. Inspired by the successful yestoyork.ca campaign for York University's Markham Campus, the Healthy Living Education website will provide our community, partners and potential funders with a dynamic one-window access to update to date information about the project.

Advocacy

The following activities were held:

- The Advocacy document has been developed, and along with a summary of the Business Case, it has been shared with MPP Bob Chiarelli. He continues to be supportive of the initiative with his Cabinet colleagues and staff. He has provided invaluable feedback to help position the initiative well.
- President Jensen has held meetings to discuss the initiative with key government officials such as the Deputy Minister of Training, Colleges and Universities and the Chief of Staff to Minister Moridi, Minister of Training, Colleges and Universities and Minister of Research and Innovation.
- A number of meetings will be held at Queen's Park and on Parliament Hill over the coming two months to build a coalition of support for the project.
- A Federal and Provincial budget analysis is being finalized to further identify sources of funding, partnerships and potential alignments with Ministries and Departments.

Fundraising

The College Foundation, in advance of developing and testing a campaign case, has secured a \$1 million donation for the initiative. The Foundation continues to work closely with staff in our External Relations, Marketing and Communications Department to ensure message alignment for their outreach strategy to personal donors and to the philanthropic community. The Foundation's outreach and engagement strategy has started with key community leaders.

Procurement

Procurement options are under development. Current options under consideration include:

- Algonquin Traditional Model: Design-Bid -Build construction project financed from College reserves, fundraising, Students' Association contribution, long-term debt, Provincial capital grants and/or Federal capital grants.

- Alternative Financing and Procurement Model: Design-Build-Finance undertaken by private sector proponent who acts as a landlord of the facility. College land is leased to the proponent. Use of the facility would be granted to the College under a long term operating lease arrangement with the proponent.
- Hybrid Model: Alternative Financing and Procurement Model is adopted and College reserves, fundraising, grants and other contributions are applied to reduce the value of the long term annual operating lease expense.

Community Partnerships

Work continues regarding the exploration of opportunities for collaboration and partnership with community organization, and in particular with the Perley Rideau Veterans' Health Centre, and with The Ottawa Hospital.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

Not applicable.

7. FINANCIAL IMPACT:

A sub-committee of the Healthy Living Education Steering Committee is focusing on the financing and funding options and the projected annual revenue and operating costs. A construction and operating model is being sought that maximizes opportunities for the College and mitigates the risks inherent in infrastructure projects involving developers and community partners.

8. HUMAN RESOURCES IMPACT:

The recently hired Associate Director of Communication has been recruited to the Healthy Living Education Communications and Advocacy sub-committee, working on the development of the advocacy document. As well, a manager within the College Ancillary Services has been seconded to help develop the Healthy Living Education Business Case.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

A full report of the work that has been done to date is given in the Discussion section of this report.

10. COMMUNICATIONS:

A full update regarding the communications and advocacy plan, the stakeholder and community engagement plan, and the Government Relations plan is given in the Discussion section of this report.

11. CONCLUSION:

The Healthy Living Education initiative is progressing well and tracking to meet its timeline of providing the Board of Governors with a final Business case and associated planning documents at its June 2016 meeting, so that approval can be obtained to pursue advocacy for the full vision and begin phasing in some elements of the initiative.

Respectfully submitted:



Senior Vice President Academic

Approved for submission:



President

Appendices:

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Report title:	Appointment of new Governor for 2016/2017
Report to:	Board of Governors
Date:	April 11, 2016
Author/Presenter:	Governor Lynne Clark, Governance Committee member

1. RECOMMENDATION:

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

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide information on the governor candidate recruitment and selection process that was completed in March, 2016. Every year, the Governance Committee acts as the Board’s Nomination Committee to review governors’ terms of office and to recruit candidates to fill vacancies that occur on the Board as a result of resignations, or Governors coming to the end of their terms of office.

3. BACKGROUND:

Governor Blackstein, a long-standing member of the Board representing the Pembroke region, advised the Governance Committee of his intention to resign from the Board effective August 31, 2016. This resulted in the Nomination Committee being constituted, and the launch of an open and transparent recruitment campaign in the Pembroke region during February, 2016. Candidates were recruited and invited to participate in interviews for a Board of Governor position.

4. DISCUSSION:

Candidate interviews were held on March 10, 2016. The results of the interviews were communicated to the Governance Committee, and after consideration, a recommendation to appoint Mr. Jay McLaren to the Board of Governors was made.

Jay McLaren is currently a part-time professor in the Business, Forestry and eTech programs at Algonquin College’s Pembroke campus. Jay’s teaching assignments will come to an end in May, 2016, after which time he plans to retire from teaching. This will enable Jay to step into a governance role as of September 1, 2016.

5. LINK TO STRATEGIC PLAN:

Board members hold an important responsibility as trustees of the public interest. One of their key responsibilities rests in monitoring the College's performance in educational and administrative areas, appointing academic program advisory committees to ensure the continuing relevance of College programs and the approval of programs of instruction, and operating and capital budgets. These responsibilities are identified in the College's Strategic Plan and operationalized through the annual Business Plan.

6. STUDENT IMPACT:

The appointment of Governors from local communities where Algonquin College has regional campuses benefits students greatly. Governors who are familiar with and can speak to local community needs and who are in touch with employers and industry are highly valuable. It is Algonquin College's tradition to appoint Governors from both the Perth and Pembroke regions to ensure a regional voice at the Board table.

7. FINANCIAL IMPACT:

There is no financial impact associated with the appointment of new Governors to the Board.

8. HUMAN RESOURCES IMPACT:

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

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

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

Section 4.2.2

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

10. COMMUNICATIONS:

After the appointment of Jay McLaren to the Board of Governors, information will be circulated to the Pembroke campus and broader College community. The Board's public website will be updated with Jay McLaren's biography after September 1, 2016.



President/Board of Governors

Agenda Item No: 05.1

11. CONCLUSION:

This report provides details associated with the Board's recruitment campaign and selection process that has resulted in a recommendation to appoint Mr. Jay McLaren to the Board of Governors.

Respectfully submitted:

Governor Peter Nadeau, Chair, Governance Committee

Appendix:

Appendix A: J. McLaren Biography

Jay McLaren Biography:

Jay McLaren has had a successful business career of 35 years as owner and operator of a small retail business. He is a retired professor in the Business, Outdoor Adventure Naturalist, Environmental Technician and Forestry Technician departments of Algonquin College in the Ottawa Valley. Jay is a graduate of the University of Guelph with a B. Sc (Agr.) Honours degree. Jay has served as Chair of the City of Pembroke Planning Advisory Committee and as Chair of the Board of the Ottawa River Power Corporation. As an active Kiwanian he is a Past President of the Kiwanis Club of Pembroke, a Distinguished Lieutenant Governor for Division 13 and is the Master Trainer for Kiwanis Club Leadership Education for the Eastern Canada and Caribbean District of Kiwanis International. The Algonquin College President's Star Award was presented to Jay in 2014 and he was the recipient of the Queen's Diamond Jubilee award in 2012. The Upper Valley Chamber of Commerce chose Jay as the Citizen of the Year in 2007. He is the recipient of the Outstanding Service Award from the Ontario Horticultural Association. Jay achieved the status of Distinguished Toastmaster and has been a much sought after public speaker and flower show judge in the Horticultural industry.

Report title:	Enterprise Resource Planning (Project Fusion) Update
Report to:	Board of Governors
Date:	April 11, 2016
Author/Presenter:	Marc Fares, Vice President, Digital Technologies and Innovation

1. RECOMMENDATION

THAT the Board of Governors accepts the Project Fusion update for information.

2. PURPOSE / EXECUTIVE SUMMARY:

Project Fusion is a major business transformation initiative for Human Resources, Finance and Payroll, with the catalyst being the replacement of the existing legacy systems with an integrated enterprise resource planning (ERP) solution, using a Software as a Service (SaaS) approach.

This presentation provides an update on project status since the last Board of Governor’s on December 14, 2015.

3. BACKGROUND:

The ERP Strategy for the College was endorsed by President’s Council in January 2014. The strategic vision includes:

- Creates college-wide technological foundation and alignment with the digital direction
- Enables a sustainable, automated and modernized business processes
- Enables data integration (student, employee & administration) for data-driven decisions
- Fosters an environment of continuous improvement.

Project Fusion is part of the ERP strategy to replace the 25 year old Human Resources/Payroll System (custom developed) and the 13 year old financial system (PeopleSoft), leveraging technology to transform business processes.

4. DISCUSSION:

The previous update to the Board was provided on December 14, 2015. Members provided the approval to proceed with implementation and the contract award to the Software as a Service (SaaS) provider, namely [Workday](#), and an implementation services provider, [Meteorix](#). Early set-up started with Workday on December 31, 2015 and team members completed preliminary training in January

2016 on the Workday product. Planning activities started with Meteorix on January 18, 2016 to develop project plans, charter and a change management strategy (includes communication and training plans). Establishing the joint project team and orienting team members on all project management processes have been part of the project priorities to ensure a disciplined approach to implementation is applied. Risk, issue and action logs are being maintained along with the establishment of a project website – both internal for the team and external for stakeholders.

The development of change management strategy accompanied by a detailed engagement and communication plan and training approach have been a parallel focus of the team.

As identified in October 2015, there are significant risks associated with a decision not to upgrade these corporate systems at this time. The 2015 Corporate Risk Profile identifies the second highest risk as “IT Efficiency: That the IT systems are not properly implemented to create operational efficiencies or increase automation.” As part of implementation, the project management processes have been reviewed and updated. The risks have been re-assessed for continuing relevancy and risks updated accordingly. Key risks that the project team is currently tracking include:

- Potential resistance to changes introduced by Workday best practices and College process transformation;
- Competing priorities of academic and non-academic employees to participate in change communication and engagement activities;
- Data residency risks of Workday data centers;
- Availability of skilled resources for project team activities; and,
- Alignment of Meteorix and Workday methodologies with College approach.

Project Fusion risks will be reported on a quarterly basis to the Audit and Risk Management committee as part of the regular Enterprise Risk Management update.

5. LINK TO STRATEGIC PLAN:

The project supports Algonquin College's Strategic Plan (Goal 6, Goal 12) to provide the foundational technology to automate and modernize our business processes, fostering an environment of continuous improvement. It also contributes to the College's goal of attracting, developing and retaining employees (Goal 7) through the implementation of modern technology tools to support their responsibilities and enable redirection of effort to value-add activities and, ultimately, to better serve our students.

6. STUDENT IMPACT:

By aligning the college's internal systems for human resources, payroll and finance with the latest technology, employees at the College are expected to have increased satisfaction with new processes

and the new Workday solution. Employees are anticipated to reduce time related to manual processing such as leave forms, time entry, travel and expense, purchasing, various approvals for Human Resources and Finance transactions and be able to easily access related information for informed decision-making. Academic and non-academic employees should realize efficiencies that enable a redirection of effort towards value-added services that focus on enhancing the student experience at the College.

7. FINANCIAL IMPACT:

CAPITAL EXPENDITURES (Funded from Strategic Investment Priorities allocations):

PHASE	COSTS in 000's
Planning – completed March 31, 2015	\$579
Preparation – April 2015 to December 2015 (on budget)	\$782
Implementation – January 2016 to June 2017 (substantive estimate includes January 1, 2016 and January 1, 2017 subscription costs and 20% contingency)	\$10,745
TOTAL CAPITAL EXPENDITURES	\$12, 106

OPERATING EXPENDITURES (remaining three years after 'go live' dates):

2017-18 to 2019-20	COSTS
Subscription fees, including training to Workday	\$1,841
Savings from legacy decommissioning (Peoplesoft, Halogen)	(687)
Total net operating expenditures	\$1,154

Expenditures are on track against budget for 2015-16 and forecast for 2016-17 are aligned with the SIP funding allocated (\$8.4 M for 2016-17). Staff had will return to Board in June 2016 with a proposed benefit measurement and reporting framework to substantiate the return on investment for Project Fusion (this was originally planned for March 2016 but has been rescheduled due to planning and timing of the information and activities required from the Workday solution design).

8. HUMAN RESOURCES IMPACT:

As part of the preparation activities, an impact assessment of the roles and responsibilities for target processes has been updated this quarter, with a detailed analysis of the extent of change by role/position within the College. The impacts will be refined again during solution design and serve as valuable input to the engagement, communication and training activities. Discussions with Meteorix and Workday are required to validate expected process efficiencies (quantifiable) and benefits that impact of the overall experience for the employee (intangible). In the development and refinement of the benefits for Project Fusion's implementation phase, both a qualitative and quantitative assessment of the impact on the College are targeted for completion by June 2016.

As noted in previous briefings to the Committee, project communications will include briefings to the Union College Committee for Academic employees. Regular briefings are identified as part of the Detailed Communications Plan for Project Fusion.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

Project Fusion does not have a material impact on specific government or regulatory requirements.

10. COMMUNICATIONS:

In coordination with College Corporate Communications, a formal announcement was issued on January to College senior management and to employees in specific departments (those that have been involved in the planning and preparation phase of the Project) made early in January 2016. On February 8, 2016, a launch of the implantation phase was held, with over 100 employees in attendance and was successfully received according to the post-launch survey. On February 23, 2016, a College-wide announcement to all employees on the implementation was released on MyAC to inform employees of the timing and upcoming changes and how to obtain more information. Various stakeholder groups are confirmed and will begin in early April 2016 to obtain input from a range of College employees given the pervasiveness of Project Fusion. Coordination with Corporate Communications will continue throughout the life cycle of the project.

11. CONCLUSION:

The implementation phase of Project Fusion is on track with the planning stage nearing completion. Staff will update the Audit and Risk Management Committee as part of the regular enterprise risk management (ERM) updates and return as required at the request of ARM at key milestones. The project will return in June 2016 with a benefit measurement framework and for two key reporting milestones: Checklist and authorization for Workday Human Resources Go-Live – November 2016; and Checklist and Authorization for Workday Financials Go-Live – February 2017.

Respectfully submitted:

Approved for submission:



Vice President Digital Technologies & Innovation



President

Appendices:

- | |
|--|
| 05.2.1 Project Fusion Quarterly Dashboard March 31 2016.xlsx |
| 05.2.2 Project Fusion Update April 11 2016 (PowerPoint). |

PROJECT FUSION

*Transforming our human resources and
financial processes and systems*

PROJECT UPDATE

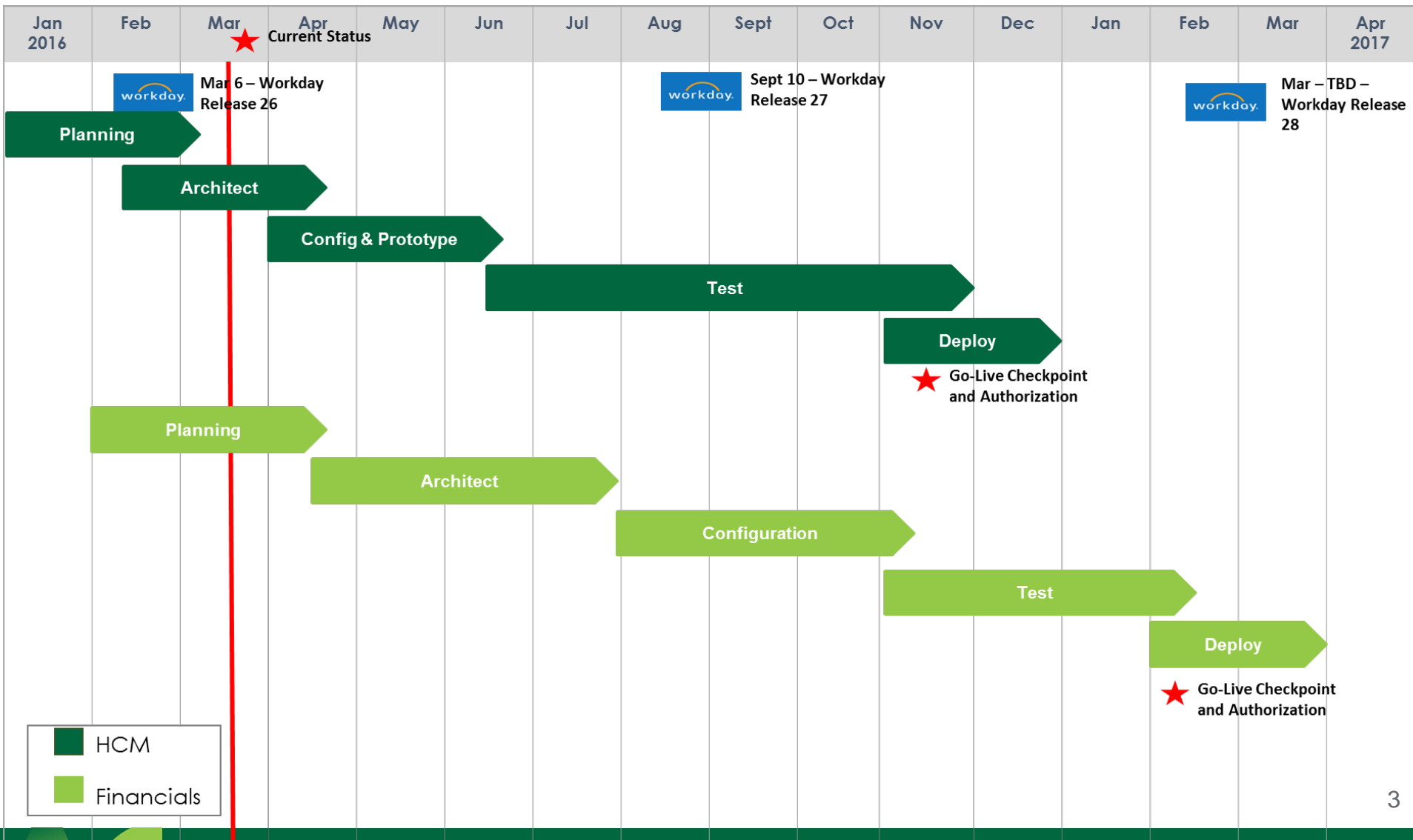
April 11, 2016

Purpose

- Provide an update on Project Fusion progress
- Project review of four key risks:
 - Change Management
 - Project Management processes
 - Data residency
 - Disaster recovery



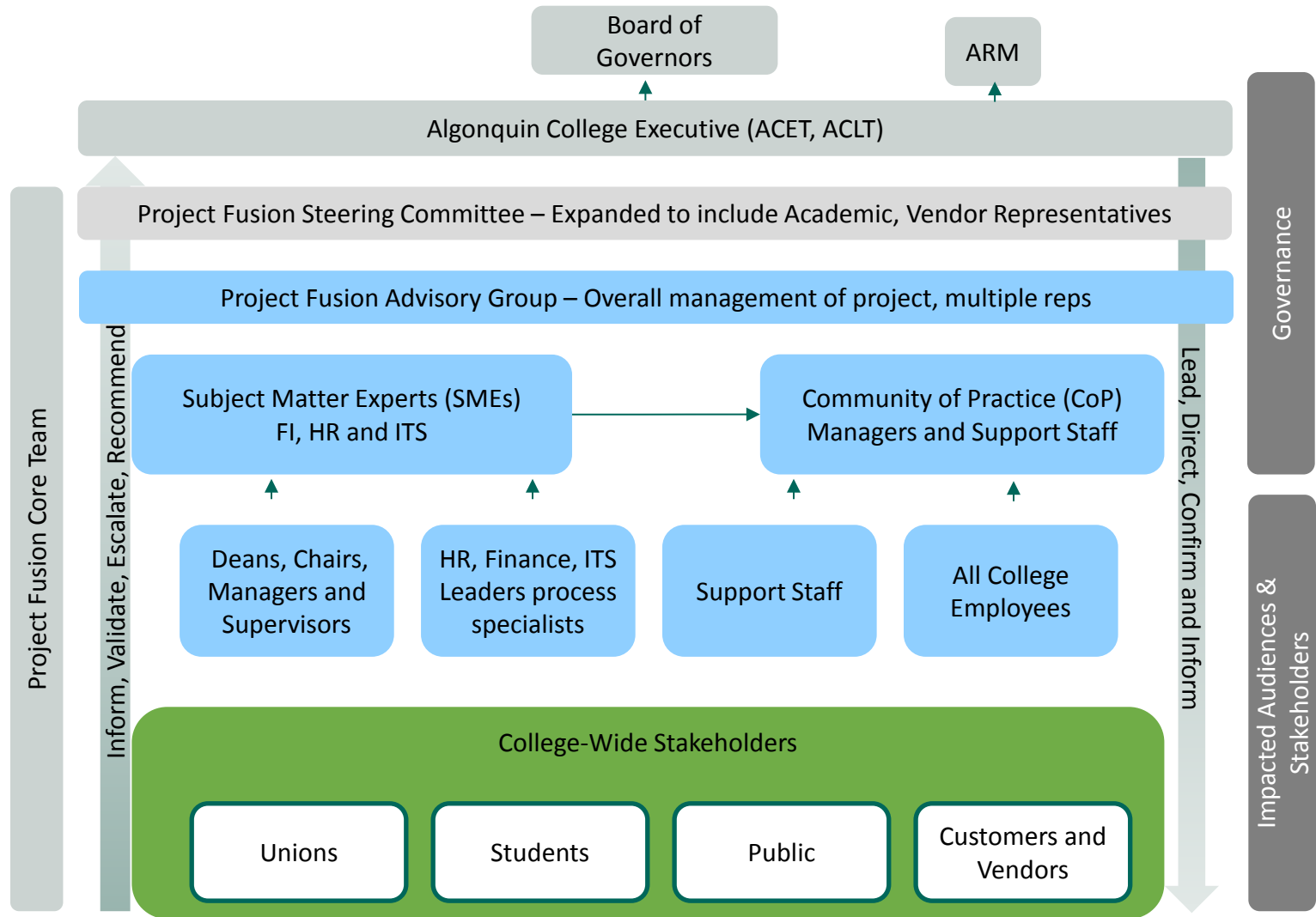
Implementation Overview



HCM
 Financials



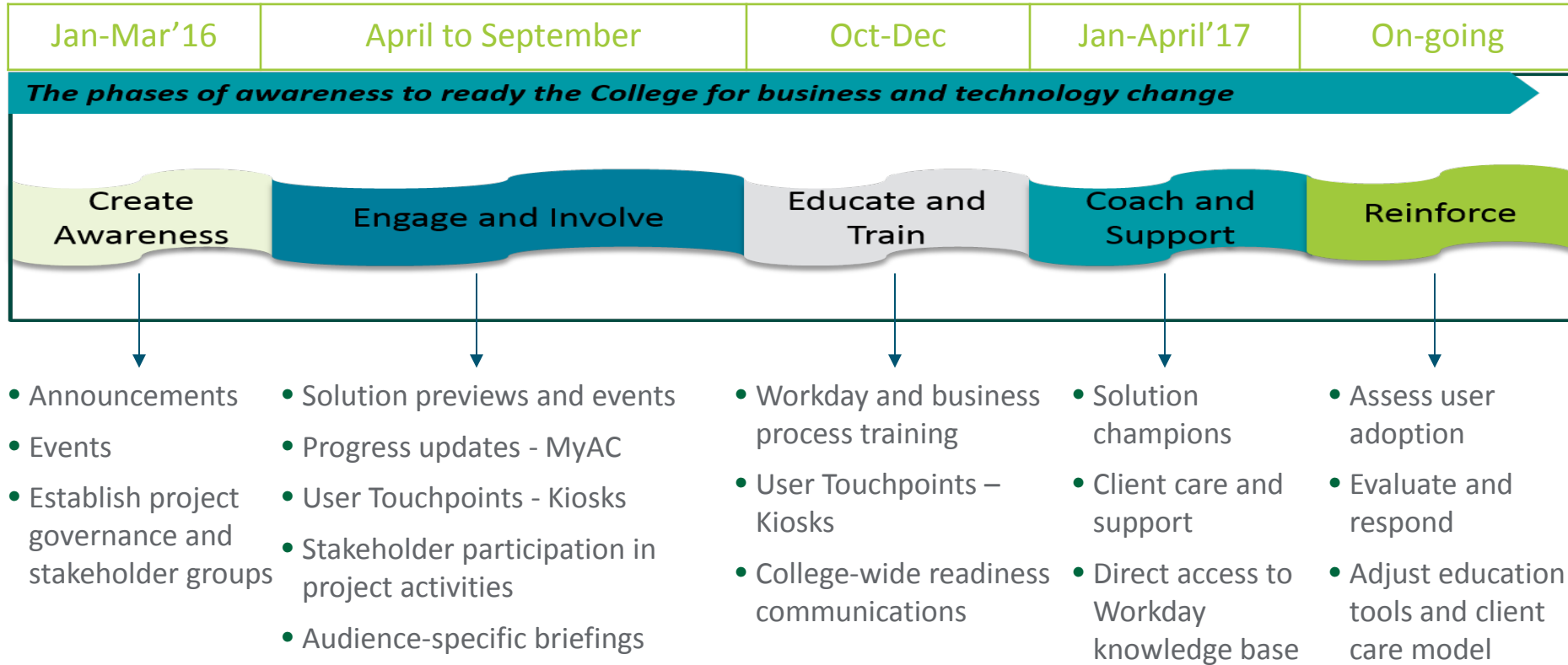
Project Fusion Governance and Stakeholder Overview



- Academic and non-Academic Communication Channels
- Validation, Advisory and Escalation Channels
- Escalation and Decision Channels

Communications & Engagement Overview

HCM Timeline



Financials Timeline

Jan-April 16	May to December	Jan-March'17	April-June	On-going
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Current Risk-Tracking for Change Management

ID	Risk	Probability (point in time)	Impact	Mitigation
25	Inability or resistance of AC employees- academic and Finance, HR, IT specialists- to adapt and adopt new practices and ERP/SaaS solution effectively.	Medium	High	<ul style="list-style-type: none"> - Change management strategy - Senior management support - Active engagement of multiple stakeholder groups
26	Inability of AC academic employees to adequately prepare for the extent of change and transformation due to student and other College priorities.	High	High	<ul style="list-style-type: none"> - Schedule CM activities at optimum times - Engage/communicate using multiple methods
28	Failure to leverage investment of SaaS- ERP solution	Medium	High	<ul style="list-style-type: none"> - Monitor through ITS intake process for new projects/requests - Monitor at various College committees.



Project Management – Reporting and Communications

Governance Body	Purpose	Frequency
Board of Governors	Challenge function of budget/return on investment	Key project milestones
Audit and Risk Management Committee	Monitoring of risks and issues; if informed of overall project results against planned	Quarterly as part of ERM updates
Algonquin College Executive Team	Oversight on project results, risks, issues and monitoring of budget/return on investment; makes decisions on items escalated by other governance bodies	Quarterly
Algonquin College Leadership Team	Reviews and recommends college-wide policy changes triggered by Project Fusion	Monthly as required for policy changes
Chairs' Council (CC)	Results for each project phase	Project milestones
Deans & Directors Council (DDC)	Results for each project phase	Project milestones
College Budget Committee (CBC)	Results as a Strategic Investment and for budget-related policy/process	Project milestones
College Technology Committee (CTC)	Progress results as a Strategic Investment and for enterprise-wide strategic technology impacts	Monthly



Project Reporting and Communications

Governance Body	Purpose	Frequency
Project Fusion Steering Committee (SC)	Reviews and challenges progress against the project scope, results, risks/issues and budgetary allocation; provides direction and decisions; escalates to ACLT, ACET as required	Bi-weekly*
Project Fusion Advisory Group (AG)	Validates project results against the project scope, schedule, resources, risks/issues; provides direction and recommendations; escalates to SC as required	Bi-weekly
Community of Practice (CoP)	Validates project results from an end user perspective (policy, process, Workday Solution, readiness)	Monthly; or as required
Project Fusion and Core Team	Includes Meteorix, Workday Delivery Assurance Manager Provides detailed status reporting against project scope, quality, schedule, risks and issues	Weekly

*Every second meeting includes Meteorix Executive

Project Management - All-in-One

- All-in-One Log tracks:
 - Risks
 - Issues
 - Actions
 - Integration Items
 - Decision Requests
 - Change Requests (coordinated w/ Meteorix as required)
- Updates tracked by PMO via status reports for risks, pending decisions, issues, actions and integration items



Data Residency Considerations

1. AC Workday data is stored in the EU (and not in the US)

- Primary datacenter is in Dublin, Ireland (InterXion)
- Backup/DR datacenter is in Amsterdam, Netherlands (Equinix)

2. EU recognized for strict data privacy directives / regulation

- Often more stringent than US or Canada

3. Workday Contract

- Successfully negotiated a contract term that states Workday will move our data to Canada once they have a primary/secondary datacenter in Canada, sometime in the future (at no cost)





Workday Data Backup Measures

- Primary and Secondary/Disaster Recovery datacentres
- Extensive data backup policies and process
- AC Enterprise Data Warehouse (EDW)
 - Located at Woodroffe campus datacentre (i.e. Canada)
 - Complete initial copy of Workday production data
 - Incremental data updated nightly thereafter
 - EDW data itself backed up through normal off-site backup processes using Microsoft Azure





Workday Security Measures

- ✓ **ISO 27001 Compliance (International Security Standard)**
- ✓ **ISO 27018 Compliance (International Cloud Security Standard)**
- ✓ **SOC 2 Security Audits, every 6 months**
- ✓ **Minimum 100KM separation of primary and backup data centre**
- ✓ **Approved data encryption in transit and at rest**



Questions?



ADDITIONAL SLIDES



Community of Practice

Mandate and Member Roles and Responsibilities

Acts as a validation channel and part of PF Governance, is informed and provides feedback on Project Fusion transformation impacts, information, direction and recommendations

Key Roles and responsibilities:

- Reviews and is consulted on best practice changes
- Provides a pulse of employee-level acceptance and adoption
- Validates and reviews various activities and deliverables at each stage of the Project
- Is informed of planned and targeted communications and engagement activities
- Acts as a champion of change for Project Fusion for their respective organization



Decision Process for Project Fusion Transformation

Objective

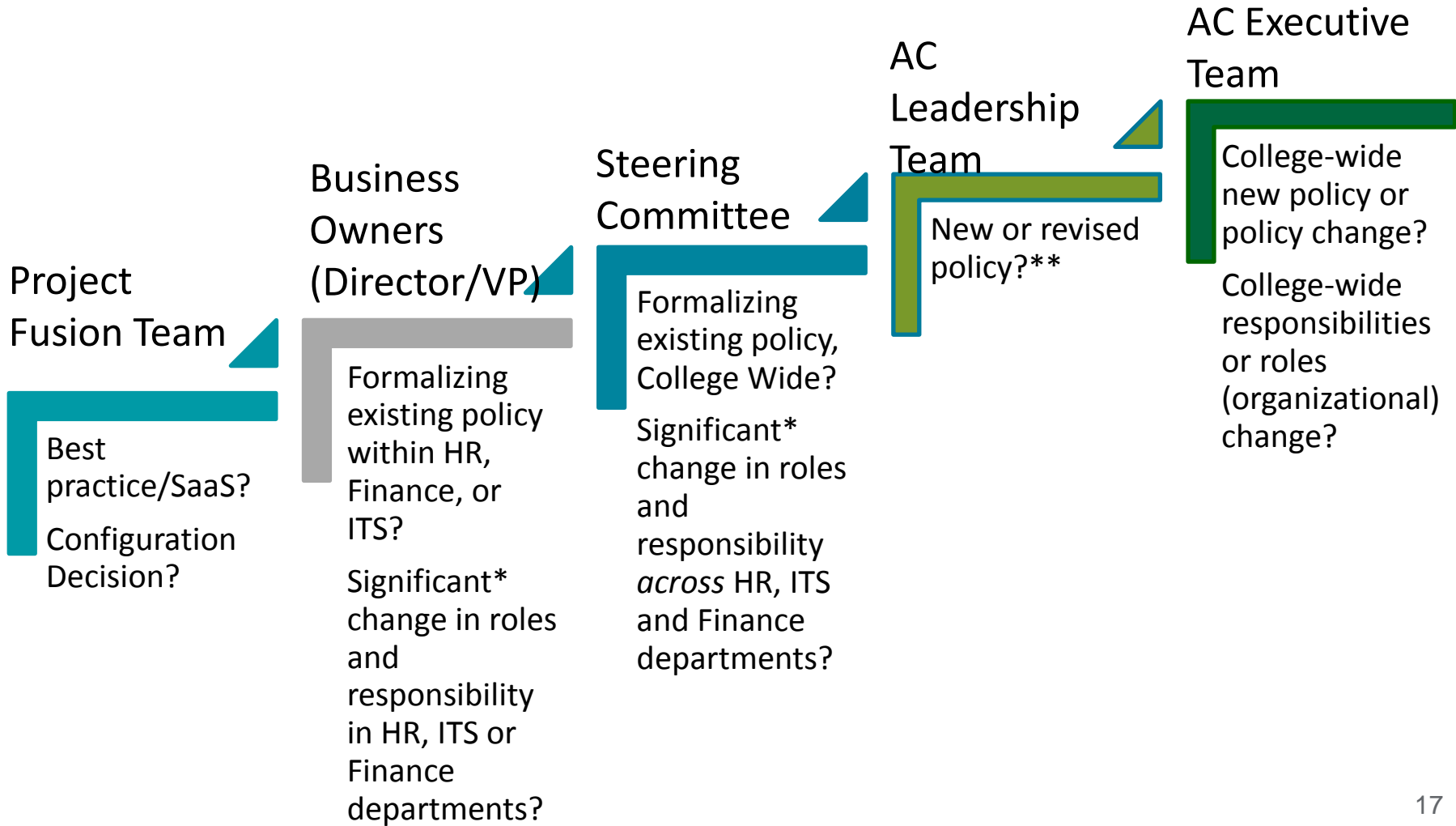
- ✓ Rapid and effective decision making to keep pace with project schedule/implementation

Approach

- Allow for majority of decisions to be made by PF Project Team when aligned with best practices, existing policies and project objectives
- Communication is critical regardless of final decision
 - Consultations to be led by PF team with business owners as well as other stakeholders – embedded as part of analysis process
 - Stakeholder consultation and/or knowledge exchange will take place via communities of practices and project governance



Decision Escalation



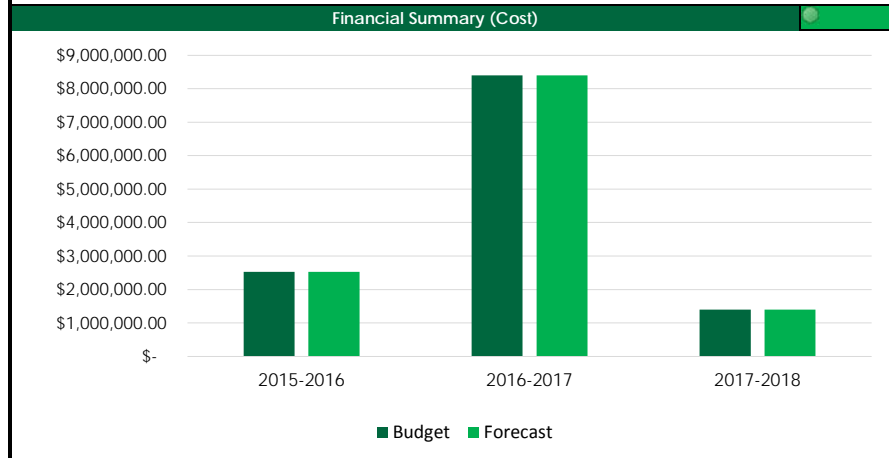
*Significant=more than just a system change

** Triggered by Project Fusion analysis but business owner to bring forward changes to
ACLT



Project Scorecard
 Project Fusion
 Monday, April 04, 2016

Executive Summary		Project Health		Legend	
Project Manager: Jill Bryan Business client(s): Marc Fares (DTI), Duane McNair (Finance), Cathy Frederick (HR) Project Description: Project Fusion will automate, modernize, and transform our finance, human resources and information technology business processes, creating a foundation for strategic initiatives, and fostering an environment of continuous improvement to, ultimately, contribute to employee and student success.		Schedule		On Track:	
		Scope		Minor Issues:	
		Budget		Major Issues:	
		Resources		Stable:	
		Overall Risks		Improving:	
				Deteriorating:	
Project Schedule					
Major Milestones/Deliverables					
Task ID	Task	Baseline		Revised Baseline	
		Start	Finish	Start	Finish
198	HR and Financials Plan Stage Sign Off	9-May-16	9-May-16		
308	HR Architect Stage Sign Off	13-May-16	13-May-16		
411	HR Configure & Prototype Stage Sign Off	3-Aug-16	3-Aug-16		
512	HR Test Stage Sign Off	16-Nov-16	16-Nov-16		
575	HR Go-Live Checkpoint	22-Nov-16	22-Nov-16		
850	Financials Go-Live Checkpoint	10-Feb-17	10-Feb-17		
Key Accomplishments					
For Q4 (15-16)					
Task ID	Task	Date			
38	Access to Workday software obtained (AC Tenant)	4-Jan-16			
1199	AC Event - Project Launch for implementation phase	8-Feb-16			
152	Human Capital Management (HCM) workbook completed	17-Feb-16			
140	Joint AC/Meteorix Team Kickoff	24-Feb-16			
163	AC - Prototype Build	8-Mar-16			
11	Project Charter Finalized	17-Mar-16			
167	Business Requirement workshops	28-Mar-16			
137	Data Conversion Strategy Reviews completed	31-Mar-16			
Key Expected Activities					
For Q1 (16-17)					
Task ID	Task	Date			
196	Delivery assurance of the HCM plan stage sign off	29-Mar-16			
1226	Project Fusion Communities of Practice orientation session	6-Apr-16			
206	On-site design sessions (HCM and Finance)	22-Apr-16			
1238	Develop Benefit Measurement framework	2-May-16			
322	On-site unit testing of HCM	3-Jun-16			
347	Build and configure HR integrations	9-Jun-16			
621	Finalize chart of accounts (financial data model) in Workday	10-Jun-16			
Significant Project Risk					
Identified Risks					
Impact	High 3	Low	Medium	High	#19: Medium- Unavailability of skilled, dedicated project resources (project team and SMEs) for implementation phase. Mitigation: Working closely with Human Resources to expedite staffing processes; otherwise will need to procure. Escalate and inform senior management.
	Medium 2	Low	Medium	Medium	#25: High- Inability or resistance of AC employees - academic and Finance, HR, IT specialists - to adapt and adopt new practices and ERP / SaaS solution effectively as well as in light of competing operational priorities. Mitigation: Ensure senior management support through regular updates to ACET, ACLT and active engagement of multiple stakeholder groups.
	Low 1	Low	Low	Low	#31: Medium: Inability to meet the required reporting and data requirements required under the College's collective agreements. Mitigation: Early discussions/planning on data and reporting requirements; full documentation of migration approach. Validate fit by May 2016.
		Low	Medium	High	
		Probability			
Significant Issues					
Issue ID	Description				
	Not applicable at this time.				



Board Key Messages

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

Recent Success Stories



The province recently announced \$4.8 million in apprenticeship and pre-apprenticeship funding for Algonquin.

The funding will allow the College to add two new electrical labs in 2017, a new welding lab in 2018, and a Cook pre-apprenticeship for Aboriginal learners to start in May.

Thirty local seniors have been taken off an adult day program waiting list thanks to Algonquin College's newest lab. The smart apartment, launched in partnership with Western Ottawa Community Resource Centre, was recently profiled in the [Ottawa Citizen](#).

Entrepreneurship and innovation at the College got a big boost in February, as the College [unveiled its new centre](#). Ignite AC will support the College's commitment to creating a culture of entrepreneurship and innovation and help students start a business.

Paralegal students have won the Durham Mock Trial Competition, a competition testing their abilities in the art of oral advocacy. Our students came out on top against eight other teams, and had their cases heard and judged by actual judges!

When you watch the latest Pixar flick Zootopia, you're watching an Algonquin College alum at work. Trent Correy, class of '09, was [profiled nationally](#) for his work!

In the Community



The Spread the Net Student Challenge postsecondary winners, for the fourth consecutive year...Algonquin College!

Students raised the most money for Plan Canada of any postsecondary in the country for this fourth consecutive win. This brings the total raised by Algonquin College students in this competition to over \$65,000.

Annual charitable campaigns are underway by students in the Public Relations, Event Management, and Bachelor of Hospitality and Tourism Management (BHTM) programs. The campaigns are collectively expected to raise over \$100,000.

Forget tanning on the beach or catching up on sleep. Nine Algonquin College students spent their reading week teaching English to primary-age students in the Dominican Republic as part of the annual "[Alternative Spring Break](#)" service trip.



"A Wish in Oz", one of the recent Event Management student events in support of Children's Wish Foundation.



Students attending Alternative Spring Break and representatives from organizer Outreach360.

In the News

Provincial budget

The provincial budget, which was well received by management, announced sweeping changes to student financial assistance. Students whose parents earn less than \$50,000/year will receive free tuition. Also announced was a new applied research fund for colleges in the health and green sectors. \$3 billion will be made available for infrastructure projects at colleges over 10 years.

Test Centre Results

On March 10, an email was sent to 40 entrance test takers containing test results for 1,400 of their peers. There was no sensitive data released, and the College took steps to recall the emails as soon as possible. Management is putting a plan in place to ensure this incident does not happen again.

Healthy Living Education (HLE)

Upcoming events include the launch of the smart apartment in April, and the next speaker series events for March, April and June. Meetings continue with key stakeholders, including a visit to the smart apartment by the Ottawa Citizen.

Entrepreneurship and Innovation

The College is gearing up for Applied Research Day in mid-April - its largest annual showcase of our work with local entrepreneurs and innovators. Additionally, the College is preparing for the formal launch and opening of the Perth Residential Lab, its newest applied research lab.

**Report from the Chair
Board of Governors Meeting
April 11, 2016**

Board of Governor Student Representative Elections 2016

The call for Student governor candidates went out to the College community in March, with the close of nominations on April 6th. Students will actively campaign from April 7th to 21st and the election will occur on April 20th and April 21st.

Governance Committee – Candidate Recruitment Drive

A special thanks to the Governance Committee for their time and effort in completing the recruitment campaign for a governor candidate to represent the Pembroke region. Interviews occurred on March 10th and it is anticipated that the governor-elect will join us for the June Board meeting.

Innovation at Algonquin College

A special thanks to Dr. Jim Robblee for his informative report on innovation at Algonquin College. The report highlights the Construction Innovation Laboratory and the Healthy Living Education SMART apartment at the Ottawa campus, and the Residential Living Lab at the Perth campus. Dr. Robblee's report can be found in Appendix A of this report.

Colleges Ontario 2016 Higher Education Summit

The 2016 Higher Education Summit will be held in Toronto on November 20th and 21st. Among other guest speakers, well-known political economist Robert B. Reich, outdoor adventure athlete Will Gadd and Canada's most decorated Olympian Clara Hughes will be among the keynote speakers. The College Centre for Board Excellence will be hosting their Governor Orientation Session prior to the conference on November 19, 2016. Governors will be provided with additional information, and the Professional Development application form in due course.

Correspondence

There was no Board correspondence since the last Board meeting.

On the Table

One item is on the table this evening, a Remittance Declaration for your information.

President's Year-End Dinner

Please note that the President will host a Dinner for the Board of Governors to mark the end of the academic year on the evening of Thursday, June 16th, at the Canadian Museum of Nature. Governors are encouraged to invite their spouse/partner or a guest. Please mark your calendars.

Innovation at Algonquin

The innovation teams at Algonquin College have developed 4 innovation areas at the Woodroffe Campus and 1 at Perth.

1. The construction innovation laboratory that was funded by a \$2.7 million Canadian Foundation for Innovation (CFI) grant and a \$3 million dollar grant from the Natural Sciences and Engineering Research Council of Canada (NSERC). The lab serves as an innovation centre and classroom for selected students.
The lab is equipped with a 3-D laser scanner which looks like a surveyors' transom and collects information on details at a very high resolution. The information is placed in a computer and is used for design purposes. Another piece of equipment is a Crite Holo Station. This is like the holodeck on Star Trek. Using Oculus (special 3d) glasses and pointing devices, a designer can take the information from the laser scanner and create a virtual layout. Using the Oculus glasses, the operator can "walk" through the design and rearrange construction or decoration details. The unit also contains a 3-d printer. The printer was used to create the floor model for the Lebreton Flats proposal of the DCLS Group. The model was based on design features that were created using innovation centre equipment and materials. In the unit is an interactive screen. Professors can use the screen to lecture remotely to classrooms or any location where a computer is available. It is used frequently for classes in Perth and Pembroke, but could be used for almost any remote application. The unit has purchased a thermographic infra-red camera which has considerable potential in determining temperature differences and where they may be of importance.
2. Other areas of innovation include Health and Wellness funded with a \$2.3 million NSERC grant for devices and technology in the Smart Apartment, the laser and back end computing in the Full Spectra Photonics Lab funded with a \$2.3 million NSERC grant and the front end computer and user interface design in the Design Centre. In Perth, the residential living lab was funded by CFI.

The innovations have attracted over \$11 million in grants, 6% of all funding granted to colleges over the past few years. The closest competitor receives 2% of all grants. Competition is building for grants in this area as other colleges come on board.

For more information on the Applied Research and Innovation Department and their activities, <http://www.algonquincollege.com/appliedresearch/>

I have attached 3 pictures to this file



Note the laser scanner, the holo station and the 3-D printer.

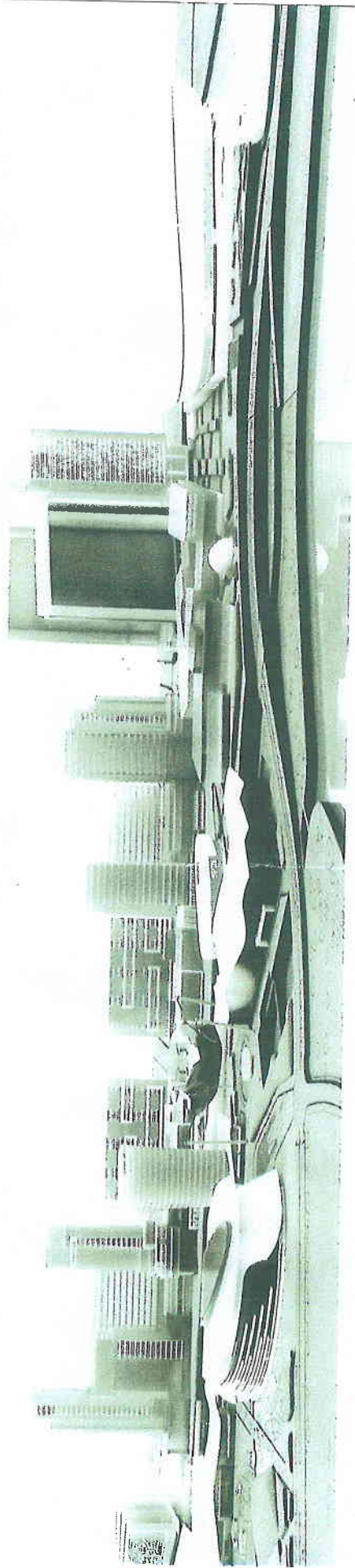


Note the black area where heat is lost from the building due to lack of insulation.

Could this present an entrepreneurial opportunity?



Perth Residential Living Lab



TEAM ALGONQUIN COLLEGE

The Construction Research Centre's goal is to leverage digital technology and collaboration tools for the Construction Industry. Together with the Algonquin Print Shop, the College continues to augment capabilities in advanced digital manufacturing.

The CRC is supported by grants from the Canada Foundation for Innovation and the Natural Sciences and Engineering Research Council.



ALGONQUIN COLLEGE
Construction Research Center
Applied Research
& Innovation



NICK HADDAD
TECHNICAL SUPPORT



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**Report from the President
Board of Governors Meeting
April 11, 2016**

President's Re-Organization Strategy

On January 13th, 2016 a memo from President Jensen was circulated to all staff to advise the College community of the reorganization of responsibilities within the Algonquin College Executive Team. The next phase of the reorganisation has been completed. The document that was distributed to staff is attached as Appendix A: Reorganization Update.

President's Upcoming Visit to Kuwait and Saudi Arabia

President Jensen will be traveling the Kuwait and Saudi Arabia with Doug Wotherspoon, Vice President International & Strategic Planning from April 28 to May 3, 2016.

President's Employee Relations Strategy Update

An Employee Relations plan has been developed over the fall and winter terms. All administrative staff have attended workshops to develop a vision and guiding principles for developing improved relations with employees, beginning with the two partner unions. The Employee Relations Plan is a living document that is subject to change based on the dynamic nature of the labour relations environment and to reflect that changes will evolve over time as the Plan is actioned. The plan is attached as Appendix B: Employee Relations Plan 2016..

Committee of Presidents' Meeting – March 16, 2016

Task force on tuition

The Committee of Presidents (COP) approved the creation of a college sector task force to develop options for government on a new tuition framework. The provincial government's current tuition framework for post-secondary institutions – which covers policies such as the caps on tuition increases – enters its final year in 2016-17. It is expected that the Provincial Government will announce a new framework in early 2017. The task force established by COP will develop policy options over the spring and summer that will be considered by presidents at their strategic retreat in September.

Meeting with Environment Minister Glen Murray

Environment and Climate Change Minister Glen Murray met with presidents to discuss how the colleges can help the government reduce man-made greenhouse gas emissions. Minister Murray discussed the Provincial Government's plans to bring in a cap and trade system and said the government will be aggressively working to reduce Ontario's carbon footprint. He said two of the big areas he is addressing are improvements to transportation and building infrastructure.

Murray said there will be a role for colleges to play in training graduates for the green economy. There may be an opportunity for colleges to work with government on retrofits and infrastructure improvements. Colleges Ontario staff will be following up with a framework document that will be provided to the minister next month. A working group of senior leaders from the colleges will work with Colleges Ontario on the document. Duane McNair, Algonquin College's Vice President, Finance and Administration, is a member of this working group.

**Report from the President
Board of Governors Meeting
April 11, 2016**

Provincial panel on developing a highly skilled workforce

Presidents spoke about the college sector's challenges and strengths with Sean Conway, the chair of a provincial panel examining ways to develop a more highly skilled workforce. Conway, a former Ontario cabinet minister, said the provincial government created the panel to develop an integrated strategy to respond to technology-based challenges in the economy. The panel has conducted round-table discussions and held a provincial summit on talent and skills in January, hosted at Durham College. Recommendations are due to the government by the end of the summer. After the discussion, presidents supported a proposal to send a paper from the sector to the panel members.

Funding formula task force update

David Trick, a consultant working with the College sector task force, presented the latest draft of the work on the funding formula task force. The task force will present its final recommendations to COP in May and presidents will then decide upon a final strategy recommendation.

College Day

The presidents discussed the timing for the annual College Day meetings and reception at Queen's Park. Presidents said it would be better to choose a day that is more distinct from the November timing for the Higher Education Summit and Premier's Awards events. Colleges Ontario will look to move the College Day meetings and reception to the spring.

Degree programs at colleges

Sheridan College president Jeff Zabudsky presented a paper on ways to strengthen Ontario's commitment to degree programs at colleges.

The paper identified two areas of concern:

- 1) The government continues to restrict the number of four-year degree programs that can be offered at colleges.
- 2) The approvals process for new degree programs is cumbersome and appears to treat degree programs at colleges as something outside of the norm.

Presidents supported a proposal to pursue this matter further. Colleges Ontario will develop a briefing paper for a future COP meeting.

Apprenticeship reforms

David Fulford, Assistant Deputy Minister, Ministry of Training, Colleges and Universities, provided an update on the work done to date to improve apprenticeship training issues in the Province. Assistant Deputy Fulford said the ministry wants to transform the application system so that most applications are submitted online. He also said applicants should be assessed when they register, so that students who need upgrading can receive that support before they start their in-class training.

**Report from the President
Board of Governors Meeting
April 11, 2016**

Update from CICan

Niagara College President Dan Patterson provided an update on work being done by Colleges and Institutes Canada (CICan). He said much of CICan staff's recent work has been advocating for infrastructure funding for colleges. College representatives appeared before the Standing Committee on Finance and have met with various federal deputies. President Patterson reported that the federal officials have a good understanding of colleges. Other recent activities have included a symposium on applied research that was held in March. Federal Science Minister Kirsty Duncan delivered the keynote address to the symposium.

Accreditation

Presidents received an update on the work of a task force studying the sector's proposed move to an accreditation system. The proposal is now being reviewed by a task force chaired by Algonquin College President Cheryl Jensen. Presidents and vice-presidents, academic, will receive a questionnaire in the coming weeks to solicit their views on accreditation. The task force will review the feedback at a meeting in May.

MEMO

DATE: March 31, 2016
TO: All Employees
FROM: Cheryl Jensen, President
SUBJECT: Reorganization Update

Dear Colleagues:

Last January, I discussed with you a reorganization plan that would set in motion important structural transformations to optimize our teams, improve the way we connect with one another and create executive roles that would ensure we are putting emphasis on our top priorities.

These new structures will support us as an institution to put our best foot forward, together, to meet the ambitious objectives we have set for ourselves in our evolving Strategic Plan. Our team must reflect our priorities and must reflect the evolving realities of postsecondary education to unlock the full potential in each of our students and each of our partnerships.

First, we created a new Area, Digital Technologies and Innovation, and welcomed Marc Fares as its new Vice President. I believe this position is important to ensure that there is a voice at the Executive table to focus on these important elements of the existing, and the next Strategic Plan.

The plans that are outlined below will continue to position Algonquin as a leader in student-centered innovation and quality — a leadership position I know you all are so proud of today. Importantly, as we develop and implement our new strategic plan — a plan that you are all currently helping to shape — this structure will allow us to aggressively implement our exciting and bold plans.

The Executive team has been guided in the work resulting in this reorganization by focusing on:

- Forming alignment with the College's overall strategic/institutional direction,
- Enhancing and enabling improved service to students and employees,
- Creating single points of accountability, and
- Balancing the scale and scope of work.

Renewed emphasis on digital and innovative strategies will serve to bolster the College's corporate objectives, offer great opportunities for external partnerships, and will allow Algonquin to respond more effectively to the changing needs of students, employees, and our broader community.

To that end, we have highlighted three overarching objectives:

1. To develop and implement a digital transformation program to deliver a best-in-class digital ecosystem for our educational programs,
2. To foster strong relationships with key community partners to drive innovation and entrepreneurship, and leverage applied research to solve real business and real life challenges, and,
3. To focus on student satisfaction, learning effectiveness, operational efficiencies, revenue generation and wealth creation, and brand engagement.

In order to move forward with these objectives, the reorganization work was guided by the consolidation of certain functions and teams, some changes in responsibilities, the creation of new roles and streamlining where necessary.

Digital Technologies and Innovation Area:

With all of these elements in mind, the following condensed list indicates key areas of responsibility and the structures that provide the best support for the Digital Technologies and Innovation mandate:

1. **Digital Strategy and Solutions:** Including digital channel strategy, digital innovation stewardship, business analysis, user experience and interaction design, digital standards and guidelines, usability testing standards and methodology and use case development and management.
2. **Information Technology Services:** Including enterprise architecture, network architecture, software procurement, technical standards, information security, data privacy, application development, enterprise automation, account management, backup and recovery, email operations, firewall configuration, audio/visual technology and support, client care, Blackboard support, and system and process transformation as related to Project Fusion.
3. **Project Management and Business Administration:** Including resource and timeline planning and reporting, issue and risk management, front door/intake process, area financial planning, forecasting and budget control.
4. **Digital Adoption, Usage, Performance and Insights:** Including awareness and adoption campaigns, data architecture and database management business intelligence, market research, competitive benchmarking and business case support.
5. **Partnership, Applied Research, Innovation and Entrepreneurship:** Including sponsorships, community outreach, prototype development, research centres, student-and faculty-led research and projects and the Entrepreneurships Centre.
6. **Business Development and Work-Integrated Learning:** Including corporate training, strengthening relationships with employers, increasing co-op placements for students, labour market service delivery and a data hub for local labour market information.

Some team members from the Centre for Continuing and Online Learning (CCOL), Learning and Teaching Services (LTS), International Process & Automation (formerly known as Customer Relationship Management), Lean Office, and Registrar's Office will be moving to the Digital Technologies and Innovation Area.

Changes to other Portfolios and Additional Details:

- A new Department for Aboriginal Initiatives has been created, based on the merger of existing dedicated resources in support of Aboriginal learners. This Department will report directly to the Vice President of Student Services, who is also co-chair of the College's Aboriginal Education Council.

This is an important and significant reorganization. It highlights our renewed focus on aboriginal initiatives, and brings an important and missing voice to the Algonquin College Leadership Team.

- The First Generation and Youth Initiatives Department, led by Martha Marr in Partnerships and Applied Research, will join the well-established staff group in Student Support Services who provide outreach and support to at-risk students.
- The Prior Learning and Recognition (PLAR) Department will be merged with the group led by the Academic Development Division. This will enhance this service and aligns well with our work in credit transfer – a priority of the provincial government.
- The Academic Partnership initiatives, led by Kimya Keyhan, and the Experienced Work Centre, led by Samantha Peek, currently under the umbrella of Partnerships and Applied Research (PAR), will join other access and foundations programs under the leadership of Robyn Heaton, Dean of Faculty of Arts, Media and Design.

Specific Staffing Changes:

- The Business Development Division led by Joe Ranieri (including Corporate Training, the Co-op office, and now the Labour Market Department), will join the Digital Technologies and Innovation Area.
- The Applied Research and Innovation Division, led by Cristina Holguin-Pando, as well as the Ignite AC Entrepreneurship Centre, and Partnerships and Sponsorships, which she will oversee, will join the Digital Technologies and Innovation Area.

MEMO

As a result of this reassignment of duties, there will no longer be a position of Executive Director of Partnerships and Applied Research.

Mark Hoddenbagh will take on a limited time mandate as Executive Director — Strategic Initiatives reporting to the Vice President International and Strategic Planning. Mark will work on key files, including the finalization of the 2017-2022 Strategic Plan and the accompanying implementation plan. This is important work that is due to the Board of Governors at the June 13, 2016 Board meeting.

This mandate will conclude on June 30th 2016.

I want to thank Mark on behalf of the entire leadership team for the work he has done to build Algonquin's outstanding reputation in applied research and partnerships.

Summary and Next Steps:

Detailed organizational charts are under development. In addition, I have asked for a review of all titles used at the College and not contained within our Collective Agreements, with a recommendation for standard titles to be used. This activity will be completed by September 1st at the latest.

Colleagues, as these transformations take place, there will undoubtedly be a period of adjustment and fine-tuning, but it is safe to say that this new structure provides a solid framework within which we can continue to shape and deliver a very bright and promising future.

I would encourage you to engage with your immediate supervisor should you have any questions. Together, equipped with a strong organizational structure that focuses on our top priorities and the needs of our students, we will continue to make Algonquin College a driver of innovation, postsecondary education, apprenticeship, training and applied research.

Sincerely,

Cheryl Jensen
President



**EMPLOYEE RELATIONS
PLAN
2016**

INTRODUCTION

In 2014, our President, Cheryl Jensen, embarked on her Listening Tour to understand the opportunities and challenges facing our College. One of the opportunities identified through that process was a focus on Union-Management Relations. The opportunity was captured in the President's Listening Tour final report as follows:

“Faculty, staff and administrators all raised the opportunity that surrounds improved labour relations. They recognized that the current combative approach serves neither side well and expressed a sincere hope that both sides would begin to work collaboratively. Those who raised the topic talked wishfully about the opportunity that constructive relations could bring to the College and our students.”

Significant work has taken place to seriously address this opportunity and to provide a path forward for Algonquin College in order to more meaningfully engage with our union partners, in a way that is sustainable over time. The entire leadership team and management group worked together to develop a vision statement and guiding principles that will guide our discussions with our partners. The result of that work is the development of this Employee Relations Plan.

The Employee Relations Plan is a living document that is subject to change based on the dynamic nature of the labour relations environment and to reflect that changes will evolve over time as the Plan is actioned.

The high level of participation in the development of this Plan and the formulation of the path to move forward was an encouraging sign of the commitment of everyone involved to take on this work with open minds and a sustained commitment to realize positive change in Union-Management relations.

The Employee Relations Plan is ambitious, but one that we believe is worth the investment in order to create the necessary cultural shift at all levels within Algonquin College and with our union partners and stakeholders. It should be noted that many of the initiatives proposed are from the perspective of all levels of management.

As our union partners become involved in this new approach, the initiatives and recommendations must remain flexible and open to change based on their input and engagement. This document may be revised at any time through this consultative process, in the best interests of all parties.

VISION

Algonquin College will be known for its productive union-management relations within a culture of pro-active and respectful joint-problem solving to support all employees and promote student success.

GUIDING PRINCIPLES

As partners, we will be guided by the following principles:

1. **FACT-BASED PROBLEM SOLVING.** Decisions are made using mutually agreed facts.
2. **TRANSPARENCY.** Information is shared to enhance common understanding and awareness.
3. **INCLUSIVITY.** Input is sought from all stakeholders regarding important business decisions.
4. **ACCOUNTABILITY.** Responsible for behaviours, decisions, and actions.
5. **FOCUSED ON INTERESTS.** Centered on the needs that are most important to all of us.

2016/2017 Goals

1. Managers are prepared and equipped to solve problems.
2. Managers understand where to find information and how to use it in order to make decisions.
3. Managers assign work and workload in a manner consistent with the collective agreement.
4. Managers take a leadership role in building and maintaining a positive union-management relationship.

Goal 1: Managers are prepared and equipped to solve problems.

1A - Delivery of targeted training program for all managers.

Development and delivery of a 7-module training program to all college managers that includes both skills training (SWFs, Salary Calculations, Classification) and competencies training (Communication, Problem Solving, Relationship Building, Trust). The purpose of this training is to (a) better equip managers to resolve issues and improve employee/labour relations within their own departments, both with employees and union representatives, and also to provide them with the tactical skills and knowledge regarding key issues in order to do so. Each module is delivered in half-day sessions for a total of 3.5 days of training for all academic managers and 2.5 days of training for non-academic managers. ACET and ACLT members will be included in training.

OPSEU Locals 415 and 416 Executive Committees will be invited to attend the sessions jointly with management staff.

SHORT-TERM

1B - Additional support provided to managers by HR, LR, and Executive/ Leadership Teams, and peer networks.

During consultation phases with the leadership team and management group, a consistent theme from participants was that they required more support in order to address issues in their departments in a timely and effective manner.

Support can mean different things to different people. Broadly, feedback indicated that effective support included the ability for managers to have timely access to key individuals in order to obtain input and feedback regarding challenges they are facing on a daily basis. Effective support also meant that managers were given permission to apply their problem solving skills in a safe environment where they are then given constructive feedback.

Key supporting individuals include:

1. ACLT representatives - for regular access, mentoring, and advice on people management issues;
2. ACET representatives - for advice regarding area-wide or college-wide people management issues;
3. Peer Networks - for general support and sharing of best-practices regarding common issues and approaches on a variety of issues, both formally (e.g., Chairs Council) and informally (e.g., Peer Mentoring);
4. HR experts - for advice and consultation regarding matters of policy and people management issues; and,
5. LR experts - for advice on complex matters and/or matters related to labour and employee relations, most often in person and in advance of formal meetings with union representatives.

**MEDIUM-TERM
AND
ONGOING**

1C - Clarification of roles and responsibilities of those within the organization (LR, HR, managers) and those external to the organization (unions, provincial partners) as it relates to Employee Relations.

As we move forward with the Employee Relations Vision and Guiding Principles, it will be important for all stakeholders to understand the roles and responsibilities of those involved, both as it pertains to our own internal resources and those external to college management. Understanding these intra-organizational and inter-organizational drivers will better equip all parties to engage with one another more productively, with reduced duplication of effort and greater respect for the role of the other party. With respect to our union partners, the College will seek out and encourage formal and informal opportunities to exchange information regarding roles and responsibilities generally, in order to increase shared understanding and appreciation about how best to engage in joint problem solving strategies.

Within the management structure, there needs to be clarification of the roles within HR and the line manager as it relates to people management issues. Further to Recommendation 1-B, the role of the Dean/Director needs to be articulated as a support person to the manager in this regard. By doing so, an accountability framework is established which will guide how we approach and manage our people related matters. Identification of core leadership competencies will also inform management job design, recruitment practices, orientation, and professional development.

This process will be iterative and informed based on ongoing consultation, feedback, and/or grievance and arbitration activity.

**MEDIUM-TERM
AND
ONGOING**

Goal 2: Managers understand where to find information and how to use it in order to make decisions.

2A- Delivery of targeted training program for all managers.

See 1-A.

SHORT-TERM

2B - Complementing the Initiative/Action 2C, consult with a small sample of key operational representatives in order to determine additional resources or data sources which could be developed for managers on issues related to Employee Relations and/or Human Resources.

Through conversations or small focus groups of key stakeholders (including OPSEU Locals 415 and 416), an HR resource may be assigned to create a list of resources which are currently not available, but would be beneficial, to college managers as they manage people issues on a day-to-day basis. These resources could be the form of documents, website content, or other references, and would allow managers to access information on an as-needed basis and independently – without necessarily having to access HR or LR subject matter experts in order to obtain basic or standardized information or direction.

MEDIUM-TERM

2C - Identification of existing information and data sources from across the college related to key employee relations and HR issues; collation and communication to college managers regarding same.

There are many resources that exist in the college which would assist managers in addressing employee relations and HR issues in their department. Managers may be unaware that these resources are available, they may not know where to find them, or they may have outdated versions. Providing managers with a current listing of up-to-date resources and data sources should assist them in identifying possible solutions independently or with limited intervention from other support persons. Common references and sources will assist with a more consistent college-wide approach on tactical issues.

In order to ensure transparency, OPSEU Locals 415 and 416 will be provided with an opportunity to submit input regarding processes and/or publicly available resources which may have a direct impact on them or their membership.

LONG-TERM

Goal 3: Managers assign work and workload in a manner consistent with the collective agreement.

3A - See 1-A, specifically the delivery of targeted training program for all managers in the areas of (1) SWFs, (2) Salary Calculations, and (3) Classification.

These specific skills-focused training modules will be offered to all college managers over the course of three half-days. Designed to address key areas of concern identified by OPSEU Locals 415 and 416, managers will be provided with the necessary tactical skills in order to assign work and workload in compliance with applicable provisions of the collective agreements, the Colleges Collective Bargaining Act, and college policies. Multiple sessions will be offered in partnership with the Deans for all Chairs with best practices and norms in each of the schools and faculties being discussed. These sessions will be complemented by the other four competency-based training modules.

OPSEU Local 415 and 416 Executive Committees will be invited to attend the sessions jointly with management staff.

SHORT-TERM

3B - Creation of an accountability framework for SWF assignments.

In order to ensure that Academic Managers are properly supported in assigning academic workload, and commencing with the next round of workload assignments, the Deans will put a mechanism in place to ensure accuracy of assignments.

Following completion, the SWFs shall be submitted by normal process to Human Resources, where they will be reviewed in a timely manner by the assigned resource in order to ensure compliance with college-wide requirements. The HR resource will be accountable to identify and track inconsistencies, errors, and/or frequent issues raised by the union in order to better inform the process at all levels. The HR resource will be able to produce metrics for ACET upon request.

SHORT-TERM

Goal 4: Managers take a leadership role in building and maintaining a positive union-management relationship.

4A - Delivery of targeted training program for all managers.

See 1-A.

SHORT-TERM

4B - Inclusion of an Employee Relations-focused goal for all 2016/17 performance contracts for Administrators.

Building on the guiding principle of Accountability, the inclusion of an Employee Relations-focused goal in all 2016/17 performance contracts is a signal to the organization and our union partners that this issue is being taken seriously at all levels of management. Managers should build outcomes and metrics in such a way as to demonstrate how they are taking a leadership role within their own departments, both with employees and union representatives, in order to realize the Vision set out by ACET.

SHORT-TERM

4C - Request the re-establishment of academic joint union-management committees under the collective agreement.

The academic collective agreement provides for two local joint union-management committees - the College Employment Stability Fund (CESC), which addresses issues related to job security and layoff, and the Union College Committee (UCC), which is a forum for broad discussion on issues arising from the collective agreement which impact on the bargaining unit and/or the union-management relationship. Both of these committees have been dormant for several years and their re-establishment could provide a forum for productive discussion of issues that impact both the college and the union without having to resort to the grievance/arbitration process. Note: Both the CESC and the UCC committees operate successfully with OPSEU Local 416 and have increased the level of communication and our ability to resolve issues generally between the parties.

MEDIUM-TERM

4D - HR (Labour Relations) report will be provided to ACET and ACLT on a quarterly basis.

In keeping with the guiding principles of Transparency and Fact-Based Problem Solving, Labour Relations will provide a quarterly update to the Executive and Leadership Teams regarding key metrics and trends with the purpose of informing executive decision making and monitoring progress. The update shall also include discussion regarding emerging issues and labour relations strategies that are relevant to the Executive Team and Leadership Team. Sample metrics could include: grievances filed per bargaining unit, individual vs union grievance numbers, status of grievances (e.g., settled, withdrawn, referred to arbitration), ongoing arbitrations, etc. The purpose of the report will be to inform executive strategy and decision making as it relates to issues that may impact on union partners and stakeholders and to monitor progress.

MEDIUM-TERM

4E - Creation of a "Collaboration Space" for employee relations activities.

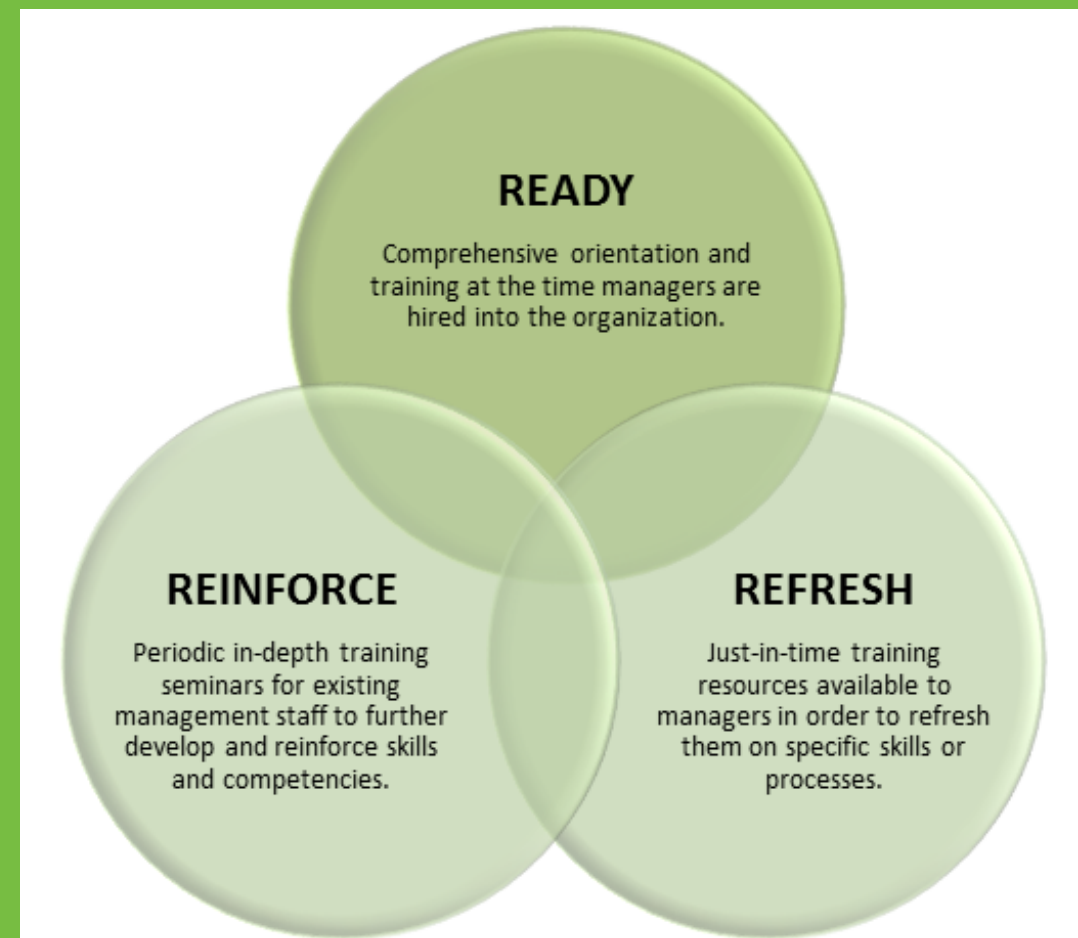
Leadership team and Management group feedback indicated that access to labour relations experts and Human Resource Officers for face-to-face meetings is something that is not resourced appropriately at the present time. This included the ability to meet in advance of formal meetings with our union partners in a safe and private environment where cases can be freely discussed. It also included a confidential space where managers might potentially meet with employees and/or union representatives to problem-solve sensitive issues related to labour and employee relations. Generally speaking, Labour Relations books dozens of meetings across the College each week but does not have dedicated meeting space, which often results in meetings being held in less-than-ideal locations and within tightly constrained periods of time.

The idea of a dedicated Collaboration Space, which would include office and private meeting space, would enable Labour Relations and Human Resources Officers to conduct the necessary meetings with managers, employees, and union partners in order to attempt to resolve issues face-to-face and earlier in the process. A physical space in which the work of employee relations could operate would increase the quantity and quality of support which could be provided to college managers.

MEDIUM-TERM


EMPLOYEE RELATIONS TRAINING PLAN

A need for a universal management training program in the areas of employee/labour relations and people management was identified as crucial to the success of this plan. Three distinct but complementary training delivery formats – largely related to the timing of the training – that will contribute to long-term success.




The short-time goal of training within this plan is focused on a “Reinforce” delivery model, where existing staff are provided with in-depth seminars and workshops to build capacity for skills and competencies that need to be created or expanded. The content will then be modified in the context of a more robust training and development model for the future, in order to be delivered in the “Ready” and “Refresh” formats.

SKILLS TRAINING




Module 1:
Standard Workload Forms (SWFs)

Designed for all academic managers*, this workshop will cover a review of Article 11 requirements, how to complete a SWF, the SWF assignment process, and the WMG/WRA process. Managers will understand the importance of ensuring accurate and consistent SWF completion and what resources are available.



Module 2:
Salary Calculations

Designed for all academic managers*, this workshop will provide an in-depth review of starting step placement calculations and the requirements of the collective agreement. Managers will be able to practice using samples and will be coached on best practices for a review of experience and credentials as it relates to discussions with job applicants.



Module 3:
Classification

Designed for all college managers, this workshop will provide an overview of the purpose and structure of the Position Description Form (PDF) for Support Staff. Managers will understand the function of the pointing process as a broader compensation structure in the CAAT system. Managers will be provided with sample PDFs in order to develop analytical and critical thinking skills, best practices related to PDF updates will be reviewed, and the arbitration process will be discussed.

*Although designed for academic managers, registration will not be restricted.

COMPETENCY TRAINING



Module 4: Relationship Building

This module explores the labour-management relationship, asking participants to think about the relationships they currently have against five defined types, to imagine what a more productive relationship might look like, what it would take to accomplish that and why it matters. The kind of relationship will have a direct impact on the parties' ability to get things done and to meet the needs of their respective constituents.



Module 5: Establishing Trust

This module would introduce participants to an approach to understanding trust that leads them to sort characteristics into four categories: sincerity, reliability, competence and care. The categories serve as criteria for assessing how trustworthy someone is. Participants would be asked to reflect on their own trustworthiness measured against criteria and what they might do to model the behaviour they'd like to see from their counterparts. Strategies for increasing trust will be reviewed and practiced in a safe environment.



Module 6: Problem Solving

Through this module, participants will learn to appreciate the difference between a position and an interest. By clearly understanding the reasoning behind and value of uncovering their own interests as well as those of the other party, problem solving capacity is increased. Participants will be introduced to a step by step process to reach agreements that meets the needs of the parties by placing emphasis on finding common ground before working the problem through to an agreement.



Module 7: Communication Skills

This module would explore communication strategies aimed at improving the overall quality of communication, i.e. that the message sent is received as intended. It would highlight the challenges of relying solely on spoken words to communicate and identify the other cues people use to interpret the message being sent. It would explore common barriers to effective communication and emphasize the value of listening actively, using paraphrasing, clarifying and summarizing techniques. It would also explore the art of crafting powerful yet neutral questions aimed at bringing clarity and understanding to an issue.



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: January 4, 2016 to March 13, 2016

APPLIED LEARNING & TRAINING

Goal 1: Deliver an exemplary applied education and training experience

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

Goal 3: Leverage technology to enhance the educational experience

Goal 4: Provide opportunities for every full-time student to have a work experience outside of the classroom

Summary Report from:

- Communications, Marketing & External Relations
- Student Services
- Academic
- International & Strategic Planning
- Finance & Administration

Activity:

- As part of a project to increase leads, the Algonquin College Deans highlighted 25 programs that required some focused redesign. Marketing converted these program websites to the new program page design. To date, 23 programs have been converted.
- Since January 4th, 12,142 new leads were added to the 2016 nurture programs and 62,044 nurture emails were distributed. This represents an additional 15,019 nurture emails over the previous year, for the same time period.
- The Recruitment Team hosted the Winter Open House at the Ottawa campus on January 16th, where approximately 1,000 people attended. This was similar to the number who attended the Winter 2015 Open House. The event survey indicated 100% overall satisfaction as rated by external participants, which was an increase over the 93% satisfaction rating in 2015.
- The Recruitment Team participated in the Pathways to Education: Youth Career Conference. This event targets all youth, but in particular, those who do not traditionally attend post-secondary.
- The Umbrella Project hosted a day’s training entitled “Building Inuit Cultural Competency Training”, with staff from Mamisarvik Healing Centre and a day’s training at Wabano entitled “Cultural Competency Training”. Fifty Algonquin College employees attended the training.
- The Umbrella Project now has two online self-assessment tools for students embedded in the Student Support Services website (<http://www.algonquincollege.com/umbrellaproject/support/#assessments>). These tools are interactive, provide feedback and address both alcohol and cannabis use by students.
- The Ministry of Training, Colleges and Universities’ Literacy and Basic Skills program compliance visits for the Ottawa campus and ACElinks site took place in January. The Ministry of Training, Colleges and Universities

acknowledged that all the deliverables identified in the July 2015 Action Plans had been met. The Ottawa campus and ACElinks sites are on track to meet the Literacy and Basic Skills performance commitments at the end of the 2015-16 fiscal year.

- Full time and online Early Childhood Education students participated in 1,090 student observation and experiential learning opportunities at the Early Learning Centre.
- Algonquin College was granted Training Delivery Agent status for Powerline Technician Apprenticeship in partnership with Hydro Ottawa.
- The Applied Science and Environmental Technology Department initiated new applied research partnerships with Clearford and Nita Brewery.
- Algonquin College Corporate Training staff developed and launched the online First Nations Fundamentals of OCAP® (which stands for ownership, control, access, and possession) training course for the First Nations Information Governance Centre. Sixty-five participants enrolled in the inaugural online offering.
- The Co-op Department staff increased Winter 2016 term placements by 25% over Winter 2015.
- Following the submission of an application to the Ministry of Training, Colleges and Universities, Algonquin College received confirmation of the addition of ‘Honours’ to the nomenclature for all degree programs currently offered.
- The Language Institute held 21 retention workshops for students at risk and 78% of the participants were successful in passing their level of study.
- Lockdown exercises were conducted at Perth, Pembroke and Woodroffe campuses. This presented an opportunity for direct student engagement surrounding the topic of Lockdown and incorporated the circulation of revised training material to the entire College community through the use of a short YouTube video.

STUDENT & CLIENT SUCCESS

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

Goal 6: Leverage technology to automate and modernize our business processes, fostering an environment of continuous improvement

Summary Report from:

- Digital Technologies & Innovation
- Student Services
- Academic
- International & Strategic Planning
- Finance & Administration

Activity:

- The Advanced Threat Defense technology research project was completed and the initial acquisition from Cisco was successfully completed and is to be implemented in 2016/17.
- The Cyber Security Days 2.0 conference was held on February 24th and 25th and was attended by over 500 people. The conference featured 22 industry partners and over 50 speakers. The inaugural dinner was held at Restaurant International, and included the presentation of an award donated by Cisco Canada to honour Samir Al-Rubaiy, an Algonquin College first-year Computer Systems Technician student, for his heroic act to save the lives of twin toddlers from a fire in his apartment building.
- A new application that enables students to take the required training mandated for work placement and to track

training status was delivered.

- An Active Directory authentication project was completed for the Student Information System and HR/Payroll systems, addressing a General IT Controls audit recommendation, and simplifying the login process for employees.
- Q-Nomy, the new automated client queuing system, went live at the Ottawa campus in February 2016, with two kiosks outside of the main Registrar’s Office (C150 location) and one outside of the Financial Aid and Student Awards Office (C225 location). Q-Nomy offers greater functionality and reduces the wait time for students seeking client service.
- The Winter 2016 Student Assistance Bursary closed February 2nd with 4,248 students receiving financial support totalling \$2.1 million. As a comparison, in 2015, 3,292 students received the Winter Student Assistance Bursary totaling \$1.6 million. The 29% growth in Winter 2016 bursary recipients reflects an increase in the availability of funds, which varies year-to-year, as well as a change in bursary distribution practice to address student financial need in the latter part of the academic year.
- Student Support Services hosted a Sexual Assault Prevention campaign between January 8th and February 5th. The campaign featured the launch of four awareness videos, regular posts on social media and a speaker series featuring sex-education experts, Laci Green and Julie Lalonde.
- Consent Fest, which took place from February 2-5 is an event that aims to engage students on the important subject of sexual consent, and is part of Algonquin’s “#ItsNeverOkay” campaign to tackle sexual assault.
- In January 2016, the Mamidosewin Centre hosted a College Pow Wow. There were over ten vendors and two drumming bands. Students assisted in organizing and running the event, and many community-based agencies and individuals attended.
- On March 1st an employment forum was held for students with disabilities to address the transition from college to work. A series of guest speakers from the community and the College shared information about: informational interviews/job shadowing; disability disclosure/accommodations; and community employment service providers.
- On January 27th, a pilot Student Leadership Program was launched by the AC Hub. Staff facilitators included a range of employees from across the College. Based on the [Social Change Model of Leadership Development](#), this Program helps students gain knowledge of how to be a leader on campus, in their career, and in their community.
- The Employment Support Centre held the 18th annual Career Networking Fair on February 9th. A record 72 employers attended this year’s event, as well as 2,150 students and alumni. This compares favourably to the 2015 Career Networking Fair, where 65 employers and 1,460 students and alumni attended.
- The Perth Campus, in collaboration with the Perth and District Chamber of Commerce, participated in a Labour

Market Symposium on March 9th which included guest speakers and over 30 participants. The event will result in a report to help guide graduates to local employers.

- Since the start of term, the Academic Access Advisors conducted one-on-one advising sessions with 248 prospective students and met with an additional 144 postsecondary applicants following admissions testing to provide guidance on their college plans.
- On February 11th, the IgniteAC Centre for Innovation and Entrepreneurship was launched which will provide integrated services to students, faculty and staff. The Centre houses the Entrepreneurship Office, the Executive-in-Residence, and the School of Business Entrepreneurship Services.
- Labour Market Ottawa hosted its final events before transitioning to the Local Employment Planning Council in April 2016. One hundred and twenty employers attended “Building Your Human Capital” and 300+ service providers attended the second annual “Building Connections” in February 2016.
- During the week of February 22nd to 26th, a unique laddering event was implemented to provide students from the Arts Cluster of the General Arts and Science Department an opportunity to explore and experience programs in the Media and Design Centre. At the same time, high school students explored programs within the General Arts and Science Arts Cluster using a “Speed Dating” format whereby they rotated through program stations to receive a brief program overview and participate in an activity.
- Two orientation sessions engaged over 220 International students.
- Eighty-eight International students enjoyed a ski trip to Camp Fortune.
- A case-management retention solution was developed, tested, and deployed for the Language Institute for all pre and current English for Academic Purposes students.
- A reporting mechanism was launched for teaching staff to identify students at risk during their level of learning allowing resolutions to support retention.
- Healthy Living Education Planning – A significant effort in terms of planning support was provided for the development of an advocacy document to pursue government funding for a facilities project totaling \$210M.
- A new interface to facilitate staff and student mandatory Health & Safety training was released. The on-line training for Workplace Hazardous Material Information System and Worker Health Safety Awareness was made possible through a partnership with an external internet based training firm and represented the culmination of a significant project to integrate training records with the College Student Information System, GeneSiS.

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

Summary Report from:

- Student Services

Activity:

- Thirty-nine Algonquin employees completed day one of a three day “Addiction and Family Intervention Training”.

<ul style="list-style-type: none"> ▪ Human Resources ▪ Academic ▪ International & Strategic Planning ▪ Finance & Administration 	<p>This training is for front-line Algonquin College staff likely to encounter a student struggling with substance abuse. The training is part of Algonquin College’s two-year Ministry of Training, Colleges and Universities Harm Reduction Project.</p> <ul style="list-style-type: none"> • An Engagement Planning session was held with the Administrative Group on February 19th. The feedback was captured and will be submitted to the Algonquin College Executive Team by the Administrative Staff Association. • On March 7th, OPSEU applied to the Ontario Labour Board to certify Part-time Support Staff employee’s at all twenty-four colleges. • On March 23rd, colleges were advised that OPSEU are now seeking to have the Ontario Labour Relations Board dismiss the application at this time as they concede that they have not met the threshold required under the Colleges Collective Bargaining Act. • Human Resources Officers developed and delivered training and information sessions on Performance Management, Classification, Interview Skills and Recruitment Process and Selection Committee Participation. To date, eight sessions have been delivered with four additional sessions scheduled in the next month. • Phases 1, 2 and 3 of the Employee Relations Strategy Plan has been completed and the short term goals are being actioned. • The ALEI III facilitator team has been reconstituted and is planning to run the program in 2016-17. • The Management Academy delivered four workshops with 36 participants. • Two members of the Support Services department at Garrison Petawawa provided Pembroke Campus employees with a workshop on Post Traumatic Stress Disorder on January 8th. Employees gained a better understanding of Post Traumatic Stress Disorder and how to support military/ex-military students who are suffering, or students who are spouses/dependents of a military member who has Post Traumatic Stress Disorder. • The School of Business initiated the Dean’s Award in January to recognize staff and faculty for their commitment and outstanding service, and/or acts of significant merit that model a shared commitment to student success and the College values. • On February 9th, 15 faculty from the School of Health and Community Studies attended a professional development session “Conversations with CSD” which highlighted issues faculty face with students with accommodations and the challenges to classroom management. • Year to date, Algonquin College Corporate Training staff has delivered 103 training days to College employees. • A collaboration of 16 teaching staff from the School of Business, Hospitality and Tourism and the Language Institute were selected to teach at Jiangsu Maritime Institute and Liaoning Forestry College in May/June. • The International Marketing and Automation team, in partnership with Public Relations and Communications,
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	<p>managed the fourth release of myAC, the College’s internal communications portal.</p> <ul style="list-style-type: none"> • The Lockdown Exercises held during the Winter term provided a unique opportunity to engage employees directly and undertake specific training and development work across many departments related to their departmental emergency plans. A total of 25 general training sessions were coordinated at the Ottawa campus to support the drills and both Perth and Pembroke campuses have been engaged in campus planning initiatives as a follow-on to the exercises.
<p>FINANCIAL SUSTAINABILITY</p> <p>Goal 9: Align our funded operational expenditures with provincial funding</p> <p>Goal 10: Expand non-funded opportunities to increase revenue</p> <p>Goal 11: Leverage strategic business partnerships to meet the capital needs of the College</p> <p>Goal 12: Create the technological foundation to align with the digital direction</p>	
<p>Summary Report from:</p> <ul style="list-style-type: none"> ▪ Student Services ▪ Academic ▪ International & Strategic Planning ▪ Finance & Administration 	<p>Activity:</p> <ul style="list-style-type: none"> • From April 1, 2015 to February 29, 2016, a combined total of \$3.55M, or 99% of the Algonquin College Foundation revenue goal of \$3.6M was reached. <i>(Information for this time period from internal records only and not from Foundation approved Board Statements for February 2016.)</i> • The Ministry of Training, Colleges and Universities awarded \$2.4 million to Algonquin College from the Apprenticeship Enhancement Fund Competitive Project funding to build and outfit two new electrical labs. As well, the Ministry of Training, Colleges and Universities awarded \$2.3 million from the Apprenticeship Enhancement Signature Project funding to build and outfit a new welding lab. • The Perth Campus thanked Richard Ellard for a \$5,000 donation to the Construction Carpentry – Advanced Housing program. The donation will be used to purchase needed tools and/or equipment. • The Pembroke Campus has secured several new contracts through the Ministry of Training, Colleges and Universities related to its delivery of Employment Ontario contracts. These new contracts include: Youth Job Connection, Youth Job Connection-Summer, and Youth Job Link. • CBC Television Ottawa donated a studio set worth approximately \$10,000 to the School of Media and Design. • The Ministry of Training, Colleges, and Universities approved a request for additional funding under the Literacy and Basic Skills contract to purchase new laptops to the value of \$14,000. • In partnership with the Algonquin College Foundation, the School of Business hosted community members at the first Dean’s Advisory Council on February 8th. The Council is tasked with providing feedback on the development of a distinct brand for the School. Membership includes representation from the Ottawa Chamber of Commerce, TD Bank and the City of Ottawa. • Algonquin College Corporate Training staff delivered Fundamentals of Leadership, Construction Leadership, Excel, and How to Interpret Financial Statements training for R.W. Tomlinson Limited. The training was part of

	<p>Tomlinson’s Building Tomorrow’s Leaders initiative and delivered through its learning and development division called “Tomlinson University”. The contract value of these offerings is \$67,100.</p> <ul style="list-style-type: none"> • Western Ottawa Community Resource Centre began their adult day program at the College on February 11th. To date, Western Ottawa Community Resource Centre has 17 clients with early onset dementia attending their program three days/week in the AC SMART apartment. There has been considerable positive media coverage of the apartment with the official launch and donor announcement set for April 28th. • Recruitment trips were completed to Russia, Ukraine, China, India, Mexico, Nigeria, Mauritius, Taiwan, Kenya, Brazil, the Philippines, Indonesia and Vietnam. • Letters of Intent were signed with the Universidad Tecnológica El Retoño of Aguascalientes, Mexico, the Universidad Tecnológica de León of León, Mexico, the Stallion Institute of International Studies (SIIS) of Chandigarh and the IILM Institute for Higher Education of Delhi. • A vendor has been selected for Algonquin College’s social media presence on WeChat and WeSite in China. • Delegations were received from the following institutions: University of West England, Institute of Technology, Carlow, Cork Institute of Technology, Iraq Ministry for Higher Education, Colleges and Institutes Canada, Global Affairs Canada, and the Tunisia Global Affairs Commissioner for Communications, Education and Culture. • The federally funded Language Instruction for Newcomers to Canada program received a total of 17 Syrian refugees.
<p>Student & Employee Successes:</p> <ul style="list-style-type: none"> ▪ Communications, Marketing & External Relations ▪ Student Services ▪ Academic ▪ International & Strategic Planning ▪ Finance & Administration 	<ul style="list-style-type: none"> • Algonquin College Marketing won a bronze award for the print version of the 2016 Viewbook from the Collegiate Advertising Awards in the 10,001 to 20,000 student category. The Collegiate Advertising Awards is an elite North American program seeking to recognize today’s most talented marketing professionals for outstanding excellence in all forms of advertising, marketing and promotion, specific to higher education products and services. • The College hosted the third Future of Health and Wellness Breakfast Speaker Series event on February 25th in the Restaurant International, with approximately 70 community members in attendance. The guest speaker was Dr. Jeffrey Turnbull, Chief of Staff at The Ottawa Hospital. • Approximately 160 employees attended a special event on February 3rd to hear Ottawa Sens alumnus Laurie Boschman speak on Teamwork. The event included a surprise announcement that the College had been named one of the National Capital Region’s Top 25 Employers for the third year in a row. • A reporter from the Ottawa Citizen visited the Smart Apartment and wrote a positive article published on March 13th. The Ottawa Business Journal published a positive article highlighting the \$4.8 million in apprenticeship and pre-apprenticeship funding obtained by the College on March 11th. Various outlets reported on an accidental release of entrance test data on March 10th and 11th. The President appeared on CTV Ottawa on February 26th to offer comments in support of the provincial budget. A representative from The Ottawa Business Journal

attended the opening of the College's Entrepreneurship Centre on February 11th. The College's international operations were the subject of media attention in January and February.

- Anita Vandenberg, MP Ottawa West-Nepean, visited the College on February 8th to tour the Construction Research Centre, and for a discussion on entrepreneurship and applied research.
- Bob Chiarelli, Minister of Energy, visited the new Smart Apartment on February 10th, and stayed for a discussion with senior executive on healthy living education.
- Yasir Naqvi, Minister of Community Safety and Correctional Services and Bob Chiarelli, Minister of Energy, hosted an event at the College to announce the details of a recent round of Apprenticeship Enhancement Funding, where Algonquin received \$4.6 million for the creation of two new electrical labs and one new welding lab, which would create over 120 new apprentice spaces at the College. The College also received \$238,000 for a Cook pre-apprenticeship program for Aboriginal learners.
- Marie Thériault, Manager of Scheduling and System Support, and her team, Jennifer Buckingham, Emily Roberts and Pauline Sawyer, were recently honored with the Laserfiche "Run Smarter" Award for using Laserfiche workflows to automate the Transfer Credit (Exemption) process.
- Three music bands, consisting of students from the Introduction to Music Arts program, were chosen to play at the 2016 Tim Horton's Brier "PATCH" at Lansdowne (TD Place) on March 8th.
- Since 2012, students in the Law Clerk and Paralegal programs have supported the [Ottawa Lawyers Feed the Hungry Program](#). This year, a team of 20 students raised \$2,100 to cover the cost of a meal which they served at the Ottawa Mission.
- The Paralegal student team won the prestigious Durham Mock Trial Competition in March, beating out seven other Ontario College teams. The event is the only one of its kind in Ontario that provides students an opportunity to compete in the art of mooting (the art of oral advocacy).
- Sixty Danish students completed their program of study with the School of Business, largely exploring courses in math, english, economics and supply chain management.
- On February 7th, 24 Culinary students competed in the Annual Hot Food Competition.
- Two Bachelor of Hospitality Management Students from the graduating cohort (Class of 2016) have been selected for Management Trainee Positions with Starwood Hotels and Resorts, Canada. Laura Burgham will join The Westin, Ottawa, while Marissa Bloom will join The Westin Harbour Castle, Toronto. This is the first time that two graduating students have been selected.
- Amy Brown, Cook Apprenticeship, is working as a chef at the prestigious Restaurant Gordon Ramsay in London, England.
- Congratulations to Marc Lepine, Sommelier graduate, Owner and Chef of Atelier, and Jason Sawision, Culinary Management Instructor, for taking gold at the February 2016 Gold Medal Plates competition.

	<ul style="list-style-type: none">• Recreation & Leisure Services students raised over \$5,000 in their Community Development course for various community agencies and participated in building the College's Ice Rink for the second year.• Thirty-five graduates of the Medical Radiation Technology program successfully completed the Medical Radiation Technology Program National Exams in January 2016.• In recognition of bravery for saving twin toddlers from a fire in his apartment building, Computer Systems Technician student Samir Al-Rubaiy was presented with an award by Cisco at Cyber Security Days 2.0. Samson Agboegulem, a Project Management student, also assisted in saving the twin toddlers and was recognized for his bravery at a School of Business and Partnerships and Applied Research event at the Canadian Tire Centre on March 22nd.• Nelson Education Ltd. recognized <i>Automotive Technology, 3rd Canadian edition</i>, co-authored by Automotive Professor Martin Restoule, Professor Automotive programs, as Nelson Education's Product Solution of the Year.• Dimitri Priven and Don Moen, Language Institute professors, presented "<i>New perspectives in English Second Language Teacher Training in Blended Synchronous Environments Management</i>" at the Languages Canada conference on March 4th.• The Manager, Security Services, has been notified as being selected as the recipient of the 2016 "Chris Warburton Award of Excellence" by the Students' Association.
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