

Meeting of the Board of Governors

MEETING NUMBER FIVE HUNDRED AND FOUR OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON MONDAY, OCTOBER 16, 2017, FROM 4:00 – 6:00 PM, BEST WESTERN PLUS, BELLS CORNERS, OTTAWA

AGENDA

1.	Celebrating Student Success - Developmental Services Worker Cooperative	C. Brulé	10 m.
2.	Constitution of the Meeting and Approval of the Agenda	P. Nadeau	1 m.
3.	Declarations of Conflict of Interest	P. Nadeau	1 m.
4a	Committee Reports	P. Nadeau	20 m.
	4a.1 Executive Committee Report	P. Nadeau	
	4a.2 Academic and Student Affairs Committee Report	S. Fournier	
	4a.3 Governance Committee Report	J. Robblee	
	4a.4 Foundation Report	M. Waters	
4b	Approval of the Board of Governors' meeting minutes	P. Nadeau	
	4b.1 Minutes of the Board of Governors' meeting of June 12, 2017	P. Nadeau	
	4b.2 Minutes of the Board of Governors' meeting of September 17, 2017		
5.	Business Arising from the Minutes		
	5.1 Executive Compensation Update	P. Nadeau	5 m.
	5.2 Learner-Driven Space Investment Case - Presentation	L. Stanbra, K. Pearson	20 m.
6.	Decision Items & Reports		
	6.1 Indigenous Gathering Circle - Investment Case	R. McLester	15 m.
	6.2 First Quarter 2017/2018 Financial Update	D. McNair	10 m.
	6.3 Approval to activate \$15M Line of Credit with Toronto Dominion Bank	D. McNair	1 m.
7.	Items for Information		
	7.1 Employee Engagement Survey Results Presentation	C. Frederick	10 m.
	7.2 First Quarter 2017/2018 Business Plan Update	D. Wotherspoon	
	7.3 Major Capital Projects – Quarterly Report	D. McNair	
	7.4 Workday Implementation Update	C. Frederick	
	7.5 Bill 148, Fair Workplaces, Better Jobs Act, 2017	C. Frederick	
	7.6 Report from the Board Chair	P. Nadeau	5 m.
	7.7 Report from the President	C. Jensen	5 m.

	7.8 Management Summary Report	Executive Team	
	7.9 Confirmation of Mandatory Government Remittances (hand-out)	D. McNair	
	7.10 YourAC Newsletter (September and October 2017)		
8.	Upcoming Events	Date	
	• Ottawa Campus 2017 Fall Convocation	October 25 - 28, 2017	
	• Colleges Ontario 2017 Higher Education Summit	November 25-27, 2017	
	• Board of Governors Christmas Dinner	December 04, 2017	
	• Board of Governors Meeting	December 11, 2017	
9.	IN CAMERA Meeting		
10.	Meeting Without Management		
	10.1 Evaluation of Board Committees (new survey tool)	P. Nadeau	
11.	Meeting Adjournment		

2017-18 BOG Work Plan

ROLE OF THE BOARD	MEETING DATES					
STRATEGIC DIRECTION SETTING- 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.	RESPONSIBLE AREA /PERSON	Oct 16 2017	Dec 11 2017	Feb 26 2018	Apr 16 2018	Jun 11 2018
<ul style="list-style-type: none"> New/ Suspended and Cancelled Academic Programs (ASAC Report) 	S. Fournier, C. Brulé	X	X	X	X	X
<ul style="list-style-type: none"> Healthy Living Education Initiative 	C. Brulé		tbc		tbc	
<ul style="list-style-type: none"> Five Year Capital Investment Plan 	D. McNair		X			
<ul style="list-style-type: none"> International Education Strategy Refresh 	D. Wotherspoon		X		X	
<ul style="list-style-type: none"> Major Capital Projects 	D. McNair	X	X	X		X
<ul style="list-style-type: none"> People Plan 	C. Frederick	X				
<ul style="list-style-type: none"> Executive Compensation Framework 	C. Jensen, C.		X			
<ul style="list-style-type: none"> Executive compensation 	C. Jensen			X	X	
<ul style="list-style-type: none"> Approval of 2018-2019 Business Plan and Budget 	D. Wotherspoon D. McNair			tbc		
<ul style="list-style-type: none"> Strategic Mandate Agreement – Present at September 2017 Board Retreat 	C. Brulé					
<ul style="list-style-type: none"> Lean Management Plan 	D. Wotherspoon		X			
<ul style="list-style-type: none"> IT Modernization Plan 	D. Wotherspoon				X	
<ul style="list-style-type: none"> Applied Research Plan 	D. Wotherspoon					X
<ul style="list-style-type: none"> Innovation and Entrepreneurship Plan 	D. Wotherspoon				X	
OVERSIGHT OF THE PRESIDENT – 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.						
<ul style="list-style-type: none"> Delegated to Executive Committee 	Algonquin College Executive team	X	X	X	X	X
PERFORMANCE MONITORING – The Board ensures that management has identified appropriate measures of performance, and has plans in place to address variances from expected/planned performance.						
<ul style="list-style-type: none"> Annual Report 2017-2018 and progress against Strategic Plan 2017-2022 	S. Anderson					X
<ul style="list-style-type: none"> Quarterly 2017-2018 Business Plan Update 	D. Wotherspoon	Q1	Q2	Q3		
<ul style="list-style-type: none"> Fourth Quarter 2017-2018 Business Plan performance 	D. Wotherspoon					Q4
<ul style="list-style-type: none"> Program Advisory Committee’s Annual Report (ASAC Report) 	C. Brulé		X			
<ul style="list-style-type: none"> Employee Engagement Update (presentation for Information) 	C. Frederick	X				

FINANCIAL OVERSIGHT – 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.	RESPONSIBLE AREA /PERSON	Oct 16 2017	Dec 11 2017	Feb 26 2018	Apr 16 2018	Jun 11 2018
• 2018-2019 Budget Assumptions and three-year pro forma	D. McNair		X			
• 2018-2019 Tuition and Fees Schedules	L. Stanbra		X			
• Banking Officers’ resolution	D. McNair					X
• Colleges of Applied Arts & technology (CAAT) Retirement Compensation Annual Report to Sponsors	C. Jensen					X
• Endowment Fund Performance Report	D. McNair					X
• Enterprise Resource Planning (Workday - included in major Capital Projects Reports)	D. McNair					
• Enterprise Resource Planning (Workday) Update (TBD-presentation or verbal)	C. Frederick	X			X	X
• Five Year Capital (this is already included in section above)	D. McNair		X			
• Learner Driven Space Investment Case	L. Stanbra	X				
• Learning Management System approval in principle	C. Brulé/D. Wotherspoon					X
• Quarterly 2017-2018 Financial Report	D. McNair	Q 1	Q2	Q3		
• Fourth Quarter Financial Results and Audited Financial Statements	D. McNair					Q4
RISK IDENTIFICATION AND OVERSIGHT – The Board oversees management’s risks program, and identifies unusual risks in the organization and ensures plans are in place to manage and prevent such risks.						
• 2017 Corporate Risk Profile	D. McNair		X			
• Freedom of Information Annual Report	D. McNair					X
• Cybersecurity Audit	D. Wotherspoon D. McNair					X
• IT Automation and Process Improvement Audit	D. Wotherspoon D. McNair		X			
STAKEHOLDER COMMUNICATION AND ACCOUNTABILITY – The Board ensures the organization appropriately contributes to strong stakeholder relationships, and advocates on behalf of College stakeholders in support of the mission, vision, values and strategic directions.						
• Strategic Plan 2017-2022 Communications Roll-Out	S. Anderson	X				
• Board of Governors’ Summer Key Message	S. Anderson	X				X
• Board of Governors’ Fall Key Message	S. Anderson		X			
• Board of Governors’ Winter Key Message	S. Anderson			X		
• Board of Governors’ Spring Key Message	S. Anderson				X	

GOVERNANCE – 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.	RESPONSIBLE AREA /PERSON	Oct 16 2017	Dec 11 2017	Feb 26 2018	Apr 16 2018	Jun 11 2018
• Review and adoption of the Governors’ Code of Ethical Conduct	P. Nadeau					
• Structure of Effective Board Meetings generative discussion	P. Nadeau					
• Board Committee reports (Academic & Student Affairs; Audit & Risk Management; Governance)	V. Tiqui-Sanford	X	X	X	X	X
• Foundation Board Report	L. Stanbra	X	X	X	X	X
• Appointment of new Governors for 2017-2018	P. Nadeau				X	
• Governance Committee Report to include Board Officer and Committee Appointments; BGI-01 Report Card; Governor	J. Robblee				X	
• Governance Committee report to include BOG Officer & Committee Memberships, Board Evaluation Report	J. Robblee					X
LEGAL COMPLIANCE – The Board ensures that appropriate processes are in place to effect compliance with legal requirements.						
• Confirmation of mandatory Government remittances	D. McNair	X	X	X	X	X

MEMO

DATE: October 16, 2017

TO: Board of Governors

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

SUBJECT: **Academic & Student Affairs Committee meeting of September 14, 2017**

For documentation in support of the agenda items, please visit the Board's SharePoint site; choose Academic and Student Affairs Committee, September 14, 2017 folder.

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL

1) Program Title Modification – Carpentry and Renovation Technician – Sustainable Design-Build

RESOLUTION

MOVED & SECONDED: J. McLaren & C. Jensen

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the program title modification from Carpentry and Renovation Technician, Ontario College Diploma to Carpentry and Renovation Technician – Sustainable Design-Build, Ontario College Diploma, effective Fall 2018.

CARRIED.

2) Program Title Modification – Spa Management

RESOLUTION

MOVED & SECONDED: J. McLaren & P. Nadeau

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the program title modification from Spa Management to Spa and Wellness Operations Management, Ontario College Graduate Certificate, effective Fall 2018.

CARRIED.

3) Co-op Modification – Mechanical Engineering Technology

RESOLUTION

MOVED & SECONDED: N. Kansal & J. McLaren

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of a co-op delivery option for the Mechanical Engineering Technology, Ontario College Advanced Diploma program, effective Fall 2017.

CARRIED.

- 4) Pathways to Indigenous Empowerment, Ontario College Certificate (OCC)

RESOLUTION

MOVED & SECONDED: N. Kansal & J. McLaren

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Pathways to Indigenous Empowerment - Preparation, Ontario College Certificate program, effective Winter 2018.

CARRIED.

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

- 1) Enrolment Update Report

Members reviewed the Enrolment Update on full time registrants as of June 30, 2017, and admissions update for the Fall 2017 term.

Members accepted this report for information.

- 2) Academic Program Dashboard Scorecard Report

Members reviewed the Academic Program Dashboard Scorecard Report that provides an update on overall academic program health indicators.

Members accepted this report for information.

- 3) ASAC Terms of Reference

Members reviewed the Committee responsibilities and made no changes to the document.

The Terms of Reference was accepted for information.

- 4) Students' Association 2017-18 Priorities

V. Ventura, President of Students' Association presented to the members the Students' Association 2017-18 Priorities. This year's priority list includes five items and the report and presentation were accepted for information.

- 5) Student Satisfaction - Key Performance Indicators (KPI) Strategies

M. Leduc briefed members with the planned strategies to raise the 2017-2018 Student Satisfaction Key Performance Indicators results. Remediation plans to improve these results will be taking place in six key areas of the College; Academic Development, Academic Operations and Planning, Student Support Services, Registrar's Office, Ancillary Services and Physical Resources.

Members accepted the report and presentations for information.

Enrolment Update (updated)

September 14, 2017

For the Academic and Student Affairs Committee

Prepared by Academic Operations and Planning
and the Registrar's Office

Enrolment Update – Spring 2017

(at June 30, 2017)

COLLEGE ENROLMENT - 2017 SPRING

(Post Secondary & Graduate Certificates)

	Actual (as of June 30, '17)	Approved Budget			Previous Year (as of June 30 '16)		
		Over / (Under) #	Over / (Under) %	Status	YoY #	YoY %	Status
Total Registered	3,302	44	1.4%	●	247	8.1%	●
Level 01	483	56	13.1%	●	150	45.0%	●
Returning	2,819	(12)	(0.4%)	●	97	3.6%	●
Domestic	2,695	(109)	(3.9%)	●	48	1.8%	●
International	607	153	33.7%	●	199	48.8%	●

Note for status indicators: green if year over year % = or > 0%; yellow if 0% to (2%); red if worse than (2%)

Exceeded Budget enrolment targets

Enrolment Update – Fall 2017

(at September 12, 2017)

COLLEGE ENROLMENT - 2017 FALL

(Post Secondary & Graduate Certificates)

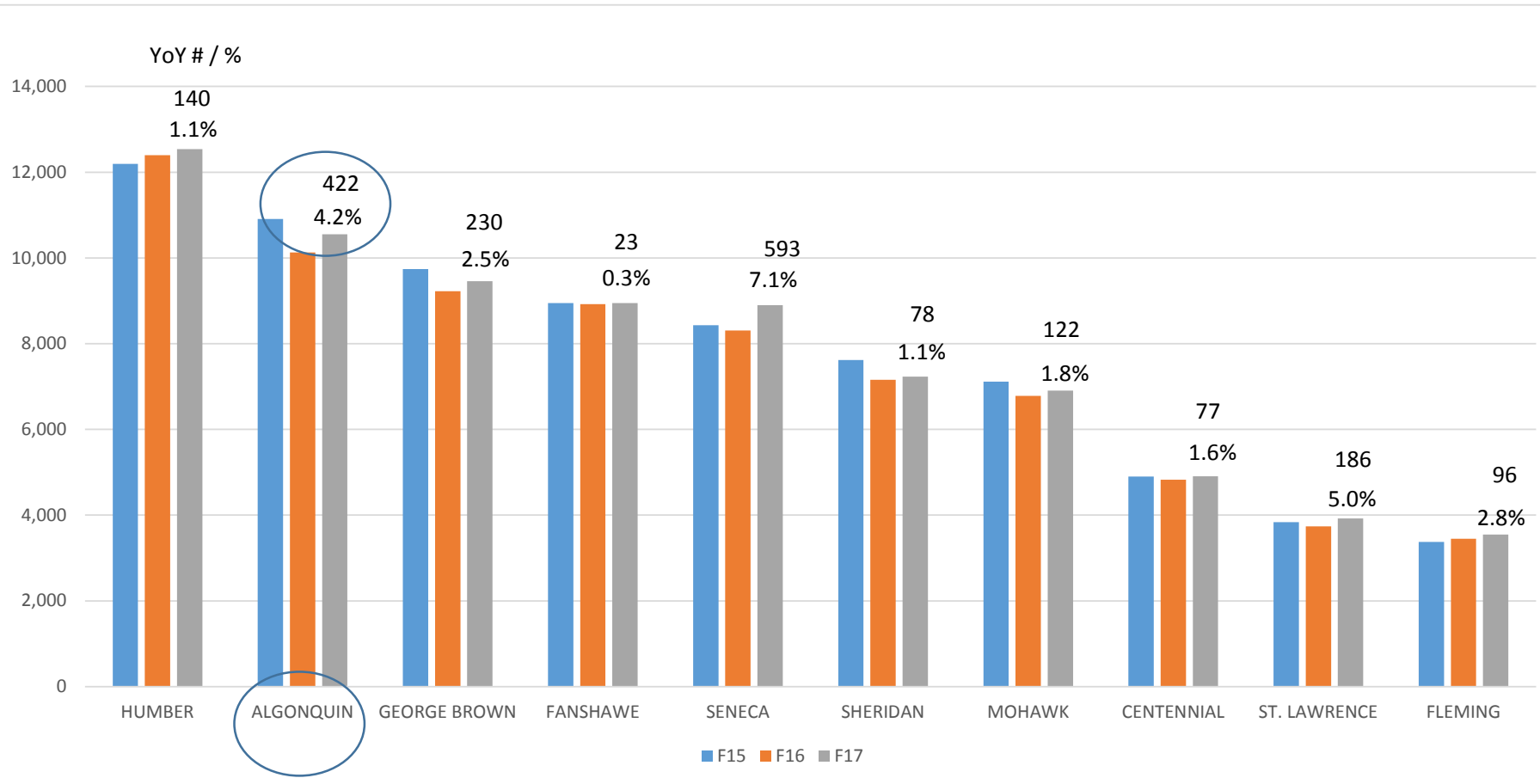
	Actual (at Sep. 12, '17)	% of Approved Budget %	Previous Year (at Sep. 13 '16)			F16 Actuals		
			YoY #	YoY %	Status	% of Audit %	Var. %	Status
Total Registered	18,758	106.3%	684	3.8%	●	103.5%	2.8%	●
Level 01	10,580	109.8%	568	5.7%	●	105.5%	4.3%	●
Returning	8,178	102.2%	116	1.4%	●	101.2%	1.0%	●
Domestic	16,522	104.6%	52	0.3%	●	103.6%	1.0%	●
International	2,236	121.5%	632	39.4%	●	102.6%	18.9%	●

Note for status indicators: green if year over year % = or > 0%; yellow if 0% to (2%); red if worse than (2%)

- Record enrolment levels
- On track to Budget enrolment

Ontario College Application Service Three Year Confirmations Trend

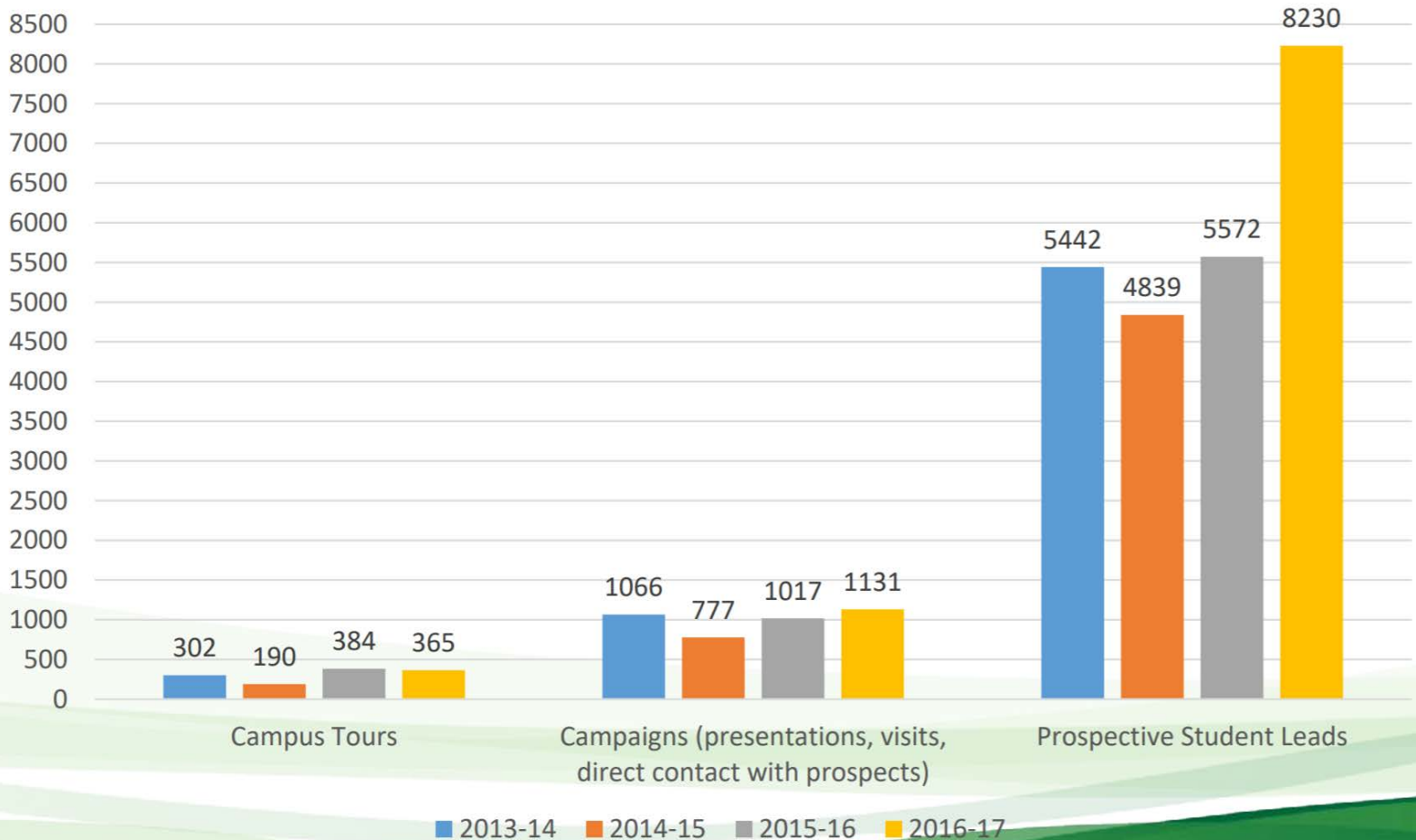
as of September 13, 2017 (level one, domestic)



Recruitment and Admissions Update



Recruitment Activity 17F (fall to present) Four Year Comparison, as of Aug. 31, 2017 (end of cycle)



Thank you

Robert C. Gillett Student Commons

ALGONQUIN
COLLEGE

DATE: October 16, 2017
TO: Board of Governors
FROM: Governor Jim Robblee, Chair, Governance Committee
SUBJECT: Governance Committee meeting September 01, 2017

For documentation in support of the agenda items, please visit the Board's SharePoint site; choose the Governance Committee meeting folder, September 01, 2017.

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) Board of Governors' Terms of Office and planning for the recruitment of new Governors
Members were referred to the Board of Governors' Terms of Office and planning for the recruitment of new Governors for the 2018-2019 Academic Year. Governor Cheng's term of office comes to an end on August 31, 2018, and this vacancy will be filled by the dates given in the work plan. Candidates who were interviewed for the 2017-2018 campaign will be revisited and area of expertise reviewed against the Board of Governors Skills Matrix to identify where gaps in membership are evident. Selected candidate names will be brought forward to the Board members for consideration.
Members accepted this report for information.

2) Lieutenant Governor in Council (LGIC) Applications Update
Members were provided with an update on the 2016-2017 LGIC Governor applications. Governor Sample's application has been processed and approved effective September 01, 2017 to August 31, 2020. Governor Water's application is currently under review and awaiting Cabinet approval. As per the Ministry of Advanced Education and Skills Development Directive – Board Nominations and By-law #1, Governor Brockbank's application will not be going forward as there are only two positions to be filled out of the four seats allocated. Algonquin College LGIC submission nominations effective September 1, 2017, as outlined on the Public Appointments Secretariat (PAS) website, will read:

1. Shellee Fournier - (September 2016 – August 2019): 1st term
2. Peter Nadeau - (December 2013 – August 2019): 1st and 2nd term
3. Kelly Sample - (September 2017 – August 2020): 1st term
4. Michael Waters - (September 2017 – August 2019): 1st and only term as LGIC

3) Governance Committee 2017-18 Work Plan

Members were referred to the Governance Committee 2017-18 Work Plan. Committee Chair Robblee requested for the October 30, 2017 meeting be rescheduled. The meeting has been rescheduled to November 15, 2017.

Members accepted the Work Plan as presented.

4) Governance Committee Terms of Reference

Members were referred to the Governance Committee Terms of Reference.

Members accepted this material for information.

5) Professional Development for Governors (Higher Education Summit)

Members of the Governance Committee approved 11 governor applications for the 2017 Higher Education Summit in Toronto for November 24-27, 2017. Attendance at the Higher Education Summit continues to be a beneficial professional development networking opportunity for Board members and will also serve the requirement for all of our new Governors to attend Provincial level Board orientation. The members approved to attend the summit are as follows:

- | | |
|--------------------|---------------------------|
| 1. Audrey Lawrence | 7. Peter Nadeau |
| 2. Gail Beck | 8. Steve Barkhouse |
| 3. Jim Brockbank | 9. Stephen Heckbert |
| 4. Jay McLaren | 10. Valerie Sayah-Hoareau |
| 5. Krisha Stanton | 11. Naina Kansal |
| 6. Nancy Cheng | |

6) Review BGI-04 – Responsibility of the BOG Chair

Members reviewed the Board Governance Policy BGI-04 – Responsibility of the BOG Chair, included in their package. Some minor suggested rewording to the policy will be brought forward to a future board meeting.

7) Evaluation of Board Committees (new survey tool)

Members were referred to the Evaluation of Board Committees. It was suggested that this be tabled at the October 16, 2017 Board meeting during the meeting without management session to determine how it be used.

Members accepted this for information.

8) FOR INFORMATION

President Jensen noted that based on the Terms of Reference of the Audit and Risk Management Committee, there should be four members plus the Board Chair. There are currently five Board members plus the Board Chair. President Jensen recommended that the current committee membership remain unchanged, and that the Audit and Risk Management

MEMO



President/Board of Governors

Committee's Terms of Reference be reviewed at the October 26, 2017 Audit and Risk Management Committee meeting.

MEMO

DATE: October 16, 2017

TO: Board of Governors

FROM: Algonquin College Foundation Board of Directors

SUBJECT: **Foundation Report**

Donations and Gifts in Kind

As of August 31, 2017, the Foundation realized \$1,661,356 from fundraising revenue and endowment contributions. This is 48% of the \$3,470,778 goal for 2017-18.

Largest Alumni Donation in Algonquin College's History

The Algonquin College Foundation is proud to announce the anonymous donation of \$250,000 from an Algonquin College Alumnus that will support two new student bursaries in the School of Business and the School of Technology and Trades. This was the donor's second gift of this size in the last year, bringing their total to \$500,000. The donor credits their education and training at Algonquin College as the reason for their success in their chosen profession.

President Cheryl Jensen's Birdies for Bursaries Golf Tournament



On May 23, the Foundation's annual fundraising golf tournament was held at Loch March followed by an incredible reception and dinner at Restaurant International. The keynote speaker for the event was Omar Alhattab. Omar shared his own personal journey when he was a student at Algonquin College and how an emergency bursary made a huge impact on his life.

Since its inception, this tournament has raised almost \$1.2 million to support more than 600 students who were at risk of leaving school due to financial hardships. This year's tournament raised approximately \$55,000.

New Foundation Board Members

At the Foundation's Annual General Meeting in June, three new Board members were voted in as Directors: Jeff Darwin, Vice-President, Business Optimization, Stratford Managers Corporation; Cheryl Hammond, Director of Advertising, Metroland News, and Christina Tessier, Director General, Canada Science and Technology Museum.

MEMO

Foundation and 50th Recognition Event



On June 10, 2017, the Algonquin College Foundation was honoured to host a special recognition event in honour of Ken Shoultz, the first principal of the Ontario Vocational Centre and the first Dean of the Technical Centre for Algonquin College. The reception featured the rededication of the original plaque of the Ontario Vocational Centre, originally unveiled at the official opening on

May 3, 1965 by the Honourable W. Davis, Ontario Minister of Education, and the Honourable A. MacEachen, Federal Minister of Labour. In addition, a wing in the Algonquin Centre for Construction Excellence Building was re-named K.G. Shoultz Way in recognition of Ken's commitment to Algonquin College, education and most of all the students.

Mr. Shoultz, who passed away in early September, was a leader in the creation of many of the programs still offered in the Faculty of Technology and Trades today.

Two new endowments were created as well: the K.G. Shoultz Electrical and Electronics Bursary and in memory of Ken's wife Doris who attended Algonquin College as a mature student, the Doris Shoultz Library Technician Program Bursary.

Perth Campus 50th Anniversary Golf Tournament



A 50th Anniversary Golf Tournament was held in Perth and raised over \$12,500 for a bursary supporting students in financial need at the Perth Campus. A volunteer committee made up of Perth Campus employees, Foundation staff, and community members did an excellent job growing the annual Perth event this year.

Alumni and Friends Network

The Foundation welcomed Ben Dinh to the team in August as the College's first Manager of Alumni Engagement. In his new role, Ben will bring his extensive Algonquin College experience to provide leadership, vision and strategic direction to the Alumni and Friends Network. Ben will be leading the development and execution of a comprehensive alumni engagement strategy that will advance the alumni goals of the College's 2017-2022 Strategic Plan.

MEMO

Pembroke Campus Donor Recognition



Country Music Artist Jason Blaine and his wife Amy, both alumni, were back at the Pembroke Campus to unveil a plaque honouring the achievement of their \$100,000 commitment to the capital campaign. The funds were raised through the Jason Blaine Celebrity Charity Golf Classic and concert. Jason and Amy have indicated that future funds raised from this event will go to the establishment of a bursary at the Pembroke campus.

Chief Fundraising Strategist Update

The Office of the Chief Fundraising Strategist is currently managing a portfolio of 37 donor prospects with the capacity of giving transformational gifts of \$1 million or more. Discussions continue with eight of these potential donors with projected asks in excess of \$16 million.

In an effort to broaden Algonquin College’s cultivation reach with these prospects and to increase the pool of leadership donor prospects, the President’s Advisory Committee on Transformational Gifts is being formed to assist the Office of the President in identifying, cultivating, and stewarding leadership gifts to support the advancement of Algonquin College’s vision for innovation and entrepreneurship. The Committee is chaired by President Jensen and will meet six times over the next 12 months. The first meeting will be hosted this fall. This Advisory Committee will report regularly to the Algonquin College Foundation Board through the Chief Fundraising Strategist and the Foundation Board Chair.

Upcoming Events

Colleges Ontario Premier’s Awards – Toronto	Monday November 27, 2017
Algonquin College’s 50 th Anniversary Gala	Thursday May 3, 2018

BOARD OF GOVERNORS MEETING

MINUTES OF THE ANNUAL GENERAL MEETING AND MEETING NUMBER FIVE HUNDRED AND THREE OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON MONDAY, JUNE 12, 2017 AT 4:00 PM, IN CA105, AT THE OTTAWA CAMPUS.

<p><u>Present:</u> Kathryn Leroux, Chair Cheryl Jensen, President Jay McLaren Jim Brockbank Dr. Jim Robblee Kelly Sample Lynne Clark Mark Sutcliffe Michael Waters Pam Auchterlonie Peter Nadeau Shellee Fournier Sherryl Fraser Stephen Heckbert</p> <p><u>Regrets:</u> Nancy Cheng Sara Loyst</p>	<p><u>Algonquin College Executive Team:</u> Claude Brulé, Academic Duane McNair, Finance & Administration Cathy Frederick, Human Resources Doug Wotherspoon, International & Strategic Planning Laura Stanbra, Student Services Ron Deganadus McLester, Indigenous Initiatives Scott Anderson, Communications, Marketing & External Relations Tracy McDougall, Director, President’s Office</p> <p><u>Guests:</u> J. Doyle, General Manager, Algonquin College Student’s Association Victoria Ventura, President, Student’s Association Laura Dimic, Marketing and Conference Sales Coordinator. 2009 Graduate Brittany Leach, Event Management Student Todd Schonewille, Director, Physical Resources</p> <p><u>Recorder:</u> Victoria Tiqui-Sanford, Assistant to the Board of Governors</p>
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Chair Leroux constituted the meeting at 4:05 pm with agenda number 1. Celebrating Success – Event Management Program from the regular Board of Governors meeting.

1. CELEBRATING SUCCESS – Event Management Program

C. Brule, Senior Vice President introduced Laura Dimic, Event Management 2009 graduate, Brittany Leach, a current student in the Event Management program, and Sylvia Densmore, Program Coordinator.. L. Dimic and B. Leach provided members with the background on the achievements of the Event Management program students in meeting the “One million dollars granting one hundred wishes” program for the Children’s Wish Foundation of Canada, National Capital Chapter.

In 2008, the Event Management faculty offered experiential learning by matching the program with a charity partner. During the school year, students plan and execute a number of events, with all proceeds supporting the Children’s Wish Foundation of Canada, National Capital Chapter. In the Fall 2012, the School announced its plans to raise \$1 million for the “Creating Magic” program in support of The Children’s Wish Foundation.

June 12, 2017

On May 13, 2017, the Event Management program's 25th anniversary was held. The gala marked the program's achievement – raising \$1 million for the Children's Wish Foundation and was pleased to grant their 100th wish – a package of Ottawa Senators' gear for one of the team's biggest fans.

The Changemaker Award was awarded by Chair Leroux to the students of the Event Management Program. Chair Leroux also congratulated them on their achievements.

MINUTES OF THE ANNUAL GENERAL MEETING

1. CONSTITUTION OF THE MEETING & APPROVAL OF THE AGENDA

Chair Leroux constituted the Annual General Meeting at 4:15 pm.

RESOLUTION

MOVED & SECONDED: S. Fraser & S. Heckbert

THAT the Board of Governors approves the meeting agenda.

CARRIED.

2. DECLARATION OF CONFLICT OF INTEREST

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

3. 2016-2017 AUDITED FINANCIAL STATEMENTS

D. McNair, Vice President, Finance and Administration presented the members with highlights of the 2016-2017 Audited Financial Statements. The Draft Audited Financial Statements of Algonquin College are prepared in a format required by the Ministry of Advanced Education and Skills Development that complies with financial reporting standards set by the Public Sector Accounting Board.

Current assets have increased by \$8.8 million due to an increase in cash holdings offset by a decrease in short-term investments and accounts receivable. Long-term assets have increased by \$9.1 million due to increases in the net book value of capital assets, in buildings and site improvements. Current liabilities have increased by \$12.4 million due to an increase in accounts payable, accrued liabilities, and deferred revenue. These cumulative changes to the Statement of Financial Position have resulted in a current ratio of 1.48 compared to 1.63 for the prior year.

RESOLUTION

MOVED & SECONDED: M. Waters & J. Brockbank

a. **THAT** the Board of Governors approves the 2016-2017 Draft Audited Financial Statements of Algonquin College (Appendix A: 2016-2017 Audited Financial Statements – Algonquin College); and

b. **THAT** the Board of Governors approves the transfer of \$2,458,035 from internally restricted net assets to unrestricted net assets.

CARRIED.

June 12, 2017

4. BOARD OFFICER & COMMITTEE MEMBERSHIP APPOINTMENTS 2017-2018

Governor L. Clark, Acting Chair, Governance Committee referred members to the Board Officer and Committee Membership Appointments for 2017-2018.

OFFICERS OF THE BOARD 2017-2018

BOARD EXECUTIVE COMMITTEE	
Chair, Board of Governors	Peter Nadeau
Vice Chair, Board of Governors	Jim Brockbank
President	Cheryl Jensen
Chair, Academic & Student Affairs Committee	Shellee Fournier
Chair, Audit & Risk Management Committee	Nancy Cheng
Vice Chair, Audit & Risk Management Committee	Kelly Sample
Chair, Governance Committee	Dr. Jim Robblee
ACADEMIC & STUDENT AFFAIRS COMMITTEE	
Chair, Academic & Student Affairs Committee	Shellee Fournier
Chair, Board of Governors	Peter Nadeau
President	Cheryl Jensen
Governor	Jay McLaren
Governor	Stephen Heckbert
Governor	Naina Kansal
Resource - Senior Vice President, Academic	Claude Brulé
Resource - Vice President, Student Services	Laura Stanbra
AUDIT AND RISK MANAGEMENT COMMITTEE	
Chair, Audit and Risk Management Committee	Nancy Cheng
Vice Chair, Audit and Risk Management Committee	Kelly Sample
Chair, Board of Governors	Peter Nadeau
President	Cheryl Jensen
Governor	Michael Waters
Governor	Cyril McKelvie
Governor	Steve Barkhouse
Resource - Vice President, Finance and Administration	Duane McNair
GOVERNANCE COMMITTEE	
Chair, Governance Committee	Jim Robblee
Chair, Board of Governors	Peter Nadeau
President	Cheryl Jensen
Governor	Audrey-Claire Lawrence
Governor	Gail Beck
Governor	Krishna Stanton
Governor	Valerie Sayah-Hoareau
ALGONQUIN COLLEGE FOUNDATION	
President	Cheryl Jensen
Board of Governor Representative	Michael Waters

RESOLUTION

MOVED & SECONDED: S. Fraser & J. Brockbank

THAT the Governance Committee recommends to the Board of Governors the appointment of Officers of the Board and memberships on Board Committees with terms beginning September 1, 2017 to August 31, 2018.

CARRIED.

5. APPOINTMENT OF THE AUDITORS FOR 2017-2018

Governor M. Waters, acting on behalf of Nancy Cheng, Chair, Audit and Risk Management Committee referred members to the Appointment of the Auditors for 2017-2018.

RESOLUTION

MOVED & SECONDED: K. Sample & S. Fraser

THAT the Board of Governors approves the extension of the current agreement with Deloitte for external audit services by one additional year as recommended by the Audit and Risk Management Committee.

CARRIED.

6. BANKING OFFICERS RESOLUTION

D. McNair briefed members on the updated list of the banking officers of the College. Once approved, the resolution is supplied to the College's financial institutions as validation of those individuals with signing authority for banking purposes at Algonquin College.

RESOLUTION

MOVED & SECONDED: J. Brockbank & P. Nadeau

THAT the Board of Governors approves the report: Banking Officers Resolution.

CARRIED.

7. ALGONQUIN COLLEGE FOUNDATION BOARD OF DIRECTORS APPOINTMENTS 2017-2018

A. Desjardins, Executive Director, Foundation referred members to the Algonquin College Foundation Board of Directors Appointment 2017-2018. The following is a complete listing of the Foundation Board of Directors:

2017-2018 FOUNDATION BOARD OF DIRECTORS	
Chair	Rodney Wilson
Past Chair	John Owens
President	Cheryl Jensen
Secretary	Rod Vanier
Treasurer	Duane McNair
Ashley Brambles	
Ashley Brambles	Michael Waters
Cheryl Hammond	Rabbi Reuven Bulka
Denise Siele	Randy Tivy
Jeff Darwin	Rena Bowen
Jeff Turner	Victoria Ventura
Michael O'Byrne	

June 12, 2017

RESOLUTION

MOVED & SECONDED: L. Clark & J. Brockbank

THAT the Board of Governors approves the appointments of Cheryl Jensen, President, Algonquin College, and Michael Waters, Board of Governors designate to the Foundation Board of Directors made effective at the Foundation Annual General Meeting on June 8, 2017.

CARRIED.

MINUTES OF MEETING NUMBER FIVE HUNDRED AND THREE

2. CONSTITUTION OF THE MEETING & APPROVAL OF THE AGENDA

Chair Leroux constituted the regular meeting at 4:15 pm.

RESOLUTION

MOVED & SECONDED: P. Nadeau & S. Fraser

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: S. Heckbert & J. Robblee

THAT the Board of Governors approves the consent agenda.

CARRIED.

4.1 Minutes of the Board of Governors meeting of April 10, 2017

RESOLUTION

THAT the Board of Governors approves the meeting minutes of April 10, 2017.

4.2 Executive Committee Report

Chair Leroux provided a verbal update regarding Executive Committee activities.

4.3 Academic and Student Affairs Committee Report

The Academic and Student Affairs Committee Report provided the members with information from the meeting held on May 29, 2017. Enrolment updates have been highlighted in the report and the request for approval of the new Diagnostic Cardiac Sonography, OCGC program. Members accepted this report for information.

June 12, 2017

Diagnostic Cardiac Sonography, OCGC

RESOLUTION

THAT the Board of Governors approves the Diagnostic Cardiac Sonography, Ontario College Graduate Certificate program effective Fall 2018.

CARRIED.

4.4 Audit and Risk Management Committee Report

The Audit and Risk Management Committee Report provided members with information from the meeting held on May 25, 2017. Members received this report for information.

4.5 Governance Committee Report

The Governance Committee report provided members with information from the meeting held on May 29, 2017. The report requested approvals for the revised Terms of Reference for both the Audit and Risk Management Committee and Governance Committee, and the Board of Governors Meeting Evaluation Survey tool. Members received this report for information.

Terms of Reference for the Audit and Risk Management Committee and Governance Committee.

RESOLUTION

THAT the Board of Governors approves the Terms of Reference for the Audit and Risk Management Committee and Governance Committee.

CARRIED.

Board of Governors Meeting Evaluation Survey tool

RESOLUTION

THAT the Board of Governors approves the use of the Board of Governors Meeting Evaluation Survey tool for all Board of Governors meetings and Board Committee meetings.

CARRIED.

4.6 Foundation Report

The Foundation Report provided members with an update on the Foundation Board activities. Members accepted this report for information.

5. BUSINESS ARISING FROM THE MINUTES

5.1 Executive Compensation Update

President Jensen provided a brief update on the Executive Compensation Program. Chair Leroux advised members that this will be discussed at the July 11 Executive Retreat and recommendations that arise will be brought forward at the September 18, 2017 Board of Governors Retreat.

5.2 Athletics Recreation Complex

D. McNair introduced Victoria Ventura, President, Students' Association who presented the proposed Algonquin College Students' Association Athletics Recreation Complex. V. Ventura provided information regarding the construction of the Athletics Recreation Complex with an estimated size of 100,000 gross square feet and an estimated capital cost of \$50 million. D. McNair referred members to the sources of funds for the project. The proposed funding will utilize \$5.5 million from the College's reserves, and \$14 million from the Student's Association reserves. The

June 12, 2017

remaining \$30.5 million will be financed. The Algonquin Students' Association is seeking agreement from Algonquin College to collaborate on the construction of the Athletics Recreation Complex. Questions from members related to the projects' financials and project phases were answered.

RESOLUTION

MOVED & SECONDED: S. Heckbert & L. Clark

THAT the Board of Governors approves the allocation of up to \$5.5 million from College reserves to collaborate with the Algonquin Students' Association in the construction of a new Athletics Recreation Complex provided that the following conditions are met:

- All regulatory and legislative requirements, including Section 28 of the Financial Administration Act, are met; and
- A favourable operating agreement between the Algonquin Students' Association and Algonquin College has been reached; and
- The Algonquin Students' Association acquires suitable loan financing.

CARRIED.

5.3 Fourth Quarter 2016-2017 Financial Report

D. McNair referred members to the Fourth Quarter 2016-2017 Financial Report. The Fourth Quarter 2016-2017 Financial Report provides a detailed financial summary of the results achieved for the fiscal year ended March 31, 2017, with a comparison of those results to the 2016-2017 Approved Annual Budget.

Major variances between the budget and actual results were presented and are included in the Report with explanations. In summary, the College achieved a \$5.5 million surplus compared to a budgeted deficit of \$6.7 million for the fiscal year ended March 31, 2017.

6. DECISION ITEMS AND REPORTS

6.1 Major Capital Projects (Quarterly Report)

D. McNair briefed members on the financial overview and update on the progress of the College's major capital projects underway in 2016-2017. The current and active major capital projects included in this report are:

1. Energy Service Company project (ESCO 2);
2. Enterprise Resource Planning – Workday (Project Fusion);
3. Innovation Centre;
4. Equipment Renewal and Electrical Lab Alterations Project in the Algonquin Construction Centre of Excellence;
5. Welding Lab Project at the College's Transportation Technology Centre – Building S; and
6. Transformer Replacement Project.

Members' questions were answered and the report was accepted for information.

6.2 Pedestrian Bridge to Bus Rapid Transit Station

D. McNair and T. Schonewille, Director, Physical Resources provided the members with the Pedestrian Bridge to Bus Rapid Transit Station presentation. They briefed the members on a proposal to participate in the construction of an above grade pedestrian walkway linking the Algonquin Centre for Construction Excellence facility with the new Baseline bus rapid transit station (scheduled for

completion in 2023). The cost of construction of the pedestrian bridge will be shared (50% by the City of Ottawa and 50% by Algonquin College). Questions from members were answered and the report was accepted for information.

RESOLUTION

MOVED & SECONDED: J. Roblee & P. Nadeau

THAT the Board of Governors approves an investment of up to \$3.1 million from the College's Reserve Funds between 2018 and 2023 to support the construction of a pedestrian bridge, in collaboration with the City of Ottawa, between the new Baseline bus rapid transit station and the Algonquin Centre for Construction Excellence.

CARRIED.

6.3 Learner Driven Student Space Project

L. Stanbra, Vice President, Student Services provided the members with a presentation on the preliminary draft of the Learner Driven Student Space Project. She briefed members on the development of an Investment Case proposal to upgrade, modernize and centralize some of the College's aging core service delivery locations. The College's service space offerings are not intuitive, and do not provide a learner-driven experience to adequately serve students' evolving needs. The majority of these services are critical to the admission and on-boarding process of students. Areas under review of a potential modernization and co-location include:

- Registrar's Office (including Financial Aid and Students Awards),
- Services for International Students,
- Student Identification Cards,
- Parking Passes,
- Lockers,
- Prior Learning Assessment and Recognition,
- Technology help for students, and
- The Test Centre.

Questions from members were answered. The business case will be presented to the Board for approval in October 2017. This date will be a critical decision point, if approved, to meet an August 2018 launch of service space. The report was accepted for information.

7. ITEMS FOR INFORMATION

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

7.1 Algonquin College Strategic Mandate Agreement

President Jensen briefed members on the Algonquin College Strategic Mandate Agreement. The purpose of this report is to provide an update to the Board of Governors on the development and negotiation of the College's 2017-2020 Strategic Mandate Agreement with the Ministry of Advanced Education and Skills Development. The final report will be brought to the Board of Governors at a Fall 2017 meeting before submission to the Ministry of Advanced Education and Skills Development. The report was accepted for information.

7.2 2016-2017 Annual Report and Progress Against Strategic Plan 2012-2017

President Jensen referred the members to the 2016-2017 Algonquin College Annual Report. Questions from the members were answered and minor editing will be made to the report.

June 12, 2017

RESOLUTION

MOVED & SECONDED: J. Brockbank & J. McLaren

THAT the Board of Governors approves the 2016-2017 Algonquin College Annual Report.

CARRIED.

7.3 Board of Governors Newsletter Spring 2017

The report was accepted for information.

7.4 Report from the Board Chair

Chair Leroux introduced the Governors-elect who attended the meeting and thanked all retiring governors.

The report was accepted for information.

7.5 Report from the President

President Jensen thanked Chair Leroux for her commitment in serving as the Board Chair since 2015 and her membership as a Governor since 2011. President Jensen also provided some highlights on the Employee Engagement results and plans to address engagement results at a Fall 2017 board meeting, along with the final People Plan strategy.

The report was accepted for information.

7.6 Management Summary Report

The report was accepted for information.

7.7 2016 Freedom of Information and Protection of Privacy Act Annual Report

The report was accepted for information.

7.8 Investment Performance Report as at March 31, 2017

The report was accepted for information.

7.9 Fourth Quarter 2016-2017 Business Plan Update

The report was accepted for information.

7.10 People Plan

The report was accepted for information.

8. Upcoming Events

Chair Leroux provided highlights of upcoming events.

The Regular meeting adjourned at 5:57. Governors M. Sutcliffe and M. Waters exited the meeting at 6:00 pm.

June 12, 2017

9. IN CAMERA

An In Camera session began at 6:09 pm.

RESOLUTION

MOVED & SECONDED: S. Heckbert & L Clark

THAT the Board of Governors move to in camera session to discuss the Algonquin College Student Residence.

CARRIED.

RESOLUTION

MOVED & SECONDED: J. Brockbank & M. Sutcliffe

THAT the Board of Governors moves out of In Camera at 7:15 pm.

CARRIED.

10. MEETING ADJOURNMENT

There being no further business, the meeting was adjourned at 7:20 pm.

Peter Nadeau, Chair

Victoria Tiqui-Sanford, Recorder

APPENDIX A: Observers:

Paul Gardner, Business Administrator, Special Projects, Finance and Administration
Emily Woods, Acting Manager, Financial Services
Grant Perry, Associate Director, Finance
Brent Brownlee, Director, Ancillary Services
Altaf Sovani, Chair, School of Hospitality & Tourism
Sylvia Densmore, Coordinator and Professor - Event Management Program
Claire Tortolo, Professor - EAP International
Jack Wilson, Professor, Police & Public Safety Institute
Wayne Dalrymple, Professor, Information and Communications Technology
Todd Schonewille, Director, Physical Resources
Mark Leduc, Executive Director, Academic Operations and Planning
Gail Beck, Governor-Elect
Audrey Lawrence, Governor-Elect
Jim Kyte, Dean, Scholl of Hospitality & Tourism
Sandra Larwill, Academic Manager, Centre for Continuing and Online Learning
Shelly Styles, Director, Student Support Services
Krisha Stanton, Senior Manager, Enrolment and Financial Support Services
Krista Pearson, Registrar
Ruth Dunley, Communications Officer, Public Relations and Communications
Amy Desjardins, Chief Fundraising Strategist
Naina Kansal, Board of Governors Student Representative
Valerie Sayah-Hoareau, Board of Governors Support Staff Representative

**BOARD OF GOVERNORS MEETING
2017 FALL BOARD RETREAT
SEPTEMBER 17, 2017**

MINUTES OF THE MEETING OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON SUNDAY, SEPTEMBER 17, 2017 AT 4:50 PM, AT THE BEST WESTERN PEMBROKE INN AND CONFERENCE CENTRE, PEMBROKE, ONTARIO.

<p><u>Present:</u> Peter Nadeau, Chair Cheryl Jensen, President Jim Brockbank Jim Robblee Kelly Sample Nancy Cheng Shellee Fournier Audrey-Claire Lawrence Gail Beck Jay McLaren Krisha Stanton Naina Kansal Stephen Heckbert Steve Barkhouse Valerie Sayah</p>	<p><u>Regrets:</u> Cyril McKelvie Michael Waters</p> <p><u>Algonquin College Executive Team:</u> Cathy Frederick, Human Resources Claude Brulé, Academic Doug Wotherspoon, International & Strategic Planning Duane McNair, Finance & Administration Laura Stanbra, Student Services Ron Deganadus McLester, Indigenous Initiatives Scott Anderson, Communications, Marketing & External Relations Tracy McDougall, Director, President's Office</p> <p><u>Recorder:</u> Victoria Tiqui-Sanford, Assistant to the Board of Governors</p>
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1. CONSTITUTION OF THE IN CAMERA MEETING

Chair Nadeau constituted meeting at 4:50 pm.

2. CONFLICT OF INTEREST DECLARATION

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

3. APPROVAL OF THE AGENDA

The agenda and the in camera meeting were approved by consensus.

4. BUSINESS ARISING FROM THE MINUTES

4.1 Strategic Mandate Agreement – Board Awareness

President Jensen and C. Brulé, Senior Vice President of Academic referred members to Strategic Mandate Agreement provided in advance of the meeting. This agreement is the final draft of the College's 2017-2020 Strategic Mandate Agreement with the Ministry of Advanced Education and Skills Development. The last Strategic Mandate Agreement between the College and the Ministry

was signed on May 08, 2014. The term of the new Strategic Mandate Agreement being negotiated is from April 1, 2017 to March 31, 2020.

Once the Agreement has been signed by both the Deputy Minister of Advanced Education and Skills Development and the College President, it will be posted on both the Ministry and College websites. The Ministry anticipates signing Strategic Mandate Agreements in early Fall 2017 once it has received all 44 final drafts. The final draft version of the College's 2017-2020 Strategic Mandate Agreement aligns with the College's 2017-2022 Strategic Plan and will provide the framework within which the College will engage with government over the next three years.

RESOLUTION

MOVED & SECONDED: G. Beck & J. Brockbank

THAT the Board of Governors endorse Algonquin College's 2017-2020 Strategic Mandate Agreement.

CARRIED.

4.2 IN CAMERA

An In Camera session began at 5:15 pm.

RESOLUTION

MOVED & SECONDED: S. Fournier & N. Kansal

THAT the Board of Governors move to in camera session to discuss the following agenda items:

4.2a. Executive Compensation Update

4.2b. Bill 148

4.2c. Work Disruption

CARRIED.

RESOLUTION

MOVED & SECONDED: J. Brockbank & G. Beck

THAT the Board of Governors moves out of In Camera at 6:18 pm.

CARRIED.

5. MEETING ADJOURNMENT

There being no further business, the meeting was adjourned at 6:18 pm.

Peter Nadeau, Chair

Victoria Tiqui-Sanford, Recorder

Report title:	Learner Driven Space Investment Case
Report to:	Board of Governors
Date:	October 16, 2017
Author/Presenter:	Laura Stanbra, Vice-President, Student Services Krista Pearson, Registrar

1. RECOMMENDATION:

THAT the Board of Governors approves the allocation of up to \$8 million from the College’s reserve fund for future capital expansion to complete the renovation of the lower level of the Building C Innovation Centre and create a learner driven space.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide information to the Board of Governors regarding the construction completion and fit-up of the lower level of the Innovation and Entrepreneurship Learning Centre with an estimated size of 24,000 gross square feet and total capital cost up to \$8 million.

3. BACKGROUND:

The Learner Driven Space proposal will serve to complete the construction and fit-up of the Innovation and Entrepreneurship Learning Centre scheduled for the end of April of 2018.

Algonquin College’s primary student admissions and registration spaces have not kept pace with the significant enrolment growth and needs of diversified segments of the College’s new and returning student population at the Ottawa campus. The efficiency and effectiveness of the 30-year-old in-person registration area is incapable of delivering upon Algonquin College’s Learner Driven focus and inappropriately supporting the College’s core values of Caring, Learning, Integrity and Respect.

Currently, crucial administrative services for new, returning and international students are located on different floors and within multiple buildings across the campus. Most of these service spaces are physically incapable of accommodating seasonal peaks and this often leads to unreasonable student wait-times.

Pending approval, this initiative would dramatically improve the accessibility and usability of student enrolment and retention services by creating a one-stop hub of enrolment services based in the lower-level of the Innovation and Entrepreneurship Centre.

4. DISCUSSION:

Algonquin College seeks to co-locate crucial enrolment services to the lower level of the Innovation and Entrepreneurship Learning Centre, including: admissions, registration, financial aid, student awards, fee payments, international student support, transfer credit and prior learning assessment and recognition, and technology services.

Proceeding with this proposal will enable a redesigned registration and admission services area. It will co-locate services specifically selected to have an impact on student enrolment and retention.

This proposal recognizes the potential for capturing efficiency and leveraging cross-departmental knowledge by co-locating crucial enrolment and retention services for new, returning and international students. It recognizes that a significant amount of the College’s students will continue to require in-person access to personalized services, privacy and discretion.

It will:

- Incorporate larger and more comfortable waiting areas, self-service kiosks, sit-down in-person service desks and encourage the increased use of the College’s on-line registration and academic services
- Create a sizable space opportunity on the “C” building main floor and esthetic continuity between the Innovation and Entrepreneurship Learning Centre and the Institute for Indigenous Entrepreneurship.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN Goal One Establish Algonquin as the leader in personalized learning across all Ontario colleges.	<input checked="" type="checkbox"/>	CONNECTED Goal Four Become an integral partner to our alumni and employers.	<input type="checkbox"/>
QUALITY AND INNOVATION Goal Two	<input type="checkbox"/>	SUSTAINABLE Goal Five	<input type="checkbox"/>

<p>Lead the college system in co-op and experiential learning.</p>		<p>Enhance Algonquin’s global impact and community social responsibility.</p>	
<p>Goal Three Attain national standing in quality, impact and innovation within each school and service.</p>	<input checked="" type="checkbox"/>	<p>PEOPLE Goal Six Be recognized by our employees and the community as an exceptional place to work.</p>	<input checked="" type="checkbox"/>

6. STUDENT IMPACT:

Pending approval, the Learner Driven Space proposal would create a welcoming, clear and efficient enrolment services model that would seek to minimize the administrative time commitment made by new and returning students. It recognizes that enrolment is a time when students are anxiously making life changing decisions. The initiative proposes to co-locate a comprehensive list of admissions and registration services, conveniently and accessibly. It will instill confidence that in choosing Algonquin College, students have chosen wisely.

First impressions are important. Students want to feel they have chosen an institution that respects and values their time and commitment in transforming their “hopes and dreams into lifelong success.”

The proposal introduces a new “self-serve with assistance” delivery model that combines direct access to the College’s on-line registration with direct access to highly competent enrolment service staff. A delivery model that will not only efficiency enable students to self-navigate through on-line registration, it will enable the Registrar’s office to capture direct student (user) feedback; as it happens. The “self-serve with assistance” model will create a tactical competitive advantage. It will allow timely and reliable evidence for the design and re-design of Algonquin College’s digital “front-door”.

This proposal recognizes the power and legitimacy of student feedback and acknowledges that reliable and timely student feedback can validate whether process developments are achieving their objectives. Using student feedback, the College will nurture an internal environment where our people are inspired to deliver Learner Driven continuous improvement.

7. FINANCIAL IMPACT:

The capital requirement for this proposal is \$8,000,000 as detailed below:

Estimated Space Cost	
Estimated Gross Space Requirement (Square Feet)	24,000
Estimated Renovation Cost per Gross Square Foot	\$ 333
Estimated Capital Cost Requirement	\$ 8,000,000

Notes:

- 1 Class "C" estimate is +/- 30%
- 2 The Renovation cost per gross square foot is derived from previous College renovation projects with similar attributes
- 3 A firm budget will be arrived at prior to commencement of construction

8. HUMAN RESOURCES IMPACT:

This initiative will not introduce risk to the job security of College employees. However, the initiative will result in the relocation of many employees. The initiative is also likely to change the scope of work for staff within these areas and will require review (and potentially the re-writing) of position-description forms. As such, the College recognizes the need to engage in a structured change management process.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The College has assessed that this initiative will not have incremental government, regulatory or legal impact.

10. COMMUNICATIONS:

The College recognizes the need to develop and initiate an effective communication strategy that delivers information on the strategic, tactical and operational needs/opportunities underlying this initiative.

11. CONCLUSION:

The Learner Drive Space proposal will dramatically improve the accessibility and usability of student enrolment and retention services. It will improve personalized service both in-person and on-line and facilitate student progression through the Algonquin College Personal Success System (as defined in the 2017-2021 Algonquin College strategic Plan.

Respectfully submitted:



Laura Stanbra
Vice President, Student Services

Approved for submission:



Cheryl Jensen
President

Learner Driven Space

Investment Case

October 16, 2017



Current Student Admissions and Registration Centre – Algonquin College

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Executive Summary

Algonquin College is proud that our student population and diversity has grown significantly over our 50-year history. However, the College recognizes that our core enrolment service spaces (including: admissions, registration, financial aid, student awards, fee payments, and student records) and our technological capabilities have not kept pace. At the beginning of each academic intake, registration service congestion at the main entrance of Algonquin College's C-building is often overwhelming for students and visitors.

Algonquin College is seeking approval to initiate a re-design of the College's student enrolment support spaces. The goal of this initiative is to dramatically improve the accessibility and usability of student enrolment and retention services such as: admissions, registration, financial aid, student awards, fee payments, international student support, transfer credit and prior learning assessment and recognition, and technology services.

This initiative seeks to create a one-stop hub of enrolment services that will facilitate student enrolment and have a positive impact upon student retention. The initiative will create a redesigned delivery model that provides personalized service both in-person and on-line. The initiative will create a redesigned delivery model that improves personalized service both in-person and on-line and facilitate student progression through the Algonquin College Personal Success System as outlined in the College's 50+5 Strategic Plan.

Algonquin College's primary student registration and admissions spaces have not kept pace with the significant enrolment growth and needs of diversified segments of the College's student population at the Ottawa campus. Currently, crucial administrative services are located on different floors and within multiple buildings across the campus. Most of these service spaces are outdated and at times of peak demand, physically incapable of delivering reasonable student wait-times.

The College recognizes that delivering accurate and efficient registration and admissions services is moving from transaction to meaningful interaction; students want and expect a personalized service experience that resolves their specific needs.

The Registrar's Office is committed to continuous improvement using clearly defined student experience objectives and to measure performance using relevant key performance indicators.

This initiative recognizes the power and legitimacy of student feedback and acknowledges that reliable and timely student feedback can validate whether process developments are achieving their objectives. Using student feedback, our goal is to be responsive and tactical and to nurture an internal environment where our people are inspired to deliver Learner Driven continuous improvement.

The goal for students and institutions alike is that their registration and admissions experience is welcoming, clear, efficient and complete. Algonquin College believes it is crucial to pursue a goal of continuous process improvement that appreciates the commitments made by new and returning students, and by dedicated College personnel. Algonquin College recognizes enrolment as an event when students are anxiously making life changing decisions. First impressions are important and can instill confidence that in choosing Algonquin College, students have chosen wisely.

This initiative also provides an opportunity to continue celebrating and embedding Indigenous culture and iconography into capital projects at the College. The learner driven space plan is committed to recognizing and sharing Indigenous cultures in targeted locations.

This investment case seeks to:

- Improve the wait time and experience of students throughout the admissions and registration process
- Improve retention by more effectively guiding and administering to the needs of students
- Achieve continuous improvement using increasingly relevant and effective technologies
- Capture efficiency and leverage cross-departmental on-boarding knowledge through the co-location of services specifically selected to positively impact student enrolment and retention
- Introduce a new "self-serve with assistance" delivery model that combines direct access to the College's on-line registration portal with direct access to highly competent student enrolment service specialists

It is recommended that Algonquin College relocates the Registrar's Office to the lower level of the Innovation Centre.

Algonquin College Board Motion:

That the Board of Governors approves the allocation of up to \$8 million from the College's reserve fund for future capital expansion to complete the renovation of the lower level of the Building C Innovation Centre and create a Learner-Driven Space.

Problem Statement

For students, the enrolment, admissions and registration process starts their postsecondary journey; it is their first step towards fulfilling their career aspirations and realizing their hopes and dreams.

For all new, returning and international students, the following are crucial to the successful completion of postsecondary enrolment:

- Application processing
- Registration of programs and courses
- Fee payments
- Financial aid and student awards support
- Access to academic records
- Student identification card and transportation pass
- Prior learning assessment and recognition and credit transfer
- Access and instruction for the College's Technology Systems including the student portal and academic Learning Management System

The College strives to administer a straightforward enrolment process on-line and in-person. We seek to minimize the stress of registration and to instill confidence that by selecting Algonquin College, students have made an excellent institutional choice.

Algonquin College is proud that the student population and diversity has grown significantly over our 50-year history. However, we recognize that our enrolment support spaces and our technological capabilities have not kept pace.

We recognize that we no longer have the ability for the Registrar's Office to substantively improve student experience and reduce wait times without significant remodelling. Further, with the completion of the Innovation Centre and the Institute for Indigenous Entrepreneurship, it must be assumed that levels of congestion will increase.

We submit that:

The efficiency and effectiveness of our 30-year-old in-person registration area is incapable of delivering upon Algonquin College's learner-driven focus and appropriately supporting our core values of caring, learning, integrity and respect.



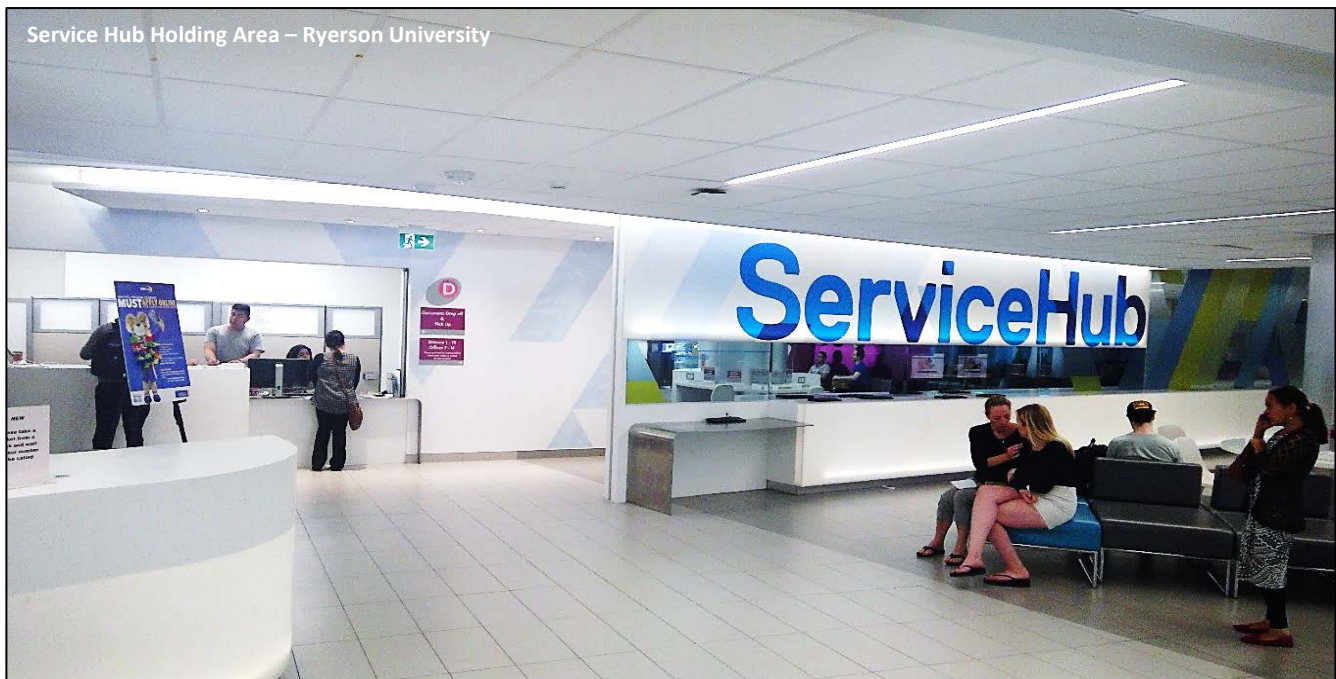
Investment Objectives

Algonquin College is seeking approval to initiate a re-design of its student enrolment support spaces. The goal of this initiative is to dramatically improve the accessibility and usability of student enrolment and retention services such as: admissions, registration, financial aid, student awards, fee payments, international student support, transfer credit and prior learning assessment and recognition, and technology services.

This initiative seeks to create a one-stop hub of enrolment services that will facilitate student enrolment and have a positive impact upon student retention. The initiative will create a redesigned delivery model that provides personalized service both in-person and on-line.

The objectives for the initiative are:

- The layout and design of the in-person hub should be open, welcoming and flexible
- On-line, assisted self-serve and in-person environments should be supported with straight-forward and well-placed communications
- Integration of international student enrolment services
- Student demand that drives the menu of co-located services
- Space redesign to accommodate new and improved client service delivery models
- The availability and dominance of services (across all environments), should be seasonally flexible and evidence-based
- State-of-the-art client relationship software should be leveraged to manage student relationships and provide evidence-based data on changing administrative service requirements
- The accessibility and usability of technology should constantly improve and provide students with what they need, when they need it, and on the technology channel they prefer
- Include and celebrate Indigenous identity and place-making that is reflective of the diverse Indigenous learner population at the college



Background

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 and in Canada. Algonquin College is one of 24 colleges within Ontario, with 1,400 full-time employees and 3,000 part-time employees and as such has a significant impact upon the local economy.

Across Ontario and throughout Canada, Algonquin College is a significant provider of graduates who quickly generate direct economic activity within communities. Over our 50-year history, the College has served a seminal role in stimulating economic growth by providing access to applied research involving students, faculty and industry.

The College serves the applied education and training needs of several 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.

Algonquin College's primary student admissions and registration spaces have not kept pace with the significant enrolment growth and needs of diversified segments of the College's new and returning student population at the Ottawa campus. Currently, crucial administrative services for new, returning and international students are located on different floors and within multiple buildings across the campus. Most of these service spaces are physically incapable of accommodating seasonal peaks and this often leads to unreasonable student wait-times.



Student Face-to-Face Service Area Algonquin College

Internal Environment – The Registrar’s Office

The Registrar’s Office is Algonquin College’s access point for student enrolment, admissions and associated support services. Our team of skilled personnel helps guide new applicants and returning students through the registration process and provides ongoing enrolment support services through the lifecycle of their postsecondary journey. We strive to continuously improve the efficiency of the services we provide while being sensitive to ensuring student inquiries are handled with appropriate discretion. Whether providing student services in-person or on-line, student contact personnel can be relied upon to efficiently assist students through their academic journey or direct them to the service areas or personnel who can.

Within our department, our leadership team seeks to develop a safe and stimulating learning environment for employees. We strive to create and maintain a working environment that promotes holistic customer service principles that actively engage students. Each academic year, our team of managers utilize performance metrics to ensure the changing needs of student are recognized and are being addressed.

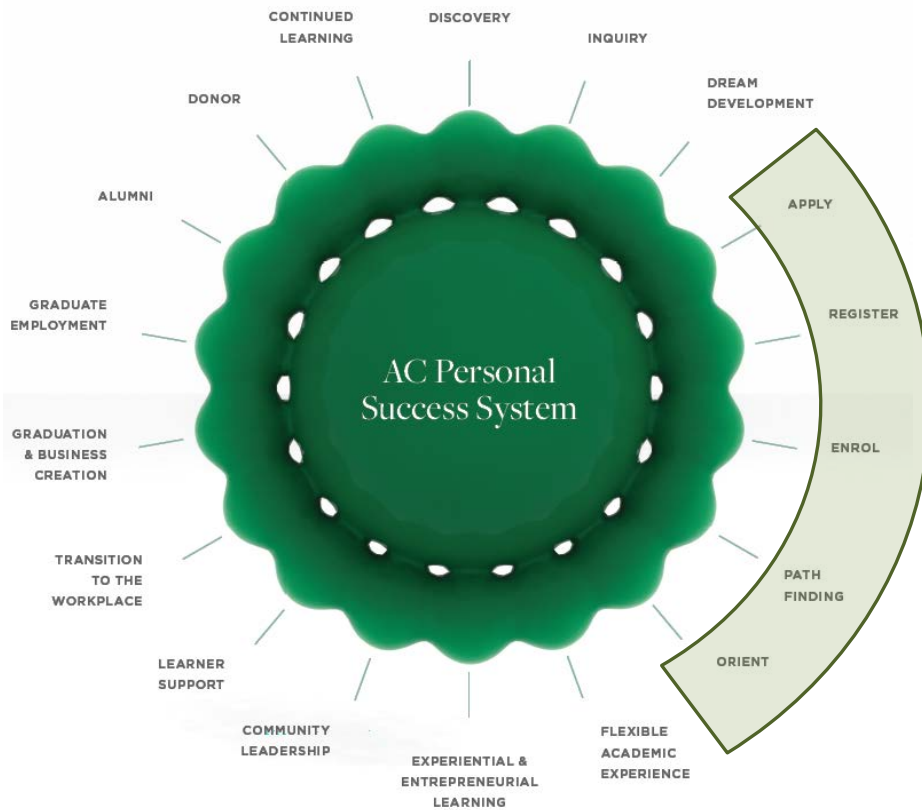
In support of Algonquin College’s academic mandate, our department acknowledges that it is imperative to collaborate regularly with academic departments and to proactively explore new initiatives targeted at improving student satisfaction, retention and success. We seek to create clear and efficient pathways for students at risk so they can obtain discreet and timely assistance.

We recognize that delivering accurate and efficient College admissions and registration services is not enough. We can be counted upon to help students at risk. Our team recognizes that in effect our department is a portal for accessing Algonquin College’s network of student support services. We can be relied upon to efficiently direct students towards an impressive network of academic, accessibility, security, assault, physical-health and mental-health supports.

We recognize that our Indigenous and international students are crucial to the College’s identity and success. We leverage our partnerships with Algonquin College’s Aboriginal Student Centre and International Education Centre to ensure our Indigenous and international students have access to a strong network of support services that are inclusive and culturally sensitive.



Forward thinking



Anchored in our strategic plan

At the Registrar’s Office, our core purpose is to efficiently lead students through five crucial areas of Algonquin College’s Personal Success System:

- **Apply**
- **Register**
- **Enrol**
- **Path Finding**
- **Orient**

At the Registrar’s Office, we know our role is to help individuals open the door, to access the learning they need to transform their hopes and dream into lifelong success. We take a holistic approach. We know the services we provide are essential when commencing the postsecondary journey but we also support students at all stages of their learning lifecycle.

We acknowledge the need to be responsive to new, returning and international student needs and that it is essential to continuously improve our service delivery to meet evolving student needs. We recognize the need to deliver convenient and accessible services and to ensure a welcoming environment for all students; enrolment services (in-person and on-line) that promote and encourage students to take advantage of all the Algonquin College supports, and services that improve and enrich the postsecondary learning experience and help students achieve their goals.

Our goals include:

- Allocating appropriate resources to our services including people and facilities across all technologies and modalities
- Increasing student awareness about Algonquin College supports and services
- Achieving continuous improvement in enrolment service delivery – making us more effective and more efficient
- Delivering enrolment services that are sensitive to students of differing demographics, cultures, and economic backgrounds

Our people recognize the need to collect and disseminate evidence in order to be responsive to changing needs. We value the use of technology - the need to improve student satisfaction through the early use of Client Relationship Management software and the implementation of a superior wayfinding platform that is self-administered.

Moving forward and with the start of each academic term, we are committed to continuous improvement using clearly defined student experience objectives and we are committed to measure our performance using relevant key performance indicators.

We recognize the power and legitimacy of student feedback and believe that reliable and timely feedback can validate whether process developments are achieving their planned objectives. Our goal, through student feedback, is to be responsive and tactical and to nurture an internal environment where our people are inspired to deliver Learner Driven continuous improvement.

External Environment

Over the last number of years, universities and colleges have leveraged technological platforms to improve on-line and in-person registration and admissions processes. The goal of this continued evolution is to offer an increasingly personalized menu of services that is more comprehensive and available over any medium.

The goal for students and institutions alike is that their enrolment experience is welcoming, clear, efficient and complete. For institutions, it is crucial to pursue a goal of continuous process improvement that appreciates and seeks to minimize the administrative time commitment made by new and returning students, and by administrative personnel. At a time when many students are anxiously making life changing decisions, achieving these goals can instill confidence. First impressions are important. Students want to feel they have chosen well – an institution that respects and values their time and commitment in transforming their “hopes and dreams into lifelong success.”

While postsecondary institutions invest increasing amounts of human and capital resources towards improving the accessibility and usability of their on-line enrolment portal, they also recognize that a significant number of new and returning students will continue to prefer an in-person visit to the postsecondary institution as their method of admissions and registration.

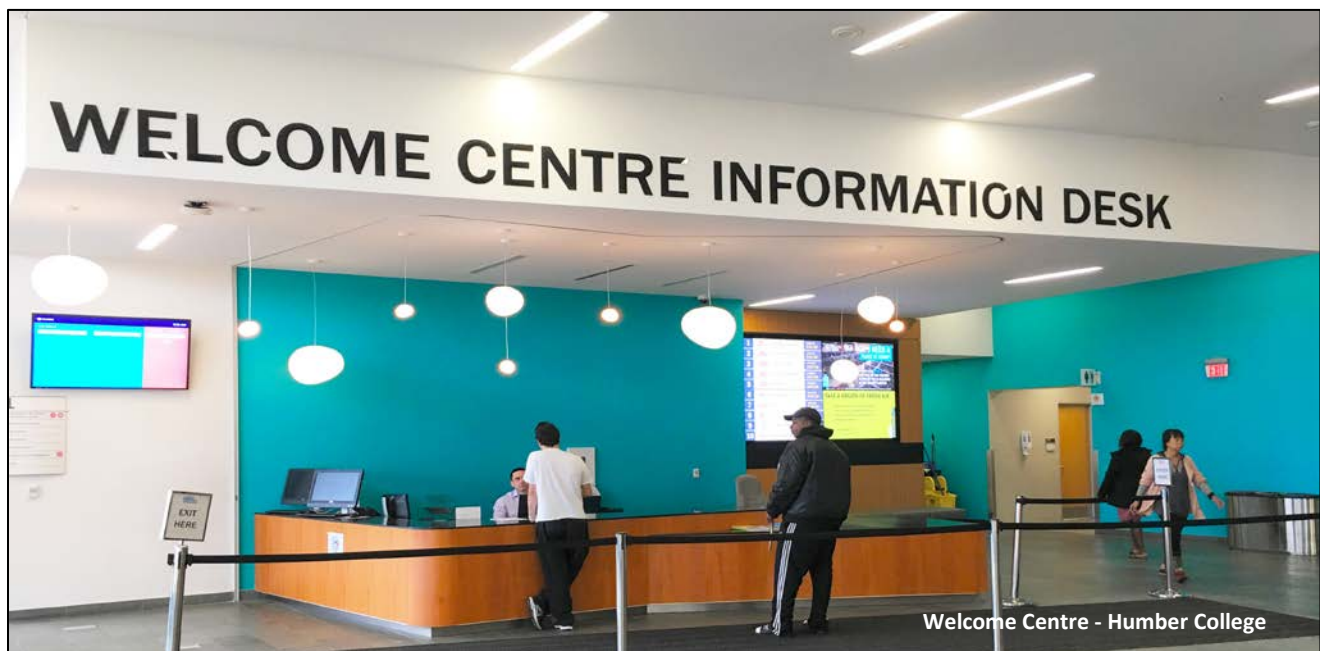
The following list identifies the top five Registrar Office process improvements being assessed by postsecondary institutions:

1. Create a One-Stop Enrolment Service Centre

Students will seek help wherever they see a service point and will place few limits upon their service demands. Though the goal for most institutions is to shift as many transactions as possible to their on-line environment, there is still significant demand for comprehensive in-person one-stop support centres. These centres are collections of student-facing services (such as: Admissions, Registration, Financial Aid, Student Awards, Records, International Student Services, Fee Payments, IT support and academic support) that are brought together in the same physical place to improve the access, comprehensiveness and efficiency of enrolment.

2. Enrolment Services Need to be Highly Accessible and have Amenities

Enrolment centres must be accessible to students and employees with disabilities. Centres need to be located near a major entrance, at an existing hub of activity, near parking and food services. As line-ups are likely during seasonal in-take periods, space considerations should configure lounges with suitable space and comfortable furniture for students and families and incorporate intelligent queuing systems that minimize wait-times. Further, because much of the administration and registration process can be accomplished on-line, a standing technology island with service personnel should be active and available to provide self-service option with assistance.



3. Continuous Improvement in Service Delivery Models

Forward-thinking academic institutions know that maintaining their competitive advantage requires insightful forecasting of labour markets, appropriate program development and targeted recruitment strategies. The goal for institutions is to be responsive and agile. As traditional demographics shift, institutions are placing increased focus on enrolling and retaining international and Indigenous students.

Pursuing increased cultural diversity requires that institutions recognize the potential that user preference between in-person and on-line service delivery may shift and that the services as well as the environments must be flexible. Further, that neither environment is immune to changes in technologies. As a result, admissions, registration and retention services should include an in-person self-serve model.

4. Make Frequently Asked Questions Easily Accessible In-Person and On-Line

Statistically, posting frequently asked questions (FAQs) can resolve in excess of 80% of inquiries. In-person and on-line customer service centres have found that ensuring FAQ's are easily available can significantly reduce client wait times. Further, business that experience substantial seasonal demand fluctuations have found accessible FAQ platforms improve customer satisfaction statistics and wait times while positively impacting employee engagement.

Important to note is that most businesses that experience demand fluctuations, require ongoing FAQ content modification. Continuously mining search data is necessary in order to ensure FAQ's remain seasonally appropriate and relevant.

5. Use Customer Relationship Management Software Early

Over the last decade, the use of Customer relationship management (CRM) software has become ubiquitous amongst large corporations because it maximizes the efficiency and effectiveness of client communication and marketing initiatives. These software systems intelligently predict and suggest client need for administration and receptiveness for sales-based marketing based on information requests and web-site "click" patterns.

For postsecondary institutions, the life-cycle of communications with prospective, new and returning students can provide significant opportunity to improve enrolment and retention by predicting support service needs. Based on historical trends, CRM software can help with early identification of students at risk and help service personnel steer students towards supports and interventions before their troubles become too great.



Information Centre – Ryerson University

Competitive Environment

In July 2017, a team from the Registrar's Office conducted site visits at four postsecondary institutions to help inform the learner driven space planning.

All sites were selected because they were known to have remodeled or redesigned their enrolment service areas, they had reasonable proximity to Ottawa and had similar enrolment.

The visits focused on assessing four key elements:

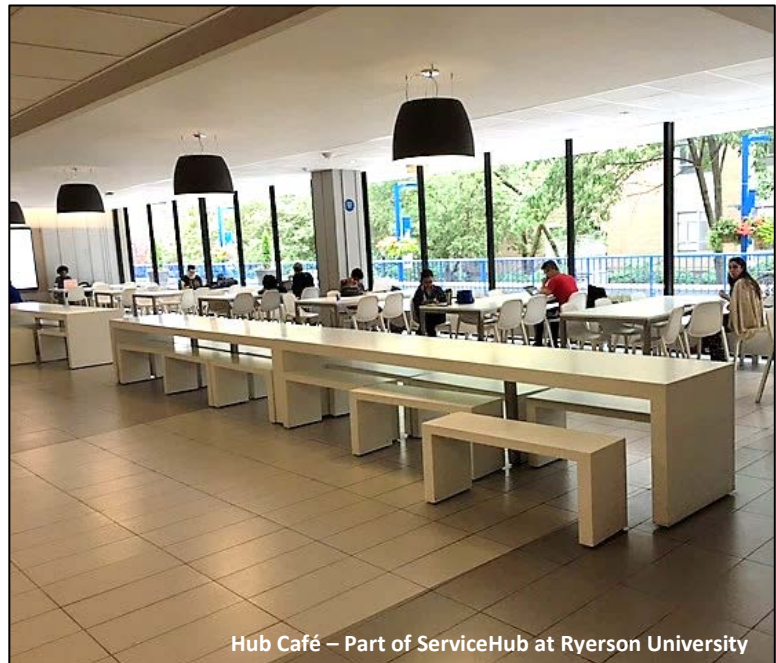
- Services availability (co-location)
- User-focused space layout and design
- Student need approach to service delivery
- Access to and availability of technology

Ryerson University

The institution has recently completed the creation of a branded "ServiceHub" for enrolment services including: admissions; registration; records keeping; fee payments; financial aid, and ID cards.

The ServiceHub has excellent proximity to recruitment services. Adjacent to the ServiceHub is a small food service area called the Hub Café. There is also a nearby library and a seating area for use while awaiting enrolment services. The goal of their redesign has been to focus on facilitating navigation through enrolment services. Their space is flexible, comfortable and provides good opportunity for face-to-face interactions including desks where students can sit while obtaining services. Frontline service staff alternate between in-person service and in-bound call centre service.

Their service approach is a staged triage with an information desk that is staffed during peak periods, a staffed document pick-up station and a queue management system (Q-Nomy) for directing the provision of services.



Hub Café – Part of ServiceHub at Ryerson University

McGill University

This institution is a leader in the reimagining of admission and registration operations through the creation of their "Service Point" centre. The centre provides enrolment services including: admissions; registration; records keeping, fee payments; financial aid; and ID cards. It also provides exchange student support and has a dedicated desk for residence services and meal plan administration.

The Service Point shares an entrance with recruitment services. The goal of their redesign has been to focus on facilitating navigation of enrolment services, affording flexibility, creating a comfortable environment that provides excellent opportunity for face-to-face interactions where students can sit while obtaining services. There is a comfortable seating area provided in the service waiting space. Frontline service staff alternate between in-person service and in-bound call centre service.

Their service approach is a staged triage with a reception desk that is always staffed and a queue management system (Q-Nomy) for directing the provision of services.



Sit-down Service area – Part of Service Point at McGill University

Centennial College

This College has clearly taken a different approach in the re-design of their registration and admission service space. The creation of “The Hub”, provides enrolment services including: admissions; registration; records keeping, fee payments; financial aid, and ID cards. It also provides international student services and is in close proximity to the College’s career services centre.

The space is near to their library and recruitment services. Their redesign focused on maintaining their high traffic central location and on ensuring easy access to College amenities. The ID Card service desk is separated from registration and admission service space. Frontline service staff alternate between in-person service and in-bound call centre service.

Their service approach requires that students start at reception desk that is always staffed for triaging information and service requests and appropriate requests are moved to their queue management system (Q-Nomy) for directing the provision of admissions, registration and financial aid services.

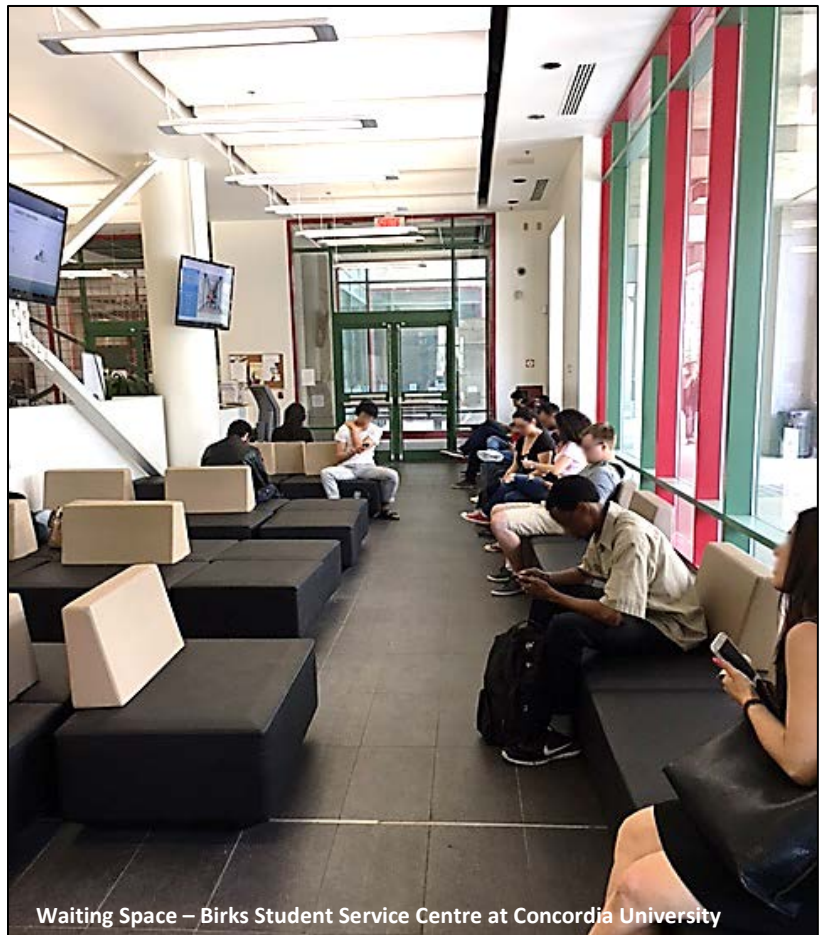


Self-Service area – Part of The Hub at Centennial College

The University has recently completed the creation of a branded “Birks Student Service Centre” for enrolment services including: enrolment; records keeping; fee payments, and ID cards. It also provides international student services and government services (specific to Quebec students).

Their redesign focused on facilitating navigation of enrolment services, affording flexibility, creating a comfortable environment that provides excellent opportunity for face-to-face interactions where students can sit while obtaining services. There is seating in the service waiting space. Frontline service staff alternate between in-person service and via the in-bound call centre.

Their service approach is a staged triage with is a reception desk that is staffed at most times and a queue management system (Q-Nomy) for directing the provision of services.



Waiting Space – Birks Student Service Centre at Concordia University



Face-to-Face service area – Birks Student Service Centre at Concordia University

Options Analysis

Decision Criteria

Key Uncertainties

- How to improve the physical and intuitive accessibility of registration and admission support services
- How to assess and respond to the in-person and on-line usability of registration and admission support services
- How to improve the success of student enrolment and retention initiatives by co-locating registration and admission support services
- The changes to traffic flow and traffic volume resulting from the completion of the Innovation Centre and the Institute for Indigenous Entrepreneurship

Key Opportunities

- Improve the wait time and experience of students throughout the registration and admissions process
- Improve retention by more effectively guiding and administering to the needs of students
- Achieve continuous improvement through increasingly relevant and effective technologies
- Gain efficiency and leverage cross-departmental on-boarding knowledge through the co-location of services

In 2016, the College was awarded funding support from the federal government to undertake the construction of the Innovation Centre. Adjacent to the tower of building “C” and incorporating the College’s library, this initiative added a third floor to what was formerly known as the library.

Enabling the addition of a third-floor required improvement to the building’s foundation including seismic enhancements. As such, classrooms, departments and services that were housed in the lower level of the building were provided with temporary homes in building “A”.

This Options Analysis should be reviewed in conjunction with the various considerations, sustainability and community impacts, and threats identified by the PEST Analysis evaluation (Appendix A).



Option 1: Repatriate the classrooms, departments and services that were decanted from the Innovation Centre.

The construction of a third-floor above the Library required significant foundation reinforcements. In order for these reinforcements to be commenced, it was necessary for the lower level (or basement) to be cleared of departments, classroom and services. Concurrently with the completion of the Innovation Centre, this option would serve to repatriate the departments, classroom and services.

Pros:

- Repatriating to building “C” the classrooms, departments and services that were temporarily relocated would essentially empty building “A”. As building “A” is a legacy structure with significant deferred liability, emptying it would enable its demolition and make way for future construction.
- The classrooms, departments and services that were decanted to enable the construction of the Innovation Centre need permanent homes. Repatriating them to the lower level of the Innovation Centre accomplishes this.

Cons:

- This option does not improve the physical and intuitive accessibility of registration and admission support services. In fact, the current location of the Registrar’s Office is a major College thoroughfare that can no longer accommodate significant numbers of students and their families queuing and/or waiting for services.
- As this option does not introduce more effective means of wayfinding or improve the range of enrolment services, this option does nothing to improve retention by more effectively guiding and administering to the needs of students.
- Once completed, both the Innovation Centre and the Institute for Indigenous Entrepreneurship are likely to become beacons for media and communications by the College, Indigenous communities and government. This option does not address that there will likely be significant changes to traffic flow and traffic volume resulting from the completion of the Innovation Centre and the Institute for Indigenous Entrepreneurship.
- As this option will not remodel the Registrar’s office, nor will it serve to centralize other student registration and admission support services, it offers no potential for improving the efficiency and cross-departmental on-boarding knowledge.



Option 2: Contain as unfinished space the lower level of the Innovation Centre thereby incurring no incremental costs.

With the completion of the Innovation Centre’s, access to the lower level (or basement) would be contained as unfinished space until the College determines the need for incremental space is crucial.

Pros

- This option will serve to postpone the long-term capital requirement for completing the Innovation Centre. As such, in the short-term this option will have the lowest impact upon the College’s capital reserves.
- This option will serve to reduce the impact upon the College’s human resources by eliminating further office relocations.

Cons

- The temporary homes for the decanted classrooms, departments and services are in the oldest area of the College (building “A”). The imbedded deferred maintenance in this area renders it a poor choice for further investment and an excellent choice for demolition. This option accepts that these temporary locations will continue until alternate locations can be determined.
- This option does not leverage that construction on the Innovation Centre is currently underway and that concurrently completing the lower level results in the lowest impact upon the College’s students and employees.
- Each of the Cons described in the evaluation of Option 1 are also applicable.



Option 3: Relocating the Registrar's Office to the lower level of the Innovation Centre along with a select group of new, returning and international student enrolment-related services identified through stakeholder feedback.

Many postsecondary institutions have undertaken a redesign of their admissions and enrolment services area. In doing so, they have created service delivery models that leverage technology and best practises that target improvement to wait times and student experience. Recent competitor examples incorporate larger spaces for student waiting areas, sit-down service areas and have encouraged self-serve (on-line) registration by providing spaces with immediate access to technology.

Pros:

- Once completed, both the Innovation Centre and the Institute for Indigenous Entrepreneurship are likely to become beacons for media and communications by Indigenous communities, business partners, government and the College. With this option, the "C" building entrance would no longer be encumbered by the need to accommodate significant numbers of students and their families queuing and/or waiting for services.
- This option addresses that the growth of the College over the last 30 years requires an update to our registration and admissions services areas that includes more appropriate facilities for students and their families to queue and/or waiting for services.
- This option recognizes that an environmental scan of other postsecondary institutions indicates the need to incorporate larger and more comfortable waiting areas, self-service kiosks, sit-down in-person service desks and increased use of technology.
- This option leverages that construction on the Innovation Centre is currently underway and that concurrently completing the lower level results in the lowest impact upon the College's students and employees.
- This option would free-up a very desirable space opportunity on the "C" building main floor; directly between the Innovation Centre and the Institute for Indigenous Entrepreneurship.
- This option provides the potential to capture efficiency and leverage cross-departmental on-boarding knowledge through the co-location of services specifically selected to impact student enrolment and retention.

Cons:

- The temporary homes for the decanted classrooms, departments and services are in the oldest area of the College (building "A"). The embedded deferred maintenance in this area renders it a poor choice for further investment and an excellent choice for demolition. This option accepts that these temporary locations will continue until alternate locations can be determined.
- This option would create the need for the investment of capital reserves to fund the renovation of the vacated Registrar's Office. Alternatively, (as in Option 2), this vacated space could be contained as un-finished until a later date.

Financial Analysis

In determining the optimal registration and administration services to co-locate, a significant number of stakeholder engagement sessions were conducted. Referral diagrams were created to help identify administrative service and referral pathways that have significant, high, moderate, and tangential co-relationship.

In determining the allocation of space between registration and enrolment services, stakeholder feedback has been used to generate referral diagrams (co-relationships). Significant attention has been placed on capturing the similarity of service operations (opportunity for lean initiatives), and on co-locating services that can effectively and efficiently share common space.

Figure 1 identifies the Estimated Capital Cost requirement for completing and subsequently occupying the lower level of the Innovation Centre (including furniture, fixtures and equipment).

Figure 1: Estimated Capital Cost requirement

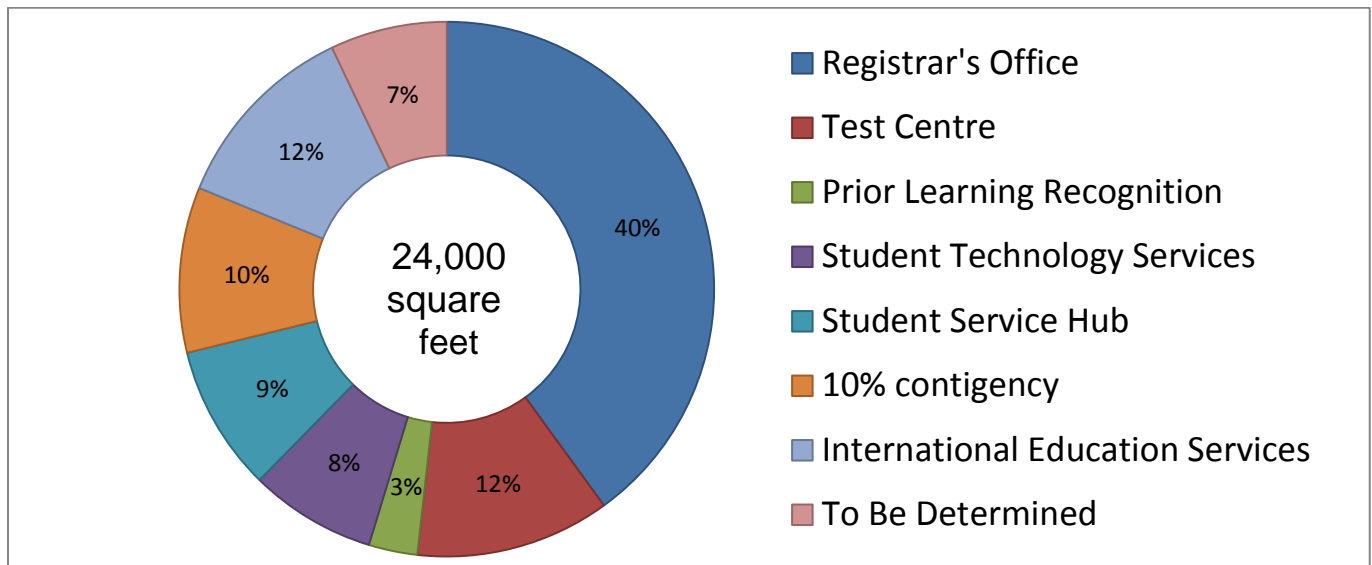
Estimated Space Cost	
Estimated Gross Space Requirement (Square Feet)	24,000
Estimated Renovation Cost per Gross Square Foot	\$ 333
Estimated Capital Cost Requirement	\$ 8,000,000

Notes:

- 1 Class "C" estimate is +/- 30%
- 2 The Renovation cost per gross square foot is derived from previous College renovation projects with similar attributes
- 3 A firm budget will be arrived at prior to commencement of construction

Figure 2 captures the total 24,000 gross square feet space availability in the lower level of the Innovation Centre and details the current space planning allocated by major service type.

Figure 2: Space Allocation



In modelling the annual operational revenues required in order to fund the estimated capital cost of this project, it is acknowledged that the objectives of this project are to achieve positive impact upon enrolment and retention of domestic, International and Indigenous students. In order to do so, this project must target incremental improvement to key performance indicators including: Recruitment Conversion, Student Satisfaction scores, and Retention Conversion (identified in the Action Plan under the heading, “Outcome Management Strategy”).

Figure 3, captures the annual operational impact of the Learner-Driven Space Plan using a payback period of 10 years (time value of money excluded). From this calculation, annual per enrolment net contribution is calculated in order to set a target for enrolment improvement.

Figure 3: Operational Payback Requirement

Estimated of Operational Payback Requirement	
Project Capital Cost Estimate (Class "C" Estimate)	\$ 8,000,000
Assumed Payback Period (in years)	10
Annual Incremental Revenue requirement	\$ 800,000

Incremental Annual Enrolment Requirement	
Per Enrolment Academic Contribution	\$ 1,957 ¹
Per Enrolment Ancillary Contribution	\$ 250 ²
Per Enrolment Net Contribution	\$ 2,207

Annual Incremental Enrolment Target	362 ³
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Notes: ¹ Estimated per enrolment academic contribution less administrative expenses
² Estimated per enrolment ancillary contribution less cost of goods
³ Enrolment growth required to fully fund the Project's Capital Cost Estimate

College Management proposes the use of Reserve Funds to support this project. In the planning for this major capital project and pending Board approval, an estimate of the Reserve Fund cash flow impact for the Learner-Driven Space project of the proposed is detailed in Figure 4.

Figure 4: Estimated Capital Expansion Reserve Impact

Capital Expansion Reserve	March 31, 2017	PROJECTED March 31, 2018	PROJECTED March 31, 2019	PROJECTED March 31, 2020	PROJECTED March 31, 2021	PROJECTED March 31, 2022
Opening Balance	\$ 31,223,098	\$ 33,765,502	\$ 26,903,157	\$ 21,664,896	\$ 21,131,545	\$ 20,418,074
Interest ¹	542,404	337,655	269,032	216,649	211,315	204,181
Annual addition to Reserve	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Sub-Total	\$ 33,765,502	\$ 36,103,157	\$ 29,172,189	\$ 23,881,545	\$ 23,342,860	\$ 22,622,255
Innovation Centre ²		-6,000,000	-557,400			
Pedestrian Bridge to Light Rail ³			-774,893		-1,549,786	-774,893
Athletics Recreation Complex ⁴			-1,375,000	-2,750,000	-1,375,000	
Learner Driven Space Initiative ⁵		-3,200,000	-4,800,000			
Closing Balance	\$ 33,765,502	\$ 26,903,157	\$ 21,664,896	\$ 21,131,545	\$ 20,418,074	\$ 21,847,362

Notes:

- ¹ Interest projected at 1% annually
- ² Innovation Centre total \$ 6,557,400
- ³ Pedestrian Bridge to Light Rail total \$ 3,099,572
- ⁴ Athletics Recreation Complex \$ 5,500,000
- ⁵ Learner Driven Space Initiative \$ 8,000,000

In calculating the estimated Capital cost for this project, it must be noted that the Learner-Driven Space investment case does not include the cost of technology infrastructure. The technology infrastructure includes digital information screens (wayfinding), equipment enabling the self-service stations, software for real-time student feedback and communicating frequently asked questions, integration of a live-chat platform, management of student contact, and call centre equipment upgrading. These technology support tools will be separately requested through the College's Strategic Investment Priorities funding process.

Recommendation

It is recommended that Algonquin College relocates the Registrar's Office to the lower level of the Innovation Centre.

This solution recognizes the potential for capturing efficiency and leveraging cross-departmental knowledge by co-locating crucial enrolment and retention services for new, returning and international students. It recognizes that a significant amount of the College's students will continue to require in-person access to personalized services, privacy and discretion.

Proceeding with this recommendation will enable a redesigned registration and admission services area. It will co-locate services specifically selected because of their impact on student enrolment and retention. The redesign will capture efficiencies today and leverage cross-departmental experiential knowledge for the future.

It will introduce a new "self-serve with assistance" delivery model that combines direct access to the College's on-line registration with direct access to highly competent enrolment service staff. This tactical new delivery model will not only efficiently enable students to self-navigate through on-line registration, it will enable the Registrar's office to capture direct student (user) feedback; as it happens. The "self-serve with assistance" model will create a tactical competitive advantage. It will allow timely and reliable evidence for the design of Algonquin College's digital "front-door".

This recommendation will:

- Capture efficiency and leverage cross-departmental on-boarding knowledge through the co-location of registration and administration services
- Incorporate larger and more comfortable waiting areas, self-service kiosks, sit-down in-person service desks and encourage the increased use of the College's on-line registration and academic services
- Create a sizable space opportunity on the "C" building main floor and esthetic continuity between the Innovation Centre and the Institute for Indigenous Entrepreneurship



Algonquin College Board Motion:

That the Board of Governors approves the allocation of up to \$8 million from the College's reserve fund for future capital expansion to complete the renovation of the lower level of the Building C Innovation Centre and create a Learner-Driven Space.

Action Plan

Project Management Strategy: Approach and Key Considerations

The Project Management Strategy will ensure the initiative has the systems and human resources necessary to meet the project schedule, budget and objectives. The Management Strategy will include a Project Plan that outlines the organizational structure and schedule of deliverables required to ensure a successful project delivery.

The Project Plan will include: planning and scope management; governance and project structure; advocacy planning and professional service requirements; project delivery model and public 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 by the College Executive Sponsor and the identified resources have been secured.

To finalize the governance and stakeholder requirements, the following tasks will be accomplished:

- Advocacy planning and professional service engagements
- Stakeholder analysis, partnership evaluation
- Risk assessment and mitigation strategies

The project team will be composed of College and professional service resources. The College is confident that in collaboration with external professional service consultation, internal College resources have the knowledge and expertise to deliver completion of the project and diligently protect the interests of students and the College. Protection of students and the College will be incorporated into the project's:

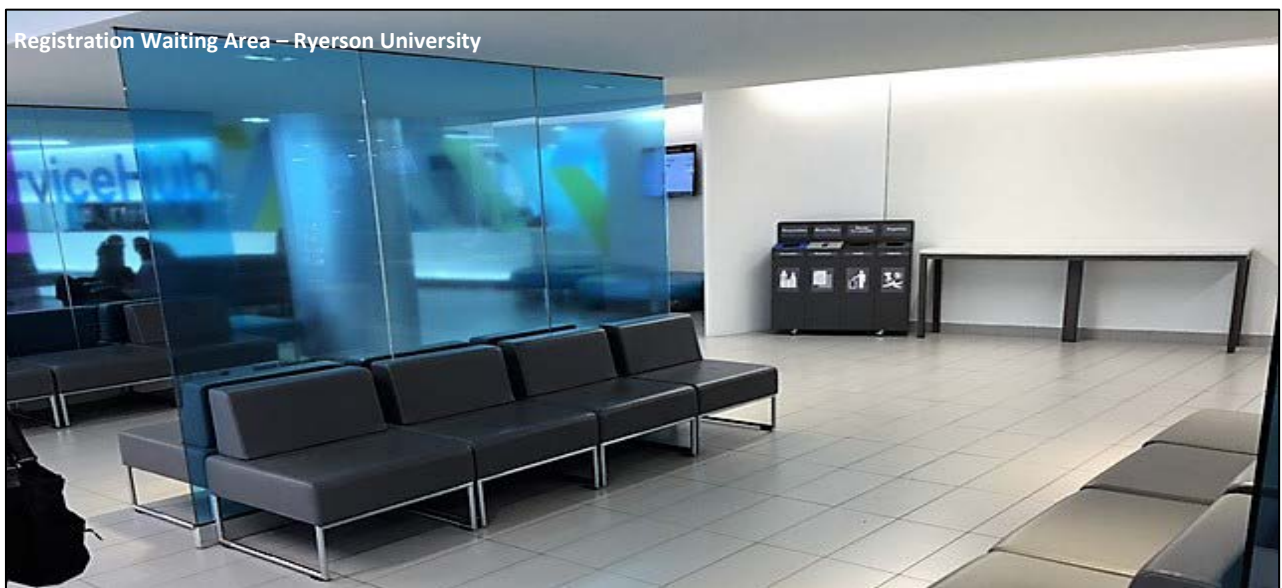
- Construction Phase – Planning and design
- Operations Phase – Facility maintenance and renewal

Further Internal and External resources may be required to complete the stakeholder needs analysis, initial and ongoing governance structure and procurement protocol. The following areas are identified as requiring further procedural review and documentation:

- Ongoing operation, systems maintenance and supporting organizational design
- Wayfinding and communications management
- Peak-day strategies
- Self-serve and on-line information technology integration
- Client flow, queue management and security

Project Team Resources

Internally, the Project Team will be comprised of a Project Sponsor(s), a Steering Committee (overall authority and responsibility for the initial and ongoing deliverables and objectives), a Project Lead and potentially a 'Partnership Manager'.



Outcome Management Strategy

Outcome Management is about planning, managing and achieving the intended objectives of the investment. Specifically, it is a set of activities designed to improve, monitor, correct (quickly and whenever necessary), and on an ongoing basis secure the initiative’s intended objectives and benefits.

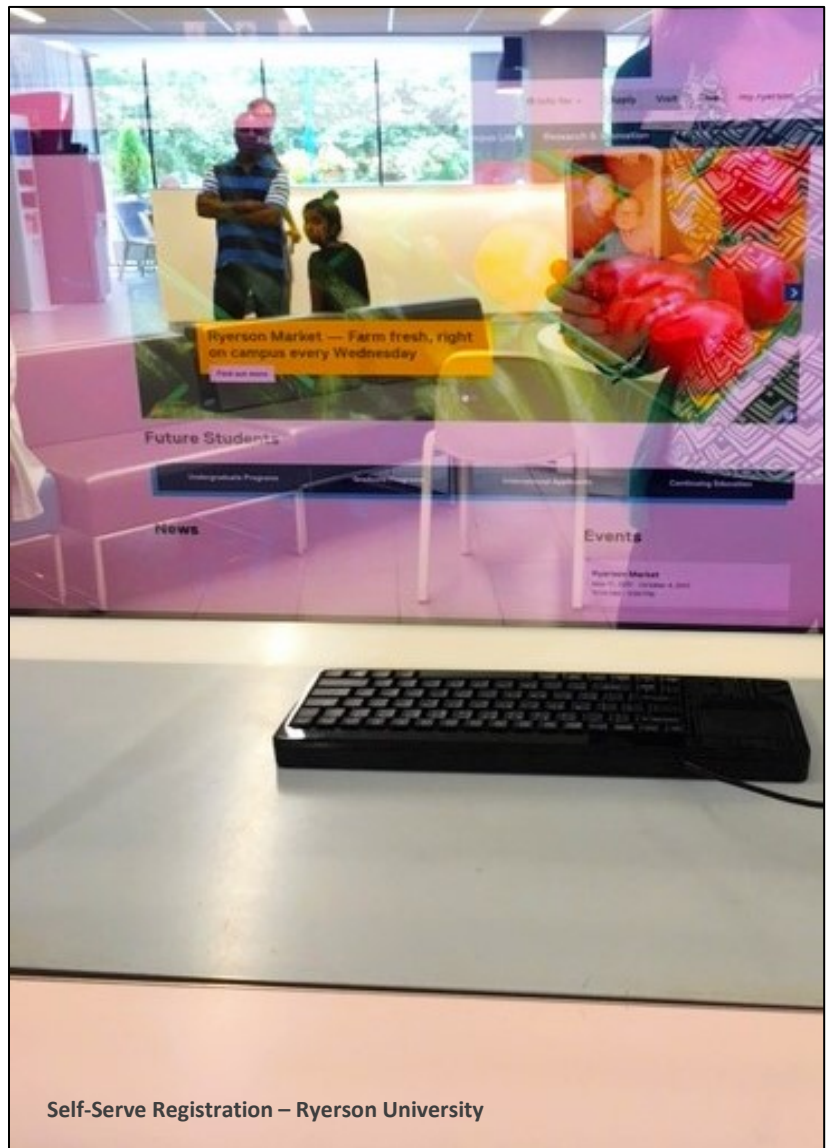
The Outcome Management Strategy aims to bring rigour to the monitoring of project’s intended outcomes.

The Outcome Management Strategy will seek to identify a set of monitoring key performance indicators and associated systems that can reliably indicate that the needs of Algonquin College students, the College’s community stakeholders and the objectives of the College’s Strategic Plan are being addressed.

The Outcome Management Strategy identifies immediate, intermediate and long-term key performance indicators that will serve as milestones (or leading indicators) for the project. These indicators will serve to monitor the achievement of investment objectives.

The Outcome Management Strategy will include the categories and frequency by which the monitoring categories will be measured using key performance indicators.

The College’s Strategic Plan and Value Drivers will provide decision guidance in identifying what key performance indicators will be targeted for monitoring.



Self-Serve Registration – Ryerson University

Current Key Performance Indicators from the Annual Student Satisfaction Survey Outcome management indicators are as follows:

Student Satisfaction Results on Quality of Services – Monitoring Categories	2015	2016	2017
Office of the Registrar services	64.6%	67.3%	64.4%
Financial Aid services	62.7%	61.5%	62.3%
International Office and other international student services	62.6%	64.3%	63.5%

Governance and Oversight

Implementation

This project will be overseen by an internal Steering Committee (as noted in the Action Plan). The responsibilities of the Steering Committee include, but are not limited to:

- Decision-making on changes to the original project scope, budget and schedule
- Review the related mitigation actions of identified risks (as identified in the Risk Management section of this investment case)
- Review and respond to issues arising during the project implementation
- Ensuring the Project continues to meet its stated goals and objectives and remains in the best interests of the College and all College stakeholders

The Steering Committee will meet monthly during the Project. Special meetings will be held as required to approve project changes or deal with issues requiring consultation and/or mitigations. At each scheduled monthly meeting, the Project Manager will present:

- A Project Schedule Update, an agenda and a review of the previous meeting minutes
- An Operations management update including implemented scope changes, security interventions, and communications management initiatives
- Proposals for scope-ladder changes, communication management requirements
- Any newly identified risks that have been required - an Intervention Log will be maintained by the Project Manager wherein a register of risks and mitigations will be documented

Scope Management

Once a Project's Scope of Work has been assessed to adequately address the concerns of Stakeholders (e.g. outline specification, drawings, and technical specifications), Algonquin College's Project Manager will provide to the Steering Committee, an authorized version of the Project Scope Documents. Subsequently, the following milestones will require written notice of completion:

- Pre-tender Documents
- Schematic Design Documents
- Individual Contractor Scope of Work Documents

The Project Manager will maintain a Cost Tracking Log which tracks the project's completion and details any incremental changes (required/desired) against the project's draw-down budget. Any scope changes identified before or during construction which would require a schedule extension and/or an increase costs above the approved Project Budget allocation, must be approved in writing by the Executive Sponsor and the Steering Committee prior to commencement of the work.

Schedule Management

The Project Manager will create a Master Project Schedule which the Project Team will iteratively elaborate upon. The Project Manager will prepare monthly updates of the Master Project Schedule for review by the College's Executive Team and the Project Steering Committee.

The Project Manager will report any deviations from the Master Project Schedule at the Project Steering Committee meetings and will provide a written impact analysis for review by the College's Executive Team. Changes to the Master Project Schedule must be approved in writing by the College's Executive Team and the Steering Committee.

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

Risk Management

The College's Board of Governors has developed four risk appetite statements that are used when assessing the merits of all significant investments.

Risk Appetite Statements and Response:

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: While the College is prepared to accept a moderate level of risk to embark on innovative initiatives, the project team must ensure that the quality of student experience is improved upon. This initiative would relocate the function of student registration and many associated student support services into the basement of Building "C"; under the new Innovation Centre. Design considerations will need to address the accessibility of re-located services (especially for students requiring mobility assistance). Further, the functional design of the initiative will need to consider the risk that converging several services into a "one-stop" service hub into this area of Building "C" will tax the localized supply of parking, food services, waiting areas and washroom facilities.

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: Cyber security attacks and the risks associated with data privacy are prevalent across all technology landscapes. This initiative would converge student services into an open environment and thus communication of personal information between registrants and Registration personnel must be considered. A risk mitigation strategy including privacy screens and barriers will be required to ensure adherence to the College's policies for Information Security and Data Privacy. Should self-serve kiosks be incorporated within the "one-stop" service hub, they will require specific measures to safeguard students as they enter private information. This initiative must ensure the College maintains adherence to the regulatory requirements of the Freedom of Information and Protection of Privacy Act; Personal Information and Protection of Electronic Documents Act; Personal Health Information and Protection Act; Canadian Anti-Spam Legislation; and Payment Card Industry Data Security Standard.

Currently, a significant percentage of interactions with Registrar's Office personnel (at service windows) deal with wayfinding inquiries. As such, moving the registration and associated services away from the building "C" entrance is likely to have a significant negative impact upon the College's ease of access. The Project Team will need to ensure (and measure) that appropriate self-serve wayfinding steps are incorporated into the design solution.

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: The financial impact of this initiative is likely to be high in the short term and moderate over a five-year term. As the College has limited capital capacity, this initiative may impact the timing of other significant College capital initiatives. There is potential to mitigate the cost of this initiative if it can be started while the construction of the Innovation Centre is still underway. Further, reducing the capital impact of this initiative should include investigating and capturing the best practices of other postsecondary institutions who have recently undertaken similar projects. Finally, there may be potential to capture incremental operational revenue through expanding the Test Centre's capacity and exploring other potential sources of revenue generation.

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: The Project Team must ensure this initiative improves the registration experience for students and simplifies/facilitates "one-stop" access to the services and supports they need. The Project Team must never lose sight of the fact that the on-boarding of new students and the retention of existing students is core to the student experience and student success. Further, student registration and associated support services are crucial to the College's reputational and financial success. Ongoing assessment of data in order to achieve continuous improvement in student satisfaction, wait times, recruitment, self-serve functionality, on-line services will be essential.

It is acknowledged that this initiative will have a significant impact upon our people. As such, early participation and commencement of an organizational change and communications management process will be required.

Risk Appetite Test Committee

In preparation for completion of this Investment case, a committee of College leaders was assembled to engage in a preliminary risk test specific to the movement of Student Registration. Through the use of a Risk Appetite Test, the following summary of inherent risks and opportunities in the context of the College’s value drivers have been identified:

Reputational	The reputation of the College is most closely aligned with our ability to ensure academic excellence with educational program delivery and on how readily students can achieve employment upon program completion. The College’s reputation is also impacted by the attractiveness of our facilities and the ease with which new students receive on-boarding and support services. In particular, ease of enrolment access (in-person and on-line) has a direct impact upon the success of the College’s recruitment activities.
Financial Health and Capacity	This initiative serves to complete the renovation and use of the Innovation Centre’s bottom floor. Although the capital commitment for this initiative is significant and will impact the College’s capacity to invest in other major capital projects, the need to entire Innovation Centre is more of a “when” than an “if” question. Considering that construction is still underway at the Centre, it is likely that cost efficiencies will be realized if this project proceeds before current construction is completed.
Student Experience	This initiative has the potential to either improve or degrade the ease of on-boarding new students. The College will need to ensure that the movement of registration services away from a main thoroughfare to the basement of “C” Building will improve service accessibility rather than the opposite. Further, that creating a “one-stop” service hub has a positive impact upon student wait-times. Finally, because a significant portion of the in-person registration questions are wayfinding in nature, pursuing this initiative will create the need for a new self-serve wayfinding solution.
Academic Excellence & Program Relevance	Currently this initiative does not pose identified risk to academic excellence and program relevance.
External Stakeholder Relationships	This initiative is unlikely to introduce new risks upon external stakeholder relationships.
Our People	This initiative will not introduce risk to the job security of our people. However, the initiative will result in the relocation of many our people. The initiative is also very likely to change the scope of work for many of our people and this will require review (and potentially the re-writing) of position-description forms. As such, the Project Team will need to engage our people in a structured change management process and incorporates an effective communication strategy.
Technological Capability and Capacity	This initiative will need to re-think which on-boarding and enrolment services it can facilitate on-line and at self-serve and attended service kiosks. Improving the technology landscape for registration and retention supports will require continuous improvement and movement to self-serve modalities. The queue management system is a stand-alone technology. As such it is poor at anticipating service needs and does not contribute to customer relationship management. Further, the Project Team is aware that the location of the queue management kiosks is poor and consistently frustrates users.

Brand, Financial and Legal Exposure

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

Risk Assessment Matrix:

		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		Moderate Risk

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.

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.

Risk Assessment Protocol

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 Investment case and the introduction of external funding requirements and/or external business partnerships, a full risk assessment would be initiated.

Once commenced, a full risk assessment focuses on the following categories:

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 the affect the College’s ability to execute its strategic plan
Operational / Hazard	Risks of loss arising from non-compliance with internal and external regulatory requirements, legal action and liability claims

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

	Considerations	Sustainability	Opportunity	Threats
Political	The College applied for and was awarded \$21.9M for the Innovation Centre. This initiative will fund construction that completes the project.	Facilitating access to student support services is likely to positively impact the number of graduation students. Doing so will bring positive social benefit for the communities the College serves.	The Innovation Centre and the Institute for Indigenous Entrepreneurship is likely to attract political media. A renovated C building entrance should improve brand capital.	The College applied for and was awarded \$21.9M for the Innovation Centre. Not completing the construction of this project could be perceived as not achieving substantial project completion.
Economic	A renovated C building entrance will improve the attractiveness of the campus. An attractive campus is documented to positively impact the enrolment decision of applicants. Moreover, this initiative will benefit recruitment marketing materials.	Relocating the registration service area of the College may lead to the College needing to renovate the vacated space and therefore further impact the net cost of this initiative.	This initiative will improve the attractiveness of the campus and doing so will benefit recruitment marketing materials and is therefore likely to improve recruitment initiatives.	This initiative will be financially impactful and as such may delay and/or put at risk other significant capital initiatives.
Social	As the library will be situated within the Innovation Centre, this space is likely to become a social hub for the campus. Completing the basement level of the facility will enhance its attractiveness as a meeting place for social interaction.	This initiative targets to creates a flexible service desk approach to delivering enrolment registration and student support services; as such, identifying and leveraging targeted metrics will enable a seasonal approach to determining service desk orientation.	As the library will be situated within the Innovation Centre, this space is likely to become a social hub for the campus. As such, locating enrolment registration and student support services into this area is opportunistic.	The level of activity that is likely with this initiative (enrolment registration and student support services) will be significant. As such (and seasonally), the level of activity may be too intrusive upon users of the library and innovations spaces.
Technological	Currently upwards of 9,000 wayfinding inquiries are handled by the registration service desks. Moving personal wayfinding away from the Building C through traffic will require a technological wayfinding intervention.	To realize the full potential of this initiative, transactional protocols and auditing procedures should be established to ensure the benefit of creating flexible spaces is realized ongoing.	This initiative will create the opportunity to incorporate and leverage Salesforce (the College's Customer Relationship Management software) during the initial stages of the registration and enrolment process. This would improve service planning and aid successful conversion.	With the initiative, new technologies and processing systems will be introduced. With the introduction of new technologies, the risk of technology failure is known to be high.

Appendix B: Project Timeline (if approved by the Board of Governors)

Project Timeline

	Learner Driven Space Planning Project Activities	Timeline
1	Presentation to Board of Governors	October 16, 2017
2	100% of services identified for co-location via the selection framework and completion of stakeholder group impact and advisory group consultation(s)	December 15, 2017
3	Construction begins (date to be confirmed)	January 2018
4	Update of Project Budget to Board of Governors	February 2018
5	Confirmation of technologies in parallel with space planning	April 30, 2018
6	Completion of Construction for the Learner-Driven Space Plan	July 31, 2018



Five Year Capital Investments Report

Purpose:

The purpose of the Five-Year Capital Investments Report is to identify the investment requirements of the College over a five year period, and to identify potential source of funds to support the College's development plans and other Strategic Investment Priorities.

Definitions:

Term	Definition
Base Ongoing Maintenance Costs	Annual investment requirements to repair or replace information communications and technology infrastructure, physical infrastructure and equipment.
Base Recurring Development Needs	Annual investment requirements for the development of new programs, curriculum renewal, adaptations and renovations of existing learning and administrative spaces, and other initiatives in support of strategic priorities.
Approved Major Capital Projects	Major capital projects which have received approval from the Board of Governors.
Potential Capital Projects	Future major capital projects that are still in the concept design phase or advocacy phase that the College <u>may</u> present for full approval by the Board of Governors once it is determined there is strategic advantage to be realized and adequate sources of funding.
Advocacy Stage	Major capital projects which have been approved in principle by the Board of Governors, and adequate funding sources are currently being sought. Once funding sources have been identified, these projects will be brought back to the Board of Governors for approval of the project plan.
High Assurance Funds	High assurance funds include funding sources which have either been approved by the Board of Governors; have a high likelihood of realization (such as Facilities Renewal Grant from the Ministry of Advanced Education and Skills Development); or funds which could be realized with a low impact to the College's Financial Health Indicators (such as some additional debt).
Moderate Assurance Funds	Moderate assurance funds include funding sources which could be realized by the College, but would have an greater impact on the Financial Health Indicators of the College, and would restrict the College's ability to respond to unknown future events (such as greater levels of debt, or increased usage of College reserve funds).
Low Assurance Funds	Low assurance funds include funding sources which have a low likelihood of realization.

Report Format:

Three reports are included as part of the Five-Year Capital Investments Report:	
Summary of Five Year Capital Investment Requirements	This report outlines the investment requirements of the College in order to support the College's development plans and the Strategic Plan. The report is broken into four main categories of investments: Base Ongoing Maintenance; Base Recurring Development Needs; Approved Major Capital Projects; and Potential Major Capital Projects.
Summary of Five Year Capital Investment Potential Sources of Funding	This report outlines the potential sources of funding that have been identified to support the investment requirements of the College. The funding sources have been broken down into three categories which identify the amount of certainty the College has in realizing these funding sources: High Assurance Funds Moderate Assurance Funds Low Assurance Funds

CATEGORY	Class Estimate	FORECAST						5-yr total
		Actuals 2016/17	Forecast 2017/18	Forecast 2018/19	Forecast 2019/20	Forecast 2020/21	Forecast 2021/22	
Base Ongoing Maintenance Costs								
Information Technology Infrastructure Renewal Equipment - Academic		\$ 2,656,854	\$ 1,478,049	\$ 3,725,000	\$ 3,475,000	\$ 3,775,000	\$ 2,775,000	\$ 15,228,049
Equipment - Non-Academic		\$ 1,559,162	\$ 920,000	\$ 1,800,000	\$ 1,800,000	\$ 1,800,000	\$ 1,800,000	\$ 8,120,000
Physical Infrastructure Maintenance		\$ 155,447	\$ 113,850	\$ 165,000	\$ 165,000	\$ 165,000	\$ 165,000	\$ 773,850
College Ancillary Services (Maintenance)		\$ 3,268,883	\$ 2,169,360	\$ 9,375,000	\$ 11,750,000	\$ 14,000,000	\$ 14,000,000	\$ 51,294,360
Appropriations		\$ 1,234,335	\$ 682,640	\$ 450,000	\$ 450,000	\$ 450,000	\$ 450,000	\$ 2,482,640
		\$ -	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 500,000
Total Base Ongoing Maintenance Costs		\$ 8,874,681	\$ 5,463,899	\$ 15,615,000	\$ 17,740,000	\$ 20,290,000	\$ 19,290,000	\$ 78,398,899
Base Recurring Development Needs								
Initiatives & Opportunities		\$ 4,857,499	\$ 4,661,491	\$ 3,200,000	\$ 3,300,000	\$ 3,500,000	\$ 3,700,000	\$ 18,361,491
New Program Development		\$ 904,671	\$ 775,560	\$ 800,000	\$ 840,000	\$ 882,000	\$ 926,100	\$ 4,223,660
Apprenticeship Enhancement Fund Investments		\$ 501,028		\$ 655,000	\$ 655,000	\$ 655,000	\$ 655,000	\$ 2,620,000
College Ancillary Services (Development) Investments		\$ 921,294	\$ -	\$ 750,000	\$ 750,000	\$ 750,000	\$ 750,000	\$ 3,000,000
Information Technology Development Projects - General								
Information Technology Development Projects		\$ 1,413,492	\$ 1,020,036	\$ 3,547,000	\$ 3,447,000	\$ 3,347,000	\$ 1,950,000	\$ 13,311,036
Ontario Student Assistance Program (OSAP) Transformation And Net Tuition Project		\$ 31,962	\$ 375,726	\$ 8,580				\$ 384,306
Student Information System - Preliminary Design and Planning		\$ 129,438	\$ 368,000					\$ 368,000
Learning Management System - Preliminary Design and Planning			\$ 345,000					\$ 345,000
Customer Relationship Management - Preliminary Design and Planning			\$ 115,920					\$ 115,920
Campus Expansion Projects / Physical Resources Development								
Healthy Living Education Development - Advocacy and Preliminary Design and Planning		\$ 475,012						\$ -
Integrated College Development Planning (ICDP)		\$ 268,783	\$ 115,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 515,000
Adaptations and Renovations		\$ 1,617,401	\$ 1,469,240	\$ 2,500,000	\$ 2,500,000	\$ 3,000,000	\$ 3,000,000	\$ 12,469,240
Total Base Recurring Development Needs		\$ 11,120,581	\$ 9,245,973	\$ 11,560,580	\$ 11,592,000	\$ 12,234,000	\$ 11,081,100	\$ 55,713,653
Total Base Maintenance & Development Needs		\$ 19,995,262	\$ 14,709,872	\$ 27,175,580	\$ 29,332,000	\$ 32,524,000	\$ 30,371,100	\$ 134,112,552
Approved Major Capital Projects								
Innovation Centre and Institute for Indigenous Entrepreneurship		\$ 6,771,344	\$ 34,102,735	\$ 2,122,649				\$ 36,225,384
Workday Finance and Human Resources System Implementation		\$ 5,906,366	\$ 2,935,000					\$ 2,935,000
Equipment Renewal and Electrical Lab Alterations		\$ 1,670,126						\$ -
Welding Lab Project at the College's Transportation Technology Centre		\$ 459,966	\$ 1,838,000					\$ 1,838,000
Energy Savings Contract II Phase 4 (ESCO2)		\$ 1,474,677	\$ 1,000,000	\$ 1,573,616				\$ 2,573,616
Building F Renovation		\$ 1,568,562						\$ -
Athletics & Recreation Revitalization (Students' Association Funded)			\$ -	\$ 500,000	\$ 9,500,000	\$ 30,000,000	\$ 9,900,000	\$ 49,900,000
Pedestrian Bridge to Bus Rapid Transit Station			\$ -	\$ 646,313	\$ -	\$ -	\$ 1,292,625	\$ 1,938,938
Total Approved Major Capital Projects		\$ 17,851,040	\$ 39,875,735	\$ 4,842,577	\$ 9,500,000	\$ 30,000,000	\$ 11,192,625	\$ 95,410,937
Potential Major Capital Projects - Estimated Costs <i>(these items are not included in the 2017/18 Approved Projects)</i>								
Advocacy Stage:								
Healthy Living Education	Class D			\$ 8,500,000	\$ 25,500,000	\$ 46,750,000	\$ 4,250,000	\$ 85,000,000
Pending Approval by the Board of Governors:								
Learner Driven Student Space Project	Class G	\$ 500,000	\$ 7,500,000		\$ -	\$ -	\$ -	\$ 8,000,000
Courtyard Redevelopment	Class G	\$ -	\$ 1,700,000	\$ -	\$ -	\$ -	\$ -	\$ 1,700,000
Investment Case Under Development:								
Healthy Living Education Development Costs	Class G			\$ 12,205,764	\$ 10,623,324			\$ 22,829,088
Student Information System (SIS)	Class G	\$ -	\$ -	\$ 5,000,000	\$ 25,000,000	\$ 20,000,000		\$ 50,000,000
Learning Management System Upgrade (LMS)	Class G	\$ -	\$ 1,666,667	\$ 3,333,333				\$ 5,000,000
Customer Relationship Management System (CRM)	Class G	\$ -	\$ 1,500,000					\$ 1,500,000
		\$ -	\$ 500,000	\$ 33,072,431	\$ 44,456,657	\$ 71,750,000	\$ 24,250,000	\$ 174,029,088

CATEGORY	Forecast					5-yr total
	Annual Budget 2017-2018	Forecast 2018/19	Forecast 2019/20	Forecast 2020/21	Forecast 2021/22	
High Assurance Funds						
Funded & Non-Funded Activity Contributions to Strategic Investment Priorities	\$ 12,728,000	\$ 16,707,000	\$ 18,759,000	\$ 19,900,000	\$ 20,000,000	\$ 88,094,000
Students' Association Contribution - Athletics & Recreation Complex	\$	\$ 444,000	\$ 8,436,000	\$ 26,640,000	\$ 8,880,000	\$ 44,400,000
Students' Association Contribution - Courtyard Redevelopment		\$ 1,000,000				\$ 1,000,000
Monetization of Assets - Other Assets					\$ 3,000,000	\$ 3,000,000
Monetization of Assets - Residence			\$ 11,750,000	\$ 28,250,000		\$ 40,000,000
Post Secondary Institutions Strategic Investment Fund Grant (Federal)	\$ 16,633,937	\$ 1,035,342				\$ 17,669,279
Fundraising for Innovation Centre	\$ 1,880,000	\$ 120,000				\$ 2,000,000
Specific Purpose Grants (Facilities Renewal Program, Apprenticeship Enhancement Fund, Colleges Equipment Renewal Fund)	\$ 3,864,000	\$ 2,205,000	\$ 2,205,000	\$ 2,208,000	\$ 2,041,000	\$ 12,523,000
Additional Debt						
Healthy Living Education Enabling Costs		\$ 12,205,764	\$ 10,623,324			\$ 22,829,088
Additional Debt - Student Information System			\$ 5,000,000	\$ 2,170,912		\$ 7,170,912
Approved Drawdown from Reserve Funds						
Innovation Centre and Institute for Indigenous Entrepreneurship	\$ 9,122,000	\$ 450,740				\$ 9,572,740
ESCOII	\$ 1,000,000					\$ 1,000,000
Workday Finance and Human Resources System Implementation	\$ 2,935,000					\$ 2,935,000
Information Technology and Physical Infrastructure Renewal Projects	\$ 3,507,000					\$ 3,507,000
Academic and Administrative Equipment	\$ 500,000					\$ 500,000
Approved Multi-year Strategic Investment Priorities Expenditures	\$ 2,648,000					\$ 2,648,000
Athletics and Recreation Complex		\$ 55,000	\$ 1,045,000	\$ 3,300,000	\$ 1,100,000	\$ 5,500,000
Pedestrian Bridge to Bus Rapid Transit Station	\$ -	\$ 646,313	\$ -	\$ -	\$ 1,292,625	\$ 1,938,938
Additional Capacity from Reserve Funds - Future Capital Expansion						
Courtyard Redevelopment		\$ 700,000				\$ 700,000
Learner Driven Student Space Project	\$ 500,000	\$ 7,500,000				\$ 8,000,000
Total High Assurance	\$ 55,317,937	\$ 43,069,159	\$ 57,818,324	\$ 82,468,912	\$ 36,313,625	\$ 274,987,957
Moderate Assurance Funds						
Additional Debt - Student Information System				\$ 2,000,000	\$ 18,000,000	\$ 20,000,000
Additional Unapproved Withdrawal from Reserves						
Customer Relationship Management		\$ 1,500,000				\$ 1,500,000
Student Information System				\$ 4,500,000		\$ 4,500,000
Total Moderate Assurance	\$ -	\$ 1,500,000	\$ -	\$ 6,500,000	\$ 18,000,000	\$ 26,000,000
Low Assurance Funds						
Ministry of Advanced Education and Skills Development Grant Funding for Healthy Living Education		\$ 3,825,000	\$ 11,475,000	\$ 21,037,500	\$ 1,912,500	\$ 38,250,000
Federal Grant Funding for Healthy Living Education		\$ 4,675,000	\$ 14,025,000	\$ 25,712,500	\$ 2,337,500	\$ 46,750,000
Monetization of Other Assets / Alternative Financing (to be determined)		\$ 12,000,000	\$ -	\$ -	\$ 5,564,620	\$ 17,564,620
Total Low Assurance	\$ -	\$ 20,500,000	\$ 25,500,000	\$ 46,750,000	\$ 9,814,620	\$ 102,564,620
Grand Total	\$ 55,317,937	\$ 65,069,159	\$ 83,318,324	\$ 135,718,912	\$ 64,128,245	\$ 403,552,577

Summary of Sources of Revenue and Shortfall
Prepared by Financial Services - September 15, 2017

POTENTIAL SOURCE OF FUNDS AVAILABLE FOR STRATEGIC INVESTMENT PRIORITIES
(Over 5 year period)

High Assurance of Funds / Low Risk

Additional Debt	\$ 30,000,000
Approved Drawdown from Reserve Funds	\$ 27,601,678
Specific Purpose Grants (FRP, AEF, CERF)	\$ 12,523,000
Funded & Non-Funded Activity Contributions to SIP	\$ 88,094,000
Students' Association Contribution - Athletics and Rec Complex	\$ 44,400,000
Students' Association Contribution - Courtyard	\$ 1,000,000
Monetization of Assets	\$ 43,000,000
PSISIF Grant (Federal) for Innovation Centre and Institute for Indigenous Entrepreneurship	\$ 17,669,279
Fundraising for Innovation Centre and Institute for Indigenous Entrepreneurship	\$ 2,000,000
Additional Capacity from Reserve Funds - Future Capital Expansion	\$ 8,700,000
	<u>\$ 274,987,957</u>

Moderate Assurance of Funds / Medium Risk

Additional Debt	\$ 20,000,000
Withdrawal from Reserves	\$ 6,000,000
	<u>\$ 26,000,000</u>

Low Assurance of Funds / High Risk

MTCU Grant Funding for HLE	\$ 38,250,000
Federal Grant Funding for HLE	\$ 46,750,000
Monetization of Other Assets / Alternative Financing (to be determined)	\$ 17,564,620
	<u>\$ 102,564,620</u>

TOTAL AVAILABLE

\$ 403,552,577

CUMULATIVE 5 YEAR CAPITAL INVESTMENT REQUIREMENTS

Base Ongoing Maintenance Costs	\$ 78,398,899
Base Recurring Development Needs	\$ 55,713,653
Approved Major Capital Projects	\$ 95,410,937
Potential Major Capital Projects	\$ 174,029,088
TOTAL 5-YEAR CAPITAL PROFORMA CURRENT PRELIMINARY ESTIMATES	<u>\$ 403,552,577</u>
HIGH ASSURANCE FUNDS LESS CURRENT PRELIMINARY ESTIMATES	<u>\$ (128,564,621)</u>
HIGH & MODERATE ASSURANCE FUNDS LESS CURRENT PRELIMINARY ESTIMATES	<u>\$ (102,564,621)</u>
ALL AVAILABLE FUNDS LESS CURRENT PRELIMINARY ESTIMATES	<u>\$ (1)</u>

Report title:	Indigenous Gathering Circle Investment Case
Report to:	Board of Governors
Date:	October 16, 2017
Author/Presenter:	Ron Deganadus McLester, Executive Director and Special Advisor to the President, Indigenous Initiatives

1. RECOMMENDATION:

THAT the Board of Governors approves an expenditure of up to \$1.6 million from the College’s Strategic Investment Priorities budget over the fiscal years 2017-2018 and 2018-2019 to fund the landscaping of the “C” building inner courtyard with greenspace and native horticulture and to construct an Indigenous Gathering Circle.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide information to the Board of Governors regarding the landscaping of the “C” building inner courtyard and the construction of an Indigenous Gathering Circle. The capital cost for this project is up to \$1.6 million. Detailed information is given in Appendix A: Investment Case – Indigenous Gathering Circle.

3. BACKGROUND:

Algonquin College is committed to creating greater exposure and knowledge for non-Indigenous students on the realities, history and culture of Indigenous peoples. In achieving this, staff recognize the importance of ongoing Indigenization of the institution and in forming mutually beneficial partnerships with Indigenous stakeholders and communities.

College staff believes that partnerships with Indigenous stakeholders and communities far extends the boundaries of currently articulated Indigenous and non-Indigenous partnerships. Like our shared past, we believe our future is shared and that we must actively collaborate on creating Indigenous support pathways today.

Indigenous youth are recognized as Canada’s fastest growth demographic. College staff believes these students hold significant potential for delivering social and economic improvement in their communities. Since 2009, Algonquin College’s Indigenous student population has been increasing at a rate of 10% per year. In fact, in the 2015-2016 academic

year, our Indigenous student population had almost doubled since that of the 2011-2012 year.

Pending approval, Algonquin College would landscape the “C” building inner courtyard with top soil and grasses, native horticulture, benches and picnic tables, and central to the courtyard, construct an Indigenous Gathering Circle.

4. DISCUSSION:

Canada’s Truth and Reconciliation Commission (from the Education for Reconciliation Report) recognized that, “Much of the current state of troubled relations between Aboriginal and non-Aboriginal Canadians is attributable to education institutions and what they have taught, or failed to teach, over many generations. Despite this history—or, perhaps more correctly, because of its potential—the Truth and Reconciliation Commission believes that education is also the key to reconciliation.”

We believe that actively integrating significant Indigenous iconography upon the campus will help to build a sense of inclusion for Indigenous students and serve to advance the College’s identity development. The objective of this initiative is to create an environment that is sensitive and supportive of Indigenous students and helps improve their potential of achieving postsecondary success.

Algonquin College is committed to improving access and the potential for achieving academic success for underrepresented communities (including Indigenous, first-generation Canadians, students with disabilities and Francophones). In support of this objective, the College continuously develops and supports a wide range of program delivery methods including in person, hybrid, and online modalities.

In addition, this proposal recognizes the importance and impact of the Personal Success System identified within Algonquin College’s strategic plan.

At the August 24, 2017 Algonquin College Presidents Breakfast, the president of the Student Association, Victoria Ventura said that, *“Truth and Reconciliation must not be left to administrators and politicians alone. It is up to each one of us to create a personalized response.”*

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN Goal One Establish Algonquin as the leader in personalized learning across all Ontario colleges.	<input checked="" type="checkbox"/>	CONNECTED Goal Four Become an integral partner to our alumni and employers.	<input type="checkbox"/>
QUALITY AND INNOVATION Goal Two Lead the college system in co-op and experiential learning.	<input type="checkbox"/>	SUSTAINABLE Goal Five Enhance Algonquin’s global impact and community social responsibility.	<input checked="" type="checkbox"/>
Goal Three Attain national standing in quality, impact and innovation within each school and service.	<input checked="" type="checkbox"/>	PEOPLE Goal Six Be recognized by our employees and the community as an exceptional place to work.	<input type="checkbox"/>

6. STUDENT IMPACT:

Algonquin College strongly believes that, creating supportive academic environments are crucial to program success and student retention for our Indigenous students . In fact, Indigenous students indicate they need specific materials and supports to enable them to envision their future and to help transition from school to work.

This initiative:

- addresses the need to build an encouraging environment for Indigenous students that improves their potential for academic success
- provides an exceptional opportunity for non-Indigenous students to be exposed to the realities, history and culture of Indigenous peoples
- creates an authentic mechanism to collaborate with Indigenous communities and students
- will serve as a springboard for developing academic programming that would positively impact Indigenous student enrolment and thereby positively impact the future of Indigenous communities.

7. FINANCIAL IMPACT:

The budget for this project is \$1,600,000. This project would be funded from the College's Strategic Investment Priorities budget allocation over the fiscal years 2017-2018 and 2018-2019.

At the 2017 Algonquin College President's Breakfast, the Algonquin Students' Association verbally pledged a contribution of \$1 million "to ensure Indigenous architecture, arts and cultural artifacts" will be a "permanent part" of the Innovation Centre. This contribution will help fund the Indigenous design elements within the Courtyard Project.

8. HUMAN RESOURCES IMPACT:

This initiative will not introduce risk to the job security of our people and as such, it is assessed that this initiative would introduce a low level of impact upon the staff of the College. In addition, College staff believes this initiative will be a focal point for our students and staff to relax, gather, and engage with Indigenous culture and history.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The College has assessed that this initiative will not have significant government, regulatory or legal impact.

10. COMMUNICATIONS:

College staff recognizes the need to develop and initiate an effective engagement with Indigenous communities and to ensure appropriate ceremonies are undertaken.

11. CONCLUSION:

The Indigenous Gathering Circle will serve as a modern and respectful interpretation of a significant Indigenous cultural icon. It will create a welcoming venue that is culturally rich and a student experience that can benefit from Indigenous teachings, heritage and history. It will provide a space culturally appropriate and inclusive for the entire Algonquin College community. It will welcome students from every walk of life and it will be a beacon for Indigenous students from across Canada, letting them know they belong at Algonquin College.

Respectfully submitted:



Ron Deganagus McLester
Executive Director and Special Advisor
to the President, Indigenous Initiatives

Approved for submission:



Cheryl Jensen
President

Appendices:

Appendix A: Investment Case – Indigenous Gathering Circle

Indigenous Gathering Circle

Investment Case

October 2017

DRAFT



Indigenous Gathering Circle

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Executive Summary

Canada's Truth and Reconciliation Commission (from the Education for Reconciliation Report) recognized that, "Much of the current state of troubled relations between Aboriginal and non-Aboriginal Canadians is attributable to education institutions and what they have taught, or failed to teach, over many generations. Despite this history—or, perhaps more correctly, because of its potential—the Truth and Reconciliation Commission believes that education is also the key to reconciliation."

The College believes that partnerships with Indigenous stakeholders and communities far extends the boundaries of currently articulated Indigenous and non-Indigenous partnerships. Like our shared past, we believe our future is shared and that we must actively collaborate on creating Indigenous support pathways, today.

We believe that actively integrating significant Indigenous iconography upon the campus will help to build a sense of inclusion for Indigenous students and serve to advance the College's identity development. The objective of this initiative is to create an environment that is sensitive and supportive of Indigenous students and helps improve their potential of achieving postsecondary success.

Each year the College welcomes over 1,000 self-identified Indigenous students from across the country; many of which are sponsored by more than 90 bands and organizations. Increasing annually at a rate of approximately 12%, our sponsored students have almost doubled since 2012. In fact, for the 2015-2016 school year, the Cree School Board sponsored more than 290 students.

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 to take on the challenge of entrepreneurial endeavors will require back end support including mentorship, financial resources, tools and of course education."

In 2018, Algonquin College will complete the construction of the Innovation Centre and it will be designed to feature a large learning-commons with Indigenous architecture, cultural and artifacts. Further, the Institute for Indigenous Entrepreneurship and the design of the new Learning Commons will be overt in their support of the *Indigenous Education Protocol for Colleges and Institutes* signed by Algonquin College's President Cheryl Jensen on December 3, 2014.

These new facilities have been intentionally designed to elicit student and community support for intercultural understanding and respect. A design committee comprised of representatives from First Nations, Inuit and Métis communities has been working closely with the College's architects to achieve this goal.

Our Key Objective

- To transform the hopes and dreams of Indigenous students into lifelong success
- To improve retention by more effectively guiding and administering to the cultural needs of Indigenous students
- To continue developing academic programming that can positively impact Indigenous student enrolment and thereby positively impact the future of Indigenous communities
- To further Algonquin College's cultural identity development by incorporating significant Indigenous iconography

It is recommended that Algonquin College constructs a greenspace throughout the courtyard with native horticulture, benches and picnic tables and central to the courtyard, construct an Indigenous Gathering Circle with firepit.

Algonquin College Board Motion:

That the Board of Governors approves an expenditure of up to \$1.6 million from the College's Strategic Investment Priorities budget over the fiscal years 2017-2018 and 2018-2019 to fund the landscaping of the "C" building inner courtyard with greenspace and native horticulture and to construct an Indigenous Gathering Circle.

Problem Statement

The Algonquin College student experience is an attribute that separates us from our competitors. As part of our competitive differentiation, we acknowledge our responsibility to care and develop the Algonquin College student experience in a culturally appropriate way.

Canada's Truth and Reconciliation Commission (from the Education for Reconciliation Report) recognized that, "Much of the current state of troubled relations between Aboriginal and non-Aboriginal Canadians is attributable to education institutions and what they have taught, or failed to teach, over many generations. Despite this history—or, perhaps more correctly, because of its potential—the Truth and Reconciliation Commission believes that education is also the key to reconciliation."

Algonquin College is committed to creating greater exposure and knowledge for non-Indigenous students on the realities, history and culture of Indigenous peoples. In achieving this, we recognize the importance of ongoing Indigenization of the organization and in forming mutually beneficial partnerships with Indigenous stakeholders and communities.

The College believes that partnerships with Indigenous stakeholders and communities far extends the boundaries of currently articulated Indigenous and non-Indigenous partnerships. Like our shared past, we believe our future is shared and that we must actively collaborate on creating Indigenous support pathways, today.



We submit that:

Algonquin College's commitment to creating a culturally rich student experience needs to be deliberate and that includes creating greater exposure to the realities, history and culture of Indigenous peoples.

Investment Objectives

Postsecondary institutions in Ontario can play a stronger role in pursuing inclusion and reconciliation with the Indigenous peoples of Canada.

Indigenous youth are recognized as Canada's fastest growth demographic. The College believes these students hold significant potential for delivering social and economic improvement in their communities. Since 2009, Algonquin College's Indigenous student population has been increasing at a rate of 10% per year. In fact, in the 2015-2016 academic year, our Indigenous student population had almost doubled since that of the 2011-2012 year.

Year after year, Algonquin College has shown commitment in pursuing academic success for Indigenous students. The College believes strongly that continued development of inclusivity initiatives will create an environment of trust with Indigenous communities and will facilitate the transition into our postsecondary institution.

Actively integrating significant Indigenous iconography upon the campus can help to build a sense of inclusion for Indigenous students and serve to advance the College's identity development. The objective of this initiative is to create an environment that is sensitive and supportive of Indigenous students and helps improve their potential of achieving postsecondary success.

In consultation with Indigenous communities, Algonquin College is committed to the following objectives:

- Introduce and support program development that incorporates Indigenous pedagogies
- Build spaces and implement academic support programs and services designed to welcome and respond to Indigenous student needs
- Focus on learner abilities and outcomes - create opportunities that improve community and lead to Indigenous Student Success
- Promote dialogue and community between Indigenous and non-Indigenous students
- Develop a strong and ongoing communication strategy that promotes to current on campus and prospective Indigenous students, the College's developing menu of support services and programs
- Expose the entire College community to the realities, histories, and cultures of the Indigenous people in Canada
- Fostering intercultural community and engagement among Indigenous and non-Indigenous students
- Develop partnerships with the private sector to seek out sustainable opportunities for Indigenous people
- Continuously advocate on behalf of Indigenous students and be action oriented: recognize and leverage governments, Indigenous organizations, businesses, and College leadership in order to realize these objectives



Background

Algonquin College is in the heart of the nation's capital and has a uniquely diverse population of Inuit, First Nations and Metis students. Most of our Indigenous students come from Algonquin, Cree, Mohawk, Ojibway and Inuit communities. The diversity of these students is reflected in their home communities; ranging from relatively small remote Inuit villages through to First Nations reserves and urban centres.

Each year the College welcomes over 1,000 self-identified Indigenous students from across the country; many of which are sponsored by more than 90 bands and organizations. Increasing annually at a rate of approximately 12%, our sponsored students have almost doubled since 2012. In fact, for the 2015-2016 school year, the Cree School Board sponsored more than 290 students.

In 2012, the College dedicated a new space called the Mamidosewin Centre to support the success of our Indigenous learners.

The goal of the Mamidosewin Centre is to empower and support Indigenous students at the College in a way that is respectful and reflective of Indigenous cultures. The Centre welcomes First Nations, Inuit, and Métis, as well as those with Indigenous ancestry who are discovering their heritage and want to learn more.

The Mamidosewin Centre is also open to non-Indigenous students who are interested in learning more about the Indigenous cultures and participating in events.



Internal Environment

At Algonquin College, we have established an Aboriginal Education Council that advises on issues affecting Indigenous students and helps the College build relationships building between Indigenous communities and employers.

This Council is comprised of representatives from First Nations, Métis and Inuit communities both on and off reserve. It serves as a resource to advocate for the academic and cultural support needs of the College's Indigenous learners and has identified the following key goals:

- Increase the understanding and impact of First Nations, Métis and Inuit peoples throughout the College
- Facilitate the connection between Indigenous learners and labour market opportunities
- Increase the graduation rate of Indigenous learners

Additionally, Algonquin College has engaged with and established a strong partnership with the Ottawa Aboriginal Coalition. Formed in 2001, this coalition was created to present a unified voice on behalf of Aboriginal people living within the National Capital Region including First Nations, Métis and Inuit. Their priorities include the critical need for economic development, education and specialized employment training opportunities that benefit Aboriginal peoples.

In collaboration with the Ottawa Aboriginal Coalition (OAC), Algonquin College's has created the Aboriginal Student Centre (the Mamidosewin Centre). Staff with the Mamidosewin Centre work to empower and support academic success for Indigenous students. In doing so, they enlist impactful collaboration with Aboriginal community partners, inspirational mentors and successful business leaders.

The Mamidosewin Centre serves Indigenous learners with supports that include: housing options, access to local Aboriginal organizations, essential study skills, employment resources, and peer counseling.



In December of 2014 and on behalf of Algonquin College, President Cheryl Jensen signed the Colleges & Institutes Canada Indigenous Education Protocol. In doing so and as an early adopter, the College has shown an ongoing commitment to providing high-quality educational opportunities in a manner that honours and respects the culture and values of First Nation, Metis, and Inuit learners.

External Environment

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 to take on the challenge of entrepreneurial endeavors will require back end support including mentorship, financial resources, tools and of course education.”

“One-third of Aboriginal population is 14 and under, compared with 19 percent 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 upside 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 fact, 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.

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, Aboriginal Canadians reached the same educational and labour market outcomes that non-Aboriginal Canadians had in 2001, there would be a total income increase of \$36.5 billion. As a result, tax revenues would be 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)



Competitive Analysis

In Canada, there is a tremendous benefit in engaging Indigenous youth, a demographic cohort on the rise. Within the Algonquin College catchment area, there are more than 43,000 Indigenous people including the communities of Pikwakanagan and Akwesasne. This number includes more than 3,000 Inuit residents, the highest number of Inuit population outside the Arctic Circle.

For Indigenous communities, the College recognizes the importance of traditions and recognizes the need for an educational environment that is respectful of heritage and customs. Together with Indigenous partners, we strive to continuously improve our cultural sensitivity and offer supports crucial to the success of Indigenous learners.

Algonquin College is committed to improving access and the potential for achieving academic success for underrepresented communities (including Indigenous, first-generation Canadians, students with disabilities and Francophones). In support of this objective, the College continuously develops and supports a wide range of program delivery methods including in person, hybrid, and online modalities.

Algonquin College strongly believes that for our Indigenous students, creating supportive academic environments are crucial to program success and student retention. In fact, Indigenous students indicate they need specific materials and supports to enable them to envision their future and to help transition from school to work.

In 2016, the College applied for and was awarded support for the construction of the Institute for Indigenous Entrepreneurship. The Institute for Indigenous Entrepreneurship will create a space for Indigenous students and community members to foster innovation, creativity and have access to culturally relevant tools and skills. This revolutionary new space will foster entrepreneurship and help students build a positive future for themselves and their communities. The Institute for Indigenous Entrepreneurship has received overwhelming support and validation from Indigenous communities.

In 2018, Algonquin College will complete the construction of the Innovation Centre and it will be designed to feature a large learning-commons with Indigenous architecture, cultural and artifacts. Further, the Institute for Indigenous Entrepreneurship and the design of the new Learning Commons will be overt in their support of *Indigenous Education Protocol for Colleges and Institutes* signed by Algonquin College's President Cheryl Jensen on December 3, 2014.

These new facilities have been intentionally designed to elicit student and community support for intercultural understanding and respect. A design committee comprised of representatives from First Nations, Inuit and Métis communities has been working closely with the College's architects to achieve this goal.

We believe strongly that the Innovation Centre and the Institute for Indigenous Entrepreneurship will create significant competitive advantage for Algonquin College and moreover, will create significant advantage for Indigenous students and their communities.



Options Analysis

Decision Criteria

Key Uncertainties

- How to raise the importance of inspiring and supporting Indigenous students
- How to authentically collaborate with Indigenous communities and students
- How to build an encouraging environment for Indigenous students that improves their potential for academic success
- How to create greater exposure and knowledge for non-Indigenous students on the realities, history and culture of Indigenous peoples

Key Opportunities

- Transform the hopes and dreams of Indigenous students into lifelong success
- Improving retention by more effectively guiding and administering to the cultural needs of Indigenous students
- Continuing to develop academic programming that can positively impact Indigenous student enrolment and thereby positively impact the future of Indigenous communities
- Furthering Algonquin College's cultural identity development by incorporating significant Indigenous iconography

In 2016, the College was awarded funding support from the provincial government to undertake the construction of the Innovation Centre and the Institute for Indigenous Entrepreneurship. The only space of its kind in Ontario, the Institute for Indigenous Entrepreneurship was designed to support Indigenous students. It will provide them with access to incubator space, financial and business mentors and support the development of innovative business solutions grounded in both Indigenous and Western principles.

Developed with support from Algonquin's Aboriginal Education Council as well as the City of Ottawa's Aboriginal Coalition, the Institute's vision is to "Leverage mentorship partners to help convert learning and teaching into real-world knowledge, hands-on professional experience and will produce powerful community entrepreneurs." The Institute "will be available to inspire and encourage the development of new ideas and inter-disciplinary gathering.

The construction of the Innovation Centre and the Institute for Indigenous Entrepreneurship required the excavation of the subject courtyard in order to enable the installation of building foundations and allow installation of a storm water management tank. Upon construction completion, the Indigenous Commons will have a wall of sliding doors that will grant direct access to the subject courtyard.



Option 1: Landscape the "C" building inner courtyard with top soil and grasses, native horticulture, benches and picnic tables.

Once construction of the Innovation Centre and the Institute for Indigenous Entrepreneurship has been completed, the entire central courtyard area (bordering the two new builds) would be re-landscaped as an open greenspace. This greenspace would be top-dressed

with native grasses. The area would include native shrub clusters and trees that offer year-round landscape interest. Finally, picnic tables and benches would be added to encourage small group socializing.

Pros:

- This option is the least costly
- This option would be visually appealing and offer an opportunity for all students to take a quiet relaxing break from their studies for meals, gaming and small social gathering

Cons:

- This option is unlikely to generate incremental support from internal/external stakeholders or Indigenous communities
- This option does not help the College raise the awareness of Indigenous realities, history and culture
- This option is not likely to have a specific impact upon encouraging Indigenous student enrolment or improvement to Indigenous student retention
- This option does nothing to highlight the importance of encouraging Indigenous students or in developing the cultural identity of Algonquin College
- This option does little to encourage large social gathering or to create an encouraging environment for Indigenous students



Option 2: Landscape the “C” building inner courtyard with top soil and grasses, native horticulture, benches and picnic tables, and construct a large pergola structure (similar in scale to the end-of-life structure removed in 2016).

Once construction of the Innovation Centre and the Institute for Indigenous Entrepreneurship has been completed, the entire central courtyard area (bordering the two new builds) would be re-landscaped as greenspace. This greenspace would be top-dressed with native grasses. The area would include native shrub clusters and trees that offer year-round landscape interest. Picnic tables and benches would be added to encourage small group socializing. Finally, an overhead pergola would be built to create a large social gathering space.

Pros

- This option would be visually appealing and offer an opportunity for all students to take a quiet relaxing break from their studies for meals, gaming and small social gathering
- This option would create a large social gathering space that could be used for media and communications events
- The addition of an overhead pergola would create an excellent opportunity for the inclusion of further horticulture diversity including climbing foliage

Cons

- This option is unlikely to generate incremental support from internal/external stakeholders or Indigenous communities
- This option does not help the College raise the awareness of Indigenous realities, history and culture
- This option is not likely to have a specific impact upon encouraging Indigenous student enrolment or improvement to Indigenous student retention
- This option does nothing to highlight the importance of encouraging Indigenous students or in developing the cultural identity of Algonquin College
- This option does little to encourage large social gathering or to create an encouraging environment for Indigenous students

Option 3: Landscape the “C” building inner courtyard with top soil and grasses, native horticulture, benches and picnic tables and central to the courtyard, construct an Indigenous Gathering Circle with firepit.

Once construction of the Innovation Centre and the Institute for Indigenous Entrepreneurship has been completed, the outer areas of the central courtyard (bordering the two new builds) would be re-landscaped as greenspace. This greenspace would be top-dressed with native grasses. The area would include native shrub clusters and trees that offer year-round landscape interest. Picnic tables and benches would be added to encourage small group socializing. Finally, central to the courtyard, a traditional Indigenous Gathering Circle with raised bench seating and a firepit would be constructed.

Pros:

- This option is likely to generate incremental support from internal/external stakeholders and Indigenous communities
- When combined with the completed Innovation Centre and the Institute for Indigenous Entrepreneurship, this option is likely to become beacon for media and communications opportunities with Indigenous communities, industry partners, government and internal/external stakeholders
- This option addresses the need to build an encouraging environment for Indigenous students that improves their potential for academic success
- This option provides an exceptional opportunity for non-Indigenous students to be exposed to the realities, history and culture of Indigenous peoples
- This option creates an authentic mechanism to collaborate with Indigenous communities and students
- This option would be a significant incorporation of Indigenous iconography into the cultural identity of Algonquin College
- This option could serve as a springboard for developing academic programming that would positively impact Indigenous student enrolment and thereby positively impact the future of Indigenous communities

Cons:

- This option would be the costliest and would likely require investment of capital reserves



Central Courtyard Gathering Circle – Artist's Rendering

Financial Analysis

The financial impact for the Courtyard Project is broken into four main components:

1. Enabling Costs including: Electrical and Lighting, IT, irrigation, Building A North Wall refurbishment
2. Soft-scaping the outer areas with outcroppings of native bushes, grasses, and shrubs
3. Furniture and fixtures for small group gathering and luncheons
4. Consultation, design and construction of the Gathering Circle

Figure 1 captures the for the four main Courtyard Project construction components.

Figure 1: Courtyard Project – Budget

Courtyard Project - Gathering Circle	Cost
Building "A" North Wall	\$ 150,000
Electrical, Lighting, Power, IT	50,000
Hardscaping all Courtyard	212,000
Lawn Irrigation	25,000
Native Plantlife - Srubs, bushes and trees	15,000
Furniture	10,000
Gathering Circle Design and Consultation	285,000
Gathering Circle feature including Base	616,000
Contingency	184,239
Unrecoverable HST (3.41%)	52,761
Cost Estimate	\$ 1,600,000

At the 2017 Algonquin College President's Breakfast, the Algonquin Students' Association verbally pledged a contribution of \$1 million "to ensure Indigenous architecture, arts and cultural artifacts" will be a "permanent part" of the Innovation Centre. This contribution will serve to help fund the Indigenous design elements within the Courtyard Project.

Pending the Board of Governors approval of this major capital project, the College and the Algonquin Students' Association will draft a Memorandum of Understanding outlining the pledge period, terms and conditions associated with this \$1 million contribution. The net cost to the College for this project would then be up to \$600,000. The College will be required to invest up to \$1,600,000 in cash upfront until such time as the pledge contribution is converted to cash contributions by the Algonquin Students' Association.

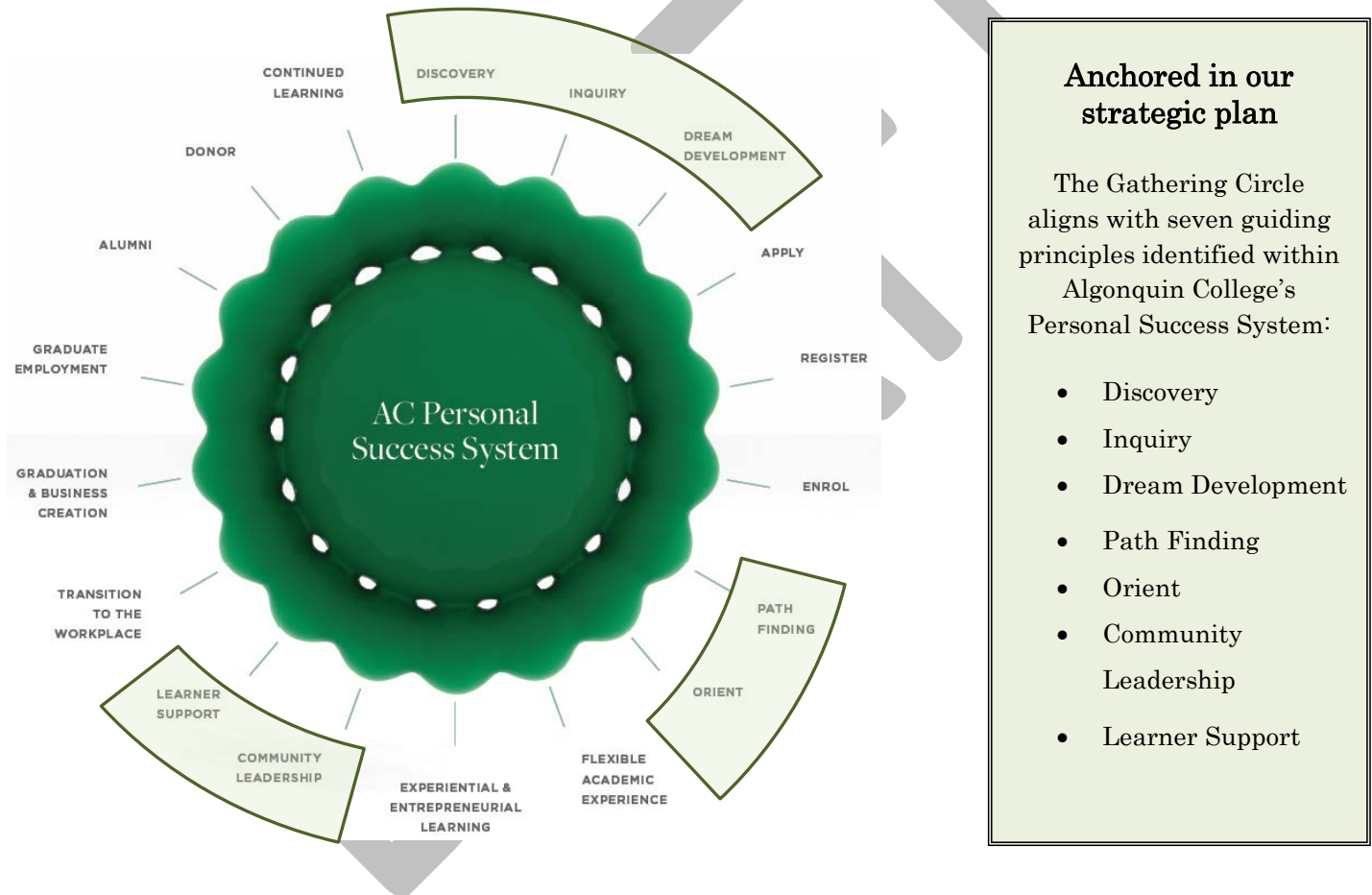
Recommendation

After review of the Options Analysis, it is recommended that Algonquin College landscapes the “C” building inner courtyard with top soil and grasses, constructs a greenspace throughout the courtyard with native horticulture, benches and picnic tables and central to the courtyard, construct an Indigenous Gathering Circle with firepit (Option 3).

At the 2017 Algonquin College Presidents Breakfast, the President of the Algonquin Student’s Association said that, “Truth and Reconciliation must not be left to administrators and politicians alone. It is up to each one of us to create a personalized response.”

The Indigenous Gathering Circle will serve as a modern and respectful interpretation of a significant Indigenous cultural icon. It will create a welcoming venue that is culturally rich and a student experience that benefits from Indigenous teachings, heritage and history. It will provide a space culturally appropriate and inclusive for the entire Algonquin College community. It will welcome students from every walk of life and it will be a beacon for Indigenous students from across Canada, letting them know they belong at Algonquin College.

This solution recognizes the importance and impact of the Personal Success System identified within Algonquin College’s strategic Plan.



Algonquin College Board Motion:

That the Board of Governors approves an expenditure of up to \$1.6 million from the College’s Strategic Investment Priorities budget over the fiscal years 2017-2018 and 2018-2019 to fund the landscaping of the “C” building inner courtyard with greenspace and native horticulture and to construct an Indigenous Gathering Circle.

Action Plan

Project Management Strategy: Approach and Key Considerations

The Project Management Strategy will ensure this initiative has the stakeholder support and human resources necessary to meet the project schedule, budget and objectives. The Management Strategy will include a Project Plan that will outline the organizational structure and schedule of deliverables required to ensure successful project completion.

The Project Plan will include: Indigenous stakeholder engagement; ceremonial requirements; planning and scope development; governance structure; advocacy; professional service requirements; public procurement methodology; schedule management; budget and cost management; resources management, communications management, quality management, risk management, and project controls.

Internal and External stakeholder resources will be required to assess and capture Indigenous stakeholder needs, an initial and ongoing governance structure and ceremonial protocol. The following areas are identified as requiring specific procedural review and documentation:

- Ongoing ceremonial requirements
- Infrastructure maintenance
- Communications management of cultural significance
- Usage strategies
- Safe usage and security

The initiative will not move forward until the Project Plan has been approved by the College Executive Sponsor and the required resources have been secured.

To finalize the governance and stakeholder requirements, the following tasks will be accomplished:

- Indigenous stakeholder analysis, ceremonial requirements, and community partnership established
- Advocacy planning and professional service engagements
- Risk Assessment and necessary mitigation strategies identified

The project team will be composed of College leadership, Indigenous leadership, and professional service resources. The College is confident that these parties will have the knowledge and expertise necessary to deliver successful completion of the project and diligently protect the interests of the Indigenous community, the entire student body and College's employees. Protections of these parties will be incorporated into the project's:

- Planning and design through to the Construction Phase
- Operations Phase including facility maintenance and renewal

Project Team Resources

Internally, the Project Team will be comprised of a Project Sponsor(s), a Steering Committee (overall authority and responsibility for the initial and on-going deliverables and objectives), a Project Lead and potentially an Indigenous Partnership Manager.



Outcome Management Strategy

Outcome Management is about planning, managing and achieving the intended objectives of the investment. Specifically, it is a set of activities designed to improve, monitor, correct (quickly and whenever necessary), and on an ongoing basis secure the initiative’s intended objectives and benefits.

The Outcome Management Strategy aims to bring rigour to the monitoring of project’s original objectives in the same way that the Management Strategy seeks to ensure the project’s schedule and budget are maintained. The Outcome Management Strategy identifies a set of monitoring key performance indicators and associated systems that can reliably indicate that the needs of Algonquin College students, the College’s community stakeholders and the objectives of the College’s Strategic Plan are being addressed.

The Outcome Management Strategy identifies immediate, intermediate and long-term key performance indicators that will serve as milestones (or leading indicators) for the project. These indicators will serve to monitor the achievement of the investments’ objectives.

The Outcome Management Strategy will include the categories and frequency that identified KPI’s will be measured against. The College’s Strategic Plan and Value Drivers will provide decision guidance in identifying what key performance indicators will be targeted for monitoring. The KPI’s will be measured across the life-cycle of the project, and will enable the College to monitor the progress and ensure its’ success.

Example outcome management indicators are as follows:

Sample Outcomes	Immediate KPI’s (Milestones)	Intermediate KPI’s (Milestones)	End KPI’s
Indigenous Student Engagement	10% improvement	25% improvement	50% improvement
Indigenous Student Enrolment	10% improvement	10% improvement	10% improvement
Indigenous Student Retention	10% improvement	20% improvement	25% improvement
Indigenous Student Graduation	10% improvement	20% improvement	25% improvement
Number of Internal events held at the Gathering Circle (annually)	10	20	30
Number of External events held at the Gathering Circle (annually)	5	10	20



Governance and Oversight

Implementation

This project will be overseen by a Steering Committee (as noted in the Action Plan). The responsibilities of the Steering Committee include, but are not limited to:

- Ensuring the project continues to meet its' stated goals and objectives and remains in the best interests of the College, Indigenous stakeholders and communities, and College stakeholders
- Decision making on potential changes to the original project scope, budget and schedule
- Continued review of planned mitigation actions for identified risks (as identified in the Risk Management section of this investment case)
- Review and respond to issues arising during the project planning and implementation

The Steering Committee will meet monthly during the project. Special meetings will be held as required to approve project changes or deal with issues requiring consultation and/or mitigation initiatives. At each scheduled monthly meeting, the Project Manager will present:

- A Project Schedule Update, an agenda and a review of the previous meeting minutes
- An operations update including scope changes, security interventions, and communications management initiatives
- Proposals for scope changes and potential communication requirements
- Newly identified risks - an Intervention Log will be maintained by the Project Manager wherein a register of risks and associated mitigations will be documented

Scope Management

Once the project's scope of work has been assessed to adequately address the concerns of all Stakeholders (e.g. outline specification, drawings, and technical specifications, Indigenous impact), the Project Manager will provide to the Steering Committee, an updated and authorized version of the project scope documents. Subsequently, the following milestones will require written notice of completion:

- Indigenous community consultation documents
- The pre-tender documents
- The schematic design documents
- contractor scope of work documents

The Project Manager will maintain a cost tracking log that will map the project's completion and detail any incremental changes (required/desired) against the project's draw-down budget. Any scope changes identified before or during construction which would require a schedule extension and/or an increase costs above the approved Project Budget allocation, must be approved in writing by the Executive Sponsor and the Steering Committee prior to commencement of work.

Schedule Management

The Project Manager will create a Master Project Schedule which the Project Team will iteratively elaborate upon. The Project Manager will prepare monthly updates of the Master Project Schedule for review by the College's Executive Team and the Project Steering Committee.

The Project Manager will report any deviations from the Master Project Schedule at the Project Steering Committee meetings and will provide a written impact analysis for review by the College's Executive Team. Changes to the Master Project Schedule must be approved in writing by the College's Executive Team and the Steering Committee.

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

Risk Management

The College's Board of Governors has developed four risk appetite statements that are used when assessing the merits of significant investments.

Risk Appetite Statements and Response:

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: The Board of Governors acknowledges a moderate risk tolerance for embarking on innovative program development initiatives. By extension, initiatives that serve to improve the potential success of innovative program development should be encouraged. Specifically, as the Courtyard project targets improvement to Indigenous community, it is deemed likely to positively impact academic success metrics. For non-Indigenous students, the initiative should encourage social gathering. As such, it is assessed that this project poses a very low level of risk to innovative program development.

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: The Board of Governors acknowledges a high-risk tolerance for embarking on technology advancement initiatives. It is assessed that this project will have no impact upon the exiting technological environment.

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: The Board of Governors acknowledges a high-risk tolerance for innovative initiatives that will contribute to the College's financial health. This initiative targets improvement to Indigenous inclusion into the campus community. Further, because it encourages social gathering in a non-academic outdoor greenspace, it has the potential to have a positive impact upon mental health. Finally, because of its' low capital impact and the very low operational impact, this project is deemed to pose a low level of risk to 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: The Board of Governors acknowledges a low risk tolerance for initiatives that may negatively impact the College's commitment to its' core values and in sustaining positive relationships with internal and external stakeholders. This investment case and by extension the project team, recognizes the need to align with the core values of the Algonquin College's Mamidosewin Centre and the Institute of Indigenous Entrepreneurship. Assuming the project team fully engages with internal and external Indigenous leadership to ensure the observance of ongoing ceremonial requirements, this project likely poses low risk to College's ability to sustain positive relationships with internal and external stakeholders.



Risk Appetite Test Committee

In preparation for completion of this investment case, a committee of College leaders was assembled to engage in a preliminary risk assessment specific to the Courtyard Gathering Circle. Upon conducting a Risk Appetite Test, the following summary of inherent risks and opportunities in the context of the College's value drivers have been identified:

Reputational	<ul style="list-style-type: none"> • This initiative needs to articulate the benefit to all student groups. This is a physical manifestation celebrating Canadian and Indigenous culture. • This initiative can be viewed as a mechanism for cultural inclusivity, not just for Indigenous communities but for all communities. • This is an additional step forward to the College's commitment to support the inclusivity of our Indigenous students and in supporting their postsecondary success. • Needs to be seen as an opportunity for all students and employees, a place of sharing. • Direct visual alignment with the Institute of Indigenous Entrepreneurship.
Financial Health and Capacity	<ul style="list-style-type: none"> • This initiative would not present a significant financial impact upon the College's financial sustainability.
Student Experience	<ul style="list-style-type: none"> • All students are likely to benefit from an overt inclusion of Indigenous culture as it shows the College recognizes the importance of leveraging cultural symbols in order to empower communities. • Indigenous students already see the College as a leader in delivering a relevant postsecondary education and this initiative would show continued leadership. • Improving the College's connection to Indigenous communities (through this initiative) may also be a beacon of inclusivity to other cultures and communities. • This initiative will serve to help with recruitment for Indigenous students. Authentic outreach. • The Courtyard area was already a relaxing outdoor area central to the College. This initiative would serve to improve the courtyard's desirability as a destination location for students. • The initiative will create an opportunity to increase Indigenous identity and positively impact student experience.
Academic Excellence & Program Relevance	<ul style="list-style-type: none"> • The College can utilize the Gathering Circle to serve as a pedagogical tool to inspire and create discussion on new Indigenous programming initiatives. • Connecting with Indigenous students through cultural inclusivity will further create a sense of belonging; and this is known to positively impact retention and graduation.
External Stakeholder Relationships	<ul style="list-style-type: none"> • If this initiative appears to be an insincere attempt at cultural inclusion or for placating Indigenous communities, it could have negative impact upon the College's relationship with external stakeholders. • The college must engage with Indigenous communities and must ensure appropriate ceremonies are undertaken. • This initiative is likely to generate political interest and media. As such, it should be utilized as an opportunity to showcase the importance of Indigenous communities to the College and the importance of the College to Indigenous communities. – the College can be positioned as an exemplar of Indigenous inclusion and respect.
Our People	<ul style="list-style-type: none"> • The courtyard outdoor space has always been a focal point for our students and staff alike, as such, this initiative acknowledges the importance improving this space. • This initiative will create a significant focal point that can host significant media and communications events. • Indigenous focus groups have identified the importance of creating obliging outdoor spaces that can engage in ceremonies.
Technological Capability and Capacity	<ul style="list-style-type: none"> • This initiative does not present a significant impact on the technological capability and capacity of the College.

Brand, Financial and Legal Exposure

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

Risk Assessment Matrix:

		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		Moderate Risk

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.

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.

Risk Assessment Protocol

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 would be initiated.

Once commenced, a full risk assessment focuses on the following categories:

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	Risks of loss arising from non-compliance with internal and external regulatory requirements, legal action and liability claims.

Five Year Capital Investments Report

Purpose:

The purpose of the Five-Year Capital Investments Report is to identify the investment requirements of the College over a five year period, and to identify potential source of funds to support the College's development plans and other Strategic Investment Priorities.

Definitions:

Term	Definition
Base Ongoing Maintenance Costs	Annual investment requirements to repair or replace information communications and technology infrastructure, physical infrastructure and equipment.
Base Recurring Development Needs	Annual investment requirements for the development of new programs, curriculum renewal, adaptations and renovations of existing learning and administrative spaces, and other initiatives in support of strategic priorities.
Approved Major Capital Projects	Major capital projects which have received approval from the Board of Governors.
Potential Capital Projects	Future major capital projects that are still in the concept design phase or advocacy phase that the College <u>may</u> present for full approval by the Board of Governors once it is determined there is strategic advantage to be realized and adequate sources of funding.
Advocacy Stage	Major capital projects which have been approved in principle by the Board of Governors, and adequate funding sources are currently being sought. Once funding sources have been identified, these projects will be brought back to the Board of Governors for approval of the project plan.
High Assurance Funds	High assurance funds include funding sources which have either been approved by the Board of Governors; have a high likelihood of realization (such as Facilities Renewal Grant from the Ministry of Advanced Education and Skills Development); or funds which could be realized with a low impact to the College's Financial Health Indicators (such as some additional debt).
Moderate Assurance Funds	Moderate assurance funds include funding sources which could be realized by the College, but would have a greater impact on the Financial Health Indicators of the College, and would restrict the College's ability to respond to unknown future events (such as greater levels of debt, or increased usage of College reserve funds).
Low Assurance Funds	Low assurance funds include funding sources which have a low likelihood of realization.

Report Format:

Three reports are included as part of the Five-Year Capital Investments Report:	
Summary of Five Year Capital Investment Requirements	This report outlines the investment requirements of the College in order to support the College's development plans and the Strategic Plan. The report is broken into four main categories of investments: Base Ongoing Maintenance; Base Recurring Development Needs; Approved Major Capital Projects; and Potential Major Capital Projects.
Summary of Five Year Capital Investment Potential Sources of Funding	This report outlines the potential sources of funding that have been identified to support the investment requirements of the College. The funding sources have been broken down into three categories which identify the amount of certainty the College has in realizing these funding sources: High Assurance Funds Moderate Assurance Funds Low Assurance Funds

CATEGORY	Class Estimate	FORECAST					5-yr total	
		Actuals 2016/17	Forecast 2017/18	Forecast 2018/19	Forecast 2019/20	Forecast 2020/21		Forecast 2021/22
Base Ongoing Maintenance Costs								
Information Technology Infrastructure Renewal		\$ 2,656,854	\$ 1,478,049	\$ 3,725,000	\$ 3,475,000	\$ 3,775,000	\$ 2,775,000	\$ 15,228,049
Equipment - Academic		\$ 1,559,162	\$ 920,000	\$ 1,800,000	\$ 1,800,000	\$ 1,800,000	\$ 1,800,000	\$ 8,120,000
Equipment - Non-Academic		\$ 155,447	\$ 113,850	\$ 165,000	\$ 165,000	\$ 165,000	\$ 165,000	\$ 773,850
Physical Infrastructure Maintenance		\$ 3,268,883	\$ 2,169,360	\$ 9,375,000	\$ 11,750,000	\$ 14,000,000	\$ 14,000,000	\$ 51,294,360
College Ancillary Services (Maintenance)		\$ 1,234,335	\$ 682,640	\$ 450,000	\$ 450,000	\$ 450,000	\$ 450,000	\$ 2,482,640
Appropriations		\$ -	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 500,000
Total Base Ongoing Maintenance Costs		\$ 8,874,681	\$ 5,463,899	\$ 15,615,000	\$ 17,740,000	\$ 20,290,000	\$ 19,290,000	\$ 78,398,899
Base Recurring Development Needs								
Initiatives & Opportunities		\$ 4,857,499	\$ 4,661,491	\$ 3,200,000	\$ 3,300,000	\$ 3,500,000	\$ 3,700,000	\$ 18,361,491
New Program Development		\$ 904,671	\$ 775,560	\$ 800,000	\$ 840,000	\$ 882,000	\$ 926,100	\$ 4,223,660
Apprenticeship Enhancement Fund Investments		\$ 501,028		\$ 655,000	\$ 655,000	\$ 655,000	\$ 655,000	\$ 2,620,000
College Ancillary Services (Development) Investments		\$ 921,294	\$ -	\$ 750,000	\$ 750,000	\$ 750,000	\$ 750,000	\$ 3,000,000
Information Technology Development Projects - General								
Information Technology Development Projects		\$ 1,413,492	\$ 1,020,036	\$ 3,547,000	\$ 3,447,000	\$ 3,347,000	\$ 1,950,000	\$ 13,311,036
Ontario Student Assistance Program (OSAP) Transformation And Net Tuition Project		\$ 31,962	\$ 375,726	\$ 8,580				\$ 384,306
Student Information System - Preliminary Design and Planning		\$ 129,438	\$ 368,000					\$ 368,000
Learning Management System - Preliminary Design and Planning			\$ 345,000					\$ 345,000
Customer Relationship Management - Preliminary Design and Planning			\$ 115,920					\$ 115,920
Campus Expansion Projects / Physical Resources Development								
Healthy Living Education Development - Advocacy and Preliminary Design and Planning		\$ 475,012						\$ -
Integrated College Development Planning (ICDP)		\$ 268,783	\$ 115,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 515,000
Adaptations and Renovations		\$ 1,617,401	\$ 1,469,240	\$ 2,500,000	\$ 2,500,000	\$ 3,000,000	\$ 3,000,000	\$ 12,469,240
Total Base Recurring Development Needs		\$ 11,120,581	\$ 9,245,973	\$ 11,560,580	\$ 11,592,000	\$ 12,234,000	\$ 11,081,100	\$ 55,713,653
Total Base Maintenance & Development Needs		\$ 19,995,262	\$ 14,709,872	\$ 27,175,580	\$ 29,332,000	\$ 32,524,000	\$ 30,371,100	\$ 134,112,552
Approved Major Capital Projects								
Innovation Centre and Institute for Indigenous Entrepreneurship		\$ 6,771,344	\$ 34,102,735	\$ 2,122,649				\$ 36,225,384
Workday Finance and Human Resources System Implementation		\$ 5,906,366	\$ 2,935,000					\$ 2,935,000
Equipment Renewal and Electrical Lab Alterations		\$ 1,670,126						\$ -
Welding Lab Project at the College's Transportation Technology Centre		\$ 459,966	\$ 1,838,000					\$ 1,838,000
Energy Savings Contract II Phase 4 (ESCO2)		\$ 1,474,677	\$ 1,000,000	\$ 1,573,616				\$ 2,573,616
Building F Renovation		\$ 1,568,562						\$ -
Athletics & Recreation Revitalization (Students' Association Funded)			\$ -	\$ 500,000	\$ 9,500,000	\$ 30,000,000	\$ 9,900,000	\$ 49,900,000
Pedestrian Bridge to Bus Rapid Transit Station			\$ -	\$ 646,313	\$ -	\$ -	\$ 1,292,625	\$ 1,938,938
Total Approved Major Capital Projects		\$ 17,851,040	\$ 39,875,735	\$ 4,842,577	\$ 9,500,000	\$ 30,000,000	\$ 11,192,625	\$ 95,410,937
Potential Major Capital Projects - Estimated Costs <i>(these items are not included in the 2017/18 Approved Projects)</i>								
Advocacy Stage:								
Healthy Living Education	Class D			\$ 8,500,000	\$ 25,500,000	\$ 46,750,000	\$ 4,250,000	\$ 85,000,000
Pending Approval by the Board of Governors:								
Learner Driven Student Space Project	Class G		\$ 500,000	\$ 7,500,000		\$ -	\$ -	\$ 8,000,000
Courtyard Redevelopment	Class G		\$ -	\$ 1,700,000	\$ -	\$ -	\$ -	\$ 1,700,000
Investment Case Under Development:								
Healthy Living Education Development Costs	Class G			\$ 12,205,764	\$ 10,623,324			\$ 22,829,088
Student Information System (SIS)	Class G		\$ -	\$ -	\$ 5,000,000	\$ 25,000,000	\$ 20,000,000	\$ 50,000,000
Learning Management System Upgrade (LMS)	Class G		\$ -	\$ 1,666,667	\$ 3,333,333			\$ 5,000,000
Customer Relationship Management System (CRM)	Class G		\$ -	\$ 1,500,000				\$ 1,500,000
		\$ -	\$ 500,000	\$ 33,072,431	\$ 44,456,657	\$ 71,750,000	\$ 24,250,000	\$ 174,029,088

CATEGORY	Annual Budget 2017-2018	Forecast				5-yr total
		Forecast 2018/19	Forecast 2019/20	Forecast 2020/21	Forecast 2021/22	
High Assurance Funds						
Funded & Non-Funded Activity Contributions to Strategic Investment Priorities	\$ 12,728,000	\$ 16,707,000	\$ 18,759,000	\$ 19,900,000	\$ 20,000,000	\$ 88,094,000
Students' Association Contribution - Athletics & Recreation Complex		\$ 444,000	\$ 8,436,000	\$ 26,640,000	\$ 8,880,000	\$ 44,400,000
Students' Association Contribution - Courtyard Redevelopment		\$ 1,000,000				\$ 1,000,000
Monetization of Assets - Other Assets					\$ 3,000,000	\$ 3,000,000
Monetization of Assets - Residence			\$ 11,750,000	\$ 28,250,000		\$ 40,000,000
Post Secondary Institutions Strategic Investment Fund Grant (Federal)	\$ 16,633,937	\$ 1,035,342				\$ 17,669,279
Fundraising for Innovation Centre	\$ 1,880,000	\$ 120,000				\$ 2,000,000
Specific Purpose Grants (Facilities Renewal Program, Apprenticeship Enhancement Fund, Colleges Equipment Renewal Fund)	\$ 3,864,000	\$ 2,205,000	\$ 2,205,000	\$ 2,208,000	\$ 2,041,000	\$ 12,523,000
Additional Debt						
Healthy Living Education Enabling Costs		\$ 12,205,764	\$ 10,623,324			\$ 22,829,088
Additional Debt - Student Information System			\$ 5,000,000	\$ 2,170,912		\$ 7,170,912
Approved Drawdown from Reserve Funds						
Innovation Centre and Institute for Indigenous Entrepreneurship	\$ 9,122,000	\$ 450,740				\$ 9,572,740
ESCOII	\$ 1,000,000					\$ 1,000,000
Workday Finance and Human Resources System Implementation	\$ 2,935,000					\$ 2,935,000
Information Technology and Physical Infrastructure Renewal Projects	\$ 3,507,000					\$ 3,507,000
Academic and Administrative Equipment	\$ 500,000					\$ 500,000
Approved Multi-year Strategic Investment Priorities Expenditures	\$ 2,648,000					\$ 2,648,000
Athletics and Recreation Complex		\$ 55,000	\$ 1,045,000	\$ 3,300,000	\$ 1,100,000	\$ 5,500,000
Pedestrian Bridge to Bus Rapid Transit Station	\$ -	\$ 646,313	\$ -	\$ -	\$ 1,292,625	\$ 1,938,938
Additional Capacity from Reserve Funds - Future Capital Expansion						
Courtyard Redevelopment		\$ 700,000				\$ 700,000
Learner Driven Student Space Project	\$ 500,000	\$ 7,500,000				\$ 8,000,000
Total High Assurance	\$ 55,317,937	\$ 43,069,159	\$ 57,818,324	\$ 82,468,912	\$ 36,313,625	\$ 274,987,957
Moderate Assurance Funds						
Additional Debt - Student Information System				\$ 2,000,000	\$ 18,000,000	\$ 20,000,000
Additional Unapproved Withdrawal from Reserves						
Customer Relationship Management		\$ 1,500,000				\$ 1,500,000
Student Information System				\$ 4,500,000		\$ 4,500,000
Total Moderate Assurance	\$ -	\$ 1,500,000	\$ -	\$ 6,500,000	\$ 18,000,000	\$ 26,000,000
Low Assurance Funds						
Ministry of Advanced Education and Skills Development Grant Funding for Healthy Living Education		\$ 3,825,000	\$ 11,475,000	\$ 21,037,500	\$ 1,912,500	\$ 38,250,000
Federal Grant Funding for Healthy Living Education		\$ 4,675,000	\$ 14,025,000	\$ 25,712,500	\$ 2,337,500	\$ 46,750,000
Monetization of Other Assets / Alternative Financing (to be determined)		\$ 12,000,000	\$ -	\$ -	\$ 5,564,620	\$ 17,564,620
Total Low Assurance	\$ -	\$ 20,500,000	\$ 25,500,000	\$ 46,750,000	\$ 9,814,620	\$ 102,564,620
Grand Total	\$ 55,317,937	\$ 65,069,159	\$ 83,318,324	\$ 135,718,912	\$ 64,128,245	\$ 403,552,577

Summary of Sources of Revenue and Shortfall
Prepared by Financial Services - September 15, 2017

POTENTIAL SOURCE OF FUNDS AVAILABLE FOR STRATEGIC INVESTMENT PRIORITIES
(Over 5 year period)

High Assurance of Funds / Low Risk

Additional Debt	\$ 30,000,000
Approved Drawdown from Reserve Funds	\$ 27,601,678
Specific Purpose Grants (FRP, AEF, CERF)	\$ 12,523,000
Funded & Non-Funded Activity Contributions to SIP	\$ 88,094,000
Students' Association Contribution - Athletics and Rec Complex	\$ 44,400,000
Students' Association Contribution - Courtyard	\$ 1,000,000
Monetization of Assets	\$ 43,000,000
PSISIF Grant (Federal) for Innovation Centre and Institute for Indigenous Entrepreneurship	\$ 17,669,279
Fundraising for Innovation Centre and Institute for Indigenous Entrepreneurship	\$ 2,000,000
Additional Capacity from Reserve Funds - Future Capital Expansion	\$ 8,700,000
	<u>\$ 274,987,957</u>

Moderate Assurance of Funds / Medium Risk

Additional Debt	\$ 20,000,000
Withdrawal from Reserves	\$ 6,000,000
	<u>\$ 26,000,000</u>

Low Assurance of Funds / High Risk

MTCU Grant Funding for HLE	\$ 38,250,000
Federal Grant Funding for HLE	\$ 46,750,000
Monetization of Other Assets / Alternative Financing (to be determined)	\$ 17,564,620
	<u>\$ 102,564,620</u>

TOTAL AVAILABLE

\$ 403,552,577

CUMULATIVE 5 YEAR CAPITAL INVESTMENT REQUIREMENTS

Base Ongoing Maintenance Costs	\$ 78,398,899
Base Recurring Development Needs	\$ 55,713,653
Approved Major Capital Projects	\$ 95,410,937
Potential Major Capital Projects	\$ 174,029,088

TOTAL 5-YEAR CAPITAL PROFORMA CURRENT PRELIMINARY ESTIMATES \$ 403,552,577

HIGH ASSURANCE FUNDS LESS CURRENT PRELIMINARY ESTIMATES \$ (128,564,621)

HIGH & MODERATE ASSURANCE FUNDS LESS CURRENT PRELIMINARY ESTIMATES \$ (102,564,621)

ALL AVAILABLE FUNDS LESS CURRENT PRELIMINARY ESTIMATES \$ (1)

Report title:	First Quarter 2017-2018 Financial Projection
Report to:	Board of Governors
Date:	October 16, 2017
Author/Presenter:	Duane McNair, Vice President, Finance and Administration

1. RECOMMENDATION:

THAT the Board of Governors accepts the First Quarter 2017-2018 Financial Projection for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to present the First Quarter 2017-2018 Financial Projection, including a summary of funded positions, and to provide an updated compliance status of the Board Policy BGII-02: Financial Management.

3. BACKGROUND:

When the annual 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 current information.

On February 13, 2017, the Board of Governors approved the 2017-2018 Annual Budget with an overall net contribution of \$5.6 million. In compliance with both the Board of Governors' direction and Ministry of Advanced Education and Skills Development's Operating Directive, the 2017-2018 Approved Annual Budget returns a net surplus on Funded Activity/College Operations of \$11.6 million and maintains the College's commitment to balancing student tuition revenues and government funded activities with associated operating expenditures.

4. DISCUSSION:

The First Quarter 2017-2018 Financial Projection projects a \$108,000 increase to the net contribution of Algonquin College. This is reflected in an increase to the Approved Annual Budget net contribution of \$5.6 million, to a revised net contribution projection of \$5.7 million as outlined in this report. This positive change has been achieved primarily as a result of an increase in international student enrolments above the Approved Annual Budgeted

enrolment by 18%. This increase in revenue has been largely offset by a decrease in the net contribution of Strategic Investment Priorities projects.

As part of the First Quarter 2017-2018 Financial Projection review process, budget holders had the opportunity to identify moderate impacts on the financial results at the College Area reporting level. An impact was defined as being moderate if the net contribution of a College Area (Academic Services excluded) was projected to change by more than \$250,000 from the 2017-2018 Approved Annual Budget. For Academic Services, an impact was defined as being moderate if the net contribution was projected to change by more than \$500,000 from the 2017-2018 Approved Annual Budget.

Identified changes have been included in Appendix A: First Quarter 2017-2018 Financial Projection. Moderate changes that impact the projected net contribution of the College are discussed below in the sections titled: **Revenue Projection Adjustments** and **Expenditure Projection Adjustments**.

Revenue Projection Adjustments (moderate):

- International Education Centre has increased revenue by \$3.9 million as a result of an 18% increase in enrolment over the 2017-2018 Approved Annual Budget. This is partially offset by an increase in related expenditures of \$2.3 million, which includes a transfer of an additional \$1.6 million of international premiums to Funded Activity.
- College Ancillary Services has reduced their revenue projection by \$1.1 million primarily as a result of reduced revenues from e-Text fee assessments. This reduction in revenue was offset by a reduction in associated expenditures of \$899,000.
- Revenue has increased in Strategic Investment Priorities by \$4.9 million primarily as a result of:
 - Receipt of a 50th Anniversary Commemoration Grant of \$2.9 million announced by the Province after the budget was prepared (offset by equivalent expenditures);
 - Funding of \$962,000 to be recognized in 2017-2018 under the Post-Secondary Institutions Strategic Investment Fund as contributions to the Innovation Centre. This is an adjustment from the 2016-2017 fiscal year as actual construction costs came in lower than budgeted resulting in a carryforward of these revenues to the 2017-2018 fiscal year;
 - Funding of \$556,000 will be recognized in 2017-2018 under the Apprenticeship Enhancement Fund Grant. The recognition of this funding was deferred at the end of the 2016-2017 fiscal year as the equipment for the Electrical Lab renovations had not yet been received; and

- Funding of \$501,000 will be recognized in 2017-2018 under the Facilities Renewal Grant. This additional funding was not captured during the preparation of the 2017-2018 Approved Annual Budget.

Expenditure Projection Adjustments (moderate):

- Contingencies have been reduced by \$500,000 to reflect adjusted requirements.
- As a result of the First Quarter Strategic Investment Priorities Review process, net expenditure increases have been approved in Strategic Investment Priorities projects by \$8.3 million primarily as a result of:
 - \$3.6 million increase in estimated expenditures in Initiatives and Opportunities projects;
 - \$3.0 million increase in estimated expenditures in College Space and Infrastructure projects;
 - \$2.9 million increase in estimated expenditures in the Apprenticeship Enhancement Fund and College Technologies projects;
 - \$2.1 million increase in estimated expenditures in the Innovation Centre project. These funds were deferred from the 2016-2017 fiscal year; and
 - \$4.5 million decrease of expenditures as an estimated underspend in Strategic Investment Priorities projects based on historical trend analysis.

Compliance:

- The College is compliant with the Board of Governors’ Policy BGII-02: Financial Management. Please see Appendix B: First Quarter 2017-2018 Compliance Scorecard.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN Goal One Establish Algonquin as the leader in personalized learning across all Ontario colleges.	☒	CONNECTED Goal Four Become an integral partner to our alumni and employers.	☒
QUALITY AND INNOVATION Goal Two Lead the college system in co-op and experiential learning.	☒	SUSTAINABLE Goal Five Enhance Algonquin’s global impact and community social responsibility.	☒
Goal Three Attain national standing in quality, impact and innovation within each school and service.	☒	PEOPLE Goal Six Be recognized by our employees and the community as an exceptional place to work.	☒

6. STUDENT IMPACT:

Students will benefit from additional investments in technology infrastructure, renovations and adaptations to learning spaces, maintenance of existing learning spaces, and investment in new program development, academic equipment, and new facilities.

7. FINANCIAL IMPACT:

The 2017-2018 First Quarter Financial Projections indicate a positive impact on the College's financial position, operations, cash flow, and net assets. All health indicators remain better than the benchmark.

8. HUMAN RESOURCES IMPACT:

The 2017-2018 Approved Annual Budget and the First Quarter 2017-2018 Financial Projection provides required funding for all existing full-time permanent staff complement positions and other than permanent positions (i.e. part-time, temporary employees). There are also provisions for professional development and training for College employees.

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's Business Plan Operating Procedure Directive, the 2017-2018 Approved Annual Budget and the First Quarter 2017-2018 Financial Projection maintain a positive accumulated surplus position and the College's commitment to balancing government funded operating activities with expenditures.

10. COMMUNICATIONS:

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

11. CONCLUSION:

The Algonquin College First Quarter 2017-2018 Financial Projection identifies resources supporting the Strategic Plan and Business Plan of the College while complying with Provincial government directives.

Respectfully submitted:

Approved for submission:



Duane McNair
Vice President Finance and Administration

Cheryl Jensen
President

Appendices:

Appendix A: First Quarter 2017-2018 Financial Projection Appendix B: First Quarter 2017-2018 Compliance Schedule

FIRST QUARTER 2017-2018

FINANCIAL PROJECTION



**Presentation to the Board of Governors
October 16, 2017**



First Quarter 2017-2018 Financial Projection

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	Approved Annual Budget	Q1 Year-End Projection	Q1 vs. Approved Variance Favourable/ (Unfavourable)	Variance as % of Budget
Funded Activity/College Operations				
Revenue	\$ 238,674	\$ 240,260	\$ 1,586	1%
Expenditures	227,058	226,558	500	0%
Net Contribution	11,617	13,703	2,086	18%
Contracts & Other Non-Funded Activity				
Revenue	27,358	27,358	-	0%
Expenditures	26,306	26,306	-	0%
Net Contribution	1,052	1,052	-	0%
College Ancillary Services				
Revenue	44,991	43,843	(1,148)	-3%
Expenditures	36,945	36,046	899	2%
Net Contribution	8,046	7,797	(249)	-3%
International Education Centre				
Revenue	24,014	27,963	3,949	16%
Expenditures	18,228	20,491	(2,263)	-12%
Net Contribution	5,786	7,472	1,686	29%
Strategic Investment Priorities				
Revenue	20,585	25,497	4,912	24%
Expenditures	54,211	62,538	(8,327)	-15%
Net Contribution	(33,626)	(37,041)	(3,415)	-10%
Non-Cash Revenue Adjustments				
Capital Grants recorded as Deferred Capital Contributions	(19,000)	(24,000)	(5,000)	-26%
Amortization of Deferred Capital Contributions	8,000	8,000	-	0%
Non-Cash Expenditure Adjustments				
Expenditures to be Capitalized	40,000	43,500	3,500	9%
Amortization Expense	(16,500)	(15,000)	1,500	9%
Change in Vacation, Sick Leave & Post-Employment Benefits	185	185	-	0%
Net Contribution as per Public Sector Accounting Standards (PSAS)				
	\$ 5,559	\$ 5,667	\$ 108	

	Year-End Actual March 31, 2017	March 31, 2018 Approved Annual Budget	March 31, 2018 Q1 Projected	Q1 vs. Approved Variance
ASSETS				
Current Assets				
Cash	\$ 52,733	\$ 26,723	\$ 35,314	\$ 8,591
Accounts Receivable	17,917	22,000	20,000	(2,000)
Inventory	1,527	2,000	1,650	(350)
Prepaid Expenses	2,153	2,500	2,500	-
	74,330	53,223	59,464	6,241
Investments	66,829	49,629	65,584	15,955
Endowment Assets	24,395	23,996	24,995	999
Capital Assets	263,459	288,599	291,959	3,360
TOTAL ASSETS	\$ 429,013	\$ 415,447	\$ 442,002	\$ 26,555
LIABILITIES & NET ASSETS				
Current Liabilities				
Accounts Payable & Accrued Liabilities	\$ 26,017	\$ 19,000	\$ 22,800	\$ 3,800
Accrued Salaries & Employee Deductions Payable	9,291	8,200	8,600	400
Deferred Revenue	32,257	27,400	30,000	2,600
Current Portion of Long Term Debt	2,927	3,106	3,106	-
	70,492	57,706	64,506	6,800
Long Term Debt	48,275	45,168	45,168	-
Vacation, Sick Leave & Post-Employment Benefits	18,948	18,215	18,763	548
Deferred Capital Contributions	148,260	158,424	164,260	5,836
Interest Rate Swaps	8,472	7,391	8,472	1,081
Net Assets				
Unrestricted	1,000	1,000	1,000	-
Investment in Capital Assets	64,960	81,901	79,425	(2,476)
Vacation, Sick Leave & Post-Employment Benefits	(18,948)	(18,215)	(18,763)	(548)
Internally Restricted	73,285	47,252	64,302	17,050
Endowment Fund	24,395	23,996	24,995	999
	144,692	135,934	150,959	15,025
Accumulated Remeasurement Losses	(10,126)	(7,391)	(10,126)	(2,735)
	134,566	128,543	140,833	12,290
TOTAL LIABILITIES & NET ASSETS	\$ 429,013	\$ 415,447	\$ 442,002	\$ 26,555

(all figures in \$ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q1 vs. Approved Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS			
Grants			
Post Secondary Activity	\$ 107,213	\$ 107,203	\$ (10)
Apprentice	5,136	5,136	-
Flow-Through Student Aid	1,659	1,659	-
TOTAL GRANTS	114,008	113,998	(10)
Tuition Fees			
Full-Time Post Secondary	73,246	73,246	-
Part-Time	10,272	10,272	-
Adult Training	1,234	1,234	-
Student IT & Mobile Computing Fees	7,471	7,471	-
TOTAL TUITION FEES	92,223	92,223	-
Contract Educational Services			
Corporate & Other Programs	4,524	4,524	-
TOTAL CONTRACT EDUCATIONAL SERVICES	4,524	4,524	-
Other			
Early Learning Centre	1,012	1,012	-
Student Ancillary Fees	6,023	6,023	-
Investment Income	1,165	1,165	-
Transfer from International Education Centre ¹	8,825	10,421	1,596
Miscellaneous	10,894	10,894	-
TOTAL OTHER	27,919	29,515	1,596
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	238,674	240,260	1,586
CONTRACTS & OTHER NON-FUNDED ACTIVITY	27,358	27,358	-
SUBTOTAL OF FUNDED ACTIVITY & CONTRACTS	266,032	267,618	1,586
COLLEGE ANCILLARY SERVICES	44,991	43,843	(1,148)
INTERNATIONAL EDUCATION CENTRE	24,014	27,963	3,949
STRATEGIC INVESTMENT PRIORITIES	20,585	25,497	4,912
TOTAL REVENUE	\$ 355,622	\$ 364,921	\$ 9,299

¹ 40% of the International Fee Premium is shared with Academic Services (part of Funded Activity/College Operations).

Description	Variance Favourable/ (Unfavourable)	Comments
Transfer from International Education Centre	\$ 1,596	Increased International Fee Premiums allocated to Funded Activity as a result of an 18% increased enrolment in International Education over the Approved Annual Budget.
College Ancillary Services	\$ (1,148)	Unfavourable variance is due to lower revenue as a result of an E-Text assessment error partially offset by an increase in text book sales and a reduction in planned Food and Conference Services revenue.
International Education Centre	\$ 3,949	An 18% unbudgeted increase in international student enrolment results in increased international fee premiums to the International Education Centre. Of this amount, \$1.6M is transferred to Funded Activity as identified above.
Strategic Investment Priorities	\$ 4,912	<i>See Strategic Investment Priorities Variances page for details.</i>
Total Explained Variances	\$ 9,309	
Other Minor Variances	\$ (10)	
Total Variance	\$ 9,299	

(all figures in \$ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q1 vs. Approved Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS			
TOTAL SALARIES & BENEFITS	\$ 160,905	\$ 160,905	\$ -
Other Operating Costs			
Mandated Student Aid	6,693	6,693	-
Contingencies	5,528	5,028	500
Long Term Debt Interest	813	813	-
Contract Services	8,789	8,789	-
Instructional Supplies & Equipment	4,569	4,569	-
Information Technology	7,819	7,819	-
Promotion	2,385	2,385	-
Building Maintenance & Utilities	13,519	13,519	-
Flow-Through Student Aid	1,659	1,659	-
Cost of Goods Sold	1,122	1,122	-
Other	13,257	13,257	-
TOTAL OTHER OPERATING	66,153	65,653	500
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	227,058	226,558	500
CONTRACTS & OTHER NON-FUNDED ACTIVITY	26,306	26,306	-
SUBTOTAL OF FUNDED ACTIVITY & CONTRACTS	253,364	252,864	500
COLLEGE ANCILLARY SERVICES	36,945	36,046	899
INTERNATIONAL EDUCATION CENTRE	18,228	20,491	(2,263)
STRATEGIC INVESTMENT PRIORITIES	54,211	62,538	(8,327)
TOTAL EXPENDITURES	\$ 362,748	\$ 371,939	\$ (9,191)

Description	Variance Favourable/ (Unfavourable)	Comments
Contingencies	\$ 500	Contingency reduced to reflect adjusted requirements.
College Ancillary Services	\$ 899	Favourable variance is due to lower cost of goods sold related to the decrease in Food and Conference Services revenue, as well as a lower net cost of goods associated with the shift from E-Text to text book sales.
International Education Centre	\$ (2,263)	Increased expenditures required to support an 18% unbudgeted increase in international enrolment. The variance amount includes the transfer of \$1.6M to Funded Activity revenue.
Strategic Investment Priorities	\$ (8,327)	<i>See Strategic Investment Priorities Variances page for details.</i>
Total Explained Variances	\$ (9,191)	
Other Minor Variances	\$ -	
Total Variance	\$ (9,191)	

	Approved Annual Budget	Q1 Year-End Projection	Q1 vs. Approved Variance Favourable/ (Unfavourable)
Source of Funds			
Facilities Renewal Grant	\$ 966	\$ 1,467	\$ 501
College Equipment Renewal Fund Grant	560	560	-
Apprenticeship Enhancement Fund Grant	2,338	2,894	556
Capital Campaign	87	87	-
Post-Secondary Institutions Strategic Investment Fund (PSISIF) Grant	16,634	17,596	962
50th Anniversary Commemoration Grant	-	2,893	2,893
TOTAL SOURCE OF FUNDS	20,585	25,497	4,912
EXPENDITURES:			
<i>Campus Expansion</i>			
Innovation Centre Project	34,103	36,162	(2,059)
<i>Total Campus Expansion</i>	<u>34,103</u>	<u>36,162</u>	<u>(2,059)</u>
<i>Other</i>			
College Technologies	6,215	8,064	(1,849)
College Space & Infrastructure	4,754	7,792	(3,038)
New Program Initiatives	610	687	(77)
Academic & Other Equipment	575	1,315	(740)
Initiatives & Opportunities	5,333	8,974	(3,641)
College Ancillary Services	683	1,104	(421)
Apprenticeship Enhancement Fund (AEF)	1,838	2,894	(1,056)
Appropriations	100	34	66
Adjustment for Anticipated Underspend	-	(4,488)	4,488
<i>Total Other</i>	<u>20,108</u>	<u>26,376</u>	<u>(6,268)</u>
TOTAL EXPENDITURES	54,211	62,538	(8,327)
TOTAL NET CONTRIBUTION	\$ (33,626)	\$ (37,041)	\$ (3,415)

Description	Variance Favourable/ (Unfavourable)	Comments
Facilities Renewal Grant	\$ 501	Additional Facilities Renewal Grant funding not originally included in 2017-2018 Approved Annual Budget.
Apprenticeship Enhancement Fund Grant	\$ 556	2016-2017 Electrical Lab contract revenue deferred to the current year for equipment which was not received by March 31, 2017.
Post-Secondary Institutions Strategic Investment Fund (PSISIF) Grant	\$ 962	Favourable variance is a result of \$962K of unused deferred capital contributions from 2016-2017 being recognized in 2017-2018.
50th Anniversary Commemoration Grant	\$ 2,893	Additional one-time funding announced by the Ministry of Advanced Education and Skills Development in March 2017 after the 2017-2018 Approved Annual Budget had been finalized.
College Technologies	\$ (1,849)	Reflects revised project costs, provision adjustments, and carry forward budgets from projects in progress at the end of fiscal year 2016-2017.
College Space & Infrastructure	\$ (3,038)	Reflects revised project costs, provision adjustments, and carry forward budgets from projects in progress at the end of fiscal year 2016-2017.
New Program Initiatives	\$ (77)	Reflects a carry forward budget for the Centre for Continuing and Online Learning from projects in progress at the end of fiscal year 2016-2017.
Academic & Other Equipment	\$ (740)	Reflects an increase request to bring the academic equipment budget to historical levels.
Initiatives & Opportunities	\$ (3,641)	Reflects revised project costs, provision adjustments, and carry forward budgets from projects in progress at the end of fiscal year 2016-2017.
College Ancillary Services	\$ (421)	Includes a \$250K increase request for the Residence Monetization project and a request to increase the budget by \$171K for the implementation of a Point Of Sale and e-Commerce system.
Apprenticeship Enhancement Fund (AEF)	\$ (1,056)	Reflects revised project costs, provision adjustments, and carry forward budgets from projects in progress at the end of fiscal year 2016-2017.
Appropriations	\$ 66	Reduction of unutilized appropriation budgets to support 2017-2018 fiscal year expenses.
Innovation Centre Project (partially funded through PSISIF as above).	\$ (2,059)	Reflects carry forward of 2016-2017 unspent budget (deferred) to 2017-2018.
Adjustment for Anticipated Underspend	\$ 4,488	Based on historical trends, a 15% provision has been added to account for anticipated underspending in Strategic Investment Priorities projects.
Total Explained Variances	\$ (3,415)	
Other Minor Variances	\$ -	
Total Variance	\$ (3,415)	

	Year-End Actual March 31, 2017	Projected In-Year Use of Funds (2017-2018)	Projected Year- End Adjustments (2017-2018)	Projected March 31, 2018
Appropriations	\$ 100	\$ 66	\$ -	\$ 34
Specific Reserves:				
Other Projects & Initiatives	25,524	11,539	4,965	18,950
Ancillary Services Reserve Fund	4,873	933	1,109	5,049
Employment Stabilization Funds	552	-	-	552
	30,949	12,472	6,074	24,551
Contingency Reserve Fund	8,471		385	8,856
Reserve Funds:				
Future Capital Expansion	33,765	7,279	4,375	30,861
TOTAL INTERNALLY RESTRICTED NET ASSETS*	\$ 73,285	\$ 19,817	\$ 10,834	\$ 64,302
TOTAL UNRESTRICTED NET ASSETS	\$ 1,000			\$ 1,000
Investment in Capital Assets	64,960		14,465	79,425
Vacation, Sick Leave & Post-Employment Benefits	(18,948)		185	(18,763)
Interest Rate Swaps	(10,126)		-	(10,126)
Endowment Fund	24,395		600	24,995
TOTAL NET ASSETS	\$ 134,566	\$ 19,817	\$ 26,084	\$ 140,833

* 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 2017-2018. The Board of Governors Financial Management Policy requires that the Board of Governors approve any spending from Reserve Funds.

	Approved Annual Budget 2017-2018				Position Changes			Full-Time Funded at Q1 2017-2018				Total Staffed at June 30, 2017	Total Vacant at June 30, 2017
	Admin	Support	Academic	Total	Positions Opened	Positions Closed	Positions Transferred	Admin	Support	Academic	Total		
President & Board of Governors													
President's Office	4	-	-	4				4	-	-	4	4	-
Human Resources													
Human Resources	23	2	1	26				23	2	1	26	23	3
Finance and Administration													
Vice-President's Office	2	-	-	2				2	-	-	2	2	-
College Ancillary Services	17	74	-	91				17	74	-	91	90	1
Finance & Administrative Services	10	27	-	37				10	27	-	37	37	-
Risk Management	9	1	-	10				9	1	-	10	10	-
Physical Resources	10	39	-	49				10	39	-	49	39	10
Total	48	141	-	189	-	-	-	48	141	-	189	178	11
Student Services													
Vice-President's Office	2	-	-	2				2	-	-	2	2	-
Aboriginal Services & Partnerships	1	2	1	4				1	2	1	4	3	1
Student Support Services	10	45	18	73				10	45	18	73	68	5
Algonquin College Foundation	3	4	-	7		(1)		3	3	-	6	5	1
Registrar	11	66	-	77				11	66	-	77	72	5
Total	27	117	19	163	-	(1)	-	27	116	19	162	150	12
Innovation and Strategy													
Vice-President's Office	4	-	-	4		(1)	1	4	-	-	4	3	1
International & Strategic Planning	12	10	20	42				12	10	20	42	41	1
Applied Research & Development ¹	1	2	-	3				1	2	-	3	3	-
Business Development & Corporate Training ¹	4	7	-	11				4	7	-	11	11	-
Information Technology Services ¹	19	87	-	106			(2)	17	87	-	104	93	11
Total	40	106	20	166	-	(1)	(1)	38	106	20	164	151	13
Academic Services													
Vice-President's Office	3	-	10	13			(1)	3	-	9	12	3	9
Academic Operations and Planning	10	12	4	26				10	12	4	26	22	4
Faculty of Arts, Media & Design	8	33	114	155				8	33	114	155	145	10
School of Business	5	8	88	101				5	8	88	101	94	7
School of Hospitality & Tourism	3	9	41	53				3	9	41	53	48	5
Faculty of Technology & Trades	6	27	151	184			1	6	27	152	185	174	11
Algonquin College Heritage Institute	4	10	13	27				4	10	13	27	26	1
Faculty of Health, Public Safety & Community Studies	8	30	122	160				8	30	122	160	145	15
Centre for Continuing and Online Learning	7	16	-	23			1	8	16	-	24	23	1
Personal Development Institute	-	1	-	1				-	1	-	1	1	-
Algonquin College in the Ottawa Valley	7	32	29	68				7	32	29	68	64	4
Total	61	178	572	811	-	-	1	62	178	572	812	745	67

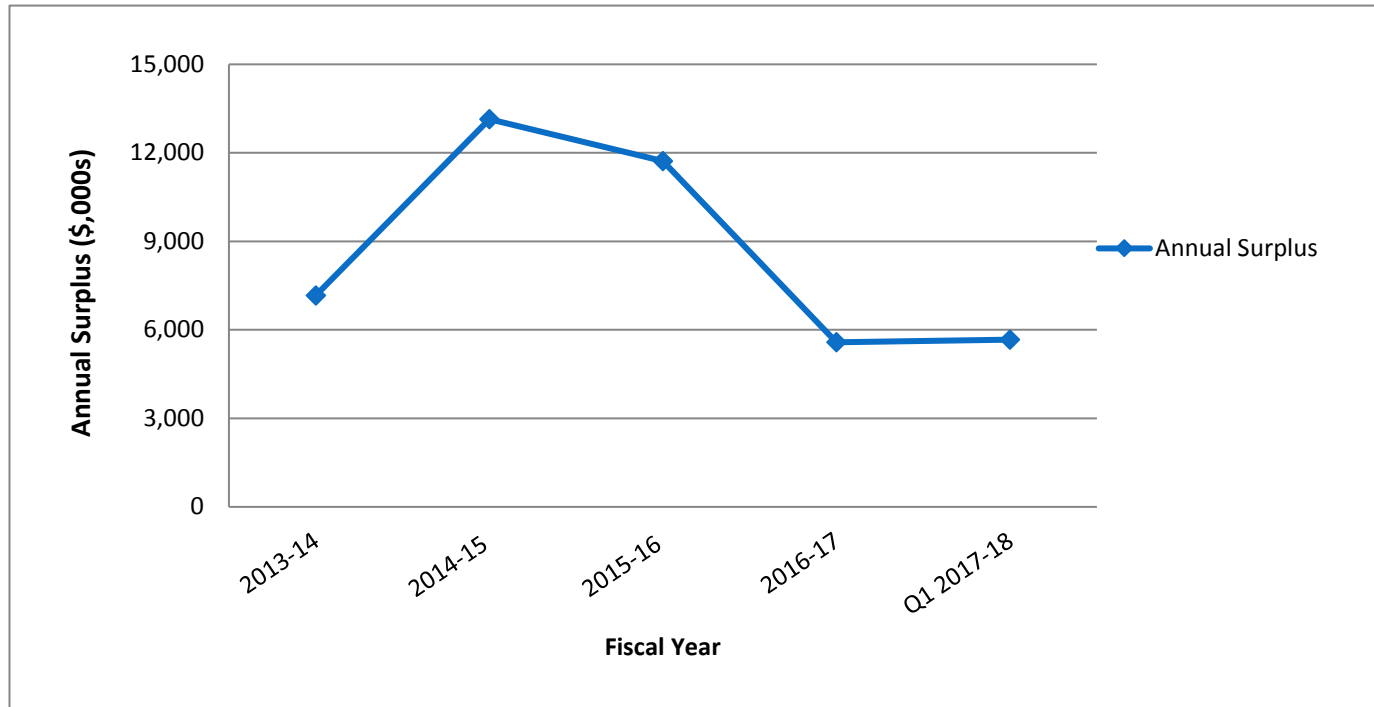
	Approved Annual Budget 2017-2018				Position Changes			Full-Time Funded at Q1 2017-2018				Total Staffed at June 30, 2017	Total Vacant at June 30, 2017
	Admin	Support	Academic	Total	Positions Opened	Positions Closed	Positions Transferred	Admin	Support	Academic	Total		
Communications, Marketing, and External Relations													
Marketing	2	21	-	23			(1)	2	20	-	22	20	2
Communications	3	3	-	6	1	(1)	1	4	3	-	7	7	-
Total	5	24	-	29	1	(1)	-	6	23	-	29	27	2
COLLEGE TOTAL	208	568	612	1,388	1	(3)	-	208	566	612	1,386	1,278	108

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 - Digital Technologies and Innovation is included under Innovation and Strategy for 2017-2018 as Information Technology Services, Applied Research and Development, and Business Development and Corporate Training.

Operating Results: Annual Surplus



Objective:

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

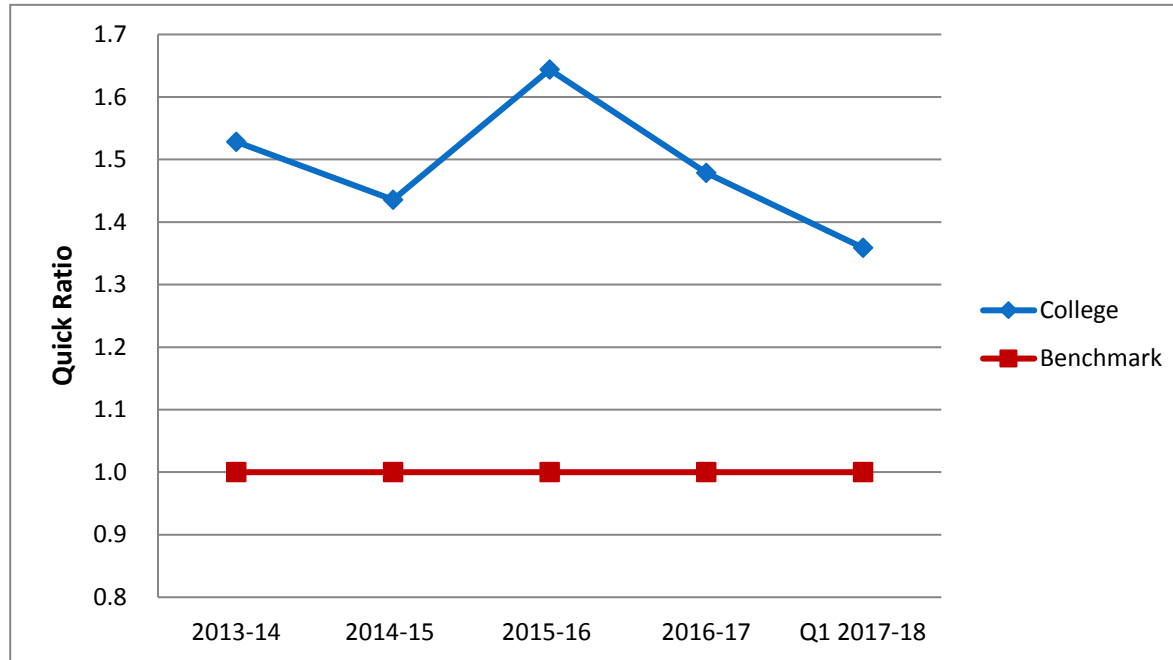
Benchmark:

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:

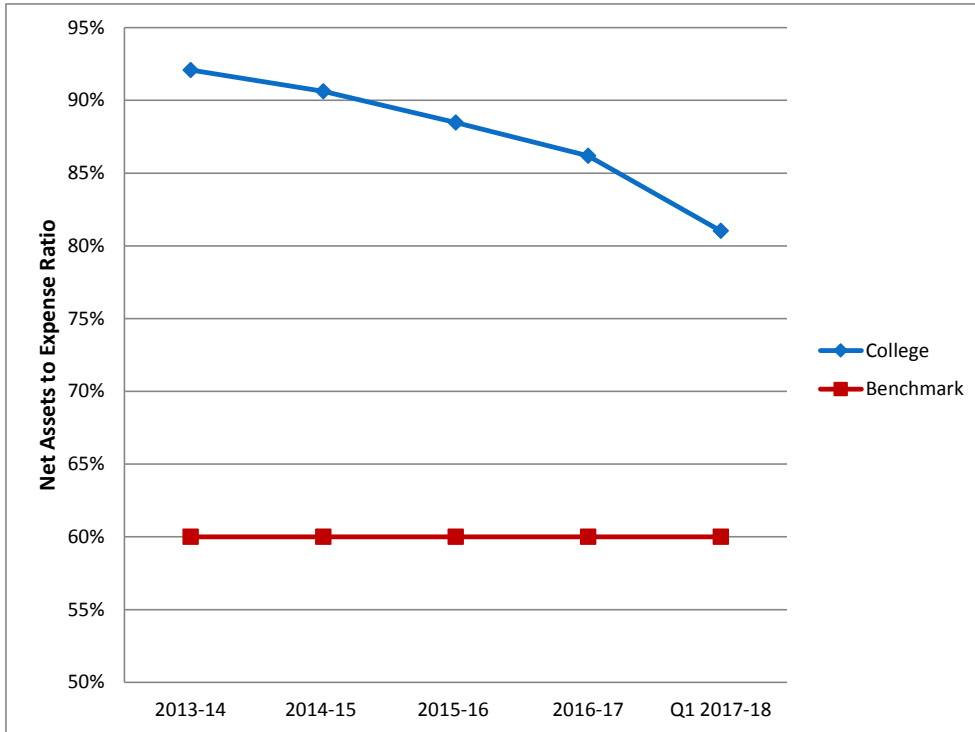
Fiscal performance indicator testing the college's ability to pay its short term maturing obligations (e.g. biweekly payroll payments).

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 1.94 for Q1 2017-2018.

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.

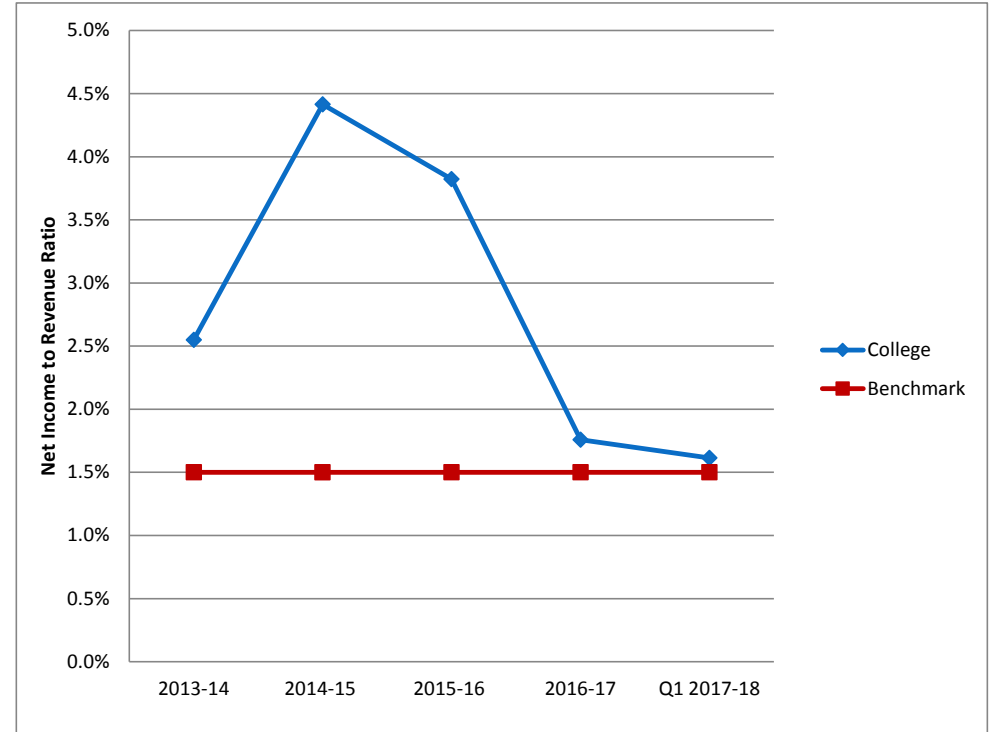
Benchmark:

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.

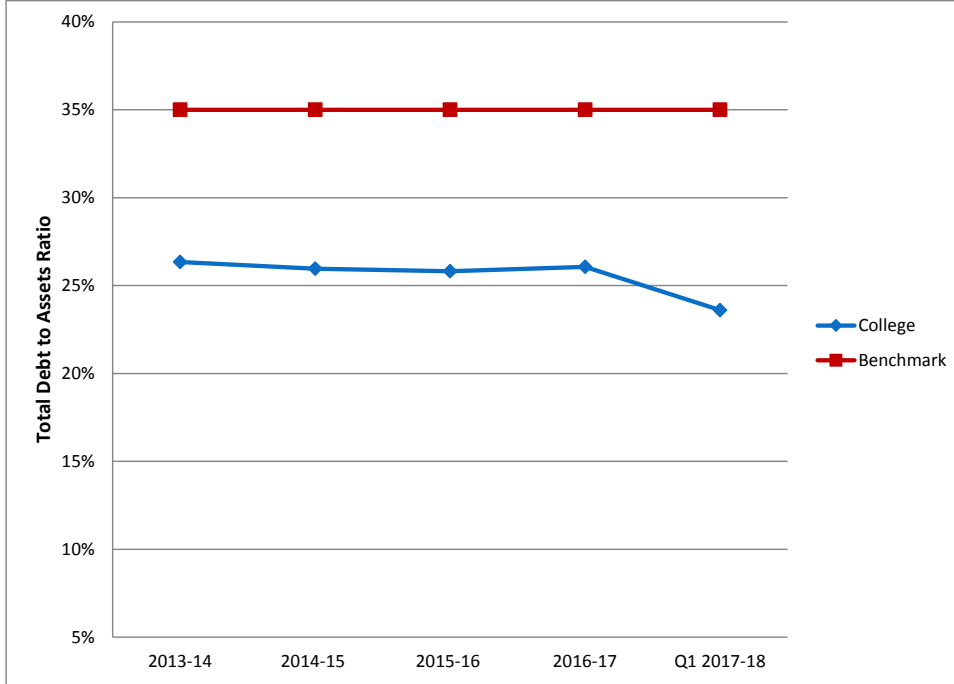
Benchmark:

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.

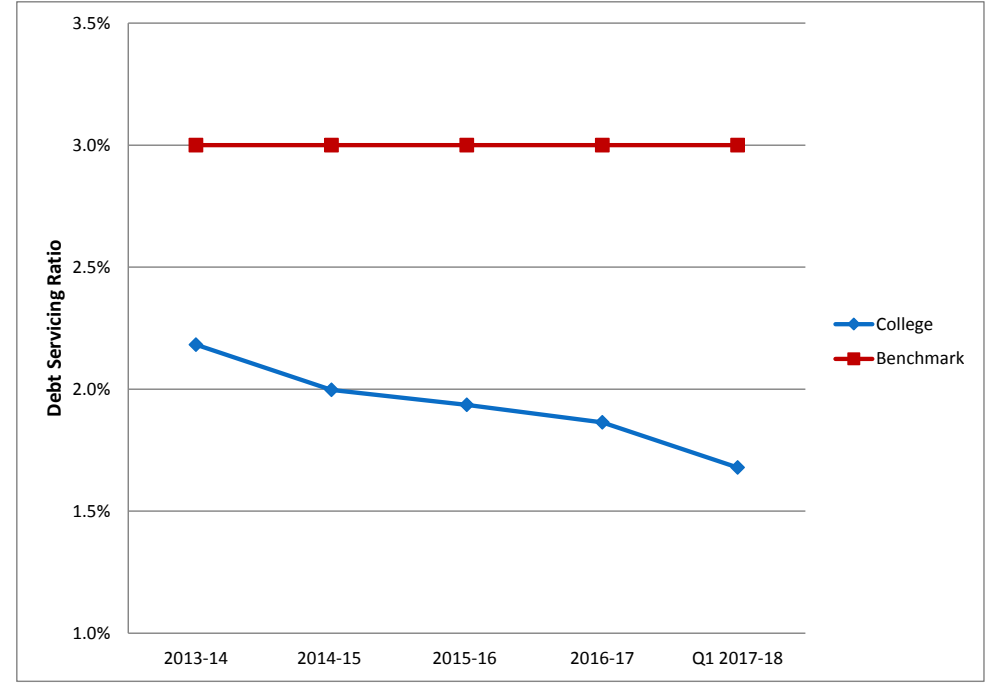
Benchmark:

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.

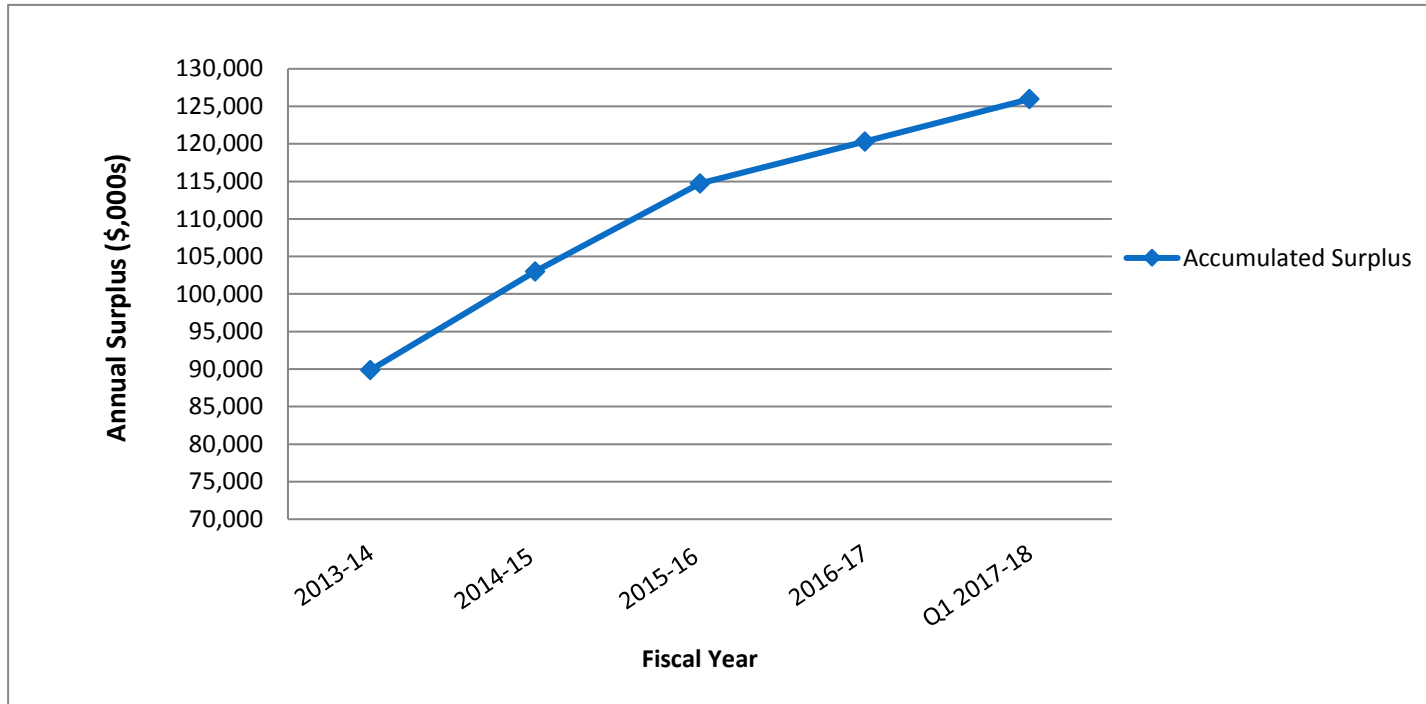
Benchmark:

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.

ANNUAL BUDGET AND QUARTERLY FINANCIAL PROJECTIONS COMPLIANCE SCHEDULE

	<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 2017-2022	'Goal 5 - Enhance Algonquin's global impact and community social responsibility' -we must ensure we maintain strong financial health indicators	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; 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:	Approval to Activate \$15M Line of Credit with Toronto Dominion Bank
Report to:	Board of Governors
Date:	October 16, 2017
Author/Presenter:	Duane McNair, Vice President, Finance and Administration

1. RECOMMENDATION:

THAT the Board of Governors approves the activation of the \$15 million line of credit with Toronto Dominion Canada Trust as part of the banking services agreement with Algonquin College.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to request approval from the Board of Governors to activate a \$15 million line of credit with Toronto Dominion Canada Trust.

3. BACKGROUND:

Algonquin College participated in a public tendering process to procure banking services for Ontario colleges. The public tender process was facilitated by the Ontario Education Collaborative Marketplace (OECM). Toronto Dominion Canada Trust was awarded the agreement by Algonquin College.

As part of the transition to Toronto Dominion Canada Trust, the College obtained approval from the Board of Governors in June 2015 to seek approval from the Ministry of Advanced Education and Skills Development and the Ministry of Finance, in accordance with Section 28 of the Ontario Financial Administration Act, to establish a \$15 million operating line of credit. The line of credit will be utilized to secure letters of credit for construction projects and to meet short-term cash flow requirements, if required.

The process of Ministry approval has been protracted due to internal delays with the Ministry of Advanced Education and Skills Development and with the Ontario Ministry of Finance.

4. DISCUSSION:

On March 3, 2017 the College received notification from Scott Thompson, Deputy Minister of Finance, that a \$15 million operating line of credit was approved by the Ontario Ministry of Finance.

Although the Board of Governors did previously approve that Algonquin College seek approval from the Ministry of Advanced Education and Skills Development and the Ontario Ministry of Finance to establish a \$15 million operating line of credit, an additional approval is now required from the Board of Governors. This approval will authorize Algonquin College to activate the line of credit and thereby enter into the loan agreement with Toronto Dominion Canada Trust.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN Goal One Establish Algonquin as the leader in personalized learning across all Ontario colleges.	<input type="checkbox"/>	CONNECTED Goal Four Become an integral partner to our alumni and employers.	<input type="checkbox"/>
QUALITY AND INNOVATION Goal Two Lead the college system in co-op and experiential learning.	<input type="checkbox"/>	SUSTAINABLE Goal Five Enhance Algonquin’s global impact and community social responsibility.	<input checked="" type="checkbox"/>
Goal Three Attain national standing in quality, impact and innovation within each school and service.	<input type="checkbox"/>	PEOPLE Goal Six Be recognized by our employees and the community as an exceptional place to work.	<input type="checkbox"/>

6. STUDENT IMPACT:

While this activity does not have a direct student impact, the line of credit will support potential future cash flow requirements to maintain the operations and strategic projects that the College undertakes to support student activity and success.

7. FINANCIAL IMPACT:

This operating line of credit of \$15 million will not have an immediate financial impact. It provides the College with additional working capital in the event that it is required.

8. HUMAN RESOURCES IMPACT:

There is no impact to College human resources.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

Both the procurement process and the implementation of banking services has been completed in compliance with the Broader Public Sector Procurement Directive and with the Ministry of Finance Financial Administration Act.

10. COMMUNICATIONS:

No additional communications are anticipated. However, the cash balance and short-term debt levels of the College are reported annually as part of the audited Financial Statements to the Board of Governors.

11. CONCLUSION:

The College is seeking approval from the Board of Governors to activate a \$15 million line of credit with Toronto Dominion Canada Trust as part of the College's transition of banking services from the Bank of Montreal to Toronto Dominion Canada Trust. The line of credit is typically used to fund letters of credit and is in place as overdraft protection for potential day to day cash shortfalls.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Cheryl Jensen
President

Report title:	2017 Employee Engagement Survey Results
Report to:	Board of Governors
Date:	October 16, 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 update the Board of Governors on the 2017 employee engagement survey and the actions underway to address the results.

3. BACKGROUND:

The People Plan 2017-2022 was accepted by the Board of Governors for information on June 12 2017. The Plan is, in part, a response of College leadership to the Employee Engagement Survey, which was undertaken in February 2017. At the June meeting, management advised that an analysis of the survey and the link to the priorities in the People Plan would be provided at the October 2017 Board meeting.

4. DISCUSSION:

The 2017 Engagement Survey, held between February 27 and March 15, is the third engagement survey that College management has undertaken. Employee Engagement surveys have been conducted in 2012, 2015 and 2017. The latter two surveys were conducted utilizing the AON Hewitt survey thus providing continuity, more robust data and trend analysis.

The overall participation rate in 2017 was 57%, representing an increase of eleven points in comparison to the 2015 participation rate.

The overall employee engagement score decreased by four points to 56%.

The results of the 2017 survey indicate that employees are proud to work at the College and are proud of the role they play in contributing to the lifelong success of our learners. The results confirmed the need to continue to focus on:

- Providing information and resources to help employees manage their careers with the College;
- Holding people accountable for performance and results and recognizing contributions; and
- Providing performance feedback to enhance performance and career growth.

Actions to address survey results

In 2012 and 2015 an Employee Tiger Team was established to identify college-wide priority areas of focus. The Tiger Team consisted of employees who volunteered to implement initiatives to increase engagement based on the identified themes.

In 2015, departments were also tasked with developing action plans to address specific areas of concern at the unit level that may not be addressed by the college-wide action plan.

In 2015, the top departmental themes identified were communication, career management, recognition, collaboration, networking and performance management. The Tiger Team defined the overall focus for the College. The resulting recommendations identified by the Tiger Team included concentrating on career management, employment mobility and part time employees.

Two Task Forces were assembled to address the above issues. This resulted in several recommendations that were presented to employees in December 2016. The recommendations included creating resources to assist employees with onboarding, career management, employment mobility and an Algonquin College Employee Career Hub.

Additionally, a credential forum was held to facilitate an open discussion around credentials required for positions at the College. Consistency and transparency of the hiring process were also discussed including, increased consideration for part-time employees and the recognition of the College's internal professional development and training. Changes to the hiring policy were finalized and put into effect in June 2017.

This year College staff will focus on understanding and identifying how to better support managers and chairs in their role as leaders.

In the results of this year's survey, employees reported that manager effectiveness improved, while managers reported that they required more support to be effective in their roles. It is well recognized in research that the extent to which managers are engaged will impact the engagement level of their team.

In summary, the following actions are currently underway:

- Efforts are being focused on addressing the recommendations from the 2016 Part-time Task Force and Employee Mobility Task Force, which have been incorporated into the People Plan.
- An all Administrators working session was held in early September to discuss the engagement survey results specific to this group, to develop a plan to address the main areas of concern.
- Individual departmental action plans are being developed to address specific areas of concern at the team level that may not be addressed at the college-wide level.
- Mandate letters for each member of the executive team have been created and published in response to employees asking for more transparency, and greater clarity around the actions and responsibilities of the Executive Team.

People Plan

The People Plan is the first of the high-level college-wide enabling plans developed in support of the 2017-2022 Strategic Plan. The Plan identifies three strategic areas of focus, clear actions, and measures for success in a multi-year implementation plan which will underpin annual business planning.

The People Plan determines where College staff need to focus efforts to attract, retain, develop and engage employees with the necessary competencies to help achieve the goals of the Strategic Plan.

The three priority focus areas are:

- a) Attract, develop, value, support and celebrate an exceptional learner-driven workforce.
- b) Increase the capacity and capability of our learning organization through innovation and continuous improvement.
- c) Build a learning workplace that is respectful, diverse, inclusive and healthy.

The People Plan is prefaced by a People Promise, which is made up of a series of aspirational statements reflecting employees' expectations of the College, and the expectations our managers have of themselves in leading and developing teams. These expectations surfaced during the consultations that took place in developing the plan.

The People Promise is built upon the College's core values of Caring, Learning, Integrity and Respect.

The People Promise states that the College will:

- Engage the strengths of our employee community in support of our mission *To transform hopes and dreams into lifelong success.*
- Offer learning and development opportunities that will further employee performance and professional growth.
- Build a vibrant, resilient and diverse workforce as well as foster an inclusive workplace culture that values the unique strengths of each employee.
- Provide caring, insightful leadership.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN Goal One Establish Algonquin as the leader in personalized learning across all Ontario colleges.	<input type="checkbox"/>	CONNECTED Goal Four Become an integral partner to our alumni and employers.	<input type="checkbox"/>
QUALITY AND INNOVATION Goal Two Lead the college system in co-op and experiential learning.	<input type="checkbox"/>	SUSTAINABLE Goal Five Enhance Algonquin’s global impact and community social responsibility.	<input type="checkbox"/>
Goal Three Attain national standing in quality, impact and innovation within each school and service.	<input type="checkbox"/>	PEOPLE Goal Six Be recognized by our employees and the community as an exceptional place to work.	<input checked="" type="checkbox"/>

6. STUDENT IMPACT:

The objective of the action plans and People Plan is to foster an engaged, competent and capable workforce. Engaged employees, who are supported to be successful in their roles and have their contributions valued, will have a positive impact on the student experience.

7. FINANCIAL IMPACT:

A financial impact exercise will be undertaken during the scoping of individual initiatives. Any additional financial resources needed will be planned for during the annual budgeting process and the Strategic Investment Priorities Project Funding and Position Request Process.

8. HUMAN RESOURCES IMPACT:

The objective of the action plans within the People Plan is to increase the level of employee engagement. This is measured by employees willingness to:

- stay with the organization,
- recommend Algonquin College as an employer and
- strive to contribute to the success of our students.

A qualitative and quantitative impact study on human resources will be undertaken during the scoping of individual initiatives in the People Plan and assessing progress against various action plans.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

This initiative does not have a material impact on specific government or regulatory requirements.

10. COMMUNICATIONS:

A communication plan is under development with the objective of ongoing dialogue and updates on the progress of various initiatives. The timing and communication channel will be designed to maintain an ongoing profile of the People Plan, other initiatives underway, and a link to employee engagement survey results.

11. CONCLUSION:

The People Plan has been developed, after comprehensive consultation, to enable Goal Six of the Strategic Plan, “be recognized by our employees and the community as an exceptional place to work”.

Respectfully submitted:



Cathy Frederick
Vice President, Human Resources

Approved for submission:



Cheryl Jensen
President



Abhay

50+5

People Plan 2017-2022

June 2017

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INTRODUCTION

Welcome to the People Plan

Algonquin College has a clear mission: To transform hopes and dreams into lifelong success.

It is a bold ambition for all of us as we help our students, young and old, build careers, lives and communities. Our mission is not limited to the learners who occupy our classrooms or learn through our digital channels. It is also the College's singular objective for everyone who works here. That's why we have built this People Plan. Like the new Strategic Plan - 50+5 - that inspired it, this plan is meant to be iterative; as we learn, we will adapt and revise. But it is a first step - a good one, we anticipate - toward articulating the actions we must take as a college to turn our hopes and dreams as employees into lifelong success.

This People Plan is also a first for Algonquin College on two fronts: it is the first People Plan we've ever had, and it is the first of several documents that will help us to achieve our 2017-2022 Strategic Plan. We are confident this People Plan will help advance us on the path of becoming the leader in personalized, experiential learning and an exceptional employer. What does it mean to be an exceptional employer? First, it means charting a course for the development of our people and creating an environment to achieve success - all of us. That's what this People Plan starts to do. Being an exceptional employer also means being open to feedback, listening - really listening - to ideas and concerns and then doing something about them.

We listened to the results of the 2015 employee engagement survey and the recommendations of the employee task forces that studied those priorities, and this Plan includes actions in response. The results of the 2017 employee engagement survey confirm that we are focused on the

right actions, for the actions address specific themes that have emerged again, including:

- Providing information and resources to help employees manage their careers with the College
- Holding people accountable for performance and results and recognizing contributions
- Providing performance feedback to enhance performance and career growth

In 2017-18, as in past years, we will involve employees in identifying what can be done to address issues that impede engagement. We will also focus more specifically at the team level by engaging in conversations to better understand and develop meaningful action plans at both the departmental level and at the college-wide level. Our commitment to the engagement of our employees is an ongoing commitment.

Our employees are proud to work at the College and are proud of the role they play in contributing to the lifelong success of our learners. Employees have told us they want to have personally-satisfying and engaging work experiences and careers. They have told us what is

Sincerely,



Cheryl Jensen,
President and CEO



Cathy Frederick,
Vice-President, Human Resources

important to them – through the employee engagement survey, during the President’s Listening Tours, Employee Task Forces and during consultations that took place in developing this plan – and we have given considered thought to their input in identifying the actions we will take over the next five years.

You will notice the People Plan echoes themes reflected in the Strategic Plan, themes also voiced by employees over the past year as we sought input. The themes are those of innovation, personalized development and continuous improvement, with a focus on improving core processes and programs through streamlining and building on what we have in place rather than creating new. We made a conscious decision during planning to select fewer more impactful actions that will measurably move the College forward and build the foundation for 50 more years of success.

The People Plan is prefaced by our People Promise, a series of aspirational statements that reflect employees’ expectations of the College, and the expectations our managers have of themselves in leading and developing teams. These statements, which surfaced during discussions with various individuals and groups, are consistent with our core values of Caring, Learning, Integrity and Respect.

01.

FOUNDATION

About this People Plan



Darrin

1.1

Guiding Principles in Developing the Plan

In the eight months it took to build this plan, we used a set of guiding principles to keep us focused and on track. We will continue to apply them as, together, we implement this plan.



Cathy

01. ENGAGING EMPLOYEES

Our employees have been eager to participate in activities that contribute to the College's success and influence the direction taken on issues that matter to them. Employees at all levels had the opportunity to share their perspectives during Town Halls, when the emerging themes were shared, and again when the Findings Report was shared on myAC.

Additional consultations were held with Deans, Directors, Chairs and Managers to ensure the actions identified would measurably move the College in the right direction.

The 12-member, cross-college, People Plan Advisory Committee met regularly to review results of data analyses, discuss findings, assist in prioritizing the themes and recommendations and shape and vet the resulting action plan.

02. EVIDENCE-BASED DECISION-MAKING

Qualitative and quantitative data from a number of sources were assessed and informed the actions in this Plan. These included:

- Recommendations of the task forces that considered the employee engagement priorities from the 2015 survey
- Interviews and consultations with people managers at all levels
- Human resources strategy risks identified by the College Enterprise Risk Management Committee

- The results of the Human Resources strategy audit commissioned by the Board of Governors
- Human resources business process and program data

03. LIVING DOCUMENT

The People Plan is the first of several enabling plans for the Strategic Plan, 50+5, and the actions identified are based on the information we have today. The world is not static and the College environment is certainly not static. The action plan has to be responsive to issues and challenges we are going to face over the next five years and, for that reason, we will periodically review it and refine it, if necessary, to ensure it continues to meet the needs of the College.

04. ALIGNING WITH THE STRATEGIC PLAN

The People Plan has a direct line of sight to our Strategic Plan goals. This was achieved through the use of a cascaded planning methodology that identified the core people capabilities and systems needed to achieve each Strategic Plan goal. Once this was complete, the themes that emerged from data analysis and the recommendations of the employee task forces were assessed in terms of their impact on our ability to achieve the strategic goals, and their alignment with the needed people-capabilities and systems. This exercise resulted in a list of priority actions that are reflected in the People Plan.

1.2

About us

We are more than 1,300 full-time and 2,400 part-time employees at the end of the 2016-17 fiscal year.

- We are more than 1,300 full-time and 2,400 part-time employees at the end of the 2016-17 fiscal year.
- We are a mature employee group: most of us are older than 40.
- Many of us who are part-time have been working with the College for 10, 15, and 20 years or more.
- We employ several hundred of our own students every year in a variety of roles.
- Part-time employees are an important talent pool for full-time positions, and are often successful in becoming full-time employees in the Support and Academic groups. Over the past three years, 52 per cent of those hired into full-time Support positions



came from the part-time group, while the comparable statistic for the Academic group was 88 per cent. During that same period, most full-time Administrative positions were filled with mid- or late-career external candidates.

- The annual rate of turnover in full-time employees is just under 5 per cent, due mostly to retirements.
- The Ontario Colleges of Arts and Technology (CAAT) Pension Plan projects that 50 to 60 employees will retire in each of the next three years, based on analysis of the College's retirements since 2012.
- We need to further our understanding of the diversity within our workforce and whether we are fully taking advantage of the diversity of talent found in the labour marketplace.
- Since 1999, we have raised more than \$1.3 million for United Way and had an impact on the lives of 4,600+ community members.



1.3

Our People Promise

People come to work at Algonquin College, and continue their careers here, because they have a strong commitment to service, life-long learning and helping our clients, the learners, become the leaders of tomorrow.



Ben

The People Promise affirms that the College will:

- ✓ Engage the strengths of our employee community in support of our mission to transform hopes and dreams into lifelong success.
- ✓ Offer learning and development opportunities that will further employee performance and professional growth.
- ✓ Build a vibrant, resilient and diverse workforce, as well as foster an inclusive workplace culture that values the unique strengths of each employee.
- ✓ Provide caring, insightful leadership.



1.4

Plan Overview

The People Plan actions reflect specific themes that emerged during the planning process:

- ✓ Provide employees with the tools and skills-building experiences necessary to build innovative programs and practices
- ✓ Readily connect pools of internal and external talent with opportunities
- ✓ Enable employees in choosing their career paths by making available information, resources, and opportunities
- ✓ Provide employees with insightful performance-enhancing feedback
- ✓ Facilitate a personalized, experiential learning approach to acquiring new skills

02.

AREAS OF FOCUS

The Core of the People Plan



Carlo

Over the course of the next five years we will focus on three areas of priority:

- ✓ Attract, develop, value, support and celebrate an exceptional learner-driven workforce
- ✓ Build a learning workplace that is respectful, diverse, inclusive and healthy
- ✓ Increase the capacity and capability of our learning organization through innovation and continuous improvement



STRATEGIC FOCUS #1:

Attract, develop, value, support and celebrate an exceptional learner-driven workforce

There is a popular anecdote about working at NASA in the 1960s that goes like this: Ask the janitor what his job is and he will say “to put a man on the moon.”

Algonquin College exists to transform the lives of learners and we all have a role to play, whether it’s teaching, keeping our facilities clean or hiring talented employees. Our learners must be at the centre of everything we do. To this end, we will attract, develop, value, support and celebrate an exceptional learner-driven and learning-focused workforce with the skills needed to deliver on our mission, mandate and strategic plan.

We are all accountable for our work, and we must ensure managers and supervisors have the skills, tools and support to manage performance and give employees the feedback they need to continuously improve. Responding to the 2015 and 2017 engagement survey results, we will support development of high-performance teams and people, by providing additional resources to assist in performance and career conversations and introducing a simplified, streamlined performance discussion process for Part-time employees.

In 2017-18, we will undertake a review of the employee performance development framework to identify opportunities to enhance the process, resources and tools for employees and managers.

A formal departmental-level orientation will be introduced for all new employees, to immediately position them for success. This orientation will supplement the current College orientation, and will be modeled on practices already in place in some departments.

In addition, an orientation module will be introduced for new managers (those who are new to the College and those who are promoted from within) to support them during the early, critical months of assuming their roles.

We will connect people with opportunities by providing employees with the ability to create and post their professional profiles. Managers will be able to post temporary opportunities that could be as short as several hours or weeks, and up to four months, conduct a search of employee professional profiles and select candidates based on the results of the search.

We will support Chairs in meeting anticipated program needs by identifying and continually refreshing pools of qualified candidates for Part-time faculty opportunities.

We will provide employees with information and resources to assist in managing their career paths at the College, housed on a virtual *Career Hub* on the HR webpages. Initially, the Employee Career Hub will hold a set of career mobility principles, guidelines for a new informal job-shadowing process and samples of responsibilities and credential requirements for frequently posted positions. Other resources will be added over time.

We will introduce online and blended learning delivery into the leadership and management learning programs to provide broader access to internal professional development programs for enhanced performance and career growth.

We know that our senior leaders need to get better at engaging employees in order to build trust and foster collaboration. We will strengthen our leadership bench strength by introducing a 360-degree performance feedback process for senior leadership positions, along with the opportunity to consult with a performance coach in order to prepare a personalized development plan based on the results.

We will update our leadership succession planning framework and monitor the development of a strong cadre of potential internal successors for leadership positions. This will provide focused, purposeful competency growth experiences for identified individuals and provide the College with an in-house pool of experienced talent for future leadership opportunities.

We will continue to monitor and take action on employee engagement priorities. We will build on the learnings of our employee-led *Tiger Teams* experience to study and recommend action on the priority issues

surfacing in the 2017 Employee Engagement survey. We will act quickly on those recommendations.

As with the 2015 survey results, we will develop and monitor College-wide and departmental-employee engagement plans. Furthermore, we will start using pulse surveys to ensure we remain on top of issues that have an impact on employee engagement.

We intend to become the role model for other employers in providing valuable skills-building work terms for our Co-op students. Our current framework to employ Co-op students will be refined, and additional tools will be given to managers to optimize the experience of Co-op students within departments.

MEASURES OF SUCCESS

- Leadership roles filled by internal candidates
- Student satisfaction with internal Co-op work term
- Completion of performance discussions

STRATEGIC FOCUS #2:

Increase the capacity and capability of our learning organization through innovation and continuous improvement

Every employee at Algonquin College has the ability and deserves the opportunity to improve the way we work so that we can focus as much time as possible on enhancing the learner experience.

That's why we will foster an innovative workplace culture and support the operationalization of our strategic focus on quality and innovation by adapting *Lean* management principles to the post-secondary education environment. This will give us a common lens, language, and tools for implementing improvements to our programs and practices, to advance collaboration across groups and departments. Initial training has already begun and will continue over the next several years, with an increasing focus on applying the methodology and tools and building our in-house expertise.

We will also provide employees an opportunity to connect and share best practices through the creation of *Communities of Practice*.

In 2017-18, we will take a significant step forward in streamlining many human resources and financial processes with the introduction of the enterprise resource planning software, *Workday*.

Workday will give employees immediate access to information, such as the ability to view their vacation and sick-leave banks and pension information. It will also allow the submission of leave requests, and direct access to applications for opportunities. Managers and teams will have increased access to data and reports necessary for evidence-based decision-making.

The second phase of *Workday*, scheduled for implementation in 2018-19, will streamline the registration process for employee-learning programs and create a record of employees' learning completion as well as other professional development opportunities.

By 2020 we will have a College-wide core competency framework in place and use it as the integrating foundation for our talent processes and programs. We will review and update the current leadership competency framework with the competencies needed to achieve our mission, mandate and strategic plan, and identify the behaviours associated with each competency for professional, faculty and other roles at the College. We will then use the competencies in employee recruiting,

selection, performance development, and learning, to provide us with a solid and integrated foundation for moving forward.

MEASURES OF SUCCESS

- Learning investment as a % of payroll
- Time to hire employees
- User/client satisfaction with HR processes



Gregory

STRATEGIC FOCUS #3:

Build a learning workplace that is respectful, diverse, inclusive and healthy

Respect for people is a central principle of everything we do. We will continue to build a respectful workplace and inclusive workplace culture, one that values the unique strengths of each individual, and take action to support employee resiliency and wellness.

Change is a constant in the current post-secondary environment. Our ability to adapt to change — in the way we work and the way we interact with each other — will become an increasingly important determinant of success. As well, significant planned change is on the near-term horizon. The Innovation Centre, Workday and a new Learning Management System, are but few of these planned changes. We will introduce a standardized, scalable change-management methodology and tools that will become part of the way we approach business transformation projects at the College. The methodology — which will be used initially in the implementation of Workday — will be customized for the College and available to assist managers in leading projects and supporting teams through change.

We will continue to conduct scans of workplace issues and, starting in 2018-19, conduct internal and external research into employee wellness indicators and best practices, in order to enhance the resources in place to support and promote employee wellness.

We will focus on increasing our proficiency in finding solutions to issues before they become serious problems through evidence-based problem-solving discussions with our union locals, and implementing practical solutions to recurring issues.

In 2017-18, we will extend the use of our Employment Equity Self-Identification form to Part-time employees and external applicants so we gain an informed understanding of the diversity in our workforce. We will also conduct a review of our human resources programs and practices to identify impediments to workforce diversity and inclusion. The insights from these activities will assist in developing a strategy to strengthen the diversity and inclusiveness of our workplace.

MEASURES OF SUCCESS

- Workforce diversity
- Resolution of issues tabled by the union in problem-solving sessions
- Employee wellness

03.

ACCOMPLISHMENTS

How will we
be different
five years out?



Cheryl

2017 - 2018 Accomplishments

WE WILL HAVE:

- ✓ Framework to employ Co-op Students
- ✓ Workday Phase I implemented and adoption support underway
- ✓ Employee Career Hub
- ✓ Lean strategy defined; additional training and supporting tools deployed
- ✓ College-wide and Departmental plans based on 2017 employee engagement survey results
- ✓ Pre-screened talent pools for PT Faculty
- ✓ 360-degree performance feedback and coaching for the College executive team

2018 - 2019 Accomplishments

WE WILL HAVE:

- ✓ Workday Phase II (Professional development module) implemented and adoption support underway
- ✓ Orientation module for new managers
- ✓ Performance-feedback tool for PT Admin and Support
- ✓ Pulse surveys on employee-engagement issues
- ✓ Process for matching internal candidates with short-term (<4 months) assignments
- ✓ Standardized scaleable change-management methodology and tools
- ✓ Online and blended learning methodologies introduced into leadership and management Professional Development

2019 - 2020 Accomplishments

WE WILL HAVE:

- ✓ Core competency framework refined for management role levels
- ✓ Departmental orientation framework in place
- ✓ Updated succession planning framework
- ✓ Workforce diversity and inclusion strategy
- ✓ Wellness assessment and updated resources
- ✓ 360-performance feedback and coaching for Deans and Directors

2020 - 2021 Accomplishments

WE WILL HAVE:

- ✓ Core competency framework expanded to non-management role levels
- ✓ Performance feedback tool for PT Academic



2021 - 2022 Accomplishments

WE WILL HAVE:

- ✓ College core competencies used in talent recruitment, selection, performance development and learning processes



Dave

AC

Report title:	First Quarter 2017/2018 Business Plan Update
Report to:	Board of Governors
Date:	October 16, 2017
Author/Presenter:	Doug Wotherspoon, Vice President Innovation and Strategy

1. RECOMMENDATION:

THAT the Board of Governors accepts the First Quarter 2017/2018 Business Plan Update for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The Board of Governors is responsible for monitoring the College’s progress against key metrics 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 using a Business Plan Dashboard and Exceptions Report. This report is given in Appendix A: Q1 2017-18 Business Plan Update-Dashboard-Exception Report.

Dashboard

A fourth color in orange has been added to the Dashboard legend for fiscal year 2017/2018 Quarterly Report. The legend descriptions are as follows:

- *Green – Completed/In Progress*: Identifies targets or initiatives completed or on-track to be completed within the original established quarter of the fiscal year.
- *Yellow – Delayed*: Identifies targets or initiatives that are delayed in being reached, but are on track to be completed within the fiscal year.
- *Orange – At Risk*: Identifies targets or initiatives that may be at risk of being completed within the fiscal year.
- *Red – Not Completed*: Identifies targets or initiatives that will not be completed within the fiscal year.

Exceptions Report

A minor change has been made to the Exception Report for the fiscal year 2017-18. Each Exceptions Report will report out on those targets and initiatives identified for delivery within each quarter that are noted as delayed, at risk, or not completed. The Exceptions Report for the First Quarter covers the period April 1 through June 30, 2017.

4. DISCUSSION:

Contingency action plans are implemented for all targets and initiatives that have a yellow, orange, or red status.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN Goal One Establish Algonquin as the leader in personalized learning across all Ontario colleges.	<input checked="" type="checkbox"/>	CONNECTED Goal Four Become an integral partner to our alumni and employers.	<input checked="" type="checkbox"/>
QUALITY AND INNOVATION Goal Two Lead the college system in co-op and experiential learning.	<input checked="" type="checkbox"/>	SUSTAINABLE Goal Five Enhance Algonquin’s global impact and community social responsibility.	<input checked="" type="checkbox"/>
Goal Three Attain national standing in quality, impact and innovation within each school and service.	<input checked="" type="checkbox"/>	PEOPLE Goal Six Be recognized by our employees and the community as an exceptional place to work.	<input checked="" type="checkbox"/>

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 is identified at this time.

8. HUMAN RESOURCES IMPACT:

No current human resources impact is identified at this time.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

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

10. COMMUNICATIONS:

The first quarter update is made available to the public on the Board of Governors website prior to the Board of Governors October 16, 2017 meeting.

11. CONCLUSION:

The first quarter Dashboard and Exceptions Report are presented for information. Targets and initiatives identified in yellow indicate they are delayed, in orange that they may be at risk, and in red that they are not expected to be completed. In each exception, the responsible Executive Team member has been asked to provide additional detail, including proposed new timelines or mitigation strategies expected to be implemented to return the item to green.

Respectfully submitted:



Doug Wotherspoon
Vice President, Innovation and Strategy

Approved for submission:



Cheryl Jensen
President

Appendices:

Appendix A: Q1 2017-18 Business Plan Update-Dashboard-Exception Report
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Goal 1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)

Student Retention

- AS/SS 1.0 a) A3 Plan Study Do Study Adjust Plan completed by Q1
- 1.0 b) Learner Driven Plan lead by working group co-chaired by the Senior Vice President Academic and Vice President Student Services, that defines and measures personalized learning at Algonquin College, drafted and presented to College's Board of Governors by Q4.

At-risk Learners Supported

- ▲ AS 1.1 a) A3 Plan Study Do Study Adjust Plan completed by Q1
- ▲ 1.1 b) Current state benchmarks established by Q1.
- ▲ 1.1 c) Software systems for collecting and tracking at-risk learner related data investigated by Q2.
- ◆ 1.1 d) Employee training program established by Q2.

Learning Management System (LMS) Logins

- AS 1.2 a) A3 Plan Study Do Study Adjust Plan completed by Q1.
- 1.2 b) Learning Management System policy AA42 reviewed by Q1.
- 1.2 c) Learner Management System user requirements analysis completed by Q2.
- 1.2 d) Comprehensive faculty support plan for key education technologies in use at the College developed and implemented by Q4.
- 1.2 e) Request for Proposal issued and single College-wide Learning Management System selected by Q4.

Class Attendance

- AS 1.3 a) A3 Plan Study Do Study Adjust Plan completed by Q1
- ▲ 1.3 b) Current state and benchmarks established by Q1.
- ▲ 1.3 c) Future state and targets established by Q2.

Goal 2: Lead the college system in Co-op and experiential learning. (Internal Business Process)

Students Enrolled in Co-op

- IS 2.0 a) A3 Plan Study Do Study Adjust Plan completed by Q1
- 2.0 b) Benefits of applying for Canadian Association for Co-Operative Education (CAFCE) accreditation reviewed by Q2.
- 2.0 c) Applied Research, Innovation and Entrepreneurship strategy updated and presented to ACET by Q2.
- 2.0 d) Applied Research Annual Report presented to ACET by Q2.
- 2.0 e) Tool to assess the quality of Co-op and Work Integrated Learning (WIL) activities in programs of study developed by Q3.

Programs with a Co-op Stream

- ▲ IS 2.1 a) A3 Plan Study Do Study Adjust Plan completed by Q1.
- ▲ 2.1 b) Current state and benchmarks established by Q2.
- ▲ 2.1 c) Future state and targets established by Q3.

Enrolled Co-op Students Completing a Work Term within the Year

- IS 2.2 a) A3 Plan Study Do Study Adjust Plan completed by Q1.
- ▲ 2.2 b) Framework for the creation of co-op positions at Algonquin College completed, in consultation with union partners by Q2.
- ▲ 2.2 c) Co-op hiring process reviewed by Q2.
- 2.2 d) Employer focused Co-Op marketing campaign.
- 2.2 e) New Learning Enterprise in the Academic Area Created by Q4.




Legend

- Completed and in progress to reach target
- ▲ Measures that may be delayed in reaching target
- ◆ Measures that may be at risk in reaching target
- ◆ Measures that will not reach target by March 31, 2018

Academic Services






- AS Student Services
- SS Innovation and Strategy
- IS Finance and Administration
- HR Human Resources
- CME Communications, Marketing & Indigenous Initiatives
- II

Employer Leads Passed on to the Co-op Office by College Employees











-  IS 2.3 a) A3 Plan Study Do Study Adjust Plan completed by Q1.
-  2.3 b) Employee training program for identifying and passing on leads to the Co-op Office developed and launched by Q2.
-  2.3 c) System for employees to pass on leads to the Co-op Office developed by Q2

Goal 3: Attain national standing in quality, impact, and innovation by each school and service. (Internal Business Process)

Willingness to Recommend (Net Promoter Score)





-  IS 3.0 a) A3 Plan Study Do Study Adjust Plan completed by Q1.
-  3.0 b) Enterprise level "Willingness to Recommend" survey tool researched and costed for recommendation to ACLT by Q2
-  AS 3.0 c) Program Advisory Committee 2016-2017 Review recommendations implemented by Q3.
-  3.0 d) Five-year cyclical quality audit site visit of June 2016 recommendations implemented by Q4.
-  CME 3.0 e) 50th Anniversary Plan implemented by Q4

Process Improvements Implemented/Value Stream Maps Completed



-  IS 3.1 a) A3 Plan Study Do Study Adjust Plan completed by Q1.
-  3.1 b) Lean Management Strategy developed and presented to the Board of Governors by Q1.
-  3.1 c) Information Technology Plan completed by Q2.
-  3.1 d) Customer Relationship Management (CRM) Plan developed by Q1.
-  3.1 e) Business Intelligence Plan, with a focus on lean management and enrolment activity completed by Q2.
-  FA 3.1 f) Internal Control over Financial Reporting Plan developed by Q4.
-  3.1 g) E-texts Plan and Risk Assessment completed by Q2.
-  SS 3.1 h) Class Scheduling Solutions (Infosilem) launched in Q2.
-  3.1 i) Student Information System requirements gathering completed by Q3.
-  3.1 j) Net Tuition implementation, including Student Awards Management System completed by Q4.

Goal 4: Become an integral partner to our alumni and employers. (Customer)

Alumni Engagement






-  SS 4.0 a) A3 Plan Study Do Study Adjust Plan completed by Q1.
-  4.0 b) Existing alumni interactions across the College audited to identify areas for improvement by Q3.
-  4.0 c) System to track and manage alumni interactions implemented by Q4.
-  4.0 d) Plan for increasing awareness of alumni engagement opportunities further enhanced and implemented by Q4.

Alumni Contacts Passes on to the Alumni Office by College Employees

-  SS 4.1 a) A3 Plan Study Do Study Adjust Plan completed by Q1.
-  4.1 b) System for employees to pass on leads to the Alumni Office developed by Q2.

Goal 5: Enhance Algonquin's global impact and community social responsibility. (Financial)

Net Contribution

-  FA 5.0 a) A3 Plan Study Do Study Adjust Plan completed by Q1.
-  5.0 b) Opportunities to improve productivity identified, assessed and prioritized by Q1.
-  5.0 c) Implementation of Project Fusion/Workday completed on time and on budget with process efficiency metrics developed by Q4.
-  IS 5.0 d) Potential framework and process for measuring productivity investigated and tested by Q4.
-  5.0 e) Potential framework and process for measuring time saved through process improvement and lean initiatives presented to ACET by Q4.

Domestic Post Secondary Education Enrolments

- AS 5.1 a) A3 Plan Study Do Study Adjust Plan completed by Q1.
- 5.1 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.

Aboriginal Post Secondary Education Enrolments

- II 5.2 a) A3 Plan Study Do Study Adjust Plan completed by Q1.
- 5.2 b) Process for collecting and reporting Aboriginal learner self-identification completed by Q4.
- 5.2 c) Indigenous initiatives multi-year strategic plan, that includes caring for community partnerships and an environmental scan to understand their needs, completed by Q4.

International Post Secondary Education Enrolments

- IS 5.3 a) A3 Plan Study Do Study Adjust Plan completed by Q1.
- 5.3 b) First year of India Market Entry Strategy implemented by Q1.
- 5.3 c) International Digital Marketing position created and filled by Q1.
- 5.3 e) International Marketing Plan updated Q3.

Revenue: Funded Activity, College Ancillary Services, International Education Centre, Contract and Other Non-Funded Activity

- ▲ FA 5.4 a) A3 Plan Study Do Study Adjust Plan completed by Q1.
- 5.4 b) College Ancillary Services Strategic Plan updated and presented to ACET by Q4.
- IS 5.4 c) Contract Training revenue-share model investigated and options for improvement identified and presented to ACLT by Q4.
- CME 5.4 d) Government Relations Plan implemented by Q4.

Foundation Revenue

- ▲ SS 5.5 a) A3 Plan Study Do Study Adjust Plan completed by Q1.
- 5.5 b) Prospect lists for all solicitations established and prospect plan launched (target number of visits per week) by Q1
- ▲ 5.5 c) Fundraising projects prioritized by Q2.
- 5.5 d) Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship campaign launched by Q2.

Goal 6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)

Employee Engagement

- HR 6.0 a) A3 Plan Study Do Study Adjust Plan completed by Q1.
- 6.0 b) Communication Plan in support of AC People Plan developed by Q2.
- 6.0 c) Approved recommendations from 2016 Part-time Task Force and Employee Mobility task Force implemented by Q4.
- 6.0 d) College-wide Employee Engagement Plan and Department level Plans to address finding of the 2017 Employee Engagement Survey developed by Q4.
- 6.0 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.

Annual Performance Reviews Completed On-time, including the Development of Professions Development Plans. (Note: In the first year the focus will be on Administrative employees, expanding to Support Staff and Faculty in future years.)

- HR 6.1 a) A3 Plan Study Do Study Adjust Plan completed by Q1.
- 6.1 b) College-wide Employee Performance Development Framework and supporting programs created by Q1.
- 6.1 c) Standard operating procedure/process established and confirmed by ACLT by Q2.
- 6.1 d) Accountability framework established by Q2.
- 6.1 e) Cross over plan from current Employee Performance Development Program tracking systems to Workday confirmed by Q2.

Employee Communication Matrix

- CME 6.2 a) A3 Plan Study Do Study Adjust Plan completed by Q1.
- 6.2 b) Coat of Arms revealed and implementation plan drafted by Q1.
- 6.2 c) Conduct employee research to understand user expectations, needs and requirements by Q2.
- 6.2 d) Internal employee communications plan developed and implemented by all departments by Q3.
- 6.2 e) President messaging plan drafted and implemented by Q3.

2017-18 Business Plan

First Quarter Exception Report

2017-22 Strategic Goals	2017-18 Metric	2017-18 Target	2017-18 Initiative/Leveraged Action	ACET Member	Status	Comments for First Quarter
Learner Driven Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)	At-risk Learners Supported	NA	a) A3 - Plan Do Study Adjust Plan completed by Q1.	C. Brulé		a) Delayed. A3 completion deferred to Q4 as directed by Lean Office due to capacity.
Learner Driven Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)	At-risk Learners Supported	NA	b) Current state benchmarks established by Q1.	C. Brulé		b) Delayed. Current state benchmarks deferred to Q4
Learner Driven Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)	At-risk Learners Supported	NA	d) Employee training program established by Q2	C. Brulé		d) Not to be completed. Employee training program deferred to 2018-2019
Learner Driven Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)	Class Attendance	NA	b) Current state and benchmarks established by Q1.	C. Brulé		b) Delayed. Testing during 2017 Fall term to determine current state and establish benchmarks.
Innovation and Quality Goal #2: Lead the college system in Co-op and experiential learning. (Internal Business Process)	Programs with a Co-op Stream	33	a) A3 - Plan Do Study Adjust Plan completed by Q1.	C. Brulé		a) Delayed. A3 completion deferred to Q3 as directed by Lean Office due to capacity.

Innovation and Quality Goal #2: Lead the college system in Co-op and experiential learning. (Internal Business Process)	Employer Leads Passed on to the Co-op Office by College Employees	500	a) A3 - Plan Do Study Adjust Plan completed by Q1.	D. Wotherspoon		a) At risk. The A3 was completed and the number of leads passed to the Co-op office has increased over 2016. To date, 45 leads have been provided to the co-op office. Although the trend is positive, the pace is not sufficient enough to achieve the 2017 target. Countermeasures are under review.
Innovation & Quality Goal #3: Attain national standing in quality, impact, and innovation by each school and service. (Internal Business Process)	Process Improvements Implemented Value Stream Maps Completed	200 40	a) A3 - Plan Do Study Adjust Plan completed by Q1.	D. Wotherspoon		a) Delayed. A3 to be completed by Q3. To date 4 value stream maps have been completed and 20 process improvements have been implemented.
Innovation & Quality Goal #3: Attain national standing in quality, impact, and innovation by each school and service. (Internal Business Process)	Process Improvements Implemented Value Stream Maps Completed	200 40	b) Lean Management Strategy developed and presented to the Board of Governors by Q1.	D. Wotherspoon		b) Delayed. First draft of Lean Management Strategy developed and submitted to VP Innovation and Strategy. VP requested additional work required which will delay presentation to the Board of Governors until Q3.
Connected Goal #4: Become an integral partner to our alumni and employers. (Customer)	Alumni Engagement	NA	a) A3 - Plan Do Study Adjust Plan completed by Q1.	L. Stanbra		a) Delayed. Due to structural changes in the Foundation, the Manager, Alumni Engagement was not hired in Q1. A3 is in progress for completion at Q3.
Connected Goal #4: Become an integral partner to our alumni and employers. (Customer)	Alumni Contacts Passed on to the Alumni Office by College Employees	NA	a) A3 - Plan Do Study Adjust Plan completed by Q1.	L. Stanbra		a) Delayed. Due to a delay in securing a new manager of alumni relations. To be completed by Q4.

Sustainable Goal #5: Enhance Algonquin's global impact and community social responsibility. (Financial)	Net Contribution	3.3%	a) A3 - Plan Do Study Adjust Plan completed by Q1.	D. McNair		b) Delayed. Revised completion date is Q4.
Sustainable Goal #5: Enhance Algonquin's global impact and community social responsibility. (Financial)	Net Contribution	3.3%	b) Opportunities to improve productivity identified, assessed, and prioritized by Q1.	D. McNair		b) Delayed. Revised completion date is Q4.
Sustainable Goal #5: Enhance Algonquin's global impact and community social responsibility. (Financial)	a) Funded Activity	\$236.9M	a) A3 - Plan Do Study Adjust Plan completed by Q1.	D. McNair		a) Delayed. A3 on Revenue to be completed by Q4.
Sustainable Goal #5: Enhance Algonquin's global impact and community social responsibility. (Financial)	Foundation Revenue	\$3.47 M	a) A3 - Plan Do Study Adjust Plan completed by Q1.	L. Stanbra		a) Delayed. Due to structural changes in the Foundation. To be completed in Q2.

Report title:	Major Capital Projects - Quarterly Report
Report to:	Board of Governors
Date:	October 16, 2017
Author/Presenter:	Duane McNair, Vice President, Finance and Administration

1. RECOMMENDATION

THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide a brief financial overview and update on the progress of the College’s major capital projects underway in 2017-2018.

3. BACKGROUND:

Algonquin College undertakes a number of major capital projects each year. Major capital projects are valued at \$1 million or more and require approval from the Board of Governors. In 2017-2018, the College is committed to continuing progress on existing projects such as the Innovation Centre, a new enterprise resource planning system (Workday) and various infrastructure renewal projects. This report will present key dates associated with each project, the relevant approvals by the Board of Governors, the approved, projected and actual expenditures to date and a project status dashboard.

4. DISCUSSION:

The current and active major capital projects included in this report are:

1. Energy Service Company Project (ESCO 2);
2. Enterprise Resource Planning – Project Workday Implementation;
3. Innovation Centre;
4. Equipment Renewal and Electrical Lab Alterations Project in the Algonquin Construction Centre of Excellence (ACCE) – recently completed in May 2017;
5. Welding Lab Project at the College’s Transportation Technology Centre – Building S; and
6. Transformer Replacement Project.
7. Algonquin Students’ Association Athletics Recreation Complex
8. Pedestrian Bridge to Bus Rapid Transit Station

5. LINK TO STRATEGIC PLAN

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN Goal One Establish Algonquin as the leader in personalized learning across all Ontario colleges.	<input checked="" type="checkbox"/>	CONNECTED Goal Four Become an integral partner to our alumni and employers.	<input checked="" type="checkbox"/>
QUALITY AND INNOVATION Goal Two Lead the college system in co-op and experiential learning.	<input checked="" type="checkbox"/>	SUSTAINABLE Goal Five Enhance Algonquin’s global impact and community social responsibility.	<input checked="" type="checkbox"/>
Goal Three Attain national standing in quality, impact and innovation within each school and service.	<input checked="" type="checkbox"/>	PEOPLE Goal Six Be recognized by our employees and the community as an exceptional place to work.	<input checked="" type="checkbox"/>

6. STUDENT IMPACT:

The Energy Service Company project with Siemens has led to several academic initiatives including the development of a new Energy Management program and applied research projects directly engaging students in experiential learning.

The Workday project is a major business transformation initiative that will realize efficiencies for both academic and non-academic staff and will enable employees to direct more of their time and efforts toward value added services that focus on students.

The Innovation Centre project will facilitate experiential learning with an increase in linkages with the community and business partners. This new Innovation Centre 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, with funding support from the Apprenticeship Enhancement Fund.

The Athletics Recreation Complex to be built will provide Algonquin students with access to new equipment and facilities to inspire health lifestyles and increase student social and recreational activity.

The Pedestrian Bridge to the Bus Rapid Transit Station will provide for a safe crossing for students over College Avenue and provide access to the City's transit system at Baseline Station.

7. FINANCIAL IMPACT:

In addition to the federal and provincial funding, these projects are funded from the Strategic Investment Priorities allocations 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 mitigating the risk of physical and technological infrastructure failure.

8. HUMAN RESOURCES IMPACT:

These major 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:

These projects are compliant with government, regulatory and legal requirements pertaining to Ontario publicly funded colleges.

10. COMMUNICATIONS:

Internal College communications continue to support these projects and actively communicate any disruptions or changes to College operations. The Algonquin College Communications, Marketing and External Relations department is actively engaged with the Innovation Centre and Workday projects.

11. CONCLUSION:

These 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 – First Quarter 2017-2018 Major Capital Projects Report
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7.3- APPENDIX A - MAJOR CAPITAL PROJECTS

MAJOR CAPITAL PROJECTS – First Quarter 2017-2018 Summary – October 16, 2017

Energy Service Company Project - (ESCO 2)

Board of Governors and Key Approval Dates	Dates
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

Key Construction Highlight Dates	Dates
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)	January 2018

Approved Project Funding	Approved Value
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
Total	\$51.1 million

Projected Annual Savings Phase (Post-Construction)	Projected Value
Phase One	\$1.0 million
Phase Two	0.2 million
Phase Three	1.0 million
Phase Four	1.1 million
Total	\$3.3 million

Total Savings Achieved to March 2017 (Construction Still in Progress)	Value
Achieved Savings to March 31, 2015	\$0.6 million
Achieved Savings in Fiscal Year 2015-2016	1.4 million
Achieved Savings in Fiscal Year 2016-2017	2.0 million
Total	\$4.0 million

Total Project Variance to Date	\$0.0
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MAJOR CAPITAL PROJECTS - First Quarter 2017-2018 Summary – October 16, 2017

Energy Service Company Project - continued

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. A number of contemplated scope changes may impact budget, schedule, and annual savings during the implementation phase.
Y	Cost Management	Budget pressures due to contemplated scope changes.
R	Schedule Management	Schedule slippage due to deficiencies or delays which puts annual savings during the implementation phase at risk. To meet our contractual agreement with Hydro Ottawa of maintaining an overall efficiency of 65%, Cogen 1 has not been in operation since April 2017 due to deficiencies related to the absorption chiller. This has a direct impact on projected annual savings.
G	Project Resources	No significant issue.
Y	Risk Management	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.
G	Stakeholder Engagement	Active and extensive stakeholder engagement underway.

MAJOR CAPITAL PROJECTS - First Quarter 2017-2018 Summary – October 16, 2017

Enterprise Resource Planning (ERP) - Project Workday

Project Fusion is the ERP transformation of business processes and systems for Human Resources, Payroll and Finance, with the objective to improve efficiency, consistency and empower employees and managers throughout the college.

Board of Governors Key Approval Dates	Dates
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

Project Milestones	Dates
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)	Go-live expected March 2018
Planning module (budget tool) go-live	2018-2019
Learning module go-live	2018-2019

Approved Algonquin Project Funding	Approved Value
Algonquin College Funds	\$12.1 million

Actual/Projected Project Cost	Value
Expenditures in 2014-2015	\$0.8 million
Expenditures in 2015-2016	1.9 million
Expenditures in 2016-2017	5.9 million
Expenditures in 2017-2018, to June 30, 2017	0.6 million
Projected Expenditures in 2017-2018 (under review)	2.9 million
Total	\$12.1 million

Total Project Variance	\$0.0
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MAJOR CAPITAL PROJECTS - First Quarter 2017-2018 Summary – October 16, 2017

Enterprise Resource Planning (ERP) - Project Workday 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.
R	Cost Management	Risk to project budget of \$1.5 million to \$2.5 million
R	Schedule Management	Change in project schedule presented to the Board.
R	Project Resources	Retention of resources are at risk due to a high demand for talent in the market.
G	Risk Management	Schedule slippage can put project performance at risk.
Y	Stakeholder Engagement	Active stakeholder engagement underway, however change management continues to be a risk due to the significant amount of change.
Y	Operational Readiness	Operational readiness planning underway. Workday presents significant process changes to the College.

MAJOR CAPITAL PROJECTS - First Quarter 2017-2018 Summary – October 16, 2017

Innovation Centre

The Innovation Centre 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 \$9.5 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 Centre.	May 2016
Board of Governors approves the development of the Innovation Center 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 \$2 million 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	August 2017
Construction commences with hoarding, demolition and abatement	February 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 reserve fund – future capital expansion	9.5 million
Capital fundraising campaign	2.0 million
Strategic Investment Priorities budget allocation	8.6 million
Total	\$44.9 million

Actual/Projected Project Cost	Value
Expenditures in 2016-2017	\$6.6 million
Expenditures in 2017-2018, to June 30, 2017	1.6 million
Projected Expenditures in 2017-2018 (remaining)	34.6 million
Projected Expenditures in 2018-2019	2.1 million
Total	\$44.9 million

Total Project Variance	\$0.0
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MAJOR CAPITAL PROJECTS - First Quarter 2017-2018 Summary – October 16, 2017

Innovation Centre – continued

Project Risk and Status Dashboard		* Green Good, Red Trouble, Yellow Warning
G	Governance	Appropriate Project Sponsorship and Governance completed.
Y	Scope Management	Scope ladder in place, Number of contemplated scope changes may impact budget or schedule but this is being actively managed.
Y	Cost Management	Budget pressures on project contingency likely to continue until project completion.
Y	Schedule Management	We are currently on schedule despite an aggressive timeline. This is being closely monitored.
G	Project Resources	No significant issue.
Y	Risk Management	A Risk Register log has been prepared, tracked and reported on a frequent basis. Key risks are being actively managed.
G	Stakeholder Engagement	Active stakeholder engagement underway.
G	Operational Readiness	Initial operational readiness planning ongoing.

MAJOR CAPITAL PROJECTS - First Quarter 2017-2018 Summary – October 16, 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
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
Expenditures in 2016-2017	1.7 million
Expenditures in 2017-2018 (project completed in May 2017)	0.5 million
Total	\$2.3 million

Total Project Variance	\$0.0
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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.
G	Scope Management	Scope ladder in place.
G	Cost Management	No budget pressures are expected.
G	Schedule Management	No delays are expected.
G	Project Resources	No significant issues.
G	Risk Management	No major risks identified.
G	Stakeholder Engagement	Stakeholder engagement complete.
G	Operational Readiness	Project completed in May 2017.

MAJOR CAPITAL PROJECTS - First Quarter 2017-2018 Summary – October 16, 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 Transportation Technology Centre. 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
Meeting # 502 – Board of Governors approves the revised Welding Lab Project budget in the amount of \$2.8 million. The additional funding will be obtained through external sources and Strategic Investment Priorities funds.	April 2017

Project Milestones	Dates
Project start date (revised from March 2017)	June 2017
Projected substantial completion date (revised from December 2018)	January 2018

Approved Project Funding	Approved Value
Ministry of Advanced Education and Skills Development Apprenticeship Enhancement Fund	\$2.3 million
Canadian Welding Bureau	0.1 million
Strategic Investment Priorities – Faculty of Technology and Trades Responsibility Centre Management Carry-Forward Funds	0.4 million
Total	\$2.8 million

Actual/Projected Project Cost	Value
Expenditures in 2016-2017	\$0.5 million
Projected Expenditures in 2017-2018	2.3 million
Total	\$2.8 million

Total Project Variance	\$0.0
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MAJOR CAPITAL PROJECTS - First Quarter 2017-2018 Summary – October 16, 2017

Welding Lab Project at the College’s Transportation Technology Centre – Building S - 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	Scope ladder in place.
G	Cost Management	No budget pressures are expected.
Y	Schedule Management	The power transformer has a long lead time and delivery is on critical path for overall project schedule. Alternate procurement and delivery strategies are being investigated to mitigate risk.
G	Project Resources	No significant issue.
Y	Risk Management	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	Construction of site service is underway.

MAJOR CAPITAL PROJECTS - First Quarter 2017-2018 Summary – October 16, 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 fall 2017. This remaining scope will consume the remaining budget in fiscal 2017-2018 as shown below.

Board of Governors Key Approval Dates	Dates
.	February 2016
Meeting #495 - Board of Governors approves the Transformer Replacement Project in the amount of \$2.85 million with funding from the College's internally restricted net assets.	February 2016

Project Milestones	Dates
Project start date	July 2016
Substantial completion date	October 2017

Approved Project Funding	Approved Value
Algonquin College funds	\$2.85 million

Actual/Projected Project Cost	Value
Expenditures in 2016-2017	\$1.5 million
Expenditures in 2017-2018	0.6 million
Total	\$2.1 million

Total Project Variance	\$0.75 million
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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.
G	Scope Management	Scope is defined by agreement and is consistent with project funding.
G	Cost Management	Final budget in place.
R	Schedule Management	If this project is not completed on time it will have an impact on the delivery of the second co-generator.
G	Project Resources	No significant risks outstanding.
G	Risk Management	No significant risks outstanding.
G	Stakeholder Engagement	Required stakeholder engagement complete.
G	Operational Readiness	Operational readiness planning underway for final phase of project (Cogen 2).

MAJOR CAPITAL PROJECTS - First Quarter 2017-2018 Summary – October 16, 2017

Algonquin College Students' Association Athletics Recreation Complex (ARC)

The Algonquin Students' Association is seeking agreement from Algonquin College to collaborate in the construction of a new ARC with an estimated size of 100,000 gross square feet. The proposed recreation complex will replace current infrastructure in an area of the College constructed in the early 1960's and would significantly increase the physical capacity of student fitness, increase athletic opportunities, and offer student unlimited access to state-of-the-art recreational facilities. The current proposed location for this newest infrastructure build is on the corner of the College's main parking lot, east of the Student Commons and south of the Student Residence.

Board of Governors Key Approval Dates	Dates
Meeting #503 – Pending approval of meeting minutes, the Board of Governors approves the allocation of up to \$5.5 million from College reserves to collaborate with the Algonquin Students' Association in the construction of a new ARC provided that the following conditions are met: <ul style="list-style-type: none"> All regulatory and legislative requirements, including Section 28 of the Financial Administration Act, are met; and A favourable operating agreement between the Algonquin Students' Association and Algonquin College has been reached; and The Algonquin Students' Association acquires suitable loan financing. 	June 2017

Project Milestones	Dates
Anticipated project start date	Fiscal 2018-2019
Substantial completion date	Fiscal 2022-2023

Project Funding	Value
Algonquin College capital contribution	5.5 million
Students' Association reserves	14.0 million
Loan financing	30.4 million
Total	\$49.9 million

Project Cost	Value
Fiscal 2018-2019	0.5 million
Fiscal 2019-2020	9.5 million
Fiscal 2020-2021	30.0 million
Fiscal 2021-2022	9.9 million
Total	49.9 million

Total Project Variance	\$0 million
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Project Risk and Status Dashboard

* Green Good, Red Trouble, Yellow Warning

G	Governance	
G	Scope Management	
G	Cost Management	
G	Schedule Management	
G	Project Resources	
G	Risk Management	
G	Stakeholder Engagement	
G	Operational Readiness	

MAJOR CAPITAL PROJECTS - First Quarter 2017-2018 Summary – October 16, 2017

Pedestrian Bridge to Bus Rapid Transit Station

In partnership with the City of Ottawa, this investment seeks to construct an above-grade pedestrian bridge that would link the Algonquin Centre for Construction Excellence (ACCE) facility with a new bus rapid transit station adjacent to the existing OC Transpo park-and-ride lot at the intersection of Woodroffe and College Avenue. This pedestrian bridge will provide a safe method for crossing College Avenue and an efficient link for transit riders to enter Algonquin College's Ottawa campus.

Board of Governors Key Approval Dates	Dates
Meeting #503 – Pending approval of meeting minutes, the Board of Governors approves an investment of up to \$3.1 million from the College's Reserve Funds between 2018 and 2023 to support the construction of a pedestrian bridge, in collaboration with the City of Ottawa, between the new Baseline bus rapid transit station and the ACCE.	June 2017

Project Milestones	Dates
Anticipated project start date	2018
Substantial completion date	2023

Project Funding	Value
Algonquin College reserve funds	3.1 million

Project Cost	Value
Financial close of the light rail contract – scheduled for May 2018	0.78 million
Commencement of pedestrian bridge – projected for 2021	1.55 million
Substantial completion of the bridge – projected for 2023	0.77 million
Total	3.1 million

Total Project Variance	\$0 million
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Project Risk and Status Dashboard

* Green Good, Red Trouble, Yellow Warning

G	Governance	
G	Scope Management	
G	Cost Management	
G	Schedule Management	
G	Project Resources	
G	Risk Management	
G	Stakeholder Engagement	
G	Operational Readiness	

MAJOR CAPITAL PROJECTS - First Quarter 2017-2018 Summary – October 16, 2017

Appendix A: Projects Completed Since Fiscal 2011-2012

Project	Value	Fiscal Year Completed
Algonquin Centre for Construction Excellence	\$77 million	2011-2012
Student Commons	51 million	2012-2013
Pembroke Campus	34 million	2012-2013
Perth Campus	12 million	2011-2012
Digital College	12 million	2014-2015
Healthy Living Education Phase 1A – Renovations	6 million	2014-2015
B Building Window Replacement	1.1 million	2016-2017
F Building Renovation	1.6 million	2016-2017
Total	\$194.7 million	

Report title:	Workday Implementation Update
Report to:	Board of Governors
Date:	October 16, 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 Workday implementation is a major business transformation initiative for Algonquin College’s Human Resources, Finance, and Payroll functions, with the catalyst being the replacement of the existing enterprise systems with an integrated enterprise resource planning solution, using a software as a service approach.

This report provides an update on the project’s progress since the last presentation to the Board of Governors and an overview of ongoing and upcoming key activities, deliverables and milestones required to successfully deploy the Workday application, the selected enterprise resource planning solution, in the fourth quarter of the fiscal year 2017-2018.

3. BACKGROUND:

The strategic vision for the enterprise resource plan includes the following objectives:

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

The Workday implementation is part of the enterprise resource planning strategy to replace up to nine legacy systems at the College, including the more than 25 year-old Human in-house Resources/Payroll System and the 13 year-old financial system (PeopleSoft), leveraging technology to transform business processes. Following a Request for Proposal process,

Workday was selected as the College's new Human Resources and Finance system with Meteorix as the implementation partner. Meteorix was subsequently acquired by IBM. In conjunction with the implementation partner, the initial implementation timeline established two separate deployments – Workday Human Capital Management (Human Resources/Payroll) in December 2016, and Workday Financials (Finance) in April 2017.

In the third quarter of 2016-2017, after an evaluation of completed work to assess data integrity and quality it was determined that some configuration needed to be revisited in order to ensure a successful deployment. As a result, the initial deployment timelines were shifted, with both modules scheduled to be deployed together in the second quarter of 2017-2018.

During the fourth quarter of 2016-2017 the scheduled "go live" date was further delayed due to unforeseen implications associated with the vendor's scheduled release of Workday 29 in September 2017, requiring a shift from the second quarter to the third quarter of 2017-2018. The November 1, 2017 deployment date was heavily dependent upon meeting several key milestones dates including completion and sign-off of end-to-end system testing and data conversion required for the P4 tenant build and Parallel Payroll.

In the first quarter of 2017-18 a number of issues related to data integrity, technical processes and new data inclusions were identified during the data conversion and validation process for the P4 tenant build. Several challenges related to the conversion of data from Algonquin's legacy systems resulted in a missed milestone date for the P4 tenant build, consequently impacting dates for User Experience Sessions, Parallel Pay and Go-Live.

Over the course of the second quarter 2017-18, several measures were implemented to address data conversion issues, including further refinement of quality control processes and mechanisms for data extraction and validation. The Project team met their revised data conversion and data validation timeline of September 21, 2017 and IBM is currently building the P4 tenant in preparation for Payroll Parallel which will begin at the end of October.

The Algonquin Project Executive and Project Management team has worked closely with IBM to develop an updated milestone project scheduled to achieve a March 2018 go-live date. There will be a continued assessment of risks to the Workday project and to the team's ability to achieve a March 2018 go-live date, particularly with respect to resourcing. Availability of IBM resources and retention of internal project resources continue to pose significant risk that will be monitored and mitigated.

With endorsement from the Algonquin College Executive Team, the Workday Project Executive is proceeding with a *Project Health Check Assessment* to be conducted by a third

party. The purpose is to obtain a comprehensive evaluation of the overall health of the implementation and to identify potential opportunities to make adjustments to processes and resourcing.

4. DISCUSSION:

Project Activity and Progress Summary

Since the last project update to the Board of Governors the project team has completed several activities and deliverables, including:

- End-to-End testing of all system configuration identified within the original project scope;
- Data conversion activities required for the P4 Tenant Build;
- Approval of a Workday Support Model;
- Project Re-Planning for March 2018 Go-Live;
- Development of end-user training materials, including job aids, user guides and knowledge base articles; and
- Preparing materials for User Experience Sessions and Parallel Pay activities.

The team is working on several key activities during the third quarter of 2017-2018, including:

- Continued development and testing of critical reports and integrations;
- Development of a Tenant Management Strategy;
- Completion of P4 Tenant Build;
- Development of a Cut-Over Plan;
- Parallel Pay (Two cycles over six weeks);
- User Experience Sessions; and
- Support Model Training and Implementation Planning.

IBM is currently reviewing their internal resources and is making every effort to maintain continuity in project resources.

The Project team has met their data conversion and data validation timeline of September 21, 2017 and IBM is currently building the P4 tenant in preparation for the Project's next critical milestone, Payroll Parallel, which is scheduled to begin at the end of October 2017.

Planning and Learning Modules – Phase 2:

It is noted that during the procurement stage of the project, Workday identified that there were two modules still under development: the Finance Budget module and the Human Resources Professional Development module. It was decided that these two additional modules would be considered ‘in scope’ and a budget provision for implementation was estimated and included in the approved project budget of \$12.1 million.

At this time, the modules remain in scope, however development cannot begin until Workday Human Capital Management (Human Resources/Payroll) and Workday Financials (Finance) has been successfully implemented. A provision will be maintained in the project budget for implementation of these two modules.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN Goal One Establish Algonquin as the leader in personalized learning across all Ontario colleges.	<input type="checkbox"/>	CONNECTED Goal Four Become an integral partner to our alumni and employers.	<input type="checkbox"/>
QUALITY AND INNOVATION Goal Two Lead the college system in co-op and experiential learning.	<input type="checkbox"/>	SUSTAINABLE Goal Five Enhance Algonquin’s global impact and community social responsibility.	<input checked="" type="checkbox"/>
Goal Three Attain national standing in quality, impact and innovation within each school and service.	<input type="checkbox"/>	PEOPLE Goal Six Be recognized by our employees and the community as an exceptional place to work.	<input checked="" type="checkbox"/>

6. STUDENT IMPACT:

By aligning the College’s internal systems for human resources, payroll and finance with the latest technology, employees at the College are expected to experience efficiencies in time devoted to completing activities such as leave forms, time entry, travel and expense, purchasing, various approvals for Human Resources and Finance transactions and accessing information. Academic and non-academic employees should realize efficiencies that enable a redirection of effort towards value-added services that focus on enhancing the student experience at the College.

7. FINANCIAL IMPACT:

As a result of delayed timelines total project costs are forecast to be in excess of the initial \$12.1 million. Required resource extensions have absorbed all remaining budget contingency. While risks, timelines and project costs continue to be monitored closely, the forecasted impact to the project budget is estimated to be between \$1.5 million and \$2.5 million. This includes a provision to implement the remaining two modules, Workday Learning and Budget Planning, and includes estimated costs related to a forthcoming Project Change Request from IBM to reflect the updated timelines. The Workday implementation team is taking a gated approach to budget estimation and funding approvals. The following summarizes the historical, current and projected substantive costs of the project:

PHASES	<i>in 000s</i>	2014-15	2015-16	2016-17	2017-18	2018-19	TOTALS
Planning and Preparation	<i>Actuals</i>	\$ 799	\$ 782				\$ 1,581
Implementation	<i>Actuals</i>		\$ 1,115				\$ 1,115
	<i>Actuals</i>			\$ 5,897			\$ 5,897
	<i>Actuals (as of Aug 31)</i>				\$ 1,777		\$ 1,777
	<i>Projected (Sept – Mar)</i>				\$ 2,686		\$ 2,686
	<i>Projected</i>					\$ 992	\$ 992
TOTALS		\$ 799	\$ 1,897	\$ 5,897	\$ 4,463	\$ 992	\$ 14,048

A proposed budget adjustment for the project will be presented to the Board of Governors' for approval at the meeting to be held on December, 11th, 2017.

8. HUMAN RESOURCES IMPACT:

This new schedule will necessitate keeping the existing legacy human resources systems operational for longer than originally planned. It will also necessitate keeping some project team members in their project roles, and those backfilling project team members in College operations, for longer than originally planned.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The Workday implementation does not have a material impact on specific government or regulatory requirements.

10. COMMUNICATIONS:

Project resources dedicated to change management activities are engaging with internal stakeholders and consulting with current Workday customers to ensure strategy for solution deployment and post “go live” support is comprehensive and sustainable.

11. CONCLUSION:

The Workday implementation is a major transformational initiative for Algonquin College leveraging current technology and best practices to enhance employee experience, engagement and productivity. The decision to shift the go-live date was approved after a thorough evaluation of the project’s readiness, coupled with lessons learned from other projects and best practices from Workday implementations at other higher-education institutions. The new timeline is required to ensure the overall success of the Project and specifically, that the system and data that College employees will use when Workday goes live is reliable.

Respectfully submitted:



Cathy Frederick
Vice-President, Human Resources

Approved for submission:



Cheryl Jensen
President

Report title:	Bill 148, Fair Workplaces, Better Jobs Act, 2017
Report to:	Board of Governors
Date:	October 16, 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 of the potential financial impact to the College if Bill 148, Fair Workplaces, Better Jobs Act, 2017 is enacted.

3. BACKGROUND:

On May 30, 2017 the Ontario government announced details of its intended legislative changes in Bill 148 to the Employment Standards Act (ESA), 2000 and the Labour Relations Act, 1995. Bill 148 considers the broader issues affecting the workplace and assesses how the current labour and employment law framework addresses these trends and issues, with a focus on the Labour Relations Act and the Employment Standard Act.

The legislation concentrates on non-full time employees. It is significant to note that the special status that currently applies to Crown Agencies will be removed by the legislation. Colleges will be required to comply with all aspects of the Employment Standards Act.

Bill 148 will result in no employee being paid less than the wage paid to full-time employees of the same employer who perform the same job. This will prohibit different rates of pay based on difference in employment status. The rule will apply to part-time, casual, temporary and seasonal employees, unless there are objective reasons to justify a differential wage rate. It is expected that these rules would come into effect on April 1, 2018.

4. DISCUSSION:

Amendments to the Employment Standards Act that will have the most significant cost impact to Algonquin College are:

Effective January 1, 2018

- Minimum Wage increased to \$14.00 per hour for all staff
- 4% Payment in Lieu of Vacation for part-time Academic Staff
- 3 weeks of paid vacation after 5 years of employment
- Public Holiday Pay
- 2 days of paid emergency leave

Effective April 1, 2018

- Equal pay for equal work

Effective January 2019

- Minimum Wage increased to \$15.00 per hour for all staff

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN Goal One Establish Algonquin as the leader in personalized learning across all Ontario colleges.	<input type="checkbox"/>	CONNECTED Goal Four Become an integral partner to our alumni and employers.	<input type="checkbox"/>
QUALITY AND INNOVATION Goal Two Lead the college system in co-op and experiential learning.	<input type="checkbox"/>	SUSTAINABLE Goal Five Enhance Algonquin’s global impact and community social responsibility.	<input checked="" type="checkbox"/>
Goal Three Attain national standing in quality, impact and innovation within each school and service.	<input type="checkbox"/>	PEOPLE Goal Six Be recognized by our employees and the community as an exceptional place to work.	<input checked="" type="checkbox"/>

6. STUDENT IMPACT:

Increased operating expenses resulting from the implementation of Bill 148 will impact the cost to provide programs and services to students.

7. FINANCIAL IMPACT:

The preliminary estimated operating cost to the College to implement Bill 148 is estimated to be equivalent to approximately 10% of the College’s operating budget.

Assumptions were made in order to calculate an approximate cost of the changes to the legislation. The assumptions are aligned with those used by the College Employer Council (CEC).

Costs associated with implementation would first be incurred in the Fourth Quarter of the 2017/18 fiscal year and the full 2018/2019 fiscal year and contribute significant pressure on operational budgets going forward. The potential impacts are being considered as part of the budget planning process.

8. HUMAN RESOURCES IMPACT:

Any changes to the operational model of the College will be carried out with the core values of Caring, Learning, Integrity and Respect. Both Collective agreements will be followed in all decision making.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

This Bill is currently being debated at second reading. It is anticipated that Bill 148 will receive Royal Assent before the end of 2017.

10. COMMUNICATIONS:

A full communications plan will be developed as the Bill passes through significant stage gates. This plan will involve all stakeholders at the College and in the community.

11. CONCLUSION:

College Management and the College Employer Council will continue to monitor the progress of Bill 148 and the implications for cost and resource modelling.

Respectfully submitted:



Cathy Frederick
Vice President, Human Resources

Approved for submission:



Cheryl Jensen
President

**Report from the Chair
Board of Governors Meeting
October 16, 2017**

Orientation of New Governors

Members of the Board Executive Committee and the Algonquin College Executive Team presented the overview of the college to new Governors Audrey Lawrence, Gail Beck, Krisha Stanton, Naina Kansal, Steve Barkhouse, Valerie Sayah, and to new Foundation Board of Directors, Cheryl Hammond, Christina Tessier, and Jeff Darwin at the Board of Governors Orientation Part 1 session on August 24.

On September 17, Board Committee Chairs Shellee Fournier, Chair, Academic and Student Affairs Committee, Nancy Cheng, Chair, Audit and Risk Management Committee, and James Robblee, Chair, Governance Committee presented their committee responsibilities at the Board of Governors Orientation Part 2 session held at the Best Western Pembroke.

Board of Governors' Fall 2017 Retreat (September 17 & 18)

Thank you to Governors for attending the Board's Fall Retreat in Pembroke. Governors' engagement in discussions and active participation in activities ensured that the session was successful and rewarding for all. Special thanks are offered to Karen Davies, Dean of the Pembroke campus for facilitating our visit to the Pembroke campus. The Retreat program included topics such as: The Learner-Driven College presented by special guest speaker Ken Steele, President of Eduvation, group discussions on Drivers Contributing and Implications on Personalized Learning to the College, and the Consultation on the Development of the Lerner-Driven Plan presented by Claude Brulé, Senior Vice President Academic, and Laura Stanbra, Vice President, Student Services. Thank you to the Algonquin College Executive team for helping to make the retreat a success.

Colleges Ontario 2017 Higher Education Summit

As reported in June, the 2017 Higher Education Summit will be held in Toronto at the Sheraton Centre Hotel from November 26 to 27. The College Centre for Board Excellence will be hosting the Governor Orientation Sessions prior to the conference on November 25 and 26.

Key note speakers at the conference include Neil Pasricha, the author of the international bestseller, *The Book of Awesome*, and Daniel H. Pink, one of the world's leading business thinkers and the author of five bestselling books about work, management, and behavioural science.

The Board's Governance Committee has approved 11 governors to attend the 2017 Higher Education Summit.

Fall Convocation Ceremonies at the Ottawa Campus

Members are reminded of the 2017 Fall Convocation Ceremonies, to be held at the Ottawa campus in the Student Commons Theatre, are scheduled from October 25 to 28, 2017.

2017-2018 Board Meeting Dates

The Board meeting dates from September 2017 to June 2018 are posted on the Board's public website and on SharePoint. They are as follows:

Monday, October 16, 2017 Board meeting
Monday, December 11, 2017, Board meeting
Monday, February 26, 2018, Board meeting

Monday, April 16, 2018 Board meeting

Monday, June 11, 2018 Board meeting and Annual General Meeting

2017-2018 Board Dinner and 2018 Spring Board Retreat

Board Holiday Dinner - Monday, December 4, 2017. A formal invitation will be sent to members in November.

Spring Board Retreat – Saturday, March 24, 2018.

Board of Governors End of Year Dinner - Thursday, June 14, 2018.

**Report from the President
Board of Governors Meeting
October 16, 2017**

Record Student Enrolment

The College set record highs in enrolments for new students, and returning students for the fall 2017 semester. This includes the Pembroke campus, which surpassed one thousand students. In addition, international enrolments continue to outperform with a 39% year-over-year increase. This enrolment increase is the result of the hard work of many staff members at Algonquin, and, importantly, high quality programs and outstanding faculty. Congratulations to all.

Network of Partnerships

Algonquin continues to build a strong network of partnerships, as was demonstrated last year with the expanded Siemens partnership and the new partnership with the Perley Rideau veteran's centre.

In September the College made history by marking the very first clinical research study and the College's acceptance into the AGE-WELL Network of Centres of Excellence. In addition, management has signed a Memorandum of Understanding with the Ottawa Hospital Research Institute to explore areas of collaboration, and recently announced a multi-level agreement with HealthCareCan for the delivery of health science and health-related online professional development programs.

Inaugural Alumni of Distinction Awards (September 27, 2017)

Algonquin held its first Alumni of Distinction Awards Gala in Minto Hall on September 27. Stories were told all evening about people, organizations, and corporations who are making an impact on our communities, country, and world. The event was a very meaningful way to recognize alumni and celebrate their accomplishments.

For Algonquin College to deliver on its Mission and Vision we have five Strategic Directions and six supporting goals. These commitments guide our strategic priorities and budget process.

Strategic Directions

Reporting Timeframe: May 08, 2017 to September 11 ,2017

LEARNER DRIVEN

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

Summary Report from:	Activity
Communications, Marketing, and External Relations	<ul style="list-style-type: none"> • <i>CBC Radio</i> visited the School of Hospitality and Tourism to learn about the Culinary and Job Skills for Newcomers to Canada course that teaches Syrian refugees language, kitchen, and hospitality skills. • On June 18, <i>CTV</i> featured a segment about Algonquin College pioneer Ken Shoultz receiving an honorary degree at the 2017 June Convocation. • A Future of Health and Wellness Speaker Series event was co-hosted with guest speaker Don Drummond, former Chair of the Commission on the Reform of Ontario’s Public Services; and Adjunct Professor and Stauffer-Dunning Fellow, Queen’s University – School of Policy Studies. • College Marketing nurture campaign has seen a 55 per cent increase in leads converting to applicants for full-time programs. The nurture campaign provides targeted information to Marketing and Recruitment leads for Ottawa, Perth, and Pembroke campuses. Ottawa centric information (i.e. Residence details) is removed for those who identify their campus preference as either Perth or Pembroke. Our nurture engagement continues to improve with a 21.5 per cent increase in open rates and a 0.9 per cent increase in click-through rates. Click-through rates showcase the frequency in which individual leads clicked on an identified call-to-action in our emails. For example, if the call-to-action is to have someone go to the website to watch a video, we are looking to see if the lead performed this action. • The College launched its first-ever Algonquin College Ontario Student Assistance Program (OSAP) application driver campaign, resulting in 62 percent of eligible 2018-19 students applying for OSAP as of Sept. 8, 2017. The OSAP application rate for 2016-17 was 64% for the entire year, making our current application rate on track to exceed previous rates. • Targeted communications sent by the College Marketing on behalf of the Registrar’s Office included more than 278,800 operational emails for the reporting period. These email communications had a positive collective open rate of 57 per cent and 13.9 per cent click-through rate, well above industry comparators, indicating that the content we are sharing has value for applicants.

<p>Finance and Administration</p>	<ul style="list-style-type: none"> • The <i>Algonquin College 2018 Viewbook – A Guide to your Future</i> is now in market. This book is a visual representation of our brand; and brings real students and alumni stories to life. The book itself is larger to enable prospects to get a visual understanding of the student lifestyle, campuses, financial options, services for success, and more. The International 2018 Viewbook and the CCOL Fall Catalogue also follow the same theme to ensure a consistent and recognizable representation of our brand. • The Algonquin College Physical Resources team hosted the annual Ontario Colleges Facilities Managers Association (OCFMA) professional development workshop: “Building Foundations for Ontario College Success”, welcoming over 40 participants from colleges across Ontario. This year’s workshop focussed on college space management and planning. • Algonquin College was chosen as one of four colleges in Ontario to participate in a local food procurement initiative pilot project lead by Mohawk College in Hamilton, with financial support from the Government of Ontario, in partnership with the Greenbelt Fund. This initiative is aimed at encouraging colleges to buy their food from local suppliers in their communities to help promote healthy food options to students, reduce greenhouse gas emissions by reducing transportation, and supporting local food producers.
<p>Student Services</p>	<ul style="list-style-type: none"> • For the fourth year in a row, a four-week youth visit to Algonquin College from the Northwest Territories and Nunavut was part of the Northern Youth Abroad Program. The participating youths were enrolled in a three-week construction skills course while also participating in information workshops: ‘How to Apply to College’ and ‘How to Choose the Right Program’. The educational partnership between the College and Northern Youth Abroad was profiled on CBC Radio and APTN. • 48,246 total applications were processed for Fall 2017, up 3.7% from 46,541 total applications for Fall 2016. • International applications increased from 6,824 to 8,581 (up 25.7%) in 2017 compared to 2016. • Bursary applications increased by 45.8% (from 1,312 to 2,862) in 2017 compared to 2016. A simplified online application and easing the submission of required documents through the Student Portal positively contributed to the increased rate of application. • Counsellors working on the Career Clarity Project developed and offered new workshops for prospective students addressing the following topics: ‘Labor Market Information’, ‘Introduction to Career Decision Making’ and ‘Making a Informed Career Choice’. • The Ontario College Libraries Learning Portal launched on September 5, 2017. This is an exciting collaboration between Ontario college libraries and the Ontario Colleges Library Service. The portal delivers open learning resources and services for Ontario’s college students, while providing consistent library and learning centre support for faculty. The Learning Portal’s resources and tools are organized into six hubs, which include learning modules or

	<ul style="list-style-type: none"> • time programs. This is the first time in its 50 year history that the campus has achieved an enrolment of more than 1,000 students. • Perth Campus successfully ran new continuing education courses in timberframing, blacksmithing, cedar rail fencing and Art du Trait – all built heritage training. • The Experienced Worker Centre has a total of 102 Second Career students enrolled for Fall 2017 with an additional 122 Second Career students who have been accepted or confirmed waiting on funding approval. • The new Electrical/Instrumentation Lab infill project at the Algonquin Centre for Construction Excellence funded through the Apprenticeship Enhancement Fund, has been completed on schedule and under budget. • Applied Science and Environmental Technology Department has secured nine new industry partners for applied research projects in 2017-2018. • The Mechanical and Transportation Technology Department has secured 11 industry partners for applied research projects in 2017-2018. • Three bridging courses for the Bachelor of Early Learning and Community Development have been developed and launched.
<p>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.</p>	
<p>Summary Report from:</p>	<p>Activity</p>
<p>Communications, Marketing, and External Relations</p> <p>Student Services</p>	<ul style="list-style-type: none"> • On June 12, Member of Parliament Anita Vandenbeld visited Algonquin College to announce that Algonquin College will receive \$2.3 million over five years to fund a new Data Analytics Centre. • On June 15, Business Intelligence Systems Infrastructure Professor and Coordinator Jim Myronyk and the Co-op Department’s Stakeholder Relations Lead, Matt Wheatley, were invited to the Canada Revenue Agency’s annual awards to be presented with a CRA Award of Excellence for the partnership they have together worked hard to build and maintain. • CTV Morning Live featured The Tea Sommelier program. • Instructor Ellis Westwood was in studio at CTV Morning Live on July 25 to teach Snap Map safety. • <i>CBC Radio</i> highlighted how School of Hospitality chefs are partnering with TwelveDotLabs to monitor the College’s bee hives using new digital technology. • On August 10, the Indigenous Pre-Apprenticeship program hosted “Taste of Indigenous Cuisine”. The event was created by the Indigenous Culinary students that are looking to incorporate more Indigenous Knowledge and cultural

<p>Innovation and Strategy</p>	<p>learning into the curriculum. Elder Thomas Louttit and guest speakers were invited to engage with Indigenous students to talk about their culinary experience. There were over 30 students and professionals in attendance.</p> <ul style="list-style-type: none"> • On May 11, Umbrella Project staff addressed the Ontario College Student Alliance Conference on the topic of harm reduction and alcohol use by post-secondary students. • Counselling Services employees presented on the Umbrella Project at the Addictions and Mental Health Ontario Conference in Toronto and at the Canadian Association of College and University Student Services conference that was held in Ottawa. Ben Bridgstock, Manager, Counselling Services also presented on harm reduction within the Ontario post-secondary sector in a separate presentation. In addition, Ben Bridgstock was selected to be a co-chair of the Ontario Counselling Centre Directors group, representing the College sector for the next two years, following attendance at a recent meeting in Toronto where the discussion focused largely on adjusting services to better meet student needs while using a Stepped Care Model. • The RainyDaze electronic game developed by the Umbrella Project won second place for best use of multimedia at the Canadian Council for Advancement in Education Awards night. • New e-modules on harm reduction were added to the Umbrella Project Website, for employees and students to access. • The Library provided unpaid student learning placements of 40 hours each to four Broadcasting, Television students in July and August 2017. The students developed content and created videos for the different hubs of the Learning Portal. • Flywire, a new international payment method to facilitate efficient processing on behalf of the International, Registrar’s Office, and Financial Aid offices was launched. • The International Learning Centre and Information Technology Services were piloted as Lean model departments and began their journeys by completing Green Belt training in Lean methodology, terminology and Lean tools. • Value Stream mapping exercises targeting specific processes such as high call volumes, password re-sets were conducted by the Information Technology Audio/Visual and Client Care teams. Physical Resources completed a value stream map current state for the "Service Request to Completion" process. • The Ontario Centres of Excellence awarded Algonquin College \$150,000 in funding for industry-driven in-class research and development projects during the Fall-Winter 2018 semesters. This funding will enable the College to engage in collaborative applied research projects with an estimated 50 additional company partners, engaging at least 270 students. • A total of 550 student co-op placements were secured for the Summer of 2017 representing an increase of 15 percent while 171 students secured co-op work-terms for Fall 2017 representing a 3 percent increase over the same period last year for both groups.
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Academic	<p>For 2017 Spring and Fall, 1,145 students were engaged with co-op, compared to 1000 students for 2016 Spring and Fall; this is an 11% year over year increase in student interest and engagement.</p> <ul style="list-style-type: none"> • The Pembroke Campus’ Environmental Technician program and the Office of Applied Research and Innovation implemented summer applied research and monitoring projects funded by the Ontario Ministry of Agriculture, Food and Rural Affairs. This research required the implementation of new technologies such as an automated water monitoring system, and an automated weather station. • The Perth Campus continues to build recognition as a national leader in Built Heritage training through a number of initiatives such as hosting a 40-person delegation from Heritage Ottawa (May 2017), participating in the Ontario Heritage Trust’s Provincial conference at Ottawa City Hall (June 2017), and participating at Ottawa’s Sea Container Inspiration Village (July 2017). • Skills Canada competition: Charles-Antoine Brosseau, third year student in the Bachelor of Information Technology – Networking program, was awarded Gold in the Information Technology Network Systems Administration Category in Winnipeg in early June 2017.
<p>CONNECTED Goal 4: Become an integral partner to our alumni and employers.</p>	
<p>Summary Report from:</p>	<p>Activity</p>
<p>Communications, Marketing, and External Relations</p>	<ul style="list-style-type: none"> • The Algonquin College Legacy project, the College’s 50th anniversary exhibit was opened. • CTV spoke with Masonry – Hertigate and Traditional grad Cory Dunlay and Masonry – Hertigate and Traditional professor Daly Drevniok about their participation in the Canadian Stone Carving Festival event, and the art of stone masonry. • Paramedic grad Lynea Finn, published a new, hardcover book, <i>Paramedicine in Ottawa 1845-2001: A century and a half of saving lives in the nation’s capital</i>.
<p>Student Services</p>	<ul style="list-style-type: none"> • Culinary Management grad Katie Brown Ardington has been Justin Trudeau’s head chef since February. • The Employment Support Centre hosted "The Future of Work & Inspiring Successful Careers", a networking event for employers and Algonquin College employees on May 10. The Keynote Speaker at this event was Lisa Taylor, Founder and President of the Challenge Factory and the Centre for Career Innovation. Over 70 employers and Algonquin employees attended the presentation.
<p>Innovation and Strategy</p>	<ul style="list-style-type: none"> • The Local Employment Planning Council in partnership with Algonquin College Academic Access Centre, Ottawa-Carleton District School Board, won a \$40,000 Ministry Sector Partnership Planning Grant focused on Indigenous job seekers.

Academic	<ul style="list-style-type: none"> • The Pembroke Campus held its third Spring Business Leadership Conference on May 25 attracting more than 90 participants, mostly from local businesses. The conference provides high value to employers by allowing them to access quality professional development opportunities for staff close to home. Conference attendance has grown each year it has been held. • Canadian Recording Artist and Pembroke Campus Business graduate, Jason Blaine, held his fourth charity concert and golf tournament in June raising \$90,000 for local charities. Mr. Blaine previously contributed \$100,000 to the Waterfront Campus building campaign. He has committed an additional \$100,000 for a bursary program for students in financial need. At this year’s charity event, the first installment of \$25,000 was donated. • The Honourable Bardish Chagger, Government House Leader, Minister of Small Business & Tourism, and Member Parliament representing Waterloo Ontario, visited the School of Hospitality and Tourism. She announced the government has issued a request for proposals to work with partners in the culinary industry to develop strategies in training, skills development, and business loans. • Tom Anselmi, President and Chief Executive Officer, Ottawa Senators participated in a class visit to the Sport Business Management students in July 2017.
<p>SUSTAINABLE Goal 5: Enhance Algonquin’s global impact and community social responsibility.</p>	
Summary Report from:	Activity
Communications, Marketing, and External Relations	<ul style="list-style-type: none"> • On June 12, Siemens launched a number of elements of its Ingenuity for Life campaign that tells the story of the Algonquin College/Siemens relationship. • Chris Hahn, Dean, Perth Campus was a guest on <i>CBC Radio</i> on July 18 to discuss the new Carpentry and Renovation Technician – Sustainable Design Build program, and a potential future partnership. The campus was visited by CBC Radio to find out how students had worked on Habitat for Humanity Greater Ottawa’s first build in Perth. • External web session traffic to our Program Pages has increased by 9.93 per cent in the period from May 8, 2017 to Sept. 11, 2017 as compared to last year. Organic search traffic is up 18.71 per cent, referral traffic is up 27.93 per cent, social traffic is up 37.07 per cent, and direct traffic is up 21.42 per cent. This indicates that focused effort in these areas is pushing more traffic to Program Pages. • New web leads have increased by 105.7% (from 4138 to 8513) year over year, for the months of the reporting period. Other new leads collected through Marketing’s campaigns and efforts have increased by 45.6% (from 467 to 680). The increase in leads is coming from both domestic and international prospects visiting Program Pages.

Finance and Administration	<ul style="list-style-type: none"> • The updated Algonquin College Visual identity was approved by the Executive Team. An October online launch is planned to share the guideline with the college community.
Student Services	<ul style="list-style-type: none"> • The Algonquin College Executive Team approved the College’s Transportation and Water Strategies developed by Physical Resources. These are the first of several foundational infrastructure strategies that are in development which will form the basis of the College Sustainability Plan and help inform future developments at the College.
Innovation and Strategy	<ul style="list-style-type: none"> • On August 25, the Students’ Association announced a \$1M investment towards Indigenous artifacts and architecture for the new Innovation and Entrepreneurship Learning Centre and Institute for Indigenous Entrepreneurship and adjacent courtyard. This investment marks significant progress for Algonquin College moving forward towards the recommendations of the Truth and Reconciliation Commission of Canada.
Academic	<ul style="list-style-type: none"> • International Education Centre staff and an Algonquin Centre for Construction Excellence faculty member, Tammie Vallee, participated in two missions to Kenya for the Global Affairs Canada funded, Colleges and Institutes Canada administered, Kenyan Education for Employment Program projects. • The International Education Centre welcomed 209 students and faculty, sponsored by the Government of Mexico, the Mexican state of Guanajuato, and Pathway universities for summer programs at the College. • Algonquin College played host to over 300 language students, from a number of different schools in Ottawa, for International World Student Day to promote and celebrate learning another language. • The students of the Construction Carpentry – Advanced Housing diploma program and Habitat for Humanity of Greater Ottawa completed a Habitat for Humanity build in June 2017. The “Tall” family moved in with an official key ceremony held at the end of June 2017. The project was a huge success with the prospect for additional partnering with Habitat for Humanity in future years. • Office Administration students and faculty from the Perth and Pembroke Campus’ spent two weeks in Italy in May 2017 to work with non-governmental organizations to assist young entrepreneurs, and support social innovation projects and enterprises. • The Academic Access Centre and Test Centre advisors conducted a total of 693 client service interactions, a 9% increase over this same reporting period in 2016. • Energy Management Graduate Certificate students completed final projects which identified greenhouse gas reduction options and energy reduction modifications that would result in a huge savings to Ottawa Schools, Condo boards and the Department of National Defense. • Third year Dental Hygiene students organized and volunteered for “Heart of the Matter” where free preventive dental services were provided to under-privileged people at the Algonquin College Dental Clinic. The clients were identified by the Ottawa Dental Public Health Unit. This was an initiative that arose from the student’s community

	<p>health outreach course. Every dental chair in the Algonquin College Dental Clinic was filled and those requiring restorative procedures returned over the summer to have those services provided by the restorative dental hygiene program.</p> <ul style="list-style-type: none"> • CBC Radio stopped by the School of Hospitality and Tourism in June to learn about a new program that is helping Syrian refugees. The Culinary Skills Class was developed by Chef Wes Wilkinson and taught by Chef Brandy Kozowy to assist new Canadians with language training, kitchen skills, workplace safety, and the transition from one culture to another. Some of the students have backgrounds in culinary arts but are having to relearn their profession from a Canadian perspective. The first cohort graduated in July 2017.
<p>PEOPLE Goal 6: Be recognized by our employees and the community as an exceptional place to work.</p>	
<p>Summary Report from:</p>	<p>Activity:</p>
<p>Communications, Marketing, and External Relations</p> <p>Human Resources</p>	<ul style="list-style-type: none"> • On May 24, there was a formal announcement of the Pre-Apprenticeship Fund by Minister Bob Chiarelli and the Honourable Marie-France Lalonde. • On June 2, the Honourable Bardish Chagger visited Algonquin College to announce a new government initiative that aims to make Canada a focus of culinary tourism. • In honour of Canada's 150th birthday, CBC Ottawa hosted a #CBCMeet613 Instameet to gather inspirational, artistic and bold photographs of Ottawa on campus. • The new Employee Orientation welcomed fifty-six employees (14 faculty, 33 support staff, and 9 administrators) • The Part-Time Faculty Orientation Program supported the orientation of 430 part-time faculty registrants. • Twenty new, full-time academics successfully completed the Faculty Learning Program (FLP). • Thirty Management Academy participants participated in a Mental Health in the Workplace workshop. • The Live Laugh Learn Employee Retreat was held June 1-3. Sixty-eight colleagues attended. The theme of the retreat was <i>The Next 50 Years: Discovering our True North!</i> • Six hundred and thirty-six employees registered for the fifty-one various professional development workshops. • One hundred and forty-one employees participated in eight professional development workshops offered by Leadership Development for Women, Positive Space Training and Counselling Services sessions. • Thirty four employees successfully completed the Algonquin Leadership in Education Institute (ALEI I, II and III). • Nine employees, with their mentor, successfully completed the Leadership mentoring Program. • Fifteen full-time academics attended the Focus on Learning Program (Part 1) that was held from August 15-18 and eighteen attended (Part 2) that was held from June 6-8.

<p>Innovation and Strategy</p> <p>Academic</p>	<ul style="list-style-type: none"> • Algonquin College Orientation for the Ottawa Campus featured two equally important elements for the 2017 Fall Term. During the month of August, seven different AC Start sessions were held, one for each Faculty/School at the Ottawa Campus, and a generic/overflow session. These “pre-orientation” sessions are designed to assist incoming students with a chance to get organized prior to AC Day 1. A total of 1,922 attendees were present at these AC Start sessions, an increase of 13% over the 1,699 attendees who attended last year’s pre-orientation sessions. • AC Day 1, was a day without classes to allow new students to attend program orientation, success workshops, services overview, and many social activities; and returning students participated in the day as volunteers and/or upper-level peer contributors. A total of 7,852 entry-level students registered to attend AC Day 1, an increase of 18.9% compared to 6,599 registered for 2016 Fall Term Orientation. The 7,852 students registered for AC Day 1 represents 94% of the approved projected level one enrolment of the 2017 Fall Term for Ottawa Campus Schools. • Lean White and Yellow Belt certificates were distributed to 383 employees across the College. Departments are celebrating employees' successes and championing current Lean initiatives in their areas. A spring cohort of the Algonquin College Leadership Team completed Lean A3 Scientific Problem Solving training, with the tool used to address specific goals and targets in the 2017-2018 Business Plan. • Ten full-time employees, eleven part-time employees, and three retirees were recognized at the Pembroke Campus Dean’s Luncheon held on August 28 for their long-term service. • The Perth Campus hosted a 50th anniversary golf tournament on June 23 and raised \$12,000 for student bursaries, a great achievement for a small campus where the original goal was \$5,000. • Four Academic Access Centre faculty and support staff presented three workshops at the College Sector Committee for Adult Upgrading annual provincial conference in June 2017. • Michelle Hall, Communications professor, School of Media and Design, organized a successful full-day English Conference for all Algonquin communications faculty in June 2017. • Sandra Brancatelli, Acting Chair, Mechanical and Transportation Technology, completed a Masters of Engineering (Engineering Management) at the University of Ottawa. • Helena Merriam, Coordinator, Library and Information Technician program and Bachelor of Information Technician: Information Resource Management program attended the Joint Conference for Digital Libraries in Toronto from June 19 – 23, 2017. • Laura Rogal-Black, Professor, Developmental Services Worker program participated in the International Certificate Programme in Dual Diagnosis at Brock University from May 28 to June 10, 2017.
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- Lisa Lalonde, Professor, Early Childhood Education program presented at the 46th Annual Conference of Early Childhood Educators of British Columbia in May 2017. Her presentation was entitled “Increasing Professional Connections: Using Technology to Support Leadership and Learning in Early childhood Education.”
- Andie Fournier, Professor, Child and Youth Worker program attended a one day workshop on “Proven and Effective Play Therapy Strategies with Children, Adolescents and Children of All Ages” on June 5, 2017.
- Stephanie Griffin, Professor, Child and Youth Worker program presented at the Provincial Ontario Association of Child and Youth Workers held in Toronto from June 1 – 2, 2017. Her presentation was entitled “Exploring the Process: Games and Activities to Promote Connection and Community”. She was also nominated by her students for the Krista Sepp Mentoring Award sponsored by the Ontario Association of Child and Youth Workers. This award honors and recognizes the ongoing contributions of an experienced Child and Youth Care practitioner in supporting and mentoring ‘new to the field’ workers.
- Nursing Professor, Debra Clendinneng received a \$5,000 grant from Operating Nurses Association of Canada for a research project entitled “Educational Strategies for Registered Nurse Development of Non-technical Skills in the Operating Room”.
- Valerie Fiset, Chair, Nursing Studies published her first article from her doctorate dissertation.
- Thirty high school students competed in the annual Algonquin College High School Culinary Competition. Top placing teams were awarded medals and tuition scholarships for the School of Hospitality and Tourism.
- Career Samplers 2017 (career research for students from 12-17 years of age) successfully ran during the Summer 2017 focused on Culinary, Baking, and Beauty & Style.
- James Amelotte, graduate of the Business Administration – International Business program won the Forum for International Trade Training’s “International Business Plan” Award.
- Jim Kyte, Dean, School of Hospitality and Tourism participated in Leg 7 of Canada C3, a Signature Project for Canada's 150th Anniversary of Confederation in 2017. The centrepiece is an epic 150-day sailing journey from Toronto to Victoria via the Northwest Passage. Through this unprecedented journey, Canada C3 is celebrating our environment, sharing the stories of coastal communities and connecting Canadians from coast to coast to coast. Leg 7 took him from Iqaluit to Qikiqtarjuaq on Baffin Island in Nunavut.
- Winter 2017 Veterinary Technician graduates had a 93% pass rate on the Veterinary Technician National Examination.
- Winter 2017 Respiratory Therapy graduates had a 92% success rate on the Canadian Board for Respiratory Care national exams.
- Winter 2017 Dental Hygiene graduates had a 93% success rate on the National Dental Hygiene Certification Board exams.

	Winter 2017 Dental Assisting graduates achieved a 93% pass rate on the National Dental Assisting Examination Board exams.
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YourAC

Hot topics, on and off campus at Algonquin College



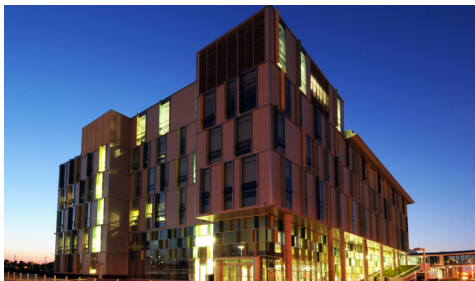
Summary

Welcome to the first edition of YourAC, a roundup of stories and events that have people talking — both here at Algonquin College and often beyond our campus, too.

It's the who, what, when, why, and where that really matter. If you missed it the first time it was on the news, or you were unable to make an event in person, this recap keeps you in the know about the most noteworthy things at AC — YourAC.

Algonquin College leading the way in green construction! (via *Huffington Post*)

An article written by Nobina Robinson, CEO of Polytechnics Canada, hailed AC's ACCE building and green construction initiatives, calling ACCE building a "sustainable, highly energy efficient, living lab"



Minister Deb Matthews visits Algonquin College to announce OSAP boost

Minister Deb Matthews visited Algonquin College Monday to discuss the impact of the provincial government's changes to the Ontario Student Assistance Program (OSAP). More than one-third of Ontario college and university students will receive free tuition in 2017-18.



Ken Shultz, AC pioneer, passes away at age 95

Ken Shultz, the first Principal of the Ontario Vocational Centre and the first Dean of the Technical Centre for Algonquin College, passed away on Sept. 7, 2017, his family has informed the College. His dedication and stalwart support of faculty and students helped shape the College, making it what it is today.



AC group a finalist for \$15,000 William G. Davis Innovation Fund

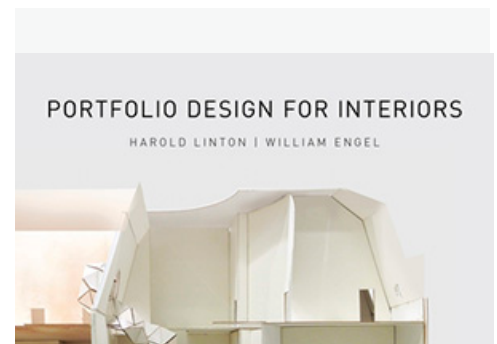
An Algonquin College project has been named a finalist for the William G. Davis Innovation Fund!

The winning entry will receive a \$15,000 cash prize. The voting runs from Sept. 5 to Nov. 5!



AC Interior Design program grads highlighted in new industry textbook

The work and design advice of three graduates of AC's Interior Design program have been highlighted in a new industry textbook focusing upon effective portfolio design. Congratulations to Caleb Rempel, Nazli Sol-tani, and Mark Sanchez.



Alumni spotlight: Chef Resa Solomon-St. Lewis

Chef Resa's trademark curry dishes have created somewhat of a following around town. Her coconut-infused curry goat was one of the key plates that made her a winner at the 2015 Embassy Chef Challenge, in which she represented the High Commission for the Republic of Trinidad & Tobago.



Resa Solomon-St. Lewis
Culinary Management Graduate Certificate
2013 Graduate

Alumni of Distinction Awards Gala

On September 27, Algonquin College is celebrating ten amazing individuals and organizations at the Alumni of Distinction Awards Gala. The event will bring together business and community leaders as we honour the important social and economic contributions that Algonquin College graduates make to the community, Canada and around the world.



**Alumni
of Distinction**
AWARDS GALA

Project Lighthouse hosts sexual violence prevention events

Project Lighthouse aims to shine light on the topic of sexual violence and help students navigate healthy sexual relationships. Through compassion, education, and awareness, this initiative aims to reduce sexual violence at Algonquin College and support survivors of sexual violence.



Algonquin College Indigenous cook pre-apprenticeship program highlighted (via Toronto Star)

AC's unique indigenous-centric program was highlighted this month, highlighting the traditional skills taught, as well as the program's practical applications.



New local food pilot procurement program launches at AC

Algonquin College was chosen as one of four colleges in Ontario to participate in a local food procurement pilot project lead by Mohawk College in Hamilton, with financial support from the Government of Ontario, in partnership with the Greenbelt Fund. Results from the pilot projects will be used to help build the province's first local food procurement framework for Ontario's 24 public colleges in early 2018.



50th Anniversary Colour Run & Walk

The Algonquin College 50th Anniversary Colour Run and Walk is a great way to celebrate the College's past, present and future.

It's all about pride, making connections, giving back, and diversity... all while being outside and getting active! The event follows a designated 5K run (2 laps) or a 2K walk (1 lap) on the College's Ottawa campus.



YourAC

Hot topics, on and off campus at Algonquin College



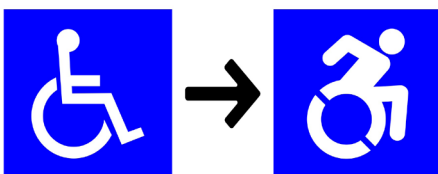
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[Algonquin College endorses the Dynamic Symbol of Access](#)

Algonquin College has endorsed the Dynamic Symbol of Access as an update to Ontario's long-time accessibility symbol. The new symbol features a person in motion, leaning forward and moving ahead in their wheelchair.



TheForwardMovement.ca

[Patrick Brown engages Algonquin College students](#)

Patrick Brown, Leader of Ontario's Official Opposition, visited Algonquin College's Ottawa campus on Sept. 15 to participate in an open Q&A with students. The Ontario PC Leader fielded student questions on everything from education funding and student assistance to job creation.



[What whack-a-mole can teach researchers about dementia \(Via Ottawa Citizen\)](#)

Algonquin College was proud to announce its first clinical research study to a full house at the Garbarino Girard Centre for Innovation in Seniors Care on Sept 19. The study looks to monitor movement and brain health to support early identification of cognitive decline, including dementia.



[Colour Run and Walk paints the campus green](#)

The 50th Anniversary Colour Run & Walk took place on Ottawa campus Sept. 23. With special guests including MPPs Yasir Naqvi, Lisa MacLeod, and Bob Chiarelli, and councillor Rick Chiarelli, Algonquin College pride has never been easier to spot.



[Vote for DSW Cooperative, AC's finalist for \\$15,000 Innovation Fund](#)

Four Developmental Services Workers (DSW) and Algonquin College graduates have their eye on the prize. Their health initiative is a Top 10 finalist for the William G. Davis Innovation Fund. The current round of public voting in the provincial contest takes place from Sept. 5 to Nov. 5.



Alumni spotlight: Jason Tudor-Roberts

For alumnus Jason Tudor-Roberts, there are no trivial pursuits. Algonquin College offered the life-long sports and fitness buff a clear academic path to turn his passions into a profession. Tudor-Roberts has worked for the City of Ottawa for more than 10 years, including his current position as Program Coordinator at the Goulbourn Recreation Complex in Stittsville.



Jason Tudor-Roberts
General Arts and Sciences, Recreation Facility Management & Fitness and Lifestyle Management
Graduated 1998-2002

Algonquin College hosts Alumni of Distinction Awards Gala

As part of its 50th anniversary celebrations, Algonquin College celebrated 10 distinguished individuals and organizations at its inaugural Alumni of Distinction Awards Gala.

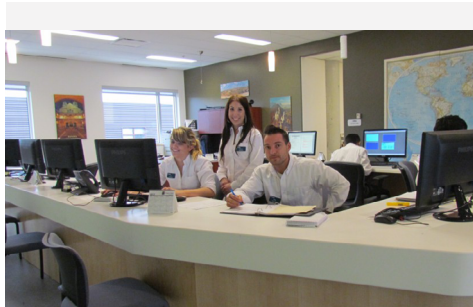
Jerry Popowich, Chief Creative Officer of Mercury Filmworks, was named Alumnus of the Year, while the Ottawa Senators Hockey Club was honoured as Alumni Employer of the Year.

The event included a three-course meal, live entertainment, and design elements inspired by the College's new Coat of Arms.



Campus Travel is open for business!

AC's Tourism - Travel students are waiting to plan your next getaway! Skilled students at Campus Travel will do all the research and planning to provide you with your best travel option. Visit them on the second floor of Student Commons for all of your travel needs.



Pembroke Campus introduces transportation allowance for military spouses

AC's Pembroke Waterfront Campus has received \$2,500 in funding from Canadian Forces Morale Services to help military spouses get to and from the campus. Providing additional support to military spouses is important to the college community.



TEDxOttawa returns to Algonquin College (Via The Ottawa Business Journal)

The spirit of change, innovation and collaboration fit right in on Algonquin College's Ottawa campus, which hosted TEDxOttawa on Thursday, Sept. 28, as reported by the Ottawa Business Journal.



Gordon Esnard is BACK for the 50th Anniversary Trivia Night!

Algonquin College's 50th Anniversary Trivia Night is Wednesday Nov .15! Trivia Night will continue to build employee engagement with events celebrating our 50th Anniversary.

The event will involve and provide networking opportunities to every participant, all while learning about the College's history. Test your knowledge about Algonquin College, and learn something new!

