

## Meeting of the Board of Governors

**MEETING NUMBER FIVE HUNDRED AND ONE OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON MONDAY, FEBRUARY 13, 2017, FROM 4:00 – 7:00 PM, IN CA105 A & B, ACCE BUILDING, OTTAWA CAMPUS, OTTAWA.**

### AGENDA

1.	Celebrating Success	C. Brulé	10 m.
2.	Constitution of the Meeting and Approval of the Agenda	K. Leroux	2 m.
3.	Declarations of Conflict of Interest	K. Leroux	2 m.
4.	Approval of the Consent Agenda	K. Leroux	15 m.
4.1	Minutes of the Board of Governors' meeting of December 12, 2016	K. Leroux	
4.2	Executive Committee Report	K. Leroux	
4.3	Academic and Student Affairs Committee Report	J. Brockbank	
4.4	Governance Committee Report	M. Tremblay	
4.5	Foundation Report	L. Clark	
4.6	Third Quarter 2016-2017 Business Plan Update	D. Wotherspoon	
5.	Business Arising from the Minutes		
5.1	Healthy Living Education Initiative Business Case	C. Brulé D. McNair	30 m.
5.2	Third Quarter 2016-2017 Financial Projection	D. McNair	15 m.
6.	Decision Items & Reports		
6.1	2017-2018 Tuition and Fees Schedule	L. Stanbra K. Pearson	15 m.
6.2	2017-2018 Business Plan and Budget	D. Wotherspoon D. McNair	45 m.
6.3	College Quality Assurance Audit Process Report	C. Brulé	10 m.
6.4	Major Capital Projects	D. McNair	10 m.
6.5	Executive Compensation Program	C. Frederick	10 m.
7.	Items for Information		5 m.
	7.1 Board of Governors Winter Key Messages	S. Anderson	
	7.2 Report from the Board Chair	K. Leroux	
	7.3 Report from the President	C. Jensen	
	7.4 Management Summary Report	Executive Team	

8.	Upcoming Events <ul style="list-style-type: none"> <li>• Friday, February 17, 2017: Future of Health and Wellness Speakers' Breakfast</li> <li>• Saturday, March 18, 2017: Board Retreat</li> <li>• Friday, March 31, 2017: Future of Health and Wellness Speakers' Breakfast</li> <li>• Monday, April 10, 2017: Board of Governors Meeting</li> <li>• Wednesday, April 12, 2017: Applied Research Day, Ottawa Campus</li> <li>• Monday, June 12, 2017: Board of Governors Meeting</li> </ul>		
9.	In Camera Meeting		
10.	Meeting Adjournment		

1.	Meeting Without Management	K. Leroux	30 m.
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**Board of Governors' Work Plan  
January 20, 2017**

<b>ROLE OF THE BOARD</b>	<b>Board Retreat September 2016</b>	<b>Board Meeting October 11, 2016</b>	<b>Board Meeting December 12, 2016</b>	<b>Board Meeting February 13, 2017</b>	<b>Board Retreat March 2017</b>	<b>Board Meeting April 10, 2017</b>	<b>Board Meeting June 12, 2017</b>
<p><b>STRATEGIC DIRECTION SETTING</b> The Board develops and adopts a strategic plan consistent with its mission, vision and values, and enables the organization to realize its mission. The Board oversees major decisions, monitors progress on implementation of strategic directions and approves annual business plans. The Board annually reviews the Strategic Plan as part of the regular planning cycle.</p>	<ul style="list-style-type: none"> <li>- Responsive and Innovative Program Design and Delivery</li> <li>- Healthy Living Education Initiative New Model</li> </ul>	<ul style="list-style-type: none"> <li>- New/Suspended and Cancelled Academic Programs (ASAC Report)</li> <li>- Major Capital Project: Building F Renovation</li> </ul>	<ul style="list-style-type: none"> <li>- New/Suspended and Cancelled Academic Programs (ASAC Report)</li> <li>- Healthy Living Education Initiative</li> <li>- Five Year Capital Investment Plan</li> <li>- International</li> <li>- Major Capital Projects</li> <li>- People Plan (draft)</li> <li>- Executive Compensation Framework</li> </ul>	<ul style="list-style-type: none"> <li>- New/Suspended and Cancelled Academic Programs (ASAC Report)</li> <li>- Approval of 2017/2018 Business Plan and Budget</li> <li>- Healthy Living Education Initiative Business Case</li> <li>- Major Capital Projects</li> <li>- Executive Compensation</li> </ul>	<ul style="list-style-type: none"> <li>- Review of International Strategic Plan and principles to drive strategy</li> </ul>	<ul style="list-style-type: none"> <li>- New/Suspended and Cancelled Academic Programs (ASAC Report)</li> <li>- Healthy Living Education Initiative</li> <li>- International</li> <li>- People Plan (final)</li> </ul>	<ul style="list-style-type: none"> <li>- New/Suspended and Cancelled Academic Programs (ASAC Report)</li> <li>- Healthy Living Education Initiative</li> <li>- Capital Projects Summary (for information)</li> <li>- Major Capital Projects</li> <li>- Students' Association's plans for new recreational facility</li> </ul>
<p><b>OVERSIGHT OF THE PRESIDENT</b> The Board selects and supervises the President, including developing and approving the job description, recruiting and selecting the President, reviewing and approving annual performance goals, evaluating performance and determining compensation and ensuring a succession plan is in place.</p>		<ul style="list-style-type: none"> <li>- Delegated to Executive Committee</li> </ul>	<ul style="list-style-type: none"> <li>- Delegated to Executive Committee</li> </ul>	<ul style="list-style-type: none"> <li>- Delegated to Executive Committee</li> </ul>		<ul style="list-style-type: none"> <li>- Delegated to Executive Committee</li> </ul>	<ul style="list-style-type: none"> <li>- Delegated to Executive Committee</li> </ul>
<p><b>PERFORMANCE MONITORING</b> The Board ensures that management has identified appropriate measures of performance, and has plans in place to address variances from expected/planned performance.</p>	<ul style="list-style-type: none"> <li>- Strategic Plan Metrics</li> </ul>	<ul style="list-style-type: none"> <li>- First Quarter 2016/2017 Business Plan Update</li> <li>- Program Advisory Committees' Annual Report (ASAC Report)</li> </ul>	<ul style="list-style-type: none"> <li>- Second Quarter 2016/2017 Business Plan Update</li> </ul>	<ul style="list-style-type: none"> <li>- Third Quarter 2016/2017 Business Plan Update</li> <li>- Ontario Colleges Quality Assurance Board Report</li> </ul>			<ul style="list-style-type: none"> <li>- Fourth Quarter 2016/2017 Business Plan performance</li> <li>- Annual Report 2016/2017 and progress against Strategic Plan 2012-2017</li> </ul>

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

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

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MINUTES OF THE MEETING NUMBER FIVE HUNDRED OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON **MONDAY, DECEMBER 12, 2016** AT 4:00 PM, IN SALON D, MARKETPLACE FOOD COURT, OTTAWA CAMPUS.

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

**1. CELEBRATING SUCCESS – SeeHearSpeak Campaign**

C. Brulé, Senior Vice President Academic, introduced student Lauren Kutchaw, and Coordinator Lara Mills, from the Public Relations program. Lauren presented on the SeeHearSpeak Campaign, a compelling awareness and fundraiser for the Royal Ottawa Mental Health Centre’s schizophrenia program. Members congratulated Lauren and her fellow students on their outstanding efforts for this important cause.

**2. CONSTITUTION OF THE MEETING & APPROVAL OF THE AGENDA**

Chair Leroux constituted the meeting at 4:10 pm.

**RESOLUTION**

**MOVED & SECONDED M. Tremblay & P. Auchterlonie**

**THAT** the Board of Governors approves the meeting agenda.

**CARRIED.**

**3. DECLARATION OF CONFLICT OF INTEREST**

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

#### **4. APPROVAL OF THE CONSENT AGENDA**

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

##### **RESOLUTION**

**MOVED & SECONDED N. Cheng & M. Tremblay**

**THAT** the Board of Governors approves the consent agenda.

**CARRIED.**

#### **4.1 Minutes of the Board of Governors meeting of October 11, 2016**

##### **RESOLUTION**

**THAT** the Board of Governors approves the meeting minutes of October 11, 2016.

#### **4.2 Executive Committee Report**

Chair Leroux provided a verbal update regarding Executive Committee activities.

#### **4.3 Academic & Student Affairs Committee Report**

Governor Brockbank, Chair of the Academic & Student Affairs Committee, provided a verbal report of the meeting held on November 23, 2016. The review of new programs and the enrolment update report were highlighted, and questions regarding demographic trends in higher education were answered.

#### **Bachelor of Digital Media and Marketing Communications (Honours)**

##### **RESOLUTION**

**THAT** the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Bachelor of Digital Media and Marketing Communications (Honours) program.

#### **Strategic Management, Ontario College Graduate Certificate**

##### **RESOLUTION**

**THAT** the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Strategic Management, Ontario College Graduate Certificate program, effective Winter 2018.

#### **Revised Policy SA16 Sexual Assault/Sexual Violence**

Materials associated with this agenda item can be found under 6.8 "SA16 Sexual Assault/Sexual Violence Policy".

##### **RESOLUTION**

**THAT** the Academic and Student Affairs Committee endorses the policy recommendations proposed for policy SA16 Sexual Assault/Sexual Violence, and recommends the revised policy to the Board of Governors at the December 12, 2016 meeting.

Board Student Achievement Award Update

The Academic and Student Affairs Committee approved by consensus the criteria and process for the Board Student Achievement Award, and recommended the criteria and process to the Board of Governors.

4.4 Audit and Risk Management Committee Report

Governor Cheng, Chair of the Audit and Risk Management Committee, briefed members on the activities associated with the Audit and Risk Management Committee meeting of October 31, 2016.

College Funds Investment Policy

**RESOLUTION**

**THAT** the Audit and Risk Management Committee recommends that the Board of Governors approves the Investment Policy for College Non-Endowed Funds.

4.5 Governance Committee Report

Governor Tremblay, Chair of the Governance Committee, provided a verbal report of the meeting held on November 29, 2016.

4.6 Foundation Report

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

4.7 Second Quarter 2016-2017 Business Plan Update

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

**5. BUSINESS ARISING FROM THE MINUTES**

**5.1 Healthy Living Education Initiative Update**

C. Brulé, Senior Vice President Academic, briefed members on the development of the Healthy Living Education Initiative into a shovel-ready proposal, using the process followed for the Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship project. This proposal will enable College staff to engage in government advocacy to secure funding. College staff is working closely with the Ministry of Advanced Education and Skills Development to align the College's initiative with the government's healthcare agenda. Members were interested to learn of the organizations and agencies that have already expressed interest in partnering with Algonquin College, and in understanding the capital expenditures associated with the proposal. The Healthy Living Education Business Case will be submitted to the Board for approval at the February 13, 2017 meeting. The update was accepted for information.

**5.2 Second Quarter 2016-2017 Financial Update**

D. McNair, Vice President Finance and Administration, referred members to the Second Quarter 2016-2017 Financial Update included in members' materials. Discussion occurred regarding costs associated with the transfer of the Jazan Campus to Saudi Arabia's Colleges of Excellence. Members



were advised that the audited financial statements are being prepared, and will be shared with the Board once completed.

**RESOLUTION**

**MOVED & SECONDED: N. Cheng & S. Heckbert**

**THAT** the Board of Governors approves the Second Quarter 2016-2017 Financial Update.

**CARRIED.**

**6. DECISION ITEMS AND REPORTS**

**6.1 2017-2018 Budget Assumptions and Three-Year Pro Forma**

D. McNair referred members to the report included in their materials. Members were briefed on the challenges facing colleges in Ontario, and the estimates and assumptions that support the three-year pro forma budget and forecast. Discussion occurred regarding declining enrolments in certain areas, versus demographics with growing enrolments such as Indigenous youth and International. Members were advised that the final 2017-18 Annual Budget will be presented to the Board of Governors for approval at the February 13, 2017 meeting.

The 2017-2018 Budget Assumptions and Three-Year Pro Forma were accepted for information.

**6.2 Five Year Capital Investment Plan**

D. McNair referred members to the report included in their materials. The Board policy BGII-02 Financial Management requires the College to maintain a long-term capital asset development planning framework. The Five Year Capital Investment Plan identifies the investment requirements and sources of funds to support the College's development plan, and other Strategic Investment Priorities. Discussion occurred regarding the Students' Association Recreational Facility, the replacement of the Student Information System and other Information Technology projects planned over the next several years. The Five Year Capital Investment Plan was accepted for information.

**6.3 Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship**

D. McNair referred members to the report included in their materials. Discussion occurred regarding sources of funding for the project, and the need for careful monitoring of project deliverables to ensure the tight timelines and budget are met. Members were advised that the Audit and Risk Management Committee is tasked with regular monitoring of the project's key deliverables.

**6.4 Major Capital Projects**

D. McNair referred members to the Major Capital Projects report included in their materials. Members were provided with a financial overview and update on the progress of the major capital projects undertaken and in progress during 2016-2017. The Major Capital Projects report was accepted for information.

Governor Sutcliffe exited the meeting at 6:00 pm.

### 6.5 Enterprise Risk Management – Risk Appetite Statements

D. McNair introduced C. Bonang, Director, Risk Management, and referred members to the report included in their materials. Members were briefed on the work that was completed by the Board at their March, 2016 Board Retreat, that began the dialogue regarding risk tolerance and risk appetite. Risk appetite statements are foundational to the next steps in the development of the Enterprise Risk Management Framework, which includes the development of risk tolerances and identification of key risk indicators.

#### **RESOLUTION**

**MOVED & SECONDED: S. Fraser & N. Cheng**

**THAT** the Board of Governors approves the risk appetite statements.

**CARRIED.**

### 6.6 Algonquin College People Plan – Progress Report

C. Frederick, Vice President Human Resources, introduced P. MacDonald, Human Resources Consultant. The purpose of the People Plan is to:

- identify where the College needs to focus efforts in order to attract, retain, develop and engage employees with the necessary competencies to achieve the overall Strategic Plan, and
- enable the College to be recognized by employees and the community as an exceptional place to work.

Discussion occurred and members were advised that, to date, the College has collected input and conducted data and information analyses to identify findings and emerging themes for action planning. These findings and themes will be validated with management and the employee community. The People Plan will be shared with the Board of Governors at the April 10, 2017 meeting. The People Plan progress Report was accepted for information.

### 6.7 Enterprise Resource Planning – Project Fusion Update

C. Frederick introduced A. Fobert, Manager, Project Fusion, who briefed members on progress and activities. Project Fusion is part of the Enterprise Resource Planning strategy to replace up to nine legacy systems at the College, including the 25 year-old custom developed Human Resources/Payroll System and the 13 year-old financial system (PeopleSoft), leveraging technology to transform business processes.

Since the last update to the Board, there have been a number of changes to the Project team, both at Algonquin College and IBM. Members were advised that this provided an opportunity to revisit work to date, to ensure data integrity and quality. While the project has remained on schedule to date, the Project Fusion Team and IBM staff have mutually identified areas where more testing is needed to ensure optimal system readiness. Risks and mitigation strategies associated with the project are assessed regularly, and monitored through the Audit and Risk Management Committee. The Enterprise Resource Planning Project Fusion Update was accepted for information.

Governor Loyst exited the meeting at 6:30 pm.

### 6.8 SA16 Sexual Assault/Sexual Violence Policy

L. Stanbra, Vice President Student Services, referred members to the materials included in their packages. Members were advised that the Sexual Assault/Sexual Violence Policy SA16 is an existing policy which was originally approved by the Algonquin College Executive Team on April 25, 2015. The Academic and Student Affairs Committee was informed of the requirement for this new policy prior to approval, at the committee meeting of March 26, 2015. The policy was developed as a result of a directive issued by the Provincial Government. Efforts to establish a policy were coordinated by Colleges Ontario in 2015, to ensure a consistent approach to sexual assault /sexual violence across all Ontario Colleges. Members discussed the importance of ensuring robust communication strategies are in place to inform students and staff of the process for reporting incidences of student sexual assault and/or sexual violence. Questions were answered regarding the effective monitoring of the policy. It was suggested that the Academic and Student Affairs Committee could receive an annual update on compliance and use of the policy and its effectiveness. The topic could also be added to the Board of Governors' Compliance Report Card that addresses the governance policy BGI-01: Responsibilities of the Board.

#### **RESOLUTION**

**MOVED & SECONDED: P. Auchterlonie & J. McLaren**

**THAT** the Board of Governors approves the policy recommendations proposed for Policy SA16 Sexual Assault/Sexual Violence.

**CARRIED.**

## **7. ITEMS FOR INFORMATION**

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

### 7.1 Board of Governors Winter 2016 Key Messages

The Winter 2016 Key Messages report was reviewed. Members provided positive feedback on the new format of the report and accepted it for information.

### 7.2 Report from the Board Chair

The report was accepted for information.

### 7.3 Report from the President

The report was accepted for information.

### 7.4 Management Summary

The report was accepted for information.

## **8. UPCOMING EVENTS**

Members reviewed a list of upcoming events.

## **9. IN CAMERA**

#### **RESOLUTION**

**MOVED & SECONDED: S. Fraser & S. Fournier**

**THAT** the Board of Governors moves to in camera to discuss the Executive Compensation Program.

**CARRIED.**

**RESOLUTION**

**MOVED & SECONDED: M. Tremblay & J. Brockbank**

**THAT** the Board of Governors moves out of camera.

**CARRIED.**

**RESOLUTION**

**MOVED & SECONDED: S. Heckbert & N. Cheng**

**THAT** the Board of Governors approves the proposed Executive Compensation Program, and that the Algonquin College Executive Compensation Program be posted for 30 calendar days for public consultation, starting January 2, 2017.

**CARRIED.**

**ABSTAINED: P. Auchterlonie**

**10. MEETING ADJOURNMENT**

There being no further business, the regular meeting was adjourned at 7:50 pm.

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Kathryn Leroux, Chair

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Suzannah DiMarco, Recorder

## **APPENDIX A**

### **Observers:**

Peggy Austen, Acting Executive Director, Algonquin College Foundation  
Brent Brownlee, Director, Ancillary Services  
Colin Bonang, Director, Risk Management  
Maggie Cusson, Dean, Academic Development  
Enrico DeFrancesco, Professor, School of Hospitality and Tourism  
Patrick Devey, Dean, Centre for Continuing and Online Learning  
Andrea Fobert, Project Manager, Project Fusion  
Barbara Foulds, Dean, Faculty of Health, Public Safety and Community Studies  
Jean-Guy Fréchette, Associate Director, Government and Stakeholder Relations  
Michael Gawargy, Director, Information Technology Services  
Chris Hahn, Dean, Algonquin College Heritage Institute  
Robyn Heaton, Dean, Faculty of Arts, Media and Design  
Alanna McDonnell, Director, Marketing  
Christopher Janzen, Dean, Faculty of Technology & Trades  
Sandra Larwill, Academic Manager, Centre for Continuing and Online Learning  
Mark Leduc, Executive Director, Academic Operations and Planning  
Peter Leland, Manager, Risk Management  
Patricia MacDonald, Consultant, Human Resources  
Diane McCutcheon, Director, Labour Relations  
Tracy McDougall, Executive Assistant to the President  
Krista Pearson, Registrar  
Grant Perry, Acting Director, Finance and Administrative Services  
Joe Ranieri, Director, Business Development  
Todd Schonewille, Director, Physical Resources  
Lucas Smith, Consultant, Colliers  
Krisha Stanton, Manager, Financial Aid  
Shelley Styles, Director, Student Support Services  
Claire Tortolo, Acting Coordinator, Language Institute  
Jane Trakalo, Chair, Community Studies  
Jack Wilson, Professor, Police and Public Safety Institute

# MEMO

**DATE:** February 13, 2017

**TO:** Board of Governors

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

**SUBJECT:** Academic & Student Affairs Committee meeting of January 24, 2017

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*For documentation in support of the agenda items, please visit the Board's SharePoint site; choose Academic and Student Affairs Committee, January 24, 2017 folder.*

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

2017-2018 Tuition and Fees Schedules

**RESOLUTION**

**MOVED & SECONDED: S. Loyst & J. McLaren**

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

**CARRIED.**

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

a) Enrolment Update Report

Members reviewed the Enrolment Update for the Winter, 2017 term. The data are shown in Appendix A: Enrolment Update Report.

b) Student Affairs Policies

Members reviewed the 12 Student Affairs policies and the current status of each policy.

c) Program Quality Review


Members reviewed the Program Quality Review report that provides an annual update, attesting to the College's effective quality assurance processes for programs of instruction.

d) College Quality Assurance Audit Process

Members reviewed the Algonquin College Assurance Audit Report following a review of the self-study and site visit held on June 6 and 7, 2016, in support of the College Quality Assurance Audit Process.

## Academic and Student Affairs Committee: Enrolment Update


January 24, 2017  
Prepared by Academic Operations and Planning  
& Registrar's Office



### Winter 2017 – Enrolment at Jan 20, 2017

	Actual	Previous Year (Jan 22, 2016)		Status
		YOY (#)	YOY (%)	
<b>Total Registered</b>	17,007	(36)	(0.2%)	●
<b>As % of Budget/Audit</b>	101.1%		0.3%	●
<b>Level 01</b>	2,290	68	3.1%	●
<b>As % of Budget/Audit</b>	108.1%		5.4%	●
<b>Returning</b>	14,717	(104)	(0.7%)	●
<b>As % of Budget/Audit</b>	100.1%		(0.4%)	●
<b>Domestic</b>	14,993	(487)	(3.1%)	●
<b>International</b>	2,014	451	28.9%	●

Note for status indicators: green if year over year % = or > 0%; yellow if 0% to (2%); red if worse than (2%)  
Note for "As % of Budget / Audit" ratio:  
• % of Budget represents the current total number of registered students as a percentage of the approved budget target  
• % of Audit represents actual number of registrations at the same point in time as a percentage of final Audit enrolment

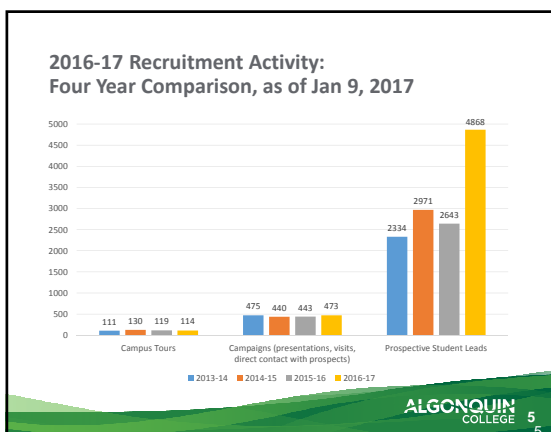
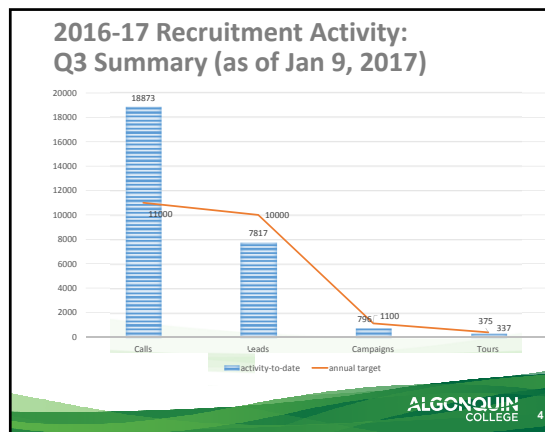


### Winter 2017 – Recruitment Events

- High School Visits
- University Visits (Transfer Students)
- Webinars
- Outreach Activities for Targeted Markets (non-direct, etc.)


*On-Campus Events:*

- Winter Open House – Saturday, January 21, 2017
- March Break Events – March 13 – 18, 2017
- Spring Open House – Saturday, March 18, 2017
- Connections for Grades 8, 10 & 11 – May 3 – 5, 2017

## Questions?

*Thank you for your time and consideration*



# MEMO

**DATE:** February 13, 2017  
**TO:** Board of Governors  
**FROM:** Governance Committee  
**SUBJECT:** Governance Committee meeting of February 6, 2017

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*For documentation in support of the agenda items, please visit the Board's SharePoint site; choose the Governance Committee meeting February 6, 2017 meeting folder.*

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

There were no items that require Board approval.

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

1) Governor Recruitment Campaign

Members were briefed on the Governor recruitment campaign that will run from February 6 to 17, 2017.

2) Board Retreat Planning

Members were briefed on the planning underway for the Board of Governors' March 18 Board Retreat.

3) Terms of Reference – All Board Committees

Members reviewed terms of reference for all Board committees. The Audit and Risk Management Committee will submit revised terms of reference at the next Governance Committee meeting, scheduled on March 20, 2017.

4) Board Chair and Executive Succession

Members reviewed the process for Governors to indicate their interest in Board Officer positions, for terms of office beginning September 1, 2017.

5) Professional Development – Colleges and Institutes Canada Conference, Ottawa

Members reviewed the high-level program for the Colleges and Institutes Canada conference to be held in April, in Ottawa. Program information and an application for professional development funds will be circulated to governors shortly.



# MEMO

**DATE:** February 13, 2017

**TO:** Board of Governors

**FROM:** Algonquin College Foundation Board of Directors

**SUBJECT:** **Foundation Update**

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## **Donations and Gifts-In-Kind**

During the period of October 1<sup>st</sup> to December 31<sup>st</sup>, the Foundation recorded its best quarter since inception related to cash and in-kind gifts realized at nearly \$1.15M. This includes \$362,000 in endowed gifts, \$182,000 in annual bursaries, scholarships and awards, and \$306,000 through gifts-in-kind.

## **Canadian Broadcasting Corporation – 50<sup>th</sup> Anniversary Legacy Gift**

The Canadian Broadcasting Corporation has generously donated an incredible 50<sup>th</sup> Anniversary legacy gift in-kind to Algonquin College of a Steinway Grand Piano for the School of Media and Design. The piano arrived just before the holidays and will be used in the Music Arts Program. This program prepares students to work as producers, engineers and professionals in today's music industry. Students produce multi-track recordings in a real studio environment, learning the full range of audio engineering and music productions skills, as well as the business of the music industry. As a result of this gift, Steinway Canada has come on board as a new partner to the College. A donor reception is scheduled to be held on February 6, 2017.

## **Retirees' Holiday Lunch**

The Alumni and Friends Network hosted the annual holiday luncheon for Algonquin College retirees with this year's event reaching a record high attendance of 180 participants. The luncheon, which was first held in 2012, offers retirees the opportunity to hear College news and events from the past year and plans for the future. President Jensen offered thanks to those in attendance for their years of dedicated service to the college and congratulated them on being exemplary College ambassadors in the community.

# MEMO

## **Alumni and Friends Network and Foundation Websites**

In December 2016, the Foundation successfully soft launched the revamped Alumni and Friends Network and the Foundation websites, concluding the first phased of this initiative. Next steps include alignment and incorporation of the College's new brand strategy into all communication materials and channels.

## **Student Engagement**

During the winter 2017 semester, three students from the School of Business Project Management Graduate Certificate Program will be completing their required field placements with the Foundation. These students will be supporting the work of the Foundation by acting as project managers for the upcoming Bursary Donor Recognition Event and the Birdies for Bursaries Golf Tournament.

## **Awards Nights**

The Faculty of Technology and Trades, and the School of Business held their annual student awards nights in December, 2016. A total of 215 students participated in the events, and 29 donors were in attendance.

## **Upcoming Events**

Bursary Donor Recognition Event	April 25, 2017 (to be confirmed)
Pembroke Girls Night Out	May 5, 2017
Birdies for Bursaries Golf Tournament	May 23, 2017
Perth Campus Golf Tournament	June 23, 2017
Jason Blaine 4 <sup>th</sup> Annual Celebrity Charity Classic and Concert (partial proceeds to Pembroke Campus)	June 13-14, 2017

Report title:	Third Quarter 2016-2017 Business Plan Update
Report to:	Board of Governors
Date:	February 13, 2017
Author/Presenter:	Doug Wotherspoon, Vice President International & Strategic Planning

1. RECOMMENDATION:

**THAT** the Board of Governors accepts the Third Quarter 2016-2017 Business Plan Update for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The Board of Governors is responsible for monitoring the College's progress against key metric and performance outcomes as they relate to the organization's strategic directions. The annual business plan is a tool used by management to set the direction for the College to achieve annual goals and targets in the context of the Strategic Plan.

3. BACKGROUND:

The Board of Governors is provided with quarterly updates on progress being made against the annual Business Plan. A legend of colours identifies the status of individual measures: green identifies measures in progress to reach target; yellow identifies measures that may be at risk of reaching target; and red identifies measures not anticipated to reach target by March 31, 2017.

4. DISCUSSION:

Contingency action plans are implemented for all measures that have a yellow or red status.

5. LINK TO STRATEGIC PLAN:

The Business Plan is the annual plan driving the College's strategic directions, and as such, is fully linked with the Strategic Plan 2012-2017 and the new Strategic Plan 2017-2022.

6. STUDENT IMPACT:

No negative student impact is identified at this time. Students will ultimately benefit from the achievement of targets on the annual Business Plan.

7. FINANCIAL IMPACT:

No current financial impact identified at this time.

8. HUMAN RESOURCES IMPACT:

No current human resources impact identified at this time.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

No current government/regulatory/legal impact identified at this time.

10. COMMUNICATIONS:

The third quarter update is made available to the public on the Board of Governors website prior to the Board of Governors February 13, 2017 meeting.

11. CONCLUSION:

The third quarter report is presented for information. Items identified as yellow indicate measures that may be at risk, and items in red indicate measures that are not anticipated to reach target. In each case, the responsible Executive Team member has been asked to report on mitigation strategies in the third quarter report.

Respectfully submitted:



Vice President, International & Strategic Planning

Approved for submission:



President


Appendices:

Appendix A: Third Quarter 2016/2017 Business Plan Update
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**2016-2017 Business Plan Quarterly Update**  
**Third Quarter Dashboard Report**

**Goal 1: Deliver an exemplary applied education and training experience.**





Graduation Rate

-  1 Develop a success improvement plan for courses where the failure rate exceeds 25%.

Retention Rate



-  2 Implement cross-College intervention initiatives focused on student retention for domestic and international markets.
-  3 Assess and validate College hybrid and online offerings against the Hybrid and Online Quality Assurance Standards (HOQAS).
-  4 Prepare for the institutional-level Program Quality Assurance Process Accreditation (PQAPA) in 2016.
-  5 Complete and begin implementation of the College's 2017-2022 Strategic Plan.

Legend


-  In progress to reach target
-  May be at risk of reaching target
-  Not anticipated to reach target
-  Completed

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


Enrolment (PSE) and other

-  6 Cross-College intervention initiatives for student enrolment growth implemented for domestic and international markets.
-  7 Healthy Living Education (HLE) initiative establishes a planned Centre of Excellence with learning enterprises that will enhance the health and wellness of the College community and National Capital Region through the provision of academic programming, products, services, training and graduates.


Enrolment (online - FTE equivalents)

-  8 Enhance the choice and flexibility of student learning options by increasing the availability of fully online offerings.


Enrolment (PSE International - FTE equivalents)

-  9 (1) Draft and pilot new sales and marketing plan for India and China.  
 (2) Draft and implement sales and marketing plan to increase the number of English for Academic Purpose (EAP) students applying to Algonquin post-secondary programs.

Students enrolled in applied degrees


-  10 Continue the development and marketing of new degree programs.

Students enrolled in graduate certificates




-  11 Launch four on-campus graduate certificates.
- 12 Deliver on the 50th Anniversary Plan.

**Goal 3: Leverage technology to enhance the educational experience.**



Online courses offered

-  13 Implement Curriculum Services hybrid and online program development plan.

Unique hybrid courses offered

-  14 Implement the 2016/2017 portion of the hybrid course development plan from Curriculum Services.
-  15 Continue to build on past experience to enhance and expand the Bring-Your-Own-Device initiative as a program delivery format.
-  16 Continue to build on past experience to enhance and expand the eText initiative to additional programs.

**Goal 4: Provide opportunities for every full-time student in Ontario College Credentialed programs to have a work-integrated learning experience.**




-  17 Implement Year-4 roll-out of the Work-Integrated Learning (WIL) program initiative.
-  18 Establish five new stand-alone and 18 new in-class applied research projects.

## 2016-2017 Business Plan Quarterly Update

### Third Quarter Dashboard Report

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



##### Student Satisfaction

-  19 (1) Implement scheduling solution enhancements for all domestic campuses.  
(2a) Enhance existing Library space and implement Phase 1 of the Library vision in summer 2016.  
(2b) Implement Career Services Review recommendations.
-  20 Develop a student housing strategy that will help ensure students are accommodated on campus or in our community in environments that will aim to support student success.
-  21 Develop and implement an International Student Satisfaction Strategy.





##### Employer satisfaction

-  22 Establish an Algonquin College benchmark around Employer satisfaction.

##### Alumni satisfaction



-  23 Conduct an Alumni Satisfaction Survey after Alumni Awareness and Engagement Plan is implemented.
-  24 Develop the second Accessibility for Ontarians with Disabilities Act (AODA) multi-year plan 2016-2021.

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

-  25 (1) Continue delivery of process automation and optimization initiatives, as recommended by the Automation Task Force and prioritized by College Technology Committee and the Algonquin College Executive Team.  
(2) Process optimization strategy and methodology developed, and prioritization framework in place.
-  26 Complete delivery of Project Fusion with upgraded software application platforms and business processes for the Human Resources, Payroll, Budgeting and Finance enterprise resource planning systems.
-  27 Request for Information (RFI) prepared for a Student Information System.
-  28 Continue applied research project Education Program Efficiency in collaboration with KPMG to review College services and identify opportunities to enhance student and client experience, improve efficiencies, implement service metrics and achieve sustainable efficiencies.



#### Goal 7: Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.

##### Employee Engagement


-  29 Implement the top three initiatives/priorities determined by the 2014/2015 Employee Engagement Survey.
-  30 Develop a College-wide multi-year People Plan/HR Strategy to support the strategic priorities of the College (2017-2022).

#### Goal 8: Create and foster an environment in which the College's model of leadership competencies and behaviours is supported.

##### Leadership training

-  31 Continue to offer modules focusing on leadership development and management practices as part of the Management Academy for all Administrators.
-  32 Implement second fiscal year framework of Responsibility Centre Management model, based on approved Responsibility Centre Management principles to encourage innovation and align academic authority with financial accountability.

#### Goal 9: Align our funded operational expenditures with provincial funding

-  Completed. Standard operating procedure.

**2016-2017 Business Plan Quarterly Update**  
**Third Quarter Dashboard Report**

**Goal 10: Expand non-funded opportunities to increase revenue.**

Number of organizations served through Corporate Training

- 33 Deploy an account management sales model, implement a suite of educational technology options for the corporate audience, and enhance self-service capacity to increase the number of Corporate Training client organizations served.

Alternative revenues

- 34 Review and update the International Education Strategic Plan.
- 35 Continue execution of College Ancillary Services roadmap to achieve strategic objectives that enhance services to students and employees, increase sales, improves productivity and provides more resources for strategic investment priorities.

**Goal 11: Leverage strategic business partnerships to meet the capital needs of the College.**

Cash, in-kind contributions and returns from alternative financing.

- 36 Complete Year 3 of the 5 Year Fundraising Plan.
- 37 Lead the implementation of the second Energy Savings Contract (ESCO2) facility improvement measures to achieve energy savings, reduce greenhouse gas emissions and encourage a culture of sustainability.

**Goal 12: Create the technological foundation to align with the digital direction.**

College data accessible through a common BI portal.

- 38 Complete the process of making College data accessible through a common BI portal, via the underlying Enterprise Data Warehouse.
- 39 (1) Internet infrastructure upgrades to improve capacity and reliability.  
(2) Access and core network upgrades to improve redundancy and increase performance.  
(3) Wireless network upgrades, leveraging 802.11ac technology, to improve capacity and performance.

Availability of College networks and internet access.

- 40 As part of a continued focus on Information Security, implement an Identity and Access Management solution on key systems.
- 41 Establish a framework to address IT deferred maintenance and guide investments in upgrading key elements of the technical infrastructure.

2016/17 BUSINESS PLAN

THIRD QUARTER EXCEPTION REPORT

2012-17 Strategic Goals	Metric	2016-17 Target	2016-17 Initiative/Leveraged Action	2016-17 Measures	Ref	Status	Comments for First Quarter
Goal 2: Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.	Enrolment (PSE) and others	21,107	<u>ACADEMIC &amp; STUDENT SERVICES</u> Cross-College intervention initiatives for student enrolment growth implemented for domestic and international markets.	<u>ACADEMIC &amp; STUDENT SERVICES</u> (1a) Overall College enrolment growth of 1% achieved by March, 2017. (1b) Implemented top two enrolment growth recommendations from the Strategic Enrolment Management Committee by March, 2017.	6		<u>ACADEMIC &amp; STUDENT SERVICES</u> (1a) In jeopardy of not reaching target. Fall 2016 enrolment resulted in negative variance of 270 students (-1.5%). Winter 2017 enrolment, as of December 19th was 107 (-0.7%) students less than previous year. (1b) The centralization of the Faculty Marketing Officers and enhancements to recruiting strategies are both in progress
Goal 2: Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.	Enrolment (Online - FTE equivalents)	3,500	ACADEMIC Enhance the choice and flexibility of student learning options by increasing the availability of fully online offerings.	ACADEMIC (1) 200 additional FTEs achieved through new online full-time day courses by March, 2017. (2) 85 additional FTEs achieved through new Centre for Continuing and Online Learning courses by March, 2017.	8		ACADEMIC (1) 34 additional FTEs achieved in Fall 2016. (2) In progress to reach target.
Goal 3: Leverage technology to enhance the educational experience	Unique hybrid courses offered	1,280	ACADEMIC Implement the 2016/2017 portion of the hybrid course development plan from Curriculum Services.	ACADEMIC 144 hybrid courses created in 2016/2017 by March, 2017.	14		<u>ACADEMIC</u> 84 courses completed.
Goal 6: Leverage technology to automate and modernize our business processes, fostering an environment of continuous improvement.	Business processes developed to measurably lower cost and/or improve productivity.	50	DIGITAL TECHNOLOGIES & INNOVATION, HUMAN RESOURCES, FINANCE & ADMINISTRATION Complete delivery of Project Fusion with upgraded software application platforms and business processes for the Human Resources, Payroll, Budgeting and Finance enterprise resource planning systems.	DIGITAL TECHNOLOGIES & INNOVATION, HUMAN RESOURCES, FINANCE & ADMINISTRATION All modules of the upgraded enterprise resource planning systems 'live' and in production by April, 2017.	26		<u>DIGITAL TECHNOLOGIES &amp; INNOVATION, HUMAN RESOURCES, FINANCE &amp; ADMINISTRATION</u> Preparations are underway for a Quarter Two 2017 Go Live for the Finance, Payroll and Human Resources Workday modules. The team is planning for user acceptance testing and continuing work on reports and integrations.



Report title:	Healthy Living Education Initiative Business Case
Report to:	The Board of Governors
Date:	February 13, 2017
Authors/Presenters:	Claude Brulé, Senior Vice President Academic Duane McNair, Vice President Finance

1. RECOMMENDATION:

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

2. PURPOSE / EXECUTIVE SUMMARY

The purpose of the business case is to present a fulsome analysis of the project including the problem statement, investment priorities, environmental analysis, risk appetite alignment, financial, and competitive analysis.

3. BACKGROUND:

Phase One of the Healthy Living Education project was completed in 2015-2016, with the opening of the Spa and Esthetics/Massage Clinic, followed by the dedication of the Garbarino-Girard Centre of Innovation in Seniors Care in May 2016.

In order to realize the vision of creating a *Model Community Integrated Learning and Innovation Hub Addressing the Skills and Capacity Needs of Health, Wellness and Long-Term Care* as the next phase of the project, the Healthy Living Education project team presented potential partnership and development options to the Board of Governors in September, 2016. The Board of Governors acknowledged that pursuing external partnership funding options was prudent, and would provide opportunity for academic benefit and the enhancement of the Algonquin College brand.

An update of the business case development was provided at the December 12, 2016 Board of Governors meeting including projected enrolment increases as a result of the project as well as the scope of a new academic facility.

4. DISCUSSION:

Management has completed the business case for the Healthy Living Education Phase Two. New healthcare and wellness related programming will:

- generate approximately 950 additional incremental enrolments;
- significantly increase the number of graduating health and wellness workers;
- expand innovative Applied Research opportunities;
- directly align with federal and provincial government priorities by serving as a model for community-based healthcare education; and
- create competitive advantage for Algonquin College to deliver upon the Ministry’s Differentiation Policy Framework.

This additional enrolment will result in net new revenue of \$1.859 million. The facility required to house this new programming and academic activity has been estimated at 86,000 gross square feet with close to 52,000 square feet of allocatable academic space, at a capital cost of approximately \$46.3 million. The Healthy Living Education cost modelling for this phase of the project is projecting an annual operating surplus of over \$590,000. Management will seek capital funding exclusively from external sources.

The risks associated with proceeding with this project have been analyzed against the Board-developed four risk appetite statements that are used when assessing the merits of significant investments, as well as the following criteria:

- Reputation
- Financial Health
- Student Experience
- Stakeholder Relationships
- Academic Excellence and Programming Relevance
- Our People
- Technology

The Business Case for the Healthy Living Education Initiative makes recommendations within the Governance and Oversight section to ensure the project and any external partnerships complement and enhance the College brand. The Governance and Oversight section defines committee responsibilities that will serve to monitor the project ongoing.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2012-2017			
Goal 1 Deliver an exemplary applied education and training experience.	<input checked="" type="checkbox"/>	Goal 7 Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.	<input type="checkbox"/>

Goal 2 Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.	<input checked="" type="checkbox"/>	Goal 8 Create and foster an environment in which the College's model of leadership competencies and behaviours is supported.	<input type="checkbox"/>
Goal 3 Leverage technology to enhance the educational experience.	<input type="checkbox"/>	Goal 9 Align our funded operational expenditures with provincial funding.	<input checked="" type="checkbox"/>
Goal 4 Provide opportunities for every full-time student in Ontario College Credentialed programs to have a work-integrated learning experience.	<input checked="" type="checkbox"/>	Goal 10 Expand non-funded opportunities to increase revenue.	<input checked="" type="checkbox"/>
Goal 5 Deliver exceptional service to our diverse student and client populations.	<input checked="" type="checkbox"/>	Goal 11 Leverage strategic business partnerships to meet the capital needs of the College.	<input checked="" type="checkbox"/>
Goal 6 Leverage technology to automate and modernize our business processes, fostering an environment of continuous improvement.	<input type="checkbox"/>	Goal 12 Create the technological foundation to align with the digital direction.	<input type="checkbox"/>

6. STUDENT IMPACT:

Once completed, the centre will serve the Ottawa region as a community-integrated academic facility that will graduate a new generation of Health and Wellness professionals. Students will be expertly trained within state of the art clinical environments where they will engage in inter-disciplinary and cross-disciplinary work integrated learning opportunities, both on premises and off-site. Students will also benefit from this initiative in terms of expanded health services with a focus on health prevention and promotion, particularly as it relates to mental health.

7. FINANCIAL IMPACT:

The business case is foundational for funding advocacy. It provides an overview of the revenue sources in terms of enrolment growth, and presents parameters for external funding from both traditional and potential non-traditional sources. Approval of the second phase of the Healthy Living Education initiative is contingent on receiving full external funding for the project.

8. HUMAN RESOURCES IMPACT:

Providing students with work integrated learning experience that is representative of the greater community's health care needs is an important cornerstone in the Healthy Living Education initiative.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The business case will enable the College to complete its advocacy strategy and approach government in order to determine the climate for government support of this phase of the Healthy Living Education project.

10. COMMUNICATIONS:

Ongoing communication planning is underway, providing a framework for partnership development and government advocacy.

11. CONCLUSION:

The business case analysis provides the investment framework and the compelling case for support for the next phase of the Healthy Living Education project, including risk appetite alignment as developed by the Board of Governors in 2016.

Respectfully submitted:

Approved for submission:



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Senior Vice President Academic

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President

Attachment:

Appendix A – Algonquin College Centre of Excellence in Health Education Business Case
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# Centre for Excellence in Health Education Business Case

January 2017



## Table of Contents:

Section	Page
Executive Summary .....	3
Problem Statement.....	4
Investment Objectives .....	5
Background .....	6
External Environmental Analysis .....	7
Internal Environmental Analysis .....	10
Financial Analysis .....	15
Competitive Analysis.....	18
Recommendation .....	19
Action Plan.....	20
Governance and Oversight .....	21
Risk Management.....	24
Appendix (Reference documents).....	26

## Executive Summary

Algonquin College is committed to helping Canadians live healthier lives. Our 2017-22 Strategic Plan moves forward on our commitment to becoming Ontario's post-secondary exemplar for delivering a healthy living education. Together with our healthcare industry partners, the College has created a Healthy Living Education (HLE) initiative for Eastern Ontario that will showcase our *Centre for Excellence in Health Education* – a community-integrated learning and innovation hub that addresses education and training needs of an inter-disciplinary auxiliary health and wellness workforce.

In Ontario, two-thirds of all health and wellness workers have pursued post-secondary education within a college environment. Consequently the wellness of our communities is intricately connected with the experiential environment and academic programming provided by the college system.

The Faculty of Health, Public Safety and Community Studies continues working with industry and government to create new courses that meet the evolving needs of health and wellness human resources. Algonquin's *Centre for Excellence in Health Education* is committed to enabling personalized learning opportunities for fulltime students and for those seeking continuing specialist programming. All our student graduates will benefit from our real-life hands-on experiential learning environments. Algonquin College's inter-disciplinary practical experience will empower them to deliver upon the continuous improvement mandate of Ontario's Patients First agenda.

Algonquin College is creating an environment where industry and healthcare sector partners can support government healthcare reform objectives through applied research that are targeted at improving health and wellness outcomes for Ontarians.

Algonquin College has partnered with the Ottawa Hospital Research Institute to create unique initiatives that bring data to the bedside and into the home. The use of data in creating an evidence-based approach to patient-centred healthcare will leverage leading edge technology to achieve continuous improvement into the healthcare education. Algonquin College will be at the forefront of training the auxiliary healthcare workforce of the future.

Algonquin College's *Centre for Excellence in Health Education* will be a safe environment for deliberate experimentation through applied research and for helping to transition the provision of health from an environment that is acute care centric to one that is community and home-care centric. Our newly created Garbarino-Girard Centre for Innovation in Seniors Care highlights an active and crucial partnership with the Champlain LHIN and the Western Ottawa Community Resource Centre. It provides seniors with an array of innovative and supportive services while creating real-life interactive learning opportunities for students.

Algonquin College is committed to expanding these types of inter-active models in real-life working settings. We believe that highly specialized community and home care services should enable people to stay at home, stay in their communities and create social justice and financial sustainability. We believe our interactive and cross disciplinary educational model will reduce the systemic cost of healthcare provision and that a proactive community based health and wellness approach will improve access to acute care facilities.

Phase 1 of the Healthy Living Education Initiative saw the creation of a Spa and Esthetics and Massage Clinic in 2015 and the opening of the Garbarino-Girard Centre for Innovation in Seniors Care in May 2016.

In this Phase 2 of the HLE initiative, Algonquin College will continue to partner with the community leaders, industry experts and government ministries to enhance our ability to combine experiential learning environments with academic excellence and applied research for the benefit of the health and wellness needs of communities today and into the future.



### **Problem Statement**

Historically the cycle of healthcare delivery has centred on the provision of acute care in hospital settings and research institutes. Traditionally, physician and nurse education has affiliated in these environments in order to satisfy the need for practical experience and internship.

As Ontario's population ages there is growing need for pro-active innovation that transitions healthcare away from acute care settings, achieves financial sustainability and creates healthier and more productive communities.

The Government of Ontario recognizes the need for chronic disease management that is delivered at home and in the community.

Improving community-based healthcare will require Community Colleges to significantly increase the education and graduation of an array of allied health human resources including Personal Support Workers and Community Support Workers.





## Investment Objectives

Algonquin College has cultivated and leveraged key partnerships that provide students with state-of-the-art tools and industry expertise. As a result, our community has access to world-class facilities and innovative program opportunities. Our students and faculty have the opportunity to work with new technologies that can accelerate innovations within healthcare.

In pursuit of achieving a more socially and financially sustainable model of community healthcare, the College will raise the profile of the auxiliary healthcare workforce to reflect the increasingly complex and highly skilled nature of their professions. The College will also create opportunities for cross-professional collaboration and lifelong learning through micro-credentialing of specialty qualification courses.

Algonquin College will become the postsecondary exemplar for delivering healthcare education that focuses on community and home care. Our initiative will be core to the Province achieving a financially sustainable healthcare system and social equity for Ontario communities. Algonquin will educate the healthcare workers of the future within real-world clinical environments and our graduates will be seen as the gold standard throughout the healthcare industry.

Algonquin College has embedded the government's "Patient First" agenda into the academic programming of the Faculty of Health, Public Safety and Community Studies under the title of Healthy Living Education (HLE). In doing so, the College has developed a vision that focuses on transformational changes that will insure our graduates have real-world hands-on practice that will enable them to deliver upon the Patients First agenda for the benefit of communities.

The scope of HLE at Algonquin will be a focus on delivering crucial health sector teaching, work-integrated learning, and applied research capabilities. The College will be proactive in clarifying the scope of practise for healthcare support positions and in doing so will help Ontario realize social and financial sustainability in the delivery of healthcare services. Our HLE initiative will focus on healthcare provision that is home and community centric.

Algonquin College graduates will be sought after within the Healthcare industry. We will continuously develop stackable and scalable professional level credentials. Algonquin will educate and train the personal support and community support workers of the future.

Our initiative will fully align with the Ministry of Advanced Education and Skills Development's Differentiation Policy Framework.



*"It is through college sector education that a health human resource solution will be found"*

Dr. Ivy Bourgeault  
Chair in Gender, Work and Health Human Resources  
Telfer School of Management, University of Ottawa

## Background

Both the School of Hospitality and Tourism and the Faculty of Health, Public Safety and Community Studies offer over 50 innovative educational programs for tomorrow's Health and Wellness workers including diplomas in Occupational and Physiotherapy Assistant, Fitness and Health Promotion, as well as graduate certificates in Digital Health and Retirement Home Management. These programs are closely aligned and integrated with the needs of the community and as a result, create exciting and relevant career paths for students. Over our 50 year history, Algonquin College has earned an excellent reputation within the healthcare industry for training a well-educated and talented Health and Wellness workforce for the community.

The Ottawa Campus is Algonquin College's flagship physical campus and a landmark in the Nation's capital. As the largest of the College's campuses, it is home to over 20,000 students and staff, and is one of the largest College campuses in Ontario.

The College serves the applied education and training needs of a number of student populations, in communities representing a broad range of demographics and economic profiles. The College's focus is on improving access and success for underrepresented groups (including Aboriginal, first-generation Canadians, students with disabilities and Francophones) combined with a wide range of program delivery methods, in person, hybrid, and online modalities.

The campus precinct targeted for our HLE initiative (Figure 1) will address an area of the College that was constructed in the early 1960's and which has been modified many times since. These buildings are some of the oldest facilities upon our campus. Significant seismic deficiencies and deferred maintenance liabilities exist in these facilities that require a strategy for renewal, demolition and/or redevelopment. Accomplishing the HLE vision within this precinct will result in a significant reduction in deferred maintenance liability and pave the way for setting a new standard of healthcare education that will address community healthcare needs today and into the future.

Figure 1: Targeted Campus Precinct



**External Environment Analysis**

**In our Community**

Auxiliary healthcare workers are a crucial part of the human resource fabric responsible for the delivery of care across the health sector. In fact these healthcare support workers are the single largest providers of direct healthcare within communities across Ontario and Canada (Conference Board of Canada).

Auxiliary healthcare workers are often the dominant healthcare service provider in the day to day management of chronic diseases. Algonquin College acknowledges that these workers can and should take a leading role in reducing overall healthcare costs through timely chronic disease assessment and management. Our HLE initiative will achieve superior levels of competency for students. It will enable our graduates to deliver improved preventative care, proactively identify the need for acute care, make evidence-based judgements that will help steer disease management and in doing so will create quantifiable improvement to the total health profile of our communities.

Algonquin College is located in the Champlain Local Health Network and when compared to the greater population of Ontario, exhibits significant need for initiating a home and community based chronic disease management program (Figure 2).

Figure 2: Champlain LHIN Chronic Disease statistics

**Chronic condition prevalence rates per 100 population aged 12+, Champlain LHIN, 2013**

Condition	Champlain LHIN	Ontario	Comment	Trend‡
<b>Prevalence (2013), rate per 100, aged 12+</b>				
Arthritis (age 14+)	16.3	17.3		Decreasing
Asthma	9.4	7.5	Highest	Decreasing
Cancer	2.1†	1.9		
COPD (age 35+)	4.0†	4.3		
Diabetes	5.9	6.6		Decreasing
High blood pressure	15.2	18.3	2 <sup>nd</sup> lowest	
Heart disease	4.6	4.8		Increasing
Suffer from effects of stroke	0.9†	1.3		
Have a chronic condition	34.5	37.3		Decreasing
Have multiple chronic conditions <sup>1</sup>	14.8	15.0		

↑ - LHIN result is significantly higher than Ontario; ↓ - LHIN result is significantly lower than Ontario

† - High sampling variability – estimate must be used with caution

1 - Of the selected conditions on this list

F - Estimates with CVs greater than 33.3% are too unreliable to be published and have been suppressed due to extreme sampling variability

‡ - 2013 rates were compared to those from 2009-2010.

## In the Province

Ontario's "Patients First" action plan identifies a transformation plan that is meant to be a step forward in achieving social sustainability in healthcare. The "Patients First" agenda does not focus on re-building the healthcare system, it speaks of building upon successes. It focuses on continuous quality improvement and on finding smarter ways to deliver accessible care. It highlights the need to "move from a fragmented system with growing costs (to one) that is firmly focused on access, quality and value (and) on improving the healthcare experience and...health outcomes."

Upon analysis of systemic provincial considerations (refer to Appendix A) it can be noted that:

- Healthcare represents 40% of the province's total \$62 billion budget and is projected to rise by \$620 million annually
- Initiatives that target improvement to fair and equitable healthcare access will improve population productivity
- Initiatives that strengthen links between the population and public healthcare will likely produce financial and social benefits
- There are financial sustainability benefits derived through further development of patient care models that are community care centric rather than acute care centric
- There is significant public health benefit derived through further coordination between primary care and community care
- With increased emphasis on community based healthcare, there will be corresponding emphasis on healthcare research and innovation that is community based

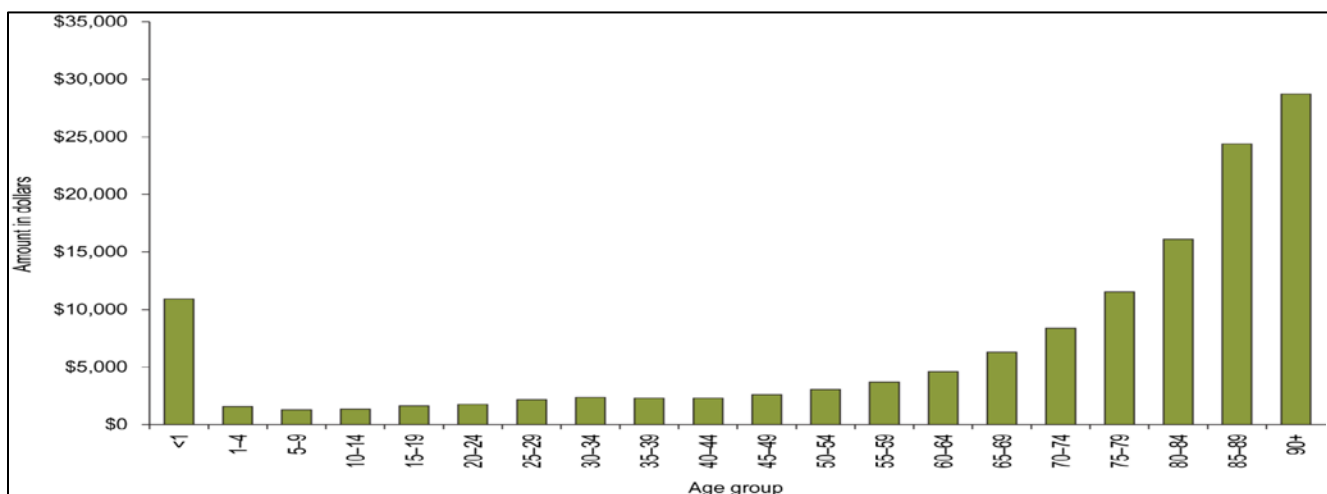
The Ministry of Health and Long-Term Care reports that almost 80% of the 13.6 million Ontarian's over the age of 45 suffers from a chronic condition. Below, Figure 3 suggests that there is a correlation between chronic condition management and healthcare spending. It further suggests that there is increasing and systemic financial pressure on the province as average age of the population continues to increase, Given that the Conference Board of Canada reports that because chronic disease management represents approximately 42% of all direct healthcare expenditure, it is essential to pursue early and ongoing intervention initiatives and policies.

An emphasis on home and community care will require College's to significant increase to the number of graduating Personal Support Workers (PSW's), Community Support Workers (CSW's), and health navigators. These Health and Wellness support workers will be at the front-line of ensuring people obtain more of the care they need at home and in the community. In fact, the Ontario Long Term Care Association reports: "The need for community care workers is expected to double in the next decade."

Provincially, two-thirds of all Healthcare personnel are College Graduates. 43.1% of all Healthcare Professionals report that they've completed a diploma within their profession career. As Ontario's aging population continues to grow, the demand to significantly increase the number of graduating diploma educated Healthcare Professionals will also grow.

For 2012 in Ontario, an estimated 57,000 PSW's worked in long-term care, a further 26,000 work for agencies that provide community and home care and approximately 7,000 PSW's worked in hospital settings. Further impacting the need for these Auxiliary healthcare workers, the Canadian Research Network for Care in the Community estimates that 45 per cent of Personal Support Workers are over the age of 50 and may retire within the next 15 years.

**Figure 3:** Ontario Healthcare Spend by age group



In Canada

The January to June year over year Statistic Canada’s Labour Force Survey reported that for the Goods and Service producing sector, the largest year over year job growth was experienced in the healthcare and social assistance sector. Notably, this sector produced an annual increase of over 362,000 new jobs and this represented over 40% of the total job growth in Canada across the entire Goods and Service producing sector (Figure 4). Further, with a sector specific growth of 3.8%, the healthcare and social assistance job class experiencing the single largest job growth when compared to all recorded job classes.

Three foundational elements are identified as required in order to create sustainable healthcare delivery:

- Fair and Timely Access – impacting the productivity of our communities
- Value for Money – focus on efficiency and better outcomes
- Appropriateness – *suitable healthcare human resources available in the right setting*

In July of 2014, The Conference Board of Canada issued a report entitled “Defining Health and Healthcare Sustainability”. This report highlights that, healthcare spending represents over 10% of Canada’s total GDP and averages more 50% of provincial budgeting. Further that achieving healthcare sustainability is critically reliant upon addressing current and future *“human resource shortages...diminishing trust and confidence in the (healthcare) system, poor productivity, and changing societal expectations.”*

The availability of more and better home care services and growth in the number and accessibility of high-quality caregivers has been recognized by the Federal Government in their recently released document entitled “A New Health Accord”. The importance of these caregivers upon the productivity of our communities through their impact on the physical and mental health of Canadians is stressed through the government’s commitment to invest \$3 billion over the next four years.

As public policy continues to align and transform Canada’s healthcare system so must the delivery of education. The next generation of inter-professional community healthcare teams will be at the front-line of this transformation. Postsecondary healthcare education must be bold and show leadership.

Figure 4: Statistics Canada Growth by Service Sector

Employment by class of worker and industry (Seasonally adjusted)	Jan-June 2015	Jan-June 2016	2015 versus 2016	Employment Class Growth as a % of Total Growth
	thousands	thousands	change in thousands	
Trade	16384	16469	85	9.6%
Transportation and warehousing	5498	5412	-86	-9.7%
Finance, insurance, real estate and leasing	6605	6705	100	11.3%
Professional, scientific and technical services	8114	8386	272	30.8%
Business, building and other support services	4533	4614	81	9.2%
Educational services	7685	7599	-87	-9.8%
<b>Health care and social assistance</b>	<b>13638</b>	<b>14000</b>	<b>362</b>	<b>40.9%</b>
Information, culture and recreation	4486	4616	131	14.8%
Accommodation and food services	7322	7196	-125	-14.1%
Other services	4560	4596	37	4.1%
Public administration	5371	5486	115	13.0%
<b>Total</b>	<b>84195</b>	<b>85080</b>	<b>885</b>	<b>100.0%</b>



## Internal Environment Analysis

### Work Integrated Learning

Algonquin College depends on the local community to provide students with new learning opportunities and real-world work integrated learning experience and the community has come to rely on the College to provide these resources.

The College's strong industry partnerships benefit both students and the community. Further, it is widely accepted that experiential learning enhances vocational learning outcomes. It provides students with access to state of the art tools and this allows them to become healthcare practitioners with current and employable skills.

Work integrated learning can take many forms:

- Clinical Placement
- Co-operative Education Work Placement
- Field Placement/Work Placement
- Field Projects
- Applied Research Projects
- Service Learning (Community-Based Learning) Projects
- Global Service-Learning
- Job Shadowing

Algonquin's Faculty of Health, Public Safety and Community Studies commits to providing 100% of students with work integrated learning for each program (primarily in the form of clinical and field placements). The College negotiates these placements through clearly defined affiliation agreements that are renewed on a bi-annual basis. These agreements set out all terms and conditions of the placement including liability insurance, legal requirements and student learning expectations.

For a number of our work integrated learning opportunities, ensuring student safety and completion of placement requirements involves careful tracking and monitoring. This need for careful tracking was particularly apparent during the SARS and H1N1 outbreaks when access to students work placements became an important asset in pandemic management. As the College continues efforts to weave into the community's healthcare provisioning ecosystem, we are formalizing our industry relationships through contract and memoranda of understanding.

To date the College has entered into agreements that provide access to clinical facilities and laboratories. Successful examples include agreements with the Ottawa Hospital to use state of the art diagnostic imaging equipment to train new students in our approved Medical Radiation Technology program and for our Occupational and Physiotherapy Assistant programs, students have on-campus access to an active physiotherapy clinic in the College's Students Commons building (Pro Physio).

Algonquin College is dedicated to applied research and innovation. Our Garbarino Girard Centre for Innovation in Seniors Care is a model for collaboration between the College and our community. Students receive hands-on training with real clients, and the community gains a valuable new resource. The College already trains two-thirds of Ottawa's local healthcare workforce and it is through initiatives and facilities such as this that Algonquin College's applied research not only remains relevant, but shows leadership in a changing healthcare landscape.

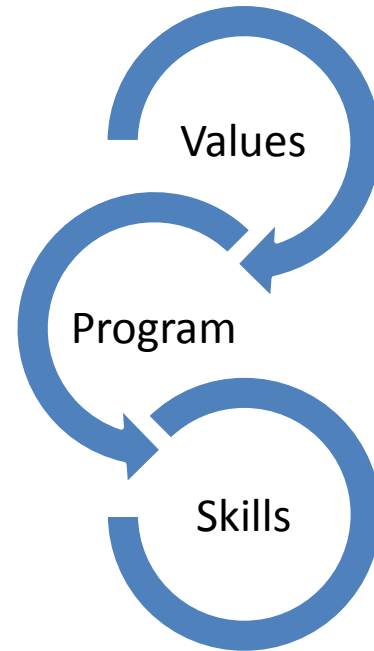
Moving forward the College will seek a partner that can provide student work integrated learning in a primary healthcare environment that is representative of broader community needs (including those related to chronic disease management). Further, the College will seek to partner with an active pharmacy clinic in order to provide work integrated learning for new students in our approved Pharmacy Technician program.

## Our Vision

The Algonquin College Vision “To be a global leader in personalized, digitally connected, experiential learning”

Our vision of Healthy Living Education is a multi-dimensional step forward in the education of auxiliary healthcare service workers and is modelled on the Horizon 2035 ‘wellbeing skills’ cube (Willis, G, 2015). Our model serves as an exemplar within the College post-secondary sector by delivering both a qualifiable and quantifiable methodology for achieving specific healthcare objectives.

We empower future healthcare workers with the knowledge and essential skills to meet the needs of our community now and as they change into the future.



Our Faculty of Health, Public Safety and Community Studies has woven our programing into the healthcare fabric of the Ottawa community and our proximity to Woodroffe-Baseline public transit hub (soon to include light-rail) provides superb community access.

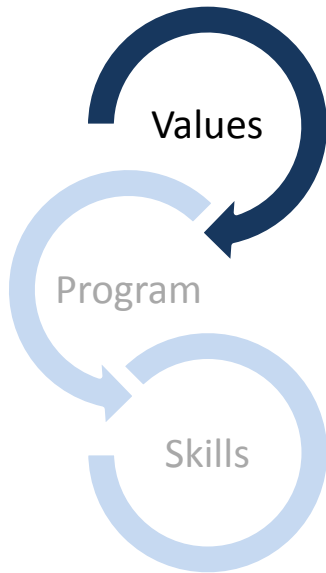
Within the community, Algonquin College:

- Prepares highly skilled graduates respond to a changing delivery model; the right care, at the right time and in the right place
- Aligns curriculum with personalized learning modalities to empower the healthcare worker of the future
- Accelerates healthcare innovations through tangible applied research

*“I would like to congratulate everyone at Algonquin College for the leadership they are showing through their Healthy Living Education Initiative. It shows a lot of promise and represents how we want to lead the future of healthcare here in Ottawa and across the province”*

John Fraser  
MPP, Ottawa South

Values: We are changing the world one learner at a time



At its foundation, our Healthy Living Education Initiative captures  
Algonquin College's  
8 Core Beliefs:

#### Human Potential

- We believe in the development of human potential that in all of us lies the innate ability to learn, to better ourselves and, to have a positive impact on our individual achievement, our families, and our community.

#### Access

- We believe in access, that Algonquin is best known for whom we include rather than exclude, and that in today's knowledge economy a post-secondary education is fundamental to all.

#### Experiential Learning

- We believe in experiential learning, that it is the best form of learning and that an applied, hands-on education is essential to developing the skills and competencies required to make a positive difference in the world.

#### Technology

- We believe in the power of technology, that when used purposefully it can enhance learning exponentially.

#### Global Citizenship

- We believe in the importance of global citizenship, that in today's world all learners must acquire the skills and competencies to work in a diverse and constantly changing world, and, that everyone – regardless of what country or culture they are born to – has the right to a good education.

#### Employment

- We believe in the power of employment, that securing a good job does more than just putting money in your pocket – it builds confidence, pride, maturity, strengthens relationship, improves health, and fosters a sense of purpose and responsibly.

#### Community

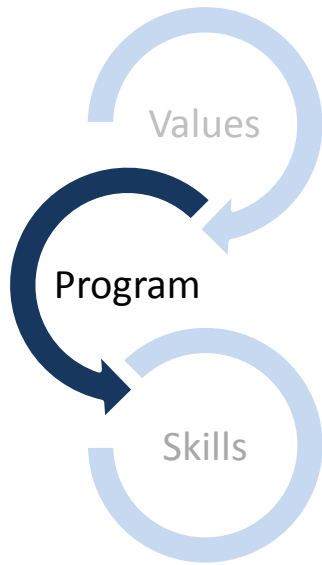
- We believe in community, that as individuals and institutions we have a social responsibility to care for each other, our environment, and our society, in Canada and around the world.

#### Personal Relationships

- We believe in the power of personal relationships, that learning remains a distinctly relationship-based enterprise, with the student-faculty connection at its heart.



Programs: Demographics are changing, expectations are changing



Auxiliary healthcare workers are most often the dominant healthcare service provider in the day to day management of chronic diseases. Algonquin’s HLE Initiative acknowledges that these workers can and should take a lead role in reducing overall healthcare costs. Our programs are selected and designed to address specific community healthcare needs ongoing and to focus on “patients first”.

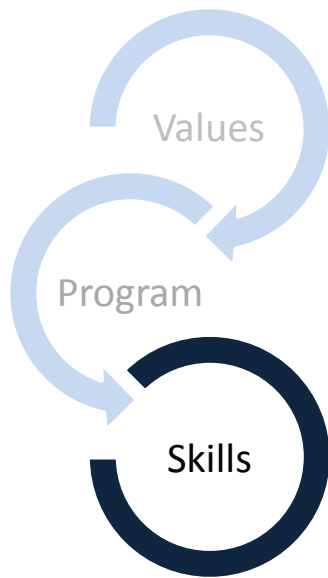
Within the College post-secondary sector, our Faculty of Health, Public Safety and Community Studies is already industry recognized as an exemplar in healthcare education.

Our Healthy Living Education initiative will continue expanding to include the latest programs that recognize the needs of our community. We will lead postsecondary institutions with our comprehensive continuing education for Personal Support Workers and Community Support Workers. We will empower auxiliary healthcare workers to become strong leaders in the delivery of community based healthcare.

Our future academic programing includes:

- Community Support Worker
- Bachelor of Technology - Digital Health
- Cardiovascular Technician
- Community Care Paramedic
- Dental Technician and Technology
- Echocardiology Technician
- Health Navigator
- MRI Technologist
- Pharmacy Technician
- Bachelor of Culinary Food Science

Skills: Developing independent thinking, innovation, and entrepreneurial skills



We enable learners to perform as local and global catalysts for positive social change. Our Faculty of Health, Public Safety and Community Studies delivers knowledge and skills that matter with superior levels of competency for our students and the community.

Algonquin College will continue to be bold in the field of personalized learning. As one of Ontario's largest post-secondary college, it is incumbent on us to show leadership in the way we engage learners, the industries that employ them, and our community.

We will continue to enable our graduates to deliver improved preventative care, proactively identify the need for acute care, make evidence-based judgements that will help steer chronic disease management and ultimately build quantifiable improvement to the total health profile of our communities.

We provide the skills needed to create the healthcare worker of the future through:

- Unprecedented commitment to digital learning and flexible programing
- Advanced technology simulation labs
- Innovative Applied Research
- Extraordinary access real world, hands-on experiential learning
- Working primary healthcare and clinical environments
- Direct Community Partnerships

*"This is an incredible institution, I have always been impressed by the work that Algonquin College does. I've had opportunities to partner with them on different initiatives throughout my career here in Ottawa. I can honestly say that I've been around community colleges in other places I've lived but I've not yet come across one that is so in tune with the needs of our community and so responsive"*

Chantale LeClerc  
CEO, Champlain Local Health Integration Network

## Financial Analysis

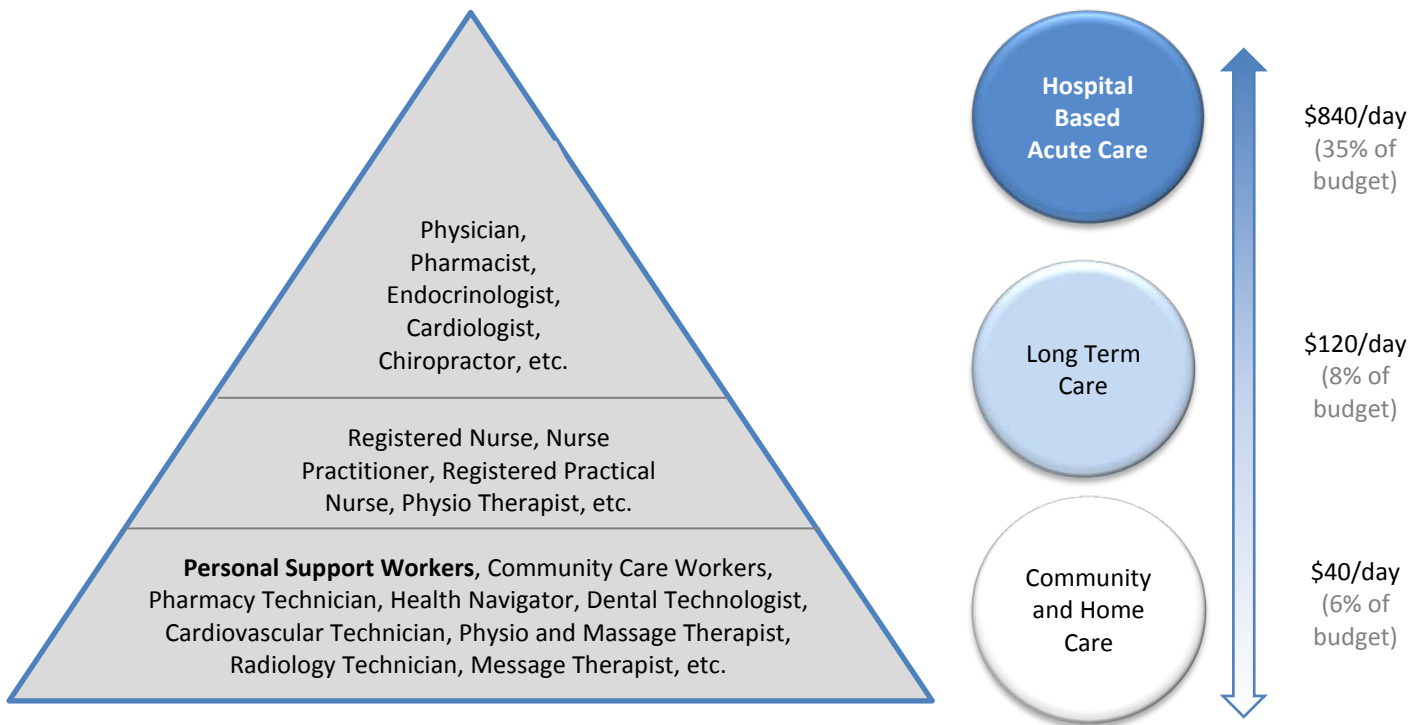
External to Algonquin College

In Ontario, the healthcare budget represents just over 40% of the total provincial budget and is estimated to increase to 44% into the 2017-18 fiscal year. Ontario's Ministry of Finance warns that the healthcare system must prepare for the number of seniors living in the province to double by 2035 and that demographic shift will serve to increase the cost of healthcare by just over 1% each year over the next two decades. Given that the Ontario healthcare budget is projected to rise to \$62 billion by 2017-18, this suggests that there would be a \$620 million annual impact.

Targeted at shifting healthcare provision from focusing within acute care settings towards a system that proactively improves physical and mental health through community and home care services, the federal government has recently committed \$3 billion over the next four years.

In Figure 5, an investigation into the provincial healthcare budget identifies that at 35%, acute care in the form of Hospital operations is the single largest component (\$840/day per bed), whereas Long-Term Care represents 8% (\$120/day per bed) and Community Care represents 6% (\$40/day per bed). As such, the financial sustainability of healthcare is positively impacted by pursuing systemic initiatives that divert patients from hospital acute care into appropriate community care. While positively impacting healthcare financial sustainability, these initiatives should also improve the community's total health profile, reduce its exposure to new health risks and ultimately improve its productivity.

Figure 5: Healthcare Provision Spectrum



In quantifying the enrolment Healthy Living Education opportunity, qualitative investigation has been undertaken.

Algonquin’s Faculty of Health, Public Safety and Community Studies have maintained continuous consultation and partnership with health sector leaders throughout the Ottawa region and internationally. The Dean of the Faculty has engaged in broad stakeholder involvement and has worked collaboratively with both the University of Ottawa and Carleton University in the planning and development of new program opportunities.

Ensuring existing and new programs serve community needs and thereby create the likelihood of future employment has always remain the focus of existing program expansion and new program development. Undertaking continuous environmental scanning within the healthcare sector that is timely and relevant has been crucial to the success of the faculty’s commitment of providing 100% of new students with work integrated learning opportunities.

Continuous consultation and ongoing partnerships with the healthcare community have included: members of federal and provincial government; the Chief Executives and the Human Resource Vice-Presidents of all primary care hospitals through the Ottawa region, the Chief Executive of the Champlain Local Health Integration Network; the Deans and Chairs of both Ottawa Universities; and international Health sector leaders.

The Dean of the Faculty has forecasted the embedded Healthy Living Education opportunity at 950 enrolments (culminating in the 2023 fiscal). For the fiscal periods of FY2019 – FY2023 (Figure 6), the following new and existing programs have anchored the forecasted opportunity:

- Personal Support Worker
- Community Support Worker (new)
- Occupational/Physio Therapy Assistant
- Practical Nursing
- Bachelor of Digital Health (new)
- Bachelor of Early Learning and Community Development
- Cardiovascular Technician (new)
- Community Care Paramedic (new)
- Dental Technologist (new)
- Echocardiology (new)
- Health Navigator (new)
- MRI Technologists (new)
- Pharmacy Technician (new)
- Bachelor of Culinary Food Science (new)

Figure 6: Forecasted embedded Healthy Living Education opportunity

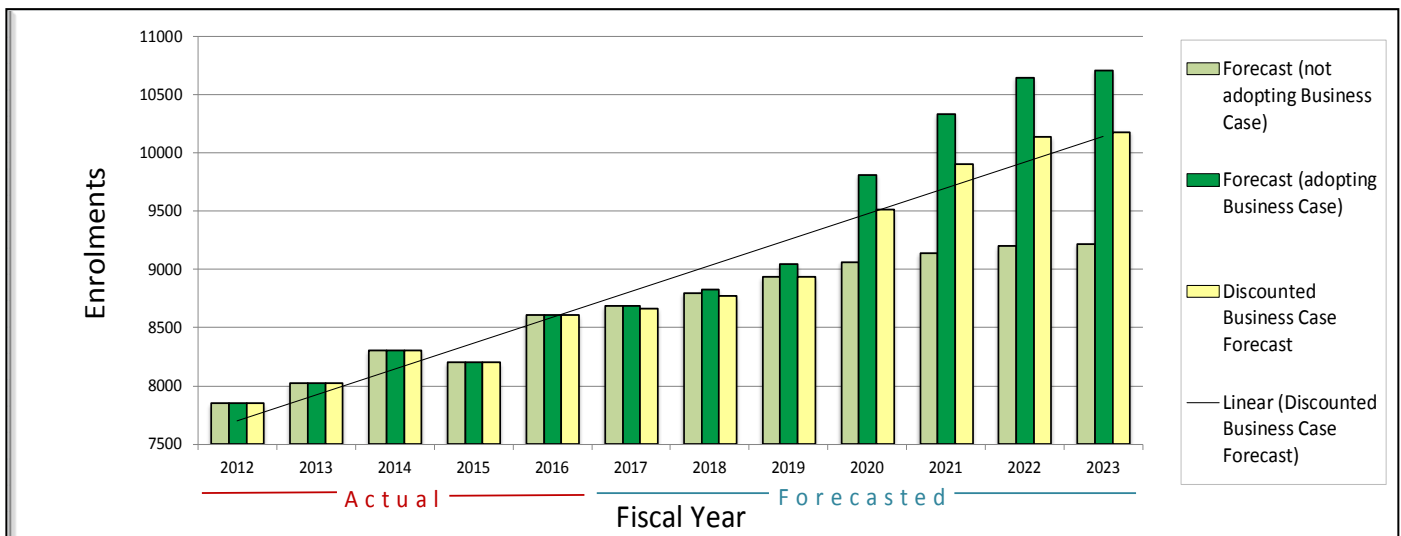


Figure 7 details the space requirements that would be required should the College capital upon the Healthy Living Education enrolment assumptions (it should be noted that the space assumptions detailed have accounted for the specific programme classroom and laboratory requirements and have captured the College's historical space utilization practices.

Figure 7: Space Requirements to accommodate 950 (program specific) Healthy Living Education enrolments

Academic Spaces	AREA (ft <sup>2</sup> )	QUANTITY	NET AREA (ft <sup>2</sup> )	GROSS UP	TOTAL (ft <sup>2</sup> )
Academic Classroom	1900	16	30400	1.65	50160
Lecture Hall (Auditorium)	2400	1	2400	1.65	3960
Administrative Space	165	5	825	1.65	1361
Applied Research "Smart Apartment"	2100	2	4200	1.65	6930
Clinical Simulation and Laboratory Space	1250	9	11250	1.65	18563
Clinical Simulation Amulance Bay	2900	1	2900	1.65	4785
			<b>Total NET Area</b>		<b>51975</b>
				<b>Total GROSS Area</b>	<b>85759</b>

With respect to modelling the operational impact for the College's (refer to Appendix D: HLE Operational Cost Modelling), pursuing the incremental Healthy Living Education opportunity has been calculated to result with an **annual operating surplus of \$590,960**. This calculation has included expenses associated academic program delivery. Further, as is standard practice with all College space allocation, the operational result has included expenses associated with overhead, security and maintenance.

Figure 8: Space Allocation

Figure 8 identifies the space allocations in proportion to the total space requirement.

Figure 9 identifies the total capital cost requirement in conjunction with program space requirements.

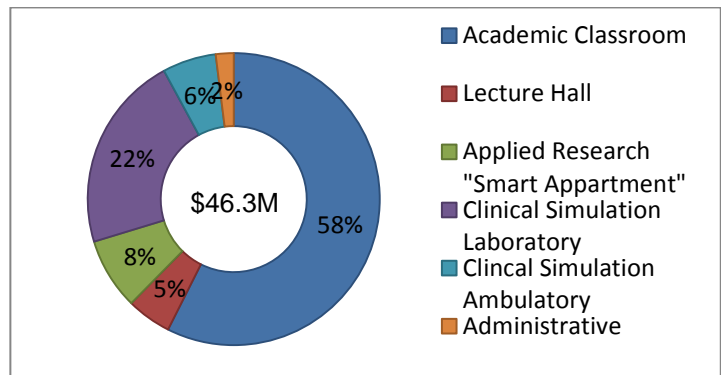


Figure 9: Capital Cost Requirement

Incremental Enrollments		950		
Academic Classroom Space requirement (ft <sup>2</sup> )	50,160	<sup>2</sup>	\$	27,086,400 <sup>6</sup>
Lecture Hall Space requirement (ft <sup>2</sup> )	3,960	<sup>3</sup>	\$	2,138,400 <sup>6</sup>
Applied Research "Smart Apartment" Space requirement (ft <sup>2</sup> )	6,930	<sup>4</sup>	\$	3,742,200 <sup>6</sup>
Clinical Simulation and Laboratory Space requirement (ft <sup>2</sup> )	18,563	<sup>4</sup>	\$	10,023,750 <sup>6</sup>
Clinical Simulation and Ambulance requirement (ft <sup>2</sup> )	4,785	<sup>4</sup>	\$	2,583,900 <sup>6</sup>
Administrative Space requirement (ft <sup>2</sup> )	1,361	<sup>5</sup>	\$	735,075 <sup>6</sup>
<b>Total Space Requirement</b>	<b>85,758.75</b>		<b>Project Costing</b>	<b>\$ 46,309,725</b>
<b>Notes:</b>				
<sup>1</sup> Estimated incremental enrollment requirement (discounted)		<sup>4</sup> Existing Smart Apartment template		
<sup>2</sup> Program specific classroom requirement		<sup>5</sup> Experienced Collaboration/Other space requirement		
<sup>3</sup> Program specific Simulation and Laboratory requirement		<sup>6</sup> Experienced average cost for new build is \$540 per ft2 including FFE		
<i>(Note that costs associated with relocations, and seismic deficiencies, etc., are not included within Capital Cost Requirements.)</i>				

## Competitive Analysis

The Ontario Ministry of Advanced Education and Skills Development understands that increasing the completion of postsecondary education is a crucial means of ensuring productivity and Ontario's competitive advantage within the global economy.

The province's Major Capacity Expansion Policy acknowledges that it focuses on areas where population growth is strong. Further it acknowledges that within the postsecondary environment, that the physical college sector capacity is sufficient in meeting the college sector educational demand.

The stated objectives of the Major Capacity Expansion Policy Framework are:

- Ensuring capacity expansion prioritizes initiatives that create institutional differentiation
- Acknowledging regional capacity gaps and addresses recognized community needs
- Require evidence-based decision making

The Strategic Mandate Agreement between the Ministry of Advanced Education and Skills Development and Algonquin College outlines the role the College currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive the Ministry's Differentiation Policy Framework.

The Strategic Mandate Agreement (term from April 1, 2014, to March 31, 2017):

- Supports the College's vision, mission, and mandate as it aligns with Ontario's vision and Differentiation Policy Framework
- Identifies the College's existing institutional strengths and guides the Ministry to support decisions that show alignment with Algonquin College's academic areas of strength

Upon analysis of Algonquin College's competitive advantages (refer to Appendix B) it can be noted that:

- The Healthy Living Education initiative addresses quantifiable market demand for education, innovation and skill development
- The College already has a reputation for health sector innovation and industry partnership
- The healthcare sector is experiencing the single largest job growth opportunity within Canada's Service sector
- Within the National Capital Region, Algonquin College has a highly respected reputation for leadership in health-related education

The Ontario College Application Service reports upon the percentage change in year over year enrolment confirmations. Figure 10 reveals that when reviewing confirmed registered enrolments for the winter intake of 2016 versus 2017, Algonquin College's confirmations decreased by 11.4% whereas the average performance realised by large Ontario College's was an increase of 1.1%.

Figure 10: Ontario College Application Service Report for winter intake 2016 over 2017 as at December 5<sup>th</sup> 2016

College	Non-Direct	Direct	Total
HUMBER	28.80 %	-28.30 %	13.70 %
GEORGE BROWN	23.90 %	-28.40 %	11.90 %
DURHAM	28.90 %	-33.70 %	11.10 %
FANSHAWE	32.60 %	-37.00 %	11.00 %
CENTENNIAL	17.50 %	-28.80 %	4.50 %
CONESTOGA	8.30 %	-26.60 %	-0.40 %
SENECA	13.00 %	-35.20 %	-2.40 %
GEORGIAN	1.90 %	-20.50 %	-3.50 %
FLEMING	2.00 %	-25.40 %	-5.60 %
MOHAWK	4.10 %	-34.90 %	-5.70 %
ST. LAWRENCE	4.50 %	-49.10 %	-8.20 %
SHERIDAN	1.10 %	-48.20 %	-11.10 %
ALGONQUIN	-2.50 %	-49.00 %	-11.40 %
<b>CAAT AVERAGE</b>	<b>13.10 %</b>	<b>-33.90 %</b>	<b>1.10 %</b>

## Recommendation

It is recommended that Algonquin College constructs a new academic facility that will be a community-integrated learning and innovation hub. The facility should enable the Faculty of Health, Public Safety and Community Studies to significantly increase the number of graduating health and wellness workers, expand innovative Applied Research opportunity, directly align with federal and provincial agendas, and create competitive advantage for Algonquin College to deliver upon the Ministry's Differentiation Policy Framework.

The facility will be known as the *Centre for Excellence in Health Education*. Once completed the centre will serve the Ottawa region as a community-integrated academic facility where the Faculty of Health, Public Safety and Community Studies will educate a new generation of Health and Wellness professionals. Our students will be expertly trained within state of the art clinical environments. They will engage in inter-disciplinary and cross-disciplinary work experience.

The *Centre for Excellence in Health Education* will be a model for community-based healthcare education that will become the postsecondary exemplar for educating the healthcare workers of the future. The *Centre* will incorporate innovation in teaching and practice models through the application of new technologies. Our HLE vision is anchored in Applied Research. As government and industry realize and envision changing roles for existing health professionals, Algonquin will respond. As best practices in community health are developed, the College will leverage its strong relationships with the healthcare industry to provide tangible benefit to our students and the community. In doing so, the College will play a strategic role in achieving Ontario's goal of improving social sustainability through healthcare continuous improvement.

The recommended *Centre for Excellence in Health Education* will:

- Require 100% external investment of \$46.3 million and will provide approximately 86,000 gross square feet of space. (*Costs associated with temporary relocations, and seismic deficiencies, etc., are not included within the investment requirement.*)
- Including academic lecture and classrooms, clinical simulation and specialized laboratories, "Smart apartments" for applied research, and an ambulatory bay.
- Have a positive impact upon Indigenous Communities (**Appendix C**)
- Result with a positive Annual Net Contribution (**Appendix D**)
- Model itself upon a Competency Development Framework (**Appendix E**)
- Draft Risk Appetite Test (**Appendix F**)
- Design Brief and Renderings (**Appendix G**)



## Action Plan

### Project Management Strategy: Approach and Key Considerations

The Project Management Strategy will ensure the investment has the capability and systems to meet the project schedule and budget. The Strategy will include a Project Plan, which will outline the overall process and resources required to ensure successful implementation. The Project Plan will include: scope management; governance and project structure; project delivery model and procurement methodology; schedule management; budget and cost management; resources management, communications management, quality management, risk management, and project controls.

The project will not commence until the project plan has been approved, and the required resources in place.

Note that organizational and communication requirements for the investment may be slightly different to a typical academic new building project should the Centre for Excellence in Health Education include a Primary Care Clinic and Pharmacy. These elements, which may be potentially funded and operated by external partners, will influence the governance model, partnership structure, and delivery models ultimately selected.

To finalize the governance, partnership, and delivery models, the following tasks will be completed:

- Options analysis of Procurement Methodologies;
- Risk Assessment and Mitigation Strategies;
- Stakeholders Analysis, Partnership Evaluation and Market Sounding;
- Partnership Development (Request for Expression Of Interest and Request For Proposal process)

The project team will be composed of internal (College) and external resources. The College is confident that internal College resources including knowledge and expertise already exist to deliver following typical activities related to the design and construction of a new academic building:

- Planning, design and construction;
- Leasing of College space;
- Operations and maintenance of new facilities;

Based on the final governance, partnership, and delivery models noted above, we acknowledge that resources may differ, and additional expertise required, in the following areas:

- Partnership and Deal Structure (legal / transactional);
- Ongoing operation and maintenance management (related to Partnership spaces);
- Relationship management (related to Partners);
- Information technology integration;
- Physical security integration;

Final resource requirements for the Centre for Excellence in Health Education may differ slightly than what is outlined above and, as a result, additional resources may be identified to support the project. However, the College has many of the resources required to deliver on this investment opportunity.

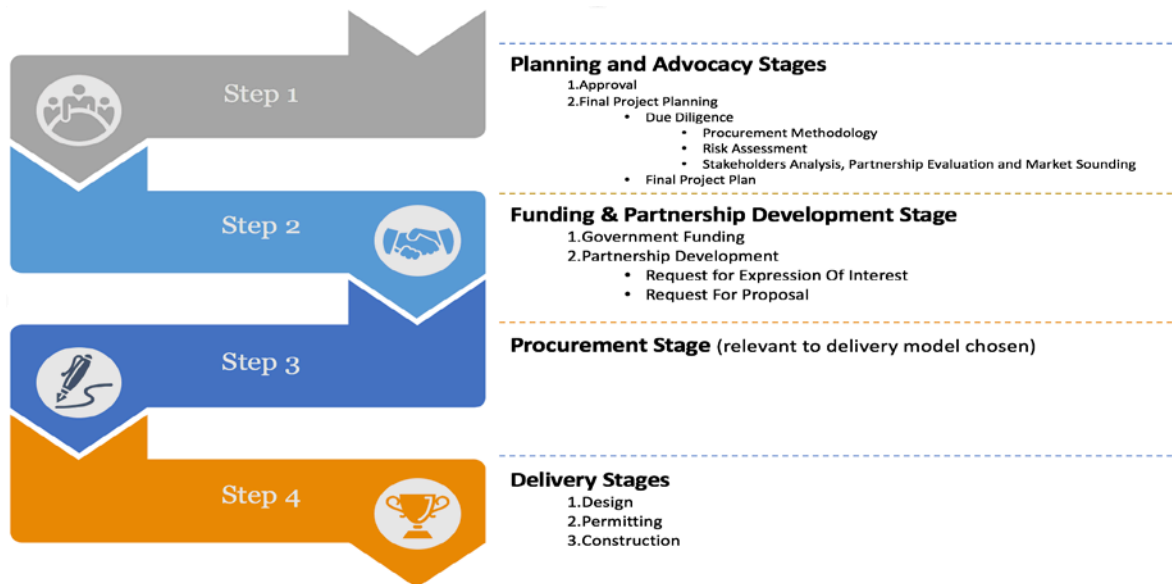
### Project Team Resources

Internally, the Team would be comprised of a Project Sponsor(s), a Steering Committee (overall authority and responsibility for the acceptance of the deliverables), a Project Lead and, depending on the scope, a 'Partnership Manager' (to speak on behalf of Partnership requirements and capacity). Externally, the College has excellent relationships with industry experts that would provide project support.



## Critical Steps and Schedule

Upon approval of the business case, the following Steps will be followed to implement the Project Management Strategy.



## Outcome Management Strategy

Outcome Management is about planning, managing and achieving the intended outcomes of the investment. Specifically, it will be a set of activities designed to monitor, and take corrective action where necessary, the project to ensure it remains on track to deliver its intended benefits. The Outcome Management Strategy aims to bring a similar rigour to the project around outcomes, as the Project Management Strategy will bring around developing the capability and systems to meet the project schedule and budget.

The Strategy will identify immediate, intermediate and end outcomes, thereby providing milestones (or leading indicators) towards achieving the investment objectives. The Strategy will include the methodology and frequency by which the outcomes will be measured using key performance indicators (KPIs). The KPIs will ensure the College's Value Drivers are addressed and the specific investment objectives of the Centre for Excellence in Health Education are reviewed on an ongoing basis. They will be measured across the life-cycle of the project, enabling the College to monitor progress, and ensure overall success.

Example outcome management indicators are as follows:

Sample Outcomes	Immediate KPI's (Milestones)	Intermediate KPI's (Milestones)	End KPI's
% Government Funding	100%		
# New Programs	TBD		
LEED Gold Building	LEED Gold		
% First Choice Applications (Direct)		10% increase (TBD)	
# HLE Enrolments		950	
Students supported by Work Integrated Learning Opportunities		100%	
Alignment with SMA		SMA Alignment	
Financially sustainable			Cash flow neutral
Help Ontario realize social and financial sustainability in healthcare			% Savings by LHIN
Graduates seen as the 'Gold' standard by employers			Employer Satisfaction Rates

## Governance and Oversight

### Implementation

This project will be overseen at the College by a Steering Committee as listed in the table above. The responsibilities of the Steering Committee include, but are not limited to:

- Decision makers on original scope, budget and schedule
- Final Decision on Project changes to scope, budget and schedule.
- Review of risks and related mitigation actions as presented from the Risk Log.
- Review and advice on any other issues related to the Project.
- Ensure the Project is continuing to meet the College's goals and objectives.

The Steering Committee will meet monthly during the Project. Special meetings will be held if required to approve project changes or deal with serious issues.

At each regular meeting the Senior Project Manager will present:

- Schedule Update
- Budget update including ongoing use of contingency.
- An update of the Risk Log including newly identified risks and mitigation measure and risk that have been identified as completed.
- Any proposals for project changes that require the approval of the Steering Committee.

### Scope Management

Once a Project Scope of Work has been approved the Algonquin College's Associate Director, Facilities Development (Project Director) will provide written authorization of the Project Scope Documents. (e.g. outline specification, drawings, and technical specifications) at the following Milestones:

- Schematic Design
- 60% Contract Documents
- Pre-tender

Our Project Manager will maintain a Cost Tracking Log which will track commitments and any changes against the project budget. Any scope change identified before or during construction, which involves a Project Schedule extension and/or an increase in cost above the Project Budget allocations, must be approved in writing by the Project Director and the Steering Committee prior to commencement of the work.

### Schedule Management

The Project Manager has created a Master Project Schedule which the Project Team will progressively elaborate the project. The Senior Project Manager will prepare monthly updates of the Master Project Schedule.

During the design phase the Construction Manager will create a construction schedule that will be updated monthly and included in the Master Project Schedule.

The Senior Project Manager will report any deviations from the Master Project Schedule at the Project Steering Committee meetings and will provide a recommended response.

Any changes to the Project Schedule must be approved in writing by the Project Director and the Steering Committee.

### Performance Management

- **Project Budget** - The Project Budget is \$46.3 M (inclusive of net HST at the rate paid by the College) allocated as follows (Note that Value Engineering will be employed throughout the design process)
- **Approval of Budget Changes** - Any increase in cost above the approved budget allocations must be approved in writing by the Project Director and the Steering Committee. All Construction Change Directives and Change Orders must be approved in writing by the Project Director before authorization of the work.
- **Approval of Payments** - The Senior Project Manager must provide written approval to The College's Finance Department to pay all invoices allocated to this project.
- **Cost Tracking** - The Senior Project Manager has created a Cost Tracking Log (CTL) that tracks all cost commitments for this project. The Project Team will progressively elaborate the CTL throughout the project and the Senior Project Manager will prepare monthly updates of the CTL. Colliers will report the forecast cost at completion at each Project Steering Committee meeting and will provide a recommended strategy to address any forecast increases beyond the budget. The tracking of invoice payments will be maintained by The Algonquin College's finance department.

### Communications Management

- **Steering Committee Meetings** - The Project Steering Committee will meet as required throughout the Project, and no less than monthly. The Project Steering Committee meetings will be scheduled, chaired, and minuted by the Director of Physical Resources or his/her designate.
- **Meetings** - The Project Team will attend bi-weekly Design Project Review Team (DPRT) meetings during design and construction, which will be scheduled, chaired, and minuted by the Project Manager or his/her designate.
- **Construction Meetings** - The Construction Manager will schedule, chair, and minute bi-weekly Construction Meetings that will be attended by the Project Manager, the Consultant(s), and other contractors and suppliers as required.
- **Status Reports** - The Project Manager will prepare weekly Project Status Reports communicating the status of the project performance with respect to scope, schedule, cost, and risk issues. The Status Report will be issued through the weekly PDG Meeting on the CPMS reporting system.
- **Email Correspondence** - All project correspondence will be issued by email. All contractual or legal based direction is to be provided by formal letter or report by the authoring party that is issued as an attachment with the email. All email correspondence related to the Project should have the words "HLE Expansion" at the beginning of every subject line. In addition, all email correspondence should contain and maintain one relevant subject for each email chain.

## Risk Management

In consideration of the Core Beliefs as stated in Algonquin College's Strategic Plan, the College's Board of Governors has developed four risk appetites statements that are used when assessing the merits of significant investments.

### Appetite Statement:

1. Statement: Algonquin College accepts a moderate level of risk to embark on innovative program development that supports academic excellence and program relevance in a technological landscape, as long as it does not compromise the student experience, program success metrics or financial health.

Response: This next step in the College's continued development of the Healthy Living Education initiative will introduce innovative healthcare program development and relevance and is highly likely to have positive impact upon student experience, program success metrics and the financial health of the College.

2. Statement: The College embraces technology as a value creation tool and has a high risk appetite for technology advancement initiatives provided that they do not adversely affect our other value drivers or unduly put at risk the privacy and security of personal or corporate data.

Response: Pursuing this next step in the College's continued development of the Healthy Living Education initiative will leverage technological advancement through an additional two "Smart Apartments". Further, a memorandum of understanding is being concluded with the Ottawa Hospital that is specifically designed at digital health innovation. Our current primary healthcare clinic already has stringent security protocols for the protection of personal and corporate information and it is our conclusion that further partnership with the Ottawa Hospital will introduce greater opportunity to adopt industry data security best practices.

3. Statement: The College is focused on creating the financial capacity to support a high risk appetite for innovative initiatives that contribute to greater financial health, but a low appetite for financial risks that might threaten our capability to deliver mission centric programs and services.

Response: In appreciation of the College's capital and debt capacity as well as the existing priority capital initiatives, the College's Executive Team have assessed that this project will be pursued only once 100% external funding has been secured. Further, it has been assessed that this newest form of the Healthy Living Education initiative has a high likelihood of creating innovative processes and technologies that will improve the financial sustainability of the Healthcare system and the financial health of the College.

4. Statement: The College has a low appetite for risks that could significantly impact its reputation of committing to our core values and sustaining positive relationships with our students, our people and our strategic partners.

Response: It has been assessed that this next step in the College's continued development of the Healthy Living Education initiative is extremely likely to have positive impact upon the College's reputation within the community, within the healthcare industry, and amongst government partners. Further, as the strength of the Healthcare industry creates a high likelihood of employment for our graduates, the initiative is extremely likely to create and sustain positive relationships with our students and our people.

In preparation for completion of this business case, a committee of College leaders was assembled to engage in a preliminary risk assessment specific to this next step in the Healthy Living Education initiative. Through the use of a draft Risk Appetite Test (found in Appendix F), the following summary of inherent risks have been identified:

#### Reputational

- If new partners are introduced, they create risk if they do not deliver high quality health related services

#### Financial

- If capital Funding is not received from the Government, the project cannot move forward
- Partners with capital are likely required in order to realize the full project scope
- If grant on a per student basis is reduced, there will be pressure on operational budgets
- Decanting, seismic, and/or other capital costs being material may compromise capital reserves

#### Student experience

- If work integrated learning opportunities do not meet the needs of program enrolments

#### Stakeholder Relationships

- Engaging external private sector partners will expose the College to new legal/insurance risks
- External private sector partners may request undesirable modifications to the College's operational procedures
- External private sector partners agreements will require management by the College

#### Our People

- Not all employee groups may be in favour of further introducing external private sector partners onto the campus

The College's Department of Risk Management has developed a risk assessment tool to assist the project owner during the risk assessment process. It provides a structure that assists with the identification, analysis and evaluation phases. The output of the tool provides the

project owner with a completed risk register that can be used for internal and external communication and ongoing monitoring. Upon approval of the business case and the introduction of external funding requirements and/or external business partnerships, a full risk assessment and risk register development would be initiated.

**Risk Category Descriptions:**

Financial - The risk of financial loss due to a potential change in market condition.

Strategic - Risks that affect or are created by the College's business strategy and strategic objectives.

Reputational - The loss of value to the College brand and negative impact in our ability to attract students and investment.

International - Risks outside of Canada which impact the College's international and Canadian operations.

Compliance & Legal - Risks that affect the College's ability to execute its strategic plan.

Operational / Hazard - Risk of loss arising from non-compliance with internal and external regulatory requirements, legal action and liability claims.

**Impact**

Impact refers to the extent to which a risk event might affect the College. It is recognized that a risk may carry impacts across the range of risk categories (Strategic, Reputational, Financial, International, Compliance/Legal, and Operational/Hazard). The risk category that is most predominant should be selected when assigning a category to a risk. When determining an impact rating, assign the rating as it relates to the risk category that has been selected for the risk.

**Likelihood**

Likelihood represents the possibility that a given event will occur. In this risk assessment, likelihood has been expressed using qualitative terms (almost certain, frequent, likely, possible, unlikely, rare). The context for occurrence should be considered relative to the activity being assessed.

**Risk Assessment Criteria:**

		Likelihood				
		Rare (1)	Unlikely (2)	Possible (3)	Likely (4)	Almost Certain (5)
Impact	Catastrophic (5)	Moderate Risk	Moderate Risk	High Risk	Critical Risk	Critical Risk
	Major (4)	Low Risk	Moderate Risk	High Risk	High Risk	Critical Risk
	Moderate (3)	Low Risk	Moderate Risk	Moderate Risk	High Risk	High Risk
	Minor (2)	Low Risk	Low Risk	Moderate Risk	Moderate Risk	Moderate Risk
	Insignificant (1)	Low Risk	Low Risk	Low Risk	Low Risk	Moderate Risk

**Brand, Financial and Legal Exposure**

Although brand, financial and legal risks have been identified within the risk register, they warrant additional consideration due to their importance to the College, and the ongoing nature that these risks pose as they relate to the project.

The mitigation strategies specific to these areas will need to ensure that ongoing project partnerships complement and enhance the College brand, that there are clearly defined roles and responsibilities, that financial sustainability is ensured, and that milestones and contingencies are that the appropriate to the level of identified risk.

# Appendix (Reference Documents)

**Appendix A: PEST Analysis**

**Appendix B: VRINE Analysis**

**Appendix C: Indigenous Community Impact**

**Appendix D: Annual Contribution Model**

**Appendix E: Competency Development Framework**

**Appendix F: Draft Risk Appetite Test**

**Appendix G: Design Brief and Renderings**

**Appendix A: PEST Analysis** - (a framework which analyses external factors that commonly affect business activities and performance)

	Considerations	Sustainability	Opportunity	Threats
Political	Achieving the Patients-First initiative, a pro-active measure for chronic disease management	Consistent and accessible Home and Community Care	Stronger links to population and public health	Infrastructure that delivers community support plan within Patients First legislation
Economic	Healthcare is 40% of total \$62 billion budget and is projected to rise \$620 million annually	An acute care centric model is not sustainable in the long-term	Shift from acute care centric model to a community based patients centric model	Growth in healthcare spending will negatively impact other ministries
Social	Fair and equitable access to care with improve health outcomes and build productivity	Develop adequate health human resources to address community needs	Stronger partnership link with the Local Health Integration Network that improves health outcomes	Poor coordination between acute care and community care
Technological	Infrastructure for sharing of patient information	Secure and private data management	Increasing community based Healthcare research and Innovation through applied research	Technological advancements do not lead to improved financial sustainability and healthcare outcomes

**Appendix B: VRINE Analysis** – (a framework which analyses available resources in order to capture competitive advantage opportunities)

	Valuable	Rare	Difficult to Imitate	Non-Substitutable	Exploitable
Test	<p>Are the College’s resources valuable?</p> <p>Yes, as they enable the College to address specific market demand for training and skills development in health-related fields.</p>	<p>Are the College resources rare?</p> <p>Yes, the College possesses rare skills, competencies, best practice and health-care industry partnerships that are not widely available within the community.</p>	<p>Can competitors imitate College resources?</p> <p>No, competitors cannot imitate resources possessed by Algonquin.</p>	<p>Are the College resources substitutable?</p> <p>No, competitors cannot easily substitute for the resources possessed by Algonquin.</p>	<p>Can the College exploit its resources?</p> <p>Yes, the College can exploit its financial and human resources capital to successfully deliver upon the opportunity.</p>
Competitive Implication	<p>Notwithstanding the need for capital funding support, Algonquin possesses competitive advantage and valued resources to deliver on the HCHEC initiative within the required time, quality and cost.</p>	<p>Algonquin’s leadership, ability and experience in delivering health-related education and training is extremely difficult, if not impossible, to source in the National Capital Region.</p>	<p>Competition in the delivery of practical health-related education and training do not have the depth or breadth of resources possessed by Algonquin.</p>	<p>Competitors seeking substitutes for Algonquin’s resources in order to successfully compete for health-related education and training market would not possess the capacity or be able to afford the cost of such substitutes if they were available.</p>	<p>Healthcare industry is experiencing the largest growth in job creation. The Healthy Living Education program can influence Academic disciplines College wide</p>
Performance Implication	<p>Algonquin’s resources will enable the College to achieve the required student learning outcomes, work-integrated learning, employability, and financial sustainability required for HCHEC to be successful.</p>	<p>Algonquin’s possesses significant advantage due to its rare resources in addressing demand for workers in the health-related fields.</p>	<p>Algonquin’s resources include its faculty, staff, facilities, technology, equipment, curriculum and research and teaching practices enabling it to successfully achieve HCHEC objectives.</p>	<p>Algonquin’s long history, experience and sound practices in delivery of health-related education and training cannot be substituted in a feasible manner and, thus, enable Algonquin to capture required market share to achieve success with the HCHEC initiative.</p>	<p>The Healthy Living Education initiative should be apparent across all student and client touchpoints</p>



## Appendix C: Indigenous Community Impact

Algonquin College is in the heart of the nation's capital and has a highly unique and diverse Indigenous population. Our diversity includes students who arrive from relatively small remote Inuit villages, to First Nations reserves to urban populations. Annually, the College welcomes more than 1,000 self-identified Indigenous students from across the country with more than half being sponsored by more than 90 bands. Our sponsored students have almost doubled since 2012 and are increasing annually at a rate of 12 per cent a year. In the 2015-16 academic year, more than 150 Indigenous students were registered in health care related programs at the College.

Our Aboriginal Education Council (AEC) advises the College on issues affecting the Indigenous student population including the relationship between the College, Indigenous communities, employers and the government. The AEC is comprised of representatives from First Nations, Métis and Inuit organizations and serves the College as a crucial resource on subjects related to the education and support needs of our Indigenous learners.

The AEC have identified three key goals for the College:

1. Increase the presence and impact of diverse cultures of First Nations, Métis and Inuit peoples
2. Facilitate a connection between Aboriginal learners and labour market opportunities and
3. Increase the number of graduating Aboriginal learners.

Algonquin College serves the applied education and training needs of a number of student populations, in communities representing a broad range of demographics and economic profiles. The College's focus is on improving access and success for underrepresented groups (including Aboriginal, first-generation Canadians, students with disabilities and Francophones) combined with a wide range of program delivery methods, in person, hybrid, and online modalities.

In 2012, a new dedicated space in our Students Commons building called the Mamidosewin Centre was created to support and encourage success for Indigenous students. Algonquin College also partnered with Tim Hortons to create the *DevelopMENTOR* Program to enhance part-time job opportunities for First Nation, Métis and Inuit students. In 2014, the *DevelopMENTOR* Program won the International Partnership Award and as a result, it has now expanded to 15 other employers.

Together with our Indigenous partners, we can ensure that education initiatives are community based and community driven. The Centre for Excellence in Health Education will create the space for students to be creative and have access to tools that will help them become powerful community leaders.

The Healthy Living Education initiative will attract Indigenous students to new and existing health and community programs of study helping build capacity for care of our Indigenous population in the Champlain Local Health Integration Network and across the province.

Creation of this academic centre focused on care in the home and community acknowledges the traditions of our Indigenous population who have a long history of providing care in their communities respecting cultural heritage and customs.

The health needs of Canada's Indigenous population are well documented including mental health challenges and a higher incidence of chronic disease such as diabetes and hypertension. Infectious diseases including tuberculosis are a major source of illness as well as seasonal respiratory viruses that continue to be a common cause of serious illness and death among babies and youth.

The majority of these serious health issues can be related to factors such as low levels of employment, overcrowding in living conditions, and limited access to quality education – the social determinants of health.

More than 43,000 Indigenous people live in the Champlain Local Health Integration Network including the communities of Pikwakanagan and Akwesasne. These numbers include more than 3,000 Inuit residents, the highest number of Inuit population outside the Arctic Circle. Inuit constitute one of the fastest-growing and youngest segments of the Canadian population, with half of all Inuit aged 23 years or younger and more than one-third 15 years or younger.

Ottawa has a rich history of support for our Indigenous population including the Wabano Centre, one of 10 aboriginal health access Centres in the province as well as the Akausivik Inuit Family Health Team.

The Canadian Council for Aboriginal Business emphasizes that "Canada's fastest, youngest and strongest growing demographic are Indigenous people" and that "they represent an enormous opportunity to spur business growth..." They note that "encouraging Indigenous youth...will require back end support including mentorship, financial resources, tools and of course education."

***“One-third of the Aboriginal population is 14 and under, compared with 19 per cent of non-Aboriginals. By 2021, most Canadian baby boomers will be over the age of 55, while the largest Aboriginal age group will be 20 to 34 years old.” – Morantz***

In Canada, there is a tremendous benefit to engaging Indigenous youth — a demographic cohort on the rise. The potential Aboriginal labour force could help reduce labour shortages in the decades ahead. In 2009, researchers Sharpe, Arsenault, Lapointe, and Cowan from The Centre for the Study in Living Standards put forward the hypothesis that if, by 2026, Indigenous Canadians reached the same educational and labour market outcomes that non-Indigenous Canadians had in 2001, there would be a total income increase of \$36.5 billion. As a result, tax revenues would increase by \$3.5 billion annually, and spending on social assistance would decrease by \$14.2 billion. Further, Canada’s gross domestic product would increase by an estimated \$401 billion.

***There is a persistent and well-documented education gap between Aboriginal and non-Aboriginal youth in Canada. For a number of complex reasons, young people in First Nations, Métis, and Inuit communities as well as Aboriginal youth in urban centres generally lack the career supports that most other Canadian youth take for granted, and as a result start out less equipped to take advantage of economic opportunities.***

***– Morantz***

The Ottawa Aboriginal Coalition (OAC) was formed in 2001 to present a unified voice on behalf of Indigenous people living in the National Capital Region including First Nations, Métis and Inuit. They facilitate informed action on urban Aboriginal issues in Ottawa. Their priorities identify the need for economic development, education and specialized employment training for Indigenous people.

Indigenous youth are a crucial component to building a healthy economy both on and off reserve. There needs to be a focus on Indigenous Canadians obtaining the skills and tools necessary for success. Indigenous students indicate they need specific materials and support to enable them to envision their future and to help transition from school to work.

A briefing paper for Northern Development Ministers identified six reoccurring requirements for Aboriginal youth:

1. Education, training and job experience
2. Ease of securing business financing
3. Business information
4. Mentoring
5. Networking within community and,
6. Community support for entrepreneurship.

***“The most common call to action is economic...Aboriginal peoples, on and off reserve, have a unique perspective that can serve as a powerful source of innovation.”***

***– Raven Smith, Globe and Mail, May 8, 2015***

#### **Personal Support Worker Training at Kitigan Zibi – Case Study**

In 1998 and 2002, the Kitigan Zibi First Nations community in Maniwaki, Quebec approached Algonquin College and queried the possibility of having a basic nursing program (Personal Support Worker) offered on their home site.

The Kitigan Zibi Director of Education was a member of the Algonquin College, Board of Governors at that time as well. He had sought educational opportunities for his community at universities in Montreal, at the CJEP Programs in Hull/Gatineau but he felt Algonquin’s quality programming was what he wanted for this people.

The Kitigan Zibi Chief and Band Council, who were the decision makers, had been very progressive in the management of their community. There was a high school, child care facility, a health centre (that was eventually renovated and rebuilt) and a nursing home all on housed on the reserve. The staffing was primarily from within the first nation’s community but some outsiders were working in the facilities, especially the high school.

Once we agreed to deliver the PSW Program there in Maniwaki, the Band Council voted to remodel a house on the reserve and to convert it into a teaching facility. They designed a classroom area, a small kitchen, washrooms, a teacher office and a lab area for student practice. They rented whatever equipment we required and well equipped this Learning Centre. It was a place we were grateful to have for the delivery of our program.

### **The Community Need**

Both times we delivered the program it was emphasized that the growing numbers of seniors in the Kitigan Zibi community was the motivator for the training. The Band Council wanted to be sure their Nursing Home was well staffed with prepared caregiver, 24/7. And likewise, they wanted to see a care team was created to attend to the home care needs of seniors (elders) who remained in their own homes.

### **Impact and Outcomes**

There were approximately 15 students in each class we delivered – ages 18-63 years, both male and female. They were brothers, sisters, cousins, parent and child; all knew each other and most seemed to have some family connection. Dignity and respect were always foremost in our minds as we taught.

By the end of each program session the graduates were transformed! Heads were held high, smiles, laughter, thank you's were in abundance. The students did the work and they made their own success and it was life changing!!

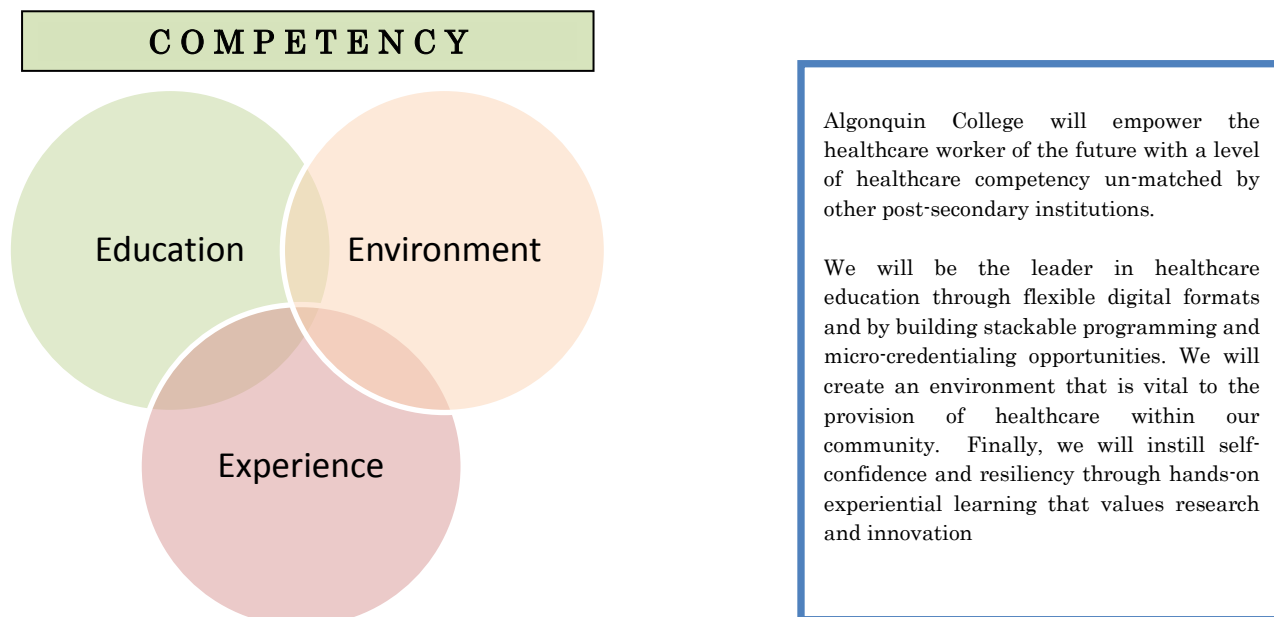
For most of us involved in these 2 projects, it was one of the most if not the most rewarding teaching experiences in one's career. Self-esteem and self-worth developed; everyone got a job on the reserve upon graduation; this all impacted the Kitigan Zibi community in a most positive way!

Appendix D: Annual Net Contribution Model

<b>HLE Operating Cost Modelling</b>			
<b>Revenue</b>			
Enrolment Revenue (per term)		5,170.00	
Program Delivery Cost		(3,213.00)	
		<u>\$ 1,957.00</u>	
Incremental Term Enrollments	<b>950</b> <sup>2</sup>		1,859,150.00
		<b>Total Revenues</b>	<b>\$ 1,859,150.00</b>
<b>Expenses</b>			
Total New Space (ft <sup>2</sup> )	85,759	<sup>4</sup>	
Allocatable Academic Space	51,975		
Overhead and Maintenance cost	\$ 24.40	<sup>3</sup>	(1,268,190.00) <sup>1</sup>
		<b>Total Expenses</b>	<b>\$ (1,268,190.00)</b>
<b>Operating surplus/(deficiency)</b>			<b>\$ 590,960.00</b>
\$ -	College Capital Requirement	<b>Net Present Value (5 year)</b>	\$2,436,711.94
\$ -	Capital Investment Primary Clinic Tenant	<b>Net Present Value (10 year)</b>	\$4,345,939.50
\$ 42,309,725	Capital Grant/Funding		
\$ -	SIP Funding Budget		
\$ 4,000,000	Foundation Goal		
5%	Opportunity Cost		
5	Years		
10	Years		
\$ 590,960	Annual Operating Surplus/(deficiency)		
<b>Notes:</b>			
<sup>1</sup> The assumed average rental occupancy rate for tenancy			
<sup>2</sup> The assumed average incremental enrollment over the 5 year period			
<sup>3</sup> Operations cost per ft2 of \$24.40			
<sup>4</sup> Estimate for per FTE student space requirement set at <b>75</b> ft2			

## Appendix E: The Healthy Living Education Competency Development Framework

Anchored within Algonquin College's 2017- 2022 strategic plan, the Healthy Living Education initiative will continue to be core to achieving continuous improvement in the delivery of safe, high quality and financially sustainable healthcare within Ontario communities. The initiative will leverage work integrated learning environments where students are educated in real-world clinical settings and excel from working within inter-professional teams. The mission framework will be as follows:



### Education

- We will deliver an education that is learner driven. One that recognizes that educational success is a result of developing person relationships between learners and faculty. We will develop programs and supports for students so they can find the paths that will help them realize their dreams and make informed career choices in ways that suits their needs.

### Environment

- We will co-locate a state-of-the-art primary healthcare clinic with clinics providing specialized services in order to provide a comprehensive list of medical services for the benefit of our students, employees and the community. The co-location of these clinics will result in the college become integral to the provision of healthcare within our community. The environment we create will be an exemplar for address Ontario's most prevalent Chronic Disease management needs.

### Experience

- Our simulation labs cultivate confidence within our students. On-site access to authentic primary healthcare will provide real-world hands-on experience to our students and will result in them being most sought after within the healthcare industry. The digital health research and innovation that our students engage in will help them become central to the healthy communities of the future.

## Appendix F: Draft Risk Appetite Test

Date: December 22nd, 2016

Version 2.0

### About this document:

The intent of the Risk Appetite Test is to provide a strategic assessment of the HLE Project in relation to the College's Risk Appetite Statements and Value Drivers. It will provide a high level overview of potential areas of risk, and help determine whether the project should move forward, and where might more detailed investigation be required to better understand and mitigate the risks. Where there is some uncertainty, a 'no' should be reflected.

### Project Context:

For the purpose of this test, the Algonquin College Centre of Excellence in Health Education is assumed to include academic space, as well as space available for potential community partners, including an expanded Health Services and a Pharmacy.

Value Driver:	Yes / NO	NOTES
<b>Reputation</b>		
Can the investment proceed without compromising our reputation for sustaining positive relationships in the Community?	Yes	If Partners are in scope, they need to be carefully chosen
Does the investment create a positive brand impact when compared to other post secondary institutions?	Yes	
Does the project enhance our reputation among our staff and students?	Yes	
Does the investment demonstrate commitment to our core values and strategic plan?	Yes	
<b>Financial Health</b>		
Does the investment align with our 5 year capital investment plan? (i.e. capital reserves, debt)	Yes	
Does the investment generate improvement to student enrollment?	Yes	
Can the investment proceed without Government Funding?	No	100% Government funding required
Can the investment proceed without 3rd party (private) funding?	Yes	No, should Partners be included within project scope.
Does the investment demonstrate financial sustainability, once operational?	Yes	
Can the investment proceed without significant alterations to existing College infrastructure? (i.e. major renovations)	No	Decanting, seismic implications
<b>Student Experience</b>		
Does the investment include work integrated learning opportunities?	No	Yes, should Partners be included within project scope.
Will the investment enhance the student experience?	Yes	
Will the investment improve program success metrics, such as student retention, graduation, and employment rates?	Yes	
<b>Stakeholder Relationships</b>		
Can the investment proceed without exposing the College to new legal risks?	Yes	No, should Partners be included within project scope.
Does the investment align with government priorities?	Yes	
Can the investment proceed without the need for controls over third party activities / operations? (i.e. long-term operations & maintenance agreements, partnership agreements)	Yes	No, should Partners be included within project scope.
<b>Academic Excellence &amp; Program Relevance</b>		
Does the investment align with our Strategic Mandate Agreement (SMA)?	Yes	
Is the investment supported by labour market indicators?	Yes	
Can the investment proceed without compromising our ability to deliver mission-centric programs and services?	Yes	
<b>Our People</b>		
Does the investment improve employee engagement?	Yes	
Does the investment demonstrate to our employees, commitment to our core values and strategic	Yes	
Is the investment be perceived as positive across all employee groups?	No	
<b>Technology</b>		
Is the investment aligned with our existing technological infrastructure?	Yes	No, should Partners be included within project scope.
Is the investment likely to generate technological entrepreneurship and innovation?	Yes	Applied Research
Can the investment likely to comply with privacy and security concerns for personal or corporate data?	Yes	Integration required should Partners be included.
Can the investment proceed without technology adversely affecting other value drivers?	Yes	

## Appendix G: Design Brief and Exterior Rendering

Project Vision: Centre for Excellence in Health Education

The Healthy Living Education facilities will be an incubator of innovative research; a Community Hub that will address the skills and capacity needs of Ontario's Health, Wellness and long term care.

In Ontario there is a growing demographic shift underway that will ultimately lead to a doubling in the number of seniors by 2035. Given that per capita cost to provide Health Care for seniors is three times that of the overall population, this shift will put significant pressure on the financial sustainability of Health Care. Representing over 40% of Ontario's total annual budget, Health Care is budgeted to be \$620 billion in 2018 and the demographic shift is likely to increase that cost by 1% annually. Ultimately, financial sustainability will be difficult to achieve without initiating innovative changes to the delivery of Health Care.

It is known that the single largest component of Ontario's Health Care budget results from acute care spending in Hospital settings. When compared to the cost of an acute care bed, front-line Health and Wellness Professionals can provide Community Care and in-home support at significant savings. Providing Community care and in-home support is known to be more likely to improve the community's total long-term health profile and doing so would have a positive impact on the productivity of the Province's workforce.

Initiatives designed to shift the onus of Health Care delivery away from acute care and into Community and in-home care will create the need for significant growth in the number of graduating front-line Health Care human resources. In order to supply these Health Care Professionals, the College has developed a Healthy Living Education (HLE) vision and is recommending that new community-integrated facilities are constructed.

While being clearly academic focused, the HLE facilities will incorporate dedicated space for Applied Research and Innovation, Community Partnerships and Athletics. These facilities will leverage the College's enviable location on an important Ottawa public transit junction and will showcase Algonquin commitment to Leadership in Energy and Environmental Design. Space allocated to Community Partners will provide seniors with access to services that address their Health and Wellness needs and provide students with direct access to real-world multi-disciplinary experiential learning.

The capital requirement for the HLE project is \$46.3M and will provide approximately 86,000 square feet of new space.

### Proposed Design Solutions

The Centre for Excellence in Health Education will be a community-integrated learning and innovation centre where services and students will connect through on-campus learning enterprises and through businesses that deliver health and wellness services. This new model will ensure inter-disciplinary and cross-disciplinary work experience to create a new generation of Health and Wellness Professionals that will be expertly trained to provide the Health Care and Wellness needs of our community.

The new facilities will:

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



When fully realized, the facilities will provide community and healthcare leaders, policy makers, researchers, practitioners, faculty and students with the tools to engage in deliberate experimentation to innovate and find solutions to the critical challenges facing the healthcare system in Ontario and indeed in Canada.

The project includes the development of a Learning Boulevard that links new and existing HLE programs across the physical campus and because of the College's direct access to Baseline Transit Station; the HLE Community Hub is ready to welcome the entire Ottawa community. The project will build on recently constructed HLE facilities that house programs and activities that include learning enterprises, labs, clinics and simulation environments.

The proposed project vision will transform Building "A", into the high performance, green building with new mechanical electrical and life safety systems, new building envelope and new interior spaces. The Building is being designed with the intent to obtain LEED Gold, or better, certification.

The new Building "A" will be a Gateway to the campus and become part of a primary circulation network on the campus; first floor circulation network and second floor circulation network. Appropriate space allocation, visibility and ease of access will determine the College's ability to interact with community, business and industry partners.

Compliance with Algonquin College five year campus master development plan:

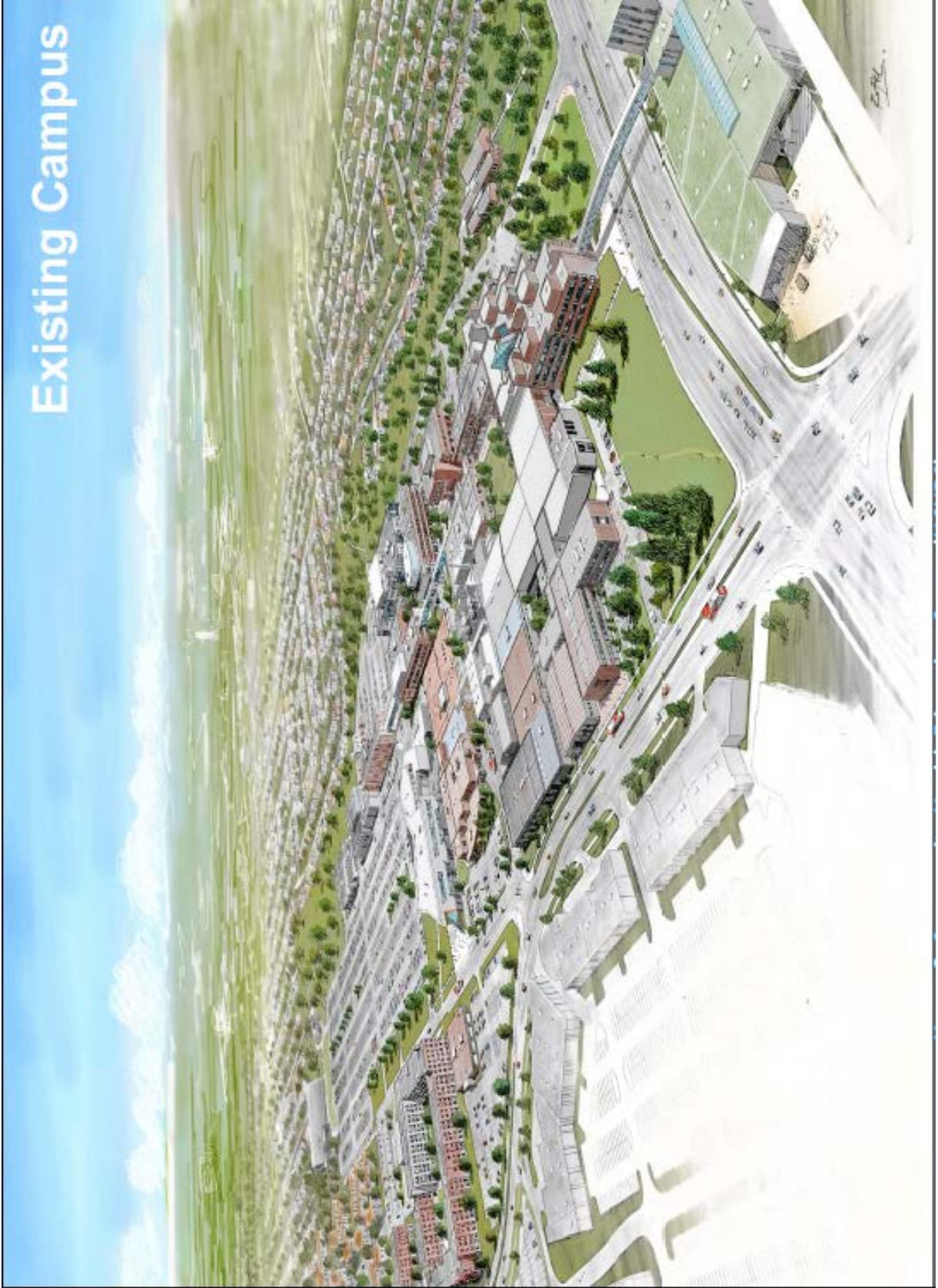
The proposed project supports all four Guiding Principles of the Campus Master Development Plan. These Guiding Principles are:

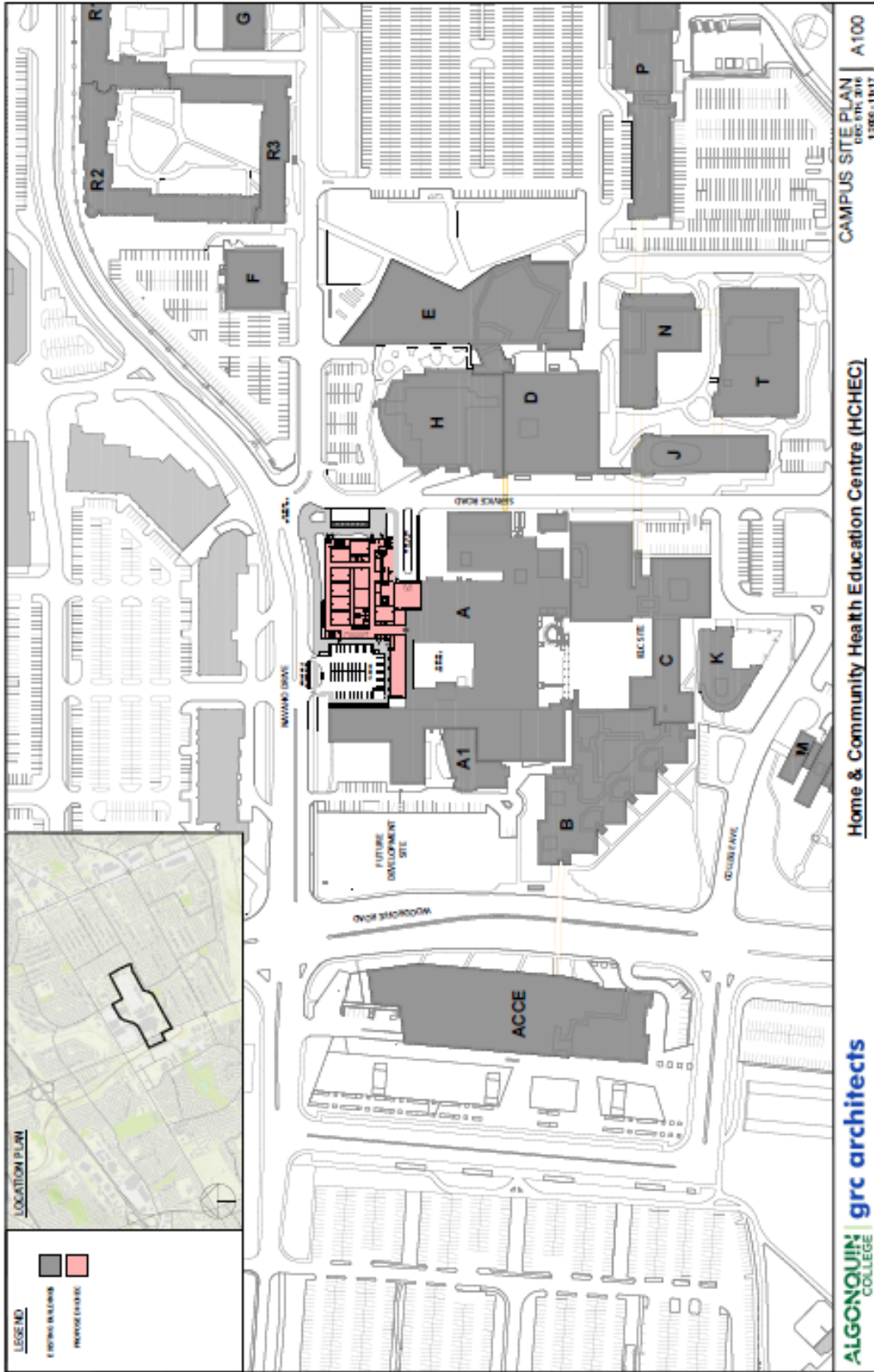
- Activate our communities for learning
- Integrate into our community fabric
- Design attractive college spaces
- Actively steward resources

The renewal of Building "A" is listed as one of the short-term (within 5 years) priorities on the Campus Growth and Development List.



# Existing Campus

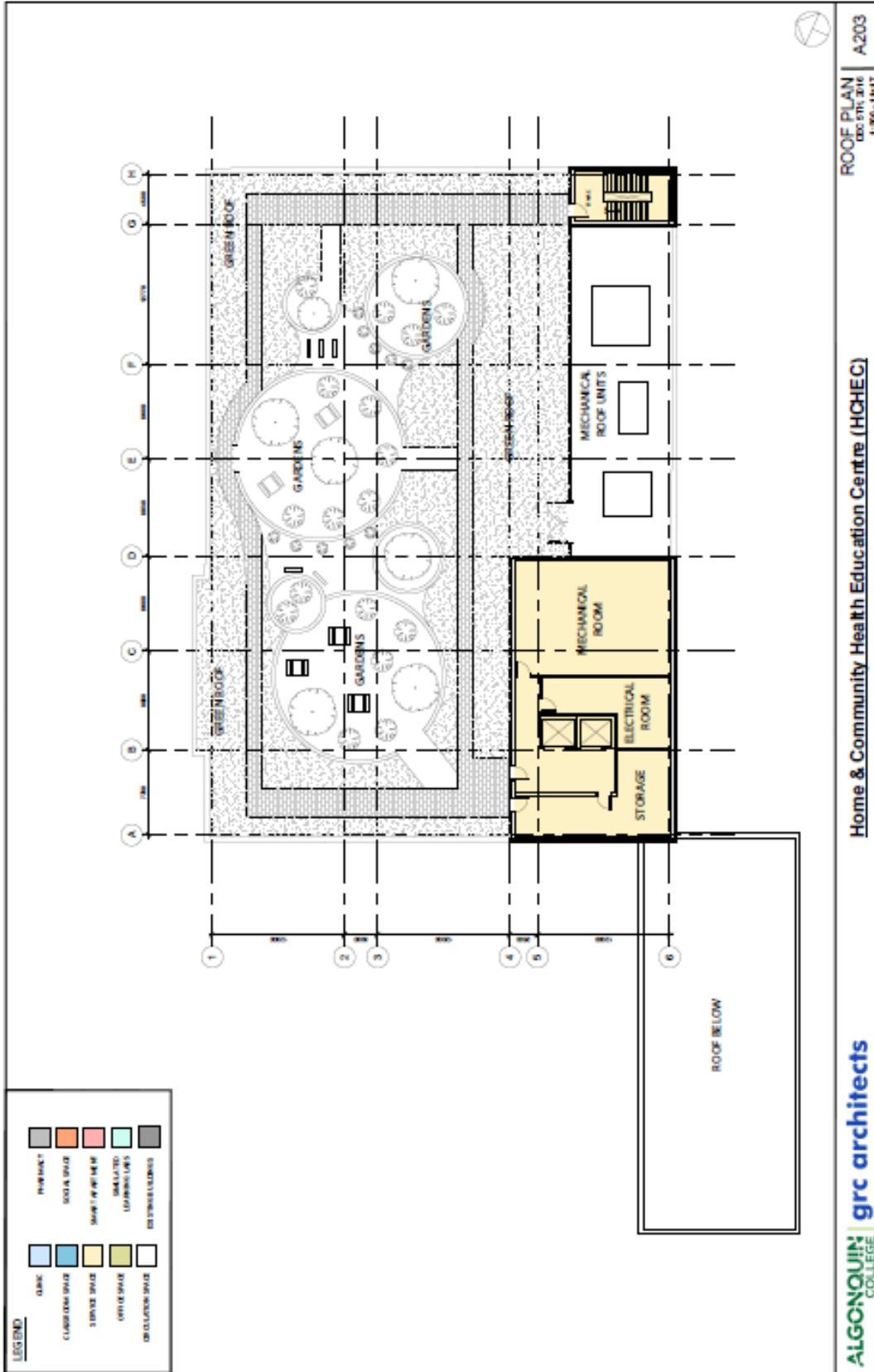












Report title:	Third Quarter 2016-2017 Financial Projection
Report to:	Board of Governors
Date:	February 13, 2017
Author/Presenter:	Duane McNair, Vice President, Finance and Administration

1. RECOMMENDATION:

**THAT** the Board of Governors accepts the Third Quarter 2016-2017 Financial Projection for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to present the Third Quarter 2016-2017 Financial Projection, including a summary of funded positions (Appendix A: Third Quarter 2016-2017 Financial Projection), and to provide an updated compliance status of the BG11- 02 Board Financial Management Policy (Appendix B: Third Quarter 2016-2017 Compliance Schedule).

3. BACKGROUND:

When the College budget is approved, some factors must be estimated because of unknown elements affecting the revenue and expenditure forecasts. The quarterly financial reporting process provides updated projections based on more accurate information.

The Board of Governors approved the 2016-2017 Annual Budget at the February 8, 2016 meeting. In compliance with both the Board of Governors’ direction and Ministry of Advanced Education and Skills Development’s Operating Directives, the 2016-2017 Annual Budget returns a net surplus on Funded Activity/College Operations of \$9.9 million, and maintains the College’s commitment to balancing student tuition revenue and government funded activities with associated operating expenditures

While the College has balanced its annual operating budget, the overall Approved Annual Budget has an estimated net contribution of \$(6.7) million. This is due to several extraordinary capital expenditures and will be partly funded from Internally Restricted Net Assets.

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

offset by a small increase in Funded Activity Net Contribution, and a positive adjustment in Non-Cash Revenue and Non-Cash Expenditure Adjustments.

4. DISCUSSION:

As part of the Third Quarter 2016-2017 Financial Projection process, budget holders had the opportunity to identify projected changes to financial results at the College Area reporting level.

Recorded budget changes have been included in the Third Quarter 2016-2017 Financial Projection as presented in Appendix A: Third Quarter 2016-2017 Financial Projection. Changes greater than \$500,000 that impact the projected net contribution from the Approved Annual Budget of the College are discussed in detail below in the sections titled: **Revenue Projection Adjustments** and **Expenditure Projection Adjustments**. Changes that impact the projected net contribution from the Approved Annual Budget which are less than \$500,000 are detailed throughout the Third Quarter 2016-2017 Financial Projection in Appendix A.

**Revenue Projection Adjustments greater than \$500,000:**

- A shortfall in enrolment of 0.5% (198 net registrants) from the 1% enrolment growth target included in the 2016-2017 Approved Annual Budget in College Funded Activity, offset by small increases in some incidental fees, Language Institute tuition fees, and Apprentice fees equates to a revenue increase of \$419,000 in total tuition fees and grants.
- Changes noted in the 'Other Revenues' section of the Revenue Schedule:
  - The International Education Centre has projected increased international fee premiums and \$1.5 million of these additional premiums will be transferred to Funded Activity / College Operations. This results from an increase in international enrolment of 25% over the Approved Annual Budget target; and
  - An increase of \$1 million in revenue has been projected in the Other Revenues to reflect an increase in internal revenues (offset by internal expenses), as well as an increase in Distance Education hosting fees (offset by increased hosting expenses for Distance Education).
- The International Education Centre is projecting a net revenue shortfall of \$2.4 million to the Approved Annual Budget resulting from the following combined items:
  - A 25% increase in international student enrolment over the Approved Annual Budget target results in an increase to revenue from international fee premiums of \$3.6 million, and
  - A decrease in revenue is projected from recognition of the one-time \$4.3 million wind-down cost of the Algonquin College – Saudi Arabia Jazan Campus.
- Revenue has increased in Strategic Investment Priorities by \$8.2 million, primarily as a result of:

- Funding of \$4.2 million to be recognized in 2016-2017 under the Post-Secondary Institutions Strategic Investment Fund as contributions towards the Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship projects. Total government funding committed for this project is \$24.8 million which will be recognized over the duration of the entire project cycle;
- Apprenticeship Enhancement Fund Grant of \$3 million announced after the budget was prepared (offset by equivalent expenditures); and
- Additional one-time Facilities Renewal Grant funding of \$1 million announced after the budget was prepared.

**Expenditure Projection Adjustments:**

- Total Salaries and Benefits have increased by \$1.1 million due to the creation of new positions, reclassification of existing positions, and adjustments to part-time academic salaries.
- Contingencies have been reduced by \$1.4 million to reflect adjusted requirements.
- Contract Services expenditures have increased by \$400,000 to reflect increased deliverables for new contracts, and an additional facilitator for Distant Education programs.
- Expenditures included under the 'Other' categories are projecting an increase of \$500,000 as a result of increased internal expenses (offset in internal revenues), postage costs, professional fees, and travel related costs.
- Expenditures have increased in Strategic Investment Priorities by \$7.3 million primarily as a result of:
  - \$8.7 million increase in estimated expenditures to be recognized in the 2016-2017 fiscal year as part of the total \$44.9 million project cost of the Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship project;
  - \$5.9 million approved increases in estimated expenditures in Strategic Investment Priorities projects across Initiatives and Opportunities, College Ancillary Services, and Apprenticeship Enhancement Fund projects;
  - \$5.5 million decrease of expenditures as an estimated underspend in Strategic Investment Priorities projects based on historical trend analysis; and
  - \$1.8 million approved decreases in estimated expenditures in Strategic Investment Priorities projects in College Technologies, College Space and Infrastructure, New Program Initiatives, and Appropriations from 2015-2016.

**Compliance**

- The College is compliant with the BGII-02 Board Management Policy (Appendix B: Third Quarter 2016-2017 Compliance Schedule).



5. LINK TO STRATEGIC PLAN:

The 2016-2017 Annual Budget and The Third Quarter 2016-2017 Financial Projection identifies the resources required to execute on initiatives in the College’s Business Plan, Strategic Plan, and to fund approved Strategic Investment Priorities projects in support of the Business Plan and Strategic Plan.

<b>STRATEGIC PLAN 2012-2017</b>			
Goal 1 Deliver an exemplary applied education and training experience.	<input checked="" type="checkbox"/>	Goal 7 Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.	<input checked="" type="checkbox"/>
Goal 2 Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.	<input checked="" type="checkbox"/>	Goal 8 Create and foster an environment in which the College’s model of leadership competencies and behaviours is supported.	<input checked="" type="checkbox"/>
Goal 3 Leverage technology to enhance the educational experience.	<input checked="" type="checkbox"/>	Goal 9 Align our funded operational expenditures with provincial funding.	<input checked="" type="checkbox"/>
Goal 4 Provide opportunities for every full-time student in Ontario College Credentialed programs to have a work-integrated learning experience.	<input checked="" type="checkbox"/>	Goal 10 Expand non-funded opportunities to increase revenue.	<input checked="" type="checkbox"/>
Goal 5 Deliver exceptional service to our diverse student and client populations.	<input checked="" type="checkbox"/>	Goal 11 Leverage strategic business partnerships to meet the capital needs of the College.	<input checked="" type="checkbox"/>
Goal 6 Leverage technology to automate and modernize our business processes, fostering an environment of continuous improvement.	<input checked="" type="checkbox"/>	Goal 12 Create the technological foundation to align with the digital direction.	<input checked="" type="checkbox"/>

6. STUDENT IMPACT:

Students will benefit from additional investments in information technology infrastructure, renovations and adaptations to learning spaces, maintenance of existing learning spaces, investment in new program development, academic equipment, and new facilities funded partially through the Post-Secondary Institutions Strategic Investment Fund.

7. FINANCIAL IMPACT:

The 2016-2017 Approved Annual Budget returns a net surplus on Funded Activity/College Operations of \$9.9 million, and maintains the College’s commitment to balancing student tuition revenue and government funded activities with associated operating expenditures. The Third Quarter 2016-2017 Financial Projection maintains a \$9.5 million net surplus on Funded Activity/College Operations.

8. HUMAN RESOURCES IMPACT:

The 2016-2017 Approved Annual Budget and the Third Quarter 2016-2017 Financial Projection provides required funding for all existing full-time permanent staff complement positions as well as all other part time and temporary staff positions. There are also provisions for professional development and training for College employees.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

In compliance with both Board of Governors' Financial Management Policy and Ministry of Advanced Education and Skills Development's Business Plan Operating Procedure directive, the 2016-2017 Annual Budget and the Third Quarter 2016-2017 Financial Projection maintains a positive accumulated surplus position and the College's commitment to balancing government funded operating activities with expenditures.

10. COMMUNICATIONS:

Any additional required communications will be administered through the office of the Executive Director, Communications, Marketing and External Relations.

11. CONCLUSION:

The Algonquin College Third Quarter 2016-2017 Financial Projection identifies resources supporting the Strategic Plan and Business Plan of the College while complying with Provincial government directives.

Respectfully submitted:



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Duane McNair,  
Vice President Finance and Administration

Approved for submission:



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Cheryl Jensen  
President

Appendices:

Appendix A: Third Quarter 2016-2017 Financial Projection Appendix B: Third Quarter 2016-2017 Compliance Schedule
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**ALGONQUIN  
COLLEGE**

**THIRD QUARTER 2016-2017  
FINANCIAL PROJECTION**



**Presentation to the Board of Governors  
February 13, 2017**



## Third Quarter 2016-2017 Financial Projection

### TABLE OF CONTENTS

Third Quarter Financial Report Summary .....	3
Statement of Financial Position .....	4
Revenue Schedule .....	5
Revenue Schedule Variance Analysis.....	6
Expenditures Schedule.....	7
Expenditures Schedule Variance Analysis.....	8
Strategic Investment Priorities Schedule.....	10
Strategic Investment Priorities Schedule Variance Analysis.....	11
Internally Restricted Net Assets Schedule.....	12
Summary of Funded Positions .....	13
Financial Sustainability Metrics – Annual Surplus .....	15
Financial Sustainability Metrics – Liquidity .....	16
Financial Sustainability Metrics – Operating .....	17
Financial Sustainability Metrics – Debt .....	18
Financial Sustainability Metrics – Accumulated Surplus .....	19

(all figures in \$ 000's)

	Approved Annual Budget	Q1 Year-End Projection (Restated at Q2)	Q2 Year-End Projection	Q3 Year-End Projection	Q3 vs. Approved Variance Favourable/ (Unfavourable)	Variance as % of Budget
<b>Funded Activity/College Operations</b>						
Revenue	\$ 229,845	\$ 229,407	\$ 232,738	\$ 233,130	\$ 3,285	1%
Expenditures	219,990	219,490	221,991	223,598	(3,608)	-2%
Net Contribution	9,855	9,917	10,747	9,532	(323)	-3%
<b>Contracts &amp; Other Non-Funded Activity</b>						
Revenue	27,588	27,588	27,495	27,495	(93)	0%
Expenditures	26,628	26,628	26,296	26,296	332	1%
Net Contribution	960	960	1,199	1,199	239	25%
<b>College Ancillary Services</b>						
Revenue	43,601	43,601	43,441	43,441	(160)	0%
Expenditures	35,929	35,929	35,769	35,769	160	0%
Net Contribution	7,672	7,672	7,672	7,672	-	0%
<b>International Education Centre</b>						
Revenue	17,106	18,267	14,707	15,684	(1,422)	-8%
Expenditures	13,642	14,301	15,328	15,864	(2,222)	-16%
Net Contribution	3,464	3,966	(621)	(180)	(3,644)	-105%
<b>Strategic Investment Priorities</b>						
Revenue	1,757	10,142	9,990	9,990	8,233	469%
Expenditures	36,577	42,152	44,460	43,894	(7,317)	-20%
Net Contribution	(34,820)	(32,010)	(34,470)	(33,904)	916	3%
<b>Non-Cash Revenue Adjustments</b>						
Capital Grants recorded as Deferred Capital Contributions	(2,000)	(9,300)	(9,300)	(9,300)	(7,300)	-365%
Amortization of Deferred Capital Contributions	8,000	8,000	8,000	8,000	-	0%
<b>Non-Cash Expenditure Adjustments</b>						
Expenditures to be Capitalized	16,000	21,700	23,300	23,300	7,300	46%
Amortization Expense	(16,500)	(15,000)	(15,000)	(15,000)	1,500	9%
Change in Vacation, Sick Leave & Post-Employment Benefits	650	540	540	340	(310)	-48%
<b>Net Contribution as per Public Sector Accounting Standards (PSAS)</b>						
	\$ (6,719)	\$ (3,555)	\$ (7,933)	\$ (8,341)	\$ (1,622)	

	Year-End Actual March 31, 2016	March 31, 2017 Approved Annual Budget	March 31, 2017 Q1 Projected (Restated at Q2)	March 31, 2017 Q2 Projected	March 31, 2017 Q3 Projected	Q3 vs. Approved Variance
<b>ASSETS</b>						
<b>Current Assets</b>						
Cash	\$ 28,367	\$ 29,367	\$ 32,267	\$ 30,175	\$ 29,402	\$ 35
Accounts Receivable	22,982	16,500	21,000	21,000	21,000	4,500
Inventory	1,752	2,000	2,000	2,000	2,000	-
Prepaid Expenses	3,000	2,500	2,500	2,500	2,500	-
	<u>56,101</u>	<u>50,367</u>	<u>57,767</u>	<u>55,675</u>	<u>54,902</u>	<u>4,535</u>
<b>Investments</b>	<b>75,349</b>	<b>54,540</b>	<b>59,924</b>	<b>56,038</b>	<b>56,604</b>	<b>2,064</b>
<b>Endowment Assets</b>	<b>22,796</b>	<b>25,908</b>	<b>23,396</b>	<b>23,396</b>	<b>23,396</b>	<b>(2,512)</b>
<b>Capital Assets</b>	<b>256,799</b>	<b>255,678</b>	<b>263,499</b>	<b>265,099</b>	<b>265,099</b>	<b>9,421</b>
<b>TOTAL ASSETS</b>	<b>\$ 411,045</b>	<b>\$ 386,493</b>	<b>\$ 404,586</b>	<b>\$ 400,208</b>	<b>\$ 400,001</b>	<b>\$ 13,508</b>
<b>LIABILITIES &amp; NET ASSETS</b>						
<b>Current Liabilities</b>						
Accounts Payable & Accrued Liabilities	\$ 19,562	\$ 16,500	\$ 18,500	\$ 18,500	\$ 18,500	\$ 2,000
Accrued Salaries & Employee Deductions Payable	7,969	7,700	7,700	7,700	7,700	-
Deferred Revenue	27,734	24,500	27,000	27,000	27,000	2,500
Current Portion of Long Term Debt	2,758	2,927	2,927	2,927	2,927	-
	<u>58,023</u>	<u>51,627</u>	<u>56,127</u>	<u>56,127</u>	<u>56,127</u>	<u>4,500</u>
<b>Long Term Debt</b>	<b>51,202</b>	<b>48,275</b>	<b>48,275</b>	<b>48,275</b>	<b>48,275</b>	<b>-</b>
<b>Vacation, Sick Leave &amp; Post-Employment Benefits</b>	<b>18,740</b>	<b>17,612</b>	<b>18,200</b>	<b>18,200</b>	<b>18,400</b>	<b>788</b>
<b>Deferred Capital Contributions</b>	<b>146,124</b>	<b>143,689</b>	<b>147,424</b>	<b>147,424</b>	<b>147,424</b>	<b>3,735</b>
<b>Interest Rate Swaps</b>	<b>10,611</b>	<b>8,898</b>	<b>8,898</b>	<b>8,898</b>	<b>8,826</b>	<b>(72)</b>
<b>Net Assets</b>						
Unrestricted	1,000	1,000	1,000	1,000	1,000	-
Investment in Capital Assets	56,715	60,787	64,873	66,473	66,473	5,686
Vacation, Sick Leave & Post-Employment Benefits	(18,740)	(17,612)	(18,200)	(18,200)	(18,400)	(788)
Internally Restricted	75,744	55,207	63,491	57,513	57,306	2,099
Endowment Fund	22,796	25,908	23,396	23,396	23,396	(2,512)
	<u>137,515</u>	<u>125,290</u>	<u>134,560</u>	<u>130,182</u>	<u>129,775</u>	<u>4,485</u>
<b>Accumulated Remeasurement Losses</b>	<b>(11,170)</b>	<b>(8,898)</b>	<b>(8,898)</b>	<b>(8,898)</b>	<b>(8,826)</b>	<b>72</b>
	<u>126,345</u>	<u>116,392</u>	<u>125,662</u>	<u>121,284</u>	<u>120,949</u>	<u>4,557</u>
<b>TOTAL LIABILITIES &amp; NET ASSETS</b>	<b>\$ 411,045</b>	<b>\$ 386,493</b>	<b>\$ 404,586</b>	<b>\$ 400,208</b>	<b>\$ 400,001</b>	<b>\$ 13,508</b>

(all figures in \$ 000's)

	Approved Annual Budget	Q1 Year-End Projection (Restated at Q2)	Q2 Year-End Projection	Q3 Year-End Projection	Q3 vs. Approved Variance Favourable/ (Unfavourable)
<b>FUNDED ACTIVITY/COLLEGE OPERATIONS</b>					
<b>Grants</b>					
Post Secondary Activity	\$ 106,641	\$ 106,549	\$ 106,655	\$ 106,655	\$ 14
Apprentice	5,099	5,099	5,223	5,223	124
Flow-Through Student Aid	1,658	1,658	1,658	1,658	-
<b>TOTAL GRANTS</b>	<b>113,398</b>	<b>113,306</b>	<b>113,536</b>	<b>113,536</b>	<b>138</b>
<b>Tuition Fees</b>					
Full-Time Post Secondary	69,643	68,831	69,754	69,754	111
Part-Time	9,413	9,413	9,568	9,568	155
Adult Training	1,177	1,177	1,185	1,185	8
Student IT & Mobile Computing Fees	7,716	7,716	7,723	7,723	7
<b>TOTAL TUITION FEES</b>	<b>87,949</b>	<b>87,137</b>	<b>88,230</b>	<b>88,230</b>	<b>281</b>
<b>Contract Educational Services</b>					
Corporate & Other Programs	4,033	4,033	3,969	3,969	(64)
<b>TOTAL CONTRACT EDUCATIONAL SERVICES</b>	<b>4,033</b>	<b>4,033</b>	<b>3,969</b>	<b>3,969</b>	<b>(64)</b>
<b>Other</b>					
Early Learning Centre	918	918	918	918	-
Student Ancillary Fees	5,669	5,669	6,035	6,035	366
Investment Income	1,500	1,500	1,526	1,526	26
Transfer from International Education Centre <sup>1</sup>	6,104	6,570	7,249	7,641	1,537
Miscellaneous	10,274	10,274	11,275	11,275	1,001
<b>TOTAL OTHER</b>	<b>24,465</b>	<b>24,931</b>	<b>27,003</b>	<b>27,395</b>	<b>2,930</b>
<b>TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS</b>	<b>229,845</b>	<b>229,407</b>	<b>232,738</b>	<b>233,130</b>	<b>3,285</b>
<b>CONTRACTS &amp; OTHER NON-FUNDED ACTIVITY</b>	<b>27,588</b>	<b>27,588</b>	<b>27,495</b>	<b>27,495</b>	<b>(93)</b>
<b>COLLEGE ANCILLARY SERVICES</b>	<b>43,601</b>	<b>43,601</b>	<b>43,441</b>	<b>43,441</b>	<b>(160)</b>
<b>INTERNATIONAL EDUCATION CENTRE</b>	<b>17,106</b>	<b>18,267</b>	<b>14,707</b>	<b>15,684</b>	<b>(1,422)</b>
<b>STRATEGIC INVESTMENT PRIORITIES</b>	<b>1,757</b>	<b>10,142</b>	<b>9,990</b>	<b>9,990</b>	<b>8,233</b>
<b>TOTAL REVENUE</b>	<b>\$ 319,897</b>	<b>\$ 329,005</b>	<b>\$ 328,371</b>	<b>\$ 329,740</b>	<b>\$ 9,843</b>

<sup>1</sup> 35% of the International Fee Premium is shared with Academic Services (part of Funded Activity/College Operations).

Description	Variance Favourable/ (Unfavourable)	Comments
Apprentice	\$ 124	Increase in the Apprentice seat purchase plan from additional enrolment.
Full-Time Post Secondary Tuition Fees	\$ 111	Decrease in tuition revenue due to a projected enrolment shortfall of .5% offset by an increase in full-time incidental fees in the Culinary Arts program (with additional related expense), as well as an increase in Language Institute tuition fees.
Part-Time Post Secondary Tuition Fees	\$ 155	Increased activity in part-time programs, and an increase in incidental fees for the Sommelier program.
Student Ancillary Fees	\$ 366	Favourable variance is due to the following: \$119K increase in late payment fees, \$198K increase in full-time withdrawal fees, \$49 from other minor variances.
Transfer from International Education Centre	\$ 1,537	Increased International Fee Premiums allocated to Funded Activity as a result of the increased enrolment in International Education of 25.3% over the Approved Annual Budget.
Miscellaneous	\$ 1,001	Favourable variance is due to the following: \$520K Increase in internal recoveries offset by increase in internal charges, \$220K Increase in Distance Education hosting fees offset by increase in Contract Services, \$114K Unbudgeted Perth revenue resulting from contracts with the National Capital Commission and Parks Canada, \$147K from a combination of minor variances.
Contract and Other Non-Funded Activity	\$ (93)	Unfavourable variance due to delays in the delivery of training programs for various government contracts, in addition to the International BioTech Program contract which was not renewed for 2016-17.
College Ancillary Services	\$ (160)	Unfavourable variance is a result of a \$200K decrease in planned activity within the Campus Bookstore due to the consolidation of the Print Shop; offset by an increase in commissions revenue.
International Education Centre	\$ (1,422)	A 25.3% increase in international student enrolment over the Approved Annual Budget results in increased International Fee Premiums in the amount of \$3.7M. This increase has been offset by an additional \$4.3M in expected expenses related to the wind-down cost of the Jazan Campus and an additional provision of \$800K to reflect the \$2.3M operating loss from the Algonquin College - Saudi Arabia operations.
Strategic Investment Priorities	\$ 8,233	<i>See Strategic Investment Priorities Variances page for details.</i>
Total Explained Variances	\$ 9,852	
Other Minor Variances	\$ (9)	
Total Variance	\$ 9,843	



(all figures in \$ 000's)

	Approved Annual Budget	Q1 Year-End Projection (Restated at Q2)	Q2 Year-End Projection	Q3 Year-End Projection	Q3 vs. Approved Variance Favourable/ (Unfavourable)
<b>FUNDED ACTIVITY/COLLEGE OPERATIONS</b>					
<b>TOTAL SALARIES &amp; BENEFITS</b>	\$ 154,871	\$ 154,871	\$ 155,995	\$ 155,995	\$ (1,124)
<b>Other Operating Costs</b>					
Mandated Student Aid	6,159	6,159	6,159	6,159	-
Contingencies	5,880	5,380	4,930	4,430	1,450
Long Term Debt Interest	849	849	849	849	-
Contract Services	9,400	9,400	9,806	9,806	(406)
Instructional Supplies & Equipment	4,335	4,335	4,653	4,653	(318)
Information Technology	7,311	7,311	7,516	7,516	(205)
Promotion	2,487	2,487	2,705	2,705	(218)
Building Maintenance & Utilities	11,574	11,574	11,711	13,818	(2,244)
Flow-Through Student Aid	1,658	1,658	1,659	1,659	(1)
Cost of Goods Sold	1,113	1,113	1,132	1,132	(19)
Other	14,353	14,353	14,876	14,876	(523)
<b>TOTAL OTHER OPERATING</b>	65,119	64,619	65,996	67,603	(2,484)
<b>TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS</b>	219,990	219,490	221,991	223,598	(3,608)
<b>CONTRACTS &amp; OTHER NON-FUNDED ACTIVITY</b>	26,628	26,628	26,296	26,296	332
<b>COLLEGE ANCILLARY SERVICES</b>	35,929	35,929	35,769	35,769	160
<b>INTERNATIONAL EDUCATION CENTRE</b>	13,642	14,301	15,328	15,864	(2,222)
<b>STRATEGIC INVESTMENT PRIORITIES</b>	36,577	42,152	44,460	43,894	(7,317)
<b>TOTAL EXPENDITURES</b>	\$ 332,766	\$ 338,500	\$ 343,844	\$ 345,421	\$ (12,655)

Description	Variance Favourable/ (Unfavourable)	Comments
Salaries and Benefits	\$ (1,124)	Unfavourable variance of (\$1.1M) is due to creation of new positions, reclassification of existing positions, and adjustments to part-time academic salaries.
Contingencies	\$ 1,450	Contingency reduced to reflect requirements.
Contract Services	\$ (406)	Unfavourable variance is due to the following: (\$128K) Increase in contract services for Outdoor Adventure Naturalist program (offset by additional revenue), (\$124K) Increase in expense related to additional facilitator costs for the Distance Education programs (offset by additional Host Fee revenue), (\$115K) Increase in contract services for ITS Cyber Security Unit and Digital Strategy and Solutions (offset by savings in salaries expense), (\$14K) Increase in contract services related to additional funding for Women's Campus Safety (offset by additional revenue), (\$25K) Other minor variances.
Instructional Supplies & Equipment	\$ (318)	Unfavourable variance is due to the following: (\$250K) Increase in expense due to change in Culinary Arts Program incidental fees (offset in revenue), (\$68K) Other minor variances.
Information Technology	\$ (205)	Unfavourable variance is due to the following: (\$130K) Increase in software license fees for library databases, (\$54K) Increase in academic equipment for Design Studies and Test Centre, (\$34K) Increase in software license fees for Organizational Effectiveness, \$13 Other minor variances.
Promotion	\$ (218)	Unfavourable variance is due to the following: (\$97K) Increase in promotion expense for marketing costs related to new programs, (\$50K) Increase in promotion expense for Registrar's Office related to convocation and other events, (\$17K) Increase in promotion expense of Student Support Services, (\$15K) Additional promotion expense regarding Women's Campus Safety (offset by additional revenue), (\$39K) Other minor variances.

Description	Variance Favourable/ (Unfavourable)	Comments
Building Maintenance & Utilities	\$ (2,244)	Unfavourable variance is due to the following: (\$2.107M) increase in utility cost projections related to a number of ongoing activities at the Ottawa campus. These activities include: Prior period adjustments to the energy measurement baseline resulting in higher measured savings which must be used to repay the financing debt, additional expense resulting from delays in the installation of the Co-generation system, unanticipated energy cost increases, and increased demand for energy as a result of expanded space utilization due to ongoing decanting exercises related to current capital projects. (\$120K) Increase due to operational demands and costs related to hiring a service technician to meet immediate requirements, and (\$17K) Other minor variances.
Other	\$ (523)	Unfavourable variance is due to the following: (\$235K) Increase in internal charges offset by increase in internal recovery revenue, (\$70K) Increase in travel expense across all schools, (\$56K) Increase in professional fees incurred by the Perth campus in support of work done on National Capital Commission Barn Assessment Study, (\$26K) Increase in professional fees for Powerline Technician within Architecture program, (\$23K) Increase in postage charges for Registrar's office, (\$113K) Other minor variances.
Contract and Other Non-Funded Activity	\$ 332	Favourable variance due to a decrease in expenses as a result of delays in the delivery of training programs for various government contracts and the planned International BioTech Program contract which was not renewed for 2016/17 (partially offset by reduced revenue).
College Ancillary Services	\$ 160	Favourable variance due to the reduction in contingency expenses, as well as a reduced allocation for various overhead charges.
International Education Centre	\$ (2,222)	Increased expenditures required to support a 25.3% increase over the Approved Annual Budget in international enrolment. This represents \$3.7M in additional revenue.
Strategic Investment Priorities	\$ (7,317)	<i>See Strategic Investment Priorities Variances page for details.</i>
Total Explained Variances	\$ (12,635)	
Other Minor Variances	\$ (20)	
Total Variance	\$ (12,655)	

	Approved Annual Budget	Q1 Year-End Projection (Restated at Q2)	Q2 Year-End Projection	Q3 Year-End Projection	Q3 vs. Approved Variance Favourable/ (Unfavourable)
<b>Source of Funds</b>					
Facilities Renewal Grant	\$ 980	\$ 1,934	\$ 1,934	\$ 1,934	\$ 954
College Equipment Renewal Fund Grant	560	560	560	560	-
Apprenticeship Enhancement Fund Grant	-	3,187	3,035	3,035	3,035
Capital Campaign	217	217	217	217	-
Post-Secondary Institutions Strategic Investment Fund (PSISIF) Grant	-	4,244	4,244	4,244	4,244
Miscellaneous	-	-	-	-	-
<b>TOTAL SOURCE OF FUNDS</b>	<b>1,757</b>	<b>10,142</b>	<b>9,990</b>	<b>9,990</b>	<b>8,233</b>
<b>EXPENDITURES:</b>					
College Technologies	14,528	13,552	13,653	13,653	875
College Space & Infrastructure	12,852	10,985	12,430	12,060	792
New Program Initiatives	1,160	1,133	1,107	1,107	53
Academic & Other Equipment	1,609	1,658	1,658	1,658	(49)
Initiatives & Opportunities	4,928	6,715	7,503	7,584	(2,504)
College Ancillary Services	1,400	1,708	1,708	1,583	(183)
Apprenticeship Enhancement Fund (AEF)	-	3,187	3,187	3,035	(3,187)
Appropriations	100	-	-	-	100
Innovation, Entrepreneurship and Learning Centre, and Institute for Indigenous Entrepreneurship Project (partially funded through PSISIF as above).	-	8,701	8,701	8,701	(8,701)
Adjustment for Anticipated Underspend	-	(5,487)	(5,487)	(5,487)	5,487
Total Other	36,577	42,152	44,460	43,894	(7,317)
<b>TOTAL EXPENDITURES</b>	<b>36,577</b>	<b>42,152</b>	<b>44,460</b>	<b>43,894</b>	<b>(7,317)</b>
<b>TOTAL NET CONTRIBUTION</b>	<b>\$ (34,820)</b>	<b>\$ (32,010)</b>	<b>\$ (34,470)</b>	<b>\$ (33,904)</b>	<b>\$ 916</b>

Description	Variance Favourable/ (Unfavourable)	Comments
Facilities Renewal Grant	\$ 954	Additional one-time Facilities Renewal Grant funding announced after the budget was prepared.
Apprenticeship Enhancement Fund Grant	\$ 3,035	Apprenticeship Enhancement Fund Grant announced after the budget was prepared (offset by equivalent expenditures).
Post-Secondary Institutions Strategic Investment Fund (PSISIF) Grant	\$ 4,244	Total funds of \$24.8M will be received through the Post-Secondary Institutions Strategic Investment Fund as contributions towards the Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship project. The \$4.24M represents the cash flow available based on the funding agreement for 2016-17. The total project cost is \$44.9M.
College Technologies	\$ 875	Reflects revised project costs, provision adjustments, and carry forward budgets from projects in progress at the end of fiscal year 2015-16.
College Space & Infrastructure	\$ 792	Reflects revised project costs, provision adjustments and carry forward budgets from projects in progress at the end of fiscal year 2015-16.
Initiatives & Opportunities	\$ (2,504)	Reflects revised project costs, provision adjustments and carry forward budgets from projects in progress at the end of fiscal year 2015-16, as well as Responsibility Centered Management carry forward budgets.
College Ancillary Services	\$ (183)	Renovations to Connections Bookstore (\$350K), plus carry forward budgets (\$393K) from projects in progress at the end of fiscal year 2015-16, offset by \$560K in delayed and/or adjusted project budgets.
Apprenticeship Enhancement Fund (AEF)	\$ (3,187)	Apprenticeship Enhancement Fund announced after the budget was prepared.
Appropriations	\$ 100	Reduction of unutilized appropriation budgets to support 2015-16 fiscal year expenses.
Innovation, Entrepreneurship and Learning Centre, and Institute for Indigenous Entrepreneurship Project (partially funded through PSISIF as above).	\$ (8,701)	Total funds of \$24.8M will be received through the Post-Secondary Institutions Strategic Investment Fund as contributions towards the Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship project. The \$8.7M represents the estimated expenditures to be recognized in the 2016-17 fiscal year as part of the total \$44.9M project cost.
Adjustment for Anticipated Underspend	\$ 5,487	Based on historical trends, a 15% provision has been added to account for anticipated underspending in Strategic Investment Priorities projects.
Total Explained Variances	\$ 912	
Other Minor Variances	\$ 4	
Total Variance	\$ 916	



Third Quarter 2016-2017 Financial Projection  
**INTERNALLY RESTRICTED NET ASSETS SCHEDULE**  
 (all figures in \$ 000's)

	Year-End Actual March 31, 2016	Projected In-Year Use of Funds (2016/17)	Projected Year- End Adjustments (2016/17)	Projected March 31, 2017
<b>Appropriations</b>	\$ 250	\$ -	\$ (150)	\$ 100
<b>Specific Reserves:</b>				
Other Projects & Initiatives	29,841	18,552	(1,035)	10,254
Ancillary Services Reserve Fund	5,756	1,708	1,118	5,166
Employment Stabilization Funds	547	50	60	557
Other Student Aid	-	-	-	-
	36,144	20,310	143	15,977
<b>Contingency Reserve Fund</b>	8,127		173	8,300
<b>Reserve Funds:</b>				
Future Capital Expansion	31,223	1,850	3,556	32,929
	31,223	1,850	3,556	32,929
<b>TOTAL INTERNALLY RESTRICTED NET ASSETS*</b>	<b>\$ 75,744</b>	<b>\$ 22,160</b>	<b>\$ 3,722</b>	<b>\$ 57,306</b>
<b>TOTAL UNRESTRICTED NET ASSETS</b>	<b>\$ 1,000</b>			<b>\$ 1,000</b>
<b>Investment in Capital Assets</b>	56,715		9,758	66,473
<b>Vacation, Sick Leave &amp; Post-Employment Benefits</b>	(18,740)		340	(18,400)
<b>Interest Rate Swaps</b>	(11,170)		2,344	(8,826)
<b>Endowment Fund</b>	22,796		600	23,396
<b>TOTAL NET ASSETS</b>	<b>\$ 126,345</b>	<b>\$ 22,160</b>	<b>\$ 16,764</b>	<b>\$ 120,949</b>

\* Budgeted balances of Internally Restricted Net Assets and Unrestricted Net Assets includes the impact of budgeted expenditures from Appropriations, Specific Reserves and Reserve Funds, and contributions to Reserve Funds for the fiscal year 2016/2017. The Board of Governors Financial Management Policy requires that the Board of Governors approve any spending from Reserve Funds.

	Approved Annual Budget 2016/17				Position Changes			Full-Time Funded at Q3 2016/2017				Total Staffed at Dec 31/16	Total Vacant at Dec 31/16
	Admin	Support	Academic	Total	Positions Opened	Positions Closed	Positions Transferred	Admin	Support	Academic	Total		
<b>President &amp; Board of Governors</b>													
President's Office	4	-	-	4				4	-	-	4	4	-
<b>Human Resources</b>													
Human Resources	22	2	1	25	1	(1)		22	2	1	25	24	1
<b>Finance and Administration</b>													
Vice-President's Office	2	-	-	2				2	-	-	2	2	-
College Ancillary Services	17	72	-	89	3		(1)	17	74	-	91	90	1
Finance & Administrative Services	9	28	-	37		(1)		9	27	-	36	36	-
Risk Management <sup>1</sup>	7	1	-	8	1			8	1	-	9	9	-
Physical Resources	9	40	-	49	4	(5)		10	38	-	48	40	8
<b>Total</b>	<b>44</b>	<b>141</b>	<b>-</b>	<b>185</b>	<b>8</b>	<b>(6)</b>	<b>(1)</b>	<b>46</b>	<b>140</b>	<b>-</b>	<b>186</b>	<b>177</b>	<b>9</b>
<b>Student Services</b>													
Vice-President's Office	2	-	-	2				2	-	-	2	2	-
Aboriginal Services & Partnerships	-	2	1	3	1			1	2	1	4	4	-
Student Support Services	10	45	18	73				10	45	18	73	72	1
Algonquin College Foundation	3	2	-	5	1			3	3	-	6	5	1
Registrar	11	67	-	78	4	(2)	(2)	11	67	-	78	76	2
<b>Total</b>	<b>26</b>	<b>116</b>	<b>19</b>	<b>161</b>	<b>6</b>	<b>(2)</b>	<b>(2)</b>	<b>27</b>	<b>117</b>	<b>19</b>	<b>163</b>	<b>159</b>	<b>4</b>
<b>International and Strategic Planning</b>													
Vice-President's Office	2	1	-	3	1	(2)		2	-	-	2	2	-
International & Strategic Planning	11	10	21	42	2	(2)		12	10	20	42	40	2
<b>Total</b>	<b>13</b>	<b>11</b>	<b>21</b>	<b>45</b>	<b>3</b>	<b>(4)</b>	<b>-</b>	<b>14</b>	<b>10</b>	<b>20</b>	<b>44</b>	<b>42</b>	<b>2</b>
<b>Academic Services</b>													
Vice-President's Office	3	-	9	12		(2)		3	-	7	10	3	7
Academic Operations and Planning <sup>2</sup>	9	6	3	18	1	(1)	5	9	11	3	23	21	2
Faculty of Arts, Media & Design <sup>3</sup>	9	34	115	158			(2)	8	33	115	156	145	11
School of Business	5	9	88	102			(1)	5	8	88	101	97	4
School of Hospitality & Tourism	3	10	41	54			(1)	3	9	41	53	49	4
Faculty of Technology & Trades	6	26	151	183	3			6	26	154	186	177	9
Algonquin College Heritage Institute	3	10	13	26	1		(1)	4	9	13	26	24	2
Faculty of Health, Public Safety & Community Studies	8	31	122	161			(1)	8	30	122	160	153	7
Mobile Learning & Teaching Services	2	5	-	7		(1)	(6)	-	-	-	-	-	-
Centre for Continuing and Online Learning	6	16	-	22			(1)	6	15	-	21	21	-
Personal Development Institute	-	1	-	1				-	1	-	1	1	-
Algonquin College in the Ottawa Valley	6	30	29	65				6	30	29	65	65	-
<b>Total</b>	<b>60</b>	<b>178</b>	<b>571</b>	<b>809</b>	<b>5</b>	<b>(4)</b>	<b>(8)</b>	<b>58</b>	<b>172</b>	<b>572</b>	<b>802</b>	<b>756</b>	<b>46</b>
<b>Digital Technologies and Innovation</b>													
Vice-President's Office	2	-	-	2				2	-	-	2	2	-
Applied Research & Development <sup>4</sup>	3	2	-	5		(1)	(1)	1	2	-	3	3	-
Business Development & Corporate Training <sup>5</sup>	4	7	-	11				4	7	-	11	11	-

	Approved Annual Budget 2016/17				Position Changes			Full-Time Funded at Q3 2016/2017				Total Staffed at Dec 31/16	Total Vacant at Dec 31/16
	Admin	Support	Academic	Total	Positions Opened	Positions Closed	Positions Transferred	Admin	Support	Academic	Total		
Digital Strategies & Solutions	3	3	-	6			-	4	2	-	6	4	2
Digital Adoption, Usage, Performance and Insights	1	4	-	5			1	2	4	-	6	6	-
Project Management & Business Administration	3	7		10	1		1	4	8	-	12	11	1
Information Technology Services	10	73	-	83	3	(3)		10	73	-	83	73	10
<b>Total</b>	<b>26</b>	<b>96</b>	<b>-</b>	<b>122</b>	<b>4</b>	<b>(4)</b>	<b>1</b>	<b>27</b>	<b>96</b>	<b>-</b>	<b>123</b>	<b>110</b>	<b>13</b>
<b>Communications, Marketing, and External Relations</b>													
Marketing <sup>6</sup>	2	11	-	13		(1)	10	2	20	-	22	22	-
Communications	2	2	-	4	1			3	2	-	5	5	-
<b>Total</b>	<b>4</b>	<b>13</b>	<b>-</b>	<b>17</b>	<b>1</b>	<b>(1)</b>	<b>10</b>	<b>5</b>	<b>22</b>	<b>-</b>	<b>27</b>	<b>27</b>	<b>-</b>
<b>COLLEGE TOTAL</b>	<b>199</b>	<b>557</b>	<b>612</b>	<b>1,368</b>	<b>28</b>	<b>(22)</b>	<b>-</b>	<b>203</b>	<b>559</b>	<b>612</b>	<b>1,374</b>	<b>1,299</b>	<b>75</b>

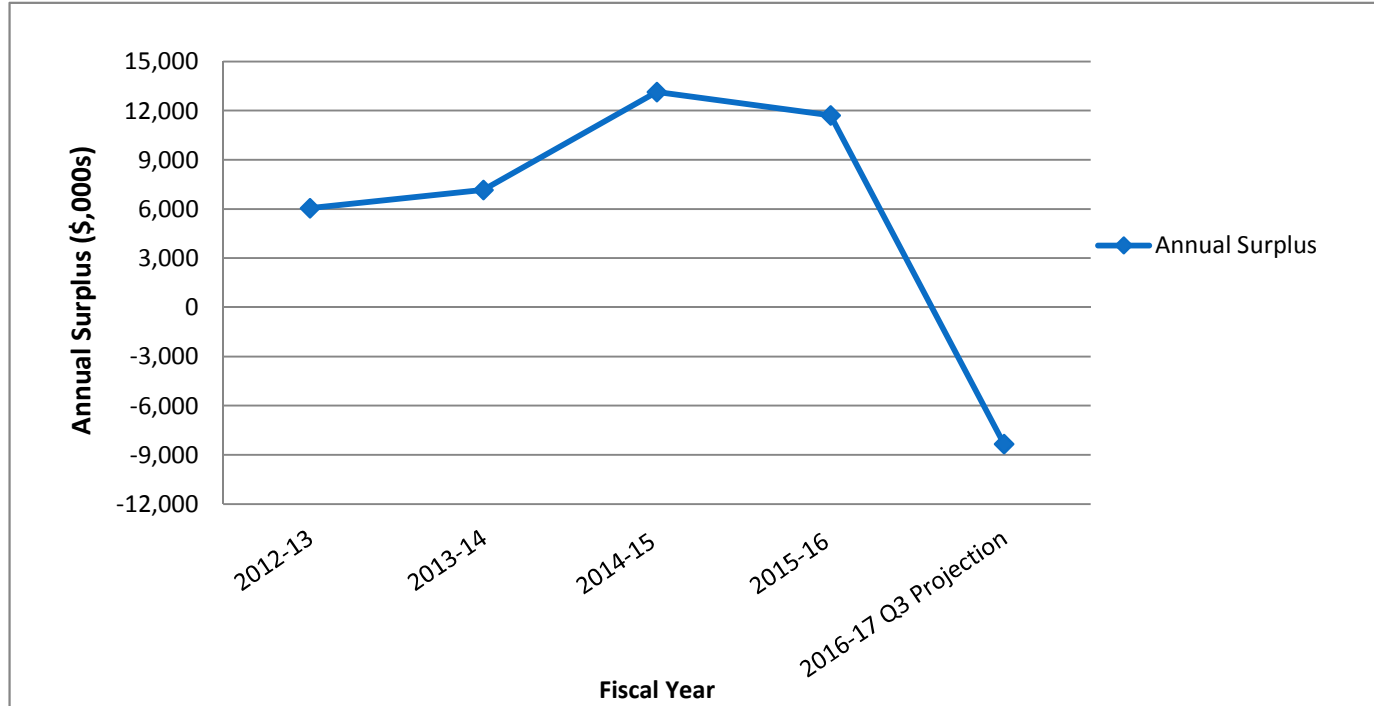
The complement report represents the total number of positions for each of the College's major areas.

Not all positions are 100% funded in the budget as some positions are vacant at the start of the year and other positions have a start date projected for other than April 1st.

- 1 - Risk Management is a new sector for 2016-2017. Previously included as a component of Physical Resources.
- 2 - Academic Operations and Planning is a new sector for 2016-2017. Previously included as a component of Vice President, Academic.
- 3 - School/College Work Initiative sector moved to Faculty of Arts, Media & Design in 2016-2017 re-organization.
- 4 - Applied Research & Development moved to Digital Technologies and Innovation in the 2016-2017 re-organization. Previously with Academic Services.
- 5 - Business Development & Corporate Training moved to Digital Technologies & Innovation in the 2016-2017 re-organization. Previously with Academic Services.
- 6 - Marketing moved to Communications, Marketing and External Relations in the 2016-2017 re-organization. Previously included with Recruitment in Student Services.



### Operating Results: Annual Surplus



**Objective:**

Measures the excess of revenues over expenses in a given year.

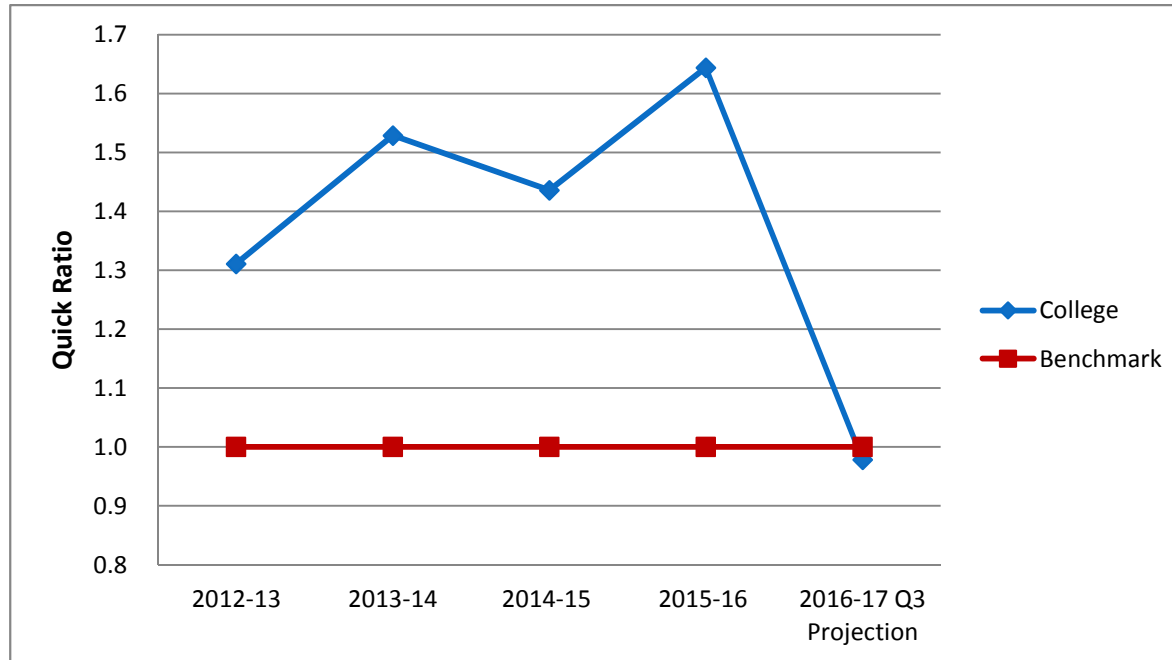
**Benchmark:**

Must be greater than \$0.

**Rationale:**

An annual deficit or declining surpluses may indicate a decline in an institution's financial health.

## Measuring Liquidity: Quick Ratio



**Objective:**

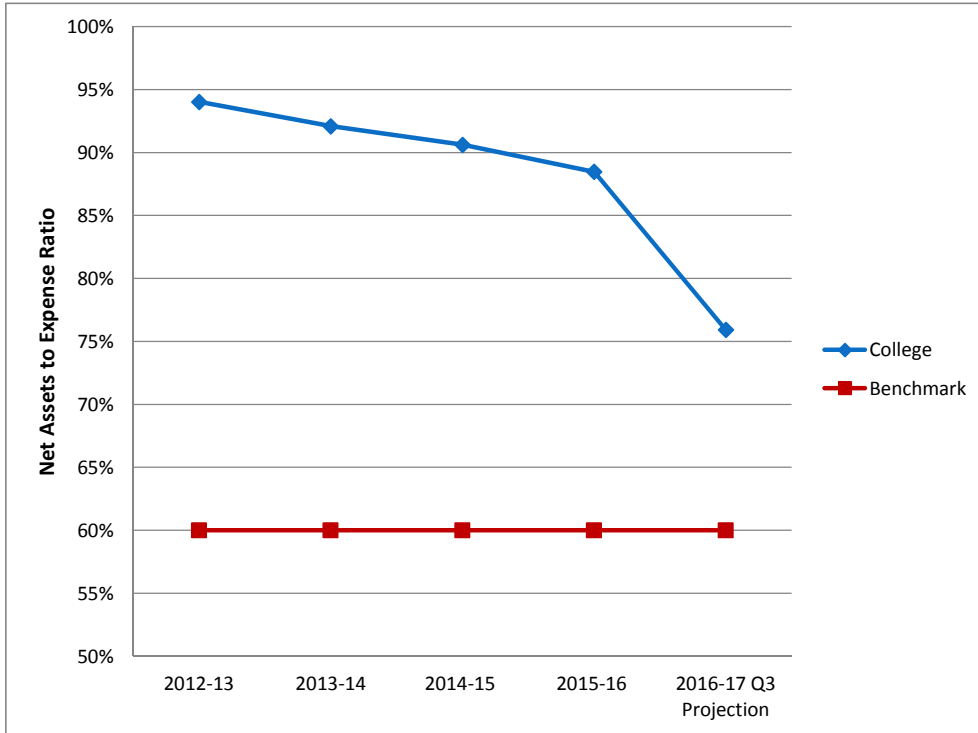
Fiscal performance indicator testing the college's ability to pay its short term maturing obligations (e.g. biweekly payroll payments).

**Benchmark:**

A ratio of 1 or higher indicates that a college should be able to meet its short term obligations.

**Rationale:** A ratio of 1 is a typical business standard. Less than 1 may indicate that a college is not able to meet its short term obligations. When including surplus cash invested in longer term investments (greater than 1 year) Algonquin's Quick Ratio was at 1.98 for Q3 2016/17.

Operating Results: Net Assets to Expense Ratio



**Objective:**

A traditional indicator to ascertain the ability of a college to continue operations in the event there is a delay in revenue streams.

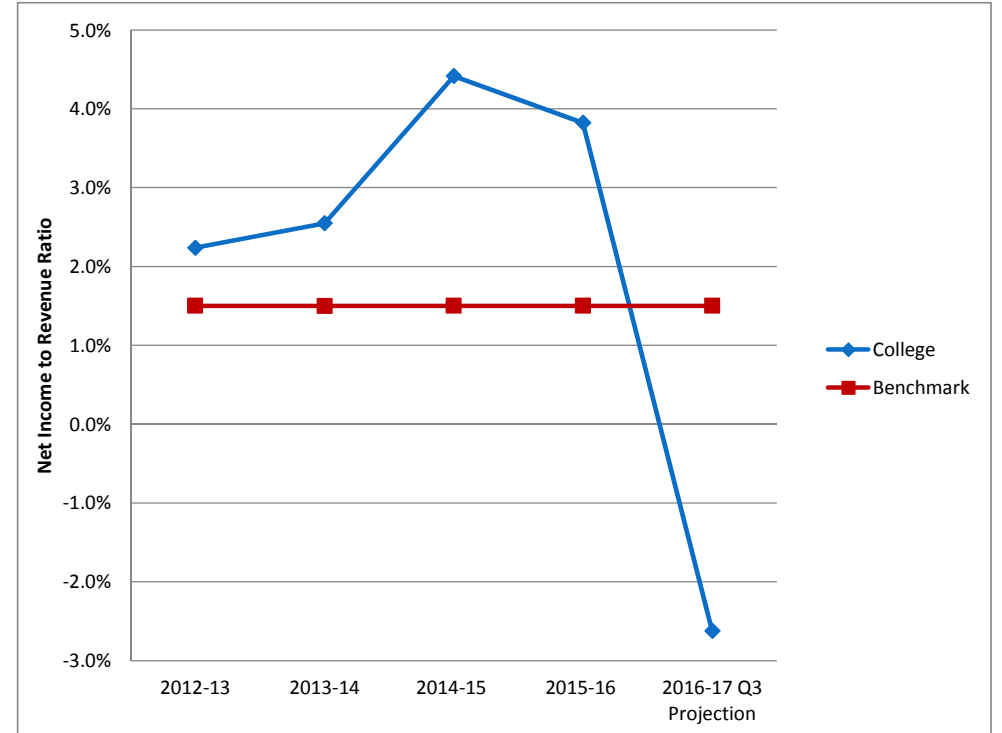
**Benchmark:**

60% or higher.

**Rationale:**

A net balance that is less than 60% of annual expenses may indicate a lower tolerance for variable or volatile revenues.

Operating Results: Net Income to Revenue Ratio



**Objective:**

This ratio measures the return an institution generates on each dollar of revenue.

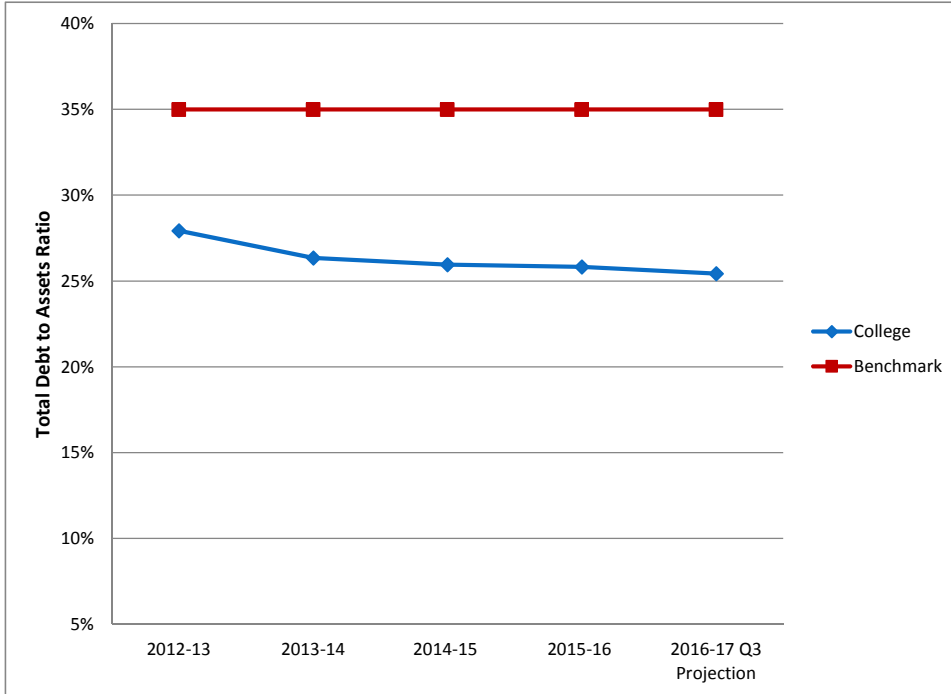
**Benchmark:**

Less than 1.5% may be a concern because it may indicate that the college may not be able to recover from a deficit position in a reasonable period of time.

**Rationale:**

A surplus less than 1.5% of revenues indicates that small changes in expenses or revenues may result in annual deficits for the institution.

Managing Debt: Total Debt to Assets Ratio



**Objective:**

Measures the proportion of total assets that are financed by debt. A high or increasing value may be predictive of future liquidity problems or a reduced ability to borrow money in the future.

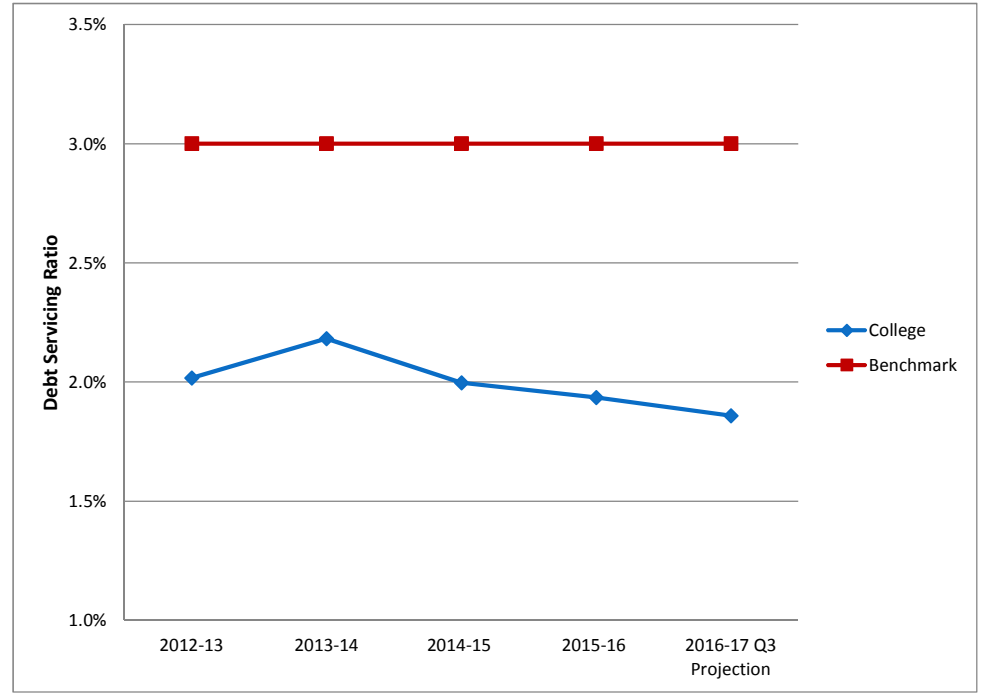
**Benchmark:**

Greater than 35% leads to a concern as this may indicate that a college will not be able to finance their ongoing operations due to the debt burden.

**Rationale:**

A high debt burden may indicate that the institution is vulnerable to its creditors, or will have reduced liquidity or a reduced ability to borrow in the future.

Managing Debt: Debt Servicing Ratio



**Objective:**

This ratio measures the College's spending on servicing the debt portfolio .

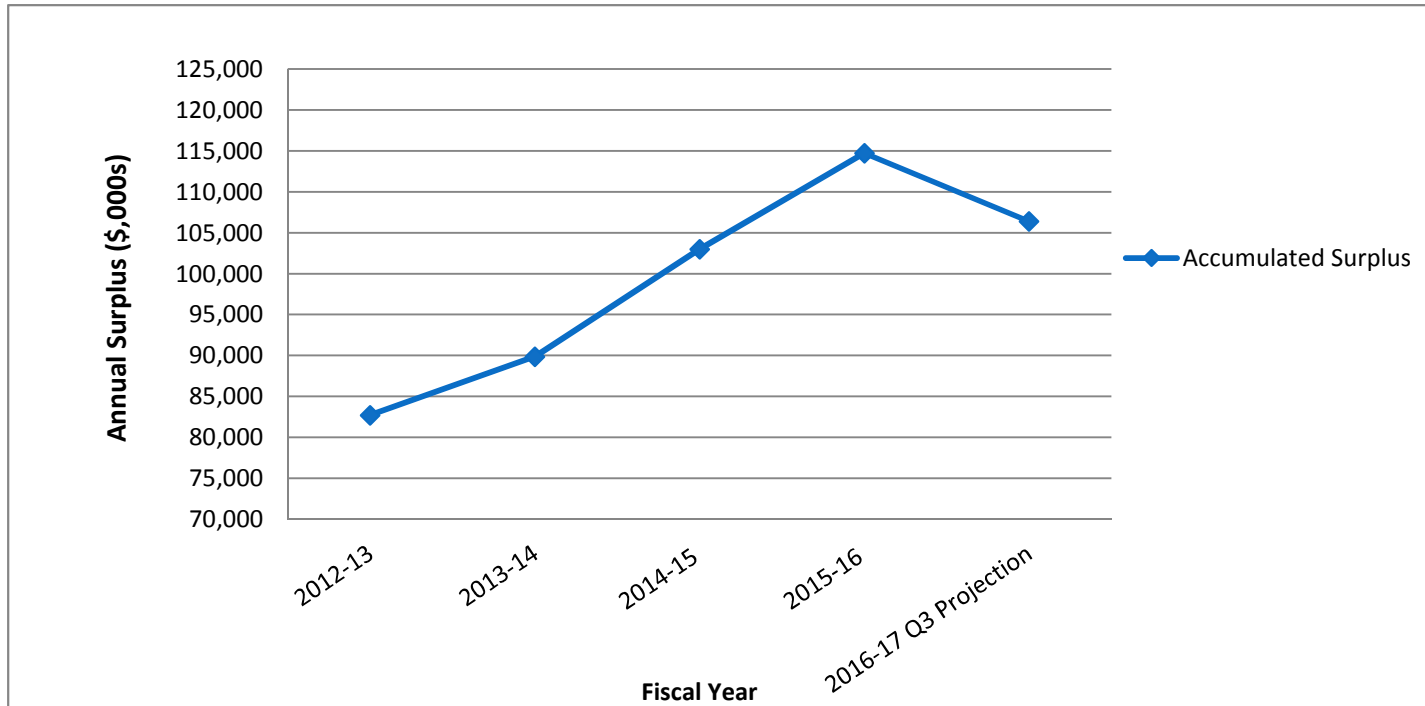
**Benchmark:**

A ratio of 3% or lower, based on historical trend analysis and industry standard.

**Rationale:**

A ratio of greater than 3% may indicate a reduced or restricted cash flow as the College is spending less than 97% of revenues on core services.

### Accumulated Surplus/(Deficit)



**Objective:**

Represents the cumulative wealth that an institution has under its own control to assist with ongoing operations.

**Benchmark:**

Must be greater than \$0.

**Rationale:**

An accumulated deficit indicates that the College may have borrowed to support its past operations and will have to make up this difference in the future.

## Appendix B - Third Quarter 2016-2017 Financial Projection

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

Report title:	2017-2018 Tuition and Fees Schedules
Report to:	Board of Governors
Date:	February 13, 2017
Author/Presenter:	Krista Pearson, Registrar

1. RECOMMENDATION:

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

2. PURPOSE / EXECUTIVE SUMMARY:

Each February, the Schedule of Fees for the upcoming academic year is presented to the Board of Governors for approval. The proposed 2017-2018 Tuition and Fees are detailed in the attached Schedules and Appendices.

The 2017-2018 Schedule of Fees apply to the academic year beginning September 1, 2017 and ending August 31, 2018.

3. BACKGROUND:

Beginning in 2013-2014, and recently extended up to and including 2018-2019, the Ministry of Advanced Education and Skills Development, through the Tuition Fee Framework, has capped tuition increases at an overall maximum of 3.0%. Prior to that, and including 2012-2013, the maximum allowable overall increase was capped at 5.0%.

The proposed 2017-2018 Schedule of Fees has been developed in accordance with the Tuition Fee Framework Guidelines for Colleges of Applied Arts and Technology, issued in April 2013 and extended in December 2016, and the College’s Tuition and Fee Strategy

Principles of the framework include:

- a) The average overall maximum allowable increase will remain at 3.0%. Regular tuition Fee Programs will have a 3.0% increase applied. High Demand, Graduate Certificate and Degree Programs can apply a maximum allowable 5.0% increase over the previous year but the overall maximum cap must remain at or below 3.0%.
- b) High Demand domestic enrolment must be no more than 15% of the College’s postsecondary domestic enrolment. Graduate Certificate and Degree Programs are excluded from this calculation.

The Schedule of Fees was also developed in consultation with Academic Operations and Planning, Academic Areas, Co-operative Education, the International Education Centre, the Students’ Association, the City of Ottawa, Ancillary Services, the Digital Technology and Innovation group, and Student Support Services.

The Schedule of Fees was presented to the College Budget Committee and endorsed on November 25, 2016, followed by approval at Algonquin College Executive Team on December 14, 2016, and final review and endorsement by the Academic and Student Affairs Committee of the Board on January 24, 2017.

4. DISCUSSION:

All changes to the fees have been highlighted in yellow in the enclosed fee tables. The preparation details for the Draft 2017-2018 Schedule of Fees is summarized in Appendix A: Executive Summary of Information for the proposed 2017-18 Schedule of Fees.

The overall tuition fee increase for 2017-2018 is currently 2.98%, as shown in an Appendix D: Draft 2017-18 3% Overall Tuition Cap Calculation, factoring the combined calculation of all programs, including high demand, and prepared using the actual 2016-2017 audit date enrolment data. For 2016-2017, the overall Tuition Fee increase was 2.99%.

High Demand Programs reflect a 3.0% increase. In accordance with the Ministry of Advanced Education and Skills Development’s policy, enrolment in basic post-secondary Programs of instruction identified as high demand may not exceed 15% of a College's total basic post-secondary enrolment (Appendix E: Draft 2017-18 15% High Demand Tuition Cap Calculation). The draft calculation for 2017-2018 high demand enrolment indicates that the College’s enrolment in high demand programs is 14.56%. International students and Second Career students are not included in this calculation. An increase in international students or Second Career students for 2017-2018 might push the percentage over the allowable 15% limit; therefore, the draft of 14.56% allows some flexibility for unanticipated domestic or international enrolment fluctuations.

5. LINK TO STRATEGIC PLAN:

<b>STRATEGIC PLAN 2012-2017</b>			
Goal 1 Deliver an exemplary applied education and training experience.	<input checked="" type="checkbox"/>	Goal 7 Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.	<input type="checkbox"/>
Goal 2 Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.	<input type="checkbox"/>	Goal 8 Create and foster an environment in which the College’s model of leadership competencies and behaviours is supported.	<input type="checkbox"/>
Goal 3 Leverage technology to enhance the educational experience.	<input type="checkbox"/>	Goal 9 Align our funded operational expenditures with provincial funding.	<input checked="" type="checkbox"/>



Goal 4 Provide opportunities for every full-time student in Ontario College Credentialed programs to have a work-integrated learning experience.	<input type="checkbox"/>	Goal 10 Expand non-funded opportunities to increase revenue.	<input type="checkbox"/>
Goal 5 Deliver exceptional service to our diverse student and client populations.	<input checked="" type="checkbox"/>	Goal 11 Leverage strategic business partnerships to meet the capital needs of the College.	<input type="checkbox"/>
Goal 6 Leverage technology to automate and modernize our business processes, fostering an environment of continuous improvement.	<input type="checkbox"/>	Goal 12 Create the technological foundation to align with the digital direction.	<input type="checkbox"/>

6. STUDENT IMPACT:

Algonquin College student Tuition Fees for standard fee programs range from \$1,468.49 to \$1,825.28 per term and only seven programs have a greater fee than \$1,468.49.

Algonquin College’s standard Tuition Fee is comparable to other Ontario Colleges. For the 2016-2017, fiscal year, the variance was less than \$33 per term between the highest provincial College tuition rate of \$1,442 and lowest of \$1,409. Algonquin College’s standard Tuition Fee is expected to stay within \$1.00 of 12 of the 24 Ontario Colleges.

The compulsory ancillary fee changes results in an overall increase of compulsory ancillary fees by 12.69% or \$179.38 which equates to approximately \$1,593 for a full-time student per academic year. This is shown in Appendix F: Compulsory Ancillary Fees, 2010 to 2017. Students’ Association Fees comprise 71% of the total, and College fees comprise the 29% balance of the fees which are anticipated to continue to be the highest in the province. However, efforts are actively underway to improve student information about fees and related benefits and services, such as the inclusion of the universal bus pass. The bus pass fee is \$505.08 per year.

7. FINANCIAL IMPACT:

The proposed fee changes are in alignment with provincial practice and the College’s budgetary planning. Tuition and Ancillary Fees augment the General Purpose Operating Grant from the province to support program delivery.

8. HUMAN RESOURCES IMPACT:

This report does not have an impact on human resources.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The Schedule of Fees is compliant with the Government of Ontario’s Ministry of Advanced Education and Skills Development’s Tuition Fee Framework as articulated in the Tuition and Ancillary Fees Minister’s Binding Policy Directive and the Tuition and Ancillary Fees Reporting Operating Procedure.

The Compulsory Ancillary Fees were approved by the College's Students' Association on November 14, 2016 as required by the protocol agreement.

10. COMMUNICATIONS:

Advanced preparation of the Schedule of Fees enables sufficient time to communicate fee changes to returning students and to advise new students of fees early in the admissions cycle for the 2017-2018 academic year.

Fee information is communicated to students through the Algonquin College web-based Student Portal and the Algonquin College website. The Registrar's Office also uses tools and targeted communications, through digital signage, social media and email, to advise students of important information and changes.

Financial Aid and Student Awards staff has also developed a Financial Literacy program to improve access to information about resources and financial supports.

11. CONCLUSION:

The 2017-2018 Schedule of Fees was established in a thorough and consultative process in compliance with Ministry policies. The goal is to support the College in balancing affordable and market competitive fees for students while providing sustainable and high quality resources for quality education.

Respectfully submitted:

Approved for submission:



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Laura Stanbra  
Vice President, Student Services

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Cheryl Jensen  
President

Attachments:

Appendix A - Executive Summary of Information for the proposed 2017-18 Schedule of Fees

Schedule A – Draft 2017-18 Schedule of Fees

- Fees for Ministry-Funded Programs (pages 1-5)
- Ancillary Fees (pages 6-8)
- International Student Fees (pages 9-10)
- Glossary of Terms (page 11)

Schedule B – Students' Association Compulsory Ancillary Fees (full-time programs)

Schedule C – Students' Association Compulsory Ancillary Fees (full-time online programs)

Schedule D – Students' Association Compulsory Ancillary Fees (part-time students in full-time programs)

Schedule E – Memorandum of Understanding with Students' Association for Technology Fee (pages 1-5)

Appendix B – Sample 2017-18 Fees Comparison of Four Programs

Appendix C – Sample Student Funding and Expenditures 2017-18

Appendix D – Draft 2017-18 3% Overall Tuition Cap Calculation

Appendix E – Draft 2017-18 15% High Demand Tuition Cap Calculation

Appendix F – Compulsory Ancillary Fees, 2010 to 2017

## Appendix A

### Executive Summary of Information for the Proposed 2017-2018 Schedule of Fees

The overall average **Tuition Fee** increase for all students is capped at 3.0% per year under the current Ministry of Advanced Education and Skills Development regulations. This maximum increase applies to General Purpose Operating Grant (GPOG) students and programs. Compliance within the maximum allowable (3.0%) is determined by in-year (2017-2018) and recent historical enrolment.

The Tuition Fee for all post-secondary, graduate certificate and bachelor degree (honours) programs, reflects an overall 2.98% increase (Appendix D) with the exception of the following programs:

- a) Advanced Care Paramedic - 0% increase recommended based on a provincial analysis showing that Algonquin's tuition rate is the highest in the province and 3% (\$523) more than the second highest tuition rate.
- b) Project Management - 0% increase recommended. The program was introduced at a high rate of tuition (\$6,246 annual tuition) and the School of Business wants to maintain the high enrolment momentum at that healthy yet competitive tuition rate.
- c) Sport Business Management - 0% increase recommended as the tuition fee remains significantly higher than that for related Programs in the province (at \$11,090).

A 3.0% increase was also applied to the part-time hourly rate per student contact hour. This raises the rate from \$6.61 to \$6.80, and the full-time Academic Upgrading (Tuition Short) weekly rate from \$77.83 to \$80.16.

### Additional Fee Changes

#### **International Student Tuition Fee (Premium)** (Schedule A, p. 9)

For most programs, the international student premium for full-time post-secondary and high demand programs will decrease from \$4,825 to \$4,527 per term (down 6.18%). Exceptions to this increase are listed below. The international student premium for graduate certificate programs will decrease from \$4,025 to \$3,727 (down 7.40%). The premium has decreased because the international health insurance Fee has been removed from the premium and is presented as a separate Fee. The premiums of \$4,527 and \$3,727 include an increase for direct student service costs (\$50 per term).

To align with the tuition fee and grant revenues received from domestic students, a different international student premium has been established for the following programs:

- a) Practical Nursing (international premium of \$5,527 per term)
- b) Early Childhood Education (international premium of \$5,027 per term)
- c) Architectural Technician (international premium of \$5,027 per term)

The per-term tuition for both the Pre-English for Academic Purposes and English for Academic Purposes Programs has increased by 3.0% from \$1,086.39 to \$1,119.00. The International Student Premium for both has also increased by 1.89% from \$1,361.73 to \$1,402.73 per term.

### **International Health Insurance Fee** (Schedule A, p. 9)

A new Health Insurance provider for international students will begin to administer service effective September 2017 for the upcoming academic year. In preparation for this new service, the International Health Insurance Fee will be assessed separately from the International Student Premium. The International Health Insurance Fee will be \$696 for the 2017 Fall Term providing 12 months of coverage and will be pro-rated for students commencing studies in the 2018 Winter Term (\$464) and 2018 Spring Term (\$232).

### **Compulsory Ancillary Fees** (Schedule A, p. 6 and 7 and Appendix F)

Compulsory Ancillary Fees are paid by all students in exchange for agreed-upon student supports and services. These fees are approved by the Students' Association prior to presentation and approval by the Board of Governors. In response to student needs and Students' Association initiatives, the College uses these fees to offer a comprehensive suite of services. At the same time, College staff is sensitive to the cost of education for students and, where possible, aims to contain these fees.

#### *Technology Fee* (Schedule A, p. 7)

A review of Compulsory and Program Ancillary Fees was conducted in Fall 2015. Most Algonquin College students are now participating in a program designated as "Bring Your Own Device" (BYOD) and are paying the \$110 per term fee (as approved for 2016-17). In Fall 2016, 98.75% of students were enrolled in BYOD Programs, indicating that a small percentage of students are now excluded from access to the BYOD services.

In consultation with the Students' Association, an opportunity to merge the existing Compulsory Ancillary IT Fee (\$87.72 per term) with the Program Ancillary BYOD Fee was identified.

As a result of a review by Digital Technologies and Innovation staff and in consultation with the Students' Association, the BYOD Fee has been removed as a Compulsory Program Ancillary Fee and merged with the IT Fee for a single Compulsory Ancillary Technology Fee. A new Memorandum of Understanding between the Students' Association and the College was signed on January 24, 2017 (Schedule E, p. 1-5). The new Technology Fee (Schedule A, p. 7) will be assessed to full-time students at a rate of \$159.62 per term. The Technology Fee results in a net savings of 19% (\$38.10 per term) for 98.75% of students (as per 2016-17 registrants).

#### *U-Pass* (Schedule A, p. 7)

The U-Pass Fee has been increased by the maximum allowable of 2.5% from \$197.52 to \$202.46 per term. The rate was confirmed by the City of Ottawa (OCTranspo) on December 20, 2016.

#### *Health Plan Fee* (Schedule A, p. 6)

The Health Plan Fee will increase 20.7% from \$123.96 to \$149.66 to provide additional health coverage for students (vision care and contraception). This is a Fee-for-Service with a third-party provider contracted via the Students' Association.

For transparency to students, the Students' Association will split their current "Activity/Sports" Fee of \$250.50 per term into a stand-alone fee for activities and one for recreation and athletics. The total amount of the individual fees will not exceed the \$250.50.

The Students' Association Board of Directors has approved the following changes to Compulsory Ancillary Fees (Schedules B, C, and D):

Fee (per term)	2016-2017	2017-2018	Percent change
U-Pass	\$197.52	\$202.46	2.5% (max)
Health Plan Fee	\$123.96	\$149.66	20.7%
Technology Fee (harmonized IT Fee with BYOD Fee)	\$87.72	\$159.62	81.9% (elimination of BYOD fee to merge with Technology fee)

### *Summary of Compulsory Ancillary Fees*

All compulsory ancillary fee changes comply with the Minister's Binding Policy Directive on Tuition and Fees and have been established in consultation with the support of the Students' Association. The compulsory ancillary fee changes results in an overall increase of compulsory ancillary fees by 12.69% or \$179.38 which equates to approximately \$1,593 for a full-time student per academic year (Appendix F). Students' Association Fees comprise 71% of the total, and College fees comprise the 29% balance of the fees which are anticipated to continue to be the highest in the province. However, efforts are actively underway to improve student information about fees and related benefits and services, such as the inclusion of the universal bus pass which equates to a \$505.08 per year savings if the program were not in place. Financial Aid and Student Awards has also developed a Financial Literacy program to improve access to information about resources and financial supports.

### **Compulsory Program Ancillary Fees** (Schedule A, p. 8)

Compulsory Program Ancillary Fees refer to fees that students are required to pay to enrol in a specific course or program. Generally, these fees are for program supplies retained by students. Course-related incidental fees, broadly range from for example, five dollars for a Public Relations course and up to \$2,520 for the Power Line Technician program.

For the proposed 2017-2018 Compulsory Program Ancillary Fees, 33 (25%) remain the same as last year; 28 (21%) have been reduced, and the remaining 70 (53%) have increased. Overall, the Compulsory Program Ancillary Fees have increased by 6.46% compared to 2016-2017.

These fees are proposed by Academic Areas and provided to Registrar's Office for review. Upon review of Compulsory Program Ancillary Fees, the Registrar's Office identifies items requiring clarification and works cooperatively with Academic Operations and Planning to resolve discrepancies.

The BYOD (bring your own device) fee has been eliminated as a Compulsory Program Ancillary Fee following a 98.75% adoption rate (registrants paying this fee). In lieu of the Program Ancillary Fee, following consultation with the Students' Association, the BYOD related services have been coupled with the Technology Fee to create a new (harmonized) Technology Fee.

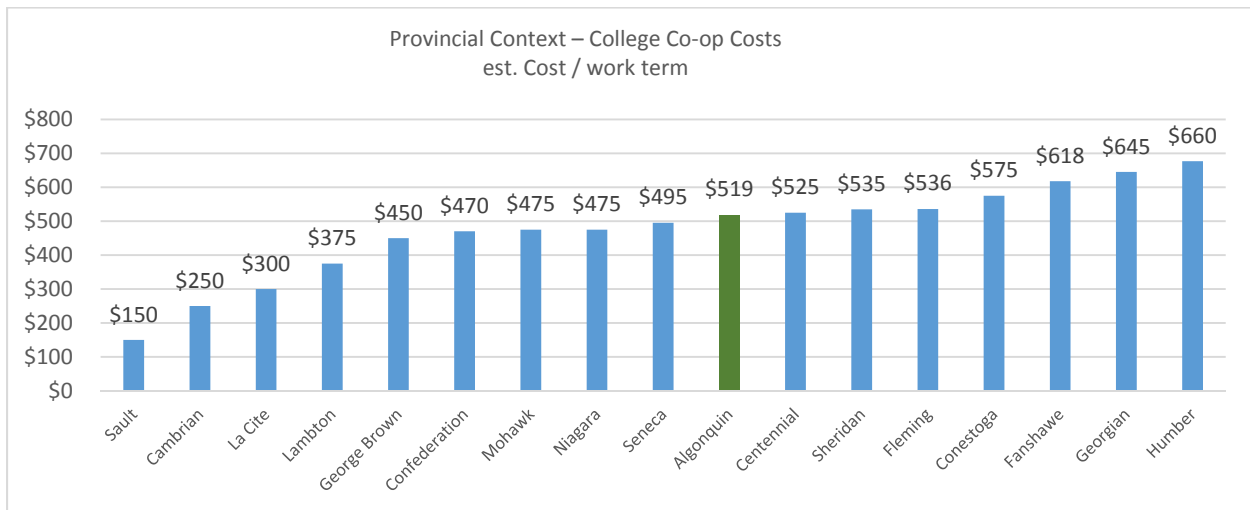
**Other Fees**

*Co-operative Education (Co-op Fee, Schedule A, p. 8)*

The Co-op Fee is recommended to increase from \$478.95 to \$519.00 per work term (up 8.3%); students participating in Co-op typically complete one work term per academic year. This fee has not changed since 2011 (where it went from \$465.00 to \$478.95).

In 2015, a Co-op Fee Working Group recommended an increase to the fee. The Co-op Fee increase is to sustain service enhancements recently developed including an 8-month preparedness and job seeking Program, employer engagement events, and meeting CAFCE and HECQO quality standards and measures throughout the Co-op experience. This proposed Co-op Fee increase is also expected to place more students in Co-op work terms in alignment with the 2017-2022 Strategic Plan goals.

The graph below represents the provincial context for Co-op Fees with the increase to \$519 and assuming other colleges do not increase Co-op Fees. As indicated, Algonquin is within the mid-range of Co-op Fees.



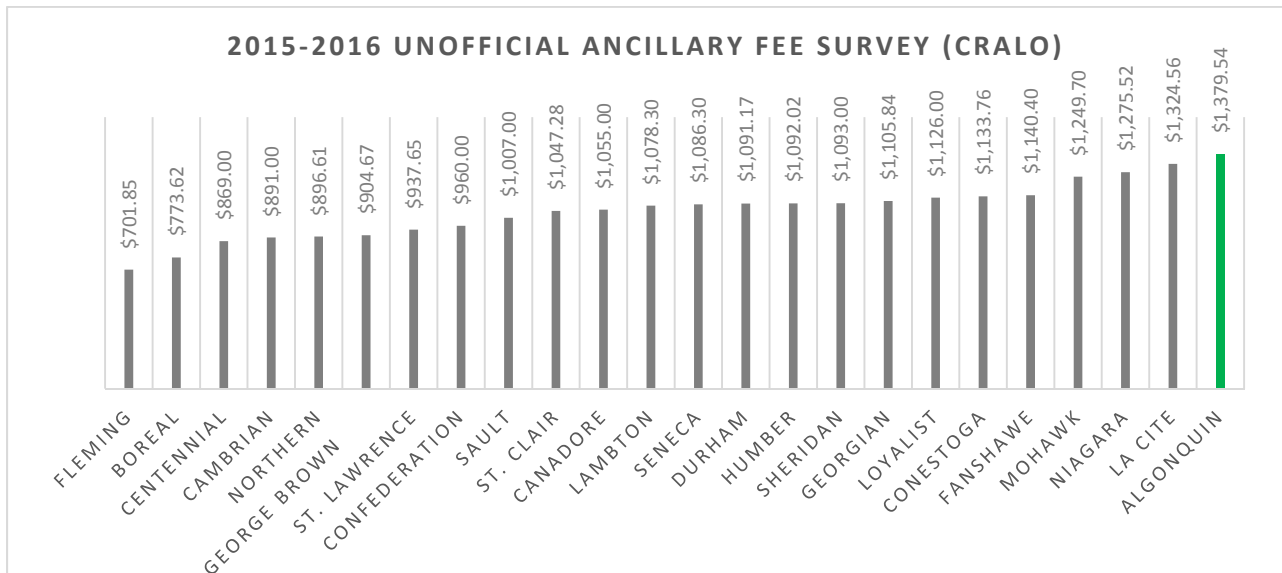
*International Student Withdrawal Fee (Schedule A, p. 10)*

The Program withdrawal fee for international students has increased 69.6% from \$1,000 to \$1,696 for the Fall Term intake, 46.4% from \$1,000 to \$1,464 for the Winter Term intake and 23.2% from \$1,000 to \$1,232 for the Spring Term intake. While a significant increase, this amount is in compliance with the current Ministry Binding Policy Directive on Tuition and Ancillary Fees. It is also in alignment with other Ontario College withdrawal fees, which are as high as \$2,500 per term. The increase is to support two specific needs: (1) to deter international students from applying, registering, and departing for another Ontario College within the first 10 days of term; and (2) to cover the cost of health insurance Fee incurred by the college on behalf of the international student via a new third-party health insurance provider.



### Algonquin College Fee Comparison and Provincial Context (Appendix B)

While the majority of standard tuition fees are comparable amongst Ontario Colleges, there are variables that influence the potential range of fees. In particular, the application of High Demand; differences in Compulsory Program (Incidental) Ancillary Fees as well as Compulsory Ancillary Fees can result in a broader range of costs for students throughout the province. For example, based on the 2015-2016 Unofficial CRALO Fee Survey, Algonquin College Compulsory Ancillary Fees are the highest in the province (please note that the 2016-2017 unofficial survey has not yet been completed); in 2015-2016 the provincial average for compulsory ancillary fees was \$1,050 and Algonquin was 31% greater than the average at \$1,379.



To remain competitive, it is important that the College continue to control student costs and effectively articulate the value of services.

### Sample Student Funding and Expenditures (Appendix C)

This table provides an overview of financial resources versus expenditures based on current averages for single students living at home, single students living away from home, and single students with one dependent in a standard two-year Program. It demonstrates the variance of expected personal contribution for those with access to other resources; for example, single students living at home have a shortfall of \$919.21 whereas the single student dependent calculation results in a positive balance of \$5,177.43.

# Schedule A

**DRAFT** **FEES**  
**FOR MINISTRY-FUNDED PROGRAMS**  
**2017-2018**

Note: These figures represent the tuition portion of fees only. Compulsory ancillary and program specific ancillary fees may apply.  
 See sections labelled "Ancillary Fees" and "Program Specific Ancillary Fees" for further details.

**FULL-TIME POST-SECONDARY AND GRADUATE CERTIFICATE PROGRAMS WITH REGULAR TUITION**

(3% increase over 2016-2017)

**Full-time Post-Secondary One, Two and Three Year Programs:**

(Tuition fee factor matching duration)

	Per Term	Annually (two terms)
<b>Tuition Fee:</b>		
All Levels	\$1,468.49	\$2,936.98

**Full-time Post-Secondary 45-50 Week Programs (Non-Semestered):**

(For two-year diploma programs with a tuition fee factor of 2.0)

<b>Tuition Fee:</b>		
All Levels	\$1,957.98	\$5,873.94

**Part-time Fees:**

The hourly rate for part-time activity is: \$6.80

**FULL-TIME POST-SECONDARY PROGRAMS WITH REGULAR TUITION, AND TUITION FEE FACTOR NOT MATCHING DURATION**

(3% increase over 2016-2017)

	Per Term	Annually (two terms)
<b>1704X/F Practical Nursing (TFF: 2.5)</b>		
<b>Tuition Fee:</b>		
All Levels	\$1,835.61	\$3,671.22

**FULL-TIME STANDARD POST-SECONDARY PROGRAMS WITH NON-REGULAR TUITION**

(3% increase over 2016-2017)

		Per Term	Annually (two terms)
<b>1213X* Action Sports Park Development*</b>	All Levels	\$1,825.28	\$3,650.56
<b>1522X Aviation Techniques - Aircraft Maint.</b>	All Levels	\$1,825.28	\$3,650.56
<b>0298X Bartending</b>	Level 01	\$1,435.00	\$2,870.00
<b>0380X Broadcasting - Radio</b>	All Levels	\$1,825.28	\$3,650.56
<b>1438Y GAS - English for Academic Purposes</b> (3-term program)	All Levels	\$1,216.83	\$3,650.49
<b>6149X Interactive Media Design</b>	All Levels	\$1,692.67	\$3,385.34
<b>1619X Medical Device Reprocessing</b>	All Levels	\$1,529.81	\$3,059.62
<b>1214X* Urban Forestry - Arboriculture*</b>	All Levels	\$1,825.28	\$3,650.56

**\*New programs for 2017-18**

**TUITION SHORT PROGRAMS**

(3% increase over 2016-2017)

Tuition (per week)		\$80.16
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**CO-OP DIPLOMA APPRENTICESHIP PROGRAMS**

The following program has standard tuition fees. Students pay \$40.00 to the Ministry of Training, Colleges and Universities on their Co-op work term, but are exempt from the College Co-op fee.

0557C	Motive Power Technician
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**DRAFT**

**TUITION FEES  
FOR HIGH DEMAND MINISTRY-FUNDED PROGRAMS  
2017-2018**

**CHANGED - 3% increase to all HD programs as recommended by Academic Operations and Planning**

Program Number and Title	Level	2015/16 Tuition Fee (per level)	2016/17 Tuition Fee (per level)	2017/18 Tuition Fee (per level)	Actual % Increase	Actual \$ Increase
1456X Advertising and Marketing Communications Management <i>TFF: 3 Duration: 3</i>	All	\$2,809.11	\$2,893.38	\$2,980.18	3.00%	\$86.80
1288X Animation <i>TFF: 3 Duration: 3</i>	All	\$2,809.11	\$2,893.38	\$2,980.18	3.00%	\$86.80
0381X Broadcasting - Television <i>TFF: 2 Duration: 2</i>	All	\$2,809.11	\$2,893.38	\$2,980.18	3.00%	\$86.80
0608X Dental Assisting (Levels I and II) <i>TFF: 1.25 Duration: 1</i>	Levels 1, 2 Level 3	\$2,352.78 \$627.30	\$2,423.36 \$646.11	\$2,496.06 \$665.49	3.00% 3.00%	\$72.70 \$19.38
1927X Dental Hygiene <i>TFF: 3 Duration: 3</i>	All	\$2,949.56	\$3,038.04	\$3,129.18	3.00%	\$91.14
3013X Game Development <i>TFF: 3 Duration: 3</i>	All	\$2,809.11	\$2,893.38	\$2,980.18	3.00%	\$86.80
1400X Graphic Design <i>TFF: 3 Duration: 3</i>	All	\$2,809.11	\$2,893.38	\$2,980.18	3.00%	\$86.80
0402X Journalism <i>TFF: 2 Duration: 2</i>	All	\$2,247.26	\$2,314.67	\$2,384.11	3.00%	\$69.44
0915X Massage Therapy <i>TFF: 3 Duration: 3</i>	All	\$2,314.68	\$2,384.12	\$2,455.64	3.00%	\$71.52
1615X Medical Radiation Technology <i>TFF: 3 Duration: 3</i>	Lev 1,2,3,4 Levels 5, 6	\$2,421.01	\$2,542.06 \$2,493.64	\$2,618.32 \$2,568.44	3.00% 3.00%	\$76.26 \$26.38
1405X Music Industry Arts <i>NSDP TFF: 2 Duration: 2</i>	All	\$2,870.71	\$2,956.83	\$3,045.53	3.00%	\$88.70
1603X Orientation to Nursing in Ontario for Practical Nurses <i>TFF: 0.5 Duration: 0.5</i>	Level 1	\$2,290.74	\$2,359.46	\$2,430.24	3.00%	\$70.78
6780X Outdoor Adventure <i>TFF: 2 Duration: 2</i>	All	\$3,616.74	\$3,725.24	\$3,836.99	3.00%	\$111.75
6783X Outdoor Adventure Naturalist <i>NSDP TFF: 2 Duration: 2</i>	All	\$2,480.26	\$2,566.89	\$2,643.89	3.00%	\$77.00
0620X Paramedic <i>TFF: 2 Duration: 2</i>	All	\$2,472.02	\$2,546.18	\$2,622.56	3.00%	\$76.38
0030X Photography* <i>TFF: 2 Duration: 2</i>	All	\$2,247.26	\$2,314.67	\$2,384.11	3.00%	\$69.44
*As approved in April 2003, students pay a \$900 per term program fee to cover the cost of using specialized digital and traditional photographic equipment.						
6236X Pre-Service Firefighter Education and Training <i>TFF: 1.5 Duration: 1</i>	Levels 1, 2 Level 3	\$5,066.07 \$2,701.88	\$5,218.05 \$2,782.93	\$5,374.59 \$2,866.41	3.00% 3.00%	\$156.54 \$83.48
0468X Public Relations <i>TFF: 2 Duration: 2</i>	All	\$2,809.11	\$2,893.38	\$2,980.18	3.00%	\$86.80
0606X Respiratory Therapy <i>TFF: 3 Duration: 3</i>	Lev 1,2,3,4 Levels 5, 6	\$1,595.51	\$1,675.28 \$1,643.37	\$1,725.53 \$1,692.67	3.00% 3.00%	\$50.25 \$17.39
6320X Veterinary Technician <i>TFF: 2 Duration: 2</i>	All	\$1,411.08 \$1,384.20	\$1,481.63 \$1,453.41	\$1,526.07	3.00%	\$44.44

**Note:**

Part-time fees are prorated.

Final part-time hourly rates will be confirmed following curriculum approval for 2017-2018.

**DRAFT**

**TUITION FEES FOR MINISTRY-FUNDED  
HIGH DEMAND GRADUATE CERTIFICATE, BACHELOR DEGREES (HONOURS)  
AND COLLABORATIVE UNIVERSITY DEGREE PROGRAMS  
2017-2018**

GRADUATE CERTIFICATE PROGRAMS WITH HIGH DEMAND TUITION FEES (Part-time fees are prorated)		CHANGED - 3% increase to all except highlighted programs				
Program Number and Title	Level	2015/16 Tuition Fee (per level)	2016/17 Tuition Fee (per level)	2017/18 Tuition Fee (per level)	Actual % Increase	Actual \$ Increase
3005X <b>Advanced Care Paramedic</b> TFF: 1 Duration: 1	Level 1	\$5,623.84	\$5,792.55	\$5,792.55	0.00%	\$0.00
	Level 2	\$3,280.55	\$3,378.96	\$3,378.96	0.00%	\$0.00
	Level 3	\$7,967.13	\$8,206.14	\$8,206.14	0.00%	\$0.00
1606X Anesthesia Assistant TFF: 1.5 Duration: 1.5	Level 1	\$4,785.00	\$4,928.55	\$5,076.40	3.00%	\$147.85
	Level 2	\$7,975.00	\$8,214.25	\$8,460.67	3.00%	\$246.42
1525X Building Information Modeling - Lifecycle Mgmt TFF: 1 Duration: 1	All	n/a	\$3,031.87	\$3,122.82	3.00%	\$90.95
1514X Business Intelligence System Infrastructure TFF: 1 Duration: 1	All	\$4,530.16	\$4,666.06	\$4,806.04	3.00%	\$139.98
1410X Brand Management TFF: 1 Duration: 1	All	\$2,010.79	\$2,071.11	\$2,133.24	3.00%	\$62.13
1605X Clinically Intensive Orientation to Nursing in Ontario TFF: 1.5 Duration: 1.5	Levels 1, 2	\$2,290.74	\$2,359.46	\$2,430.24	3.00%	\$70.78
	Level 3	\$3,902.78	\$4,019.86	\$4,140.45	3.00%	\$120.59
1505X Construction Project Management TFF: 1 Duration: 1	All	\$3,164.73	\$3,259.67	\$3,357.46	3.00%	\$97.79
1618X Diagnostic Medical Sonography TFF: 2 Duration: 2	All	\$1,670.66	\$1,720.77	\$1,772.39	3.00%	\$51.62
1407X Digital Communication Management TFF: 1 Duration: 1.5	All	\$2,270.32	\$2,338.42	\$2,408.57	3.00%	\$70.15
1622X Digital Health TFF: 1.5 Duration: 1	All	n/a	\$2,921.54	\$3,009.18	3.00%	\$87.64
1524X Energy Management TFF: 1 Duration: 1	All	n/a	\$1,974.95	\$2,034.19	3.00%	\$59.24
1313X Entrepreneurship Acceleration TFF: 1 Duration: 1	All	\$1,954.11	\$2,012.73	\$2,073.11	3.00%	\$60.38
1517X Environmental Management and Assessment TFF: 1 Duration: 1	All	\$2,810.32	\$2,894.62	\$2,981.45	3.00%	\$86.83
0390X Event Management TFF: 1 Duration: 1	Level 1	\$2,135.70	\$2,199.77	\$2,265.76	3.00%	\$65.99
	Level 2	\$2,115.35	\$2,178.81	\$2,244.17	3.00%	\$65.36
1308X Financial Services TFF: 1 Duration: 1	All	\$2,205.11	\$2,271.26	\$2,339.39	3.00%	\$68.13
1588X Geographic Information Systems TFF: 1.5 Duration: 1.5	All	\$4,892.53	\$5,039.30	\$5,190.47	3.00%	\$151.17
1501X Green Architecture TFF: 1 Duration: 1	All	\$2,408.35	\$2,480.60	\$2,555.01	3.00%	\$74.41
1311X Human Resources Management TFF: 1 Duration: 1	All	\$2,272.87	\$2,341.05	\$2,411.28	3.00%	\$70.23
0300X Interactive Multimedia TFF: 1 Duration: 1	All	\$3,506.65	\$3,611.84	\$3,720.19	3.00%	\$108.35
1306X International Business Management TFF: 1 Duration: 1	All	\$2,381.52	\$2,452.96	\$2,526.54	3.00%	\$73.58
1404X Kitchen and Bath Design TFF: 1 Duration: 1	All	\$2,064.76	\$2,126.70	\$2,190.50	3.00%	\$63.80
1310X Marketing Management TFF: 1 Duration: 1	All	\$2,315.48	\$2,384.94	\$2,456.48	3.00%	\$71.54
1303X Marketing Business Intelligence Research TFF: 1.5 Duration: 1.5	Levels 1, 2	\$1,950.01	\$2,008.51	\$2,068.76	3.00%	\$60.25
	Level 3	\$382.44	\$393.91	\$405.72	3.00%	\$11.81
1621X Museum and Cultural Resource Management TFF: 1.5 Duration: 2	All	\$1,804.08	\$1,858.20	\$1,913.94	3.00%	\$55.74
1309X Nonprofit Sector Management TFF: 1 Duration: 1	All	\$3,743.91	\$3,856.22	\$3,971.90	3.00%	\$115.68

1604X	Orientation to Nursing in Ontario for Nurses <i>TFF: 1 Duration: 1</i>	All	\$2,290.74	\$2,359.46	\$2,430.24	3.00%	\$70.78
1316X	Paralegal <i>TFF: 1 Duration: 1.5</i>	All	n/a	\$1,278.53	\$1,316.88	3.00%	\$38.35
1312X	Project Management <i>TFF: 1 Duration: 1</i>	All	\$3,123.37	\$3,123.37	\$3,123.37	0.00%	\$0.00
1523X	Regulatory Affairs - Sciences <i>TFF: 1 Duration: 1</i>	All	n/a	\$2,604.78	\$2,682.92	3.00%	\$78.14
1105X	Retirement Communities Management <i>TFF: 1 Duration: 1</i>	All	\$2,686.00	\$2,766.58	\$2,849.57	3.00%	\$82.99
0660X	RN Critical Care Nursing <i>TFF: 0.5 Duration: 0.5</i>	Per Year	\$4,681.84	\$4,822.29	\$4,966.95	3.00%	\$144.66
0664X	RN Perioperative Nursing <i>TFF: 0.5 Duration: 0.5</i>	Per Year	\$4,681.84	\$4,822.29	\$4,966.95	3.00%	\$144.66
0897X	RPN Operating Room <i>TFF: 0.5 Duration: 0.5</i>	Per Year	\$4,681.84	\$4,822.29	\$4,966.95	3.00%	\$144.66
0382X	Scriptwriting <i>TFF: 1 Duration: 1</i>	All	\$2,410.81	\$2,483.13	\$2,557.62	3.00%	\$74.49
1102X	Spa Management <i>TFF: 1 Duration: 1</i>	All	\$2,078.35	\$2,140.70	\$2,204.92	3.00%	\$64.22
6073X	Sport Business Management <i>TFF: 1.5 Duration: 1.5</i>	All	\$3,696.72	\$3,696.72	\$3,696.72	0.00%	\$0.00
0925X	Teachers of English as a Second/Foreign Language <i>TFF: 1 Duration: 1</i>	All	\$2,681.82	\$2,762.27	\$2,845.13	3.00%	\$82.86
1182X	Technical Writer <i>TFF: 1 Duration: 1</i>	All	\$3,296.01	\$3,394.89	\$3,496.73	3.00%	\$101.84
1611X	Victimology <i>TFF: 1 Duration: 1</i>	All	\$1,610.88	\$1,659.20	\$1,708.97	3.00%	\$49.77

**BACHELOR DEGREE (HONOURS) PROGRAMS**

(The hourly rate for part-time fees will be that of the program with the lowest hourly rate, given that all courses in one program are eligible to be electives in any of the other degree programs)

Program Number and Title		Level	2015/16 Tuition Fee (per level)	2016/17 Tuition Fee (per level)	2017/18 Tuition Fee (per level)	Actual % Increase	Actual \$ Increase
6148X	Bachelor of Interior Design (Honours) <i>TFF: 4 Duration: 4</i>	Level 1	\$3,879.16	\$3,995.53	\$4,115.39	3.00%	\$119.86
		Level 2	\$3,879.16	\$3,995.53	\$4,115.39	3.00%	\$119.86
		Level 3	\$3,879.16	\$3,995.53	\$4,115.39	3.00%	\$119.86
		Level 4	\$3,879.16	\$3,995.53	\$4,115.39	3.00%	\$119.86
		Level 5	\$3,879.16	\$3,995.53	\$4,115.39	3.00%	\$119.86
		Level 6	\$3,879.16	\$3,995.53	\$4,115.39	3.00%	\$119.86
		Level 7	\$3,805.28	\$3,995.53	\$4,115.39	3.00%	\$119.86
		Level 8	\$3,805.28	\$3,995.53	\$4,115.39	3.00%	\$119.86
1512X	Bachelor of Building Science (Honours) <i>TFF: 4 Duration: 4</i>	Level 1	\$3,368.35	\$3,469.40	\$3,573.48	3.00%	\$104.08
		Level 2	\$3,368.35	\$3,469.40	\$3,573.48	3.00%	\$104.08
		Level 3	\$3,368.35	\$3,469.40	\$3,573.48	3.00%	\$104.08
		Level 4	\$3,368.35	\$3,469.40	\$3,573.48	3.00%	\$104.08
		Level 5	\$3,368.35	\$3,469.40	\$3,573.48	3.00%	\$104.08
		Level 6	\$3,368.35	\$3,469.40	\$3,573.48	3.00%	\$104.08
		Level 7	\$3,368.35	\$3,469.40	\$3,573.48	3.00%	\$104.08
		Level 8	\$3,368.35	\$3,469.40	\$3,573.48	3.00%	\$104.08
6066X	Bachelor of Commerce (e-Supply Chain (Honours) <i>TFF: 4 Duration: 4</i>	Level 1	\$3,296.16	\$3,395.04	\$3,496.89	3.00%	\$101.85
		Level 2	\$3,296.16	\$3,395.04	\$3,496.89	3.00%	\$101.85
		Level 3	\$3,296.16	\$3,395.04	\$3,496.89	3.00%	\$101.85
		Level 4	\$3,296.16	\$3,395.04	\$3,496.89	3.00%	\$101.85
		Level 5	\$3,296.16	\$3,395.04	\$3,496.89	3.00%	\$101.85
		Level 6	\$3,296.16	\$3,395.04	\$3,496.89	3.00%	\$101.85
		Level 7	\$3,233.38	\$3,395.04	\$3,496.89	3.00%	\$101.85
		Level 8	\$3,233.38	\$3,395.04	\$3,496.89	3.00%	\$101.85
1617X	Bachelor of Early Learning and Community Development (Honours) <i>TFF: 4 Duration: 4</i>	Level 1	n/a	\$3,542.50	\$3,648.77	3.00%	\$106.27
		Level 2	n/a	\$3,542.50	\$3,648.77	3.00%	\$106.27
		Level 3	n/a	\$3,542.50	\$3,648.77	3.00%	\$106.27
		Level 4	n/a	\$3,542.50	\$3,648.77	3.00%	\$106.27
		Level 5	n/a	\$3,542.50	\$3,648.77	3.00%	\$106.27
		Level 6	n/a	\$3,542.50	\$3,648.77	3.00%	\$106.27
		Level 7	n/a	\$3,542.50	\$3,648.77	3.00%	\$106.27
		Level 8	n/a	\$3,542.50	\$3,648.77	3.00%	\$106.27
6225X	Bachelor of Hospitality and Tourism Management (Honours) <i>TFF: 4 Duration: 4</i>	Level 1	\$3,196.52	\$3,292.41	\$3,391.18	3.00%	\$98.77
		Level 2	\$3,196.52	\$3,292.41	\$3,391.18	3.00%	\$98.77
		Level 3	\$3,196.52	\$3,292.41	\$3,391.18	3.00%	\$98.77
		Level 4	\$3,196.52	\$3,292.41	\$3,391.18	3.00%	\$98.77
		Level 5	\$3,196.52	\$3,292.41	\$3,391.18	3.00%	\$98.77
		Level 6	\$3,196.52	\$3,292.41	\$3,391.18	3.00%	\$98.77
		Level 7	\$3,135.62	\$3,292.41	\$3,391.18	3.00%	\$98.77
		Level 8	\$3,135.62	\$3,292.41	\$3,391.18	3.00%	\$98.77

**COLLABORATIVE UNIVERSITY DEGREE PROGRAMS**

6140X	Bachelor of Information Technology - Interactive Multimedia and Design <i>Fees set by Carleton University</i>
6178X	Bachelor of Information Technology - Network Technology <i>Fees set by Carleton University</i>
1516X	Bachelor of Information Technology - Photonics and Laser Technology <i>Fees set by Carleton University</i>
0616X	Bachelor of Science in Nursing <i>Fees set by the University of Ottawa</i>
5100X	Nipissing University Business Commerce <i>Fees set by Nipissing University</i>

**ANCILLARY FEES  
2017-2018****COMPULSORY ANCILLARY FEES****STUDENT ACTIVITY FEE****UNCHANGED**

**\$177.87** per term

Assessed each term to all full-time students.

Part-time day students taking 2 or more courses per term are assessed one-half the normal fee i.e. \$88.94 per term.

The fee is prorated for Co-op and field placement students.

**Purpose:** To cover the costs of various student activities and other non-academic student services as agreed to by the Students' Association Board of Directors.

**SPORTS FEE****UNCHANGED**

**\$72.63** per term

Assessed each term to all full-time students.

Part-time day students taking 2 or more courses per term are assessed one-half the normal fee i.e. \$36.32 per term.

The fee is prorated for Co-op and field placement students.

**Purpose:** To cover the costs of various athletic services as agreed to by the Students' Association Board of Directors.

**STUDENT CENTRE BUILDING FEE****UNCHANGED**

**\$17.50** per term

Assessed each term to all full-time students.

Part-time day students taking 2 or more courses per term are assessed one-half the normal fee i.e. \$8.75 per term.

The fee is prorated for Co-op and field placement students.

Centre for Continuing and Online Learning registrants are assessed \$.05/course hour.

**Purpose:** Contribution towards construction of student centres.

**STUDENT COMMONS/AUDITORIUM FEE****UNCHANGED**

**\$22.00** per term

Assessed each term to all full-time students.

Part-time day students taking 2 or more courses per term are assessed one-half the normal fee i.e. \$11.00 per term.

**Purpose:** Contribution towards loan payment, overhead charges and upkeep of the Student Commons building.

**HEALTH PLAN FEE****CHANGED** (\$123.96 per year in 2016/17)

**\$149.66** annually. Prorated for Winter (\$130.57) and Spring Terms (\$19.72)

**Purpose:** To provide daytime students taking 2 or more courses with coverage for eligible medical and dental expenses.

**Note:** Students who have coverage with another plan may request a refund through the Students' Association. This request must be made within the first thirty days of the term in which the fee is paid.

## U-PASS FEE

**CHANGED** (\$197.52 per term in 2016/17)

**\$202.46** per term for full-time students

**Purpose:** To provide the OC Transpo Universal Transit Pass to full-time students at the Woodroffe Campus.

**Note:** Full-time on-campus students who withdraw or drop to part-time during a given term will be refunded a pro-rated amount of the fee.

## U-PASS ADMINISTRATIVE FEE

**UNCHANGED**

**\$3.42** per academic year for full-time students

**Purpose:** To cover the administrative costs of providing the U-Pass to full-time students at the Woodroffe Campus.

## TECHNOLOGY FEE (formerly the Information Technology Fee)

**CHANGED** (\$87.72 per term in 2016/17) - Merged with BYOD Fee for 2017/18

**\$159.62** per term

\$1.60 per hour to a maximum of \$159.62 per term for part-time program registrants

*Note: Part-time students are required to pay a minimum of \$72.00 to access all Technology Fee services*

\$35.00 per term for continuing education students in I.T. applicable courses

**Purpose:** Enhancements to Information Technology but not for the basic infrastructure required for program delivery.

**Note:** The Information Technology Fee is prorated for Apprenticeship students based on the number of weeks in the academic level.

## HEALTH SERVICES FEE

**UNCHANGED**

**\$20.00** per term

Assessed each term to all full-time students.

Part-time day students taking 2 or more courses per term are assessed one-half the normal fee i.e. \$10.00 per term.

**Purpose:** To help defray the costs of direct service provided by the Health Services Office for services which are not currently covered by OHIP.

## GRADUATION FEE

**UNCHANGED**

**\$40.00**

Assessed in final level of all College programs.

**Purpose:** To support the costs of the Convocation Ceremonies.

## TRANSCRIPT FEE

**UNCHANGED**

**\$20.00**

Assessed to full-time and part-time students in Level 1 of all programs.

**Purpose:** To cover all handling costs associated with the production and mailing of official transcripts, course descriptions, as well as course outlines for students requesting Prior Learning Assessment.

## STUDENT EXPERIENCE FEE

**UNCHANGED**

**\$18.00** per term

Assessed each term to all full-time students.

Part-time day students taking 2 or more courses per term are assessed one-half the normal fee i.e. \$9.00 per term.

**Purpose:** To actively engage Algonquin College students outside of the classroom and enrich their overall College Experience, through College orientation; educational and engaging campus events; and volunteer/experiential opportunities for personal growth both on and off campus.



## **PROGRAM ANCILLARY FEES**

### **CENTRE FOR CONTINUING AND ONLINE LEARNING (CCOL) SERVICE FEE**

#### **UNCHANGED**

**\$1.25** per course hour

Assessed to registrants in CCOL courses.

**Purpose:** To partially offset the costs of providing the following services to CCOL students.

- special information and orientation services provided evenings and weekends to assist students unfamiliar with the College;
- counselling and career assistance;
- study skills workshops;
- extended Learning Resource Centre hours;
- direct mail communication of upcoming programs and courses;
- to provide food services;
- additional resources to assure clean buildings;
- security staff patrol for late night leaving;
- student and service surveys that serve to improve courses teaching and support services;
- financial assistance counselling;
- job placement services;
- no parking charges after 5:00 p.m. on weekdays;
- a central CCOL office at the Woodroffe Campus with extended hours of operation until 7:00 p.m. Monday to Friday and, Saturday 8:30 a.m. to 1:00 p.m.;
- professional development for continuing education teachers;
- production and mailing of official transcripts and course descriptions.

#### **CO-OP FEE**

**CHANGED** (\$478.95 per term in 2016/17)

**\$519.00** per Co-op work term

Assessed in three instalments prior to work term:

- \$173 per term in the two preceding academic terms prior to the Co-op work placement
- \$173 on standard fees due date of the Co-op term

**Purpose:** To cover administrative costs associated with placement, monitoring and follow-up of students on a work term.

**Note:**

- Co-op students pay 10% of the Students' Association Fees (\$26.80 per term)
- Students in Co-op in the Fall Term are assessed the Health Plan Fee and the U-Pass fees
- Students in the Co-op Diploma Apprenticeship program are exempt from the Co-op fee during the work term (students are required to pay a \$40.00 apprenticeship fee to the Ministry)

#### **eTEXTBOOK FEES**

Assessed each term for students in designated programs.

The list of eTextbook programs can be found at: <http://www.algonquincollege.com/etexts>

**Purpose:** To provide access to e-resources on the first day of class.

#### **LEARNING MATERIALS AND SUPPLIES**

See attached **Course-Related Incidental Fees table**

Amounts determined annually for specific courses in some programs.

**Purpose:** To cover costs of materials and/or supplies retained by the students, in accordance with Ministry and College policy governing incidental fees.

#### **BRING YOUR OWN DEVICE (BYOD) FEE**

**CHANGED** (\$110.00 per term in 2016/17)

**Merged with Technology Fee for 2017/18**

**DRAFT**

**INTERNATIONAL STUDENT FEES  
2017-2018**

**FULL-TIME POST-SECONDARY PROGRAMS WITH REGULAR AND HIGH DEMAND TUITION**

**CHANGED - \$4,825.00 in 2016/2017**

Full-time International students in these programs pay Canadian tuition fees plus an International Premium of \$4,527.00 per academic term.

**NEW:**

**FULL-TIME POST-SECONDARY PROGRAMS WITH REGULAR AND HIGH DEMAND TUITION WITH NON-REGULAR PREMIUM**

Full-time international students in the below programs pay Canadian tuition fees plus the following International Premium per academic term.

1704F, 1704X	Practical Nursing	\$5,527.00
0398X, 0430X	Early Childhood Education	\$5,027.00
0188W, 0188X, 0188Y	Architectural Technician	\$5,027.00

**FULL-TIME GRADUATE CERTIFICATE AND BACHELOR DEGREE OF APPLIED STUDIES PROGRAMS**

**CHANGED - \$4,025.00 in 2016/2017**

Full-time International students in these programs pay Canadian tuition fees plus an International Premium of \$3,724.00 per academic term.

**NEW: HEALTH INSURANCE FEE**

Full-time International students in post-secondary, graduate certificate and bachelor degree programs pay the Health Insurance Fee.

**\$696.00** annually. Prorated for students commencing studies in the Winter (\$464.00) and Spring Terms (\$232.00)

***Part-time Fees for Post-Secondary, Non-Semestered Diploma, Graduate Certificate and Bachelor Degree of Applied Studies programs:***

<b>CHANGED</b>	The hourly rate for part-time activity is*	\$6.80	<b>(3% increase over 2016-2017)</b>
	International Student Premium**	\$16.46	per hour
	<b>Total, Part-time Fees for International Students</b>	<b>\$23.26</b>	per hour

\*The hourly rate may vary for students in High Demand, Graduate Certificate and Bachelor Degree of Applied Studies programs.

\*\*Does not include health insurance. Part-time program registrants are charged a health insurance fee of \$232.00 per term.

**STUDENTS IN CO-OP PROGRAMS:**

International students in a program with a Co-operative option will be assessed the Co-op fees for the Co-op work term and may be charged \$232.00 per term for health insurance.

**PRE-ENGLISH FOR ACADEMIC PURPOSES (EAP) PROGRAM (1913X):**

Per 8 Week Level:

<b>CHANGED</b>	Tuition	\$1,119.00	<b>(3% increase over 2016-2017)</b>
<b>CHANGED</b>	International Premium*	\$1,402.73	<b>(\$1,361.73 in 2016-2017)</b>
	Student Activity/Sports Fee	\$104.00	
	Student Commons/Auditorium Fee	\$11.00	
	Health Services Fee	\$10.00	
	Technology Fee (once per term)	\$159.62	
	U-Pass Administrative Fee (once per year)	\$3.42	
	U-Pass Fee (per term, annual amount paid in full upon first registration in academic year)	\$202.46	
	Student Experience Fee	\$9.00	
	<b>Total</b>	<b>\$3,021.23</b>	

\*Includes health insurance for full-time students

## **ENGLISH FOR ACADEMIC PURPOSES (EAP-INTERNATIONAL) PROGRAM (1914X):**

Per 8 Week Level:

<b>CHANGED</b>	Tuition	\$1,119.00	(3% increase over 2016-2017)
<b>CHANGED</b>	International Premium*	\$1,402.73	(\$1,361.73 in 2016-2017)
	Student Activity/Sports Fee	\$104.00	
	Student Commons/Auditorium Fee	\$11.00	
	Health Services Fee	\$10.00	
	Technology Fee (once per term)	\$159.62	
	U-Pass Administrative Fee (once per year)	\$3.42	
	U-Pass Fee (per term, annual amount paid in full upon first registration in academic year)	\$202.46	
	Student Experience Fee	\$9.00	
	<b>Total</b>	<b>\$3,021.23</b>	

\*Includes health insurance for full-time students

### **ESL/FLS PART-TIME NON-FUNDED COURSES:**

International students registering in any ESL/FLS part-time, non-funded course will be charged, in addition to other applicable fees, a premium of \$10.00 per hour or a premium of \$200.00 per week excluding health insurance. Exceptions require approval from the Chair, Language Institute or the Director, International Education Centre.

### **FULL-TIME STUDENTS TAKING ADDITIONAL COURSES:**

International students, registered in full-time post-secondary and full-time English for Academic Purposes programs, who need or choose to take additional courses, will be exempted of the international premium for up to one (1) additional course per semester. Additional exceptions require approval from the Director, International Education Centre.

### **DISTANCE EDUCATION AND INTERNET COURSES:**

International fees will apply to funded print-based, video or internet courses for international students residing in Canada. Full-time off-shore international students will pay Canadian fees with a tuition premium of \$2,375 per term. Part-time off-shore international students will pay Canadian fees with a tuition premium of \$400 per course. This is distinct from the additional amount charged for postage.

### **STUDENTS REGISTERED IN COLLEGE-APPROVED PROGRAMS:**

International students will be charged a 15% premium over Canadian tuition fees for College-approved programs. The fees include health insurance.

### **REFUND POLICIES FOR INTERNATIONAL STUDENTS:**

Students who submit formal written notification of withdrawal from a full-time program of instruction within 10 business days of the beginning of a term (or the beginning of the period for which the student paid fees in the case of a non-semestered or continuous intake program of instruction) are entitled to a refund of tuition and ancillary fees as follows:

A portion of the full tuition and ancillary fees paid for the term or program period, calculated according to the following situation:

Refund in full of any tuition and ancillary fees paid less a \$1,696.00 international full-time program withdrawal penalty and a refund in full of any tuition and ancillary fees paid in advance for subsequent terms.

Refund in full of any tuition and ancillary fees paid less a \$616.00 international EAP program withdrawal penalty and a refund in full of any tuition and ancillary fees paid in advance for subsequent terms.

Centre for Continuing and Online Learning (CCOL) course registrants are refunded according to the current CCOL Refund Policy.

International Students who submit an official confirmation of their Study Permit rejection within 10 business days of the beginning of a term (or the beginning of the period for which the student paid fees in the case of a non-semestered or continuous intake program of instructions) will be exempted of the withdrawal penalty fee.

**ANCILLARY FEES\***

Fees for items not covered by the tuition fees established for a course or program of instruction that students may be required to pay upon enrolment. Categories of ancillary fees are approved by the Ministry and are outlined in this operating procedure. Compulsory ancillary fees are ancillary fees that a student is required to pay in order to enrol or successfully complete any course or program of instruction eligible for general purpose operating grant support.

**GENERAL PURPOSE OPERATING GRANT\***

The portion of the provincial operating grant for colleges that is distributed among colleges on the basis of each college's share of reported enrolment in courses and programs of instruction eligible for funding.

**HIGH DEMAND PROGRAM OF INSTRUCTION\***

A program of instruction eligible for general purpose operating grant funding for which colleges have the discretion to charge fees above the maximum permitted for regular-fee programs. This discretion is allowed for applied degree, graduate certificate or Baccalaureate of Nursing programs and/or for basic programs which have been determined to meet each of the following three criteria:

1. there is high demand for instructional space;
2. graduates have above-average prospects for employment; and
3. graduates have the potential to earn an above-average income.

**INTERNATIONAL STUDENT\***

A foreign national who meets the requirements that authorize enrolment in an educational institution in Canada established under the Immigration and Refugee Protection Act.

**PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)\***

A process that uses a variety of tools to help learners reflect on, identify, articulate, and demonstrate past learning. Prior learning can be acquired through study, work, and other life experiences that are not recognized through formal transfer of credit mechanisms.

**TUITION FEE FACTOR (TFF)\***

Each post-secondary program is assigned a tuition fee factor by the Ministry. With few exceptions, the tuition fee factor is 1.0 for one-year programs, 2.0 for two-year programs, 3.0 for three-year programs and 4.0 for four-year programs. The annual tuition fee is the fee that would be paid by a student in a program with a tuition fee factor of 1.0 per academic year consisting of two semesters.

**TUITION FEE INCREASE**

Tuition fee increases apply to the previous year's fee for the applicable cohort.

\* Source: Ministry of Advanced Education and Skills Development, *Tuition and Ancillary Fees Operating Procedure*.

## Schedule B

Compulsory Ancillary Fees for 2017-2018 for all Full-time post-secondary students in a standard Fall/Winter delivery (excluding full-time online students)

Nov. 29, 2016

Fee Type	2017-2018
Student Activity Fee	\$355.74
	\$177.87/term
Sports Fee	\$145.26
	\$72.63/term
Student Centre Building Fee	\$35.00
	\$17.50/term
Student Commons/Auditorium Fee	\$44.00
	\$22.00/term
Health Plan Fee (charged once annually)	\$149.66
U-Pass Fee	\$404.92
	\$202.46/term
U-Pass Administrative Fee (assessed once per academic year)	\$3.42
Technology Fee	319.24
	\$159.62/term
Health Services Fee	\$40.00
	\$20.00/term
Graduation Fee (assessed in final level)	\$40.00
Transcript Fee (assessed one-time only to Level 1 students)	\$20.00
Student Experience Fee	\$36.00
	\$18.00/term

The U-Pass Fee will increase by a maximum of 2.5% from \$197.52 (at most) to \$202.46 per term. The rate will be confirmed by the City by the end of December, 2016.

 Nov 29, 2016  
Date

On behalf of the College  
James File  
Associate Registrar, Systems and Reporting Services

 Nov 16, 2016  
Date

On behalf of the Students' Association  
Stafford Rollocks  
Controller, Students' Association

## Schedule C

Compulsory Ancillary Fees for 2017-2018 for all Full-time online post-secondary students in a standard Fall/Winter delivery

Nov. 29, 2016

Fee Type	2017-2018
Student Activity Fee	\$0.00
Sports Fee	\$0.00
Student Centre Building Fee	\$0.00
Student Commons/Auditorium Fee	\$0.00
Health Plan Fee (charged once annually)	\$0.00
<b>Technology Fee</b>	<b>\$319.24</b>
	<b>\$159.62/term</b>
Health Services Fee	\$0.00
Graduation Fee (assessed in final level)	\$40.00
Transcript Fee (assessed one-time only to Level 1 students)	\$20.00
Student Experience Fee	\$0.00

 Nov 29, 2016  
Date

On behalf of the College  
James File  
Associate Registrar, Systems and Reporting Services

 NOV 16, 2016  
Date

On behalf of the Students' Association  
Stafford Rollocks  
Controller, Students' Association

## Schedule D

Compulsory Ancillary Fees for 2017-2018 for all Part-time post-secondary students taking two or more courses in a standard Fall/Winter delivery

Nov. 29, 2016

Fee Type	2017-2018
Student Activity Fee	\$177.87
	\$88.94/term
Sports Fee	\$72.63
	\$36.32/term
Student Centre Building Fee	\$17.50
	\$8.75/term
Student Commons/Auditorium Fee	\$22.00
	\$11.00/term
Health Plan Fee (charged once annually)	\$149.66
Technology Fee*	\$319.24
	\$159.62/term
Health Services Fee	\$20.00
	\$10.00/term
Graduation Fee (assessed in final level)	\$40.00
Transcript Fee (assessed one-time only to Level 1 students)	\$20.00
Student Experience Fee	\$18.00
	\$9.00/term

\* \$1.60 per course hour to a maximum of \$159.62 per term

 Nov 29, 2016  
Date

On behalf of the College  
James File  
Associate Registrar, Systems and Reporting Services

 Nov 16, 2016  
Date

On behalf of the Students' Association  
Stafford Rollocks  
Controller, Students' Association

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
THE STUDENTS' ASSOCIATION OF THE ALGONQUIN COLLEGE OF  
APPLIED ARTS & TECHNOLOGY CORPORATION  
("THE SA")  
AND  
ALGONQUIN COLLEGE OF APPLIED ARTS & TECHNOLOGY  
("THE College")  
ON THE MATTER OF MERGING THE INFORMATION TECHNOLOGY FEE  
WITH THE "BRING YOUR OWN DEVICE" FEE AND NOW CALLED  
THE INFORMATION TECHNOLOGY FEE**

WHEREAS the SA and the College agree that competency in the various fields of Information Technology (IT) are essential to students' success,

AND Whereas the College remains committed to investing in Information Technology and providing IT services to support students,

AND Whereas the College and the SA wish to achieve economies by combining the IT Fee and the Bring Your Own Device (BYOD) fees,

AND Whereas the College and the SA desire to operate sustainably,

AND Whereas the SA and the College desire increased certainty regarding the funding and delivery of IT services,

Therefore, the parties to this memorandum of understanding agree as follows:

1. A Technology Fee of \$159.62 per term will be levied to all full-time post-secondary students. Part-time students registering in credit courses and courses requiring access to computer services will pay a fee of 1% (initially \$1.60) per course hour to a maximum of the per term Technology Fee.
2. The parties agree to increase the fee by 1.5% per year in each year of this agreement starting in the Fall 2018 term.
3. Access to IT services will be granted upon course registration in the first term.
4. During their course of studies at the College (including cooperative education work placements), all students will retain their network credentials (excluding printing) until the end of the first term following graduation.
5. The College commits to support multiple concurrent device use by students on the College's networks and remote access to the network that is available 24 hours a day/365 days of the year except during periods of planned maintenance.



6. The College commits to a continued investment in the renewal of equipment, software, networks, and to increase its support to ensure related services remain in accordance with general industry best practices and in accordance with the academic demands placed on students.

“Increased support” is defined as:

- a. Expanded Loaner Pool with the College committed to maintaining a pool of systems refreshed annually.
- b. Expanded support which includes:
  - Support for Apple devices and the inclusion of Apple systems into the loaner laptop pool
  - Working towards providing 24 x 7 round the clock support access to students via self-help support pages, telephone support, email support and online chat by the 2018 Winter term.
  - Increasing the time that technicians will troubleshoot and assist students with technology to up to 1 hour for scheduled visits.
- c. Improved Access with Wireless and Internet with increased bandwidth provided to students as well as increased security and monitoring of these services.

## 7. Printing

7.1 Printing will be available to all students who are registered for a minimum of 45 hours of courses in a term.

7.2 The SA and College commit to working together to identify incentives and disincentives to reduce paper consumption. During the first year of this agreement, the College agrees to map out a multi-year plan demonstrating its efforts to reduce the printing demands on students in conjunction with the schedule in 7.3 below.

7.3 The SA commits to helping the College to reduce the average printing consumption per student per term to 100 pages or less. In order to achieve this target, the Information Technology Fee will provide the following quotas for students during the term of this agreement:

Term	Quota	
Starting Fall 2017	700 pages/ per student / perterm	Additional quota for printing can be purchased as required by individual students
Starting Fall 2018	500 pages/ per student / perterm	Additional quota for printing can be purchased as required by individual students
Starting Fall 2019	300 pages/ per student / per term	Additional quota for printing can be purchased as required by individual students
Starting Fall 2020	100 pages/per student/ per term	Additional quota for printing can be purchased as required by individual students

8. In April of each year, the Director of IT will present an annual report to the Students' Association College Collaborative Committee demonstrating compliance.
9. The intention of this agreement is to increase system performance and reliability (speed, convenience and access) for students. Therefore, the College may not reduce or alter any aspect of IT services that would result in the reduction of standards of IT service implied in previous agreements, most notably the following standards:
  - a. Access to College licensed software and standard software suites
    - i. Remotely
    - ii. Via unscheduled College open access labs as well as in scheduled classrooms
    - iii. Specific general purpose software packages will be available for no additional charge to participating students with a minimum of 45 hours of courses in a term. The current list of software available (attached as Appendix B) will be published on the College web site. The software may change based on consultation with the SA.
  - b. Secure access to the Internet with no limits on the amount of data transferred
  - c. Access to unscheduled computers in Open Access Labs
  - d. IT technical support for students
  - e. Access to wireless networks across all College campuses.
10. This agreement constitutes the entire agreement between the parties hereto with respect to the Technology Fee and replaces any and all previous agreements and understandings, written or oral, expressed or implied. Without limiting the foregoing, this Agreement replaces and supersedes the Memorandum of Understanding between the Students' Association of Algonquin College and Algonquin College Regarding the Application of an Information Technology Fee dated January 30, 2014 .There is no term, condition, warranty or representation, collateral or otherwise, that may govern the Technology Fee, other than those contained in this agreement. Any modifications or amendments to this agreement shall be made in writing and signed by both parties.

Signed at Ottawa this    day of January, 2017.



Mr. Egor Evseev, President

The Students' Association of the Algonquin College of Applied Arts & Technology Corporation



Cheryl Jensen, President

Algonquin College of Applied Arts & Technology

## Appendix A

### DISPUTE RESOLUTION MECHANISM

1. The SA and the College agree that in the event of a difference in the interpretation, application or administration of this memorandum of understanding, the following procedures shall apply:
  - a. The difference or complaint will be documented and forwarded by either party to the Students' Association/College Collaborative Committee for resolution.
  - b. The Committee will meet within ten (10) business days of receipt by the Secretary of the committee of the complaint.
  - c. If the Committee is unable to resolve the dispute the parties undertake to seek mediation of the matter by an external mediator.
2. Failing resolution at the mediation stage either party shall forward the matter to an independent arbitrator whose decision shall be binding on the parties.
3. The arbitrator shall not be authorized to alter, modify, or amend any part of the terms of this understanding, nor make any decision inconsistent with it.
4. The Association and the College shall each pay one-half (1/2) the remuneration and expenses of the mediator and arbitrator.
5. The parties undertake to establish a mutually acceptable list of mediators and arbitrators and selection of either will be on a rotational basis, subject to their availability.

## Appendix B

### Software Provided

- Office Productivity Software
  - Microsoft Office
  - Microsoft Visio
  - Microsoft Project
- Adobe Creative Cloud Software
- Device Retrieval Software (Front Door)
- Parallels Software for Windows Emulation



## Appendix B

### Sample 2017-18 Fees Comparison of Four Programs

#### First Term Fees Comparison

##### PARAMEDIC (0620X) STANDARD DELIVERY (HIGH DEMAND TUITION FEE) 2 YEAR ONTARIO COLLEGE DIPLOMA

TERM	2015F	2016F	2017F
Tuition	\$2,472.02	\$2,546.18	\$2,622.56
Student Activity	\$167.87	\$177.87	\$177.87
Sports	\$72.63	\$72.63	\$72.63
Student Centre Building	\$17.50	\$17.50	\$17.50
Student Commons/Auditorium	\$22.00	\$22.00	\$22.00
Technology Fee	\$86.00	\$87.72	\$159.62
Course-related Ancillary	\$300.00	\$300.00	\$400.00
Health Services	\$20.00	\$20.00	\$20.00
Transcript (charged once in first level)	\$20.00	\$20.00	\$20.00
eTextbook Fee	\$229.00	\$242.00	\$242.00
Student Experience Fee	\$17.00	\$18.00	\$18.00
BYOD	\$150.00	\$110.00	-
Health Plan Fee (charged once annually)	\$123.96	\$123.96	\$149.66
U-Pass	\$192.70	\$197.52	\$202.46
U-Pass Admin Fee (charged once annually)	\$4.18	\$3.42	\$3.42
<b>TOTAL FEES PAYABLE (FIRST TERM)</b>	<b>\$3,894.86</b>	<b>\$3,958.80</b>	<b>\$4,127.72</b>

Add: Graduation Fee (charged in final level): \$40.00

##### eBUSINESS SUPPLY CHAIN MANAGEMENT (6066X) STANDARD DELIVERY (HIGH DEMAND TUITION FEE) 4 YEAR BACHELOR OF COMMERCE (HONOURS)

TERM	2015F	2016F	2017F
Tuition	\$3,296.16	\$3,395.04	\$3,496.89
Student Activity	\$167.87	\$177.87	\$177.87
Sports	\$72.63	\$72.63	\$72.63
Student Centre Building	\$17.50	\$17.50	\$17.50
Student Commons/Auditorium	\$22.00	\$22.00	\$22.00
Technology Fee	\$86.00	\$87.72	\$159.62
Health Services	\$20.00	\$20.00	\$20.00
Transcript (charged once in first level)	\$20.00	\$20.00	\$20.00
eTextbook Fee	-	\$786.00	\$786.00
Student Experience Fee	\$17.00	\$18.00	\$18.00
BYOD	\$150.00	\$110.00	-
Health Plan Fee (charged once annually)	\$123.96	\$123.96	\$149.66
U-Pass	\$192.70	\$197.52	\$202.46
U-Pass Admin Fee (charged once annually)	\$4.18	\$3.42	\$3.42
<b>TOTAL FEES PAYABLE (FIRST TERM)</b>	<b>\$4,190.00</b>	<b>\$5,051.66</b>	<b>\$5,146.05</b>

Add: Graduation Fee (charged in final level): \$40.00

##### BUSINESS - ACCOUNTING (0214C) STANDARD DELIVERY (REGULAR TUITION FEE) 2 YEAR ONTARIO COLLEGE DIPLOMA

TERM	2015F	2016F	2017F
Tuition	\$1,384.20	\$1,425.72	\$1,468.49
Student Activity	\$167.87	\$177.87	\$177.87
Sports	\$72.63	\$72.63	\$72.63
Student Centre Building	\$17.50	\$17.50	\$17.50
Student Commons/Auditorium	\$22.00	\$22.00	\$22.00
Technology Fee	\$86.00	\$87.72	\$159.62
Health Services	\$20.00	\$20.00	\$20.00
Transcript (charged once in first level)	\$20.00	\$20.00	\$20.00
eTextbook Fee	\$325.00	\$532.00	\$532.00
Student Experience Fee	\$17.00	\$18.00	\$18.00
BYOD	\$150.00	\$110.00	-
Health Plan Fee (charged once annually)	\$123.96	\$123.96	\$149.66
U-Pass	\$192.70	\$197.52	\$202.46
U-Pass Admin Fee (charged once annually)	\$4.18	\$3.42	\$3.42
<b>TOTAL FEES PAYABLE (FIRST TERM)</b>	<b>\$2,603.04</b>	<b>\$2,828.34</b>	<b>\$2,863.65</b>

Add: Graduation Fee (charged in final level): \$40.00

##### BUSINESS - ACCOUNTING (0214C) ONLINE DELIVERY (REGULAR TUITION FEE) 2 YEAR ONTARIO COLLEGE DIPLOMA

TERM	2015F	2016F	2017F
Tuition	\$1,384.20	\$1,425.72	\$1,468.49
Technology Fee	\$86.00	\$87.72	\$159.62
Transcript (charged once in first level)	\$20.00	\$20.00	\$20.00
BYOD	\$150.00	\$110.00	-
<b>TOTAL FEES PAYABLE (FIRST TERM)</b>	<b>\$1,640.20</b>	<b>\$1,643.44</b>	<b>\$1,648.11</b>

Add: Graduation Fee (charged in final level): \$40.00

## Appendix C: Sample Student Funding and Expenditures First Year Estimate (two semesters) 2017-18

### Example 1: Fully-funded OSAP - Single Student Living at Home (Woodroffe Campus - Ottawa):

BUSINESS - ACCOUNTING (0214C)

STANDARD DELIVERY (REGULAR TUITION FEE)

2 YEAR ONTARIO COLLEGE DIPLOMA

#### FUNDING SOURCES (based on 2016-17 funding averages)

Notes:

Ontario Student Assistance Program (loan/grants)	\$ 4,566.36	<i>average award for single student</i>
Average Student Assistance Bursary	\$ 750.00	<i>average award per year</i>
Fixed Expected Personal Contribution (minimum)	\$ 3,000.00	
<b>TOTAL FUNDING (approximate based on 16/17 funding)</b>	<b>\$ 8,316.36</b>	

#### EDUCATION EXPENSES 2017-18

Tuition Fees	\$ 2,936.98
Ancillary Fees	\$ 1,553.24
eTextbook Fee	\$ 692.00
<b>SUB-TOTAL TUITION &amp; ANCILLARY FEES PAYABLE (FIRST YEAR)</b>	<b>\$ 5,182.22</b>

#### LIVING EXPENSES (2016-17 estimate)

OSAP Living Allowance for Single Student at Home	\$ 4,053.35
<b>SUB-TOTAL LIVING EXPENSES</b>	<b>\$ 4,053.35</b>

**TOTAL EXPENSES (EDUCATION + LIVING EXPENSES) FOR FIRST YEAR** **\$ 9,235.57**

BALANCE (FUNDING LESS EXPENSES) \$ (919.21)

### Example 2: Fully-funded OSAP - Single Student Living Away from Home (Woodroffe Campus - Ottawa):

BUSINESS - ACCOUNTING (0214C)

STANDARD DELIVERY (REGULAR TUITION FEE)

2 YEAR ONTARIO COLLEGE DIPLOMA

#### FUNDING SOURCES (based on 2016-17 data averages)

Notes:

Ontario Student Assistance Program (loan/grants)	\$ 9,566.17	<i>may vary with travel/living expenses</i>
Average Student Assistance Bursary	\$ 1,000.00	<i>average award per year</i>
Fixed Expected Personal Contribution (minimum)	\$ 3,000.00	
<b>TOTAL FUNDING (approximate based on 16/17 funding)</b>	<b>\$ 13,566.17</b>	

#### EDUCATION EXPENSES 2017-18

Tuition Fees	\$ 2,936.98
Ancillary Fees	\$ 1,553.24
eTextbook Fee	\$ 692.00
<b>TOTAL TUITION &amp; ANCILLARY FEES PAYABLE (FIRST YEAR)</b>	<b>\$ 5,182.22</b>

#### LIVING EXPENSES (2016-17 estimate)

OSAP Living Allowance for Single Student away from home	\$ 9,742.95
<b>SUB-TOTAL LIVING EXPENSES</b>	<b>\$ 9,742.95</b>

**TOTAL EXPENSES (EDUCATION + LIVING EXPENSES) FOR FIRST YEAR** **\$ 14,925.17**

BALANCE (FUNDING LESS EXPENSES) \$ (1,359.00)

### Example 3: Fully-funded OSAP - Single Student with One Dependent (Woodroffe Campus - Ottawa):

BUSINESS - ACCOUNTING (0214C)

STANDARD DELIVERY (REGULAR TUITION FEE)

2 YEAR ONTARIO COLLEGE DIPLOMA

#### FUNDING SOURCES (based on 2015-16 data averages)

Notes:

Ontario Student Assistance Program (loan/grants)	\$ 23,911.00	<i>may vary tuition/living expenses</i>
Average Student Assistance Bursary	\$ 1,250.00	<i>average award per year</i>
Fixed Expected Personal Contribution (minimum)	\$ 3,000.00	
<b>TOTAL FUNDING (approximate based on 16/17 funding)</b>	<b>\$ 28,161.00</b>	

#### EDUCATION EXPENSES 2016-17

Tuition Fees	\$ 2,936.98
Ancillary Fees	\$ 1,553.24
eTextbook Fee	\$ 692.00
<b>TOTAL TUITION &amp; ANCILLARY FEES PAYABLE (FIRST YEAR)</b>	<b>\$ 5,182.22</b>

#### LIVING EXPENSES (2016-17 estimate)

OSAP Living Allowance for Sole Support Parent w one dependent	\$ 17,801.35
<b>SUB-TOTAL LIVING EXPENSES</b>	<b>\$ 17,801.35</b>

**TOTAL EXPENSES (EDUCATION + LIVING EXPENSES) FOR FIRST YEAR** **\$ 22,983.57**

BALANCE (FUNDING LESS EXPENSES) \$ 5,177.43

# Appendix D



November 11, 2016

## Algonquin College 3% Cap Calculation for 2017/18 (DRAFT)

In accordance with MAESD policy, the overall average tuition fee increase for all students at an institution will be capped at 3% per year.

Category	Enrol (16S, 16F, 17W)	Total Enrol (16S, 16F, 17W)	% Inc	Cap %
Post-Secondary	29311	37330	3%	2.3555585%
Bachelor Degree	1039	37330	3%	0.0834985%
High Demand	4617	37330	3%	0.3710421%
Graduate Certificates	2154	37330	3%	0.1731047%
Graduate Certificates (ACP, PM, SBM)	209	37330	0%	0.0000000%
<b>TOTAL AVERAGE CAP (MAX ALLOWABLE = 3%)</b>				<b>2.9832039%</b>

# Appendix E



November 14, 2016

## High Demand Program Calculation

In accordance with MAESD policy, enrolment in basic post-secondary programs of instruction identified as high demand may not exceed 15.0% of a college's total basic post-secondary enrolment. The 15% does not include graduate certificate, applied degree and Collaborative Baccalaureate of Nursing programs.

### 15% CAP CALCULATION - 2017/18 (DRAFT)

Programs	Term	Actual Enrolment at Audit Date	International	Second Career	Totals
High Demand	2016S	251	-2	-4	245
High Demand	2016F	2352	-82	-13	2257
High Demand	2016W	2096	-66	-8	2022
<b>Total Enrolment in HD</b>					<b>4524</b>
Post-Secondary	2016S	2566	-290	-79	2197
Post-Secondary	2016F	16173	-1269	-187	14717
Post-Secondary	2016W	15627	-1241	-218	14168
<b>Total Enrolment in PS</b>					<b>31082</b>
<b>Enrolment Percentage</b>					<b>14.56%</b>



Appendix F

**Compulsory Ancillary Fee Projections**  
**Compulsory Non-Tuition-Related Ancillary Fees**

Last updated  
 27-Jan-17

Fee Type	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Proposed 2017-18	\$ increase (based on 2 terms)	change in %
SA Activity								\$ 355.74	\$ -	0%
								(\$177.87/term)		
SA Sports	\$ 341.00	\$ 381.00	\$ 401.00	\$ 441.00	\$ 481.00	\$ 481.00	\$ 501.00	\$ 145.26	\$ -	0%
	(\$170/term)	(\$190/term)	(\$200.50/term)	(\$220.50/term)	(\$240.50/term)	(\$240.50/term)	(\$250.50/term)	(\$72.63/term)		
SA/ Building (\$17.50/term)	\$ 35.00	\$ 35.00	\$ 35.00	\$ 35.00	\$ 35.00	\$ 35.00	\$ 35.00	\$ 35.00	\$ -	0%
	(\$17.50/term)	(\$17.50/term)	(\$17.50/term)	(\$17.50/term)	(\$17.50/term)	(\$17.50/term)	(\$17.50/term)	(\$17.50/term)		
Auditorium Fee (\$22.00/term)	\$ -	\$ -	\$ 44.00	\$ 44.00	\$ 44.00	\$ 44.00	\$ 44.00	\$ 44.00	\$ -	0%
			(\$22.00/term)	(\$22.00/term)	(\$22.00/term)	(\$22.00/term)	(\$22.00/term)	(\$22.00/term)		
Health Plan (charged once annually & amount may increase or decrease depending on utilization rates from the previous year)	\$ 114.50	\$ 114.50	\$ 117.02	\$ 117.02	\$ 123.96	\$ 123.96	\$ 123.96	\$ 149.66	\$ 25.70	21%
IT Fee	\$ 124.00	\$ 124.00	\$ 124.00	\$ 124.00	\$ 172.00	\$ 172.00	\$ 175.44	\$ -	\$ (175.44)	
	(\$62.00/term)	(\$62.00/term)	(\$62.00/term)	(\$62.00/term)	(\$86.00/term)	(\$86.00/term)	(\$87.72/term)			
Technology Fee (IT merged with BYOD)								\$ 319.24	\$ 319.24	
								(\$159.62/term)		
Health Services	\$ 20.00	\$ 20.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ -	0%
	(\$10.00/term)	(\$10.00/term)	(\$20.00/term)	(\$20.00/term)	(\$20.00/term)	(\$20.00/term)	(\$20.00/term)	(\$20.00/term)		
Graduation Fee (assessed in final level)	\$ 35.00	\$ 35.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ -	0%
Transcript Fee (assessed <b>one-time only to Level 1</b> students)	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ -	0%
Student Experience Fee					\$ 34.00	\$ 34.00	\$ 36.00	\$ 36.00	\$ -	0%
					(\$17/term)	(\$17/term)	(\$18.00/term)	(\$18.00/term)		
Upass						\$ 385.40	\$ 395.04	\$ 404.92	\$ 9.88	2.5%
						(\$192.70/term)	(\$197.52/term)	(\$202.46/term)		
Upass Administrative fee (charged once per year)						\$ 4.18	\$ 3.42	\$ 3.42	\$ -	0%
<b>TOTAL (Fall &amp; Winter)</b>	<b>\$ 694.50</b>	<b>\$ 734.50</b>	<b>\$ 826.02</b>	<b>\$ 866.02</b>	<b>\$ 989.96</b>	<b>\$ 1,379.54</b>	<b>\$ 1,413.86</b>	<b>\$ 1,593.24</b>	<b>\$ 179.38</b>	
<b>Total Actual \$ increase</b>		\$ 40.00	\$ 91.52	\$ 40.00	\$ 123.94	\$ 389.58	\$ 34.32	\$ 179.38	\$ 179.38	
<b>Total Actual % increase</b>		<b>5.76%</b>	<b>12.46%</b>	<b>3.98%</b>	<b>14.31%</b>	<b>39.35%</b>	<b>2.49%</b>	<b>12.69%</b>		
Max 20% increase in \$		\$ 138.90	\$ 146.90	\$ 165.20	\$ 173.20	\$ 197.99	\$ 275.91	\$ 282.77		
Students' Association proportion of fees (\$)	\$ 490.50	\$ 530.50	\$ 597.02	\$ 637.02	\$ 683.96	\$ 1,069.36	\$ 1,099.00	\$ 1,134.58		
Students' Association proportion of fees (%)	70.63%	72.23%	72.28%	73.56%	69.09%	77.52%	77.73%	71.21%		
College proportion of fees (\$)	\$ 204.00	\$ 204.00	\$ 229.00	\$ 229.00	\$ 306.00	\$ 310.18	\$ 314.86	\$ 458.66		
College proportion of fees (%)	29.37%	27.77%	27.72%	26.44%	30.91%	22.48%	22.27%	28.79%		

Report title:	2017-2018 Business Plan and Budget
Report to:	Board of Governors
Date:	February 13, 2017
Authors/Presenters:	Duane McNair, Vice-President, Finance and Administration Doug Wotherspoon, Vice President, Innovation and Strategy

1. RECOMMENDATION:

- a) **THAT** the Board of Governors approves the 2017-2018 Business Plan and Annual Budget with a projected positive net contribution of \$5.6 million.
- b) **THAT** the Board of Governors approves the use of up to \$19.7 million in internally restricted funds for the following items: enterprise resource planning solution (Project Fusion); information technology and physical infrastructure renewal projects; Innovation, Entrepreneurship Learning Centre and Institute for Indigenous Entrepreneurship; Energy Savings Company Contract (ESCO2) measures; and academic and administrative equipment.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to present the proposed 2017-2018 Business Plan and Annual Budget for approval by the Board of Governors.

3. BACKGROUND:

The Ministry of Advanced Education and Skills Development requires Ontario colleges to prepare an annual budget and business plan to be submitted by June 30 each year.

In 2013, College management recommended to the Board of Governors that the budget be approved annually in February to enable staff to begin projects that align with the Business Plan at the start of the first quarter of the new fiscal year.

4. DISCUSSION:

**Business Plan**

This year’s Business Plan begins the formal transformation in strategic thinking outlined in our new Strategic Plan – a shift from our previous practice of outlining new projects, to one aimed at strengthening and measuring our success in terms of core activities. Included in the transition, is the launch of college-wide training to support our adoption of Lean management practices, including the

establishment of True North and Driver metrics, A3 thinking and problem solving, and improved engagement of employees in decision making.

Each of the strategic directions outlined in the 2017-2022 Strategic Plan, have a minimum of one True North metric and one Driver metric. For Algonquin, the True North is defined as the ideal state the College should strive for, a reflection of the purpose of the organization, and the foundation of a strategic plan. At the core is our commitment to being Learner Driven as measured by our ability to retain students and ultimately help them achieve their dreams.

Associated with each True North metric are Driver metrics, leading indicators that the organization believes both predict and influence our capacity to deliver on our True North goals. Associated with each True North and Driver metrics, the Business Plan notes a list of initiatives and leveraged actions the College is committed to completing within the fiscal year. Incorporated into each set of initiatives is the introduction of A3 thinking, a scientific method of problem solving which engages teams in the collective identification of problems and options for resolving them.

Below the College's overall Business Plan, are a set of Divisional, School and Departmental plans that require each business unit to work in support of the College's True North metrics. This cascading effect we believe, will allow the College to marshal all its strength in support of the College's new strategic direction, our mission, our vision and our values. Once fully implemented, this new approach should allow each employee to see how their daily contribution helps deliver on our commitment to our learners and community.

### **Annual Budget**

The attached proposed Annual Budget includes key assumptions for capital, operating and business plan requirements that will require the use of Internally Restricted Funds.

The 2017-2018 Annual Budget development process has achieved a positive net contribution for Funded Activity/College Operations and for the Non-Funded Activity line of business, and is presenting a balanced operating budget for approval.

5. LINK TO STRATEGIC PLAN:

<b>STRATEGIC PLAN 2017-2022</b>			
<b>LEARNER DRIVEN</b> Goal 1 Establish Algonquin as the leader in personalized learning across all Ontario colleges.	☒	<b>CONNECTED</b> Goal 4 Become an integral partner to our alumni and employers.	☒
<b>QUALITY AND INNOVATION</b> Goal 2 Lead the college system in co-op, work integrated learning, Applied Research, and student exchanges.	☒	<b>SUSTAINABLE</b> Goal 5 Enhance Algonquin’s global impact and community social responsibility.	☒
Goal 3 Attain national standing in quality, impact and innovation within each school and service.	☒	<b>PEOPLE</b> Goal 6 Be recognized by our employees and the community as an exceptional place to work.	☒

6. STUDENT IMPACT:

Students will benefit from additional investments in information technology infrastructure, renovations and adaptations to learning spaces, maintenance of existing learning spaces, and investment in the ongoing construction of the Innovation and Entrepreneurship Learning Centre and Institute for Indigenous Education, as well as investments in academic equipment.

7. FINANCIAL IMPACT:

The proposed 2017-2018 Annual Budget projects a positive net contribution of \$5.6 million. In addition, the proposed Annual Budget will draw up to \$19.7 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 one out of seven financial health indicators being below the benchmark. The College is assessed as remaining in good financial health, as the indicator below benchmark is impacted by the requirement to spend from accumulated surpluses from previous years to address capital investment requirements.

8. HUMAN RESOURCES IMPACT:

The proposed 2017-2018 Annual Budget provides funding for all existing and new full time permanent staff complement positions as well as all other part time and temporary staff positions. There are also provisions for professional development and training for College employees. In total, 14 new full time permanent staff complement positions are recommended for approval within the budget.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

In compliance with both the Board of Governors’ Financial Management Policy, and the Ministry of Advanced Education and Skills Development Business Plan Operating Procedure directive, the 2017-2018 Annual Budget maintains a positive accumulated surplus position and the College’s commitment to balancing government funded operating activities with expenditures.

10. COMMUNICATIONS:

Pending approval of the 2017-2018 Annual Budget and Business Plan by the Board of Governors, the document will be submitted to the Ministry of Advanced Education and Skills Development, and posted on the College's website. In addition, a Town Hall meeting will be held for all College employees to review the budget and business plan.

11. CONCLUSION:

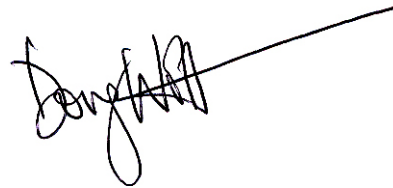
The Algonquin College Executive Team endorses the attached 2017-2018 Business Plan and Annual Budget that supports the first year of initiatives under the 2017-2022 Strategic Plan.

Respectfully submitted:



\_\_\_\_\_  
Vice President, Finance and Administration

Respectfully submitted:



\_\_\_\_\_  
Vice President, Innovation and Strategy

Approved for submission:



\_\_\_\_\_  
President

Appendices:

Appendix A: DRAFT 2017-18 Business Plan and Annual Budget

# Business Plan

## 2017–2018

— DRAFT

## Mission, Vision and Values

Algonquin's organizational philosophy is defined by its mission, vision and core values. Through the course of the recent strategic planning process, stakeholders paid tribute to the current set of College values believing they accurately reflect the principles and beliefs shared by the community. At the same time, they encouraged the College to revise the current mission and vision statements to more accurately reflect our aspirations for the future.

The following are intended to serve as points of inspiration and provide clear differentiation from other colleges, carefully articulating our purpose.

### OUR MISSION

To transform hopes and dreams into lifelong 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 well-being of the individual.

#### LEARNING

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

#### INTEGRITY

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

#### RESPECT

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

## 50+5 Algonquin College 2017-2022 Strategic Plan

50+5, the Algonquin College 2017-2022 Strategic Plan, outlines five overarching strategic directions, rooted in a belief that the time has come to transition from the traditional one-size-fits-all era of education to a new age, focused on personalized, experiential learning.

At Algonquin, we will be learner-driven, with an unwavering commitment to the personal and professional success of our learners. We will focus on innovation and quality, and build on our 50 years of providing an exceptional learning experience and pioneering new approaches. We will stay connected, in an increasingly connected world. We will work to strengthen relationships with both alumni and employers, and their interactions with learners. We will be sustainable, with the ultimate goal of becoming carbon neutral and serving as a leader in the education, research and exchange of environmentally sustainable practices. And we will empower people, respecting and valuing them so that they feel supported throughout their careers and that they make a difference.

To deliver on our mission and vision we have identified eight core beliefs that underpin the five strategic directions that will guide our priorities and budget process.



## Our Core Beliefs

- 1. Human Potential:** We believe in the development of human potential, that in all of us lies the innate ability to learn, to better ourselves and, to have a positive impact on our individual achievement, our families, and our community
- 2. Access:** We believe in access, that Algonquin is best known for whom we include rather than exclude, and that in today's knowledge economy a post-secondary education is fundamental to all.
- 3. Experiential Learning:** We believe in experiential learning, that it is the best form of learning and that an applied, hands-on education is essential to developing the skills and competencies required to make a positive difference in the world.
- 4. Technology:** We believe in the power of technology, that when used purposefully it can enhance learning exponentially.
- 5. Global Citizenship:** We believe in the importance of global citizenship, that in today's world all learners must acquire the skills and competencies to work in a diverse and constantly changing world, and, that everyone — regardless of what country or culture they are born to — has the right to a good education.
- 6. Employment:** We believe in the power of employment, that securing a good job does more than just put money in your pocket — it builds confidence, pride, maturity, strengthens relationships, improves health, and fosters a sense of purpose and responsibility.
- 7. Community:** We believe in community, that as individuals and institutions we have a social responsibility to care for each other, our environment, and our society, in Canada and around the world.
- 8. Personal Relationships:** And, we believe in the power of personal relationships, that learning remains a distinctly relationship-based enterprise, with the student-faculty connection at its heart across all Ontario colleges.

## Our Strategic Direction and True North Goals

### Learner Driven

Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges.

### Innovation and Quality

Goal #2: Lead the college system in co-op and experiential learning.

Goal #3: Attain national standing in quality, impact and innovation within each school and service.

### Connected

Goal #4: Enhance Algonquin's global impact and community social responsibility.

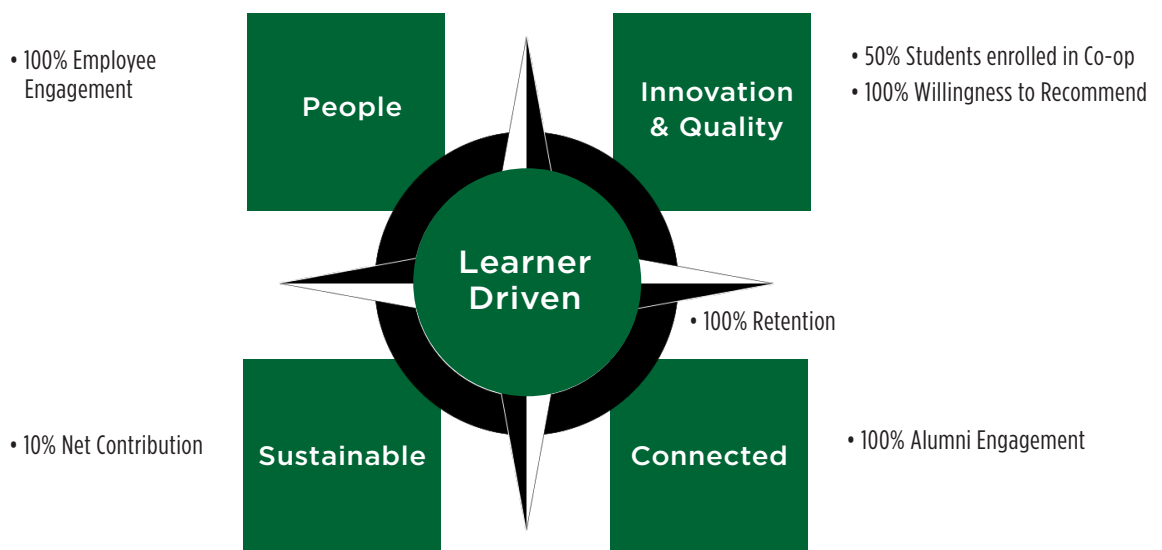
### Sustainable

Goal #5: Become an integral partner to our alumni and employers.

### People

Goal #6: Be recognized by our employees and the community as an exceptional place to work.

## ASPIRATIONAL TRUE NORTH TARGETS



#	2017-22 Strategic Goals	2017-18 Metrics	Benchmark	2017-18 Target	True North	Initiative/Leveraged Action
1.0	<b>Learner Driven</b> Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)	Student Retention	86.8%	87.5%	100%	1.0 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Learner Driven Plan, led by working group co-chaired by the Senior Vice President Academic Services and Vice President Student Services, that defines and measures personalized learning at Algonquin College, drafted and presented to the College's Board of Governors by Q4.
1.1		At-risk Learners Supported	NA	NA		1.1 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Current state benchmarks established by Q1. c) Software systems for collecting and tracking at-risk learner related data investigated by Q2. d) Employee training program established by Q2.
1.2		Learning Management System (LMS) Logins	88.3%	89%		1.2 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Learning Management System policy AA42 reviewed by Q1. c) Comprehensive faculty support plan for key education technologies in use at the College developed and implemented by Q4. d) Learning Management System user requirements analysis completed by Q2. e) Request for Proposal issued and single College-wide Learning Management System selected by Q4.
1.3		Class Attendance	NA	NA		1.3 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Current state and benchmarks established by Q1. c) Future state and targets established by Q2.
2.0	<b>Innovation and Quality</b> Goal #2: Lead the college system in Co-op and experiential learning. (Internal Business Process)	Students Enrolled in Co-op	19%	20%	50%	2.0 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Benefits of applying for Canadian Association for Co-operative Education (CAFCE) accreditation reviewed by Q2. c) Tool to assess the quality of Co-op and Work Integrated Learning (WIL) activities in programs of study developed by Q3. d) Applied Research, Innovation and Entrepreneurship strategy updated and presented to ACET by Q2. e) Applied Research Annual Report presented to ACET by Q2.

#	2017-22 Strategic Goals	2017-18 Metrics	Benchmark	2017-18 Target	True North	Initiative/Leveraged Action
2.1		Programs with a Co-op Stream	29	33		2.1 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Current state and benchmarks established by Q1. c) Future state and targets established by Q2.
2.2		Enrolled Co-op Students Completing a Work Term within the Year	15%	17.5%		2.2 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Framework for the creation of co-op positions at Algonquin College completed, in consultation with union partners, by Q2. c) Co-op hiring process reviewed by Q2. d) Employer focused Co-op marketing campaign developed and launched by Q3. e) New Learning Enterprise in the Academic Area created by Q4
2.3		Employer Leads Passed on to the Co-op Office by College Employees	25	500		2.3 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Employee training program for identifying and passing on leads to the Co-op Office developed and launched by Q2. c) System for employees to pass on leads to the Co-op Office developed by Q2.
3.0	<b>Innovation &amp; Quality</b> Goal #3: Attain national standing in quality, impact, and innovation by each school and service. (Internal Business Process)	Willingness to Recommend (Net Promoter Score)	NA	NA	100%	3.0 a) A3 - Plan Do Study Adjust Plan completed by Q2. b) Five-year cyclical quality audit site visit of June 2016 recommendations implemented by Q4. c) Program Advisory Committee 2016-2017 Review recommendations implemented by Q3. d) 50th Anniversary Plan implemented by Q4. e) Enterprise level "Willingness to Recommend" survey tool researched and costed for recommendation to ACLT by Q2.
3.1		Process Improvements Implemented Value Stream Maps Completed	6 6	200 40		3.1 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Lean Management Strategy developed and presented to the Board of Governors by Q1. c) Internal Control over Financial Reporting Plan developed by Q4. d) E-Texts Plan and Risk Assessment completed by Q2. e) Information Technology Plan completed by Q2. f) Customer Relationship Management (CRM) Plan developed by Q1. g) Business Intelligence Plan, with focus on lean management and enrolment activity, completed Q2. h) Class Scheduling Solution (Infosilem) launched in Q2. i) Student Information System requirements gathering completed by Q3. j) Net Tuition implementation, including Student Awards Management System, completed by Q4.

2017-22 Strategic Goals		2017-18 Metrics	Benchmark	2017-18 Target	True North	Initiative/Leveraged Action
4.0	<b>Connected</b> Goal #4: Become an integral partner to our alumni and employers. (Customer)	Alumni Engagement	NA	NA	100%	4.0 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Existing alumni interactions across the College audited to identify areas for improvement by Q3. c) System to track and manage alumni interactions implemented by Q4. d) Plan for increasing awareness of alumni engagement opportunities further enhanced and implemented by Q4.
4.1		Alumni Contacts Passed on to the Alumni Office by College Employees	NA	NA		4.1 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) System for employees to pass on leads to the Alumni Office developed by Q2.
5.0	<b>Sustainable</b> Goal #5: Enhance Algonquin's global impact and community social responsibility. (Financial)	Net Contribution	3.0%	3.3%	10.0%	5.0 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Opportunities to improve productivity identified, assessed, and prioritized by Q1. c) Implementation of Project Fusion/Workday completed on time and on budget with process efficiency metrics developed by Q4. d) Potential framework and process for measuring productivity investigated and tested by Q4. e) Potential framework and process for measuring time saved through process improvement and lean initiatives presented to ACET by Q4.
5.1		Domestic Post Secondary Education Enrolments	34,178	33,567		5.1 a) A3 - Plan Do Study Adjust Plan completed by Q3. b) Marketing, recruitment, admissions, academic advising, and early alert/intervention processes enhanced through Lean methodology, under the guidance of Strategic Enrolment Management (SEM), by Q4.
5.2		Aboriginal Post Secondary Education Enrolments	1,901	1,959		5.2 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Process for collecting and reporting Aboriginal learner self-identification completed by Q4. c) Indigenous Initiatives multi-year strategic plan, that includes caring for community partnerships and an environmental scan to understand their needs, completed by Q4.
5.3		International Post Secondary Enrolments	3,794	4,363		5.3 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) International Strategic Plan updated by Q3. c) First-year of India Market Entry Strategy implemented by Q1. d) International Marketing Plan updated Q2. e) International Digital Marketing position created and filled by Q1.

#	2017-22 Strategic Goals	2017-18 Metrics	Benchmark	2017-18 Target	True North	Initiative/Leveraged Action
5.4		Revenue: a) Funded Activity b) College Ancillary Services c) International Education Centre d) Contract & Other Non-Funded Activity	\$228.9M \$43.6M \$17.1M \$28.6M	\$236.9M \$45.1M \$24.0M \$27.3M		5.4 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Contract Training revenue-share model investigated and options for improvement identified and presented to ACLT by Q4. c) College Ancillary Services Strategic Plan updated and presented to ACET by Q4. d) Government Relations Plan implemented by Q4.
5.5		Foundation Revenue	\$3.1M	\$3.47M		5.5 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Prospect lists for all solicitations established and prospect plan launched (target number of visits per week) by Q1. c) Fundraising projects prioritized by Q2. d) Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship campaign launched by Q2.
6.0	<b>People</b> Goal #6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)	Employee Engagement	60%	62%	100%	6.0 a) A3 - Plan Do Study Adjust Plan completed by Q1 b) Communication Plan in support of AC People Plan developed by Q2. c) Approved recommendations from 2016 Part-time Task Force and Employee Mobility Task Force implemented by Q4. d) College-wide Employee Engagement Plan and Department level Plans to address findings of the 2017 Employee Engagement Survey developed by Q4. e) Review conducted and resourcing plan developed to reduce vacancy rate and optimize the ratio of full-time to non-full-time employees by Q4.
6.1		Annual Performance Reviews Completed On-time, Including the Development of Professional Development Plans (Note: In the first year the focus will be on Administrative employees, expanding to Support Staff and Faculty in future years)	55%	75%		6.1 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) College-wide Employee Performance Development Framework and supporting programs created by Q1. c) Standard operating procedure/process established and confirmed by ACLT by Q2. d) Accountability framework established by Q2. e) Cross over plan from current Employee Performance Development Program tracking systems to Workday confirmed by Q2.
6.2		Employee Communication Matrix	936	1029		6.2 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Conduct employee research to understand user expectations, needs and requirements by Q2. c) Internal employee communications plan developed and implemented by all departments by Q3. d) President messaging plan drafted and implemented by Q3. e) Coat of Arms revealed and implementation plan drafted by Q1.

**A3:** A3 Thinking is a structured problem solving and continuous improvement approach, which uses the scientific model PDSA (Plan, Do, Study, Adjust) to identify problems, confirm their root-cause, and surface options for moving from a current state to a future state.

**Q=** Quarter      **TBC=** To be confirmed      **NA=** Not available



# Annual Budget

## 2017–2018

— DRAFT



## Treasurer's Report of the 2017-2018 Annual Budget

In compliance with both the Board of Governors direction and the Ministry of Advanced Education and Skills Development operating directives, the 2017-2018 Annual Budget returns a net surplus on funded activity/college operations of \$11.5 million and maintains the College's commitment to balance student tuition revenue and general purpose operating grants with associated operating expenditures. The overall comprehensive annual budget projects an estimated net contribution of \$5.6 million.

The 2017-2018 Annual Budget provides the College with the resources required to deliver on the commitments detailed in the 2017-2018 Business Plan in alignment with the College's 2017-2022 Strategic Plan.

This budget continues the College's history of investing in the future sustainability and success of the College with provisions for new capital building development, physical and information technology infrastructure renewal and investments in process improvements through the upgrade of key enterprise resource planning systems.

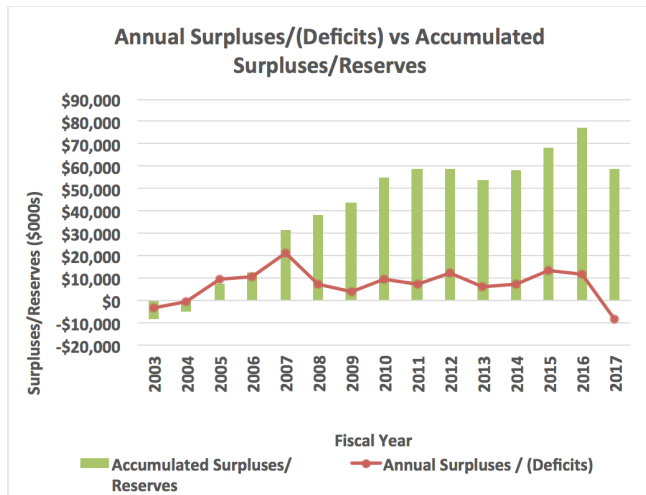
### **Internally Restricted Net Assets/Accumulated Surpluses**

Last year, the College concluded the fiscal year 2015-2016 with a net contribution of \$11.7 million which exceeded the 2015-2016 Annual Budget net contribution of \$1.5 million; a variance of 3.3% when expressed as a percentage of total budgeted expenditures. In addition to various operating savings, this positive variance was achieved primarily due to a \$2.1 million underestimation of the enrolment growth and operating grants, a \$2.5 million underspend of Strategic Investment Priorities and a \$2.6 million underutilization of contingency provisions.

The College has grown its accumulated surplus balance over the past 10 years in the Internally Restricted Net Asset accounts. These funds are managed closely to provide resources to fund Strategic Investment Priorities that will enhance the overall experience of students. As can be seen by the decrease in 2016-2017, a negative net contribution is projected due to an approved draw on reserves to fund projects such as the enterprise resource planning system upgrade (Project Fusion) and infrastructure renewal projects. The accumulated surpluses and healthy balance of the Internally Restricted Net Assets enables the College to address significant capital investment requirements.



**Duane McNair**  
Treasurer and Vice President, Finance and Administration



Through a business planning process that continues to engage all areas of the College, a series of major initiatives aimed at addressing improvements to academic facilities, student services and business process automation were identified that require drawing down funds from internally restricted accounts.

The President is submitting a recommendation to the Board of Governors to approve spending from the College’s Specific Reserves funds and Future Capital Expansion Reserve funds within Internally Restricted Net Assets for the following significant capital projects and initiatives in 2017-2018:

2017-2018 Expenditures from Internally Restricted Net Assets – Specific Reserves and Future Capital Expansion Reserve Funds	
Enterprise Resource Planning Solution – Human Resources, Payroll, and Finance (this is not an additional new request but within the allocation approved in the 2016-2017 Annual Budget)	\$2,935,000
Information Technology and Physical Infrastructure Renewal Projects	\$3,507,000
Innovation, Entrepreneurship Learning Centre and Institute for Indigenous Entrepreneurship (this is not an additional new request but within the allocation approved during 2016-2017)	\$9,122,000
Energy Savings Contract 2 (ESC02) – Energy Savings Measures (this is not an additional new request but within the allocation approved in the 2016-2017 Annual Budget)	\$1,000,000
Academic and Administrative Equipment	\$500,000
2016-2017 Approved Multi-Year Strategic Investment Priorities Expenditures Deferred to 2017-2018	\$2,648,000
<b>Total Expenditures from Internally Restricted Net Assets</b>	<b>\$19,712,000</b>

The College continues to plan for medium and long-term investment requirements and has budgeted for the following additions to our internally restricted accounts:

Internally Restricted Net Assets	2017-2018 Budgeted Contributions
Specific Reserves	
• Ancillary Services Reserve Funds	\$1,062,000
• Information Technology and Physical Infrastructure Renewal Fund	\$2,000,000
Contingency Reserve Fund	\$385,000
Reserve Fund – Future Capital Expansion	\$2,087,297
<b>Total Budgeted Contributions to Internally Restricted Net Assets</b>	<b>\$5,534,297</b>

Refer to the Net Assets Continuity Schedule for more information on budgeted contributions and expenditures from Internally Restricted Net Assets.

The budgeted 2017-2018 fiscal year-end total balance of unrestricted net assets plus internally restricted net assets are as follows:

Unrestricted and Internally Restricted Net Assets	
Unrestricted Net Assets	
Internally Restricted Net Assets	\$1,000,000
• Appropriations	
• Specific Reserves	\$100,000
- Other Projects and Initiatives	\$4,903,000
- Ancillary Services Reserve Fund	\$5,605,000
- Employment Stabilization Fund	\$557,000
- Other Student Aid	0
- Contingency Reserve Fund	\$8,685,000
• Reserve Fund – Future Capital Expansion	\$27,402,000
<b>Total Unrestricted and Internally Restricted Net Assets</b>	<b>\$48,252,000</b>

## Challenges and Opportunities Facing the College

Delivering an annual budget that returns a positive net contribution has not been without its challenges. In 2016, the Province re-stated its commitment to eliminating the Ontario deficit by 2017-2018 and committed to maintain previously announced reductions to Ontario colleges' funding. The annualized impact of these reductions to Algonquin's 2017-2018 base funding is approximately \$6.6 million.

RISK SCHEDULE				
Provincial Budget Measure	2014-2015	2015-2016	2016-2017	2017-2018
International Student Recovery Fee	\$(876,131)	\$(1,099,351)	\$(1,197,000)	\$(1,382,250)
Elimination of the Small, Northern and Rural Grant	(1,844,850)	(1,844,850)	(1,844,850)	(1,844,850)
Policy Levers – Operating Grant Reductions	(1,721,837)	(2,741,739)	(2,741,739)	(2,741,739)
International Student Municipal Tax	(84,525)	(101,633)	(119,700)	(138,225)
Facilities Renewal Grant increase/(decrease)		355,300	971,400	(467,635)
Total Impact of Provincial Budget Measures	\$(4,527,343)	\$(5,432,273)	\$(4,931,889)	\$(6,574,699)

In the spring of 2014, the College received an audit report that stated that the College's physical deferred maintenance liability had grown from \$41 million in 2010 to \$87 million in 2014. While the Province has committed to increasing funding for deferred maintenance for the college sector over the coming years (\$26 million in 2014-2015 increasing to \$100 million by 2019-2020), Algonquin's share will not be sufficient to reduce this liability. With \$700 million in facilities and infrastructure, the College should be investing approximately \$14 million (or 2% of the \$700 million replacement value) each year. In addition, the College has in excess of \$47 million in information, communications and technology (ICT) infrastructure that should be renewed at a rate of about 4% to 6% per year (\$1.9 million to \$2.9 million). Aging academic equipment is another major concern as the College receives insufficient funding to keep our technology current.

More positively, Algonquin saw enrolments to the College increase by more than 2% year-over-year in 2015-2016, with the majority of these increases coming as a result of new program development, online offerings, and increases to international enrolment. International enrolments continue to exceed expectations with enrolment growth of 16.6% in 2015-2016. The College's 2nd Energy Savings Contract (ESCO2) in partnership with Siemens is an incredible success story with \$34.8 million in new facility improvement investments to date generating \$3.6 million in total energy savings.

The ESCO2 project will also help to reduce the College's physical deferred maintenance liability. In addition, the College has established a reserve fund to address both digital and physical deferred maintenance.

## Assumptions

A number of assumptions were made in the preparation of estimates to be included in the budget. A list of the most significant assumptions for 2017-2018 are as follows:

### Revenues

- General Purpose Operating Grant will be held stable and the Enrolment Growth Grant funding will continue but at a lower year over year increase due to lower domestic enrolment growth than past years;
- Tuition fee rates for funded programs has been budgeted with a 3% increase;
- Enrolment growth in full-time post-secondary programs is projected to increase by 1.5% over 2016-2017 projected enrolment levels due to growth in existing programs, the launch of new programs, and improved retention; and
- The following other non-funded revenue sources have been updated to respond to the projected enrolment changes, the economy, international opportunities and anticipated market conditions:
  - Contract Activity
  - International Student Premium and Tuition
  - College Ancillary Services

### Operating Expenditures

- Wage increases for all faculty and staff will not exceed the current range of wage increases in the public sector and are based on current collective agreements and legislation. Other expenditures will increase at a rate consistent with the rate of inflation, or will remain constant; and
- Accounting policy will be adopted to allow capitalization of a portion of enterprise resource planning system implementation costs (Project Fusion).

### Funding for Strategic Investment Priorities

Through the alignment of operating revenues and expenditures within the Province's funding and tuition fee framework, the College is able to direct contributions from non-funded activities to strategic investment priorities. Priority setting has been based on investments that are deemed to be 'essential', support the College's strategic directions, renew curriculum and develop new programs, deliver high quality instructional equipment for students, and mitigate the risk of physical and technological infrastructure failure.

More specifically, the annual budget provides funding for the following initiatives:

- Adapt teaching environments to accommodate students with mobile devices as part of the mobile learning program project;
- Developing additional hybrid courses, online programs, graduate certificates and degree programs to meet the needs of today's student;
- Campus expansion with the construction of the Innovation and Entrepreneurship Learning Centre and the Institute for Indigenous Entrepreneurship;
- Continue with the acquisition and implementation of a finance and human resources enterprise resource planning system;
- Implement strategies to improve employee engagement; and
- Continue to upgrade and improve the service and reliability of wired and wireless networks.

**Risks**

We believe that this budget is reasonable under the circumstances. The following identifies and assesses major risks:

RISK SCHEDULE			
Risk Identification	Risk Level in 2017/18	Likelihood in 2017/18	Risk Mitigation
Enrolment Less than Projection resulting in Reduced Tuition Fee Revenue	Moderate	Possible	<ul style="list-style-type: none"> <li>• New Programs</li> <li>• Conversion of Applications to Registrations</li> <li>• Retention Initiatives</li> <li>• Reduce Expenditures</li> <li>• Increase Winter Intakes</li> </ul>
Provincial Operating Grants Less than Budgeted	Moderate	Unlikely	<ul style="list-style-type: none"> <li>• Reduce Expenditures</li> <li>• Further Review Programs and Services for Efficiencies</li> <li>• Defer Strategic Investments</li> </ul>
Other Revenues Less than Budgeted	Moderate	Possible	<ul style="list-style-type: none"> <li>• International Initiatives</li> <li>• Contract Training</li> </ul>
Labour Relations	Minor	Unlikely	<ul style="list-style-type: none"> <li>• Monitor Government Actions</li> <li>• Employee Relations Strategy</li> </ul>
Information Technology Assets and Services – Business Interruption	Moderate	Unlikely	<ul style="list-style-type: none"> <li>• Upgraded IT Infrastructure</li> <li>• Contingency Accounts Available</li> <li>• Business Continuity/Disaster Recovery Planning</li> </ul>
Facilities Quality and Space Constraints	Low	Possible	<ul style="list-style-type: none"> <li>• Develop Alternative Growth Strategies</li> <li>• Leverage use of Technology</li> <li>• Energy Savings Contract</li> </ul>

**Budget Impact**

The 2017-2018 Annual Budget provides adequate resources for programs and services to operate the College and fund initiatives that support the 2017-2022 Strategic Plan. In order to produce a balanced operating budget, a number of budget reduction and expansion initiatives were implemented including:

Budget Reductions	Impact
Various Operation Expenses	<ul style="list-style-type: none"> <li>\$100,000 Contract Services</li> <li>\$300,000 Bad Debts Expenses</li> </ul>
ITS Mobile Computing Fee	\$250,000 Reduction in IT Mobile Computing Fee Revenues Resulting in Lower Fees for Students

Budget Expansions	Impact
Full-Time Enrolment Increase	\$3,602,500 Increase in Full-Time Tuition Post-Secondary Fee Revenues, and \$859,000 Increase in Part-Time Post-Secondary Fees

More specifically, this budget includes provisions for the following program and service improvements:

- Effective academic advising and retention initiatives;
- Professional development opportunities for employees and
- Digital and physical infrastructure support.

Additional details of new initiatives are included in the College's annual Business Plan.

# Algonquin College - Annual Budget 2017-2018

## PRO FORMA SUMMARY

(all figures in \$ 000's)

	Actual 2015/2016	Annual Budget 2016/2017	Q3 Projection 2016/2017	Annual Budget 2017/2018	Pro Forma 2018/2019	Pro Forma 2019/2020
<b>Funded Activity/College Operations</b>						
Revenue	\$ 227,503	\$ 229,845	\$ 233,130	\$ 238,674	\$ 241,250	\$ 246,200
Expenditures <sup>1</sup>	210,633	219,990	223,598	227,176	230,400	237,100
Net Contribution	16,870	9,855	9,532	11,498	10,850	9,100
<b>Contract Activity &amp; Other Non-Funded Activity</b>						
Revenue	28,579	27,588	27,495	27,358	27,750	28,250
Expenditures	26,660	26,628	26,296	26,306	25,600	25,950
Net Contribution	1,919	960	1,199	1,052	2,150	2,300
<b>College Ancillary Services</b>						
Revenue	41,734	43,601	43,441	44,991	44,900	45,800
Expenditures <sup>1</sup>	34,978	35,929	35,769	36,945	36,500	37,100
Net Contribution	6,756	7,672	7,672	8,046	8,400	8,700
<b>International Education Centre</b>						
Revenue <sup>2</sup>	21,558	17,106	15,684	24,015	23,466	26,100
Expenditures	16,878	13,642	15,864	18,111	16,461	17,700
Net Contribution	4,680	3,464	(180)	5,904	7,005	8,400
<b>Strategic Investment Priorities</b>						
Revenue	3,872	1,757	9,990	20,585	3,100	2,000
Expenditures <sup>3</sup>	19,397	36,577	43,894	54,211	25,600	25,100
Net Contribution	(15,525)	(34,820)	(33,904)	(33,626)	(22,500)	(23,100)
<b>Non-Cash Revenue Adjustments</b>						
Capital Grants recorded as Deferred Capital Contributions	(1,243)	(2,000)	(9,300)	(19,000)	(2,000)	(2,000)
Amortization of Deferred Capital Contributions	7,784	8,000	8,000	8,000	8,500	8,700
<b>Non-Cash Expenditure Adjustments</b>						
Expenditures to be Capitalized	4,841	16,000	23,300	40,000	7,000	7,400
Amortization Expense	(14,600)	(16,500)	(15,000)	(16,500)	(19,000)	(19,400)
Change in Vacation, Sick Leave & Post-Employment Benefits	234	650	340	185	115	115
<b>Net Contribution as per Public Sector Accounting Standards (PSAS)</b>	<b>\$ 11,716</b>	<b>\$ (6,719)</b>	<b>\$ (8,341)</b>	<b>\$ 5,559</b>	<b>\$ 520</b>	<b>\$ 215</b>

1 - Expenditures do not include contributions to reserve funds, nor does it include principal repayments of debt.

2 - Reflects a change for 2017-2018 in the methodology for recording the split of international fee premiums between Funded Activity and the International Education Centre.

3 - Strategic Investment Priorities Expenditures includes authorized and proposed spending from Internally Restricted Net Assets.

## PRO FORMA SUMMARY

(all figures in \$ 000's)

	Actual 2015/2016	Annual Budget 2016/2017	Q3 Projection 2016/2017	Annual Budget 2017/2018	Pro Forma 2018/2019	Pro Forma 2019/2020
<b>Net Assets</b>						
Unrestricted	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Investment in Capital Assets	56,715	60,787	66,473	81,901	79,507	77,505
Vacation, Sick Leave and Post-Employment Benefits	(18,740)	(17,612)	(18,400)	(18,215)	(18,100)	(17,985)
Internally Restricted						
Appropriations	250	100	100	100	100	100
Specific Reserves	36,122	12,377	15,977	11,065	12,704	12,544
Contingency Reserve Fund	8,127	8,300	8,300	8,685	8,747	9,009
Reserve Funds - Future Capital Expansion	31,245	34,430	32,929	27,402	28,500	30,500
Interest Rate Swaps	(11,170)	(8,898)	(8,826)	(7,391)	(6,284)	(5,108)
Endowments	22,796	25,908	23,396	23,996	24,596	25,196
<b>TOTAL NET ASSETS</b>	<b>\$ 126,345</b>	<b>\$ 116,392</b>	<b>\$ 120,949</b>	<b>\$ 128,543</b>	<b>\$ 130,770</b>	<b>\$ 132,761</b>

STATEMENT OF FINANCIAL POSITION

(all figures in \$ 000's)

	March 31, 2017 Annual Budget	March 31, 2017 Q3 Projection	March 31, 2018 Proposed Budget
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash and Short Term Investments	\$ 29,367	\$ 29,402	\$ 26,723
Accounts Receivable	16,500	21,000	22,000
Inventory	2,000	2,000	2,000
Prepaid Expenses	2,500	2,500	2,500
	<b>50,367</b>	<b>54,902</b>	<b>53,223</b>
<b>Investments</b>	<b>54,540</b>	<b>56,604</b>	<b>49,629</b>
<b>Endowment Assets</b>	<b>25,908</b>	<b>23,396</b>	<b>23,996</b>
<b>Capital Assets</b>	<b>255,678</b>	<b>265,099</b>	<b>288,599</b>
<b>TOTAL ASSETS</b>	<b>\$ 386,493</b>	<b>\$ 400,001</b>	<b>\$ 415,447</b>
<b>LIABILITIES AND NET ASSETS</b>			
<b>Current Liabilities</b>			
Accounts Payable & Accrued Liabilities	\$ 16,500	\$ 18,500	\$ 19,000
Accrued Salaries & Employee Deductions Payable	7,700	7,700	8,200
Deferred Revenue	24,500	27,000	27,400
Current Portion of Long Term Debt	2,927	2,927	3,106
	<b>51,627</b>	<b>56,127</b>	<b>57,706</b>
<b>Long Term Debt</b>	<b>48,275</b>	<b>48,275</b>	<b>45,168</b>
<b>Vacation, Sick Leave &amp; Post-Employment Benefits</b>	<b>17,612</b>	<b>18,400</b>	<b>18,215</b>
<b>Deferred Capital Contributions</b>	<b>143,689</b>	<b>147,424</b>	<b>158,424</b>
<b>Interest Rate Swaps</b>	<b>8,898</b>	<b>8,826</b>	<b>7,391</b>
<b>Net Assets</b>			
Unrestricted	1,000	1,000	1,000
Investment in Capital Assets	60,787	66,473	81,901
Vacation, Sick Leave & Post-Employment Benefits	(17,612)	(18,400)	(18,215)
Internally Restricted	55,207	57,306	47,252
Interest Rate Swaps	(8,898)	(8,826)	(7,391)
Endowment Fund	25,908	23,396	23,996
	<b>116,392</b>	<b>120,949</b>	<b>128,543</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ 386,493</b>	<b>\$ 400,001</b>	<b>\$ 415,447</b>

# Algonquin College - Annual Budget 2017-2018

## REVENUE SCHEDULE

(all figures in \$ '000's)

	Funded Activity/ College Operations	Contract Activity & Other Non-Funded Activity	College Ancillary Services	International Education Centre	Strategic Investment Priorities	Annual Budget 2017/2018	Q3 Projection 2016/2017	Annual Budget 2016/2017	Actual 2015/2016
<b>Grants</b>									
Post Secondary Activity	\$ 107,215	\$ -	\$ -	\$ -	\$ -	\$ 107,215	\$ 102,583	\$ 106,641	\$ 106,758
Capital & Equipment	-	-	-	-	20,498	20,498	6,738	1,540	1,523
Apprentice	5,136	-	-	-	-	5,136	8,258	5,099	5,262
Flow-Through Student Aid	1,658	-	-	-	-	1,658	1,659	1,658	1,698
<b>TOTAL GRANTS</b>	114,009	-	-	-	20,498	134,507	119,238	114,938	115,241
<b>Tuition Fees</b>									
Full-Time Post Secondary	73,246	-	-	21,608	-	94,854	90,754	87,289	81,475
Full-Time Non-Funded	-	1,381	-	48	-	1,429	1,343	1,719	1,634
Part-Time	10,272	1,731	-	-	-	12,003	11,181	10,991	11,312
Adult Training	1,234	-	-	-	-	1,234	1,185	1,177	1,185
Student IT & Mobile Computing Fees	7,469	-	-	-	-	7,469	7,723	7,716	9,136
<b>TOTAL TUITION FEES</b>	92,221	3,112	-	21,656	-	116,989	112,186	108,892	104,742
<b>Contract Educational Services</b>									
Provincially Funded Programs	-	12,428	-	-	-	12,428	17,207	12,243	13,284
Corporate & Other Programs	4,524	9,599	-	586	-	14,709	14,633	15,194	14,678
Grants, Fees & Other Income Associated with Contract Activity	-	1,999	-	-	-	1,999	-	1,277	2,514
<b>TOTAL CONTRACT EDUCATIONAL SERVICES</b>	4,524	24,026	-	586	-	29,136	31,840	28,714	30,476
<b>COLLEGE ANCILLARY SERVICES SALES</b>	-	-	44,991	-	-	44,991	43,441	43,601	41,734
<b>Other</b>									
Students' Association Contribution (Student Commons & Pembroke)	-	-	-	-	-	-	94	-	59
Capital Campaign	-	-	-	-	87	87	217	217	-
Early Learning Centre	1,012	-	-	-	-	1,012	918	918	974
Student Ancillary Fees	6,023	62	-	-	-	6,085	6,100	5,722	6,034
Investment Income	1,165	-	-	-	-	1,165	1,526	1,500	1,233
Internal Transfer of International Revenue <sup>1</sup>	8,825	158	-	-	-	8,983	7,803	6,307	10,757
Algonquin College - Saudi Arabia Net Equity Share of Gain/(Loss)	-	-	-	-	-	-	(6,600)	(1,500)	(1,438)
Miscellaneous	10,895	-	-	1,773	-	12,668	12,977	10,588	13,434
<b>TOTAL OTHER</b>	27,920	220	-	1,773	87	30,000	23,035	23,752	31,053
<b>TOTAL REVENUE</b>	\$ 238,674	\$ 27,358	\$ 44,991	\$ 24,015	\$ 20,585	\$ 355,623	\$ 329,740	\$ 319,897	\$ 323,246

1 - Reflects a change for 2017-2018 in the methodology for recording the split of international tuition fee premium between Funded Activity and International.

Funded Activity/College Operations	\$ 238,674	\$ 233,130	\$ 229,845	\$ 227,503
Contract Activity & Other Non-Funded Activity	27,358	27,495	27,588	28,579
College Ancillary Operations	44,991	43,441	43,601	41,734
International Education Centre	24,015	15,684	17,106	21,558
Strategic Investment Priorities	20,585	9,990	1,757	3,872
<b>Total Revenue</b>	<b>\$ 355,623</b>	<b>\$ 329,740</b>	<b>\$ 319,897</b>	<b>\$ 323,246</b>

# Algonquin College - Annual Budget 2017-2018

## EXPENDITURES SCHEDULE

(all figures in \$ 000's)

	Funded Activity/ College Operations	Contract Activity & Other Non-Funded Activity	College Ancillary Services	International Education Centre	Strategic Investment Priorities	Annual Budget 2017/2018	Q3 Projection 2016/2017	Annual Budget 2016/2017	Actual 2015/2016
<b>Full-Time Salaries &amp; Benefits</b>									
Full-Time Salaries & Benefits - Academic	\$ 67,681	\$ 2,449	\$ -	\$ -	\$ -	\$ 70,130	\$ 67,279	\$ 69,661	\$ 64,773
Full-Time Salaries & Benefits - Administration	23,398	2,145	1,705	1,500	-	28,748	25,688	25,781	23,411
Full-Time Salaries & Benefits - Support	36,682	3,094	4,530	508	-	44,814	42,489	43,634	39,875
<b>Total Full-Time Salaries &amp; Benefits</b>	127,761	7,688	6,235	2,008	-	143,692	135,456	139,076	128,059
<b>Other Staff Salaries &amp; Benefits</b>									
Other Staff Salaries & Benefits - Academic	26,273	2,006	-	123	-	28,402	29,770	25,981	28,452
Other Staff Salaries & Benefits - Administration	1,343	2,487	155	252	-	4,237	4,130	4,405	3,966
Other Staff Salaries & Benefits - Support	5,621	1,326	1,765	204	-	8,916	10,623	9,575	10,930
<b>Total Other Staff Salaries &amp; Benefits</b>	33,237	5,819	1,920	579	-	41,555	44,523	39,961	43,348
<b>TOTAL SALARY &amp; BENEFITS</b>	160,998	13,507	8,155	2,587	-	185,247	179,979	179,037	171,407
<b>Other Operating</b>									
Mandated Student Aid	6,693	-	-	5	-	6,698	6,164	6,164	5,752
Contingencies	5,528	-	-	-	-	5,528	4,430	5,880	4,038
Long Term Debt Interest	813	-	2,155	-	-	2,968	3,156	3,156	3,334
Contract Services	8,799	6,386	2,306	2,801	-	20,292	20,133	19,868	18,103
Instructional Supplies & Equipment	4,569	2,498	89	12	-	7,168	7,495	7,127	6,485
Information Technology	7,819	141	366	148	-	8,474	8,086	7,845	7,658
Marketing and Promotion	2,386	584	245	395	-	3,610	3,913	3,642	3,588
Building Maintenance & Utilities	13,519	41	3,087	-	-	16,647	16,815	14,583	15,252
Flow-Through Student Aid	1,658	-	-	-	-	1,658	1,838	1,658	1,845
Cost of Goods Sold	1,122	-	18,351	-	-	19,473	18,934	18,844	18,630
Internal Transfer of International Revenue <sup>1</sup>	-	-	-	8,983	-	8,983	7,803	6,307	10,757
Other	13,272	3,149	2,191	3,180	-	21,792	22,781	22,078	22,300
<b>TOTAL OTHER OPERATING</b>	66,178	12,799	28,790	15,524	-	123,291	121,548	117,152	117,742
<b>STRATEGIC INVESTMENT PRIORITIES EXPENDITURES</b>	-	-	-	-	54,211	54,211	43,894	36,577	19,397
<b>TOTAL EXPENDITURES</b>	\$ 227,176	\$ 26,306	\$ 36,945	\$ 18,111	\$ 54,211	\$ 362,749	\$ 345,421	\$ 332,766	\$ 308,546

1 - Reflects a change for 2017-2018 in the methodology for recording the split of international tuition fee premium between Funded Activity and International.

Funded Activity/College Operations	\$ 227,176	\$ 223,598	\$ 219,990	\$ 210,633
Contract Activity & Other Non-Funded Activity	26,306	26,296	26,628	26,660
College Ancillary Operations	36,945	35,769	35,929	34,978
International Education Centre	18,111	15,864	13,642	16,878
Strategic Investment Priorities	54,211	43,894	36,577	19,397
<b>Total Expenditures</b>	<b>\$ 362,749</b>	<b>\$ 345,421</b>	<b>\$ 332,766</b>	<b>\$ 308,546</b>



# Algonquin College - Annual Budget 2017-2018

## STRATEGIC INVESTMENT PRIORITIES SCHEDULE

(all figures in \$ 000's)

	Grants & Fundraising	College Funded	Annual Budget 2017/2018	Q3 Projection 2016/2017	Annual Budget 2016/2017	Actual 2015/2016
<b>Source of Funds</b>						
Facilities Renewal Grant	\$ 966	\$ -	\$ 966	\$ 1,934	\$ 980	\$ 963
College Equipment Renewal Fund Grant	560	-	560	560	560	560
Apprenticeship Enhancement Fund Grant	2,338	-	2,338	3,035	-	1,298
Capital Campaign	87	-	87	217	217	644
Post Secondary Institutions Strategic Investment Fund (PSISIF) Grant	16,634	-	16,634	-	-	-
Other	-	-	-	4,244	-	407
<b>TOTAL SOURCE OF FUNDS</b>	<b>20,585</b>	<b>-</b>	<b>20,585</b>	<b>9,990</b>	<b>1,757</b>	<b>3,872</b>
<b>Expenditures</b>						
<i>Campus Expansion</i>						
Innovation, Entrepreneurship Learning Centre, and Institute for Indigenous Entrepreneurship	17,600	16,503	34,103	8,701	-	-
<i>Total Campus Expansion</i>	<u>17,600</u>	<u>16,503</u>	<u>34,103</u>	<u>8,701</u>	<u>-</u>	<u>-</u>
<i>Other</i>						
College Technologies	-	6,353	6,353	13,653	14,528	6,183
College Space & Infrastructure	-	3,754	3,754	12,060	12,852	4,786
New Program Initiatives	-	581	581	1,107	1,160	810
Academic & Other Equipment	560	474	1,034	1,658	1,609	1,479
Initiatives & Opportunities	-	5,266	5,266	7,584	4,928	3,866
College Ancillary Services	-	683	683	1,583	1,400	853
Appropriations	-	100	100	-	100	122
Apprenticeship Enhancement Fund	2,338	-	2,338	3,035	-	1,298
Adjustment for Anticipated Underspend	-	-	-	(5,487)	-	-
<i>Total Other</i>	<u>2,898</u>	<u>17,210</u>	<u>20,108</u>	<u>35,193</u>	<u>36,577</u>	<u>19,397</u>
<b>TOTAL EXPENDITURES</b>	<b>20,498</b>	<b>33,713</b>	<b>54,211</b>	<b>43,894</b>	<b>36,577</b>	<b>19,397</b>
<b>NET CONTRIBUTION</b>	<b>\$ 87</b>	<b>\$ (33,713)</b>	<b>\$ (33,626)</b>	<b>\$ (33,904)</b>	<b>\$ (34,820)</b>	<b>\$ (15,525)</b>

**NET ASSETS CONTINUITY SCHEDULE**

(all figures in \$ 000's)

	Q3 Projection March 31, 2017	2017/2018 Budgeted In Year Use of Funds	2017/2018 Budgeted Year End Adjustments	Budgeted Balance March 31, 2018
<b>Appropriations</b>	\$ 100	\$ 100	\$ 100	\$ 100
<b>Specific Reserves</b>				
Other Projects & Initiatives	10,254	9,019	3,668	4,903
Ancillary Services Reserve Fund	5,166	683	1,122	5,605
Employment Stabilization Funds	557	-	-	557
Other Student Aid	-	-	-	-
	15,977	9,702	4,790	11,065
<b>Contingency Reserve Fund</b>	8,300	-	385	8,685
<b>Reserve Funds</b>				
Future Capital Expansion	32,929	9,910	4,383	27,402
<b>TOTAL INTERNALLY RESTRICTED NET ASSETS <sup>1</sup></b>	<b>\$ 57,306</b>	<b>\$ 19,712</b>	<b>\$ 9,658</b>	<b>\$ 47,252</b>
<b>TOTAL UNRESTRICTED NET ASSETS <sup>1</sup></b>	<b>\$ 1,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,000</b>
<b>Investment in Capital Assets</b>	\$ 66,473	\$ -	\$ 15,428	\$ 81,901
<b>Vacation, Sick Leave &amp; Post-Employment Benefits</b>	(18,400)	-	185	(18,215)
<b>Interest Rate Swaps</b>	(8,826)	-	1,435	(7,391)
<b>Endowment Fund</b>	23,396	-	600	23,996
<b>TOTAL NET ASSETS</b>	<b>\$ 120,949</b>	<b>\$ 19,712</b>	<b>\$ 27,306</b>	<b>\$ 128,543</b>

1 - Budgeted balances of Internally Restricted Net Assets and Unrestricted Net Assets includes the impact of budgeted expenditures from Appropriations, Specific Reserves and Reserve Funds, as well as contributions to Reserve Funds for the fiscal year 2017-2018. The Board of Governors Financial Management Policy requires that the Board of Governors approve any spending from Reserve Funds.

# Algonquin College - Annual Budget 2017-2018

## SUMMARY OF FUNDED POSITIONS

	3rd Quarter 2016/2017				Position Changes			Proposed Budget 2017/2018			
	Admin	Support	Academic	Total	Opened #	Closed	Transferred	Admin	Support	Academic	Total
<b>President &amp; Board of Governors</b>											
President's Office	4	-	-	4	-	-	-	4	-	-	4
Total	4	-	-	4	-	-	-	4	-	-	4
<b>Human Resources</b>											
Human Resources	22	2	1	25	-	-	1	23	2	1	26
Total	22	2	1	25	-	-	1	23	2	1	26
<b>Finance and Administration</b>											
Vice-President's Office	2	-	-	2	-	-	-	2	-	-	2
College Ancillary Services	17	74	-	91	-	-	-	17	74	-	91
Finance & Administrative Services	9	27	-	36	1	-	-	10	27	-	37
Physical Resources	10	38	-	48	1	-	-	10	39	-	49
Risk Management	8	1	-	9	1	-	-	9	1	-	10
Total	46	140	-	186	3	-	-	48	141	-	189
<b>Student Services</b>											
Vice-President's Office	2	-	-	2	-	-	-	2	-	-	2
Aboriginal Services & Partnerships	1	2	1	4	-	-	-	1	2	1	4
Student Support Services	10	45	18	73	-	-	-	10	45	18	73
Algonquin College Foundation	3	3	-	6	-	-	1	3	4	-	7
Registrar	11	67	-	78	-	-	(1)	11	66	-	77
Total	27	117	19	163	-	-	-	27	117	19	163
<b>International and Strategic Priorities</b>											
Vice-President's Office	2	-	-	2	-	-	-	2	-	-	2
International & Corporate Business Development	12	10	20	42	-	-	-	12	10	20	42
Total	14	10	20	44	-	-	-	14	10	20	44
<b>Academic Services</b>											
Vice-President's Office	3	-	7	10	-	-	3	3	-	10	13
Academic Operations and Planning	9	11	3	23	2	-	1	10	12	4	26
Faculty of Arts, Media & Design	8	33	115	156	-	-	(1)	8	33	114	155
School of Business	5	8	88	101	-	-	-	5	8	88	101
School of Hospitality & Tourism	3	9	41	53	-	-	-	3	9	41	53
Faculty of Technology & Trades	6	26	154	186	1	-	(3)	6	27	151	184
Algonquin College Heritage Institute	4	9	13	26	1	-	-	4	10	13	27
Faculty of Health, Public Safety & Community Studies	8	30	122	160	-	-	-	8	30	122	160
Centre for Continuing & Online Learning	6	15	-	21	2	-	-	7	16	-	23
Personal Development Institute	-	1	-	1	-	-	-	-	1	-	1
Algonquin College in the Ottawa Valley	6	30	29	65	3	-	-	7	32	29	68
Total	58	172	572	802	9	-	-	61	178	572	811
<b>Digital Technologies and Innovation</b>											
Vice-President's Office	2	-	-	2	-	-	-	2	-	-	2
Applied Research & Development	1	2	-	3	-	-	-	1	2	-	3
Business Development & Corporate Training	4	7	-	11	-	-	-	4	7	-	11
Digital Strategies & Solutions	4	2	-	6	-	-	-	4	2	-	6
Digital Adoption, Usage, Performance & Insights	2	4	-	6	-	-	(1)	1	4	-	5
Project Management & Business Administration	4	8	-	12	-	-	-	4	8	-	12
Information Technology Services	10	73	-	83	-	-	-	10	73	-	83
Total	27	96	-	123	-	-	(1)	26	96	-	122
<b>Communications, Marketing and External Relations</b>											
Marketing	2	20	-	22	1	-	-	2	21	-	23
Communications	3	2	-	5	1	-	-	3	3	-	6
Total	5	22	-	27	2	-	-	5	24	-	29
<b>COLLEGE TOTAL</b>	203	559	612	1,374	14	-	-	208	568	612	1,388

The complement report represents the total number of positions for each of the College's major Areas.

Not all positions are 100% funded in the budget, as some positions are vacant at the start of the year, and other positions have a start date projected other than April 1st.

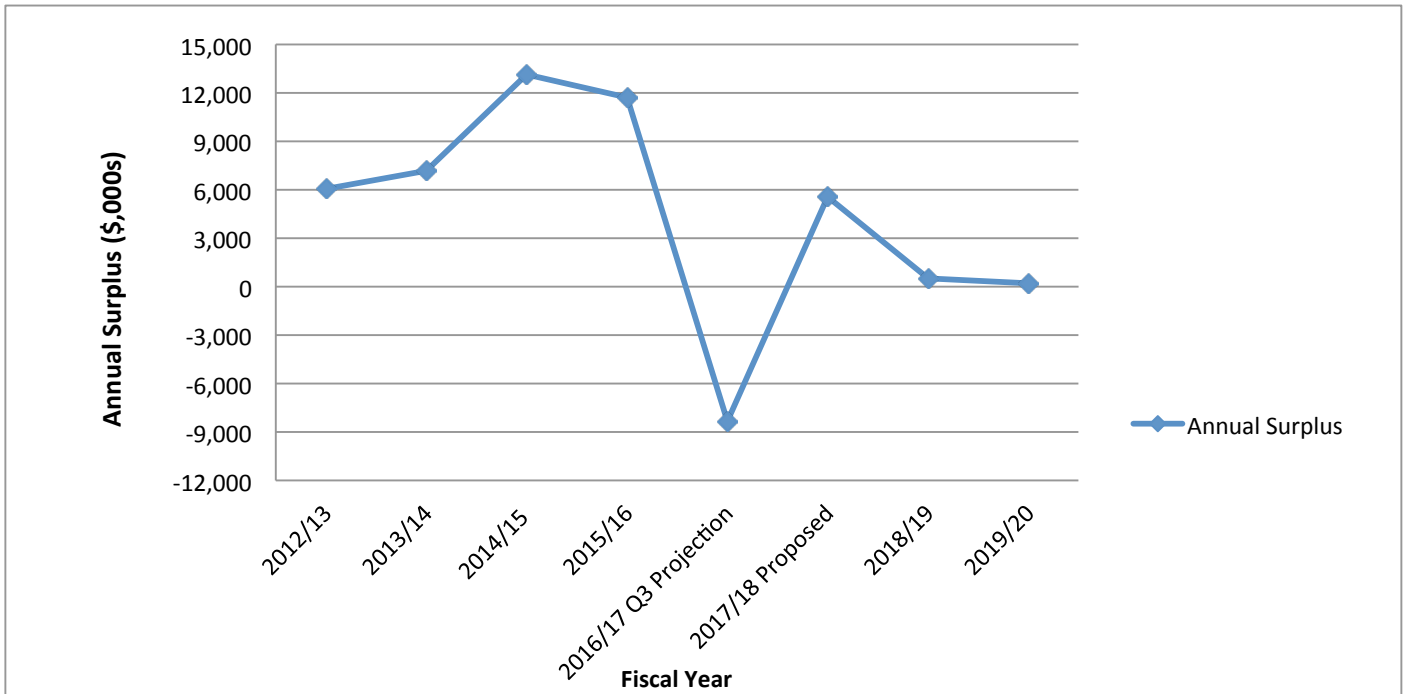
2017-2018 PROJECTED ENROLMENT VERSUS 2016-2017 ACTUAL ENROLMENT

FACULTY/SCHOOL	Post Secondary / Post Diploma			Applied Degree			% Change
	Projected 2017/2018	Actual (unaudited) 2016/2017	Change	Projected 2017/2018	Actual (unaudited) 2016/2017	Change	
<b>Algonquin College Heritage Institute</b>							
Level 1	231	175	56	-	-	-	
Returning	397	384	13	-	-	-	
<b>TOTAL</b>	628	559	69	-	-	-	
<b>Algonquin College in the Ottawa Valley</b>							
Level 1	494	504	(10)	-	-	-	
Returning	891	876	15	-	-	-	
<b>TOTAL</b>	1,385	1,380	5	-	-	-	
<b>Centre for Continuing &amp; Online Learning</b>							
Level 1	993	875	118	-	-	-	
Returning	1,315	1,312	3	-	-	-	
<b>TOTAL</b>	2,308	2,187	121	-	-	-	
<b>Faculty of Arts, Media &amp; Design</b>							
Level 1	2,381	2,382	(1)	35	31	4	
Returning	3,930	3,925	5	212	228	(16)	
<b>TOTAL</b>	6,311	6,307	4	247	259	(12)	
<b>Faculty of Health, Public Safety &amp; Community Studies</b>							
Level 1	2,263	2,228	35	28	-	28	
Returning	5,585	5,541	44	62	-	62	
<b>TOTAL</b>	7,848	7,769	79	90	-	90	
<b>Faculty of Technology &amp; Trades</b>							
Level 1	2,721	2,619	102	18	19	(1)	
Returning	6,106	5,945	161	117	115	2	
<b>TOTAL</b>	8,827	8,564	263	135	134	1	
<b>International Education</b>							
Level 1	156	158	(2)	-	-	-	
Returning	267	272	(5)	-	-	-	
<b>TOTAL</b>	423	430	(7)	-	-	-	
<b>School of Business</b>							
Level 1	1,911	1,896	15	75	78	(3)	
Returning	4,661	4,684	(23)	399	391	8	
<b>TOTAL</b>	6,572	6,580	(8)	474	469	5	
<b>School of Hospitality &amp; Tourism</b>							
Level 1	947	977	(30)	35	35	-	
Returning	1,486	1,514	(28)	214	206	8	
<b>TOTAL</b>	2,433	2,491	(58)	249	241	8	
<b>TOTAL Level 1</b>	12,097	11,814	283	191	163	28	2.6%
<b>TOTAL Returning</b>	24,638	24,453	185	1,004	940	64	1.0%
<b>TOTAL</b>	36,735	36,267	468	1,195	1,103	92	1.5%

In addition to the above, the budget supports: 2,138 semestered enrolments in the Collaborative Programs; 1,555 semestered enrolments in Full-Time Non-Funded Programs; and 2,655 Seat Purchases in the Apprentice Programs.

2017-2018 Pro Forma Summary  
Financial Health Indicators

Operating Results: Annual Surplus



**Objective:**

Measures the excess of revenues over expenses in a given year.

**Benchmark:**

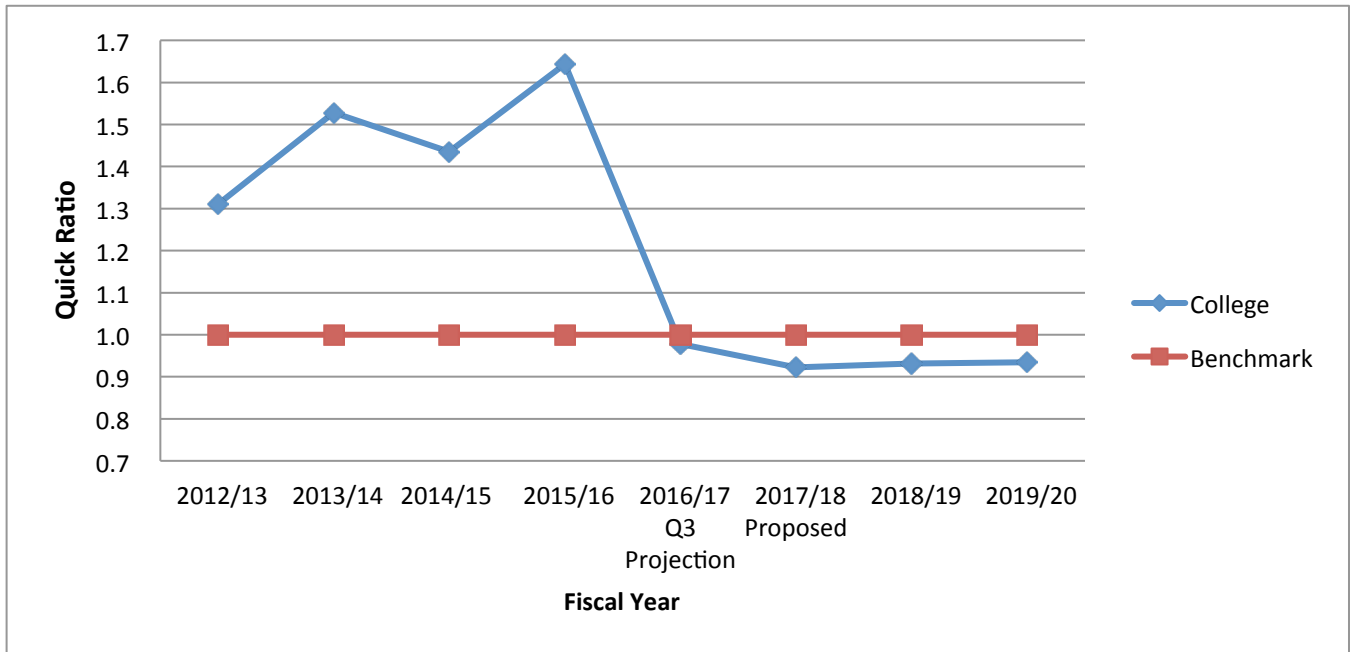
Must be greater than \$0.

**Rationale:**

An annual deficit or declining surpluses may indicate a decline in an institution's financial health.

**2017-2018 Pro Forma Summary  
Financial Health Indicators**

**Measuring Liquidity: Quick Ratio**



**Objective:**

Fiscal performance indicator testing the college’s ability to pay its short term maturing obligations (e.g. biweekly payroll payments).

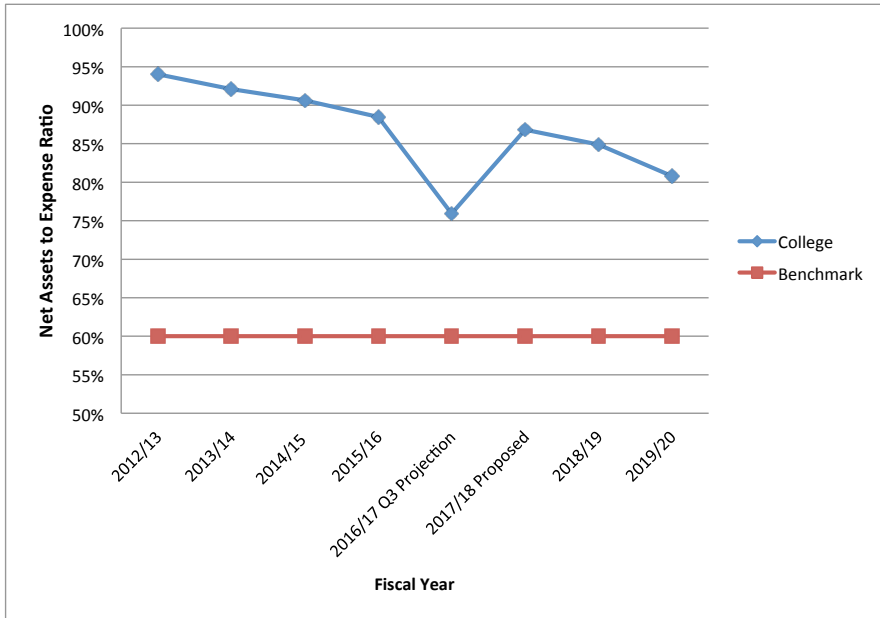
**Benchmark:**

A ratio of 1 or higher indicates that a college should be able to meet its short term obligations.

**Rationale:** A ratio of 1 is a typical business standard. Less than 1 may indicate that a college is not able to meet its short term obligations. When including surplus cash invested in longer term investments (greater than 1 year) Algonquin’s Quick Ratio is at 2.03 for 2017/18.

2017-2018 Pro Forma Summary  
Financial Health Indicators

Operating Results: Net Assets to Expense Ratio



**Objective:**

A traditional indicator to ascertain the ability of a college to continue operations in the event there is a delay in revenue streams.

**Benchmark:**

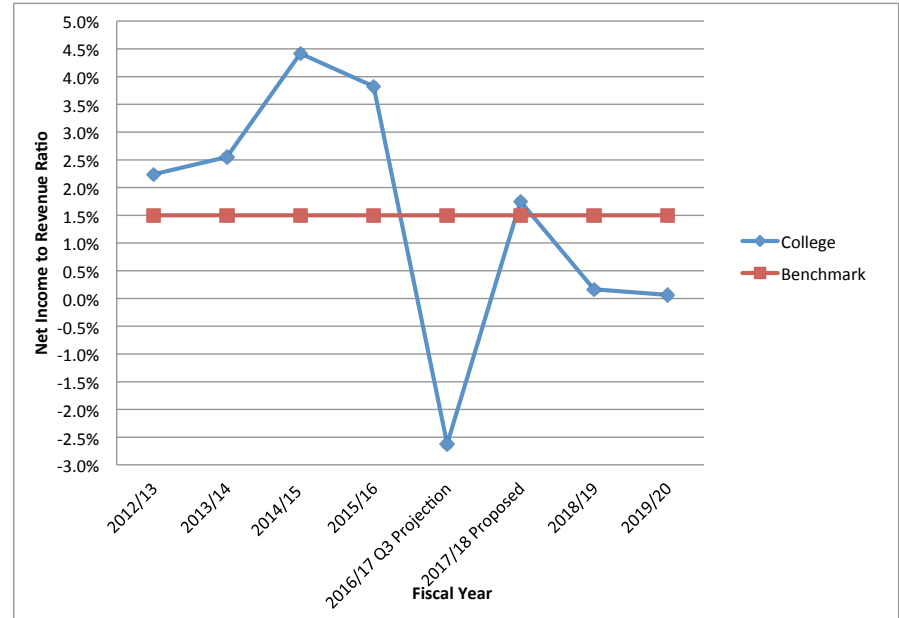
60% or higher.

**Rationale:**

A net balance that is less than 60% of annual expenses may indicate a lower tolerance for variable or volatile revenues.

**Note:** Compare with 2003/04 Net Assets to Expense Ratio of **48%**

Operating Results: Net Income to Revenue Ratio



**Objective:**

This ratio measures the return an institution generates on each dollar of revenue.

**Benchmark:**

Less than 1.5% may be a concern because it may indicate that the college may not be able to recover from a deficit position in a reasonable period of time.

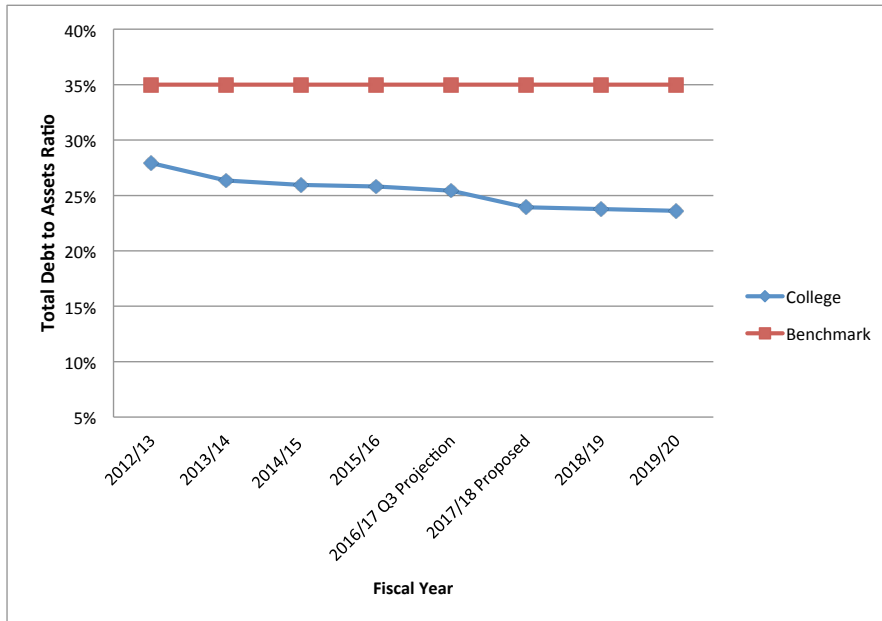
**Rationale:**

A surplus less than 1.5% of revenues indicates that small changes in expenses or revenues may result in annual deficits for the institution.

**Note:** Compare with 2003/04 Net Income to Revenue Ratio of **(0.24)%**

2017-2018 Pro Forma Summary  
Financial Health Indicators

Managing Debt: Total Debt to Assets Ratio



**Objective:**

Measures the proportion of total assets that are financed by debt. A high or increasing value may be predictive of future liquidity problems or a reduced ability to borrow money in the future.

**Benchmark:**

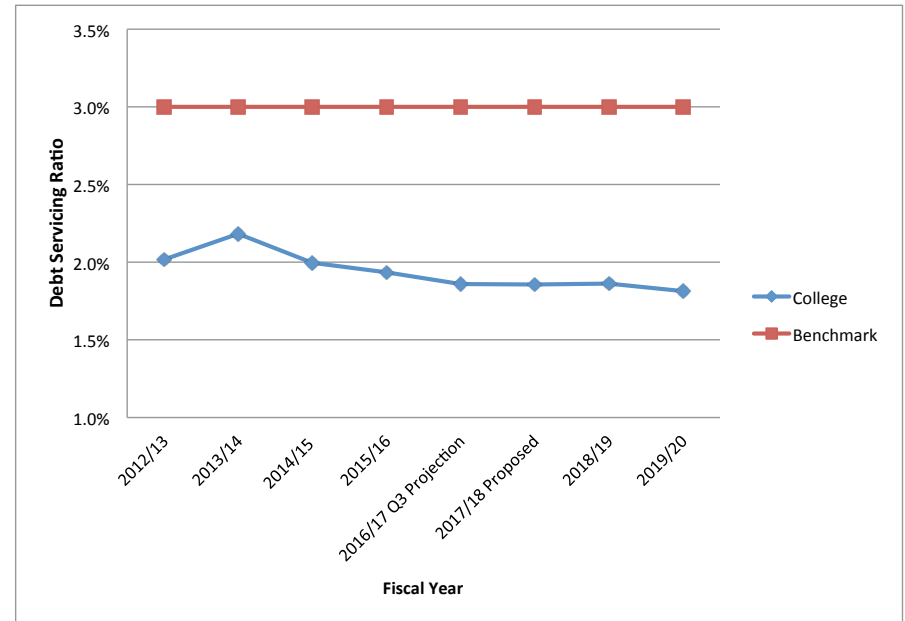
Greater than 35% leads to a concern as this may indicate that a college will not be able to finance their ongoing operations due to the debt burden.

**Rationale:**

A high debt burden may indicate that the institution is vulnerable to its creditors, or will have reduced liquidity or a reduced ability to borrow in the future.

**Note:** Compare with 2003/04 Total Debt to Assets Ratio of **52%**

Managing Debt: Debt Servicing Ratio



**Objective:**

This ratio measures the College's spending on servicing the debt portfolio.

**Benchmark:**

A ratio of 3% or lower, based on historical trend analysis and industry standard.

**Rationale:**

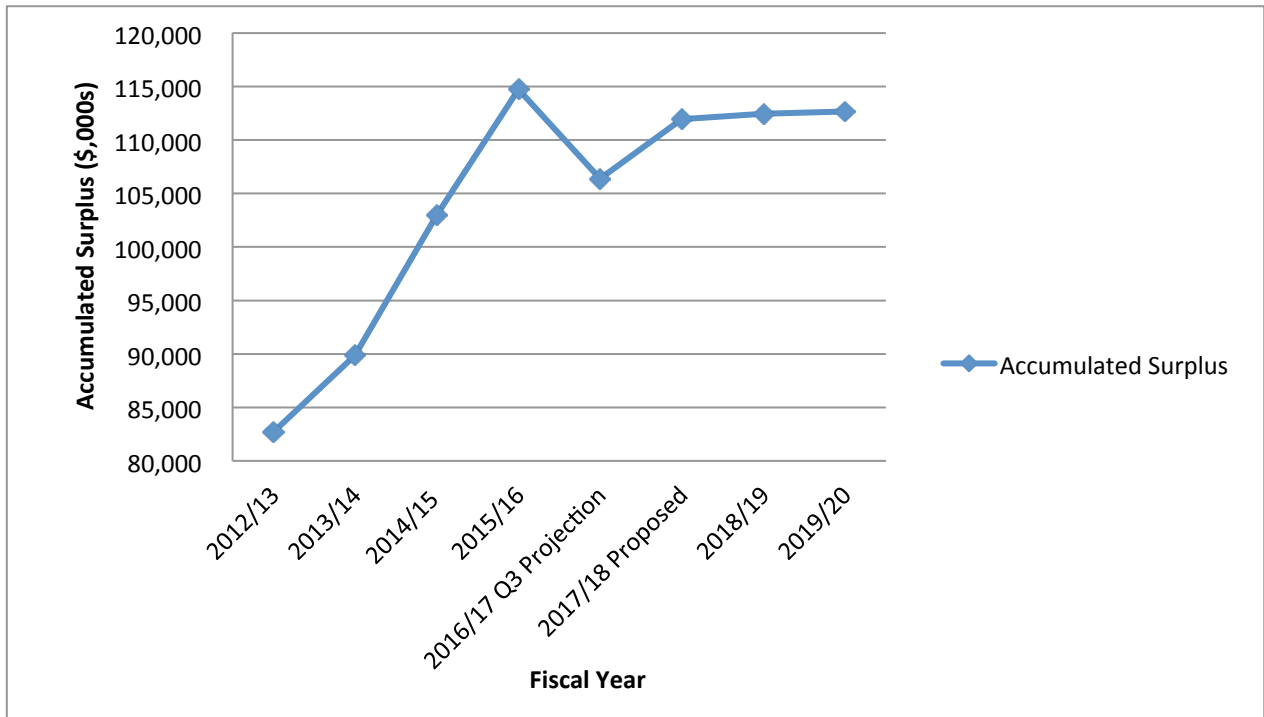
A ratio of greater than 3% may indicate a reduced or restricted cash flow as the College is spending less than 97% of revenues on core services.

**Note:** Compare with 2003/04 Debt Servicing Ratio of **2.7%**



2017-2018 Pro Forma Summary  
Financial Health Indicators

Accumulated Surplus/(Deficit)



**Objective:**

Represents the cumulative wealth that an institution has under its own control to assist with ongoing operations.

**Benchmark:**

Must be greater than \$0

**Rationale:** An accumulated deficit indicates that the college may have borrowed to support its past operations and will have to make up this difference in the future.

## Thank you to the College Budget Committee

I would like to conclude by thanking all of those involved in the development of the Annual Budget for their hard work and ongoing commitment to the College, with a special mention of the efforts of the College Budget Committee (CBC):

- Christopher Janzen, (Chair), Dean, Faculty of Technologies and Trades
- Diane McCutcheon, (Vice-Chair), Director, Labour Relations
- Cathy Dempsey, (Resource), Director, Finance and Administrative Services
- Dave Donaldson, (College Space and Infrastructure Committee Chair), Dean, School of Business
- Michael Gawargy, Director, Information Technology Services
- John Hanson, OPSEU Local Support Staff Union President
- Mark Leduc, Executive Director, Academic Operations and Planning
- Alanna McDonell, Director, Marketing
- Ernest Mulvey, Director, International Education Centre
- Grant Perry, (Resource), Associate Director, Finance and Administrative Services
- Todd Schonewille, Director, Physical Resources
- Lynn Schumann, Associate Registrar
- Emily Woods, (Resource), Acting Manager, Corporate Budgeting

**Duane McNair**

**Treasurer and Vice President, Finance and Administration**

Report title:	College Quality Assurance Audit Process Report
Report to:	Board of Governors
Date:	February 13, 2017
Authors/Presenters:	Claude Brulé, Senior Vice President Academic Maggie Cusson, Dean, Academic Development Wilma Allan, Program Quality Assurance Administrator

1. RECOMMENDATION:

**THAT** the Board of Governors accepts the College Quality Assurance Audit Process Report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

Algonquin College is in receipt of the audit report following a review of the self-study and site visit held on June 6 and 7, 2016 in support of the College Quality Assurance Audit Process. The outcomes of this report include detailed affirmations and recommendations as well as the actions intended to address them. The executive summary is posted on the Ontario College Quality Assurance Service website at: [http://www.ocqas.org/wp-content/uploads/2015/10/CQAAP-Algonquin-College-Audit-Final-Report\\_Executive-Summary.pdf](http://www.ocqas.org/wp-content/uploads/2015/10/CQAAP-Algonquin-College-Audit-Final-Report_Executive-Summary.pdf).

3. BACKGROUND:

The College Quality Assurance Audit Process is an institutional-level process that involves the regular and cyclical review of every college quality assurance mechanism. The standards provide the framework for Ontario’s colleges in assessing the extent to which their quality assurance mechanisms meet the established standards. The purpose of the audit is developmental and is intended to ensure continual improvement.

The College Quality Assurance Audit Process was established by the Ontario College Quality Assurance Service, and is recognized by the International Network of Quality Assurance Agencies in Higher Education as being an agency that meets the Guidelines of Good Practice.

Algonquin College submitted its self-study in March 2016, and hosted a comprehensive two-day site visit on June 6 and 7, 2016. The visit included meetings between the external reviewers and Board of Governors members, senior executive and senior leadership members, Program Advisory Committee members, faculty, staff and students.

The external reviewers were:

- Charles Pankratz, Chair of the review panel, and Director of Enrolment Services and Registrar at Bow Valley College,
- Dennis Dowker, Executive Director of Quality Assurance and Curriculum at St. Clair College, and
- Sandi Bailey, retired, formerly holding a range of senior leadership positions at Vancouver Community College.

The panel members were supported by two staff from the Ontario College Quality Assurance Service.

#### 4. DISCUSSION:

The final report, received on November 11, 2016, noted that the College has met all of the College Quality Assurance Audit Process standards, and has been deemed to have a 'Mature Effort'. The report further validates many of the College's quality assurance processes that were deemed to be 'impressive' and note that the College is a 'leader in this area'.

The report additionally identifies several recommendations upon which action should be taken. Of note is that the College met all of the requirements in each standard, except for one – Standard 6, requirement 1 that is 'partially met' as a result of an identified deficiency in the evaluation of the performance of part-time, partial load and sessional faculty.

As part of the development of the self-study, a series of affirmations were identified that noted activities the College identified as requiring strengthening. These affirmations, as well as the recommendations noted in the audit report, form the basis of the actions that are required to be undertaken by the College. Additionally, the findings of the audit, including the affirmations and recommendations are made available publicly on the Ontario College Quality Assurance Service [website](#). The initial affirmations have already been communicated to the relevant leads, and follow-up communications will include the recommendations where appropriate. The actions will be communicated, monitored and supported by the Academic Development Department. A follow-up report must be submitted to Ontario College Quality Assurance Service by May 15, 2018 indicating efforts to address the affirmations and recommendations.

5. LINK TO STRATEGIC PLAN:

<b>STRATEGIC PLAN 2012-2017</b>			
Goal 1 Deliver an exemplary applied education and training experience.	<input checked="" type="checkbox"/>	Goal 7 Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.	<input checked="" type="checkbox"/>
Goal 2 Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.	<input type="checkbox"/>	Goal 8 Create and foster an environment in which the College's model of leadership competencies and behaviours is supported.	<input checked="" type="checkbox"/>
Goal 3 Leverage technology to enhance the educational experience.	<input checked="" type="checkbox"/>	Goal 9 Align our funded operational expenditures with provincial funding.	<input type="checkbox"/>
Goal 4 Provide opportunities for every full-time student in Ontario College Credentialed programs to have a work-integrated learning experience.	<input type="checkbox"/>	Goal 10 Expand non-funded opportunities to increase revenue.	<input type="checkbox"/>
Goal 5 Deliver exceptional service to our diverse student and client populations.	<input checked="" type="checkbox"/>	Goal 11 Leverage strategic business partnerships to meet the capital needs of the College.	<input type="checkbox"/>
Goal 6 Leverage technology to automate and modernize our business processes, fostering an environment of continuous improvement.	<input checked="" type="checkbox"/>	Goal 12 Create the technological foundation to align with the digital direction.	<input type="checkbox"/>

6. STUDENT IMPACT:

Students are a major stakeholder in both the self-study and the site visit, as well as impacted by the effectiveness of College policies, processes and systems. The findings of the report note recommendations that would strengthen the quality of the learning experience for students.

7. FINANCIAL IMPACT:

There is no direct financial impact to the College as a result of the findings of the report.

8. HUMAN RESOURCES IMPACT:

There is no direct impact to human resources as a result of the findings of the report.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

Reporting to the Ontario College Quality Assurance Service, as well as direct action on the affirmations and recommendations is a compliance requirement.

10. COMMUNICATIONS:

The report is shared with senior executive and senior leadership members, who will in turn share relevant information and action plans with staff.

11. CONCLUSION:

Follow-up reporting to the Ontario College Quality Assurance Service is due by May 15, 2018.

Respectfully submitted:



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Senior Vice President Academic  
Claude Brulé

Approved for submission:



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President  
Cheryl Jensen

Report title:	Major Capital Projects
Report to:	Board of Governors
Date:	February 13, 2017
Author/Presenter:	Duane McNair, Vice President, Finance and Administration

1. RECOMMENDATION

**THAT** the Board of Governors accepts the Major Capital Projects Third Quarter Summary Review for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this review is to provide a brief financial overview and update on the progress of the College’s major capital projects underway in 2016-2017.

3. BACKGROUND:

Algonquin College undertakes a number of capital projects each year. The 2016-2017 budget included several extraordinary capital expenditures, such as the investment in a new enterprise resource planning system and various infrastructure renewal projects. In addition, since the approval of the budget, the Board of Governors approved the development of the Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship as well as two new apprenticeship shops. This report will provide a timeline for the beginning and completion of each project, the relevant approvals by the Board of Governors, the approved expenditure budgets, the actual (and planned) expenditures and a project status dashboard.

4. DISCUSSION:

Projects included in this report are:

1. Energy Savings Company contract project – Phase 2 (ESCO 2);
2. Enterprise Resource Planning - Project Fusion;
3. Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship;
4. Equipment Renewal and Electrical Lab Alterations Project in the Algonquin Centre for Construction Excellence (ACCE);
5. Welding Lab Project at the College’s Transportation Technology Centre – Building S;

- 6. Transformer Replacement Project;
- 7. B Building Window Replacement; and
- 8. F Building Renovation.

5. LINK TO STRATEGIC PLAN

<b>STRATEGIC PLAN 2012-2017</b>			
Goal 1 Deliver an exemplary applied education and training experience.	<input checked="" type="checkbox"/>	Goal 7 Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.	<input type="checkbox"/>
Goal 2 Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.	<input type="checkbox"/>	Goal 8 Create and foster an environment in which the College's model of leadership competencies and behaviours is supported.	<input checked="" type="checkbox"/>
Goal 3 Leverage technology to enhance the educational experience.	<input type="checkbox"/>	Goal 9 Align our funded operational expenditures with provincial funding.	<input type="checkbox"/>
Goal 4 Provide opportunities for every full-time student in Ontario College Credentialed programs to have a work-integrated learning experience.	<input type="checkbox"/>	Goal 10 Expand non-funded opportunities to increase revenue.	<input type="checkbox"/>
Goal 5 Deliver exceptional service to our diverse student and client populations.	<input checked="" type="checkbox"/>	Goal 11 Leverage strategic business partnerships to meet the capital needs of the College.	<input type="checkbox"/>
Goal 6 Leverage technology to automate and modernize our business processes, fostering an environment of continuous improvement.	<input checked="" type="checkbox"/>	Goal 12 Create the technological foundation to align with the digital direction.	<input checked="" type="checkbox"/>

6. STUDENT IMPACT:

The Innovation, Entrepreneurship and Learning Center and Institute for Indigenous Entrepreneurship Project will facilitate experiential learning with an increase in linkages with the community and business partners. The new Institute for Indigenous Entrepreneurship aligns with the College's focus to improve outcomes for Indigenous youth.

The new Welding and Electrical Labs are directly connected to expanding and enhancing current academic programs.

Project Fusion is a major business transformation that will realize efficiencies for both academic and non-academic staff and will enable employees to direct their time and efforts further toward value added services that focus on students.



7. FINANCIAL IMPACT:

In addition to the federal and provincial funding, these projects are funded from the Strategic Investment Priorities Fund within the College's annual budgets and internally restricted net assets. Capital investments are prioritized to support the College's strategic direction, as well as mitigate risk of physical and technological infrastructure failure.

8. HUMAN RESOURCES IMPACT:

These capital projects will impact multiple College departments and their respective teams will be engaged in delivering on the programming and infrastructure enhancements.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

This project is compliant with government, regulatory and legal requirements pertaining to Ontario publicly funded colleges.

10. COMMUNICATIONS:

Internal College communications will support these projects and actively communicate any disruptions or changes to College operations. The Communications, Marketing and External Relations department staff is actively engaged with the Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship and Project Fusion projects. The Algonquin College Foundation staff has also begun planning a fundraising campaign for the Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship.

11. CONCLUSION:

The investments in major capital projects will strengthen Algonquin College's ability to deliver on its strategic objectives and align with the priorities of the provincial and federal governments. College management is confident that implementing these projects will enhance the College's competitive advantage and improve its social, economic and environmental sustainability.

Respectfully submitted:



Duane McNair  
Vice President, Finance and Administration

Approved for submission:



Cheryl Jensen  
President

Appendices:

Appendix A – Major Capital Projects
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## Appendix A - Major Capital Projects

### MAJOR CAPITAL PROJECTS - Third Quarter 2016-2017 Summary - February 13, 2017

#### Energy Service Company project - Phase 2 (ESCO 2)

<b>Board of Governors and Key Approval Dates</b>	<b>Dates</b>
In response to a Request for Proposal issued by the College, Siemens Canada is awarded a letter of intent for energy improvement measures and reduction of the College's deferred maintenance liability.	August 2012
Meeting #477 – The Board of Governors approves a multi-phase approach to the ESCO 2 project.	December 2012
Meeting #481 - The Board of Governors approves phase two focusing on the design and Provincial approvals for the co-generation plant and other improvement measures, with a total projected investment of \$3.6 million.	October 2013
Meeting #487 - The Board of Governors approves phase three. This phase focuses on the construction of the co-generation plant and other improvement measures. Total projected investment for this phase is \$13.9 million.	June 2014
Meeting #492 - The Board of Governors approves phase four. This phase focuses on the finalization of the Energy Centre and the installation of the second co-generation plant, along with other plant and energy saving measures. Total projected investment for this phase is \$20 million.	June 2015

<b>Key Construction Highlight Dates</b>	<b>Dates</b>
B-Building Heating, Ventilation and Cooling Substantial Completion Date	February 2015
Design of Co-generation Plant	April 2015
Co-generation Plant Electrical Generator Substantial Completion Date (revised from December 2015)	April 2016
Second Generator Installed and extension of thermal network (revised date from original Winter 2016-2017)	Fall 2017

<b>Approved Project Funding</b>	<b>Approved Value</b>
Algonquin College (Phase One)	\$13.7 million
Algonquin College (Phase Two)	3.5 million
Algonquin College (Phase Three)	13.9 million
Algonquin College (Phase Four)	20 million
<b>Total</b>	<b>\$51.1 million</b>

<b>Projected Annual Savings Phase (Post-Construction)</b>	<b>Projected Value</b>
Phase One	\$1.0 million
Phase Two	0.2 million
Phase Three	1.0 million
Phase Four	1.1 million
<b>Total</b>	<b>\$3.3 million</b>

<b>Total Savings Achieved to March, 2016 (Construction Still in Progress)</b>	<b>Value</b>
Achieved Savings to March 31, 2015	\$0.6 million
Achieved Savings in Fiscal Year 2015-2016	1.4 million
Estimated Savings to be Achieved in 2016-2017	2.9 million
<b>Total</b>	<b>\$4.9 million</b>

<b>Total Project Variance to Date</b>	<b>\$0.0</b>
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## MAJOR CAPITAL PROJECTS - Third Quarter 2016-2017 Summary - February 13, 2017

### Project Risk and Status Dashboard \* Green Good, Red Trouble, Yellow Warning

<b>G</b>	<b>Governance</b>	Appropriate Project Sponsorship and Governance now in place.
<b>Y</b>	<b>Scope Management</b>	Scope ladder in place, Number of contemplated scope changes may impact budget or schedule.
<b>Y</b>	<b>Cost Management</b>	Budget pressures due to contemplated scope changes.
<b>Y</b>	<b>Schedule Management</b>	Schedule slippage and scope creep risk put project performance at risk.
<b>G</b>	<b>Project Resources</b>	No significant issue.
<b>Y</b>	<b>Risk Management</b>	Schedule delays and scope changes may impact short term performance. Team is actively managing any delays while focusing on aspects of project that could affect energy savings commitments.
<b>G</b>	<b>Stakeholder Engagement</b>	Active and extensive stakeholder engagement underway.

## MAJOR CAPITAL PROJECTS - Third Quarter 2016-2017 Summary - February 13, 2017

### Enterprise Resource Planning (ERP) - Project Fusion

Project Fusion is the ERP transformation of business processes and systems for Human Resources, Payroll and Finance, with the objective to improve efficiency, consistency and empower employees and managers throughout the college.

<b>Board of Governors Key Approval Dates</b>	<b>Dates</b>
Meeting #485 – Board of Governors endorse the tender process for an Enterprise Resource Planning solution	February 2014
Meeting #493 - Board of Governors approve \$1.36 million in funding to complete the planning and preparation phases of the Human Resources, Finance and Payroll portions of Project Fusion.	October 2015
Meeting #494 - Board of Governors approve \$10.7 million in funding to complete the implementation phases of the Human Resources, Finance and Payroll portions of Project Fusion.	December 2015

<b>Project Milestones</b>	<b>Dates</b>
Issuance of Human Resources, Finance, and Payroll Solution Request For Proposals	June 2014
Evaluation determines no compliant bids	October 2014
Notice of Proposed Procurement Issued	May 2015
Re-issuance of Request for Proposals	June 2015
Finalization of Contract Negotiation	December 2015
Human Resources, Payroll, and Finance go-live date forecast updated: (Human Resources revised from Fourth Quarter 2016-2017 and Finance revised from First Quarter 2017-2018)	Second Quarter 2017-2018 (forecast)
Planning module (budget tool) go-live	Third Quarter 2017-2018 (forecast)
Learning module go-live	Third Quarter 2017-2018 (forecast)

<b>Approved Algonquin Project Funding</b>	<b>Approved Value</b>
Algonquin College Funds	\$12.1 million

<b>Actual/Projected Project Cost</b>	<b>Value</b>
Expenditures to March 31, 2015	\$0.8 million
Expenditures to March 31, 2016	1.9 million
Projected Expenditures in 2016-2017	6.2 million
Projected Expenditures in 2017-2018	3.2 million
<b>Total</b>	<b>\$12.1 million</b>

<b>Total Project Variance</b>	<b>\$0.0</b>
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## MAJOR CAPITAL PROJECTS - Third Quarter 2016-2017 Summary - February 13, 2017

### Enterprise Resource Planning - Project Fusion continued

#### Project Risk and Status Dashboard

\* Green Good, Red Trouble, Yellow Warning

G	Governance	Appropriate Project Sponsorship and Governance now in place.
G	Scope Management	Project Scope defined in contract.
G	Cost Management	Project still projected to be on budget.
Y	Schedule Management	Change in project schedule presented to the Board.
G	Project Resources	No significant issue.
G	Risk Management	Schedule slippage can put project performance at risk.
G	Stakeholder Engagement	Active stakeholder engagement underway.
G	Operational Readiness	Operational readiness planning underway.

## MAJOR CAPITAL PROJECTS - Third Quarter 2016-2017 Summary - February 13, 2017

### Innovation, Entrepreneurship and Learning Center and Institute for Indigenous Entrepreneurship

The Innovation, Entrepreneurship and Learning Center and Institute for Indigenous Entrepreneurship Project is to renovate and modernize the space in and around the current library. Here, students, researchers and entrepreneurs will come together to collaborate, expand the boundaries of knowledge, create the jobs of tomorrow and spark economic growth.

Board of Governors Key Approval Dates	Dates
Meeting #497–Board of Governors approves in principle the development of a \$44.9 million project pending confirmation of funding received from the Federal Post-Secondary Institution Strategic Investment Fund and the Ontario Government. Also approves the investment of up to \$9.5million for this project from the College’s Internally Restricted Net Assets over the fiscal years 2016-17 and 2017-18, and approves a non-competitive procurement of services to develop and construct the Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship.	May 2016
Board of Governors approves the development of the Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship by utilizing up to \$9.5 million from the College’s Internally Restricted Net Assets and up to \$11.6 million from the College’s Strategic Investment Priorities funds over the fiscal years 2016-2017 to 2018-2019.	August 2016
Foundation Board of Governors approves \$2million fundraising campaign.	October 2016

Project Milestones	Dates
Federal and provincial funding totaling \$24.8 million confirmed	October 2016
Decanting / swing space moves substantially complete	December 2016
First design document package ready for tender	December 2016
Final design document package ready for tender	April 2017
Construction commences with demolition and abatement	January 2017
Interior fit-up work commences	June 2017
Construction of single story addition and infill begins	July 2017
Substantial performance of all project components	April 2018

Approved Project Funding	Approved Value
Federal government funding	\$21.9 million
Provincial government funding	2.9 million
Algonquin College capital expansion reserves	9.5 million
Capital fundraising campaign	2.0 million
Strategic Investment Priorities budget allocation	8.6 million
<b>Total</b>	<b>\$44.9 million</b>

Actual/Projected Project Cost	Value
Projected Expenditures in 2016-2017	\$8.7 million
Projected Expenditures in 2017-2018	34.1 million
Projected Expenditures in 2018-2019	2.1 million
<b>Total</b>	<b>\$12.1 million</b>

<b>Total Project Variance</b>	<b>\$0.0</b>
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**MAJOR CAPITAL PROJECTS - Third Quarter 2016-2017 Summary - February 13, 2017**

**Project Risk and Status Dashboard \* Green Good, Red Trouble, Yellow Warning**

<b>G</b>	<b>Governance</b>	Appropriate Project Sponsorship and Governance completed.
<b>Y</b>	<b>Scope Management</b>	Scope ladder in place, Number of contemplated scope changes may impact budget or schedule but this is being actively managed.
<b>Y</b>	<b>Cost Management</b>	Budget pressures on project contingency.
<b>Y</b>	<b>Schedule Management</b>	We are currently on schedule. This is being closely monitored.
<b>G</b>	<b>Project Resources</b>	No significant issue.
<b>Y</b>	<b>Risk Management</b>	A preliminary Risk log has been prepared, tracked and reported on a frequent basis. Key risks are being actively managed.
<b>G</b>	<b>Stakeholder Engagement</b>	Active stakeholder engagement underway.
<b>G</b>	<b>Operational Readiness</b>	Initial Operational readiness planning underway.



## MAJOR CAPITAL PROJECTS - Third Quarter 2016-2017 Summary - February 13, 2017

### Equipment Renewal and Electrical Lab Alterations Project in the Algonquin Centre for Construction Excellence (ACCE)

Equipment Renewal and Electrical Lab Alterations Project is a 2-year development project to increase capacity in its electrical labs and to renew the equipment used to provide training to apprentices. The project involves adding a mezzanine above the existing labs allowing the creation and outfit of two new electrical labs. This additional space will support the latest state-of-the-art equipment to meet industry standards as well as support growth in apprenticeship enrolment and completion.

Board of Governors Key Approval Dates	Dates
Meeting #498 – Board of Governors approves Equipment Renewal and Electrical Lab Alterations project in the amount of \$2.3 million with approved funding from the Ministry of Advanced Education and Skills Development Apprenticeship Enhancement Fund.	June 2016

Project Milestones	Dates
Project start date	June 2016
Projected substantial completion date	March 2017

Approved Project Funding	Approved Value
Ministry of Advanced Education and Skills Development Apprenticeship Enhancement Fund	\$2.3 million

Actual/Projected Project Cost	Value
Expenditures in 2015-2016	\$0.1 million
Projected expenditures in 2017-2018	2.2 million
<b>Total</b>	<b>\$2.3 million</b>

<b>Total Project Variance</b>	<b>\$0.0</b>
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#### Project Risk and Status Dashboard \* Green Good, Red Trouble, Yellow Warning

G	Governance	Appropriate Project Sponsorship and Governance now in place
Y	Scope Management	Scope ladder in place, Number of contemplated scope changes may impact budget or schedule
Y	Cost Management	Budget pressures due to the limited number of specialized qualified suppliers.
Y	Schedule Management	No delays are expected.
G	Project Resources	No significant issue
Y	Risk Management	No major risks identified. A risk log has been prepared and will be tracked and reported on a frequent basis to ensure risks are being actively managed.
G	Stakeholder Engagement	Active stakeholder engagement underway.
G	Operational Readiness	Operational readiness planning underway.

## MAJOR CAPITAL PROJECTS - Third Quarter 2016-2017 Summary - February 13, 2017

### Welding Lab Project at the College's Transportation Technology Centre – Building S

The Welding Lab project will allow the College to acquire state-of art equipment, update current equipment and facilities and increase apprenticeship competition. Funding under the apprenticeship enhancement fund will be providing a new welding lab adjoining the Automotive Building. The proposed new lab will create 20 new student welding training spaces and open the opportunities for development of a new welding apprenticeship.

Board of Governors Key Approval Dates	Dates
Meeting #498 – Board of Governors approves the New Welding Lab Project in the amount of \$2.3 million with approved funding from the Ministry of Advanced Education and Skills Development Apprenticeship Enhancement Fund.	June 2016

Project Milestones	Dates
Project start date	March 2017
Projected substantial completion date	December 2017

Approved Project Funding	Approved Value
Ministry of Advanced Education and Skills Development Apprenticeship Enhancement Fund	\$2.3 million

Actual/Projected Project Cost	Value
Projected expenditures in 2016-2017	\$0.5 million
Projected expenditures in 2017-2018	1.8 million
<b>Total</b>	<b>\$2.3 million</b>

<b>Total Project Variance</b>	<b>\$0.0</b>
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#### Project Risk and Status Dashboard      Green Good, Red Trouble, Yellow Warning

<b>G</b>	<b>Governance</b>	Appropriate Project Sponsorship and Governance now in place.
<b>Y</b>	<b>Scope Management</b>	Scope ladder in place.
<b>Y</b>	<b>Cost Management</b>	Budget is being monitored closely until final design can be priced.
<b>Y</b>	<b>Schedule Management</b>	The delivery schedule is extremely tight and it is being monitored closely.
<b>G</b>	<b>Project Resources</b>	No significant issue.
<b>Y</b>	<b>Risk Management</b>	No major risks identified. A risk log has been prepared and will be tracked and reported on a frequent basis to ensure risks are being actively managed.
<b>G</b>	<b>Stakeholder Engagement</b>	Active stakeholder engagement underway.
<b>G</b>	<b>Operational Readiness</b>	Operational readiness complete for initial phase of installation. Plan being developed for remaining work.

## MAJOR CAPITAL PROJECTS - Third Quarter 2016-2017 Summary - February 13, 2017

### Transformer Replacement Project

The high voltage (44kV) transformers (T1/T2) at the Woodroffe campus dates back to the original construction of the campus and are at end of life and need replacement. All power for the College, with the exception of the ACCE building, is fed through one of these transformers. Replacement of the transformers also removes a hazardous chemical from the campus. The major scope of this project which includes the replacement of the Transformers and removal of hazardous chemicals is complete. Minor electrical switching to accommodate phases 3 and 4 of ESCO 2 will take place in summer 2017.

Board of Governors Key Approval Dates	Dates
Meeting #490 – Board of Governors approves in principle the development of this \$44.94 million project pending confirmation of funding received from the Federal Post-Secondary Institution Strategic Investment Fund and the Ontario Provincial Government. Approves the investment of up to \$9.54 million for this project from the College’s Internally Restricted Net Assets over the fiscal years 2016-17 and 2017-18, and approves a non-competitive procurement of services to develop and construct the Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship.	February 2016
Meeting #498 - Board of Governors approves the Transformer Replacement Project in the amount of \$2 million (revised budget) with funding from the College’s internally restricted net assets.	June 2016

Project Milestones	Dates
Project start date	July 2016
Projected substantial completion date	August 2016

Approved Project Funding	Approved Value
Algonquin College funds	\$2.0 million

Actual/Projected Project Cost	Value
Projected expenditures in 2016-2017	\$1.5 million
Projected expenditures in 2017-2018	0.5 million
<b>Total</b>	<b>\$2.0 million</b>

<b>Total Project Variance</b>	<b>\$0.0</b>
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#### Project Risk and Status Dashboard \* Green Good, Red Trouble, Yellow Warning

G	<b>Governance</b>	Appropriate Project Sponsorship and Governance now in place
Y	<b>Scope Management</b>	Scope is defined by agreement
Y	<b>Cost Management</b>	Budget is being monitored closely until final changes can be priced.
G	<b>Schedule Management</b>	Schedule is being monitored closely any delay will impact cost savings
G	<b>Project Resources</b>	No significant risks outstanding
G	<b>Risk Management</b>	No significant risks outstanding
G	<b>Stakeholder Engagement</b>	Active stakeholder engagement underway
G	<b>Operational Readiness</b>	Operational readiness planning underway

## MAJOR CAPITAL PROJECTS - Third Quarter 2016-2017 Summary - February 13, 2017

### B Building Window Replacement

B building on the Woodroffe campus was constructed in 1969. The windows were in need of replacement as they posed a risk in the event of high winds or seismic activity.

Board of Governors Key Approval Dates	Dates
Meeting #490 – Board of Governors approves the expenditure of \$1.1 million from internally restricted funds as part of the 2016-2017 Annual Budget.	February 2016

Project Milestones	Dates
Project start date	April 2016
Substantial completion date	August 2016

Approved Project Funding	Approved Value
Algonquin College funds	\$1.1 million

Actual/Projected Project Cost	Value
Projected expenditures in 2016-2017	\$1.1 million

<b>Total Project Variance</b>	<b>\$0.0</b>
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#### Project Risk and Status Dashboard \* Green Good, Red Trouble, Yellow Warning

G	<b>Governance</b>	Appropriate Project Sponsorship and Governance now in place
G	<b>Scope Management</b>	Project completed within scope.
G	<b>Cost Management</b>	Project completed on budget.
G	<b>Schedule Management</b>	Project completed on schedule
G	<b>Project Resources</b>	Project completed no additional resources required.
G	<b>Risk Management</b>	Project complete and deliverables achieved
G	<b>Stakeholder Engagement</b>	Project completed with stakeholder engagement.
G	<b>Operational Readiness</b>	Project completed with no operational issues.

## MAJOR CAPITAL PROJECTS - Third Quarter 2016-2017 Summary - February 13, 2017

### F Building Renovation

The renovation of Building F and commission of service for a period of 10 years provided the college with much needed capacity and “flex” space.

Board of Governors Key Approval Dates	Dates
Meeting #499 – Board of Governors approves an investment of \$1.63 million from the Strategic Investment Priorities fund to renovate Building F and extend its useful life to support College operations.	October 2016

Project Milestones	Dates
Project start date	June 2016
Completion of Building F renovations	October 2016
First occupancy of renovated space occurs	November 2016

Approved Project Funding	Approved Value
Algonquin College funds	\$1.6 million

Actual/Projected Project Cost	Value
Projected expenditures in 2016-2017	\$1.6 million

<b>Total Project Variance</b>	<b>\$0.0</b>
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### Project Risk and Status Dashboard \* Green Good, Red Trouble, Yellow Warning

G	<b>Governance</b>	Appropriate Project Sponsorship and Governance now in place.
G	<b>Scope Management</b>	Project completed within scope.
G	<b>Cost Management</b>	Project completed and on budget.
G	<b>Schedule Management</b>	Project completed and on schedule.
G	<b>Project Resources</b>	Project completed with no additional resource required.
G	<b>Risk Management</b>	Project complete and deliverables achieved.
G	<b>Stakeholder Engagement</b>	Project completed with stakeholder engagement.
G	<b>Operational Readiness</b>	Project completed.

**Appendix A: Projects Completed Since 2012-2013**

<b>Project</b>	<b>Value</b>
Algonquin Centre for Construction Excellence	\$77 million
Student Commons	51 million
Pembroke Campus	34 million
Perth Campus	12 million
Digital College	12 million
Healthy Living Education (HLE) Phase 1A – Building Renovations	6 million
<b>Total</b>	<b>\$192 million</b>

Report title:	Executive Compensation Program
Report to:	Board of Governors
Date:	February 13, 2017
Author/Presenter:	Cathy Frederick, Vice-President Human Resources

1. RECOMMENDATION:

**THAT** the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide an update on the public consultation process related to the Algonquin College Executive Compensation Program.

3. BACKGROUND:

On December 12 2016, the Board of Governors passed the following motion:

- a) **THAT** the Board of Governors approves the proposed Executive Compensation Program; and
- b) **THAT** the Algonquin College Executive Compensation Program be posted for 30 calendar days for public consultation starting January 2, 2017.

On January 20 2017, taking into consideration feedback received during the first half of the consultation period, the Executive of the Board of Governors passed a motion to modify the comparators used to create the Algonquin College Executive Compensation Program and posted a revised Compensation Program on January 23, 2017 for public consultation.

On January 26 2017, the Deputy Minister, Advanced Education and Skills Development advised College Presidents and Board Chairs of the government’s expectation that all colleges would revisit the selection of comparators to focus on those that meet the majority of the criteria in the framework and the spirit of the legislation. It was also noted that the public confused the posting of maxima as in-year increases once approved. In addition, there was the expectation that the colleges would provide the public with another opportunity to comment.

Board Chairs of employers designated under the *Broader Public Sector Executive Compensation Act, 2014* also received communication from Treasury Board Minister Sandals. The communication articulated the following expectations:

- That employers will use the Framework criteria to select comparator organizations that are appropriate, reasonable and in keeping with the principle of responsible administration of executive compensation. Additionally, each board is responsible for ensuring that the comparators are understandable to the public.
- That employers consider how their posted consultation draft meets the test of responsible and transparent administration of executive compensation and include information to help enhance the public’s understanding of the employer’s plans for implementing changes to current compensation levels over time.
- That any annual increases in compensation given under a new compensation program will be modest. Employers should consider whether changes to their compensation structure can most appropriately be made by phasing in adjustments gradually over a number of years. Additional information should include current salary levels and proposed salary levels over time, in addition to maximums.
- That overseeing ministries are made aware of timing and contents of consultation drafts, and that no program is finalized without confirmation from the overseeing ministry.

The College Employer Council has advised of the following next steps:

1. Council will meet as soon as possible with Treasury Board and Ministry to seek further understanding/clarification on their view of comparators, reposting and other matters.
2. Council will report back to Board Chairs and Presidents on the findings and will recommend options for moving forward. The Governors Review Committee and the Working Group will continue to be consulted as colleges proceed with modified plans for executive compensation.
3. The College Employer Council has strongly recommended that Colleges delay and not post/repost until this matter has been vetted through the CEC Board and the implications of further individual or joint action fully considered.

4. DISCUSSION:

The consultation period for the posted draft Algonquin College Executive Compensation Program ended on February 2 2017. No further work on the compensation program is planned until further recommendations are received from the Council.

5. LINK TO STRATEGIC PLAN:

<b>STRATEGIC PLAN 2012-2017</b>			
Goal 1 Deliver an exemplary applied education and training experience.	<input type="checkbox"/>	Goal 7 Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.	<input checked="" type="checkbox"/>



Goal 2 Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.	<input type="checkbox"/>	Goal 8 Create and foster an environment in which the College’s model of leadership competencies and behaviours is supported.	<input type="checkbox"/>
Goal 3 Leverage technology to enhance the educational experience.	<input type="checkbox"/>	Goal 9 Align our funded operational expenditures with provincial funding.	<input type="checkbox"/>
Goal 4 Provide opportunities for every full-time student in Ontario College Credentialed programs to have a work-integrated learning experience.	<input type="checkbox"/>	Goal 10 Expand non-funded opportunities to increase revenue.	<input type="checkbox"/>
Goal 5 Deliver exceptional service to our diverse student and client populations.	<input type="checkbox"/>	Goal 11 Leverage strategic business partnerships to meet the capital needs of the College.	<input type="checkbox"/>
Goal 6 Leverage technology to automate and modernize our business processes, fostering an environment of continuous improvement.	<input type="checkbox"/>	Goal 12 Create the technological foundation to align with the digital direction.	<input type="checkbox"/>

6. STUDENT IMPACT:

Attracting and retaining highly qualified executive leadership will contribute to the ability of the College to deliver competitive programs and services to students.

7. FINANCIAL IMPACT:

Any approved costs associated with implementation would be incurred in fiscal year 2017/18. The incremental cost to implement the framework will be determined as part of the due process. However, it is anticipated that the overall impact to the College’s total annual budget of approximately \$330 million will be minimal.

8. HUMAN RESOURCES IMPACT:

The Executive Compensation Program is designed to attract, motivate and retain highly qualified and accountable Executive team members to achieve the college’s operating goals and strategic objectives.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The delay is in response to the government’s request that Colleges re-visit their proposed executive compensation programs to address public feedback and alignment with Regulation 302/16 under the *Broader Public Sector Executive Compensation Act*.

10. COMMUNICATIONS:

College Employer Council (CEC) strongly recommends that Colleges not post/repost until the matter has been vetted through the CEC Board.

11. CONCLUSION:

No further work will be undertaken to finalize the proposed Executive Compensation Program until recommendations are received from the College Employer Council.

Respectfully submitted:

Approved for submission:



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Vice President Human Resources

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President

# Board Key Messages

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

## Recent Success Stories



Culinary and Event Management students participated in the 6th Annual Battle of the Knives Culinary Competition.

Employees celebrated the official opening of the Employee Relations Collaborative Space on the Ottawa Campus.

A team of students won first prize in the inaugural Mayor's Cyber Challenge Cup, beating out seven other teams from Carleton University, the University of Ottawa, and La Cité.

AC Start welcomed new students to the Ottawa campus helping them get organized in preparation for AC Day 1. AC Start featured a college trade show highlighting the different campus services available to students.

Four children's books written by students and illustrated by alumni were launched at Connections: The Campus Bookstore.

Algonquin College and The Ottawa Hospital formed a new partnership to "encourage and facilitate the development of mutually beneficial linkages".

Approximately 180 retirees gathered at the Ottawa campus for a special holiday luncheon.

Three people with connections to Algonquin College won Celebration of People awards, including School of Hospitality and Tourism Dean Jim Kyte.



## In the Community



*Academica* featured *Maclean's* article highlighting the Garbarino Girard Centre for Innovation in Seniors Care.

SmartMoms Canada app placed first at Applied Research Day. The app collects data from FitBits, has electronic weight scales for new and expectant mothers, and provides personalized feedback. The students' client was the University of Ottawa.

Algonquin College events helped Ottawa capture the title of Canada's Top Entrepreneurial City. In total, Ottawa hosted 74 Global Entrepreneurship Week events, of which Algonquin College contributed five.

Pembroke Campus student, Wendy Hewitt, has been elected as the new Chair of the Renfrew County District School Board.

Operation Big Turkey, a collaborative annual event, deboned nearly 500 kilograms of poultry for charity. The *Ottawa Citizen*, *Ottawa Sun*, *Metro*, *CTV News*, and *CBC Radio* covered the event.

Algonquin College and Cambrian College partnered to work with Indigenous communities on producing research that will identify barriers or helpful factors for Indigenous students as they pursue postsecondary studies.

President Cheryl Jensen was featured in *Maclean's* article that delves into the stronger representation of women as heads of colleges than of universities.



## In the News

Algonquin College's [graduate certificate](#) programs and the Journalism program were [featured](#) on CTV Morning Live.

51-year-old Culinary program graduate John-David Skene worked with engineers to develop a one-handed whisk called the Whiskpenser. Skene and his device were featured in a *Maclean's* [article](#) and a CTV [video](#).

A trio of recent graduates who paired up with Hydro Ottawa developed a [training jacket prototype](#) to help people training to be power-line technicians how to safely navigate high-voltage wires. The invention was [promoted](#) in *Maclean's* magazine.

CBC Ottawa Morning [covered](#) the pilot program that matches autistic children with students in the Occupational Therapist program.

*Pembroke Observer* visited Applied Research Day at the Pembroke campus where Environmental Technician students [showcased](#) their projects.

On the National Day of Remembrance and Action on Violence Against Women, Ottawa Redblacks' wide receiver and recent Grey Cup champion, Brad Sinopoli, visited Algonquin College to shed light on so-called "locker-room talk." [CBC TV](#), [CBC Radio 1](#), [91.5 FM](#) covered the story.

The Student Commons EnergyPods, ergonomically designed chairs made for work-place napping, have drawn *CBC* and *Ottawa Morning* to the campus, were the focus of a [CBC](#) article, and generated one of the highest reaching Algonquin College Facebook posts ever. [Jump! Radio](#) and [Academica](#) also featured the EnergyPods.



**Report from the Chair  
Board of Governors Meeting  
February 13, 2017**

**Winter 2017 Board Retreat – Saturday, March 18, 2017**

Members are reminded that the Winter 2017 Board Retreat is scheduled for Saturday, March 18, 2017. Planning is well underway and the agenda and logistics will be circulated shortly. The Retreat will focus on the use of generative discussion to guide management in the development of strategy. The plans for the internationalization strategy will be discussed, as directed by the Board of Governors to management at the September 2016 retreat.

**New Governor Recruitment Drive**

The Board Governance Committee will launch a governor recruitment drive in the Ottawa area in March. The Board seeks to replace three governors coming to the end of their terms of office: Governor M. Sutcliffe, Governor L. Clark, and Chair Leroux. The election of the Administrative staff and Support staff representatives, and the student representative to the Board, will occur in April.

**Governor Reappointments and Call for Board Officer Positions**

The Board Governance Committee will reach out to governors whose terms of office are coming to an end, to ask if they wish to be reappointed. In addition, a call for governors interested in Board Officer positions, including the position of Board Chair, will be circulated shortly.

**Board Performance**

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

**Spring Convocation Ceremonies**

Governors are asked to consider attending one of the College's Spring convocation ceremonies. The Perth convocation is scheduled for the evening of June 8<sup>th</sup>, the Pembroke convocation is scheduled the afternoon of June 16<sup>th</sup>, and the Ottawa convocations will occur on June 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup>. For those attending, academic hoods will be ordered for the occasion. Please contact the Board Office to your confirm attendance.

**President's Year-End Dinner**

The President will host a dinner for the Board of Governors members and a guest to mark the end of the academic year on Wednesday, June 15<sup>th</sup>. Please hold this date on your calendars.

**On the Table Items**

Algonquin College's Remittance Declaration to December 31, 2016 is on the table for the Board of Governors' review and information.

**Report from the President  
Board of Governors Meeting  
February 13, 2017**

**Strategic Mandate Agreements**

The Committee of Presidents participated in a discussion with senior leaders from the Ministry of Advanced Education and Skills Development, on the province's upcoming negotiations for new strategic mandate agreements with colleges and universities. The three-year strategic mandate agreements were introduced in 2014, and new agreements are scheduled to be negotiated this year. The agreements are used by the provincial government to determine the priorities at each institution, and can influence government decisions about program approvals and funding.

The Committee of Presidents advised Ministry representatives that it would be helpful for colleges to receive briefings on the new funding formula for colleges in advance of the strategic mandate discussion, as the formula could affect the priorities in the strategic mandate agreements. In addition to the negotiators' upcoming consultations with individual institutions, presidents asked the Ministry to consider a meeting with the presidents as a group.

**College Sector Fiscal Sustainability**

The Committee of Presidents discussed a communications and government relations strategy for a new report by PwC Canada, on the long-term fiscal sustainability of the colleges. L. Franklin, President and CEO of Colleges Ontario, advised members that the report will play an important part in the sector's advocacy for both the 2017 and 2018 provincial budgets, and for the Ontario election in 2018. The report was scheduled to be released to the public in February, but was obtained early by the Globe and Mail.

**Student Assistance Reforms**

The Committee of Presidents shared with the Ministry of Advanced Education and Skills Development, the sector's concerns about the government's promotion of its improvements to student assistance. The government's promotion of "free tuition" is being presented in a way that may be misinterpreted as free education. All students accepted into college programs pay costs such as ancillary fees.

**Colleges Ontario and Council of Ontario Universities**

F. Gibbons, President of Northern College, and Chair of Colleges Ontario briefed the Committee of Presidents on a recent meeting between executive leaders from Colleges Ontario, and the Council of Ontario Universities. The meeting looked at possibilities for the two sectors to work together to promote advocacy priorities, such as the need to improve the post-secondary opportunities for students with mental health challenges. There was also a discussion of developing a joint paper from both sectors on the need for improved funding for post-secondary education, as Ontario strives to produce a stronger workforce.

**Auditor's Report on Employment Services**

Assistant Deputy Minister David Fulford, Ministry of Advanced Education and Skills Development, briefed the Committee of Presidents on the assessment of employment services that was part of the Ontario Auditor General's report in December. The Ministry's response to the report will be to expand the measures for assessing the services. This will include longer-term outcomes for

**Report from the President  
Board of Governors Meeting  
February 13, 2017**

clients of Employment Ontario, and making greater use of labour market data. The auditor's report also raised concerns about completion rates of apprentices. Assistant Deputy Minister D. Fulford advised that the Ministry will work with colleges to obtain better information on students who do not complete apprenticeship programs.

**Ontario Colleges 50th Anniversary Celebrations**

The Committee of Presidents were briefed on the planning taking place at each institution for the sector's anniversary celebrations this year. Most colleges have started their local preparations, and news stories about the 50th Anniversary have appeared in media throughout the province. The 2017 events will include the launch of the William G. Davis Innovation Fund – a contest for students and alumni to pitch innovative ideas, with winning entries being awarded cash prizes. Other events include the celebration of College Week - the week of April 3<sup>rd</sup>, which will be honoured at Queen's Park, and will see colleges supporting non-profits and other organizations in their communities.

**Skills Canada - Ontario Competition**

Skills Canada - Ontario's Executive Director Gail Smyth briefed presidents on the growth of the Skills Ontario Competition. The competition will move this year from RIM Park in Kitchener to the World Congress Centre in Mississauga. This relocation will increase the profile of Skills Canada - Ontario in the province. The competition has 68 contests this year, ranging from mechatronics and electrical installations, to hairstyling and the culinary arts. The competition has seen a 30% increase in the number of registrations for the competition, and it has already filled the centre's 500,000 square foot space. More than 2,000 students are registered for the competition and there are 500 more students on a waiting list.

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

**Strategic Pillars**

**Reporting Timeframe:** November 7, 2016 to January 1, 2017

**APPLIED LEARNING & TRAINING**

Goal 1: Deliver an exemplary applied education and training experience

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

Goal 3: Leverage technology to enhance the educational experience

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

**Summary Report from:**

- Digital Technologies & Innovation
- Student Services
- Communications, Marketing & External Relations
- Academic

**Activity:**

- The Performance and Insights Team leveraged its business intelligence tools to automate the Language Institute’s Continuing Education Student Enrolment reports, significantly reducing the effort and time required to prepare these reports.
- Corporate Training staff provided training and learning services to 162 client organizations and 1,256 working professionals who have participated in client-dedicated engagements and open enrolment classes. For the fiscal year 2016-2017, from Quarter One to Quarter Three, Algonquin College provided training and learning services to 396 client organizations and 3,137 working professionals.
- On December 6, the Office of Applied Research and Innovation hosted the Fall semester Applied Research Day events at the Ottawa and Pembroke campuses, highlighting the leading-edge applied research being done in collaboration with industry, and institutional and community partners. The events showcased 66 projects in the areas of engineering, health, media and construction, and was attended by about 1,000 guests, including students, business leaders and community members. At the Pembroke campus, the theme was the Muskrat Lake Watershed, which was the Fall semester’s applied research project for the students, working in partnership with the community. The Pembroke Campus also hosted the 2016 Winter Science Sessions, on behalf of the Muskrat Watershed Council.
- The IgniteAC Centre hosted and sponsored six events during Global Entrepreneurship Week in November, including a weekend-long Hack-a-Thon and a Final Pitch and Awards Ceremony. These activities helped Ottawa secure the title of “Canada’s Most Entrepreneurial City” for the second year in a row.



- The Applied Research and Innovation office at the Pembroke campus completed seven in-class research projects for Fall 2016; six in the Environmental Technician Program, and one in the Outdoor Adventure Naturalist Program.
- The Indigenous Peoples Education Circle invited Algonquin Colleges' Executive Director & Special Advisor to the President, Indigenous Initiatives, Ron Deganadus McLester, to chair the provincial Aboriginal Education Council meeting and present firsthand research at the Higher Education Summit in Toronto, on November 19 and 20. With all 24 colleges represented, and more than 40 individuals in attendance, this venue provided an opportunity to show the province of Ontario the Indigenous education capacity at Algonquin College.
- On November 8, employees Polly Leonard, Student Support Services, and Amanda Neilson, General Arts and Sciences, gave a presentation about the Umbrella Project at the Centre for Innovation on Campus Mental Health's Community in Action Conference in Toronto.
- On December 9, Ben Bridgstock, Student Support Services, presented the Umbrella Project at the bi-annual meeting of the Ontario Counselling Centre Directors in Toronto.
- The Crown Ward team worked with the Ottawa Crown Ward Education Championship team to successfully train all of Ottawa's principals, vice principals, guidance counsellors, social workers, and other education support staff, in the updated joint protocol for student achievement. The joint protocol includes all of the Ottawa school boards (English and French) and the Childrens' Aid Society. Foster parents and case managers were also trained at this event.
- Algonquin College and Cambrian College have signed a partnership agreement to work with Indigenous communities to research the barriers facing Indigenous students at their respective institutions.
- A Future of Health and Wellness Speaker Series breakfast was hosted featuring Dr. Andrew Pipe, Chief, Division of Prevention and Rehabilitation, University of Ottawa Heart Institute.
- Year-to-date leads generated by Marketing have increased 58%, from 8,645 to 13,666.
- Web site leads have increased 223% from 1,405 to 4,543, year-over-year. Improvements in search engine optimization and the new placement of streamlined forms on the site have generated this increase. For the reporting period, other new leads collected through Marketing's campaigns and efforts have increased 219%, from 266 to 849. The College's aggressive Winter Intake Campaign coupled with enhanced success of Program-Level campaigns were contributing factors. The bulk of session traffic is coming from desktop devices (66.18%) which is still the preferred choice of users, but mobile is quickly gaining ground.
- External web traffic to Program pages has increased by 6.64%, from 129,931 to 138,552. Program traffic has increased by 10.44%, from 655,052 to 723,455 for the fiscal year to date.



	<ul style="list-style-type: none"> <li>• Level 3 Outdoor Adventure Naturalist students at the Pembroke Campus presented their final expedition projects to the College community and family members on December 15. Student groups traveled as far as Iceland and Puerto Rico to complete their topics.</li> <li>• The School of Advanced Technology has launched the Machine Shop Learning Enterprise. Students have begun to take orders from internal and external partners for production of machined products. The enterprise will eventually grow to provide prototype design and development services in addition to simple machining.</li> <li>• Five Green Architecture program students participated in the National Youth Summit on Climate Change on November 23.</li> <li>• Bartending students hosted a Zombie Christmas Party on December 3 at the Great Canadian Cabin. This event provided employers with the opportunity to meet bartending students and see them practise their skills as they took over the bar for one night, rotating job positions (manager, bartender, server, porter front door, promotions).</li> </ul>
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**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

<p><b>Summary Report from:</b></p> <ul style="list-style-type: none"> <li>• Digital Technologies &amp; Innovation</li> <li>• Student Services</li> <li>• Communications, Marketing &amp; External Relations</li> <li>• International &amp; Strategic Planning</li> <li>• Academic</li> <li>• Finance &amp; Administration</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Algonquin College upgraded the technology infrastructure in use at all campuses to improve the performance and reliability of these systems. The service availability metrics for the key services for the reporting period are: Network at 99.8%, Wireless at 100.00% and Internet access at 100%.</li> <li>• The Learning Management System issues encountered during the last reporting period have been addressed and the system remains stable. The Blackboard Learning Management System experienced no outages throughout the remainder of the term.</li> <li>• There has been a record 390 online registrations through the Corporate Training website.</li> <li>• The Residential Living laboratory sensor strategy has been deployed and is now operational, capturing building performance in real-time, and is now available to students and faculty as a learning tool.</li> <li>• The migration to Salesforce for all electronic communication from admissions is complete. This email system is compliant with Canada’s Anti-Spam Legislation and aligns with the Marketing communications plan.</li> <li>• International application processing continues to see productivity increases as the average time to start an admission review is now two days, from an average of 14 days in 2015. This productivity is in addition to an increase in applications of 25%, from 3,997 in 2015 to 5,007 in 2016.</li> <li>• In support of the Ministry of Advanced Education and Skills Development changes to the Ontario Student Assistance Program, and related communication regarding student fees and funding, an Ontario Student Assistance Program Transformation and Net Tuition Project Team has been established.</li> </ul>
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- Student Recruiters have completed 443 presentations, 114 tours, and collected 4,868 prospective student leads, compared to 473 presentations, 119 tours and 2,643 leads for the same reporting period in 2015. This represents an increase of 84% in prospective student leads from 2015 to 2016.
- The Mamidosewin Centre’s Third Annual Indigenous Career Expo took place on November 30 in the Student Commons Building. More than 60 Indigenous students visited 10 employer booths.
- The Employment Support Centre (Ottawa Campus) joined other universities and colleges across Canada in promoting the “It All Adds Up” campaign the week of November 7 to 10. The purpose of the campaign was to help students reflect on their activities and interests in and out of the classroom and build understanding and confidence that their actions “add up” to career readiness. The Employment Support Centre also hosted the third annual “Tie into Business” networking event on November 10 and the Health Care Job Fair on November 21.
- On November 9, the AC Hub team took part in National WE Day, by hosting a booth at the Canadian Tire Centre. This stadium-sized event, held in 14 cities in the U.S., Canada and the U.K., brings together world-renowned speakers and performers with tens of thousands of youth to celebrate the power of service.
- The first element of Orientation at the Ottawa Campus, AC Start, for the 2017 Winter Term was held on December 14. This pre-orientation session is designed to assist incoming students and their guests with a chance to get organized prior to AC Day 1. Those in attendance had the opportunity to connect with Algonquin College by participating in a campus tour, obtaining their AC Card and/or UPass, attending Introduction to Technology at Algonquin College sessions, Student Success and Financial Aid and Student Awards Workshops, visiting a College Academic and Service Fair, and taking part in Parent/Family/Spouse Information Sessions.
- The Centre for Accessible Learning’s Test Services provides accommodated exam services to students registered with the Centre for Accessible Learning. Final exam week saw a 16% increase in exam activity compared to December 2015. This increased activity may be because of increased awareness of support services offered to students with disabilities.
- The bi-annual “Make the CUT (College University Transition)” event hosted jointly by Algonquin College and Carleton University took place on November 16, at Carleton University. This event provides prospective students with an orientation to the post-secondary environment with a focus on resources available for students with Learning Disabilities and/or Attention Deficit Hyperactivity Disorder.
- The Umbrella Project and internal partners provided four days of programming on campus and in the Residence during National Addictions Awareness Week, held the week of November 21.
- More than 14 of the winning companies at the Best Ottawa Business Awards 2016 had connections to the College. Algonquin College also sponsored the Best Performance Award for co-op.

- Phase one of the 50<sup>th</sup> Anniversary website went live at [algonquincollege.com/50](http://algonquincollege.com/50). The website includes information on news, the College's legacy, the Algonquin College Foundation, and upcoming events. The Algonquin College community is encouraged to share their stories through this online forum.
- With the integration of the Digital Communications Specialist from the Registrar's Office into College Marketing, the departments worked to move admission emails into Marketo, the College email automation tool. This move will provide enhanced reporting capability of email communications, and will enable the communication to be more visually appealing to the receiver.
- The Centre for Continuing and Online Learning part-time contacts have now been added to Salesforce, dating back to 2011. Next steps include a plan to leverage this data to target marketing efforts.
- A collaborative effort between Communications and Marketing has resulted in the creation of a social media nurturing campaign using Instagram, Twitter, and Snapchat. As of December 8, 195 handles were collected, 173 friended, and 41 people responded with questions. This is a new avenue for Algonquin College to communicate with prospective students, and will provide a cultivation forum using the students' platforms of choice.
- The International Education Centre hosted two events: an Express Entry seminar on post-graduate immigration to Canada that engaged 50 students, and a U.S. Embassy Information Session that engaged 21 students who are interested in education and other opportunities in the United States.
- The International Education Centre hosted an annual Christmas Party on December 8, with more than 100 students, staff and faculty members in attendance.
- The 2016 Fall International Student Barometer survey was completed by 653 respondents. This represents a 36% increase over the 2015 survey response rate.
- The Language Institute's participation in the 2016 Fall Course Feedback was 76.6%, exceeding the 41% participation rate in 2015.
- Eight students from the Teachers of English as a Second Language program are pursuing placements abroad as part of the Work Integrated Learning program. They will be located in countries such as Brazil, China, Serbia, Indonesia, Montenegro and Poland. Travel is anticipated to occur during February 2017.
- John David Skene, a Culinary Management graduate whose cerebral palsy makes two-handed kitchen tasks difficult, worked with engineers to develop a one-handed whisk. The "Whiskpenser" device replaces a whisk's handle with a squeeze bottle and valve that allow dispensing and whisking to take place simultaneously. Skene and his device were featured in a Maclean's article published November 18 that was part of the publication's Bright Ideas series. CTV ran a four-minute segment about Skene and the Whiskpenser.
- A Holiday Break Campus Tour Day was held at the Pembroke Campus on December 19. Guests were invited to take a guided tour of the campus and meet some of the student services staff. Out-of-town applicants could also visit the privately owned and operated residences, and learn about housing opportunities.

	<ul style="list-style-type: none"> <li>• The Aircraft Maintenance Technician program has received the loan of a Canadian Coast Guard helicopter for training purposes. A second helicopter was donated to the Canadian Aviation and Space Museum by Ornge. Algonquin Aircraft Maintenance Technician students will also be able to use this aircraft as a training aid. Bruce Dwyer, Professor/Coordinator, was instrumental in facilitating both donations.</li> <li>• Parking Services staff greeted more than 300 random and unsuspecting parking pass holders in December and offered a one-day parking upgrade as part of a customer appreciation initiative.</li> <li>• Retail Services staff completed an internal process review of the E-text initiative. Significant improvements have been realized in the January deployment.</li> <li>• External communications negotiated earned media with CBC Radio, the Ottawa Citizen and Metro/Metroland, pitching stories about Operation Big Turkey, a new autism clinic at Algonquin, sleep pods for students, award-winning Algonquin College pastry professor and author Catherine Beddall, and animation grad Trent Correy who was recently nominated for two Golden Globe awards</li> </ul>
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**EMPOWERED PEOPLE**

Goal 7: Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College

Goal 8: Create and foster an environment in which the College’s model of leadership competencies and behaviours is supported

<p><b>Summary Report from:</b></p> <ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Communications, Marketing &amp; External Relations</li> <li>• International &amp; Strategic Planning</li> <li>• Academic</li> <li>• Finance &amp; Administration</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• In October 2016, a second Interview Night was held with the Faculty of Health, Public Safety and Community Services to support building a pipeline for part-time Nursing professors. This event resulted in 10 candidates being sourced, who were ultimately hired by Algonquin College.</li> <li>• The New Employee Orientation welcomed nine support staff and four administrators to the Algonquin College team. The new employees were each paired with a mentor from within Algonquin College for a three-month period.</li> <li>• During the reporting period, 19 Professional Development workshops were held with 330 registrants. These workshops were offered in collaboration with departments such as: Learning and Teaching Services; Information Technology Services; Finance and Administration; CAAT Pension, Counselling Services and others.</li> <li>• The Part-time Faculty Orientation Program had 270 registrants. The program included one online module and nine face-to-face sessions. The Performance Institute had six graduates; the Management Academy held four sessions with 64 registrants; and 42 part-time faculty (including nine part-time faculty at the Pembroke campus) completed three courses in the Teaching Adult Lifelong Learners program.</li> <li>• Algonquin College’s new brand-awareness campaign was launched. The campaign underscores the College’s commitment to personalized education, experiential learning, and innovation and entrepreneurship.</li> <li>• The Garbarino Girard Centre for Innovation in Seniors Care was featured in <i>Maclean’s</i>, highlighting that the facility provides education for students and respite care for dementia patients.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Five International Education staff members attended the Canadian Bureau for International Education annual conference in Ottawa.</li> <li>• LEAN principles for continuous improvement were used to improve service to returning students in the English for Academic Purpose Program.</li> <li>• The Perth Campus and Community and Employment Services Office, in partnership with Lanark County United Way, hosted a breakfast fundraiser for the community on November 24. All proceeds from the event went to Lanark County agencies, many of which provide field placement opportunities to the Social Service Worker diploma program.</li> <li>• In November, representatives from the School of Hospitality and Tourism attended the <i>Savour the Moment</i> event at Lansdowne Park, where the Event Management program, faculty members and students were presented with the Children’s Wish Foundation Valued Partner Award.</li> <li>• Under the theme of “Dream Big,” Pembroke Campus held its first TEDxPembroke on November 12: drawing a sell-out crowd. The Saturday afternoon event featured seven speakers, including the CEO of Canadian Nuclear Laboratories, Mark Lesinski, and the Director of Emergency Services for Renfrew County, Michael Nolan.</li> <li>• Sixteen members of the Ancillary Management team completed the LEAN process white belt training.</li> </ul>
<p><b>FINANCIAL SUSTAINABILITY</b></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><b>Summary Report from:</b></p> <ul style="list-style-type: none"> <li>• Digital Technologies &amp; Innovation</li> <li>• Communications, Marketing &amp; External Relations</li> <li>• International &amp; Strategic Planning</li> <li>• Academic</li> <li>• Finance &amp; Administration</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• The Project Fusion team has completed major Workday configuration decisions and made preparations for system testing. The system will go live in the Second Quarter of 2017. The revised Workday deployment timelines have been communicated to all major stakeholder groups.</li> <li>• On December 20, a research grant proposal entitled “Risk analysis investigation of air barrier systems” was submitted to the Natural Sciences and Engineering Research Council of Canada’s Engage Grants for Colleges program. The research team includes faculty members and students from the School of Architecture, Civil and Building Science, with Owens Corning as the industrial partner.</li> <li>• The IgniteAC Centre entered into a partnership with HUB Ottawa, the University of Ottawa, Carleton University and Invest Ottawa for the ONE Social Enterprise Partnership, an initiative to strengthen the business and entrepreneurial skills of social enterprises within the region. The Expression of Interest submitted by the committee was approved and the final proposal was submitted on December 15. It is anticipated that news of the proposal approval will be received early in 2017.</li> </ul>

	<ul style="list-style-type: none"> <li>• Year-over-year, the Marketing Department has reduced the overall cost per lead on Pay per Click ads by 58.22% (\$56.82/lead) and increased the quantity of leads by 120.2% - which represents an additional 232 leads. This success was realized through adjustments to the design of the ads, retargeting lists and creating effective competitive campaigns.</li> <li>• The International Education Center has signed two training contracts in Ottawa, for 14 teachers from Shandong Yingcai University, and Zhejiang Institute of Communications, supporting the International Education Center’s China international student recruitment strategy.</li> <li>• Algonquin College International Education Centre renewed its long-term partnership with Manav Racha International University for offshore delivery of Algonquin College programs in India with a new collaborative education agreement signed and finalized in December 2016.</li> <li>• Forty-one prospective leads were generated for French Language training from the GTEC (Canada’s internationally recognized forum for excellence in innovation and government service delivery).</li> <li>• The Language Institute, in partnership with the Upper Canada School Board, delivered the International English Language Testing System, an internationally recognized English Language test, to International students at their schools in Brockville, Cornwall and Smith Falls.</li> <li>• Tim and Rosemary Campbell, long-time benefactors and supporters of the Perth Campus and the heritage programs, visited the campus in November to meet with first-year students of the Carpentry Joinery – Heritage diploma program. In addition to providing ongoing advice and inspiration, they made a \$5,000 donation to the program to help support the purchase of tools for the Joinery Shop. Using this donation as a starting point, the campus plans to grow its inventory of tools, including a mobile collection that will allow students to work on off-campus heritage field projects.</li> <li>• The School of Hospitality and Tourism secured a contract with Revera Retirement Living and Long Term Care Services Homes, to provide front-of-the-house service training.</li> <li>• The Construction Trades and Building Systems Department is partnering with the Canadian Fire Alarm Association to develop and deliver training.</li> <li>•</li> </ul>
<p><b>Student &amp; Employee Successes:</b></p> <ul style="list-style-type: none"> <li>• Digital Technologies &amp; Innovation</li> <li>• Student Services</li> <li>• Communications, Marketing &amp; External Relations</li> <li>• Academic</li> </ul>	<ul style="list-style-type: none"> <li>• The “Immunity Warriors” motion book/digital comic was developed by Applied Research students Kari Ball, Stephanie Paiement, Dom Richichi and Jason Eduardo Mata in collaboration with The Ottawa Hospital. The digital comic book was presented at the 2016 Canadian Immunization Conference on December 6 by Dr. Kumanan Wilson, and received favourable coverage in the Canadian Medical Association Journal. The digital comic book will be integrated with the ImmunizeCA App which has more than 165,000 Canadian users.</li> <li>• Algonquin College was a silver sponsor at the annual Celebration of People event that marks the International Day of the Disabled every year. Three individuals connected to Algonquin College won awards, Jim Kyte (Dean),</li> </ul>

	<p>Mathew Sillins (Algonquin College graduate supported by the Autism Spectrum Disorder transition team) and Shella White (employer partner).</p> <ul style="list-style-type: none"> <li>• Ben Bridgstock, Manager, Counselling Services, First Generation and Crown Ward, completed his MSc in Psychology, with a dissertation that explored perspectives towards harm reduction, and harm reduction practices in Ontario’s post-secondary institutions.</li> <li>• <i>Sharp</i> magazine published a feature on the Algonquin College Outdoor Adventure program instructor and course developer Ben Shillington, offering a glimpse into the calibre of the program and the potential of its graduates.</li> <li>• Algonquin College students shared first prize in the inaugural Mayor’s Cyber Challenge Cup beating out teams from Carleton University, the University of Ottawa, and La Cité.</li> <li>• On December 3 Perth Campus students, led by Carpentry and Joinery – Heritage second-year student Amy Webster, hosted the second “Student Maker’s Market” (the first was in April 2016) so that students could sell their handmade crafts and homemade goods. Wares included items such as pottery, jewellery, leatherwork, woodwork, and printmaking. The community enjoyed music and light refreshments. The event was offered in partnership by the campus, the Students’ Association and the ACHub.</li> <li>• Alanna MacDonald, Communications Coordinator and Professor, School of Hospitality and Tourism, completed her Master of Education through Athabasca University. Her area of specialization is Distance Education.</li> <li>• Alanna McDonnell was appointed Director, Marketing.</li> <li>• Suzannah DiMarco, Executive Administrator to the President and Board of Governors completed her Master of Arts, Leadership, through Royal Roads University. Her research addressed the student experience at Algonquin College.</li> <li>• Catherine Beddall, Baking and Pastry Arts professor, was featured in People Magazine’s Special Holiday Issue, with one of her gingerbread houses gracing the cover of <a href="#">Edible Ottawa’s holiday edition</a>. She also published a new cookbook that was featured in the Ottawa Citizen and other media.</li> <li>• The School of Hospitality and Tourism raised \$625 on December 21 for the Pat Hopp Bursary, and \$495 for the Canadian Mental Health Association through the Gingerbread House Fundraiser.</li> <li>• The 12<sup>th</sup> annual Operation Big Turkey charitable event took place December 22 to 24, when approximately 2,400 meals were prepared in Algonquin College kitchens for delivery to nearby community centres. The event was co-organized by Chris Knight, CEO of Knight Enterprises, and Chef Scott Warrick, Culinary Professor.</li> <li>• A hand-crafted cedar-strip canoe built by the Ottawa Campus Carpentry students was donated to the Shaw Woods Outdoor Education Centre. This past summer, the canoe was gifted to Algonquin College’s former Board Governor Fred Blackstein, who bestowed it upon Shaw Woods. The canoe now rests in its permanent position</li> </ul>
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	<p>on the wall of the shanty at Shaw Woods. On November 12, representatives from Shaw Woods, Algonquin College and Algonquins of Pikwakanagan came together to recognize the generous donation.</p> <ul style="list-style-type: none"><li>• Members of the Algonquin College Loggersports team attended the Grey Cup Parade and team festivities in Ottawa on November 29 as part of the College’s partnership with the Ottawa REDBLACKS football club. The Loggersports team received extensive national media coverage.</li><li>• The Faculty of Technology and Trades Student Support Specialist, Lisa Lamb, coordinated efforts to prepare Christmas Hampers 2016, which included winter clothing and linens for students in need. Financial donations collected in excess of expectations were given to a Biotechnology student in need of a bursary.</li><li>• Information Communications Technologies students shared first prize at the inaugural Mayor’s Cyber Challenge Cup.</li><li>• The Music Industry Arts program gratefully received a donation of a grand piano from Canadian Broadcasting Corporation, valued at \$80,000.</li><li>• Pre-Service Fire Fighter students raised \$1,700 on December 7 and 8, as part of their “boot drive” for the Algonquin College Food Cupboard.</li></ul>
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