ALGONQUIN COLLEGE

Meeting of the Board of Governors

MEETING NUMBER FIVE HUNDRED AND FIVE OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON MONDAY, DECEMBER 11, 2017, FROM 4:00 PM – 6:00 PM, AT THE ALGONQUIN CENTRE FOR CONSTRUCTION EXCELLENCE BUILDING (ACCE CA105 A&B), OTTAWA CAMPUS.

AGENDA

0.	Algonquin College Alumni of Distinction Awards Gala – 2017 (video)	M. Waters	3 m.
1.	Constitution of the Meeting and Approval of the Agenda	P. Nadeau	1 m.
2.	Declarations of Conflict of Interest	P. Nadeau	1 m.
3.	**APPROVAL OF PREVIOUS MEETING MINUTES AND THE CONSENT AGENDA**	P. Nadeau	20 m.
	3.1 Minutes of the Board of Governors' meeting of October 16, 2017	P. Nadeau	
	3.2 Academic and Student Affairs Committee Report	S. Fournier	
	3.3 Audit & Risk Management Committee Report	K. Sample on behalf of N. Cheng	
	3.4 Governance Committee Report	J. Robblee	
	3.5 Foundation Report	M. Waters	
4.	**BUSINESS ARISING FROM THE MINUTES**		
	4.1 Credit Facility Covenants	D. McNair	
5.	**NEW BUSINESS**		
	5.1 Saudi Arabia – Update	C. Jensen	5 m.
6.	**DECISION ITEMS & REPORTS**		
	6.1 2018-2019 Budget Assumptions and Three-year Pro Forma	D. McNair	10 m.
	6.2 2018-2019 Tuition and Fees Schedules	L. Stanbra K. Pearson	15 m.
	6.3 2017 Corporate Risk Profile	D. McNair	15 m.
	6.4 Second Quarter 2017-2018 Financial Projection	D. McNair	10 m.
	6.5 Program Advisory Committee Annual Report 2016-2017	C. Brulé	
7.	**ITEMS FOR INFORMATION**		
	7.1 Five Year Capital Investment Plan	D. McNair	15 m.
	7.2 International Education Strategy Refresh	D. Wotherspoon	

	7.3 Second Quarter 2017/2018 Business Plan Update	D. Wotherspoon	
	7.4 Innovation Centre Naming	S. Anderson	
	7.5 Learning Management System (LMS)	C. Brulé	
	7.6 Executive Compensation Framework	P. Nadeau	5 m.
	7.7 Report from the Board Chair	P. Nadeau	5 m.
	7.8 Report from the President	C. Jensen	5 m.
	7.9 Management Summary Report	Executive Team	
8.	**UPCOMING EVENTS**	**Date**	
	• Future of Health and Wellness Speakers' Series	January 26, 2018	
	• Board of Governors Meeting	February 26, 2018	
	• Future of Health and Wellness Speakers' Series	March 16, 2018	
	• Spring Board of Governors Retreat	March 24, 2018	
	• Applied Research Day	April 13, 2018	
	• Board of Governors Meeting	April 16, 2018	
	• 50th Anniversary Birthday Party Bash	May 3, 2018	
	• Future of Health and Wellness Speaker Series	May 18, 2018	
	• President's BBQ	June 7, 2018	
	• Board of Governors Meeting	June 11, 2018	
9.	**IN CAMERA Meeting**		
10.	**MEETING WITHOUT MANAGEMENT**		
	10.1 December 11, 2017 Board Meeting Evaluation (hand out)	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**
• ASAC Report to BOG (New/ Suspended and Cancelled Academic Programs)	S. Fournier, C. Brulé	X	X	X	X	X
• ARM Report to BOG (Major Capital Projects, Workday)	D. McNair	X	X		X	X
• Healthy Living Education Initiative	C. Brulé		tbc		tbc	
• Five Year Capital Investment Plan	D. McNair		X			
• International Education Strategy Refresh	D. Wotherspoon		X		X	
• Major Capital Projects (included in ARM Report)	D. McNair	X			X	X
• People Plan	C. Frederick	X				
• Executive Compensation Framework	C. Jensen, C. Frederick		X			
• Executive compensation	C. Jensen			X	X	
• Approval of 2018-2019 Business Plan and Budget	D. Wotherspoon D. McNair			tbc		
• Strategic Mandate Agreement – Present at September 2017 Board Retreat	C. Brulé					
• Lean Management Plan (defer to Feb 26, 2018)	D. Wotherspoon		~~X~~	X		
• IT Modernization Plan	D. Wotherspoon				X	
• Applied Research Plan	D. Wotherspoon					X
• 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.						
• 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.						
• Annual Report 2017-2018 and progress against Strategic Plan 2017-2022	S. Anderson					X
• Quarterly 2017-2018 Business Plan Update (Bring to ARM teleconference meeting in January 2018 – to be scheduled)	D. Wotherspoon	Q1	Q2	Q3		
• Fourth Quarter 2017-2018 Business Plan performance	D. Wotherspoon					Q4
• Program Advisory Committee's Annual Report (ASAC Report)	C. Brulé		X			

	RESPONSIBLE AREA /PERSON	Oct 16 2017	Dec 11 2017	Feb 26 2018	Apr 16 2018	Jun 11 2018
• 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
• Five Year Capital (this is already included in section above)	D. McNair		X			
• Learner Driven Space Investment Case	L. Stanbra	X				
• Learner Driven Space - Budget	D. McNair			X		
• Indigenous Gathering Circle Investment Case	R. McLester	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 INDENTIFICATION 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 (included in ARM Report to Dec. 11 BOG)	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

BOARD OF GOVERNORS MEETING

MINUTES OF THE MEETING NUMBER FIVE HUNDRED AND FOUR OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON MONDAY, OCTOBER 16, 2017 AT 4:00 PM, BEST WESTERN PLUS, BELLS CORNERS, OTTAWA.

Present:	**Algonquin College Executive Team:**
Peter Nadeau, Chair	Cathy Frederick, Human Resources
Jim Brockbank, Vice Chair	Claude Brulé, Academic
Cheryl Jensen, President	Doug Wotherspoon, Innovation & Strategy
Audrey Claire Lawrence	Duane McNair, Finance & Administration
Cyril McKelvie	Laura Stanbra, Student Services
Gail Beck	Ron Deganadus McLester, Indigenous Initiatives
Jay McLaren	Scott Anderson, Communications, Marketing & External Relations
Jim Robblee	Tracy McDougall, Director, President's Office
Krisha Stanton	
Kelly Sample	**Guests:**
Michael Waters	Claire Maxwell, 2017 graduate
Naina Kansal	Dawn Tait 2016 graduate
Shellee Fournier	Lisa Murray 2010 graduate
Steve Barkhouse	Elisabeth van Kooy 2009 graduate
Valerie Sayah	Laura Rogal-Black, Coordinator, Developmental Services Worker
	Krista Pearson, Registrar
Regrets:	
Nancy Cheng	**Recorder:**
Stephen Heckbert	Victoria Tiqui-Sanford, Assistant to the Board of Governors

Chair P. Nadeau welcomed guests and members to the meeting at 4:00 PM.

1. **CELEBRATING SUCCESS – Developmental Services Worker Cooperative**

   C. Brule, Senior Vice President Academic introduced Elisabeth van Kooy, 2009 Developmental Service Worker program graduate. E. van Kooy was joined by Claire Maxwell, 2017 graduate, Dawn Tait, 2016 graduate, and Lisa Murray, 2010 graduate. These graduates are the founding members of the Developmental Services Worker Cooperative. E. van Kooy provided a brief presentation of the project and informed members about being selected as one of the ten finalists in the William G. Davis Innovation Fund competition. The first place prize in the competition is $15,000.00.

   This group of Developmental Services Workers has joined forces to build a worker-owned cooperative that will provide person-directed supports to community members who have developmental disabilities. The cooperative is being designed to address an urgent community need for developmental support services, while also improving employment conditions for the workers who provide those services.

E. van Kooy encouraged members and guests to vote for the Developmental Services Worker Cooperative in the William G. Davis Innovation Fund competition. A

The Changemaker Award was awarded by Chair P. Nadeau to the graduates of the Developmental Services Worker program. Chair P. Nadeau congratulated them on their achievements.

2. **CONSTITUTION OF THE MEETING & APPROVAL OF THE AGENDA**
Chair P. Nadeau constituted the meeting at 4:10 p.m. and asked whether any Governors wished to remove an item from the agenda or add an item to the agenda. No items were removed or added.

RESOLUTION
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. Governor K. Stanton declared a conflict of interest and will abstain from voting for agenda item 5.2, Learner-Driven Space Investment Case.

4a. **COMMITTEE REPORTS**

4a.1 Executive Committee Report
P. Nadeau, Board Chair provided verbal information from the Executive Committee meeting held on September 1, 2017.

4a.2 Academic and Student Affairs Committee Report
Governor S. Fournier, Chair of the Academic and Student Affairs Committee provided members with information from the meeting held on September 14, 2017. Enrolment updates have been highlighted in the report. Board of Governors approval is requested for the following:

Program Title Modification – Carpentry and Renovation Technician – Sustainable Design-Build
RESOLUTION
MOVED & SECONDED: S. Fournier & J. McLaren
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.

Program Title Modification – Spa Management
RESOLUTION
MOVED & SECONDED: S. Fournier & J. McLaren
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.

Co-op Modification – Mechanical Engineering Technology
RESOLUTION
MOVED & SECONDED: S. Fournier & K. Stanton
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.

Pathways to Indigenous Empowerment, Ontario College Certificate (OCC)
RESOLUTION
MOVED & SECONDED: V. Sayah-Hoareau & A. Lawrence
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.

Governor J. Robblee joined the meeting at 4:20 p.m.

4a.3 Governance Committee Report
Governor J. Robblee, Chair of Governance Committee, provided members with information from the meeting held on September 1, 2017.
Members received this report for information.

4a.4 Foundation Report
Governor M. Waters, Governor Representative to the Foundation provided members with an update on the Foundation Board activities.
Members accepted this report for information.

4b. MINUTES OF THE BOARD OF GOVERNORS' MEETING
Approval of the Board of Governors Meeting minutes of June 12, 2017 and September 17, 2017.

RESOLUTION
MOVED & SECONDED: J. Brockbank & N. Kansal
THAT the Board of Governors approves the meeting minutes of June 12, 2017 and September 17, 2017.
CARRIED.

5. BUSINESS ARISING FROM THE MINUTES

5.1 Executive Compensation Update
Chair P. Nadeau provided a brief update on the Executive Compensation Program. Members were informed that the proposed Executive Compensation Program was submitted to the Ministry of Advanced Education and Skills Development by the required deadline of September 29, 2017.

5.2 Learner-Driven Space Investment Case

L. Stanbra, Vice-President, Student Services and K. Pearson, Registrar presented the Learner-Driven Space Investment Case to Board members. Information was provided on 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 a total capital cost up to $8 million. The expected completion date of the construction of the Learner-Driven Space Plan is July 31, 2018. 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 located in the lower-level of the Innovation and Entrepreneurship Centre. 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.

Questions from members were answered.

RESOLUTION
MOVED & SECONDED: J. McLaren & J. Robblee
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.
CARRIED.
ABSTAINED: K. Stanton

6. **DECISION ITEMS & REPORTS**

6.1 Indigenous Gathering Circle - Investment Case

R. McLester, Executive Director and Special Advisor to the President, Indigenous Initiatives presented the Indigenous Gathering Circle Investment Case to the Board members. The report and presentation provided information on 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.

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.

Questions from members were answered.

RESOLUTION
MOVED & SECONDED: A. Lawrence & S. Fournier
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.
CARRIED.

6.2 First Quarter 2017/2018 Financial Projection
D. McNair, Vice President Finance and Administration, presented the First Quarter 2017-2018 Financial Projection report to the Board members. This report projects a $108,000 increase to the net contribution to the College from $5.6 million, to a revised net contribution projection of $5.7 million. This positive change has been achieved primarily because 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.

Question from members were answered.

The report was accepted for information.

Governor G. Beck joined the meeting via teleconference at 5:25 p.m.

6.3 Approval to activate $15M Line of Credit with Toronto Dominion Bank
D. McNair referred members to the Approval to activate a $15M Line of Credit with Toronto Dominion Bank. 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 Ontario Ministry of Finance to establish a $15 million operating line of credit. 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. 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 covenants related to the current credit facilities of Algonquin College will be provided at the December 11, 2017 Board of Governors meeting.

Questions from members were answered.

RESOLUTION
MOVED & SECONDED: M. Waters & J. Brockbank
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.
CARRIED.

7. **ITEMS FOR INFORMATION**
   Members were referred to the items for information included in the materials.

7.1 2017 Employee Engagement Survey Results
C. Frederick, Vice President, Human Resources presented the Employee Engagement Survey Results and the People Plan 2017-2022. 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 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 People Plan is the first of the high-level college-wide enabling plans developed in support of the 2017-2022 Strategic Plan.

Questions from members were answered.

The report was accepted for information.

7.2 First Quarter 2017/2018 Business Plan Update
The report was accepted for information.

7.3 Major Capital Projects – Quarterly Report
The report was accepted for information.

7.4 Workday Implementation Update
The report was accepted for information.

7.5 Bill 148, Fair Workplaces, Better Jobs Act, 2017
The report was accepted for information.

7.6 Report from the Board Chair
Chair P. Nadeau briefed members with information on the 2017 Orientation of New Governors and the Fall 2017 Board of Governors Retreat that was held in Pembroke at the Best Western Inn. He reminded governors of the upcoming Fall Convocation Ceremonies at the Ottawa Campus and the Colleges Ontario 2017 Higher Education Summit in Toronto from November 25 to November 27, 2017.
The report was accepted for information.

7.7 Report from the President
President Jensen informed members that the College set record highs in enrolments for new and returning students for the Fall 2017 semester. She also provided highlights from the Inaugural Alumni of Distinction Awards that was held on September 27, 2017 at the college.
The report was accepted for information.

7.8 Management Summary Report
The report was accepted for information.

7.9 Confirmation of Mandatory Government Remittances (hand-out)
The report was accepted for information.

7.10 YourAC Newsletter (September and October 2017)
The Newsletter was accepted for information.

8. **UPCOMING EVENTS**
Chair P. Nadeau provided highlights of upcoming events.

9. IN CAMERA
An In Camera session was held beginning at 6:11 pm.

RESOLUTION
MOVED & SECONDED: J. Robblee & M. Waters.
THAT the board of Governors move into an In Camera session to discuss the current work stoppage.

Governor G. Beck exited the meeting at 6:35 pm.

RESOLUTION
MOVED & SECONDED:
THAT the Board of Governors meeting move out of In Camera session. The in camera session adjourned at 6:45 p.m.

10. MEETING WITHOUT MANAGEMENT

10.1 Evaluation of Board Committees
Members were provided with the Evaluation forms to complete.

11. MEETING ADJOURNMENT
There being no further business, the meeting was adjourned at 7:15 pm.

_____   _____
Peter Nadeau, Chair   Victoria Tiqui-Sanford, Recorder

APPENDIX A: Observers:
   Alanna McDonell, Director, Marketing & College Enrolments
   Amy Desjardins, Chief Fundraising Strategist, Student Services
   Chris Janzen, Dean, Faculty of Technology and Trades
   Devyn Barrie, Algonquin Times
   Elizabeth Tyrie, Executive Assistant, Innovation and Strategy
   Emily Woods, Acting Manager, Financial Services
   Grant Perry, Associate Director, Finance
   Jane Trakalo, Chair Community Studies
   Joe Ranieri, Director, Business Development
   Krista Pearson, Registrar
   Lucas Smith, Colliers & Facilities
   Maggie Cusson, Dean, Academic Development
   Pam Auchterlonie, Laboratory Technologist, Applied Science & Environmental Technology
   Patrick Devey, Dean, Centre for Continuing and Online Learning
   Paul Gardner, Business Administrator, Special Projects, Finance and Administration
   Peggy Austen, Acting Director, Foundation
   Phil Rouble, Associate Director, Facilities Planning and Sustainability
   Robyn Heaton, Dean, Faculty of Arts, Media and Design
   Ruth Dunley, Communications Officer, Public Relations and Communications
   Shelley Styles, Student Support Services
   Sherryl Fraser, Chair, General Arts & Science
   Todd Schonewille, Director, Physical Resources
   Victoria Ventura, President, Students Association

MEMO

DATE: December 11, 2017

TO: Board of Governors

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

SUBJECT: **Academic & Student Affairs Committee meeting of November 20, 2017**

For documentation in support of the agenda items, please visit the Board's SharePoint site; choose Academic and Student Affairs Committee, November 20, 2017 folder.

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL

1) Co-operative Education Option, Regulatory Affairs - Sciences, Ontario College Graduate Certificate
RESOLUTION
MOVED & SECONDED: J. McLaren & N. Kansal
THAT Academic and Student Affairs Committee recommends to the Board of Governors the approval of a co-operative education delivery option for the Regulatory Affairs - Sciences, Ontario College Graduate Certificate program effective Fall 2018.
CARRIED.

2) 2018-2019 Tuition and Fees Schedules
RESOLUTION
MOVED & SECONDED: J. McLaren & N. Kansal
THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the proposed 2018-2019 Tuition and Fees Schedules.
CARRIED.

3) Program Proposal: Bachelor of Commerce (Strategic Human Resources Management) (Honours)
RESOLUTION
MOVED & SECONDED: N. Kansal & J. McLaren
THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Bachelor of Commerce (Strategic Human Resources Management) (Honours) effective Fall, 2019.

4) Program Proposal: Bachelor of Science (Culinary Arts and Food Science) (Honours)
RESOLUTION
MOVED & SECONDED: J. McLaren & P. Nadeau

MEMO

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Bachelor of Science (Culinary Arts and Food Science) (Honours) effective Fall 2019.
CARRIED.

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

1) Enrolment Update Report
Members reviewed the Enrolment Update on current enrolment information for the Fall 2017 and Winter 2018 terms. Information on the work stoppage impacts on enrolment will be provided at the December 11, 2017 Board of Governors meeting.
Members accepted this report for information.

2) Program Advisory Committees Annual Report 2016-2017
C. Brulé, Senior Vice President, Academic referred members to the Program Advisory Committees Annual Report 2016-2017. The report provided an overview of the activities undertaken by the Program Advisory Committees during the academic year 2016-2017.
Members accepted this report for information.

ALGONQUIN
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Enrolment Update

For the Academic and Student Affairs Committee

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

December 11, 2017

Enrolment Dashboard – Fall 2017 (Nov. 1 audit count)

COLLEGE ENROLMENT - 2017 FALL
(Post Secondary & Graduate Certificates)

	Actual (at Nov 1, '17)	Over / (Under) #	Over / (Under) %	Status	YoY #	YoY %	Status
Total Registered	18,386	747	4.2%	🟢	927	5.3%	🟢
Level 01	10,253	614	6.4%	🟢	761	8.0%	🟢
Returning	8,133	133	1.7%	🟢	166	2.1%	🟢
Domestic	16,208	410	2.6%	🟢	313	2.0%	🟢
International	2,178	337	18.3%	🟢	614	39.3%	🟢
Withdrawals	971				(162)	(14.3%)	🟢
As % of Total Registered	5.0%					(1.1%)	🟢

The columns "Over / (Under) #", "Over / (Under) %", "Status" are grouped under the first (green) header block; "YoY #", "YoY %", "Status" are grouped under **Previous Year (at Nov. 1 '16)** (blue) header block.

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

Current Withdrawal Status

COLLEGE ENROLMENT - 2017 FALL
(Post Secondary & Graduate Certificates)

	Actual (at Nov 14, '17)	Previous Year (at Nov. 14 '16) YoY #	YoY %	Status
Withdrawals	1,023	(345)	(25.2%)	🟢
As % of Total Registered	5.3%		(2.1%)	🟢

Note for status indicators: green if year over year % = or > 0%; yellow if 0% to (2%); red if worse than (2%)
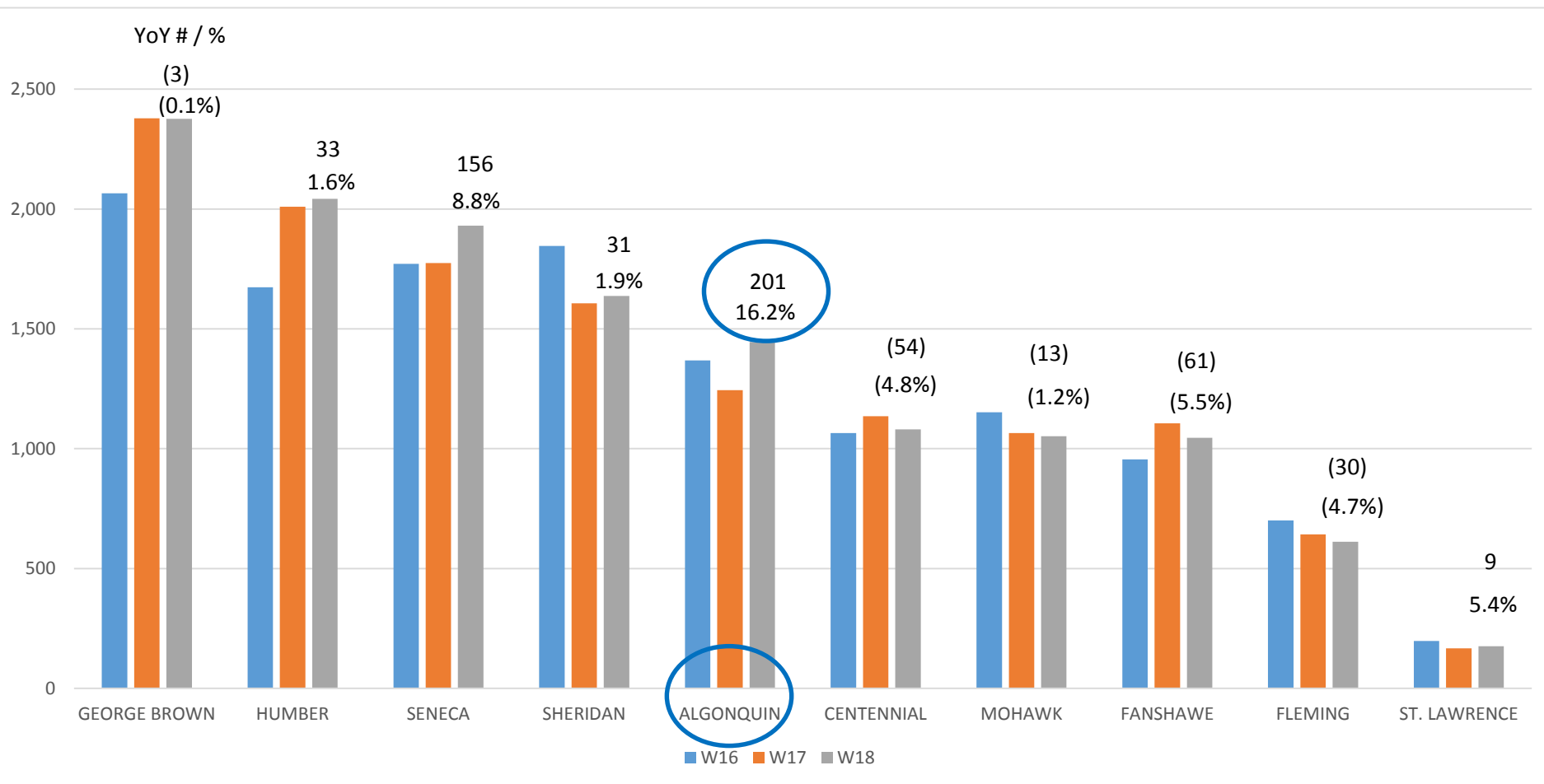
Admissions Dashboard – Winter 2018

COLLEGE ENROLMENT - 2018 WINTER (Intake)
(Post Secondary & Graduate Certificates)

	Actual (at Nov. 10, '17)	Previous Year (at Nov. 11 , '16) YoY #	YoY %	Status
Applications (Total)				
Domestic	7,089	835	13.4%	🟢
International	2,832	734	35.0%	🟢
Total	9,921	1,569	18.8%	🟢
Distinct Applicants				
Domestic	5,508	639	13.1%	🟢
International	2,576	671	35.2%	🟢
Total	8,084	1,310	19.3%	🟢
Confirmed / Paid /Reg.				
Domestic	1,471	222	17.8%	🟢
Paid (Full / Partial) / Reg.				
Domestic	684	(45)	(6.2%)	🔴
International	830	193	30.3%	🟢
Total	1,514	148	10.8%	🟢

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

4

Winter '18 Confirmations – Large colleges and local
(OCAS as at Nov. 13, 2017, Level 01 domestic)

YoY # / %

College	YoY #	YoY %
GEORGE BROWN	(3)	(0.1%)
HUMBER	33	1.6%
SENECA	156	8.8%
SHERIDAN	31	1.9%
ALGONQUIN	201	16.2%
CENTENNIAL	(54)	(4.8%)
MOHAWK	(13)	(1.2%)
FANSHAWE	(61)	(5.5%)
FLEMING	(30)	(4.7%)
ST. LAWRENCE	9	5.4%

Legend: W16, W17, W18

Recruitment Activity for 18F (Sept 1 to present)
Four Year Comparison, as of November 13, 2017
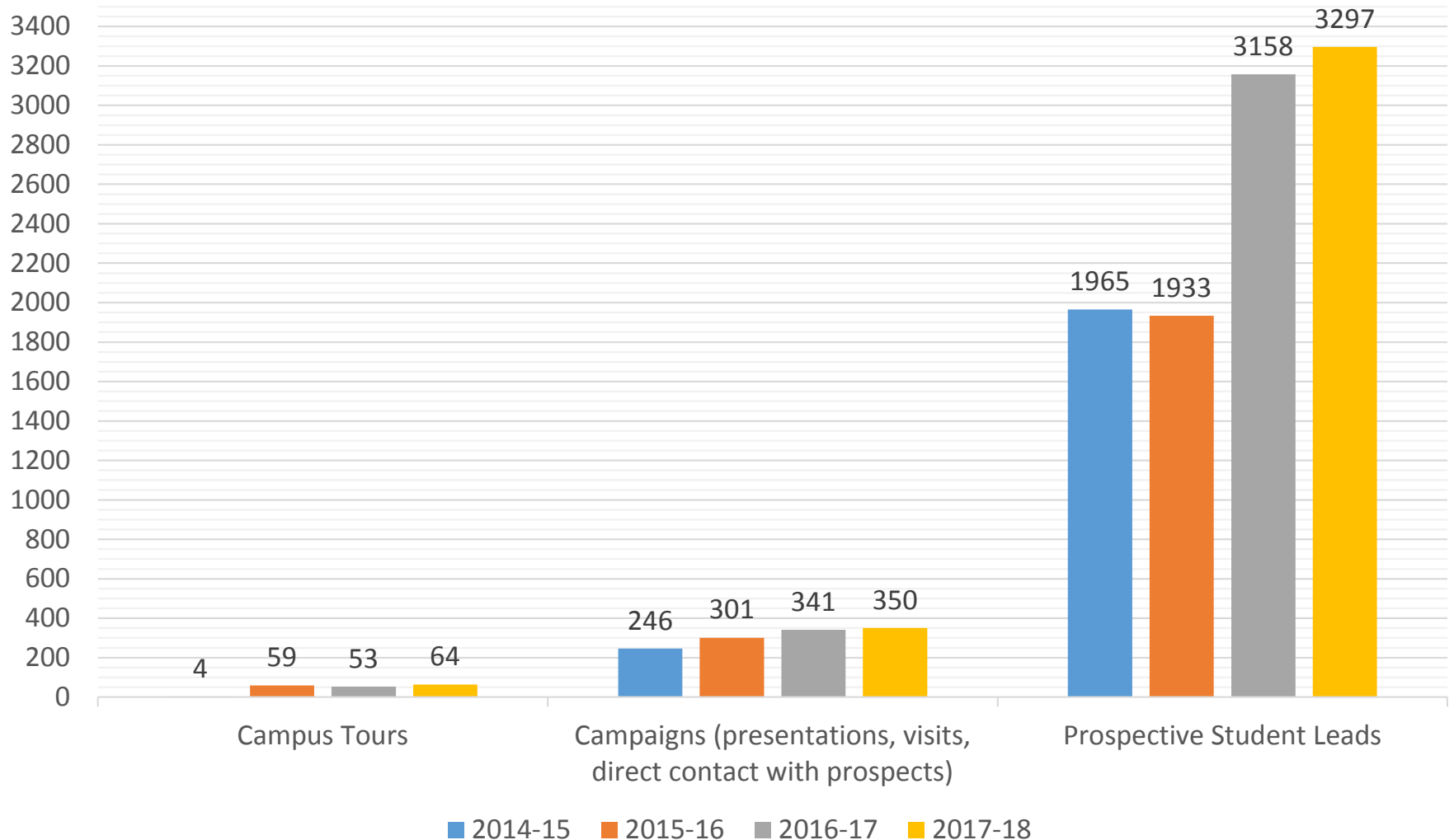
MEMO

DATE: December 11, 2017

TO: Board of Governors

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

SUBJECT: **Audit & Risk Management Committee meeting of October 24, 2017**

For documentation in support of the agenda items, please visit the Board's SharePoint site, choose the Audit & Risk Management Committee, October 24, 2017 meeting folder.

A. <u>ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL</u>
There were no items that require Board Approval.

B. <u>ITEMS THE COMMITTEE HAS APPROVED – FOR INFORMATION TO THE BOARD</u>

1) <u>2017- 2018 Audit Plan Presentation</u>
Deloitte auditors D. Hume and C. Castonguay, Manager, Assurance & Advisory, presented the 2017-2018 Audit Service Plan to the members.

RESOLUTION
MOVED & SECONDED: P. Nadeau & S. Barkhouse
THAT the Audit and Risk Management Committee approves the 2017-2018 Audit Plan as presented.
CARRIED.

2) <u>First and Second Quarter 2017-2018 Enterprise Risk Management</u>
Members were presented with the First and Second Quarter 2017-2018 Enterprise Risk Management Report. The report provided an update on the risk mitigation strategies undertaken to manage College risks identified in the Corporate Risk Profile, information on the incidents of fraud, and the recommendations from the fraud risk assessment.

RESOLUTION
MOVED & SECONDED: K. Sample & S. Barkhouse
THAT the Audit and Risk Management Committee accepts this report for information, and **THAT** the Audit and Risk Management Committee approves the 2017 College Risk Profile Presented in Appendix E.
CARRIED.

MEMO

ALGONQUIN COLLEGE

C. **INFORMATION ITEMS PRESENTED TO THE COMMITTEE**
The following items were presented for information:

1) Annual Management Discussion & Analysis Report – Under Review
Members were referred to the Annual Management Discussion & Analysis Report. The Annual Management Discussion & Analysis Report will be prepared as part of the 2017-2018 Financial Statements and will be presented at the May 24, 2018 Audit and Risk Management Committee meeting.
Members accepted this report for information.

2) Management's Response to Internal and External Auditor's Recommendations
Members were referred to the Management's Response to Internal and External Auditor's Recommendations. Management will continue to monitor and follow up on actions undertaken to address outstanding recommendations presented in these reports and take suggestions from members into consideration.
Members accepted this report for information.

3) First Quarter 2017-2018 College Operating Funds Investment Report
Members were referred to the First Quarter 2017-2018 College Operating Funds Investment Report for the quarter that ended on June 30, 2017. The fund produced a return of -0.30% for the first quarter, underperforming the benchmark which returned -0.19%. The operating fund one-year return is 0.40%, over performing the benchmark index which was 0.32%. As at June 30, 2017, the market value of the fund was reported at $65.8 million, compared to $66 million at March 31, 2017.
Members accepted this report for information.

4) First Quarter 2017-2018 Endowment Funds Investment Report
Members were referred to the First Quarter 2017-2018 Endowment Funds Investment Report for the quarter that ended on June 30, 2017. The endowment funds produced a return of 0.70%, outperforming the benchmark which returned 0.60%. The endowment funds' one-year return for the period is 8.12%, underperforming the benchmark index which was 9.64%.
Members accepted this report for information.

5) First Quarter 2017-2018 Major Capital Projects Report
Members were referred to the First Quarter 2017-2018 Major Capital Projects Report. Major capital projects are valued at $1 million or more and require approval from the Board of Governors.
Members accepted this report for information.

6) Canada Revenue Agency Audit Updates (HST)
Members were referred to the Canada Revenue Agency Audit Updates. The report provided members with an update on the status of the College's ongoing audits by the Canada Revenue Agency.
Members accepted this report for information.

7) Presentation of Internal Audit Results
Charles Segal, from Raymond Chabot Grant Thornton presented the Internal Audit Results to the members. The presentation provided members with an overview of the assessment and recommendations for improving Algonquin College's Information Technology automation project intake, prioritization and execution.
Members accepted this presentation for information.

8) Current Cyber Security Capabilities Report
Members were referred to the Current Cyber Security Capabilities Report. The report provided an overview of Algonquin College's cyber security capabilities in advance of the audit.
Members accepted this report for information.

9) 2017-2018 Internal Audit - Cyber Security – Statement of Work
Members were referred to the 2017-2018 Internal Audit - Cyber Security – Statement of Work. The purpose of this Statement of Work is to request for approval for internal audit requirements, scope, approach, and timing prior to issuing a Request for Proposals. The approval of the internal audit plan is to be presented at a future teleconference Audit and Risk Management Committee meeting by the successful proponent responding to the Request for Proposal.
Members accepted this report for information.

10) Bill 148
Members were referred to the Bill 148, Fair Workplaces, Better Jobs Act, 2017. The report provided an update of the potential financial impact to the College if Bill 148 is enacted. 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.
Members accepted this report for information.

11) First Quarter 2017-2018 Financial Projection and Second Quarter 2017-2018 Financial Projection
Members were referred to the First Quarter 2017-2018 Financial Projection and Second Quarter 2017-2018 Financial Projection. The College is projected to maintain the projected net contribution of $5.6 million. The Second Quarter 2017-2018 Financial Projection is

currently being developed for the December Board of Governors meeting. It will include projected impacts of the work stoppage.

Members accepted this report for information.

MEMO

ALGONQUIN COLLEGE
President/Board of Governors

DATE: December 11, 2017

TO: Board of Governors

FROM: Governor Jim Robblee, Chair, Governance Committee

SUBJECT: **Governance Committee meeting November 15, 2017**

For documentation in support of the agenda items, please visit the Board's SharePoint site; choose the Governance Committee meeting folder, November 15, 2017.

A. ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL

1) Review BGI-04 – Responsibility of the BOG Chair – follow up on proposed amendment to Section 3

   Current Section 3 states:
   Facilitate the Board-President relationship, as follows:
   a. Lead the selection process and establish the President's compensation on behalf of the Board, subject to the Board By-laws and the Executive Committee terms of reference;
   b. Maintain close communication with the President; and,
   c. Lead the Executive Committee in conducting the President's annual performance and compensation review.

   Proposed amendment to Section 3 (highlighted):
   Facilitate the Board-President relationship, as follows:
   a. Lead the selection process and establish the President's compensation on behalf of the Board, subject to the Board By-laws and the Executive Committee terms of reference;
   b. Maintain close communication with the President; and lead the Executive Committee in conducting the President's annual performance and compensation review.
   c. Lead the Executive Committee in succession planning and talent management.

   RESOLUTION
   MOVED & SECONDED: P. Nadeau & G. Beck
   THAT the Board Governance Committee recommends to the Board of Governors the approval of the proposed amendment to BGI-04 – Responsibility of the BOG Chair as presented.
   CARRIED.

MEMO

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

1) Professional Development for Governors (Higher Education Summit)
Members were informed that 11 Governors are attending the 2017 Higher Education Summit in Toronto on November 25-27, 2017. Governors Stanton & Beck agreed to provide the committee with a post conference summarized report of their impression of the Higher Education Summit. The summarized report will be brought forward to our January 29, 2018 Governance Committee meeting.
Members accepted this for information.

2) Governor Terms of Office
Members were referred to the Governor Terms of Office and were informed Governor N. Cheng's term of office will end on August 31, 2018. Advertising for this vacancy will be posted on the Board of Governors website early February 2018.
Members accepted this update for information.

3) 5.1 Board Retreat Debrief – Fall
Members were provided with a brief update on the Board Fall Retreat. It was suggested that a Board meeting not be added at retreats to allow more time and focus on retreat materials, group discussions, and engagement.
Members accepted this debrief for information.

4) 5.2 2017 Board Retreat Evaluation - September 17-18 – Survey Results
Members were informed that 13 out of 17 governors completed the Retreat Survey. Overall, the feedback was positive. Retreat concerns were mostly the amount of agenda items to be covered and the lack of time. Members suggested that there should be more engagement, and perhaps additional technology breaks.
Members accepted this for information.

5) 2017 Board Orientation Part 1 & Part 2 – Survey Results
Members were referred to the 2017 Board Orientation Part 1 & Part 2 – Survey Results. Overall, the feedback was positive. Members suggested combining Part 1 and Part 2 into one day.
Members accepted this for information.

6) 2018 Spring Board Retreat – March 24, 2018 (planning)
It was suggested that the 2018 Spring Retreat be focused on the Truth & Reconciliation Commission report, and how College staff will incorporate the recommendations into the College's indigenization strategy. A generative exercise and discussion will enable the Board members to contribute to the development of the plan.
Members accepted this for information.

7) Governor Skills Matrix – 2017 March Candidates

Members were referred to the Governor Skills Matrix – 2017 March Candidates. Members reviewed the skills set of candidates who were interviewed It was suggested that these candidates be invited to resubmit their application/resume should they be interested in being considered for the vacancy.

Members accepted this report for information.

8) Evaluation Results – October 16, 2017 Board of Governors Meeting

Members were referred to the Evaluation Results – October 16, 2017 Board of Governors Meeting. Overall, the majority of comments focused on the length of the meetings. In addition, the suggested changes to the evaluation form will be incorporated into the form for the December 11 Board of Governors meeting.

9) Distribution of Board and Committee presentations

It was suggested that meeting presentations be distributed as follows:

- For the Board of Governors and Committee meetings – distribution in the early morning on the day of the meeting.
- For Committee meetings scheduled in the morning – distribution in the evening before the meeting.

Members accepted the above suggestions.

MEMO

DATE: December 11, 2017

TO: Board of Governors

FROM: Algonquin College Foundation Board of Directors

SUBJECT: **Foundation Report**

Donations and Gifts in Kind

As of October 31, 2017, the Foundation realized $1,908,877 from fundraising revenue and endowment contributions. This represents 55% of the $3,470,778 revenue goal for 2017-18.

Alumni of Distinction Awards

Jerry Popowich, 2017 Alumnus of the Year

As part of our 50th anniversary celebrations, Algonquin College celebrated nine distinguished alumni and a community partner at the inaugural Alumni of Distinction Awards Gala. Presented by title sponsor, Johnson's Insurance, this sold out event was a huge success with more than 200 alumni, guests, staff, and volunteers in attendance.

Hosted by Algonquin graduates, Angie Poirier and Stuntman Stu from Majic 100, the event honoured Algonquin College alumni who have accomplished outstanding achievements. Minto Hall, in the Algonquin Centre for Construction Excellence building, was transformed into an elegant venue with heartfelt speeches from the recipients throughout the evening.

"From health-care pioneers to entrepreneurs, and award-winning artists to community builders, our alumni are innovators and difference makers," Algonquin College President Cheryl Jensen said. "They are breaking new ground in their fields and industries. They are champions of change in fields ranging from technology to animation to health sciences. From inspiring corporate citizenship, to helping our most vulnerable, they are making their mark. They are giving back."

MEMO

The following advertisement appeared in the Ottawa Citizen on December 2, 2017.

MEMO

Alumni Engagement

In October, the Alumni and Friends Network took part in the Joe Leafloor Alumni Friendship Cup (Algonquin's Men's Soccer Alumni Game) in honour of Joe who passed away suddenly in 2012. Joe played for Algonquin College and won an Ontario Colleges Athletics Association championship. In helping Algonquin College finish second in the Canadian Collegiate Athletic Association national championship, he was named a tournament all-star. He also helped Algonquin win a Canadian Collegiate Athletic Association national title. This year, 25 of Joe's former teammates from both Algonquin College and Carleton University participated in this friendly match.

The Women's Soccer Alumni Thunder Game also held their annual reunion game where 20 alumnae participated in the annual women's match.

After both games, the Alumni and Friend's Network sponsored a reception for the players.

Coffee Break – Coughlin and Associates

In early November, the Algonquin College Alumni and Friends Network hosted a Coffee Break at Coughlin and Associates. Coffee Breaks are informal networking events aimed at reconnecting with alumni. More than 25 alumni who attended enjoyed coffee, casual conversation, and had the opportunity to win some great prizes. Best of all, Coughlin's Algonquin College alumni were able to reminisce over their fondest college memories. Kristin Johnson an alumna and Coughlin's Human Resources Administrator noted that 40% of Coughlin's 120 employees have ties with Algonquin College. It was a great way for the Alumni and Friends Network to see their alumni at work and to hear stories of how Algonquin College helped shape their career paths.

Endowment and Donation Highlights

The Perth Campus has established a new endowed bursary from the proceeds of their annual golf tournament to support students at risk of leaving school due to financial challenges.

For the first time in the history of the Algonquin College Foundation, Ancillary Services chose to designate the proceeds from the Ottawa Campus Tim Hortons Smile Cookie campaign in the amount of $1,000 to the Algonquin College Plant Some Roots Bursary Fund.

James Campbell, an Algonquin College alumnus and former member of the Alumni and Friends Network Advisory Committee, has established a new endowed bursary for students in the School

MEMO

of Business. The James Campbell Financial Services Bursary will support students facing financial need.

Upcoming Foundation Events

Algonquin College's 50th Anniversary Gala	Thursday May 3, 2018
President Jensen Birdies for Bursaries Golf Tournament	Tuesday, May 22, 2018
Alumni of Distinction Awards Gala	Thursday, September 27, 2018

ALGONQUIN COLLEGE

President/Board of Governors

Report title:	Credit Facility Agreement Covenants
Report to:	Board of Governors
Date:	December 11, 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:

This report addresses the covenants related to the current credit facilities of Algonquin College as of November 2017.

3. BACKGROUND:

The College occasionally enters into credit facility agreements with external lenders to fund the construction of new campus facilities, as well as to fund operational credit requirements (e.g. letters of credit). Before the College enters into new credit facility agreements, approval is required from the Board of Governors, the Ministry of Advanced Education and Skills Development, and the Ministry of Finance. These credit facility agreements include both positive and negative covenants to which the College must comply for the duration of the loan agreements.

4. DISCUSSION:

The College currently has credit facilities with three external lenders: the Bank of Montreal, TD Canada Trust and the Ontario Financing Authority. These agreements relate to the construction of three phases of the student residences, the Police and Public Safety Institute (P Building), and Algonquin College's capital contribution to the Student Commons (E Building). A table of the loans outstanding (as extracted from the audited financial statements) and the associated balances as of March 31, 2017 is presented in Appendix A: Outstanding Loans Summary.

In addition to the agreements presented above, the College has recently entered into a credit facility arrangement for an operating line of credit with TD Canada Trust for $15 million, as approved by the Board of Governors at meeting #504 on October 16, 2017.

As part of its year-end financial review and audit process, the Finance Department reviews its existing credit facility agreements including covenants to ensure continued compliance. In addition, Finance reviews all existing covenants to ensure compliance when seeking any new debt financing or other credit facility agreements. As of the date of this report, Algonquin College is in compliance with all covenants.

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 investments in new facilities which will sometimes require debt financing arrangements.

7. FINANCIAL IMPACT:

As of March 31, 2017, the College had outstanding long-term debts of $51.2 million as detailed in Note 10 of our 2016-2017 Audited Financial Statements. Additionally, the College has recently entered into a credit facility arrangement for an operating line of credit with TD Canada Trust for $15 million.

8. HUMAN RESOURCES IMPACT:

The College's Finance and Administrative Services' staff monitor the existing credit facilities and compliance with covenants.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

Any new credit facility arrangements require the College to seek approval from the Ontario Financing Authority.

10. COMMUNICATIONS:

The College will communicate any changes to credit facility arrangements to the Board of Governors as a matter of course.

11. CONCLUSION:

A current listing of all credit facility agreement covenants is maintained by Finance for scheduled review of compliance.

Respectfully submitted: Approved for submission:

_____   _____
Duane McNair   Cheryl Jensen
Vice President, Finance and Administration President

Appendices:

Appendix A: Outstanding Loans Summary

Long-term debt and interest rate swaps as of March 31, 2017

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

	2017	2016
	$	$
Residence I building loan, bearing interest at prime plus 1.00% maturing in 2025, with average monthly payments of $96,635	**7,112,420**	7,692,399
Residence II building loan, bearing interest at prime plus 0.25% maturing in 2027, with average monthly payments of $122,832	**10,545,502**	11,266,802
Residence III building loan, bearing interest at prime plus 0.25% maturing in 2029, with monthly payment of $126,755	**11,756,035**	12,420,256
Police and Public Safety Institute loan, bearing interest at prime plus 1.00%, maturing in 2025, with monthly payments of $67,833	**2,650,138**	2,870,224
Student Commons loan, bearing interest at 4.008%, maturing in 2037, with semi-annual payments of $678,301	**19,137,704**	19,710,006
	51,201,799	53,959,687
Less: current portion	**(2,927,055)**	(2,757,892)
	48,274,744	51,201,795

Agenda Item No: 5.1

Report title:	Algonquin College – Saudi Arabia Final Settlement
Report to:	Board of Governors
Date:	December 11, 2017
Author/Presenter:	Doug Wotherspoon, Vice President, Innovation and Strategy

1. RECOMMENDATION:

THAT the Algonquin College Board of Governors approves the provision of a forgivable loan in an amount not to exceed $2,907,000 that shall be provided to Algonquin College Saudi Arabia LLC for final transition and wind-up related costs funded from College reserve funds generated from non-funded activity.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide an update on the termination of the agreement between Algonquin College – Saudi Arabia and Colleges of Excellence.

3. BACKGROUND:

In August of 2016, the Board of Governors were presented with three options for consideration with respect to the operation of the Jazan campus;
- Seek continued financial support from Algonquin College - Canada, totaling an investment of upwards of $15 million;
- Work to negotiate the return of the Jazan campus to Colleges of Excellence; and/or
- Begin insolvency proceedings

Management estimated transition and wind-up costs to be $4.3 million, excluding costs associated with the College's equipment loan, for which Colleges of Excellence served as guarantor.

On September 19, 2016, the Board of Governors selected to work to negotiate the return of the Jazan campus to Colleges of Excellence, approving the following resolution:

RESOLUTION
MOVED & SECONDED N. Cheng & M. Tremblay
THAT the Algonquin College Board of Governors approves the provision of a forgivable loan in an amount not to exceed $4,300,000 that shall be provided to Algonquin College Saudi Arabia LLC for transition and wind-up related costs funded from College reserve funds generated from non-funded activity.
CARRIED.

4. DISCUSSION:

To date, wind down costs have amounted to $3.8 million leaving $500,000 available from the previously approved provision of $4.3 million.

The final organization to which Algonquin College – Saudi Arabia is indebted is Colleges of Excellence, including funds related to the previously mentioned equipment loan. Negotiations over the course of the past year resulted in a series of offers and counteroffers. These negotiations have resulted in a final settlement agreement, tentatively approved by the management team of both parties, subject to ratification by each parties Board of Governors.

Algonquin College – Saudi Arabia and Colleges of Excellence have agreed to settle all outstanding claims, for a final payment of $2.9 million (8,556,116 SAR), and credit for services-in-kind $506,865 (1,500,000 SAR).

The services-in-kind credit may be applied to a list of services including program and course curriculum, technology consulting services, program quality assurance consulting, employee training and corporate training. No additional funding will be required to provide these services.

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:

As of the writing of this report, it is management's understanding that all students have been able to continue their studies with the new operator of the Jazan campus without interruption.

7. FINANCIAL IMPACT:

This additional provision will not be drawn from reserves generated from Funded Activity. The College has sufficient reserves from Non-Funded Activity to fund this provision. The 2017-2018 Second Quarter Financial Projection report includes this final payment and the College financial health indicators remain favourable compared to Ministry benchmarks with the exception of the Net Income to Revenue ratio which has been negatively impacted due to the 2017 work stoppage.

8. HUMAN RESOURCES IMPACT:

Employee settlements offers, in accordance with Saudi labour practices and College values, were presented to and accepted by all employees of Algonquin College – Saudi Arabia in the Fall of 2016.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

College staff continues to provide regular updates on its international activities to senior leaders in the Federal, Provincial and Municipal governments. Legal counsel from both Canada and Saudi Arabia have been consulted for advice throughout these negotiations. With the conclusion of this settlement, the Algonquin College – Saudi Arabia financial statements can be completed, audited and submitted to the Ministry of Advanced Education and Skills Development.

10. COMMUNICATIONS:

A communications strategy has been established and executed throughout the Algonquin College – Saudi Arabia operations in the Kingdom of Saudi Arabia.

11. CONCLUSION:

With approval of this recommendation, Algonquin College will have wound down its Jazan campus operations in keeping with the College's values.

Respectfully submitted:

Approved for submission:

_____

_____

Doug Wotherspoon
Vice President, Innovation & Strategy

Cheryl Jensen
President

ALGONQUIN COLLEGE

President/Board of Governors

Report title:	2018-2019 Budget Assumptions and Three Year Pro Forma
Report to:	Board of Governors
Date:	December 11, 2017
Author/Presenter:	Duane McNair, Vice President, Finance and Administration

1. RECOMMENDATION:

   THAT the Board of Governors accepts the 2018-2019 Budget Assumptions and Draft Three Year Pro Forma report for information.

2. PURPOSE / EXECUTIVE SUMMARY

   The purpose of this report is to provide the Board of Governors with a preliminary three year pro forma budget forecast for the period 2018-2019 to 2020-2021.

3. BACKGROUND:

   For the foreseeable future, the College will be facing a number of challenges:

   - Changing demographics
   - Impacts of a new corridor funding model
   - Ongoing maintenance requirements for physical and technological infrastructure
   - Rising operating costs
   - Impacts of the draft Bill 148, Fair Workplaces, Better Jobs Act, 2017

   Each of these challenges impact the College's operating budget. The College Budget Committee consisting of a cross-College team of Deans and Directors, has worked collaboratively since the spring of 2017 to develop estimates and assumptions supporting the three year pro forma budget forecast.

   The final 2018-2019 Annual Budget will be presented to the Board of Governors for approval at the February 26, 2018 meeting.

Agenda Item No: 6.1

4. DISCUSSION:

Preliminary estimates for the three year pro forma from fiscal year 2018-2019 to fiscal year 2020-2021 are presented in Appendix A: 2018-2019 Budget Assumptions and Three Year Pro Forma.

Potential impacts of Bill 148, Fair Workplaces, Better Jobs Act, 2017 have not been considered in this version of the three year pro forma. Significant external third party contracts for services for example: caretaking, and security services, do include provisions to accommodate the expected minimum wage increases in January 2018 and 2019. Internal to the College, the largest impact from Bill 148, Fair Workplaces, Better Jobs Act, 2017 is expected to be realized in the Equal Pay for Equal Work component of the proposed legislation. Preliminary estimates by the College for the Equal Pay for the Equal Work component of the legislation range from $20 million to $29 million. At the time of reporting there has been no commitment from the Ontario Government to support the additional costs.

The draft pro forma includes the following assumptions:
- Stable funding is projected under the new corridor funding model introduced by the Ministry of Advanced Education and Skills Development.
- Salaries and Benefits have been estimated based on current and projected collective agreements and existing compensation practices.
- 0% to 1% increase has been projected for most other operating expenditures.
- 4% increase in utilities are projected in each year of the pro forma.
- Strategic Investment Priorities projections include all approved major capital project investments, as well as funding for additional strategic projects and initiatives.

2018-2019
- 1.0% full-time post-secondary enrolment growth.
  - o Includes a 29.8% increase in international student enrolment.
- 3% tuition fee increase for full-time tuition.
- 0% price increase in ancillary fees; however ancillary fee revenue will increase relative to the 1.0% enrolment growth projected.

2019-2020
- 1.4% full-time post-secondary enrolment growth.
  - o Includes a 10% increase in international student enrolment.
- 3% tuition fee increase for full-time tuition.
- 0% price increase in ancillary fees; however ancillary fee revenue will increase relative to the 1.4% enrolment growth projected.

Agenda Item No: 6.1

2020-2021
- 1.6% full-time post-secondary enrolment growth.
  - Includes a 10% increase in international student enrolment.
- 3% tuition fee increase for full-time tuition.
- 0% price increase in ancillary fees; however ancillary fee revenue will increase relative to the 1.6% enrolment growth projected.

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:

The pro forma budget includes sufficient resources to maintain student service levels and academic program standards.

7. FINANCIAL IMPACT:

These budget assumptions and financial pro formas result in the College projecting favourable financial health indicators as defined in the Strategic Mandate Agreement with the Government of Ontario.

This financial pro forma includes projected drawdowns of internally restricted net assets to fund Strategic Investment Priorities including Project Workday, Energy Services Company 2

(ESCO2) – Phase IV, The Innovation Centre, Learner Driven Space, the Indigenous Gathering Circle, and the Pedestrian Bridge to Rapid Transit.

8.   HUMAN RESOURCES IMPACT:

The financial pro formas includes sufficient resources to staff full-time and other-than-full-time complement positions to support College programs and services.

9.   GOVERNMENT / REGULATORY / LEGAL IMPACT:

The pro forma for net assets is projected to result in positive fiscal year-end balances for Unrestricted Net Assets plus Internally Restricted Net Assets. This is compliant with the Ministry's Business Plan Directive on Deficit Recovery Plans and the College's Board Financial Management Policy.

10. COMMUNICATIONS:

The budget estimates will be incorporated into the College's annual Business Plan that will be presented to the Board of Governors for approval at the February 26, 2018 meeting.

11. CONCLUSION:

These budget assumptions and financial pro formas are based on current information. As new information becomes available, College management will adjust assumptions and financial projections while striving to balance the need for financial sustainability with the needs of our learners and employees.

Respectfully submitted: Approved for submission:

_____   _____
Duane McNair   Cheryl Jensen
Vice President, Finance and Administration   President

Appendices:

Appendix A: 2018-2019 Budget Assumptions and Three Year Pro Forma

ALGONQUIN COLLEGE

THREE YEAR PRO FORMA SUMMARY

(all figures in $ 000's)

	Annual Budget 2017/2018	Pro Forma 2018/2019	Pro Forma 2019/2020	Pro Forma 2020-2021
Funded Activity/College Operations				
Revenue	$ 238,674	$ 245,139	$ 253,908	$ 260,875
Expenditures	227,176	232,990	239,603	245,357
Net Contribution	11,498	12,149	14,305	15,518
Contract Activity & Other Non-Funded Activity				
Revenue	27,358	27,387	27,785	28,186
Expenditures	26,306	25,824	26,246	26,679
Net Contribution	1,052	1,563	1,539	1,507
College Ancillary Services				
Revenue	44,991	43,442	44,311	45,198
Expenditures	36,945	35,690	36,319	36,952
Net Contribution	8,046	7,752	7,992	8,246
International Education Centre				
Revenue	24,015	30,057	33,145	36,566
Expenditures	18,111	20,518	22,364	24,397
Net Contribution	5,904	9,539	10,781	12,169
Strategic Investment Priorities				
Revenue	20,585	2,684	10,476	28,680
Expenditures	54,211	33,046	34,552	58,209
Net Contribution	(33,626)	(30,362)	(24,076)	(29,529)
Non-Cash Revenue Adjustments				
Capital Grants recorded as Deferred Capital Contributions	(19,000)	(3,000)	(9,500)	(27,500)
Amortization of Deferred Capital Contributions	8,000	8,400	8,800	8,900
Non-Cash Expenditure Adjustments				
Expenditures to be Capitalized	40,000	13,800	13,000	33,500
Amortization Expense	(16,500)	(16,700)	(18,900)	(19,200)
Change in Vacation, Sick Leave &				
Post-Employment Benefits	185	115	110	105
Net Contribution as per				
Public Sector Accounting Standards (PSAS)	$ 5,559	$ 3,256	$ 4,051	$ 3,716

ALGONQUIN COLLEGE

President/Board of Governors

Report title:	2018-2019 Tuition and Fees Schedules
Report to:	Board of Governors
Date:	December 11, 2017
Author/Presenter:	Laura Stanbra, Vice President, Student Services Krista Pearson, Registrar

1. RECOMMENDATION:

   THAT the Board of Governors approves the proposed 2018-2019 Tuition and Fees Schedules.

2. PURPOSE / EXECUTIVE SUMMARY:

   The purpose of this report is to review the Draft 2018-2019 Tuition and Fees Schedules as established in accordance with the Ministry of Advanced Education and Skills Development Binding Policy Directive on Tuition and Ancillary Fees.

3. BACKGROUND:

   Each year the Tuition and Fees Schedules for the upcoming academic year are presented to the Board of Governors. The Draft 2018-2019 Tuition and Fees Schedules apply to the academic year beginning September 1, 2018 and ending August 31, 2019.

   Typically, the Schedule of Fees are presented in February. However, the timeline for approval has been moved up by two months in order to have fees approved and ready prior to February 1, 2018. This change supports the Ministry of Advanced Education and Skills Development's introduction of Net Tuition and the Ontario Student Assistance Program transformation, with the goal of informing new College students of the net cost of their tuition early in the admission process.

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

Principles of the framework include:

a) The average overall maximum allowable increase will remain at 3.0%. Regular Tuition Fee Programs will have a 3.0% increase applied. High Demand, Graduate Certificate, and Degree Programs can apply a maximum allowable 5.0% increase over the previous year, but the overall maximum must remain at or below 3.0%.

b) High Demand domestic enrolment must be no more than 15.0% of the College's post-secondary domestic enrolment. Graduate Certificate and Degree Programs are excluded from this calculation.

The Draft 2018-2019 Tuition and Fees Schedules were developed in consultation with Academic Operations and Planning, Academic Areas, Co-operative Education, the International Education Centre, the Students' Association, the City of Ottawa for the Universal Bus Pass, Ancillary Services foreTexts, Information Technology Services, and Student Support Services.

The Draft 2018-2019 Compulsory Ancillary Fees were presented to the Students' Association on August 29, 2017. The Students' Association Board members acknowledged the College's efforts to contain costs to students and commended the College for not presenting an increase to Compulsory Ancillary Fees for 2018-2019, with the noted exception of the Universal Bus Pass (U-Pass) through OC Transpo. This fee will be voted on by the City of Ottawa later this calendar year.

This Draft 2018-2019 Schedule of Fees has been reviewed by the College Budget Committee and the Algonquin College Leadership Team, and was approved by the Algonquin College Executive Team on October 11, 2017. On November 20, 2017, the Academic and Student Affairs Committee recommended that the Draft 2018-2019 Tuition and Fees Schedules be presented to the Board of Governors for approval.

4. DISCUSSION:

All changes to fees have been highlighted in yellow in the enclosed fee tables. The preparation details for the Draft Tuition and Fees Schedules is summarized in Appendix F: *Annual Fees Preparation: Procedure and Timeline* and Appendix G: *2018-2019 Schedule of Fees Preparation Timeline*.

The overall tuition fee increase for 2018-2019 is currently 2.98%, as shown in Appendix C: *Algonquin College 3% Cap Calculation for 2018-2019 (DRAFT)* factoring the combined calculation of all programs, including High Demand. The overall Tuition Fee increase was 2.98% for 2017-2018.

President/Board of Governors

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:

Tuition fee increases support the overall health of College financial resources, which, in turn, contributes to the efficient delivery of programs and services for students.

7. FINANCIAL IMPACT:

The Draft 2018-2019 Tuition and Fees Schedules are in alignment with provincial practice and the College's budgetary planning. Tuition and Ancillary Fees augment the General Purpose Operating Grant from the province to support program delivery.

8. HUMAN RESOURCES IMPACT:

The increase in fees does not have an impact on human resources.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The Tuition and Fees Schedules are compliant with the Government of Ontario's Ministry of Advanced Education and Skills Development's Tuition Fee Framework as articulated in the Tuition and Ancillary Fees Minister's Binding Policy Directive, and the Tuition and Ancillary Fees Reporting Operating Procedure. The Compulsory Ancillary Fees were approved by the College's Students' Association on September 29, 2017 as per the protocol agreement.

10. COMMUNICATIONS:

Advanced preparation of the Tuition and Fees Schedules provides new students with the necessary fee information in time for the 2018-2019 admissions cycle.

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

11. CONCLUSION:

The 2018-2019 Tuition and Fees Schedules were established in a thorough and consultative process in compliance with Ministry policies. The goal is to continue to support the College in balancing affordable and market competitive fees for students while providing sustainable and high quality resources for quality education.

Respectfully submitted: Approved for submission:

_____   _____
Laura Stanbra   Cheryl Jensen
Vice President, Student Services   President

Appendices:

Executive Summary of Fee Information for the Draft 2018-2019 Tuition and Fee Schedules
Schedule A: 2018-2019 Schedule of Fees
Schedule B: Fees Exemptions Information
Schedule C, D and E: Students' Association Approval of Compulsory Ancillary Fees
Appendix A: Sample 2018-19 Fees Comparison of Four Programs
Appendix B: Sample Student Funding and Expenditures
Appendix C: Algonquin College 3% Cap Calculation for 2018-2019 (DRAFT)
Appendix D: High Demand Program Calculation
Appendix E: Compulsory Ancillary Fee Projections
Appendix F: Annual Fees Preparation: Procedure and Timeline
Appendix G: 2018-2019 Schedule of Fees Preparation Timeline

Executive Summary of Fee Information for the Draft 2018-2019 Tuition and Fee Schedules

The overall average **Tuition Fee** increase for all students is capped at 3.0% per year under the current Ministry of Advanced Education and Skills Development regulations. This maximum increase applies to General Purpose Operating Grant (GPOG) students and programs. Compliance within the maximum allowable (3.0%) is determined by in-year (2018-2019) and recent historical enrolment.

Tuition Fees (Schedule A: *2018-2019 Schedule of Fees*)

The Tuition Fee for all post-secondary, graduate certificate and honours Baccalaureate degree programs reflects an overall 2.98% increase (Appendix C: *Algonquin College 3% Cap Calculation for 2018-2019 (DRAFT))* with the exception Advanced Care Paramedic, Project Management, and Sport Business Management where no change to fees is proposed as a result of competitors' tuition rates.

Compulsory Ancillary Fees (Appendix E: *Compulsory Ancillary Fee Projections* and Schedule A: *2018-2019 Schedule of Fees*, p. 6-7)

All compulsory ancillary fee changes comply with the Minister's Binding Policy Directive on Tuition and Fees and have been established in consultation with the support of the Students' Association. The Binding Policy Directive establishes a maximum allowable increase of up to 20% annually on compulsory ancillary fees.

In recognition of the highest provincial ancillary fees, other than the U-Pass fee, no increases to Compulsory Ancillary Fees have been applied. With the inclusion of the anticipated U-Pass increase, the net overall increase in Compulsory Ancillary Fees will be 0.64%. It is anticipated that Algonquin College will continue to have the highest compulsory ancillary fees in the province. However, through the Net Tuition project, a robust communications plan and the creation of entrance bursaries for the 2018-2019 application cycle will improve student information about fees, awards, and related benefits and services.

The Health Plan Fee, administered via the Students' Association (Schedule A: *2018-2019 Schedule of Fees*, p.6) is anticipated to be confirmed by the service provider in December 2017. At this time, no increase for 2018-2019 to the fee of $149.66 is anticipated. There is some anticipation that this fee may decrease.

High Demand Tuition Fee (Schedule A: *2018-2019 Schedule of Fees*, p. 2)

All High Demand programs reflect a 3.0% increase. In accordance with policy, enrolment in basic post-secondary programs of instruction identified as High Demand may not exceed 15.0% of a College's total basic post-secondary enrolment (Appendix D: *High Demand Program*

Calculation). The draft calculation for 2018-2019 High Demand enrolment indicates that the College's enrolment in High Demand programs is 14.82%.

International Student Premium (Schedule A: *2018-2019 Schedule of Fees*, p. 10-11)

For most programs, the international student premium for full-time post-secondary and High Demand programs will increase from $4,527 to $4,577 per term (up 1.10%). Exceptions to this increase are listed below. The international student premium for graduate certificate programs will increase from $3,727 to $3,777 (up 1.34%). The increase reflects an increase for direct student service costs of$50 per term.

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

1. Aircraft Maintenance Technician (from $4,527 to $5,077 per term)
2. Architectural Technician (from $5,027 to $5,077 per term)
3. Computer Eng. Technology – Computer Science (from $4,527 to $5,077 per term)
4. Computer Programmer (from $4,527 to $5,077 per term)
5. Computer Systems Technician (from $4,527 to $5,077 per term)
6. Construction Engineering Technician (from $4,527 to $5,577 per term)
7. Early Childhood Education (from $5,027 to $5,077 per term)
8. Electrical Engineering Technician (from $4,527 to $5,077 per term)
9. Electro-Mechanical Engineering Technician - Robotics (from $4,527 to $5,077 per term)
10. Practical Nursing (from $5,527 to $5,577 per term)

Algonquin College Fee Comparison and Provincial Context

At Algonquin, student Tuition Fees for standard delivery range from $1,512.54 to $3,952.09 per term. (Schedule A: *2018-2019 Schedule of Fees*, p. 1-2). This range reflects the application of High Demand tuition rates. A sample application of all fees to students in four programs is given in Appendix A: *Sample 2018-19 Fees Comparison of Four Programs*

Algonquin College's standard Tuition Fee is comparable to other Ontario Colleges. For 2017-2018, within the existing Tuition Fee Formula (max 3.0%), the variance was less than $80 per term between the highest provincial College annual tuition rate of $2,944 and lowest of $2,784. Algonquin College's standard Tuition Fee is expected to stay within $10.00 of most of the Ontario Colleges, and within a $1.50 of six of the Colleges.

It is important to recognize that the application of High Demand and Ancillary Fees varies within the province and can create significant differences in fees.

The U-Pass Fee (Schedule A: *2018-2019 Schedule of Fees*, p.7) is expected to increase by a maximum of 2.5% from $202.46 to $207.52 (at most) per term. The rate is expected to be confirmed by the City by the end of December 2017.

Program Ancillary Fees (Schedule A: *2018-2019 Schedule of Fees*, p. 13-21)

Program Ancillary Fees, or course incidental fees, are prepared by staff in academic areas and reviewed by the Registrar's Office, and Academic Operations and Planning to ensure compliance with the Minister's Binding Policy Directive on Tuition and Fees. These fees cover learning materials and supplies retained by the students.

In 2016 and 2017, rigorous reviews of Program Ancillary Fees have been undertaken as a part of an overall Fees Review effort to understand cost and competition. Following these efforts, Program Ancillary Fees have been amended and, in some instances, reduced or removed. For 2018-2019, 40 courses have removed the program ancillary fee. For 2018-2019, there are 593 course incidental fees, ranging from $2.70 for a Massage Lab fee to $2,520 for a Power Line Technician Line Work course. The average course incidental fee is $98.91.

Fees Exemptions

Under certain conditions, students are provided with an exemption to specific fees. These exemptions are outlined in the fees exemption documentation (Schedule B: *Fees Exemptions Information)* and are administered through the Registrar's Office at time of registration.

Sample Student Funding and Expenditures (Appendix B: *Sample Student Funding and Expenditures*)

An overview of financial resources versus expenditures based on current averages for different student circumstances demonstrates the variance of expected personal contribution for those with access to other resources; for example, single students living at home have a shortfall of $240.52 whereas the single student dependent calculation results in a shortfall of $1,270.71.

DRAFT	FEES FOR MINISTRY-FUNDED PROGRAMS 2018-2019

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

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

(3% increase over 2017-2018)

Full-time Post-Secondary One, Two and Three Year Programs:
(Tuition fee factor matching duration)

	Per Term	Annually (two terms)
Tuition Fee:		
All Levels	$1,512.54	$3,025.08

Full-time Post-Secondary 45-50 Week Programs (Non-Semestered):
(For two-year diploma programs with a tuition fee factor of 2.0)

	Per Term	Annually (three terms)
Tuition Fee:		
All Levels	$2,016.72	$6,050.16

Part-time Fees:

The hourly rate for part-time activity is: $7.00

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

(3% increase over 2017-2018)

	Per Term	Annually (two terms)
1704X/F Practical Nursing *(TFF: 2.5)*		
Tuition Fee:		
All Levels	$1,890.67	$3,781.34

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

(3% increase over 2017-2018)

			Per Term	Annually (two terms)
1213X*	**Action Sports Park Development***	All Levels	$1,880.03	$3,760.06
1522X	**Aviation Techniques - Aircraft Maint.**	All Levels	$1,880.03	$3,760.06
0298X	**Bartending**	Level 01	$1,478.05	$2,956.10
0380X	**Broadcasting - Radio**	All Levels	$1,880.03	$3,760.06
1438Y	**GAS - English for Academic Purposes** (3-term program)	All Levels	$1,253.33	$3,759.99
6149X	**Interactive Media Design**	All Levels	$1,743.45	$3,486.90
1619X	**Medical Device Reprocessing**	All Levels	$1,575.70	$3,151.40
1214X*	**Urban Forestry - Arboriculture***	All Levels	$1,880.03	$3,760.06

TUITION SHORT PROGRAMS

(3% increase over 2017-2018)

Tuition (per week) $82.56

CO-OP DIPLOMA APPRENTICESHIP PROGRAMS

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

0557C	Motive Power Technician

TUITION FEES
FOR HIGH DEMAND MINISTRY-FUNDED PROGRAMS
2018-2019

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

Program Number and Title	Level	2016/17 Tuition Fee (per level)	2017/18 Tuition Fee (per level)	2018/19 Tuition Fee (per level)	Actual % Increase	Actual $ Increase
1456X Advertising and Marketing Communications Management TFF: 3 Duration: 3	All	$2,893.38	$2,980.18	$3,069.58	3.00%	$89.40
1288X Animation TFF: 3 Duration: 3	All	$2,893.38	$2,980.18	$3,069.58	3.00%	$89.40
0381X Broadcasting - Television TFF: 2 Duration: 2	All	$2,893.38	$2,980.18	$3,069.58	3.00%	$89.40
0608X Dental Assisting (Levels I and II) TFF: 1.25 Duration: 1	Levels 1, 2 Level 3	$2,423.36 $646.11	$2,496.06 $665.49	$2,570.94 $685.45	3.00% 3.00%	$74.88 $19.96
1927X Dental Hygiene TFF: 3 Duration: 3	All	$3,038.04	$3,129.18	$3,223.05	3.00%	$93.87
3013X Game Development TFF: 3 Duration: 3	All	$2,893.38	$2,980.18	$3,069.58	3.00%	$89.40
1400X Graphic Design TFF: 3 Duration: 3	All	$2,893.38	$2,980.18	$3,069.58	3.00%	$89.40
0402X Journalism TFF: 2 Duration: 2	All	$2,314.67	$2,384.11	$2,455.63	3.00%	$71.52
0915X Massage Therapy TFF: 3 Duration: 3	All	$2,384.12	$2,455.64	$2,529.30	3.00%	$73.66
1615X Medical Radiation Technology TFF: 3 Duration: 3	All	$2,542.06	$2,618.32	$2,696.86	3.00%	$78.54
1405X Music Industry Arts NSDP TFF: 2 Duration: 2	All	$2,956.83	$3,045.53	$3,136.89	3.00%	$91.36
1603X Orientation to Nursing in Ontario for Practical Nurses TFF: 0.5 Duration: 0.5	Level 1	$2,359.46	$2,430.24	$2,503.14	3.00%	$72.90
6780X Outdoor Adventure TFF: 2 Duration: 2	All	$3,725.24	$3,836.99	$3,952.09	3.00%	$115.10
6783X Outdoor Adventure Naturalist NSDP TFF: 2 Duration: 2	All	$2,566.89	$2,643.89	$2,723.20	3.00%	$79.31
0620X Paramedic TFF: 2 Duration: 2	All	$2,546.18	$2,622.56	$2,701.23	3.00%	$78.67
0030X Photography* TFF: 2 Duration: 2	All	$2,314.67	$2,384.11	$2,455.63	3.00%	$71.52
*As approved in April 2003, students pay a $900 per term program fee to cover the cost of using specialized digital and traditional photographic equipment.						
6236X Pre-Service Firefighter Education and Training TFF: 1.5 Duration: 1	Levels 1, 2 Level 3	$5,218.05 $2,782.93	$5,374.59 $2,866.41	$5,535.82 $2,952.40	3.00% 3.00%	$161.23 $85.99
0468X Public Relations TFF: 2 Duration: 2	All	$2,893.38	$2,980.18	$3,069.58	3.00%	$89.40
0606X Respiratory Therapy TFF: 3 Duration: 3	All	$1,675.28	$1,725.53	$1,777.29	3.00%	$51.76
6320X Veterinary Technician TFF: 2 Duration: 2	All	$1,481.63	$1,526.07	$1,571.85	3.00%	$45.78

Note:

Part-time fees are prorated.

Final part-time hourly rates will be confirmed following curriculum approval for 2018-2019.

TUITION FEES FOR MINISTRY-FUNDED
HIGH DEMAND GRADUATE CERTIFICATE, BACHELOR DEGREES (HONOURS) AND COLLABORATIVE UNIVERSITY DEGREE PROGRAMS
2018-2019

GRADUATE CERTIFICATE PROGRAMS WITH HIGH DEMAND TUITION FEES
(Part-time fees are prorated)

CHANGED: 3% increase to all except highlighted programs

Program Number and Title	Level	2016/17 Tuition Fee (per level)	2017/18 Tuition Fee (per level)	2018/19 Tuition Fee (per level)	Actual % Increase	Actual $ Increase
3005X Advanced Care Paramedic	Level 1	$5,792.55	$5,792.55	$5,792.55	0.00%	$0.00
TFF: 1 Duration: 1	Level 2	$3,378.96	$3,378.96	$3,378.96	0.00%	$0.00
	Level 3	$8,206.14	$8,206.14	$8,206.14	0.00%	$0.00
1606X Anesthesia Assistant	Level 1	$4,928.55	$5,076.40	$5,228.69	3.00%	$152.29
TFF: 1.5 Duration: 1.5	Level 2	$8,214.25	$8,460.67	$8,714.49	3.00%	$253.82
1526X Building Automation System Operations NEW TFF: 1 Duration: 1	All	n/a	$3,570.00	$3,677.10	3.00%	$107.10
1525X Building Information Modeling - Lifecycle Mgmt TFF: 1 Duration: 1	All	n/a	$3,122.82	$3,216.50	3.00%	$93.68
1514X Business Intelligence System Infrastructure TFF: 1 Duration: 1	All	$4,666.06	$4,806.04	$4,950.22	3.00%	$144.18
1410X Brand Management TFF: 1 Duration: 1	All	$2,071.11	$2,133.24	$2,197.23	3.00%	$63.99
1605X Clinically Intensive Orientation to Nursing in Ontario	Levels 1, 2	$2,359.46	$2,430.24	$2,503.14	3.00%	$72.90
TFF: 1.5 Duration: 1.5	Level 3	$4,019.86	$4,140.45	$4,264.66	3.00%	$124.21
1505X Construction Project Management TFF: 1 Duration: 1	All	$3,259.67	$3,357.46	$3,458.18	3.00%	$100.72
1618X Diagnostic Medical Sonography TFF: 2 Duration: 2	All	$1,720.77	$1,772.39	$1,825.56	3.00%	$53.17
1622X Digital Health TFF: 1.5 Duration: 1	All	$2,921.54	$3,009.18	$3,099.45	3.00%	$90.27
1524X Energy Management TFF: 1 Duration: 1	All	$1,974.95	$2,034.19	$2,095.21	3.00%	$61.02
1313X Entrepreneurship Acceleration TFF: 1 Duration: 1	All	$2,012.73	$2,073.11	$2,135.30	3.00%	$62.19
1517X Environmental Management and Assessment TFF: 1 Duration: 1	All	$2,894.62	$2,981.45	$3,070.89	3.00%	$89.44
0390X Event Management	Level 1	$2,199.77	$2,265.76	$2,333.73	3.00%	$67.97
TFF: 1 Duration: 1	Level 2	$2,178.81	$2,244.17	$2,311.49	3.00%	$67.32
1308X Financial Services TFF: 1 Duration: 1	All	$2,205.11	$2,339.39	$2,409.57	3.00%	$70.18
1588X Geographic Information Systems TFF: 1.5 Duration: 1.5	All	$5,039.30	$5,190.47	$5,346.18	3.00%	$155.71
1501X Green Architecture TFF: 1 Duration: 1	All	$2,480.60	$2,555.01	$2,631.66	3.00%	$76.65
1311X Human Resources Management TFF: 1 Duration: 1	All	$2,341.05	$2,411.28	$2,483.61	3.00%	$72.33
0300X Interactive Multimedia TFF: 1 Duration: 1	All	$3,611.84	$3,720.19	$3,831.79	3.00%	$111.60
1306X International Business Management TFF: 1 Duration: 1	All	$2,452.96	$2,526.54	$2,602.33	3.00%	$75.79
1404X Kitchen and Bath Design TFF: 1 Duration: 1	All	$2,126.70	$2,190.50	$2,256.21	3.00%	$65.71
1310X Marketing Management TFF: 1 Duration: 1	All	$2,384.94	$2,456.48	$2,530.17	3.00%	$73.69
1303X Marketing Business Intelligence Research	Levels 1, 2	$2,008.51	$2,068.76	$2,130.82	3.00%	$62.06
TFF: 1.5 Duration: 1.5	Level 3	$393.91	$405.72	$417.89	3.00%	$12.17
1309X Nonprofit Sector Management TFF: 1 Duration: 1	All	$3,856.22	$3,971.90	$4,091.05	3.00%	$119.15

1604X	Orientation to Nursing in Ontario for Nurses *TFF: 1 Duration: 1*	All	$2,359.46	$2,430.24	$2,503.14	3.00%	$72.90
1316X	Paralegal *TFF: 1 Duration: 1.5*		$1,278.53	$1,316.88	$1,356.38	3.00%	$39.50
1312X	<mark>Project Management</mark> *TFF: 1 Duration: 1*	All	$3,123.37	$3,123.37	$3,123.37	<mark>0.00%</mark>	$0.00
1523X	Regulatory Affairs - Sciences *TFF: 1 Duration: 1*	All	$2,604.78	$2,682.92	$2,763.40	3.00%	$80.48
1105X	Retirement Communities Management *TFF: 1 Duration: 1*	All	$2,766.58	$2,849.57	$2,935.05	3.00%	$85.48
0660X	RN Critical Care Nursing *TFF: 0.5 Duration: 0.5*	Per Year	$4,822.29	$4,966.95	$5,115.95	3.00%	$149.00
0664X	RN Perioperative Nursing *TFF: 0.5 Duration: 0.5*	Per Year	$4,822.29	$4,966.95	$5,115.95	3.00%	$149.00
0897X	RPN Operating Room *TFF: 0.5 Duration: 0.5*	Per Year	$4,822.29	$4,966.95	$5,115.95	3.00%	$149.00
0382X	Scriptwriting *TFF: 1 Duration: 1*	All	$2,483.13	$2,557.62	$2,634.34	3.00%	$76.72
1102X	Spa Management *TFF: 1 Duration: 1*	All	$2,140.70	$2,204.92	$2,271.06	3.00%	$66.14
6073X	<mark>Sport Business Management</mark> *TFF: 1.5 Duration: 1.5*	All	$3,696.72	$3,696.72	$3,696.72	<mark>0.00%</mark>	$0.00
0925X	Teachers of English as a Second/Foreign Language *TFF: 1 Duration: 1*	All	$2,762.27	$2,845.13	$2,930.48	3.00%	$85.35
1182X	Technical Writer *TFF: 1 Duration: 1*	All	$3,394.89	$3,496.73	$3,601.63	3.00%	$104.90
1611X	Victimology *TFF: 1 Duration: 1*	All	$1,659.20	$1,708.97	$1,760.23	3.00%	$51.26

BACHELOR DEGREE (HONOURS) PROGRAMS

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

Program Number and Title	Level	2016/17 Tuition Fee (per level)	2017/18 Tuition Fee (per level)	2018/19 Tuition Fee (per level)	Actual % Increase	Actual $ Increase
6148X Bachelor of Interior Design (Honours)	Level 1	$3,995.53	$4,115.39	$4,238.85	3.00%	$123.46
TFF: 4 Duration: 4	Level 2	$3,995.53	$4,115.39	$4,238.85	3.00%	$123.46
	Level 3	$3,995.53	$4,115.39	$4,238.85	3.00%	$123.46
	Level 4	$3,995.53	$4,115.39	$4,238.85	3.00%	$123.46
	Level 5	$3,995.53	$4,115.39	$4,238.85	3.00%	$123.46
	Level 6	$3,995.53	$4,115.39	$4,238.85	3.00%	$123.46
	Level 7	$3,995.53	$4,115.39	$4,238.85	3.00%	$123.46
	Level 8	$3,995.53	$4,115.39	$4,238.85	3.00%	$123.46
1512X Bachelor of Building Science (Honours)	Level 1	$3,469.40	$3,573.48	$3,680.68	3.00%	$107.20
TFF: 4 Duration: 4	Level 2	$3,469.40	$3,573.48	$3,680.68	3.00%	$107.20
	Level 3	$3,469.40	$3,573.48	$3,680.68	3.00%	$107.20
	Level 4	$3,469.40	$3,573.48	$3,680.68	3.00%	$107.20
	Level 5	$3,469.40	$3,573.48	$3,680.68	3.00%	$107.20
	Level 6	$3,469.40	$3,573.48	$3,680.68	3.00%	$107.20
	Level 7	$3,469.40	$3,573.48	$3,680.68	3.00%	$107.20
	Level 8	$3,469.40	$3,573.48	$3,680.68	3.00%	$107.20
6066X Bachelor of Commerce (e-Supply Chain Management) (Honours)	Level 1	$3,395.04	$3,496.89	$3,601.79	3.00%	$104.90
	Level 2	$3,395.04	$3,496.89	$3,601.79	3.00%	$104.90
TFF: 4 Duration: 4	Level 3	$3,395.04	$3,496.89	$3,601.79	3.00%	$104.90
	Level 4	$3,395.04	$3,496.89	$3,601.79	3.00%	$104.90
	Level 5	$3,395.04	$3,496.89	$3,601.79	3.00%	$104.90
	Level 6	$3,395.04	$3,496.89	$3,601.79	3.00%	$104.90
	Level 7	$3,395.04	$3,496.89	$3,601.79	3.00%	$104.90
	Level 8	$3,395.04	$3,496.89	$3,601.79	3.00%	$104.90
1617X Bachelor of Early Learning and Community Development (Honours)	Level 1	$3,542.50	$3,648.77	$3,758.23	3.00%	$109.46
	Level 2	$3,542.50	$3,648.77	$3,758.23	3.00%	$109.46
TFF: 4 Duration: 4	Level 3	$3,542.50	$3,648.77	$3,758.23	3.00%	$109.46
	Level 4	$3,542.50	$3,648.77	$3,758.23	3.00%	$109.46
	Level 5	$3,542.50	$3,648.77	$3,758.23	3.00%	$109.46
	Level 6	$3,542.50	$3,648.77	$3,758.23	3.00%	$109.46
	Level 7	$3,542.50	$3,648.77	$3,758.23	3.00%	$109.46
	Level 8	$3,542.50	$3,648.77	$3,758.23	3.00%	$109.46
6225X Bachelor of Hospitality and Tourism Management (Honours)	Level 1	$3,292.41	$3,391.18	$3,492.91	3.00%	$101.73
	Level 2	$3,292.41	$3,391.18	$3,492.91	3.00%	$101.73
TFF: 4 Duration: 4	Level 3	$3,292.41	$3,391.18	$3,492.91	3.00%	$101.73
	Level 4	$3,292.41	$3,391.18	$3,492.91	3.00%	$101.73
	Level 5	$3,292.41	$3,391.18	$3,492.91	3.00%	$101.73
	Level 6	$3,292.41	$3,391.18	$3,492.91	3.00%	$101.73
	Level 7	$3,292.41	$3,391.18	$3,492.91	3.00%	$101.73
	Level 8	$3,292.41	$3,391.18	$3,492.91	3.00%	$101.73

COLLABORATIVE UNIVERSITY DEGREE PROGRAMS

1624X	Bachelor of Information Technology - Information Resource Mgt. *Fees set by Carleton University*
6140X	Bachelor of Information Technology - Interactive Multimedia and Design *Fees set by Carleton University*
6178X	Bachelor of Information Technology - Network Technology *Fees set by Carleton University*
1516X	Bachelor of Information Technology - Photonics and Laser Technology *Fees set by Carleton University*
0616X	Bachelor of Science in Nursing *Fees set by the University of Ottawa*
5100X	Nipissing University Business Commerce *Fees set by Nipissing University*

ANCILLARY FEES
2018-2019

COMPULSORY ANCILLARY FEES

STUDENT ACTIVITY FEE

UNCHANGED

$177.87   per term

Assessed each term to all full-time students.
Part-time day students taking 2 or more courses per term are assessed one-half the normal fee i.e. $88.94 per term.
The fee is prorated for Co-op and field placement students.

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

SPORTS FEE

UNCHANGED

$72.63   per term

Assessed each term to all full-time students.
Part-time day students taking 2 or more courses per term are assessed one-half the normal fee i.e. $36.32 per term.
The fee is prorated for Co-op and field placement students.

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

STUDENT CENTRE BUILDING FEE

UNCHANGED

$17.50   per term

Assessed each term to all full-time students.
Part-time day students taking 2 or more courses per term are assessed one-half the normal fee i.e. $8.75 per term.
The fee is prorated for Co-op and field placement students.
Centre for Continuing and Online Learning registrants are assessed $.05/course hour.

Purpose: Contribution towards construction of student centres.

STUDENT COMMONS/AUDITORIUM FEE

UNCHANGED

$22.00   per term

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

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

HEALTH PLAN FEE

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

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

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

U-PASS FEE

TBC **$207.52**   per term for full-time students

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

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

U-PASS ADMINISTRATIVE FEE

UNCHANGED

$3.42   per academic year for full-time students

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

TECHNOLOGY FEE *(formerly the Information Technology Fee)*

UNCHANGED

$159.62   per term

$1.60 per hour to a maximum of $159.62 per term for part-time program registrants
> **Note:** *Part-time students are required to pay a minimum of $72.00 to access all Technology Fee services*

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

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

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

HEALTH SERVICES FEE

UNCHANGED

$20.00   per term

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

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

GRADUATION FEE

UNCHANGED

$40.00

Assessed in final level of all College programs.

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

TRANSCRIPT FEE

UNCHANGED

$20.00

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

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

STUDENT EXPERIENCE FEE

UNCHANGED

$18.00   per term

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

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

PROGRAM ANCILLARY FEES

CENTRE FOR CONTINUING AND ONLINE LEARNING (CCOL) SERVICE FEE

UNCHANGED

$1.25   per course hour

Assessed to registrants in CCOL courses.

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

- special information and orientation services provided evenings and weekends to assist students unfamiliar with the College;
- counselling and career assistance;
- study skills workshops;
- extended Learning Resource Centre hours;
- direct mail communication of upcoming programs and courses;
- student and service surveys that serve to improve courses teaching and support services;
- financial assistance counselling;
- job placement services;
- a central CCOL office at the Woodroffe Campus with extended hours of operation until 7:00 p.m. Monday to Friday and, Saturday 8:30 a.m. to 1:00 p.m.;
- professional development for continuing education teachers;
- production and mailing of official transcripts and course descriptions.

CO-OP FEE

UNCHANGED

$519.00   per Co-op work term

Assessed in three instalments prior to work term:

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

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

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

eTEXTBOOK FEES

Assessed each term for students in designated programs.

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

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

LEARNING MATERIALS AND SUPPLIES

See attached Program Related Ancillary Fees table

Amounts determined annually for specific courses in some programs.

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

Note: Enclosed is a summary by program, by course, of 2018-2019 program-related ancillary fees for program registrants. A summary report of program-related ancillary fees is maintained in the Registrar's Office.

ADDITIONAL NON-TUITION-RELATED FEES

Academic Appeal	Stage 1: $25.00 (Refunded if appeal is successful) Stage 2: $50.00 (Refunded if appeal is successful)
Advanced Standing	$50.00
Course Withdrawal Penalty	$25.00
Distance Education IT Service Fee	$50.00 per course for most online courses offered through Distance Education.
Duplicate Copies	Diploma/certificate: $20.00
Late Payment Fee **(Full-time students only)**	A $150.00 late fee will be charged to all students who pay their fees after the Balance Due Date and the Fees Due Date (maximum one late fee assessment per term)
PLAR *(3% increase over 2017-2018)*	$126.24 per assessment or challenge. $100.78 for General Education Portfolio Assessments. $728.39 per program challenge.
PLAR Appeal	$25.00
PLAR Withdrawal Penalty	$10.00
Program Withdrawal Penalty	A $500.00 fee assessed to all domestic students who withdraw in their initial term of the academic year if written request provided within ten business days from the start of the term.
International Program Withdrawal Penalty	A $1000.00 fee assessed to all international students who withdraw if written request provided within ten business days from the start of term.
Returned Cheque	$25.00
Review of Final Grade	$25.00 (Refunded if appeal is successful)
Late Booking or Missed Distance Education Exam	$50.00
Supplemental Exams	$15.00
Transfer of Academic Credit (External)	$10.00 per course assessment

FULL-TIME POST-SECONDARY PROGRAMS WITH REGULAR AND HIGH DEMAND TUITION
CHANGED: $4,527.00 in 2017-2018

Full-time International students in these programs pay Canadian tuition fees plus an International Premium of $4,577.00 per academic term.

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

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

Code	Program	Premium	Prior
1522X	Aircraft Maintenance Technician	$5,077.00	($4,527 in 2017-2018)
0188W, 0188X, 0188Y	Architectural Technician	$5,077.00	($5,027 in 2017-2018)
0006X	Computer Eng. Technology - Computer Science	$5,077.00	($4,527 in 2017-2018)
0336X	Computer Programmer	$5,077.00	($4,527 in 2017-2018)
0150X	Computer Systems Technician	$5,077.00	($4,527 in 2017-2018)
0190W,0190X, 0190Y	Construction Engineering Technician	$5,077.00	($4,527 in 2017-2018)
0398X, 0430X	Early Childhood Education	$5,077.00	($5,027 in 2017-2018)
0317X	Electrical Engineering Technician	$5,077.00	($4,527 in 2017-2018)
0550X	EME Technician Robotics	$5,077.00	($4,527 in 2017-2018)
1704F, 1704X	Practical Nursing	$5,577.00	($5,527 in 2017-2018)

FULL-TIME GRADUATE CERTIFICATE AND BACHELOR DEGREE OF APPLIED STUDIES PROGRAMS
CHANGED: $3,727.00 in 2017-2018

Full-time International students in these programs pay Canadian tuition fees plus an International Premium of $3,777.00 per academic term.

HEALTH INSURANCE FEE

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

$696.00 annually. Prorated for students commencing studies in the Winter ($464.00) and Spring Terms ($232.00) Students enrolled in Introduction to Canadian Health Studies pay $232.00 per term.

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

The hourly rate for part-time activity is*	$7.00	(3% increase over 2017-2018)
International Student Premium**	$16.46	per hour
Total, Part-time Fees for International Students	**$23.46**	per hour

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

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

STUDENTS IN CO-OP PROGRAMS:

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

ENGLISH FOR ACADEMIC PURPOSES (EAP-INTERNATIONAL) PROGRAM (1935X):

Per 8 Week Level:

Tuition	$1,152.57	(3% increase over 2017-2018)
International Premium*	$1,311.73	(3% increase over 2017-2018)
Student Activity/Sports Fee	$104.00	
Student Commons/Auditorium Fee	$11.00	
Health Services Fee	$10.00	
Technology Fee (once per term)	$159.62	
U-Pass Administrative Fee (once per year)	$3.42	
U-Pass Fee (per term, annual amount paid in full upon first registration in academic year)	$207.52	
Student Experience Fee	$9.00	
Health Insurance Fee*	$116.00	
Total	**$3,084.86**	

Full-time International students in English for Academic Purposes (EAP - International programs) pay the Health Insurance Fee.

ESL/FLS PART-TIME NON-FUNDED COURSES:

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

FULL-TIME STUDENTS TAKING ADDITIONAL COURSES:

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

DISTANCE EDUCATION AND INTERNET COURSES:

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

STUDENTS REGISTERED IN COLLEGE-APPROVED PROGRAMS:

International students will be charged a 15% premium over Canadian tuition fees for College-approved programs. This premium does not include health insurance.

REFUND POLICIES FOR INTERNATIONAL STUDENTS:

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

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

Refund in full of any tuition and ancillary fees paid less a $1000.00 international full-time program withdrawal penalty and the non-refundable Health Insurance Fee ($696.00 for Fall intake, $464.00 for Winter intake or $232.00 for Spring intake) and a refund in full of any tuition and ancillary fees paid in advance for subsequent terms.

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

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

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

APPRENTICESHIP FEES
2018-2019

PROGRAM TITLE	PROGRAM NUMBER	LEVEL	HOURS	FEES
Autobody Repairer	0502X	Basic	240	$400.00
Autobody Repairer	0502X	Intermediate	240	$400.00
Autobody Repairer	0502X	Advanced	240	$400.00
Automotive Service Technician	0529S	Basic	240	$400.00
Automotive Service Technician	0529S	Intermediate	240	$400.00
Automotive Service Technician	0529S	Advanced	240	$450.00
Automotive Service Technician (ASEP)	0568S	Level 1	240	$400.00
Automotive Service Technician (ASEP)	0568S	Level 2	240	$400.00
Automotive Service Technician (ASEP)	0568S	Level 3	240	$400.00
Automotive Service Technician (ASEP)	0568S	Level 4	240	$400.00
Carpenter	0504X	Basic	240	$400.00
Carpenter	0504X	Intermediate	240	$400.00
Carpenter	0504X	Advanced	240	$450.00
Cabinetmaker	0510X	Basic	240	$400.00
Cabinetmaker	0510X	Advanced	240	$400.00
Commercial Vehicle and Equipment	0529C	Basic	240	$400.00
Cook	0346X	Basic	420	$600.00
Cook	0346X	Advanced	300	$650.00
Electrician-Const/Maintenance	0506X	Basic	240	$400.00
Electrician-Const/Maintenance	0506X	Intermediate	300	$500.00
Electrician-Const/Maintenance	0506X	Advanced	300	$550.00
Facilities Management	0505X	Basic	240	$400.00
Facilities Management	0505X	Intermediate	240	$400.00
Hairstylist	0348X	Basic	240	$400.00
Hairstylist	0348X	Advanced	240	$450.00
Horticultural Technician	1411X	Level 1	360	$600.00
Horticultural Technician	1411X	Level 2	360	$600.00
Instrumentation and Control Technician	0520X	Basic	240	$400.00
Plumber	0522X	Basic	240	$400.00
Plumber	0522X	Intermediate	240	$400.00
Plumber	0522X	Advanced	240	$450.00
Refrigeration & Air Conditioning Systems Mechanic	0500X	Intermediate	240	$400.00
Refrigeration & Air Conditioning Systems Mechanic	0500X	Advanced	240	$450.00
Residential and ICI Air Conditioning Systems Mechanic	0500C	Basic	240	$400.00
Residential and ICI Air Conditioning Systems Mechanic	0500R	Advanced	240	$400.00
Residential Low Rise Sheet Metal	0532X	Basic	180	$300.00
Sheet Metal Worker	0526X	Basic	240	$400.00
Sheet Metal Worker	0526X	Intermediate	240	$400.00
Sheet Metal Worker	0526X	Advanced	240	$450.00
Truck and Coach Technician	0529M	Intermediate	240	$400.00
Truck and Coach Technician	0529M	Advanced	240	$450.00

Part-time apprenticeship fees are pro-rated

ADDITIONAL NON-TUITION-RELATED FEE FOR APPRENTICESHIP:

Prior Learning Assessment and Recognition $50.00 per assessment or challenge

PROGRAM RELATED ANCILLARY FEES
2018-2019

These are College-levied charges over and above the tuition fees and are for learning materials retained by the students.
Final Program-Related Ancillary Fees will be confirmed following curriculum approval for 2018-2019.

Program Title	Program Number	Level	Course Title	Course Number	2018-2019 Fee
Action Sports Parks Development	1213X	02	First-Aid Advanced	HLT7143	$295.00
			Snow Terrain Park Maintenance	OAD7122	$300.00
Aircraft Maintenance Technician	1522X	01	Safety and Human Factors	AIR1090	$25.00
		03	Maintenance Procedures I	AIR2510	$60.00
Animation	1288X	01	Life Drawing for Animation I	ANI1513	$50.00
		02	Life Drawing for Animation II	ANI1523	$50.00
		03	Life Drawing for Animation III	ANI1552	$50.00
		04	Life Drawing for Animation IV	ANI1607	$50.00
		05	Life Drawing V	ANI1578	$50.00
		06	Life Drawing VI	ANI1584	$50.00
Applied Museum Studies	0446C	01	Art, Architecture and Artifacts	MUS1997	$10.00
			Introduction to Museum Research	MUS1999	$56.50
		03	Collections Management I - Reg'n	MUS2007	$10.00
			Museum Management	MUS2006	$56.50
			Shop Practices	MUS2008	$11.50
		04	Techniques in Exhibition	MUS2013	$14.00
		05	Human Resources Plan & Mngt	MUS1982	$10.00
			Plan & Develop Educational Exhibits	MUS2019	$56.50
		06	Museum Field Placement	MUS2022	$60.00
Architectural Technician	0188W	01	Architectural CAD I	CAD8407	$20.00
			Working Drawings I	ARC8401	$25.00
		02	Architectural CAD II	CAD8409	$25.00
			Visual Communication II	DSN8402	$20.00
			Working Drawings II	ARC8402	$35.00
		03	Design I	DSN8441	$20.00
			Revit Architecture I	CAD8414	$20.00
			Working Drawings III	ARC8403C	$50.00
		04	Design II	DSN8442	$25.00
			Revit Architecture II	CAD8415	$20.00
			Working Drawings IV	ARC8404C	$50.00
Architectural Technician	0188X	01	Architectural CAD I	CAD8407	$20.00
			Working Drawings I	ARC8401	$25.00
		02	Architectural CAD II	CAD8409	$25.00
			Visual Communication II	DSN8402	$20.00
			Working Drawings II	ARC8402	$35.00
		03	Design I	DSN8441	$20.00
			Revit Architecture I	CAD8414	$20.00
			Working Drawings III	ARC8403C	$50.00
		04	Design II	DSN8442	$25.00
			Revit Architecture II	CAD8415	$20.00
			Working Drawings IV	ARC8404C	$50.00
Architectural Technician	0188Y	01	Architectural CAD I	CAD8407	$20.00
			Working Drawings I	ARC8401	$25.00
		02	Architectural CAD II	CAD8409	$25.00
			Visual Communication II	DSN8402	$20.00
			Working Drawings II	ARC8402	$35.00
		03	Design I	DSN8441	$20.00
			Revit Architecture I	CAD8414	$20.00
			Working Drawings III	ARC8403C	$50.00
		04	Design II	DSN8442	$25.00
			Revit Architecture II	CAD8415	$20.00
			Working Drawings IV	ARC8404C	$50.00
Architectural Technology	0018X	01	Architectural CAD I	CAD8407	$20.00
			Working Drawings I	ARC8401	$25.00
		02	Architectural CAD II	CAD8409	$25.00
			Visual Communication II	DSN8402	$20.00
			Working Drawings II	ARC8402	$35.00
		03	Design I	DSN8441	$20.00
			Revit Architecture I	CAD8414	$20.00
			Working Drawings III	ARC8403C	$50.00
		04	Design II	DSN8442	$25.00
			Revit Architecture II	CAD8415	$20.00
			Working Drawings IV	ARC8404C	$50.00
		05	Architectural Project I	ARC8497	$50.00
			Construction Methods & Materials V	ARC8425	$135.00
			Working Drawings V	ARC8405C	$50.00
		06	Architectural Project II	ARC8498	$50.00
			Working Drawings VI	ARC8406C	$25.00

Program	Code	Lvl	Course	Course Code	Fee
Architectural Technology	0018Y	01	Architectural CAD I	CAD8407	$20.00
			Working Drawings I	ARC8401	$25.00
		02	Architectural CAD II	CAD8409	$25.00
			Visual Communication II	DSN8402	$20.00
			Working Drawings II	ARC8402	$35.00
		03	Design I	DSN8441	$20.00
			Revit Architecture I	CAD8414	$20.00
			Working Drawings III	ARC8403C	$50.00
		04	Design II	DSN8442	$25.00
			Revit Architecture II	CAD8415	$20.00
			Working Drawings IV	ARC8404C	$50.00
		05	Architectural Project I	ARC8497	$50.00
			Construction Methods & Materials V	ARC8425	$135.00
			Working Drawings V	ARC8405C	$50.00
		06	Architectural Project II	ARC8498	$50.00
			Working Drawings VI	ARC8406C	$25.00
Auto Body Repairer	0502X	01	Applied Mechanical I	AUT8846	$150.00
		02	Applied Mechanical II	AUT8886	$150.00
		03	Applied Mechanical III	AUT8866	$150.00
Automotive Service Technician	0529S	01	Work Practices	AST8801	$150.00
		02	Air Conditioning Systems	AST8310	$150.00
		03	Climate Control Systems	AST8320	$150.00
Automotive Service Technician (GM-ASEP)	0568S	01	Work Practices I	AST8613	$150.00
		02	Work Practices II	AST8623	$150.00
		03	Climate Control Systems I	AST8633	$150.00
		04	Climate Control Systems II	AST8643	$150.00
Bach. Early Learning & Comm Dev(Honours)	1617X	01	Introduction to Curriculum	EDU4114	$10.00
		04	Creative Arts for Children	EDU4242	$10.00
Bachelor of Building Science (Honours)	1512X	06	Building Information Modeling	CAD3200	$125.00
Baking and Pastry Arts	1201X	01	Baking I - Theory	FOD2144	$75.00
			Baking Practical I	FOD2146	$735.00
			Shop Mgmt. 1/Sanitation and Safety	HOS2143	$16.25
			Wine, Food and Culture	HOS2255	$30.00
		02	Baking Practical II	FOD2166	$75.00
			Shop Management and Entrepreneur	HOS2153	$17.00
Baking and Pastry Arts Management	1207X	01	Baking I - Theory	FOD2144	$75.00
			Baking Practical I	FOD2146	$735.00
			Shop Mgmt. 1/Sanitation and Safety	HOS2143	$16.25
			Wine, Food and Culture	HOS2255	$30.00
		02	Baking Practical II	FOD2166	$75.00
			Shop Management and Entrepreneur	HOS2153	$17.00
		03	Chocolate and Sugar Works	FOD2136	$75.00
			Nutrition and Food Preparation	FOD2129	$15.00
		04	Advanced Cake Decoration/Gum Pas	FOD2231	$75.00
			Plated Desserts	FOD2243	$77.00
			Specialty Cakes-Marizpan/Petit Four	FOD2232	$75.00
Bartending	0298X	01	Bar Cost Control and Regulations	HOS2061	$30.00
			Customer Relations	HOS2082	$88.00
			Mixology Practical	HOS2080	$70.00
			Oenology	HOS2066	$20.00
BBS (Honours) (Entry Level 03)	1512A	06	Building Information Modeling	CAD3200	$125.00
BBS (Honours) (Entry Level 05)	1512B	06	Building Information Modeling	CAD3200	$125.00
BHTM (Honours)	6225X	01	Computer Applications	DAT6107	$50.00
			Food and Beverage Studies	FOD6101	$100.00
			Foundations Hospitality and Tourism	HOS6100	$20.00
		02	Financial Accounting	ACC6104	$10.00
			Food and Beverage Operations	FOD6103	$100.00
			Hotel Operations	HOS6102	$15.00
		03	Food Production and Service	FOD6109	$225.00
			Managerial Accounting	ACC6107	$10.00
		04	Conference and Event Management	HOS6112	$10.00
			Cost Control in Hospitality	HOS6115	$10.00
		05	Organizational Behaviour	HRM6118	$50.00
		06	Financial Analysis	ACC6124	$10.00
		07	Career Development and Managemen	HOS6130	$45.00
			Hospitality Business Simulation	HOS6126	$70.00
			Research Methods	QUA6127	$15.00
		08	International Management	MGT6130	$5.00
			Project Management in Food	FOD6128	$25.00

Program	Code	Sem	Course	Course Code	Fee
BHTM (Honours) - Bridging	6225B	05	Organizational Behaviour	HRM6118	$50.00
		06	Financial Analysis	ACC6124	$10.00
		07	Career Development and Management	HOS6130	$45.00
			Hospitality Business Simulation	HOS6126	$70.00
			Research Methods	QUA6127	$15.00
		08	International Management	MGT6130	$5.00
			Project Management in Food	FOD6128	$25.00
Biotechnology - Advanced	1020X	01	Biology Laboratory	BIO1301	$15.00
			Chemistry Lab	CHE1303	$15.00
		02	Molecular Biology Lab	BIO1402	$15.00
			Organic Chemistry Lab	CHE1402	$15.00
		03	Biochemistry I Lab	BCH2302	$15.00
			Microbiology I Lab	BIO2302	$20.00
		04	Biochemistry II Laboratory	BCH2402	$15.00
			Instrumentation Laboratory	BTC2406	$20.00
			Microbiology II Laboratory	BIO2404	$20.00
		05	Animals in a Research Setting	BTC3306	$15.00
			Biotechnology I Laboratory	BTC3303	$15.00
			Industrial Laboratory	BTC3305	$15.00
		06	Biotechnology II Laboratory	BTC3403	$15.00
			Biotechnology Practicum	BTC3404	$20.00
			Research Methods in Biotechnology	BTC3400	$150.00
Broadcasting - Television	0381X	01	Electronic Field Production I	TVA1565	$75.00
			Introduction to Post-Production	TVA1530	$150.00
			Studio Production I	TVA1501	$40.00
		02	Electronic Field Production II	TVA1566	$30.00
			Studio Production II	TVA1507	$30.00
		03	Electronic Field Production III	TVA1515	$30.00
			Production & Business Mgt I	TVA1560	$20.00
			Studio, Life Style & News Prod I	TVA1548	$40.00
		04	Electronic Field Production IV	TVA1519	$30.00
			Remote Broadcast II	TVA1518	$95.00
Building Construction Technician	6442X	01	Applied Construction Geometry	CON8125	$15.00
			Building Structures I	CON8114	$180.00
			Drafting	DRA8110	$65.00
		02	AutoCAD I	CAD8010	$35.00
			Building Structures II	CON8120	$65.00
		03	AutoCAD II	CAD8020	$35.00
			Interior Systems	WOO8805	$40.00
Business - Management & Entrepreneurship (Perth)	0242X	01	Skills For Success	RET9201	$10.00
		02	Ethic, Social & Personal Dev	GED9235	$10.00
		03	Work Placement	LFS9401	$10.00
			Business Management	MGT9401	$10.00
Business - Management & Entrepreneurship	0242X	03	Retail Management	RET2211	$23.00
		04	Business Management	MGT2230	$23.00
Business Administration - Finance	0216K	04	Retirement Planning	FIN2306	$100.00
		05	Risk and Estate Planning	FIN2307	$100.00
		06	Investment Planning	FIN2308	$100.00
			Income Tax Planning	FIN2309	$100.00
Business Admin. - Material & Opers. Mgt.	0216L	06	Prod.,Planning & Execution (SAP)	MGT2369	$55.00
Business Administration (charged if selected)	0216E	elect.	Prod.,Planning & Execution (SAP)	MGT2369	$55.00
(charged if selected)		04	Retirement Planning	FIN2306	$100.00
(charged if selected)		05	Risk and Estate Planning	FIN2307	$100.00
(charged if selected)		06	Investment Planning	FIN2308	$100.00
(charged if selected)			Income Tax Planning	FIN2309	$100.00
Cabinetmaking and Furniture Technician	0575X	01	Joinery	WOO8930	$450.00
		02	Furniture Making	WOO8939	$135.00
			Furniture, Kitchens and Millwork	WOO8942	$215.00
Carpentry and Joinery - Heritage	0530X	01	Carpentry I:Foundations and Floors	CON9111	$120.00
			Joinery I: Fundamentals	WOO9254	$105.00
		03	Joinery III: Traditional Windows	WOO9304	$65.00
			Joinery IV: Traditional Doors	WOO9307	$60.00
		04	Joinery VI: Ornamental Millwork	WOO9400	$50.00
			Culminating Architectural Millwork Pro	WOO9401	$50.00
			Traditional Carpentry II: Log Building	WOO9402	$50.00

Program	Code	Level	Course	Course Code	Fee
Child and Youth Care	0476X	02	Principles of Psychology	FAM0001	$21.00
		03	Child and Youth Care Interventions	FAM1064	$20.00
			Counselling Skills	FAM1082	$10.00
			Outdoor Activities I	FAM1070	$130.00
		06	Outdoor Activities II	FAM1100	$150.00
Civil Engineering Technology	0192X	01	Construction Materials I	CON8411	$20.00
			Residential Building/Estimating	CON8101	$15.00
		02	Commercial Building/Estimating	CON8102	$15.00
			Construction Materials II	CON8412	$20.00
		03	AutoCAD I	CAD8400	$20.00
			Civil Estimating	CON8404	$25.00
		04	AutoCAD II	CAD8405	$30.00
			Project Scheduling and Cost Control	CON8406	$10.00
Civil Engineering Technology	0192Y	01	Construction Materials I	CON8411	$20.00
			Residential Building/Estimating	CON8101	$15.00
		02	Commercial Building/Estimating	CON8102	$15.00
			Construction Materials II	CON8412	$20.00
		03	AutoCAD I	CAD8400	$20.00
			Civil Estimating	CON8404	$25.00
		04	AutoCAD II	CAD8405	$30.00
			Project Scheduling and Cost Control	CON8406	$10.00
Clinically Intensive ONO	1605X	01	Basic Technical Nursing Skills I	NSG0071	$97.99
		02	Nursing in Geriatric Mental Health	NSG6804	$28.00
Commercial Vehicle and Equipment	0529C	01	Trade Practices	TRK8308	$150.00
Computer Eng. Technology - Comp. Science	0006X	03	Processor Architecture	CST8216	$30.00
		05	Interfacing	CST8227	$72.00
Computer Systems Technician	0150X	01	Network Operating Systems I	CST8202	$173.00
Computer Systems Technology - Security	0156X	01	Network Operating Systems I	CST8202	$173.00
Carpentry and Renovation Technician	6785X	01	Construction Carpentry I	WOO9201	$45.00
			Construction Safety	SAF9251	$75.00
		03	Finish Carpentry 1: Intro to J/S/M	WOO9215	$60.00
Construction Engineering Technician	0190W	01	Construction Materials I	CON8411	$20.00
			Residential Building/Estimating	CON8101	$15.00
		02	Commercial Building/Estimating	CON8102	$15.00
			Construction Materials II	CON8412	$20.00
		03	AutoCAD I	CAD8400	$20.00
			Civil Estimating	CON8404	$25.00
		04	AutoCAD II	CAD8405	$30.00
Construction Engineering Technician	0190X	01	Construction Materials I	CON8411	$20.00
			Residential Building/Estimating	CON8101	$15.00
		02	Commercial Building/Estimating	CON8102	$15.00
			Construction Materials II	CON8412	$20.00
		03	AutoCAD I	CAD8400	$20.00
			Civil Estimating	CON8404	$25.00
		04	AutoCAD II	CAD8405	$30.00
Construction Engineering Technician	0190Y	01	Construction Materials I	CON8411	$20.00
			Residential Building/Estimating	CON8101	$15.00
		02	Commercial Building/Estimating	CON8102	$15.00
			Construction Materials II	CON8412	$20.00
		03	AutoCAD I	CAD8400	$20.00
			Civil Estimating	CON8404	$25.00
		04	AutoCAD II	CAD8405	$30.00
Construction Techniques	1519X	01	Applied Construction Geometry	MAT7013	$10.00
			Building Tools and Materials	CON7014	$350.00
			Plans, Specifications and Code I	DRA7335	$80.00
		02	Res Framing and Ext Finish	CON7015	$150.00
Cook	0346X	01	Food - Practical I	FOD2174	$150.00
		02	Food - Practical II	FOD2184	$150.00
Culinary Management	0354X	01	Culinary Fundamentals	FOD2132	$75.00
			Food Demonstration I	FOD2111	$795.39
			Introduction to Baking and Pastry	FOD2119	$28.00
			Sanitation and Safety Training	FOD2103	$60.00
		02	Food Demonstration II	FOD2126	$117.00
			Food Practical I	FOD2196	$117.00
			Nutrition and Food Preparation	FOD2129	$15.00
			Quantity Food Production	FOD2117	$117.00
		03	Food Practical II	FOD2186	$117.00
		04	Field Placement Culinary Arts	FLD0009	$60.00
			Food Practical III	FOD2246	$117.00
(Charged in Level 03, two of the four courses taken alternate terms)		elect.	Farm to Fork	FOD2105	$75.00
			International Cuisine	FOD2133	$60.00
			Plated Desserts	FOD2243	$77.00
			Wine Food and Restaurant Service	FOD2106	$150.00

Program	Code	Level	Course	Course Code	Fee
Culinary Skills - Chef Training	0206X	01	Culinary Fundamentals	FOD2132	$75.00
			Food Demonstration I	FOD2111	$795.39
			Introduction to Baking and Pastry	FOD2119	$28.00
			Sanitation and Safety Training	FOD2103	$60.00
		02	Food Demonstration II	FOD2126	$117.00
			Food Practical I	FOD2196	$117.00
			Nutrition and Food Preparation	FOD2129	$15.00
			Quantity Food Production	FOD2117	$117.00
Dental Assisting (Levels I and II)	0608X	01	Dental Materials Laboratory I	DEN4431	$528.00
			Preclinic Practicum I	DEN4396	$510.00
			Radiography Practicum I	DEN4310	$418.00
		02	Dental Materials Lab II	DEN4443	$93.00
			Preclinic Practicum II	DEN4398	$975.00
Dental Hygiene	1927X	01	Preclinic Practicum I	DEN4409	$1,510.00
			Radiography Practicum I	DEN4310	$418.00
		02	Dental Materials I	DEN4416	$93.00
			Preclinic Practicum II	DEN4422	$469.00
		03	Preclinical Practicum III	DEN4430	$1,106.00
		05	Clinic Practicum II	DEN4456	$754.00
Developmental Services Worker (charged in Level 03)	0436A	elect.	Residential Health Clinical Skills	FAM1911	$25.00
Diagnostic Medical Sonography	1618X	01	Sonography Skills Laboratory I	IMG1017	$192.09
EAP for International Students	1935X	01	EAP Grammer for Speaking and Liste	ESL9103	$35.00
Early Childhood Education	0398X	01	Fostering Children's Creativity	FAM1222	$10.00
			Preparation for Field Experience	FAM1210	$10.00
Early Childhood Education	0430X	01	Observation Skills	FAM1000	$10.00
		03	Creative Art Experiences Child	FAM0030	$15.00
Early Childhood Education (Perth)	0430X	01	Preparation for Field Placement I	FAM9618	$10.00
			Fostering Creativity in Children	FAM9602	$30.00
		03	Language Arts	FAM9625	$25.00
Early Childhood Education (Pembroke)	0430X	01	Creativity-Early Learning Programs	FAM7612	$35.00
		02	Electrical Principles - II	ELE8922A	$25.00
		03	Power Electronics	ELE8930	$70.00
			Programmable Controllers	ELE8932	$10.00
		04	Robotics and Controls	ELE8941	$175.00
		02	Electrical Principles - II	ELE8922A	$25.00
		03	Power Electronics	ELE8930	$70.00
			Programmable Controllers	ELE8932	$10.00
		04	Robotics and Controls	ELE8941	$175.00
		05	Microcomputer Interfacing	CAM8302E	$120.00
Electrician (Construction & Maintenance)	0506X	01	Electronics - Level 1	ELE8716	$75.00
			Installation Methods - Level 1	ELE8714	$75.00
		02	Electronics - Level 2	ELE8726	$75.00
			Installation Methods - Level 2	ELE8724	$75.00
		03	Electronics - Level 3	ELE8737	$75.00
			Installation Methods - Level 3	ELE8740	$75.00
EME Technician - Robotics	0550X	01	Computer Aided Design/Drafting (CAI	CAD8300	$40.00
			DC and AC Electronics	ELN9104	$170.00
		02	Basic Electronic Assembly	ELN8613	$100.00
			Circuit Applications	ELN9192	$22.00
			Manufacturing Application I	MFG8512	$65.00
		03	CNC Part Programming - Theory	CAM8501	$40.00
			Digital Logic Analysis	ELN8303	$40.00
			Intro Fuel Gas & Electrical Welding	WEL9107	$25.00
			Microcontrollers	ELN9213	$110.00
		04	Industrial Robots	ROB9205	$105.00
			Interfacing and Programming	ELN9204	$100.00
			Programmable Logic Controllers	ELN9207	$125.00
Energy Management	1524X	01	Alternative Energy Systems	ENV9000	$50.00
Environmental Management & Assessment	1517X	01	Field Tech. & Sample Acquisition	ENV4002	$175.00
			Sample Processing and Analysis	SCI4000	$15.00
		02	Advanced Environmental Chemistry	CHE4000	$15.00
			Environ. Auditing & Site Assessment	ENV4006	$175.00
Esthetician	1103X	01	Esthetics Practical Lab I	HLT1103	$985.00
		02	Esthetics Practical Lab II	HLT2102	$850.00
			Spa Operations I	FLD2109	$100.00
		03	Spa Operation II	FLD3100	$200.00

Program	Code	No.	Course	Course Code	Fee
Event Management	0390X	01	Event Management Strategies	FAE1342	$50.00
			Event Projects I Practical	FAE1347	$13.00
		02	Field Work	FAE1335	$50.00
Fitness and Health Promotion	3010X	01	Introduction to Fitness/Wellness	FIT2212	$296.15
		02	Fitness Assessment	FIT2220	$59.88
		03	Personal Training	FIT2237	$449.83
			Sports Injuries/Exercise Safety	FIT2230	$45.00
Food and Nutrition Management	1204X	01	Quality Mgt - Sanitation/Safety	MGT3001	$70.00
		02	Clinical Nutrition	NTN4001	$25.00
			Food Modification	NTN4002	$150.00
Game Development	3013X	02	Game Design Foundations	GAM1510	$70.00
		06	Capstone II: Game Assets	GAM1563	$400.00
GAS - 1 Yr -Intro to Fine Art	1438F	01	Foundations in Print and 3D Media	ART0030	$353.00
			Painting Methods and Concepts I	ART0010	$193.00
			Strategies in Drawing I	ART0028	$165.52
			Artists in Society	SOC0007	$50.00
		02	Painting Methods and Concepts II	ART0013	$175.00
			Strategies in Drawing II	ART0029	$52.00
			Trends and Topics in Western Art	HIS0014	$50.00
GAS - Aviation Management	0438K	01	Private Pilot Ground School	AVI8810	$6.99
GAS - English for Academic Purposes	1438Y	01	Basic Academic Reading	ESL4001	$12.00
			Basic Academic Listening and Speaki	ESL4005	$12.00
			Basic Academic Writing	ESL4002	$12.00
		02	Applied Academic Reading	ESL6001	$12.00
			Applied Academic Listening and Spea	ESL6005	$12.00
			Applied Academic Writing	ESL6002	$12.00
		03	Advanced Academic Reading	ESL7007	$12.00
			Advanced Academic Writing	ESL7001	$12.00
			Advanced Academic Listening and Sp	ESL7008	$12.00
GAS - One Year - Concept Art Foundations	1438U	01	Character and Creature Design I	ART0016	$234.00
			Environment Design I	ART0015	$20.00
			Life Drawing I	ART0018	$103.50
			Photoshop for Concept Design	ART0027	$20.00
		02	Creative Thinking	SSC0083	$60.00
			Environment Design II	ART0020	$28.00
			Life Drawing II	ART0024	$50.00
GAS - One Year - Design Studies	1438J	01	Fund. of Creative Photography	SSC0041	$350.00
			Portfolio, Layout and Design I	DSN1371	$532.00
		02	Portfolio, Layout and Design II	DSN1372	$208.00
GAS - One Year - Environmental Studies	1438E	01	Environmental Citizenship	ENV0010E	$230.00
			Approaches to Sustainability	ENV0007	$20.00
GAS - One Year - Pre-Technology	1438T	02	Basic Electronic Assembly	ELN8613	$120.00
GAS - One Year - Pre-Trades	1438V	01	Building Construction Lab	GAS0041	$60.00
			Cabinet and Furniture Making Lab	GAS0042	$60.00
			Plumbing Exploration Lab	GAS0043	$60.00
		02	General Machinist Lab	GAS0045	$60.00
			Motive Power Lab	GAS0044	$60.00
			Sheet Metal Lab	GAS0046	$60.00
GAS - Pre-Animation and Illustration	1438G	01	Layout Design I	ANI1600	$676.10
		02	Portfolio Preparation	ANI0017	$380.00
GAS-Introduction to Music Industry Arts	1438D	01	Introduction to Audio Recording	MSC0061	$580.00
		02	Introduction to Audio Production	MSC0062	$370.00
General Carpenter (Pembroke)	0504X	01	Safety, Materials and Tools	WOO7313	$150.00
		02	Residential Construction	WOO7323	$150.00
		03	(ICI) Construction	WOO7333	$150.00
General Carpenter	0504X	01	Safety, Materials and Tools	WOO8813	$125.00
			Welding for General Carpenters	WEL8831	$25.00
		02	Residential Construction	WOO8823	$150.00
		03	ICI Construction	WOO8839	$150.00

Program	Code	Level	Course	Course Code	Fee
Graphic Design	1400X	03	Graphic Design III	DSN1533	$25.00
		05	Computer Graphics V	DSN1677	$25.00
Green Architecture	1501X	01	Computer Modeling for Buildings	CAD8480	$25.00
			Eco Design	ARC1510	$75.00
			Project Doc. & Presentation Skills	ARC1522	$25.00
		02	Building Modeling and Analysis	CAD8481	$25.00
			Final Project	ARC1520G	$75.00
			Standards and Accreditation	ARC1523	$50.00
Hairstyling	1104X	01	Cut Hair I	HAI1016	$1,094.90
		02	Cut Hair II	HAI2026	$516.24
		04	Cut Hair III	HAI3011	$123.49
Hairstylist	0348X	01	Cut Hair I	HAI2141	$150.00
		02	Cut Hair II	HAI2215	$150.00
Heating/Refrigeration/Air Cond Tn	0590X	01	Electrical Fundamentals	ELE8131	$150.00
Horticultural Industries	1406X	01	Safety and Professionalism	HOR7028	$230.00
Horticultural Technician	1411X	01	Landscape Construction I	HOR0568	$125.00
Hospitality - Hotel & Rest. Ops. Mgmt.	0208X	01	Beverage Service Theory	HOS2229	$70.00
			Food Preparation Theory	FOD2200	$96.00
			Hospitality Marketing I	MKT2235	$40.00
			Intro.to Hospitality & Tourism Mgt.	HOS2224	$20.00
		02	Wine, Food and Culture	HOS2255	$30.00
			Hospitality Marketing II	MKT2245	$40.00
(all charged in Level 02)		elect.	Kitchen Operations	FOD2224	$20.00
			Restaurant Operations and Theory	HOS2234	$100.00
International Business Management	1306X	01	International Research	MGT1102	$543.00
Internet Applications & Web Development	3002X	01	Intro to Comp. Prog. using Python	CST8279	$83.00
Journalism	0402X	01	Journalism I	JOU1546	$30.00
		02	Journalism II	JOU1527	$40.00
		03	Journalism III	JOU1544	$40.00
		04	Journalism IV	JOU1539	$10.00
Library and Information Technician	0440X	04	Library Software	LIB2045	$115.00
Manufacturing Engineering Technician	1518X	01	Computer Aided Design/Drafting (CAD	CAD8300	$40.00
			DC and AC Electronics	ELN9104	$170.00
		02	Intro Fuel Gas & Electrical Welding	WEL9107	$25.00
			Manufacturing Application I	MFG8512	$65.00
		03	Basic Electronic Assembly	ELN8613	$100.00
			CNC Part Programming - Laboratory	CAM8505	$50.00
			CNC Part Programming - Theory	CAM8501	$40.00
			Manufacturing Application II	MFG8514	$70.00
		04	Computer Aided Manufacturing - Lab	CAM8506	$50.00
Masonry - Heritage and Traditional	0746X	01	Construction Safety	SAF9100	$120.00
		03	Stonecutting & Restoration Techniq.	MAS9330	$75.00
Massage Therapy	0915X	01	Massage Lab I	MSS3011	$2.70
		02	Massage Lab II	MSS3021	$433.91
		03	Massage Practice I	MSS3032	$65.53
Massage Therapy	0915Z	01	Massage Lab Intensive I	MSS0007	$433.91
Mechanical Engineering Technology	0010X	01	Computer Aided Design/Drafting (CAD	CAD8300	$40.00
			DC and AC Electronics	ELN9104	$170.00
		02	CAD Applications and GDT	CAD8305	$40.00
			Intro Fuel Gas & Electrical Welding	WEL9107	$25.00
			Manufacturing Techniques I	MAC8519	$50.00
		03	CNC Part Programming - Theory	CAM8501	$40.00
		04	Computer Aided Engineering	DRA8362	$40.00
		05	Machine Design and Analysis I	ENG8315	$25.00
			Project I	ENG4001	$20.00
		06	Machine Design and Analysis II	ENG8316	$25.00
			Project II	ENG4003	$20.00
Medical Radiation Technology	1615X	06	Clinical Practicum V	IMG0121	$200.00
Mkting Research & Business Intelligence	1303X	01	Data Analysis - Quant Research I	QUA1206	$168.36
Motive Power Technician	0557A	02	Internal Combustion Engines I	MVM8436	$18.00
Music Industry Arts	1405X	01	Digital Audio Concepts I	MSC2000	$650.00
			Recording Engineering Production I	MSC2003	$275.00
		02	Recording Engineering Production II	MSC2007	$550.00
		03	Recording Engineering Prod III	MSC2012	$550.00

Program	Code		Course	Code	Fee
Office Administration - Executive (Perth)	0210A	01	Administrative Procedures	OFF9164	$10.00
		02	Desktop Publishing	OFF9163	$10.00
			Executive Integrated Projects I	OFF9173	$10.00
		03	Executive Integrated Projects II	OFF9177	$10.00
Office Administration - General (Perth)	0210X	01	Administrative Procedures	OFF9164	$10.00
		02	Desktop Publishing	OFF9163	$10.00
ONO for Nurses	1604X	01	Basic Technical Nursing Skills I	NSG0071	$97.99
		02	Nursing in Geriatric Mental Health	NSG6804	$28.00
ONO for Practical Nurses	1603X	01	Basic Technical Nursing Skills I	NSG0071	$97.99
OTA/PTA	1623X	02	Clinical Placement I	WKT0006	$47.45
		03	Fundamentals of the Cardioresp Sys	HLT0247	$40.00
		04	Clinical Placement III	WKT0008	$18.00
Outdoor Adventure	6780X	01	Fall Camp	OAD7104	$430.00
		02	Alpine Skiing and Snowboarding I	OAD7220	$80.00
		03	Sea Kayak Expedition	OAD7307	$74.81
Outdoor Adventure Naturalist	6783X	01	Ecology	ADN7104	$62.50
			Fall Camp	ADN7115	$225.00
			Flatwater Canoeing	OAD7514	$15.00
			No Trace Camping/Wilderness Travel	OAD7512	$27.50
			River Rescue	OAD7513	$60.00
		02	Interpretive Program Planning	ADN7101	$215.00
		03	Sea Kayaking Expedition	OAD7535	$57.01
			Student Directed Field Trips	ADN7149	$200.00
Paramedic	0620X	01	Anatomy and Physiology	PAR3614	$200.00
			Physical Education	FIT4603	$100.00
			Theory of Patient Care I	PAR3611	$100.00
		03	Medical Directives	PAR3638	$350.00
			Paramedic Practicum I	PAR3634	$100.00
Personal Support Worker	6307X	01	Lab Skills for the PSW	HLT0302	$43.00
		02	Clinical Placement II	HLT0309	$40.00
Personal Support Worker (Pembroke)	6307X	01	Clinical Placement I	HLT7503	$35.00
			The Brain and the Mind	HLT7504	$20.00
Personal Support Worker (Perth)	6307X	01	Lab Skills for the PSW	HLT9312	$165.00
			The Brain and the Mind	HLT9314	
			Preparation for Clinical Placement	HLT9321	$10.00
			Adv. Lab Skills for the PSW	HLT9318	$35.00
Photography	0030X	01	Camera/Lighting Workshop	PHO8711	$25.00
			Post-Production Lab I	PHO8718	$25.00
		02	Camera/Lighting Commercial Worksh	PHO8708	$12.50
			Camera/Lighting Portrait Workshop	PHO8707	$12.50
			Post-Production Lab II	PHO8760	$25.00
		03	Camera/Lighting Practices	PHO8731	$25.00
			Post-Production Lab III	PHO8765	$25.00
		04	Portfolio Development	PHO8741	$25.00
			Post-Production Lab IV	PHO8758	$25.00
Plumber	0522X	01	Tools and Piping Methods	PLU0712	$125.00
			Welding for Plumbers 1	WEL0710	$25.00
		02	Plumbing Systems 2	PLU0721	$125.00
			Welding for Plumbers 2	WEL0720	$25.00
		03	Process Piping Systems	PLU0732	$150.00
Police Foundations	0444X	01	Fitness and Lifestyle Management I	PFP1088	$79.10
Police Foundations (Perth)	0444X	01	Career and College Success	PFP9103	$30.00
			Fitness and Lifestyle Management I	PFP9160	$60.00
Powerline Technician	1511X	02	Line Work 1	ELE8026	$2,520.00
Practical Nursing	1704X	03	Nursing III Practicum (L)	NSG5132L	$187.00
		04	Nursing IV Practicum (L)	NSG5142L	$162.66
Practical Nursing (Pembroke)	1704X	01	Nursing I Practicum (P)	NSG7312P	$35.00
		03	Nursing III Practicum (L)	NSG7332L	$25.00
		04	Nursing IV Practicum (L)	NSG7342L	$25.00
Practical Nursing - FTN	1704F	03	Basic Technical Nursing Skills I	NSG0071	$97.99
		04	Nursing in Geriatric Mental Health	NSG6804	$28.00
Pre-Serv. Firefighter Educ. & Training	6236X	01	Firefighter Skills Development I	FIR0005	$115.00
Professional Writing	3001X	04	Field Placement/Optional Module	SCR3030	$30.00
Public Relations	0468X	01	Public Relations I	PRL1505	$50.00
			Research for Public Relations	PRL1565	$5.00
		02	Public Relations II	PRL1548	$30.00
			Visual Production Workshop	PRL1567	$10.00
		03	Fieldwork Prep	PRL1560	$10.00
			Public Relations III	PRL1551	$50.00
Recreation and Leisure Services	0422X	01	Introduction to Fieldwork	RCR1303	$42.00
			Leadership and Group Dynamics I	RCR1354	$117.00
			Program Development I	RCR1302	$47.45
		02	Leadership and Group Dynamics II	RCR1364	$90.00
Refrigeration & Air Cond. Systems Mech.	0500X	01	AC&R System Installation/Maintenanc	ACR1711	$150.00
		02	Installing AC&R Systems/Component	ACR1422	$150.00
		03	Electricity & Electronics for AC&R	ACR1430	$150.00

Res. (Low Rise) Sheet Metal Installer	0532X	01	Hand Tools, Power Tools & Equipmen	MET1082	$75.00
		02	Vent, Exhaust/Distrib Duct Install	MET1088	$75.00
Residential & ICI Air Cond. Common Core	0500C	01	AC&R System Installation/Maintenanc	ACR1711	$150.00
Residential A/C Systems Mechanic	0500R	01	AC&R System Installation/Maintenanc	ACR1711	$150.00
		02	Res. AC Electricity/Electronics	ACR1440	$150.00
Respiratory Therapy	0606X	01	Medical Gas Therapy - Laboratory	RES4815	$5.00
			Practice Foundations and Legalities	RES1104	$9.00
		03	Advanced Res. Protocols - Lab	RES4831	$27.00
		04	Cardiopulmonary Management Lab	RES4857	$60.00
			Clinical Practicum II	RES4871	$25.00
Scriptwriting	0382X	01	Writing for Actors I	SCR1518	$20.00
		02	Writers' Workshops	SCR1500	$25.00
			Writing for Digital Media II	SCR1547	$20.00
Sheet Metal Worker	0526X	01	Fabricates for Shop and Field	MET1311	$62.50
			Lay-out and Drafting 1	DRA1313	$62.50
			Weld and Cut 1	WEL8508	$25.00
		02	Install Roofing/Architectural Metal	MET1322	$62.50
			Lay-out and Drafting 2	DRA1323	$62.50
			Weld and Cut 2	WEL8512	$25.00
		03	Fab/Install Ind. Env. Systems	MET1332	$62.50
			Lay-out and Drafting 3	DRA1333	$62.50
			Weld and Cut 3	WEL8516	$25.00
Social Service Worker	0432X	01	Social Service Work Interviewing	FAM1115	$21.00
		02	Crisis Intervention	FAM1263	$20.00
Social Service Worker (Perth)	0432X	01	Social Service Worker Ethics	FAM9009	$25.00
		02	Placement Seminar I	FAM9012	$25.00
			Crisis Intervention	FAM9609	$40.00
		03	Placement Seminar II	FAM9201	$25.00
		04	Placement Seminar III	FAM9206	$25.00
Social Service Worker	0432Z	01	Interviewing/Recording in Social Wk	FAM1422	$21.00
		02	Crisis Intervention in Social Work	FAM1424	$20.00
Spa Management	1102X	01	Introduction to Spa Management	MGT4000	$50.00
		02	Field Work II	FLD4100	$50.00
Tourism - Travel Services	0224X	01	Inclusive Tours	TRV2281	$25.00
			Introduction to Hospitality and Tou	TOU2203	$100.00
			Tourism Geography-North America	GEO1714	$25.00
		03	Travel Agency Simulation I	TRV2238	$45.00
		04	Wine, Food and Culture	HOS2255	$30.00
Truck and Coach Technician	0529M	01	Trade Practices	TRK8308	$150.00
		02	Trade Practices and Auxiliary Systs	TRK8837	$150.00
		03	Trade Practices & Aux. Systems II	TRK8840	$150.00
Victimology	1611X	02	Victimology: Assess. & Intervention	VIC2004	$125.00
Water and Wastewater Technician	3014X	01	Water and Wastewater Chemistry Lab	WWT1101	$15.00
		02	Intro. to Research Techniques I	WWT2006	$15.00
			Water. Wastewater Micro. Lab	WWT2401	$15.00
		03	Intro. to Research Techniques II	WWT3006	$15.00
			Wastewater Treatment Laboratory	WWT3202	$15.00
			Water Treatment Laboratory	WWT3201	$15.00
Welding and Fabrication Techniques	1507W	01	Welding Techniques	WEL1013	$340.00
		02	Welding Fabrication Lab I	WEL1021	$50.00
		03	Welding Fabrication Lab II	WEL1033	$50.00
Welding and Fabrication Techniques	1507X	01	Welding Techniques	WEL1013	$340.00
		02	Welding Fabrication Lab I	WEL1021	$50.00
		03	Welding Fabrication Lab II	WEL1033	$50.00

ANCILLARY FEES*

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

GENERAL PURPOSE OPERATING GRANT*

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

HIGH DEMAND PROGRAM OF INSTRUCTION*

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

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

INTERNATIONAL STUDENT*

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

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)*

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

TUITION FEE FACTOR (TFF)*

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

TUITION FEE INCREASE

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

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

Schedule B

1.   Students Exempt from the International Premium

International Students are exempt from international student tuition premiums under certain conditions, as determined at the time of the student's enrolment in a college course or program of instruction. Exempt students as identified below, are to pay the regular, or high demand tuition fees and their enrolment is eligible for base funding.

Categories of individuals exempt from international student premiums are as follows:

- Canadian citizen: a citizen of Canada as defined in the *Citizenship Act* or a person registered as an Indian as defined in the *Indian Act*.

- Permanent resident: a permanent resident as defined in the *Immigration and Refugee Protection Act*. For the purposes of this policy, a permanent resident is a person who has been admitted to Canada as a permanent resident and has not had this status revoked.

- Applicant who meets the eligibility requirements for permanent residency status: a person who has met all the preliminary requirements for permanent resident status and presents a copy of the letter that confirms that Citizenship and Immigration Canada has accepted his or her application for permanent resident status.

- Spouse or dependant of a Canadian citizen or permanent resident.

- Protected person: A person who has been determined to be a Convention refugee or a person in need of protection by the Immigration and Refugee Board (IRB) or by the Minister of Citizenship and Immigration Canada. A student eligible for international fee exemption as a protected person is to present a protected person status document issued under section 31(1) of the *Immigration and Refugee Protection Act* or a "notice of decision" issued by the Minister of Citizenship and Immigration Canada or by the Immigration and Refugee Board.

- Applicant for Convention refugee status prior to 1989: a person admitted to and remaining in Canada, who applied for Convention refugee status prior to January 1, 1989, and his or her spouse and dependants. The applicant must provide documentation from Citizenship and Immigration Canada indicating that his or her application for Convention Refugee status was made prior to January 1, 1989, or a letter indicating his or her exemption from the requirement for employment authorization. All refugee claimants who applied for Convention refugee status prior to 1989 should have been issued this letter.

- Official visitor and family member and staff: an official visitor is a foreign representative who, with official accreditation from the Canadian Department of Foreign Affairs and International Trade, has entered Canada or is in Canada to carry out official duties:

  - As a diplomatic agent or consular officer; or

  - As a government-accredited representative or official of a country other than Canada, of the United Nations or any of its agencies, or of any intergovernmental organizations of which Canada is a member.

  - A spouse or dependent family member or a member of the staff of any official visitor is also exempt from international student premiums. This official visitor status must be indicated on the student's Visa/Passport.

- Foreign military and spouse or dependent family members: a member of a foreign military force or of a civilian component thereof, admitted to Canada under the *Visiting Forces Act*, and the family members of such personnel.

- Foreign clergy member and spouse or dependent family members: a person who will be providing services to a religious congregation in Ontario for at least six months and the family members of such personnel.

- Institutional exchange student: a person admitted to and remaining in Canada under provisions of the *Immigration and Refugee Protection Act*, who is studying in Canada under a formal agreement between a provincially assisted institution in Ontario and a post-secondary institution in another country, provided that, under such agreement, the number of places made available in post-secondary educational institutions in Ontario normally equal the number of places made available to Ontario residents in the other country or institution as the case may be.

- Foreign worker and family members: a foreign worker is a foreign national who is authorized to work in Canada having been issued a work permit. For purposes of this category, a foreign worker is to present a valid work permit which names a Canadian employer situated in Ontario and the prospective occupation, and is valid for at least six months. The family member must present the foreign worker's work permit. If a student has a work permit without naming a specific employer situated in Ontario, the student and his/her family members are not exempted from international student fees.

Family members are defined consistent with the regulations under the Immigration and Refugees Protection Act for purposes of exemption as:

- a spouse or common-law partner;

- a dependent child, or the dependent child of a spouse or common-law partner, visa must note any relationship claimed; and

- a dependent child of the dependent child referred to above. Visa must note any relationship claimed. Children of common-law spouses must have been claimed on the previous year's income tax.

A dependent child is a child who is a biological child who has not been adopted by a person other than the spouse or common-law partner, or an adopted child, and who is in one of the following situations of dependency:

- under age 22 and not a spouse or common-law partner.

- enrolled continuously at a college, university, or other educational institution and dependent substantially on the financial support of the parent since before age 22 or since becoming a spouse or common-law partner if that occurred before age 22; or

- a person with a disability who has been financially supported substantially by his or her parents, and who is unable to be self-supporting because of the disability. Documentation of disability and inability to be self-supporting must be provided.

Where changes to federal legislation and regulation immigration and refugee status are in conflict with the fee exemption eligibility requirements described in this document, federal legislation and regulation are to take precedence.

If a requirement for fee exemption eligibility is met partway through a semester, the exemption is to apply to the next semester of the student's enrolment.

Note: If the student fails to provide documentation to the college for an exemption situation that occurred prior to the start of the term, the exemption will become effective in the next/subsequent term.

Where the status of a student who was eligible for exemption from international tuition fees changes partway through his or her program of instruction due to circumstances beyond the students control (e.g., as in the case of the dependant of a diplomat whose parent is reassigned to another country), the exemption is to continue while the student completes the original courses or program of instruction for which he or she was granted exemption from international student fees. The continuation of the fee exemption does not apply to any other course or program of instruction that the student may undertake following completion of the original course or program.

2.   Students Exempt from the Student Activity/Sports, Student Commons/Auditorium and Student Centre Building Fee

2.1   Students whose programs call for off-campus study for the whole term – Co-op or clinical placement programs, for example – pay only 10% of the Student Activity/Sports and Student Centre Building Fees for that particular term.

Co-op Programs:
Students co-operative option of the following programs pay **$26.80** per work term.

0188Y Architectural Technician
0188W Architectural Technician
0188X Architectural Technician
0018X Architectural Technology
0018Y Architectural Technology
1512X Bachelor of Building Science
1512A Bachelor of Building Science (Entry Level 03)
1512B Bachelor of Building Science (Entry Level 05)
6066X Bachelor of Commerce (e-Supply Chain Management)
6225X Bachelor of Hospitality and Tourism Management
6225B Bachelor of Hospitality and Tourism Management - Bridging
6148X Bachelor of Interior Design
6148B Bachelor of Interior Design – Bridging Program

1020X Biotechnology - Advanced
1514X Business Intelligence System Infrastructure
6442X Building Construction Technician
0306X Business (Pembroke)
0216G Business Administration - International Business
0216L Business Administration - Supply Chain and Operations Management
0575X Cabinetmaking and Furniture Technician
0192X Civil Engineering Technology
0192Y Civil Engineering Technology
0006X Computer Engineering Technology - Computing Science
0336X Computer Programmer
0150X Computer Systems Technician
0190W Construction Engineering Technician
0190X Construction Engineering Technician
0190Y Construction Engineering Technician
1212X Environmental Technician
1215X Applied Nuclear Science and Radiation Safety
1588X Geographic Information Systems
1406X Horticulture Industries
6149X Interactive Media Design
3002X Internet Applications and Web Development
0557A Motive Power Technician
0557C Motive Power Technician
6783X Outdoor Adventure Naturalist
1511X Powerline Technician
1211X Radiation Safety
1182X Technical Writer
1507X Welding and Fabrication Techniques

Programs with Clinical Placements or Project Placements:

3005X Advanced Care Paramedic, Level 3
0446C Applied Museum Studies, Level 6
1617X Bachelor of Early Learning and Community Development, Level 7
1618X Diagnostic Medical Ultrasonography, Level 3, Level 4
1303X Marketing Business Intelligence Research, Level 3
1615X Medical Radiation Technology, Level 4, Level 5, Level 6
0606X Respiratory Therapy, Level 5, Level 6

2.2   Students whose programs call for five or fewer weeks of on-campus study in a given term – a term, for example, that includes a work placement of 10 weeks or more – pay only 35% of the Student Activity/Sports and Student Centre Building Fees for that particular term.

0620X Paramedic, Level 4
1704X Practical Nursing, Level 4

2.3   Students registered in Career and College Preparation programs are exempt from the Student Activity/Sports, Student Commons/Auditorium and Student Centre Building Fees.

2.4   Off-cycle full-time students in field placement courses only pay 10% of the Student Activity/Sports, Student Commons/Auditorium and Student Centre Building Fees for that particular term.

2.5   Students in full-time online programs are exempt from the Student Activity/Sports, Student Commons/Auditorium and Student Centre Building fees.

2.6   Students registered full-time in Levels 5-8 (Year 3 and 4) of the 0616X Bachelor of Science in Nursing program at the Pembroke Campus pay 50% of the Student Activity Fee/ Sports, Student Commons/Auditorium and Student Centre Building Fees each term.

3.   Students Exempt from the Graduation and Transcript Fees

Students registered in Career and College Preparation programs and students registered in full-time ESL programs are exempt from the Graduation Fee and Transcript Fee.

4.   Off-Campus Programs

College programs offered off-campus may be eligible for an exemption to the Information Technology Fee.

5.   Students Exempt from the Health Services Fee

Students in weekend offerings of full-time programs do not pay the Health Services Fee.

Students in full-time online programs do not pay the Health Services Fee.

6.   Students Exempt from the Health Plan Fee

Students in full-time online programs do not pay the Health Plan Fee.

7.   Students Exempt from the Student Experience Fee

Students in full-time online programs do not pay the Student Experience Fee.

8.   Students Exempt from the U-Pass and U-Pass Administrative Fees

Students registered at the Perth and Pembroke campuses and students in full-time online programs do not pay the U-Pass and U-Pass Administrative Fees.

Full-time students registered at the Woodroffe campus who reside outside of the OC Transpo Service Area are exempt from the U-Pass and U-Pass Administrative Fees.

9.   Exception to the Information Technology Fee for CE Courses

Exceptions to the Information Technology Fee for CE courses must be presented to the Vice President Academic's office for approval by the Vice President Academic.

10.   Apprenticeship Programs

Apprenticeship programs other than the Co-op Diploma Apprenticeship programs are exempt from all ancillary fees, with the exception of the Information Technology Fee and Program Related Ancillary Fees.

Schedule C

Compulsory Ancillary Fees for 2018-2019 forall Full-time post-secondary students in a standard Fall/Winter delivery (excluding full-time online students)
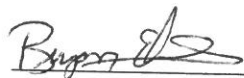
Sept. 28, 2017

Fee Type	2018-2019
Student Activity Fee	$355.74
	$177.87/term
Sports Fee	$145.26
	$72.63/term
Student Centre Building Fee	$35.00
	$17.50/term
Student Commons/Auditorium Fee	$44.00
	$22.00/term
Health Plan Fee (charged once annually)	$149.66
U-Pass Fee	$415.04
	$207.52/term
U-Pass Administrative Fee (assessed once per academic year)	$3.42
Technology Fee	$319.24
	$159.62/term
Health Services Fee	$40.00
	$20.00/term
Graduation Fee (assessed in final level)	$40.00
Transcript Fee (assessed **one-time only to Level 1** students)	$20.00
Student Experience Fee	$36.00
	$18.00/term

To be confirmed by Students' Association December 2017.

The U-Pass Fee will increase by a maximum of 2.5% from $202.46 (at most) to $207.52 per term. The rate will be confirmed by the City by the end of December, 2017.

SEPT. 29, 2017
Date

Sept 29, 2017
Date

On behalf of the College
Bryan Eburne
Manager, Enrolment Reporting and Fees Administration

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

Schedule D

Compulsory Ancillary Fees for 2018-2019 for all Full-time online post-secondary students in a standard Fall/Winter delivery

Sept. 28, 2017

Fee Type	2018-2019
Student Activity Fee	$0.00
Sports Fee	$0.00
Student Centre Building Fee	$0.00
Student Commons/Auditorium Fee	$0.00
Health Plan Fee (charged once annually)	$0.00
Technology Fee	$319.24
	$159.62/term
Health Services Fee	$0.00
Graduation Fee (assessed in final level)	$40.00
Transcript Fee (assessed **one-time only to Level 1** students)	$20.00
Student Experience Fee	$0.00

SEPT 29, 2017
_____
Date

Sept 29, 2017
_____
Date

On behalf of the College
Bryan Eburne
Manager, Enrolment Reporting and Fees Administration

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

Schedule E
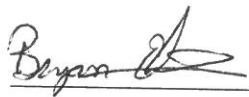
Compulsory Ancillary Fees for 2018-2019 for all Part-time post-secondary students taking two or more courses in a standard Fall/Winter delivery

Fee Type	2018-2019
Student Activity Fee	$177.87
	$88.94/term
Sports Fee	$72.63
	$36.32/term
Student Centre Building Fee	$17.50
	$8.75/term
Student Commons/Auditorium Fee	$22.00
	$11.00/term
Health Plan Fee (charged once annually)	$149.66 To be confirmed by Students' Association December 2017.
Technology Fee*	$319.24
	$159.62/term
Health Services Fee	$20.00
	$10.00/term
Graduation Fee (assessed in final level)	$40.00
Transcript Fee (assessed **one-time only to Level 1** students)	$20.00
Student Experience Fee	$18.00
	$9.00/term

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

SEPT. 29, 2017
Date

Sept 29, 2017
Date

On behalf of the College
Bryan Eburne
Manager, Enrolment Reporting and Fees Administration

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

Appendix A

Sample 2018-19 Fees Comparison of Four Programs

First Term Fees Comparison

PHOTOGRAPHY (0030X)
STANDARD DELIVERY (HIGH DEMAND TUITION FEE)
2 YEAR ONTARIO COLLEGE DIPLOMA

TERM	2016F	2017F	2018F
Tuition	$2,314.67	$2,384.11	$2,455.63
Student Activity	$250.50	$177.87	$177.87
Student Sports Fee	-	$72.63	$72.63
Student Centre Building	$17.50	$17.50	$17.50
Student Commons/Auditorium	$22.00	$22.00	$22.00
Technology Fee	$87.72	$159.62	$159.62
Course-related Ancillary	$50.00	$50.00	$50.00
Health Services	$20.00	$20.00	$20.00
Transcript (charged once in first level)	$20.00	$20.00	$20.00
Student Experience Fee	$18.00	$18.00	$18.00
Program-related Ancillary	$900.00	$900.00	$900.00
BYOD	$110.00	-	-
Health Plan Fee (charged once annually)	$123.96	$149.66	$149.66
U-Pass	$197.52	$202.46	$207.52
U-Pass Admin Fee (charged once annually)	$3.42	$3.42	$3.42
TOTAL FEES PAYABLE (FIRST TERM)	**$4,135.29**	**$4,197.27**	**$4,273.85**

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

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

TERM	2016F	2017F	2018F
Tuition	$3,395.04	$3,496.89	$3,601.79
Student Activity	$250.50	$177.87	$177.87
Student Sports Fee	-	$72.63	$72.63
Student Centre Building	$17.50	$17.50	$17.50
Student Commons/Auditorium	$22.00	$22.00	$22.00
Technology Fee	$87.72	$159.62	$159.62
Health Services	$20.00	$20.00	$20.00
Transcript (charged once in first level)	$20.00	$20.00	$20.00
eTextbook Fee	-	$610.00	$610.00
Student Experience Fee	$18.00	$18.00	$18.00
BYOD	$110.00	-	-
Health Plan Fee (charged once annually)	$123.96	$149.66	$149.66
U-Pass	$197.52	$202.46	$207.52
U-Pass Admin Fee (charged once annually)	$3.42	$3.42	$3.42
TOTAL FEES PAYABLE (FIRST TERM)	**$4,265.66**	**$4,970.05**	**$5,080.01**

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

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

TERM	2016F	2017F	2018F
Tuition	$1,425.72	$1,468.49	$1,512.54
Student Activity	$250.50	$177.87	$177.87
Student Sports Fee	-	$72.63	$72.63
Student Centre Building	$17.50	$17.50	$17.50
Student Commons/Auditorium	$22.00	$22.00	$22.00
Technology Fee	$87.72	$159.62	$159.62
Health Services	$20.00	$20.00	$20.00
Transcript (charged once in first level)	$20.00	$20.00	$20.00
eTextbook Fee	$325.00	$590.00	$590.00
Student Experience Fee	$18.00	$18.00	$18.00
BYOD	$110.00	-	-
Health Plan Fee (charged once annually)	$123.96	$149.66	$149.66
U-Pass	$197.52	$202.46	$207.52
U-Pass Admin Fee (charged once annually)	$3.42	$3.42	$3.42
TOTAL FEES PAYABLE (FIRST TERM)	**$2,621.34**	**$2,921.65**	**$2,970.76**

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

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

TERM	2016F	2017F	2018F
Tuition	$1,425.72	$1,468.49	$1,512.54
Technology Fee	$87.72	$159.62	$159.62
Transcript (charged once in first level)	$20.00	$20.00	$20.00
BYOD	$110.00	-	-
TOTAL FEES PAYABLE (FIRST TERM)	**$1,643.44**	**$1,648.11**	**$1,692.16**

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

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

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

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

FUNDING SOURCES (based on 2017-18 funding averages)		Notes:
Ontario Student Assistance Program (loan/grants)	$ 5,413.81	*average award for single student*
Average Student Assistance Bursary	$ 541.11	*average award per year*
Fixed Expected Personal Contribution (minimum)	$ 3,000.00	
TOTAL FUNDING (approximate based on 2016-17 funding)	**$ 8,954.92**	

EDUCATION EXPENSES 2018-19		
Tuition Fees	$ 3,025.08	
Ancillary Fees	$ 1,563.36	
eTextbook Fee	$ 590.00	
SUB-TOTAL TUITION & ANCILLARY FEES PAYABLE (FIRST YEAR)	**$ 5,178.44**	

LIVING EXPENSES (2017-18 estimate)		
OSAP Living Allowance for Single Student at Home	$ 4,017.00	
SUB-TOTAL LIVING EXPENSES	**$ 4,017.00**	

TOTAL EXPENSES (EDUCATION + LIVING EXPENSES) FOR FIRST YEAR	**$ 9,195.44**	
BALANCE (FUNDING LESS EXPENSES)	$ (240.52)	

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

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

FUNDING SOURCES (based on 2017-18 data averages)		Notes:
Ontario Student Assistance Program (loan/grants)	$ 8,756.69	*may vary with travel/living expenses*
Average Student Assistance Bursary	$ 927.14	*average award per year*
Fixed Expected Personal Contribution (minimum)	$ 3,000.00	
TOTAL FUNDING (approximate based on 2016-17 funding)	**$ 12,683.83**	

EDUCATION EXPENSES 2018-19		
Tuition Fees	$ 3,025.08	
Ancillary Fees	$ 1,563.36	
eTextbook Fee	$ 590.00	
TOTAL TUITION & ANCILLARY FEES PAYABLE (FIRST YEAR)	**$ 5,178.44**	

LIVING EXPENSES (2017-18 estimate)		
OSAP Living Allowance for Single Student away from home	$ 9,646.00	
SUB-TOTAL LIVING EXPENSES	**$ 9,646.00**	

TOTAL EXPENSES (EDUCATION + LIVING EXPENSES) FOR FIRST YEAR	**$ 14,824.44**	
BALANCE (FUNDING LESS EXPENSES)	$ (2,140.61)	

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

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

FUNDING SOURCES (based on 2017-18 data averages)		Notes:
Ontario Student Assistance Program (loan/grants)	$ 20,327.23	*may vary tuition/living expense; average for all sole support parents*
Average Student Assistance Bursary	$ 1,212.50	*average award per year; includes all sole support parents*
Fixed Expected Personal Contribution (minimum)	$ -	
TOTAL FUNDING (approximate based on 2016-17 funding)	**$ 21,539.73**	

EDUCATION EXPENSES 2018-19		
Tuition Fees	$ 3,025.08	
Ancillary Fees	$ 1,563.36	
eTextbook Fee	$ 590.00	
TOTAL TUITION & ANCILLARY FEES PAYABLE (FIRST YEAR)	**$ 5,178.44**	

LIVING EXPENSES (2017-18 estimate)		
OSAP Living Allowance for Sole Support Parent w one dependent	$ 17,632.00	
SUB-TOTAL LIVING EXPENSES	**$ 17,632.00**	

TOTAL EXPENSES (EDUCATION + LIVING EXPENSES) FOR FIRST YEAR	**$ 22,810.44**	
BALANCE (FUNDING LESS EXPENSES)	$ (1,270.71)	

Appendix C

Algonquin College 3% Cap Calculation for 2018-2019 (DRAFT)

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

Category	Proj Enrol (17S, 17F, 18W)	Total Proj Enrol (17S, 17F, 18W)	% Inc	Cap %
Post-Secondary	26352	34049	3%	2.3218303%
Bachelor Degree	942	34049	3%	0.0829980%
High Demand	4574	34049	3%	0.4030074%
Graduate Certificates	1926	34049	3%	0.1696966%
Graduate Certificates (ACP, PM, SBM)	255	34049	0%	0.0000000%
TOTAL AVERAGE CAP (MAX ALLOWABLE = 3%)				**2.9775324%**

Appendix D

ALGONQUIN COLLEGE

August 30, 2017

High Demand Program Calculation

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

15% CAP CALCULATION - 2018/19 (DRAFT)

Programs	Term	Actual Enrolment at Audit Date	International	Second Career	Totals
High Demand	2017S	311	-10	-3	298
High Demand	2017F	2308	-82	-13	2213
High Demand	2018W	2111	-66	-8	2037
Total Enrolment in HD					**4548**
Post-Secondary	2017S	2733	-437	-63	2233
Post-Secondary	2017F	15994	-1269	-187	14538
Post-Secondary	2018W	15369	-1241	-218	13910
Total Enrolment in PS					**30681**
Enrolment Percentage					**14.82%**

Appendix E
Compulsory Ancillary Fee Projections
Compulsory Non-Tuition-Related Ancillary Fees

Last updated
6-Sep-17

Fee Type	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Proposed 2018-2019	$ increase (based on 2 terms)	change in %
SA Activity								$ 355.74	$ 355.74	$ -	0%
								($177.87/term)	($177.87/term)		
SA Sports	$ 341.00	$ 381.00	$ 401.00	$ 441.00	$ 481.00	$ 481.00	$ 501.00	$ 145.26	$ 145.26	$ -	0%
	($170/term)	($190/term)	($200.50/term)	($220.50/term)	($240.50/term)	($240.50/term)	($250.50/term)	($72.63/term)	($72.63/term)		
SA/ Building ($17.50/term)	$ 35.00	$ 35.00	$ 35.00	$ 35.00	$ 35.00	$ 35.00	$ 35.00	$ 35.00	$ 35.00	$ -	0%
	($17.50/term)	($17.50/term)	($17.50/term)	($17.50/term)	($17.50/term)	($17.50/term)	($17.50/term)	($17.50/term)	($17.50/term)		
Auditorium Fee ($22.00/term)	$ -	$ -	$ 44.00	$ 44.00	$ 44.00	$ 44.00	$ 44.00	$ 44.00	$ 44.00	$ -	0%
			($22.00/term)	($22.00/term)	($22.00/term)	($22.00/term)	($22.00/term)	($22.00/term)	($22.00/term)		
Health Plan (charged once annually & amount may increase or decrease depending on utilization rates from the previous year)	$ 114.50	$ 114.50	$ 117.02	$ 117.02	$ 123.96	$ 123.96	$ 123.96	$ 149.66	$ 149.66	$ -	0%
IT Fee (see Technology Fee)	$ 124.00	$ 124.00	$ 124.00	$ 124.00	$ 172.00	$ 172.00	$ 175.44	$ -	$ -	$ -	$ -
	($62.00/term)	($62.00/term)	($62.00/term)	($62.00/term)	($86.00/term)	($86.00/term)	($87.72/term)				
Technology Fee (IT merged with BYOD in 2017-2018)								$ 319.24	$ 319.24	$ -	0%
								($159.62/term)	($159.62/term)		
Health Services	$ 20.00	$ 20.00	$ 40.00	$ 40.00	$ 40.00	$ 40.00	$ 40.00	$ 40.00	$ 40.00	$ -	0%
	($10.00/term)	($10.00/term)	($20.00/term)	($20.00/term)	($20.00/term)	($20.00/term)	($20.00/term)	($20.00/term)			
Graduation Fee (assessed in final level)	$ 35.00	$ 35.00	$ 40.00	$ 40.00	$ 40.00	$ 40.00	$ 40.00	$ 40.00	$ 40.00	$ -	0%
Transcript Fee (assessed **one-time only to Level 1** students)	$ 25.00	$ 25.00	$ 25.00	$ 25.00	$ 20.00	$ 20.00	$ 20.00	$ 20.00	$ 20.00	$ -	0%
Student Experience Fee					$ 34.00	$ 34.00	$ 36.00	$ 36.00	$ 36.00	$ -	0%
					($17/term)	($17/term)	($18.00/term)	($18.00/term)			
Upass						$ 385.40	$ 395.04	$ 404.92	$ 415.04	$ 10.12	2.5%
						($192.70/term)	($197.52/term)	($202.46/term)	($207.52/term)		
Upass Administrative fee (charged once per year)						$ 4.18	$ 3.42	$ 3.42	$ 3.42	$ -	0%
TOTAL (Fall & Winter)	**$ 694.50**	**$ 734.50**	**$ 826.02**	**$ 866.02**	**$ 989.96**	**$ 1,379.54**	**$ 1,413.86**	**$ 1,593.24**	**$ 1,603.36**	**$ 10.12**	
Total Actual $ increase		$ 40.00	$ 91.52	$ 40.00	$ 123.94	$ 389.58	$ 34.32	$ 179.38	$ 10.12	$ 10.12	
Total Actual % increase		5.76%	12.46%	3.98%	14.31%	39.35%	2.49%	12.69%	0.64%		
Max 20% increase in $		$ 138.90	$ 146.90	$ 165.20	$ 173.20	$ 197.99	$ 275.91	$ 282.77	$ 318.65		
Students' Association proportion of fees ($)	$ 490.50	$ 530.50	$ 597.02	$ 637.02	$ 683.96	$ 1,069.36	$ 1,099.00	$ 1,134.58	$ 1,144.70		
Students' Association proportion of fees (%)	70.63%	72.23%	72.28%	73.56%	69.09%	77.52%	77.73%	71.21%	71.39%		
College proportion of fees ($)	$ 204.00	$ 204.00	$ 229.00	$ 229.00	$ 306.00	$ 310.18	$ 314.86	$ 458.66	$ 458.66		
College proportion of fees (%)	29.37%	27.77%	27.72%	26.44%	30.91%	22.48%	22.27%	28.79%	28.61%		

ALGONQUIN COLLEGE
Registrar's Office

Stage	Date	Fee Activity	Responsibility
Fee Preparation		Ministry Binding Policy Directive on Tuition and Ancillary Fees: ▪ Registrar's Office to identify changes or updates including interpretation and implementation in fee preparation	MAESD Registrar's Office
	October to November (e.g. October 2017 for 2019/2020 academic year)	Request for Compulsory Ancillary Fee changes (20 months in advance) from all service areas	Registrar's Office (Fees)
	November to July	Finalize Compulsory Ancillary Fees consulting with service providers, including Students' Association and Student Support Services, etc.	Registrar's Office (Fees) SA consult via VP,SS
	March to May	High Demand Review –High Demand considerations: ▪ Ministry definition ▪ Maximize revenue including opportunity cost with existing mix (enrolment targets met) ▪ Consultation with Registrar's Office, as required Ensure compliance with Ministry caps	Academic Operations & Planning (AOP) Registrar's Office (Fees)
Fee Review and Compilation	By end of May	Recommendations (if any) for changes to High Demand forwarded to Registrar's Office for Fees Preparation: ▪ Additions, deletions, and/or substitutions (including new programs as per Ministry criteria, p. 9, regarding LMI)	AOP
	May to mid-July	Program Ancillary Fee Preparation: ▪ Request from Registrar's Office to Program Areas for projected Program Ancillary Fees ▪ Requests for clarification back to Program Areas for Ministry definition compliance ▪ eText fees requested Compulsory Ancillary Fees: ▪ Service area fees finalized ▪ Consultation with Students' Association	Registrar's Office (Fees)
	By – mid-July	Registrar's Office compiles Program Ancillary Fees (excluding eText): ▪ Identify fee outliers regarding compliance; forward to Academic Operations & Planning for review	Registrar's Office (Fees)

		Manager, Academic Operations & Planning and Manager, Fees, Curriculum and Reporting collaborate to further probe fees with questionable compliance to make a recommendation for inclusion or exclusion. In the case further decision-making, Executive Director, Academic Operations & Planning with the Registrar to make final decision.	
	By end of August	Program Ancillary Fees finalized Compulsory Ancillary Fees finalized including Students' Association support (signature) Draft Schedule of Fees including High Demand and overall Ministry calculations ▪ Inclusion of Financial Aid scenarios Review of all program fees listed (reviewing for program additions, deletions, or changes)	Registrar's Office (Fees Team with Registrar)
	By end of November	eText (Compulsory Program Ancillary) Fees finalized and loaded into fee tables in SIS for February 1st Date of Equal Consideration. eText fee submissions should be inclusive of all levels and the full academic year	Bookstore/Registrar's Office (for loading in SIS)
Prepare for Approval	September	First Draft Transmittal for ACET prepared for Vice President, Student Services advance review	Registrar
	Mid-to-late September	Draft fees presented at CBC	Registrar
	October	Draft fees presented to DDC as information	Registrar
	Mid-to-late October	Fees Transmittal presented to Algonquin College Executive Team (October 18)	Registrar
	November	Prepare Fees for ASAC and Board of Governors	Registrar
	November	Present Fees to ASAC for approval	Registrar
Approval	December	Present to Board of Governors for approval (December 11)	Registrar
	December/ January	SIS fees tables loaded for inclusion in net tuition view, program narrative fees section loaded (descriptions), fees uploaded to RO website, narratives uploaded to College website	Registrar & Marketing

Additional Notes:

U-Pass fees typically not finalized until Ottawa City budget passed.

Health Plan Fee typically confirmed by the Students' Association in December.

ALGONQUIN COLLEGE
Registrar's Office

Date	Activity	Status
April 12, 2017	Revised Schedule for the Preparation of the 2018-19 Schedule of Fees to the Algonquin College Executive Team	✓
May 31, 2017	• Academic Operations and Planning Review of High Demand Fees completed then reviewed by Registrar's Office • International Education Centre fee recommendations	✓
July 14 - 31, 2017	Program Ancillary Fees submitted then reviewed by Registrar's Office (any submissions of concern to be reviewed between Academic Operations and Planning and the Registrar's Office)	✓
August 29, 2017	Compulsory Ancillary Fee Consultation with Students' Association (at the SA/College Collaborative Committee meeting)	✓
August 31, 2017	1st Draft of 2018-2019 Schedule of Fees completed including High Demand	✓
September 14, 2017	Presentation of Draft 2018-2019 Schedule of Fees to College Budget Committee	✓
September 21, 2017	Information Only: Presentation of Draft 2018-2019 Schedule of Fees to Algonquin College Leadership Team	✓
September 29, 2017	Finalize Compulsory Ancillary Fees with Students' Association	✓
October 11, 2017	Presentation of Draft 2018-2019 Schedule of Fees to Algonquin College Executive Team	✓
November 20, 2017	Presentation of Draft 2018-2019 Schedule of Fees to Academic and Student Affairs Committee of Board of Governors	✓
November 30, 2017	eText Program Level Ancillary Fee estimates submitted to Registrar's Office	✓
December 11, 2017	Presentation of Draft 2018-2019 Schedule of Fees to Board of Governors	
December 22, 2017	Completion of fee loading for 2018-2019	

ALGONQUIN COLLEGE

President/Board of Governors

Agenda Item No: 6.3

Report title:	2017 Corporate Risk Profile
Report to:	Board of Governors
Date:	December 11, 2017
Author/Presenter:	Duane McNair, Vice President, Finance and Administration Colin Bonang, Director, Risk Management

1. RECOMMENDATION:

THAT the Board of Governors accepts the 2017 Corporate Risk Profile for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to present the Executive Summary of the 2017 Corporate Risk Profile that was approved by the Audit and Risk Management Committee on October 24, 2017.

3. BACKGROUND:

In 2012, the College undertook an exercise to examine a risk universe and draft its first Corporate Risk Profile and a Five-Year Internal Audit Plan. The objective of this work was to ensure that appropriate risk mitigation was in place to support the achievement of the College's strategic and operational objectives. This initiated the College's journey towards the implementation of an Enterprise Risk Management program.

In 2015, with support from MNP Consulting, the Corporate Risk Profile was updated through the review of 48 risks identified in a risk universe. This resulted in the identification of 16 high-risks, which were grouped into six high-risk areas for ongoing monitoring of mitigation plans by the Audit and Risk Management Committee.

In May 2017, the College undertook an internal exercise to develop a revised corporate risk profile. The effort engaged all administrative staff and included a risk identification survey, risk analysis and assessment by the Algonquin College Leadership Team and further refinement by the Algonquin College Executive Team and the College Risk Management Committee.

The 2017 Corporate Risk Profile identifies 17 high-risks for the College that have been grouped into six high-risk areas, which will form the basis for quarterly monitoring and reporting to the Audit and Risk Management Committee.

4. DISCUSSION:

The Corporate Risk Profile 2017 Executive Summary is attached as Appendix A and reports the approach and consultation undertaken to develop the College's updated risk profile. The report reflects the feedback and input received by the Audit and Risk Management Committee on October 24, 2017.

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.**	**X**
Goal Three **Attain national standing in quality, impact and innovation within each school and service.**	**X**	**PEOPLE** **Goal Six** **Be recognized by our employees and the community as an exceptional place to work.**	☐

6. STUDENT IMPACT:

An effective Enterprise Risk Management strategy and program relies upon a thorough risk profile to drive ongoing assessment and mitigation planning for operational/hazard, legal/compliance, financial and strategic/reputation risks that may influence the ability of the College to achieve its strategic goals. Risks that may negatively impact student experience or academic excellence and program relevance can be identified and managed through this process to align with the appetite for risk in the areas identified in the Board of Governors Risk Appetite Statements.

7. FINANCIAL IMPACT:

The ongoing effort to mature the Enterprise Risk Management program leads to increased performance management, financial sustainability, continuous process improvement and better-informed decision-making.

8. HUMAN RESOURCES IMPACT:

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

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

While there is not currently a Ministry of Advanced Education and Skills Development Binding Policy Directive that directly requires Ontario colleges to implement and maintain an Enterprise Risk Management program, there is an expectation from Ministry staff that colleges undertake risk assessments when carrying out major capital projects and entrepreneurial activities.

The process of enterprise risk management contributes substantively to meeting Board obligations identified in Binding Policy Directive 1.0 "Governance and Accountability" and in enabling the achievement of expected institutional outcomes with clear lines of communication and internal accountability.

Increasingly, risk assessment is becoming a standard requirement related to funding, financial and business agreements. Several provincially funded service agreements require that the College undertake regular risk assessments of those funded operations.

10. COMMUNICATIONS:

As the Enterprise Risk Management program continues to evolve, updates are communicated to the College's employees, the Audit and Risk Management Committee and the Board of Governors. The College's Risk Management web-site is continuing to evolve as an information source and portal to services provided in this area. In 2018-2019 an Enterprise Risk Management module will be added to the Management Academy curriculum.

11. CONCLUSION:

The risk reporting framework is an effective means to provide oversight to the Enterprise Risk Management process and to ensure ongoing efforts to mitigate high risks. The Corporate Risk Profile is updated at least every other year and risk mitigation strategies are implemented and monitored on an ongoing basis. Major capital projects are assessed for risks, must align with the Board's risk appetite and are subject to risk mitigation plans on an ongoing basis.

The 2017 Corporate Risk Profile will enhance the College's ability to achieve the objectives in the 2017 to 2022 Strategic Plan.

Respectfully submitted: Approved for submission:

_____   _____
Vice President Finance and Administration   President

Appendices:

Appendix A: Corporate Risk Profile 2017 – Executive Summary

ALGONQUIN COLLEGE

Corporate Risk Profile 2017

Executive Summary

Submitted by the College Risk Management Committee

1.0   Introduction

The 2017 College Risk Profile has been developed through an iterative process that included consultations with all administrative staff, the Algonquin College Leadership Team, and the Algonquin College Executive Team. This represents a departure from typical processes used in the past to develop the risk profile.

Following the completion of a broad survey of administrative staff during the spring of 2017, the results were refined and assessed by Algonquin College Leadership Team in an interactive workshop setting. Algonquin College Executive Team reviewed the assessment results and provided additional input and assessment through the summer of 2017 to finalize the results of the risk profile.

2.0   Algonquin College Leadership Team Risk Assessment

On May 25, 2017 Algonquin College Leadership Team undertook an exercise to assess the risks that had been identified during a previous survey of the management team of the College. The survey polled management staff to identify risk statements related to the achievement of the College strategic goals. The results of the survey were compiled by weighting the occurrences of like risk statements based on the priority ratings of high, medium and low indicated by the survey respondents.

This Algonquin College Leadership Team assessment exercise provided an opportunity to refine risk descriptions and categories and assess the risk groupings in terms of impact and likelihood.

The risk rating information was collected and plotted on a heat map and compared to the original weighted incidence of identified risks. Correlation between the actual assessed risk scores and the weighted prevalence of risk identifications was determined to analyze where changes had occurred between identification and assessment phases of the exercise.

The assessment approach has been altered in the 2017 Risk Profile to enhance the accuracy of risk impact ratings and reflect proposed changes to the risk categories used by the College to monitor and report on risk mitigation plans. The College had previously adopted the following six categories of risk for monitoring and reporting purposes.

Category	Definition
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
Operational and Hazard	Risks that affect the College's ability to execute its strategic plan
Compliance and Legal	Risk of loss arising from non-compliance with internal and external regulatory requirements, legal action and liability claims

It was approved by the Audit and Risk Management Committee that the risk categories be reduced moving forward to streamline reporting and reflect risk types more directly. Strategic and Reputational are now combined into a single category since they are so closely aligned. The risk category "International", which reflects a business activity rather than a risk arena, has now been collapsed into the "Operational / Hazard" risk category. Risks that arise from the international arena and affect operations are nonetheless operational risks. Often concerns for safety abroad have been considered within the international category; however, safety abroad is similarly a hazard risk as would be domestic safety risks.

In addition, it was identified that the definitions previously presented in the Enterprise Risk Management Guideline could be modified to reflect a more custom, organizational approach at the same time that the new category structure is introduced. Below are the four risk categories and definitions that will be adopted into the Enterprise Risk Management Guideline.

- **Strategic / Reputation:** Risks that may influence the strategic direction of the College or are created by strategic goals. Risks that act upon the College brand or reputation and which may influence our ability to attract students and investment. (e.g. Unanticipated political, social or economic forces that might interrupt or avert the execution of a strategic plan, various events that might result in negative communications or media exposure about the College or that might otherwise influence the College reputation within the business, industry or post-secondary sectors)
- **Operational / Hazard:** Risks that arise from within the operation of the College (People, Process, Systems) or risks associated with perils that might impact the operation of the College. (e.g. Safety, Security, Fire, Natural Disaster, etc.)
- **Financial:** The risk of financial loss due to the effect of market forces on financial assets or liabilities. (e.g. loss of market share, liquidity, credit, funding formula, enrolment, government financial policy)
- **Legal / Compliance:** The risk of loss arising from within the regulatory arena and risks associated with the legal affairs of the College. (e.g. fines and other punitive measures associated with non-compliance with federal, provincial and municipal acts and regulations, internal policies, legal actions taken against the College, legal actions initiated by the College)

For the purpose of this assessment, the impact evaluation has been extended to include a factor for each of these risk categories, recognizing that many risks overlap and carry elements of risk across various risk categories. The result is an impact value that reflects the weighting of the four risk categories, rather than forcing assessors to choose a single score to reflect the impact value of a risk that might have high financial risk and low strategic risk, as an example.

3.0   Algonquin College Executive Team Analysis & Refinement

To culminate the identification, analysis and assessment phases of the risk profile exercise the Algonquin College Executive team used an instrument to review internal risk assessment results to-date. Input was provided to refine the categorization and clarify the risk statements that had been compiled.

While it is important to gather broad input from internal stakeholders in the identification of enterprise risks, a comprehensive review of the external risk landscape is essential to complete the risk profile. The instrument used by Algonquin College Executive Team included a variety of references from respected risk industry sources to enable consideration of the impact of external risks on the College. Sourced references included; Institute of Risk Management, MetricStream, Forrester, Control Risks, Protiviti: Executive Perspective on Top Risks for 2017 Survey, Global Risk Institute – Members Survey 2017, Marsh – World Economic Forum – Global Risk Report 2017, Association of Financial Professionals 2017 Risk Survey, AON: 2017 Global Risk Management Survey (Education Sector)

Significant common risks identified across various sources align directly with the areas of risk identified by Algonquin College Leadership Team and Algonquin College Executive Team including;

- Tightening of regulatory compliance, Anti-Corruption, Anti-Fraud, C Level Scandals and Ethics, regulatory changes and regulatory scrutiny
- Cyber Security and Information Technology
- Human Resources / evolving workforces
- 3rd and 4th party management, extended supply chains / Information Technology and cloud based
- Internationally – the stage is primarily covered through geo-political influences that will come to bear such as United States Foreign Policy, European Union Politics, Brexit and anticipated clashes among superpowers as well as regulatory changes and a changing terrorism threat
- Rapid seed of disruptive innovations and new technologies
- Privacy/identity management and information security
- Succession challenges and ability to attract and retain top talent
- Economic conditions and volatility in global financial markets and currencies
- Organizations culture may not encourage timely identification and escalation of risk issues
- Resistance to change operations
- Sustaining customer loyalty and retention

As part of the analysis, a Political-Economic-Social-Technological-Legal-Environmental model, typically used to facilitate macro-environmental scanning to support strategic, business and

market planning and analysis, was used to validate the risk analysis. The following table demonstrates the alignment between internally identified risk areas and external influences.

Political	- Regulatory changes and regulatory scrutiny - Political risk / uncertainty (Global, United States, Canada, Ontario) *Algonquin – Regulatory Changes and Scrutiny*
Economic	- Economic conditions / Economic slowdown – slow recovery - Volatility in global financial markets and currencies - Increasing competition - Business Interruption *Algonquin - Support / Resources / Financial* *Algonquin – Flexibility of System*
Social	- Succession challenges and ability to attract and retain top talent - Organizations culture may not encourage timely identification and escalation of risk issues - Resistance to change operations - Sustaining customer loyalty and retention - Damage to reputation / brand - Failure to innovate/ meet customer needs *Algonquin - Labour Relations* *Algonquin – Flexibility of System* *Algonquin - Strategy to Execution* *Algonquin – Management Processes* *Algonquin – Talent Management* *Algonquin – Organizational Readiness for Change*
Technological	- Cyber threats (hacking, viruses, malicious code) - Rapid speed of disruptive innovations and new technologies - Privacy/identity management and information security - Technology failure / system failure *Algonquin – Information Technology Strategy / Capabilities*
Legal / **Regulation**	Regulatory changes and regulatory scrutiny *Algonquin – Flexibility of System* *Algonquin – Regulatory Changes and Scrutiny*
Environmental	- Climate Change - Extreme Weather - Environment Degradation

4.0 Risk Register

The final risk register details the impact and likelihood scoring criteria and reflects the input received through the risk identification survey, the Algonquin College Leadership Team assessment exercise and the review and refinement by Algonquin College Executive Team and the College Risk Management Committee.

The risk register summarized 59 individual risks within the risk universe that was considered and identified the risk scores attributed to each risk area. Using the risk register, individual risks were grouped into 26 groups based on likeness. Based on the risk score interpretation matrix, the six highest scoring risks were identified and plotted on a heat map for reference. The Audit and Risk Management Committee reviewed the Risk Register in consideration of the six high-risk groups proposed for the development of mitigation plans and ongoing quarterly monitoring. *(see table below)* Given the dynamic nature of the risk landscape, the risk register should be re-visited annually for validation and updated to reflect the emergence and weight of any previously unanticipated risks.

High Risk Group	Included Risks	Risk Category
Flexibility of System	14. The risk that the Ontario college systems, directives and regulations present challenges of inflexibility and diminish opportunities that require agility including those listed below: a. transition to competency based learning / modular programs, b. elimination of poor performing programs, c. certain collective agreement provisions, d. offer flexibility in offerings to students, e. pursue self-scheduling, f. change the semester model, g. assume debt for strategic purposes (i.e. Section 28), and grow part-time program/course offerings due to insufficient grant funding.	Operational / Hazard
Information Technology Strategy / Capabilities	20. The risk that our current applications are inadequate and/or out of date to an extent that they pose barriers to the achievement of strategic goals and objectives.	Operational / Hazard
	21. The risk that adequate support for Information Technology systems is not available, leading to long delays for our students and employees and unreliability of our Information Technology systems.	Operational / Hazard
	22. The risk that is posed by the ineffective collection, analysis and use of data to support business decisions or that data collected is not supportive of the College's strategic goals and objectives.	Operational / Hazard

High Risk Group	Included Risks	Risk Category
	23. a) The risk that is posed by Information Technology infrastructure in need of renewal.	Operational / Hazard
	23. b) Significant risk that can arise due to cyber security / information security deficiencies.	Legal / Compliance
	24. The risk that some programs and services rely on processes that could be optimized / automated through the use of technology, but our ability to evolve these processes is limited resulting in student and client dissatisfaction.	Operational / Hazard
Talent Management	26. The risk that the College has ineffective practices to manage performance fairly and consistently and that respects the collective agreements.	Operational / Hazard
	39. The risk that the College cannot attract and retain the necessary faculty, staff and administrators with the passion, credentials, skills, and experience to effectively deliver on the College's mission and strategic directions.	Strategic / Reputation
	47. The risk that there are a lack of opportunities for advancement and career development for staff, which in turn limits their abilities to achieve their goals.	Strategic / Reputation
	41.The risk that student success will be negatively impacted due to poor talent management and sub-quality instruction resulting in direct financial impacts and potential reputation impacts.	Strategic / Reputation
	48. The risk that there is a lack of attention paid to the workload, skills and fit of full time staff at all levels, which may lead to inaccurate workforce planning.	Operational / Hazard
Support / Resources / Financial	49. The risk that due to declining enrolment and changes to the provincial funding formula, the College may rely on international revenue to balance the budget.	Financial
	50. The risk that resource allocation across a wide variety of departments and areas is inconsistent or misaligned with the College's strategic plan and priorities. Actual availability of resources, including staff, does not match demand, which has led to overburdened and overworked staff, low morale and a lack of employee engagement and student dissatisfaction.	Operational / Hazard
Regulatory Changes & Scrutiny	52. The risk that unforeseen changes in the regulatory landscape may pose financial, reputational and legal/compliance challenges. e.g. Bill 148	Legal / Compliance

High Risk Group	Included Risks	Risk Category
	53. The risk of legal/compliance, reputational challenges resulting from the general increasing tendency for greater public and governmental scrutiny over operations. NOTE: This includes external broader labour relations environment (Labour Disruptions / Contract Administration, Certification)	Legal / Compliance
Organizational Readiness for Change	56. The risk that the necessary organizational change management capabilities will not be effected adequately to support the agility necessary to sustain the achievement of strategic goals.	Strategic / Reputation

5.0 Conclusion

In December 2016 the Algonquin College Board of Governors approved four risk appetite statements based on seven value drivers for the College.

The proposed 2017 Corporate Risk Profile comprehensively summarizes the thorough efforts taken to identify and assess enterprise risk, validates the work against external sources, and produces a risk register that conforms to the Board of Governors Risk Appetite statements and the value drivers of the College.

These results will form the basis for ongoing risk monitoring and the development of risk mitigation plans that will enhance the opportunities identified in the 2017 Strategic Plan, contribute to the achievement of the strategic goals and add value to College decision-making surrounding the supporting business plans.

The repetitive production of a corporate risk profile is integral to the ongoing development and strengthening of the enterprise risk management framework. The objective of this process, however, is not to conclude it with a risk register. The most valuable outcome of the process is found in the mitigation planning that serves to continually reduce those risks that weigh on the opportunities identified in the strategic plan.

Activity surrounding the risk profile helps to sustain the risk management conversation and leads to concurrent initiatives that will further integrate risk management principles within the business and decision-making fabric of the College. Examples of such initiatives in 2017 include the development of a risk management module for inclusion in the Management Academy, integrating a process to determine risk appetite fit within the investment framework, the development of a five-year enterprise risk management framework, internal control framework development and engaging robust discussions surrounding the balanced relationship between risk and opportunity that strengthen management decision-making.

ALGONQUIN
COLLEGE

President/Board of Governors

Report title:	Second Quarter 2017-2018 Financial Projection
Report to:	Board of Governors
Date:	December 11, 2017
Author/Presenter:	Duane McNair, Vice President, Finance and Administration

1. RECOMMENDATION:

    THAT the Board of Governors approves the Second Quarter 2017-2018 Financial Projection.

2. PURPOSE / EXECUTIVE SUMMARY:

    The purpose of this report is to present the Second Quarter 2017-2018 Financial Projection, including a summary of funded positions, and to provide an updated compliance status of policy BG11-02 Board Financial Management.

3. BACKGROUND:

    When the 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 the 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:

    As part of the Second Quarter 2017-2018 Financial Projection review process, budget holders had the opportunity to identify changes to the Approved Annual Budget, including the estimated impacts of the five-week academic work stoppage.

The Second Quarter 2017-2018 Financial Projection projects a $3.4 million decrease to the net contribution of Algonquin College. This is reflected in a decrease to the Approved Annual Budget net contribution of $5.6 million, to a second quarter net contribution projection of $2.1 million as outlined in this report. The net contribution decrease incorporates the financial impacts of the five-week academic work stoppage. The negative impact from the work stoppage has been mitigated by an increase in enrolment which occurred prior to the work stoppage. This increase was primarily achieved through a 27.9% increase over the Approved Annual Budget in international student enrolment.

The estimated net impact from the five-week academic work stoppage is a $6.7 million net loss. The loss is comprised of a number of components as follows:
- + $8.2 million in unpaid and deferred salary and benefits realized during the work stoppage.
- - $3.6 million in additional salary and benefit expenditures is projected for the extension of the fall semester.
- -$4.5 million has been allocated to support the Student Strike Relief Fund in response to the communication by the Ministry of Advanced Education and Skills Development.
- -$4.5 million in net contribution is anticipated through an increased rate of student attrition and lost training contract revenues.
- -$2.0 million anticipated reduction in Ancillary Services net contribution from reduced retail sales, conference bookings and student residence lease terminations.
- -$0.3 million reduction in International fee premiums for anticipated international student attrition.

Identified changes have been included in Appendix A: Second Quarter 2017-2018 Financial Projection. Changes greater than $500,000 that impact the projected net contribution of the College are discussed below in the sections titled: **Revenue Projection Adjustments** and **Expenditure Projection Adjustments**. Changes that impact the net contribution from the Approved Annual Budget that are less than $500,000 are detailed throughout the Second Quarter 2017-2018 Financial Projection in Appendix A.

Revenue Projection Adjustments:
- Full-time Post-Secondary Tuition revenue has decreased by $1.5 million primarily due to a $3.2 million reduction from anticipated student attrition related to the academic work stoppage offset by increased tuition revenue of $1.8 million from an increase in enrolments over the Approved Annual Budget prior to the work stoppage occurring.
- Contract and Educational Services increased revenue by $1.5 million primarily due to a new $1.4 million eCampus Ontario Contract for an Open Education Resource Initiative

with the Ontario Online Learning Consortium and $100,000 revenue increase due to increased enrolment in collaborative programs.

- College Ancillary Services has reduced their revenue projection by $4.2 million. $2.7 million of this reduction is attributed to lower sales and student account refunds due to the academic work stoppage. Additional revenue decreases include $900,000 in Retail Services due to lower e-text sales and $883,000 in Food Services due to lower than expected sales and conference contracts in the summer and early fall. This was offset slightly by higher than anticipated summer hoteling revenue in the Student Residence amounting to $387,000.

- International Education Centre has increased revenue by $5.7 million as a result of a 27.9% increase in enrolment over the 2017-2018 Approved Annual Budget. This is partially offset by an increase in related expenditures of $3.9 million, which includes a transfer of an additional $1.6 million of international premiums to the Funded Activity of the College.

- Revenue has increased in Strategic Investment Priorities by $5.1 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 were less 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 properly recorded during the preparation of the 2017-2018 Approved Annual Budget.

Expenditure Projection Adjustments:
- Salary and Benefits projections have been reduced by $7.9 million as a result of the academic work stoppage ($8.2 million) offset by additional salary and benefit expenditure adjustments.
- Mandated Student Aid has been increased by $4.5 million for the Student Support Fund due to the work stoppage in response to the direction by the Ministry of Advanced Education and Skills Development.

- Contingencies have been increased by $2.5 million to reflect additional anticipated costs that will be incurred due to the work stoppage.
- Contract Services expenses have increased by $2.5 million as a result of:
  o Additional expenditures of $843,000 to support the new eCampus Ontario Contract;
  o Contracted services increase of $433,000 due to temporary backfill (with contracted resources) for position vacancies;
  o Increase in facilitator costs of $810,000 for the Distance Education programs (offset by increase in Distance Education Hosting Fees);
  o Increase of $127,000 due to the Academic work stoppage related expenditures, such as increased security services; and
  o Increase of $238,000 in facilitator costs for Distance Education courses.
- College Ancillary Services expenditures have been reduced by $2.2 million, of which $761,000 is a result of the academic work stoppage savings in cost of goods sold. Additional savings were realized through reduced expenditures in Retail Services of $750,000 due to lower than budgeted e-text revenues, and Food Services of $663,000 due to lower than budgeted sales and conference sales activity through the summer and early fall.
- International Education Centre has increased expenditures by $6.4 million. This escalation is the result of two items:
  o A 27.9% increase in enrolment over the 2017-2018 Approved Annual Budget has increased related expenditures by $3.8 million which includes a transfer of an additional $1.6 million of international premiums to the Funded Activity of the College.
  o A $2.7 million payment to the Colleges of Excellence for contract termination.
- As a result of the Second Quarter 2017-2018 Strategic Investment Priorities Review, net expenditure increases have been approved in Strategic Investment Priorities projects by $7.4 million primarily as a result of:
  o $2.4 million in estimated expenditures in the Innovation Centre project. These funds were deferred from the 2016-2017 fiscal year;
  o $2.2 million in estimated expenditures for the Student One Stop Space (Learner Driven Space) project which was approved by the Board of Governors on October 16, 2017;
  o $1 million in estimated expenditures in College Space and Infrastructure projects;
  o $1.1 million in estimated expenditures in Academic Equipment;
  o $1.8 million in estimated expenditures in Initiatives and Opportunities;
  o $1.1 million in estimated expenditures in Apprenticeship Enhancement;
  o $473,000 for the Indigenous Gathering Space project approved by the Board of Governors on October 16, 2017; and

o $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, with the exception of BGII-02: Financial Management policy item 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." The details are given in Appendix B: Second Quarter 2017-2018 Compliance Schedule. As a result of the five week academic work stoppage and the projected payment for contract termination to the Colleges of Excellence, the net contribution margin for the Second Quarter 2017-2018 Financial Projection is $3.4 million below the 2017-2018 Approved Annual Budget.

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.

Agenda Item No: 6.4

In response to the communication by the Ministry of Advanced Education and Skills Development regarding the academic work stoppage, Algonquin College has implemented a Strike-Related Tuition Refund Policy as well as a Student Support Fund.

7. FINANCIAL IMPACT:

The 2017-2018 Second Quarter Financial Projection indicates a negative impact on the College's financial position, operations, cash flow, and net assets.

All financial health indicators remain better than the benchmarks established in the Strategic Mandate Agreement with the exception of the Net Income to Revenue ratio. This ratio has been adversely affected as a result of the financial impact from the academic work stoppage and the payment to the Colleges of Excellence for the contract termination.

8. HUMAN RESOURCES IMPACT:

The 2017-2018 Approved Annual Budget and the Second 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 Second 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 Communication, Marketing and External Relations.

11. CONCLUSION:

The Algonquin College Second 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:

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Duane McNair
Vice President Finance and Administration

Cheryl Jensen
President

Appendices:

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

SECOND QUARTER 2017-2018

FINANCIAL PROJECTION

Presentation to the Board of Governors
December 11, 2017

ALGONQUIN COLLEGE

Second Quarter 2017-2018 Financial Projection

TABLE OF CONTENTS

ALGONQUIN COLLEGE

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q2 vs. Approved Variance Favourable/ (Unfavourable)	Variance as % of Budget
Funded Activity/College Operations					
Revenue	$ 238,674	$ 240,260	$ 240,349	$ 1,675	1%
Expenditures	227,058	226,558	229,757	(2,699)	-1%
Net Contribution	11,617	13,702	10,592	(1,024)	-9%
Contracts & Other Non-Funded Activity					
Revenue	27,358	27,358	27,910	552	2%
Expenditures	26,306	26,306	26,306	-	0%
Net Contribution	1,052	1,052	1,604	552	52%
College Ancillary Services					
Revenue	44,991	43,843	40,753	(4,238)	-9%
Expenditures	36,945	36,046	34,745	2,200	6%
Net Contribution	8,046	7,797	6,008	(2,038)	-25%
International Education Centre					
Revenue	24,014	27,963	29,758	5,743	24%
Expenditures	18,228	20,491	24,674	(6,446)	-35%
Net Contribution	5,786	7,472	5,084	(703)	-12%
Strategic Investment Priorities					
Revenue	20,585	25,497	25,697	5,112	25%
Expenditures	54,211	62,537	61,644	(7,433)	-14%
Net Contribution	(33,626)	(37,040)	(35,947)	(2,321)	-7%
Non-Cash Revenue Adjustments					
Capital Grants recorded as Deferred Capital Contributions	(19,000)	(24,000)	(25,000)	(6,000)	-32%
Amortization of Deferred Capital Contributions	8,000	8,000	8,000	-	0%
Non-Cash Expenditure Adjustments					
Expenditures to be Capitalized	40,000	43,500	46,200	6,200	16%
Amortization Expense	(16,500)	(15,000)	(14,600)	1,900	12%
Change in Vacation, Sick Leave &					
Post-Employment Benefits	185	185	185	-	0%
Net Contribution as per					
Public Sector Accounting Standards (PSAS)	$ 5,559	$ 5,668	$ 2,126	$ (3,434)	

ALGONQUIN COLLEGE

	Year-End Actual March 31, 2017	March 31, 2018 Approved Annual Budget	March 31, 2018 Q1 Projected	March 31, 2018 Q2 Projected	Q2 vs. Approved Variance
ASSETS					
Current Assets					
Cash	$ 52,733	$ 26,723	$ 35,314	$ 33,339	$ 8,591
Accounts Receivable	17,917	22,000	20,000	20,000	(2,000)
Inventory	1,527	2,000	1,650	1,650	(350)
Prepaid Expenses	2,153	2,500	2,500	2,500	-
	74,330	53,223	59,464	57,489	6,241
Investments	66,829	49,629	65,584	61,917	15,955
Endowment Assets	24,395	23,996	24,995	25,295	999
Capital Assets	263,459	288,599	291,959	295,059	3,360
TOTAL ASSETS	$ 429,013	$ 415,447	$ 442,002	$ 439,760	$ 26,555
LIABILITIES & NET ASSETS					
Current Liabilities					
Accounts Payable & Accrued Liabilities	$ 26,017	$ 19,000	$ 22,800	$ 22,800	$ 3,800
Accrued Salaries & Employee Deductions Payable	9,291	8,200	8,600	8,600	400
Deferred Revenue	32,257	27,400	30,000	30,000	2,600
Current Portion of Long Term Debt	2,927	3,106	3,106	3,106	-
	70,492	57,706	64,506	64,506	6,800
Long Term Debt	48,275	45,168	45,168	45,168	-
Vacation, Sick Leave & Post-Employment Benefits	18,948	18,215	18,763	18,763	548
Deferred Capital Contributions	148,260	158,424	164,260	165,260	5,836
Interest Rate Swaps	8,472	7,391	8,472	8,472	1,081
Net Assets					
Unrestricted	1,000	1,000	1,000	1,000	-
Investment in Capital Assets	64,960	81,901	79,425	81,525	(2,476)
Vacation, Sick Leave & Post-Employment Benefits	(18,948)	(18,215)	(18,763)	(18,763)	(548)
Internally Restricted	73,285	47,252	64,302	58,660	17,050
Endowment Fund	24,395	23,996	24,995	25,295	999
	144,692	135,934	150,959	147,717	15,025
Accumulated Remeasurement Losses	(10,126)	(7,391)	(10,126)	(10,126)	(2,735)
	134,566	128,543	140,833	137,591	12,290
TOTAL LIABILITIES & NET ASSETS	$ 429,013	$ 415,447	$ 442,002	$ 439,760	$ 26,555

Second Quarter 2017-2018 Financial Projection
REVENUE SCHEDULE

(all figures in $ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q2 vs. Approved Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS				
Grants				
Post Secondary Activity	$ 107,213	$ 107,203	$ 106,887	$ (326)
Apprentice	5,136	5,136	4,554	(582)
Flow-Through Student Aid	1,659	1,659	1,659	-
TOTAL GRANTS	**114,008**	**113,998**	**113,100**	**(908)**
Tuition Fees				
Full-Time Post Secondary	73,246	73,246	72,446	(800)
Part-Time	10,272	10,272	10,051	(221)
Adult Training	1,234	1,234	1,102	(132)
Student IT & Mobile Computing Fees	7,471	7,471	7,157	(314)
TOTAL TUITION FEES	**92,223**	**92,223**	**90,756**	**(1,467)**
Contract Educational Services				
Corporate & Other Programs	4,524	4,524	6,076	1,552
TOTAL CONTRACT EDUCATIONAL SERVICES	**4,524**	**4,524**	**6,076**	**1,552**
Other				
Early Learning Centre	1,012	1,012	1,011	(1)
Student Ancillary Fees	6,023	6,023	5,816	(207)
Investment Income	1,165	1,165	1,165	-
Transfer from International Education Centre [1]	8,825	10,421	10,406	1,581
Miscellaneous	10,894	10,894	12,019	1,125
TOTAL OTHER	**27,919**	**29,515**	**30,417**	**2,498**
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	**238,674**	**240,260**	**240,349**	**1,675**
CONTRACTS & OTHER NON-FUNDED ACTIVITY	**27,358**	**27,358**	**27,910**	**552**
COLLEGE ANCILLARY SERVICES	**44,991**	**43,843**	**40,753**	**(4,238)**
INTERNATIONAL EDUCATION CENTRE	**24,015**	**27,963**	**29,758**	**5,743**
STRATEGIC INVESTMENT PRIORITIES	**20,585**	**25,497**	**25,697**	**5,112**
TOTAL REVENUE	**$ 355,623**	**$ 364,921**	**$ 364,467**	**$ 8,844**

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

ALGONQUIN COLLEGE

Description	Variance Favourable/ (Unfavourable)	Comments
Post Secondary Activity	$ (326)	Unfavourable variance due to the following: ($419K) Adjustment to the International Student Recovery fee based on the Ministry's final international enrolment calculations, $90K New Mental Health Grant (with offsetting related expenses) within Student Support Services, $3K Other minor grant adjustments.
Apprentice	$ (582)	As a result of the five week academic work stoppage and the cancellation of 11 classes, we have estimated a $659K reduction in apprentice revenue from the Approved Annual Budget . Prior to the work stoppage, apprentice enrolments had increased by 52 planned apprenticeship seats from Approved Annual Budget.
Full-Time Post Secondary Tuition Fees	$ (800)	As a result of the five week academic work stoppage, we have estimated a 4.2% reduction from the Approved Annual Budget in full-time post secondary tuition fees totaling $2.6M. This estimate is in response to the November 20, 2017 memorandum from the Ministry of Advanced Education and Skills Development allowing students to withdraw without penalty up to December 5, 2017. Prior to the work stoppage, full-time post secondary enrolments had increased by 1,032 in the first half of fiscal year 2017-2018 over Approved Annual Budget for a $1.8M increase in tuition revenue from the Approved Annual Budget.
Part-Time Post Secondary Tuition Fees	$ (221)	Unfavourable variance is due to the following: ($148K) Declining enrolments in part-time non-funded offerings such as First Aid and CPR, Basic Electrical, Ministry of Transportation Driver's Instructor and Motorcycle (weather related) programs. ($81K) Decrease in part time funded enrolments, $8K Other minor variances.
Adult Training	$ (132)	Reallocation of funds from Institution Funded Special Bursary Program (supporting Students in Academic Upgrading and Academic Assistance for Adults with Developmental Disabilities) to Mandated Student Aid. This reallocation of funds still maintains the "soft" targets set by the Ministry of Advanced Education and Skills Development for this group of students.
Student IT & Mobile Computing Fees	$ (314)	As a result of the five week academic work stoppage, we have estimated a 4.2% reduction (aligned with the reduction in enrolment estimate from the Approved Annual Budget) in student IT and mobile computing fees totaling $314K.

Description	Variance Favourable/ (Unfavourable)	Comments
Corporate & Other Programs	$ 1,552	Favourable variance is due to the following: $1.4M Increase in revenue as a result of new eCampus program contract revenue to support the Open Textbook Initiative with the Ontario Online Learning Consortium (with offsetting increase to expenses), $107K Increase in collaborative program (Bachelor of Nursing and Bachelor of Information Technology) revenue due to slight enrolment increase, $45K Other minor variances.
Student Ancillary Fees	$ (207)	As a result of the five week academic work stoppage, we have estimated a 4.2% reduction in student ancillary fees (aligned with the reduction in enrolment estimate from the Approved Annual Budget).
Transfer from International Education Centre	$ 1,581	Increased international fee premiums allocated to funded activity as a result of a 27.9% increased enrolment in international education over the Approved Annual Budget. This projected increase has taken into account the impact of the five week work stoppage, which is equivalent to 32 2-semester full-time international students.
Miscellaneous	$ 1,125	Favourable variance is due to the following: $814K Increase in Distance Education hosting fees (unbudgeted) offset by increase in contract services related to hosting Distance Education services for Ontario colleges, $113K Increase in non-refundable deposits, $70K Increased funding to be received from the Ontario Council on Articulation and Transfer (ONCAT), $49K Increased funding from the Ontario Colleges Library Service for design and development services for the learning portal (with offsetting expenses), $36K Increased funding for various programs such as the Flycore and Iceland projects, analysis for the future employment needs of the nuclear industry and Forged in Canada, $43K Other minor variances.
Contract and Other Non-Funded Activity	$ 552	A net favourable variance due to: - $261K in new revenue due to an increase in English for Academic Purposes enrolment, - $139K in new revenue for Language Instruction for Newcomers to Canada, - $211K in new revenue for Autism Spectrum Disorder Grant, - ($59K) decrease in revenue for the Motorcycle Training program due to lower enrolments caused by poor weather conditions. These projected increases have taken into account the impacts of the five week work stoppage.

Description	Variance Favourable/ (Unfavourable)	Comments
College Ancillary Services	$ (4,238)	Of the net ($4.2M) net unfavourable variance, ($2.7M) is due to the work stoppage as follows: - ($634K) in lost Bookstore revenues due to the five week academic work stoppage, - ($348K) in lost Parking revenues due to the five week academic work stoppage, - ($1M) in lost Food Services revenues due to the five week academic work stoppage, - ($624K) in lost Residence revenues due to estimated withdrawals from Residence due to the five week academic work stoppage, - ($104K) in lost Print Services revenues due to the five week academic work stoppage. The remaining ($1.5M) net unfavourable variance is due to: - ($900K) reduction in Bookstore revenue due to lower than budgeted e-text sales (partially offset by lower cost of goods sold), - ($107K) reduction in budgeted Parking revenue due to delays in implementing new evening and weekend parking rates, - ($883K) reduction in budgeted Food Services revenue due to lower than anticipated summer and early fall performance, in addition to lower than anticipated summer conferences revenues due to lack of availability in the Residence, - $387K increase in Residence summer rental revenue above the Approved Annual Budget as a result of the Canada 150 impact on summer hotel rentals.
International Education Centre	$ 5,743	A 27.9% unbudgeted increase in international student enrolment resulted in increased international fee premiums to the International Education Centre. This increase in international fee premiums has been reduced by $289K to reflect the impact of the estimated withdrawls due to the five week academic work stoppage. Of the net increase in international fee premiums, $1.6M is transferred to Funded Activity as identified above.
Strategic Investment Priorities	$ 5,112	*See Strategic Investment Priorities Variances page for details.*
Total Explained Variances	$ 8,845	
Other Minor Variances	$ (1)	
Total Variance	$ 8,844	

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q2 vs. Approved Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS				
TOTAL SALARIES & BENEFITS	$ 160,905	$ 160,905	$ 153,047	$ 7,858
Other Operating Costs				
Mandated Student Aid	6,693	6,693	11,193	(4,500)
Contingencies	5,528	5,028	7,993	(2,465)
Long Term Debt Interest	813	813	813	-
Contract Services	8,789	8,789	11,309	(2,520)
Instructional Supplies & Equipment	4,569	4,569	4,698	(129)
Information Technology	7,819	7,819	8,046	(227)
Promotion	2,385	2,385	2,443	(58)
Building Maintenance & Utilities	13,519	13,519	13,648	(129)
Flow-Through Student Aid	1,659	1,659	1,659	-
Cost of Goods Sold	1,122	1,122	1,166	(44)
Other	13,257	13,257	13,742	(485)
TOTAL OTHER OPERATING	66,153	65,653	76,710	(10,557)
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	**227,058**	**226,558**	**229,757**	**(2,699)**
CONTRACTS & OTHER NON-FUNDED ACTIVITY	**26,306**	**26,306**	**26,306**	**-**
COLLEGE ANCILLARY SERVICES	**36,945**	**36,046**	**34,745**	**2,200**
INTERNATIONAL EDUCATION CENTRE	**18,228**	**20,491**	**24,674**	**(6,446)**
STRATEGIC INVESTMENT PRIORITIES	**54,211**	**62,537**	**61,644**	**(7,433)**
TOTAL EXPENDITURES	**$ 362,748**	**$ 371,938**	**$ 377,126**	**$ (14,378)**

Description	Variance Favourable/ (Unfavourable)	Comments
Salaries and Benefits	$ 7,858	Favourable variance is due to the following: $8.2M Projected salary savings as a result of the work stoppage, ($307K) Offsetting net costs relating to sabbaticals that were not projected in the Approved Annual Budget, and the impact of vacancies throughout various departments.
Mandated Student Aid	$ (4,500)	Unfavourable variance resulting from estimated additional costs for the Student Support Fund in response to the communication from the Ministry of Advanced Education and Skills Development in response to the academic work stoppage.
Contingencies	$ (2,465)	Contingency has been increased to incorporate projected costs that will be incurred due to the work stoppage.
Contract Services	$ (2,520)	Net unfavourable variance is due to the following: ($843K) Increase in contract services relating to new eCampus program contract to support the Open Textbook Initiative with the Ontario Online Learning Consortium (offset by additional revenue), ($433K) Increase in contract services relating to backfill for vacant positions in various departments including Information Technology, Health Services and the Ombudsperson, ($810K) Increase in expense related to additional facilitator costs for the Distance Education programs (offset by additional Host Fee revenue), ($127K) Increased costs for security ($113K) and other costs related to the work stoppage, ($238K) Overall rate increase in facilitation costs of $2 per student. ($69K) Various other minor variances.
Information Technology	$ (227)	Net unfavourable variance is due to the following: ($112K) Software Licenses for various programs such as Broadcasting - Television, Language Training Part-Time funded program and Bachelor of Information Technology and licenses and training for frontline registrar service staff, ($20K) Administrative information technology equipment for registrar's office for convocation name display, ($17K) Administrative information technology equipment for new eCampus program (with additional revenue), ($78K) Other minor variances.

Description	Variance Favourable/ (Unfavourable)	Comments
Building Maintenance & Utilities	$ (129)	Unfavourable variance is due to the following: ($80K) Additional costs related the maintenance of Life Safety Systems, ($49K) Other minor variances.
Other	$ (485)	Net unfavourable variance is due to the following: ($114K) Increase in other costs related to additional funding for programs such as eCampus and Business, Technology and Outdoor Training Innovation Projects, ($88K) Increase in professional development expenses including ($20K) for Salesforce training for the Registrar's Office staff, ($64K) Additional legal fees within Risk Management and for Freedom of Information requests, ($24K) Additional rental costs due to the expansion of the Personal Support Worker Program to the Perley and Rideau Veteran's Health Centre. ($195K) Various other minor variances.
College Ancillary Services	$ 2,200	Of the net $2.2 net favourable variance, $761K is due to the work stoppage as follows: - $464K in reduced cost of goods sold in the Bookstore related to the five week work stoppage, - $254K in reduced Food Services cost of goods sold related to the five week work stoppage, - $43K in reduced Print Services cost of goods sold related to the five week work stoppage. The remaining $1.5M net favourable variance is due to: - $750K in cost of goods sold in the Bookstore related to reduced e-text sales, - $663K in reduced cost of goods sold in Food Services due to lower than anticipated summer and early fall sales, - ($299) increase in Residence expenditures related to the increase in summer hotel revenues, - $145K in Administrative salary savings and ancillary contingencies, - $181K in other minor variances unrelated to the work stoppage.
International Education Centre	$ (6,446)	The unfavourable variance is due to the following: ($3.7M) In increased expenditures required to support a 27.9% unbudgeted increase in international enrolment over the Approved Annual Budget. The variance amount includes the transfer of $1.6M to Funded Activity revenue. This projection has taken into account the impact of the five week work stoppage, which is equivalent to an estimated reduction of 32 2-semester full-time international students. ($2.7M) payment to Colleges of Excellence for contract termination.
Strategic Investment Priorities	$ (7,433)	*See Strategic Investment Priorities Variances page for details.*
Total Explained Variances	$ (14,147)	
Other Minor Variances	$ (231)	
Total Variance	$ (14,378)	

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q2 vs. Approved Variance Favourable/ (Unfavourable)
Source of Funds				
Facilities Renewal Grant	$ 966	$ 1,467	$ 1,467	$ 501
College Equipment Renewal Fund Grant	560	560	560	-
Apprenticeship Enhancement Fund Grant	2,338	2,894	2,894	556
Capital Campaign	87	87	87	-
Post-Secondary Institutions Strategic Investment Fund (PSISIF) Grant	16,634	17,596	17,596	962
Students' Association Contribution	-		200	200
50th Anniversary Commemoration Grant	-	2,893	2,893	2,893
TOTAL SOURCE OF FUNDS	**20,585**	**25,497**	**25,697**	**5,112**
EXPENDITURES:				
Campus Expansion				
Innovation Centre Project	34,103	36,162	36,507	(2,404)
Apprenticeship Enhancement Fund Electrical Lab	-	556	556	(556)
Apprenticeship Enhancement Fund Welding Lab	1,838	1,838	1,838	-
Indigenous Gathering Circle	-	-	473	(473)
Learner Driven Space	-	-	2,200	(2,200)
Total Campus Expansion	35,941	38,556	41,574	(5,633)
Other				
College Technologies	6,215	8,064	6,856	(641)
College Space & Infrastructure	4,754	7,792	5,796	(1,042)
New Program Initiatives	610	687	1,232	(622)
Academic & Other Equipment	575	1,315	1,633	(1,058)
Initiatives & Opportunities	5,333	8,388	7,085	(1,752)
College Ancillary Services	683	1,689	1,422	(739)
Apprenticeship Enhancement Fund (AEF)	-	500	500	(500)
Appropriations	100	34	34	66
Adjustment for Anticipated Underspend	-	(4,488)	(4,488)	4,488
Total Other	18,270	23,981	20,070	(1,800)
TOTAL EXPENDITURES	**54,211**	**62,537**	**61,644**	**(7,433)**
TOTAL NET CONTRIBUTION	$ (33,626)	$ (37,040)	$ (35,947)	$ (2,321)

ALGONQUIN COLLEGE

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 unrecognized deferred capital contributions from 2016-2017 being recognized in 2017-2018.
Students' Association Contribution	$ 200	New cash contribution for 2017-2018 from the Students' Association for the Indigenous Gathering Circle. The Students' Association has pledged a $1M contribution over five years.
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.
Innovation Centre Project (partially funded through PSISIF as above).	$ (2,404)	Variance due to timing of the realization of construction costs from 2016-2017 fiscal year to 2017-2018.
Apprenticeship Enhancement Fund Electrical Lab	$ (556)	Cost of equipment from 2016-2017 Electrical Lab contract that was not received prior to March 31, 2017.
Indigenous Gathering Circle	$ (473)	Expected costs to be incurred in 2017-2018 related to the Indigenous Gathering Circle.
Learner Driven Space	$ (2,200)	Renovation of the lower level of Building C Innovation Centre approved by the Board of Governors October 16, 2017.
College Technologies	$ (641)	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	$ (1,042)	$1.04 M increase 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	$ (622)	Variance is due to the following: $415K increase due to the Robotics and Mechatronics program, $77K 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, $130K increase is due to additional new program initiatives in hybrid and curriculum services development.
Academic & Other Equipment	$ (1,058)	Increase in planned academic equipment expenditures to address needs as identified in Q1.
Initiatives & Opportunities	$ (1,752)	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	$ (739)	Reflects revised project costs, provision adjustments, and carry forward budgets from projects in progress at the end of fiscal year 2016-2017.
Apprenticeship Enhancement Fund (AEF)	$ (500)	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.
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	$ (2,321)	
Other Minor Variances	$ -	
Total Variance	$ (2,321)	

	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	14,063	5,573	17,034
Ancillary Services Reserve Fund	4,873	1,422	1,104	4,555
Employment Stabilization Funds	552	-	-	552
	30,949	15,485	6,677	22,141
Contingency Reserve Fund	8,471		282	8,753
Reserve Funds:				
Future Capital Expansion	33,765	8,379	2,346	27,732
TOTAL INTERNALLY RESTRICTED NET ASSETS*	$ 73,285	$ 23,930	$ 9,305	$ 58,660
TOTAL UNRESTRICTED NET ASSETS	$ 1,000			$ 1,000
Investment in Capital Assets	64,960		16,565	81,525
Vacation, Sick Leave & Post-Employment Benefits	(18,948)		185	(18,763)
Interest Rate Swaps	(10,126)		-	(10,126)
Endowment Fund	24,395		900	25,295
TOTAL NET ASSETS	$ 134,566	$ 23,930	$ 26,955	$ 137,591

* 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.

ALGONQUIN COLLEGE

Second Quarter 2017-2018 Financial Projection
SUMMARY OF FUNDED POSITIONS

	Approved Annual Budget 2017-2018				Position Changes			Total Staffed at Sept 30, 2017	Total Vacant at Sept 30, 2017
	Admin	Support	Academic	Total	Positions Opened	Positions Closed	Positions Transferred		
President & Board of Governors									
President's Office	4	-	-	4				4	-
Human Resources									
Human Resources	23	2	1	26				23	3
Finance and Administration									
Vice-President's Office	2	-	-	2				2	-
College Ancillary Services	17	74	-	91				87	4
Finance & Administrative Services	10	27	-	37				37	-
Risk Management	9	1	-	10				10	-
Physical Resources	10	39	-	49	3	(3)		37	12
Total	48	141	-	189	3	(3)	-	173	16
Student Services									
Vice-President's Office	2	-	-	2				2	-
Aboriginal Services & Partnerships	1	2	1	4				3	1
Student Support Services	10	45	18	73				69	4
Algonquin College Foundation	3	4	-	7		(1)		6	-
Registrar	11	66	-	77				76	1
Total	27	117	19	163	-	(1)	-	156	6
Innovation and Strategy									
Vice-President's Office	4	-	-	4		(1)	2	4	1
International & Strategic Planning	12	10	20	42				41	1
Applied Research & Development [1]	1	2	-	3				3	-
Business Development & Corporate Training [1]	4	7	-	11				11	-
Information Technology Services [1]	19	87	-	106	3	(3)	(3)	90	13
Total	40	106	20	166	3	(4)	(1)	149	15
Academic Services									
Vice-President's Office	3	-	10	13			(2)	4	7
Academic Operations and Planning	10	12	4	26	1	(1)		22	4
Faculty of Arts, Media & Design	8	33	114	155				147	8
School of Business	5	8	88	101	2	(2)		92	9
School of Hospitality & Tourism	3	9	41	53	1	(1)	1	51	3
Faculty of Technology & Trades	6	27	151	184			1	181	4
Algonquin College Heritage Institute	4	10	13	27				26	1
Faculty of Health, Public Safety & Community Studies	8	30	122	160				145	15
Centre for Continuing and Online Learning	7	16	-	23	1		1	22	3
Personal Development Institute	-	1	-	1				1	-
Algonquin College in the Ottawa Valley	7	32	29	68				66	2
Total	61	178	572	811	5	(4)	1	757	56
Communications, Marketing, and External Relations									
Marketing	2	21	-	23			(1)	21	1
Communications	3	3	-	6	1	(1)	1	6	1
Total	5	24	-	29	1	(1)	-	27	2
COLLEGE TOTAL	208	568	612	1,388	12	(13)	-	1,289	98

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
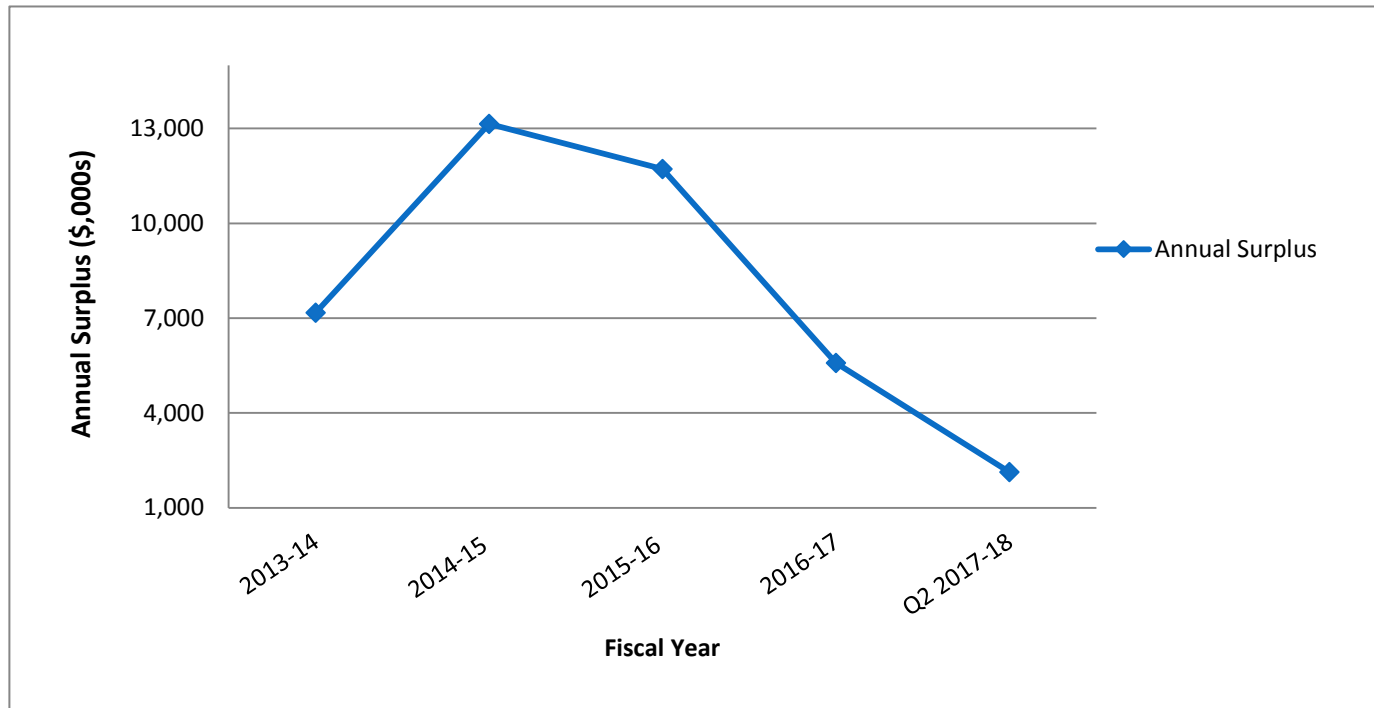
Objective:
Measures the excess of revenues over expenses in a given year.
Benchmark:
Must be greater than $0.
Rationale:
An annual deficit or declining surpluses may indicate a decline in an institution's financial health.

Measuring Liquidity: Quick Ratio
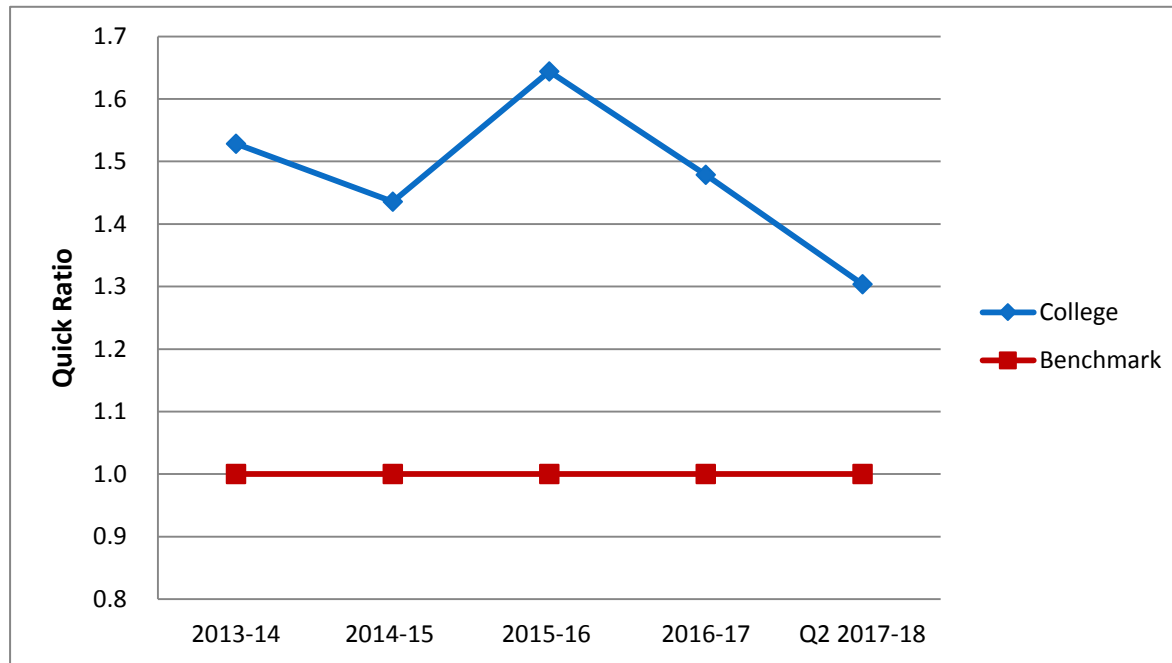
Objective:
Fiscal performance indicator testing the college's ability to pay its short term maturing obligations (e.g. biweekly payroll payments).
Benchmark:
A ratio of 1 or higher indicates that a college should be able to meet its short term obligations.
Rationale: A ratio of 1 is a typical business 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 Q2 2017-2018.

Operating Results: Net Assets to Expense Ratio

Operating Results: Net Income to Revenue Ratio
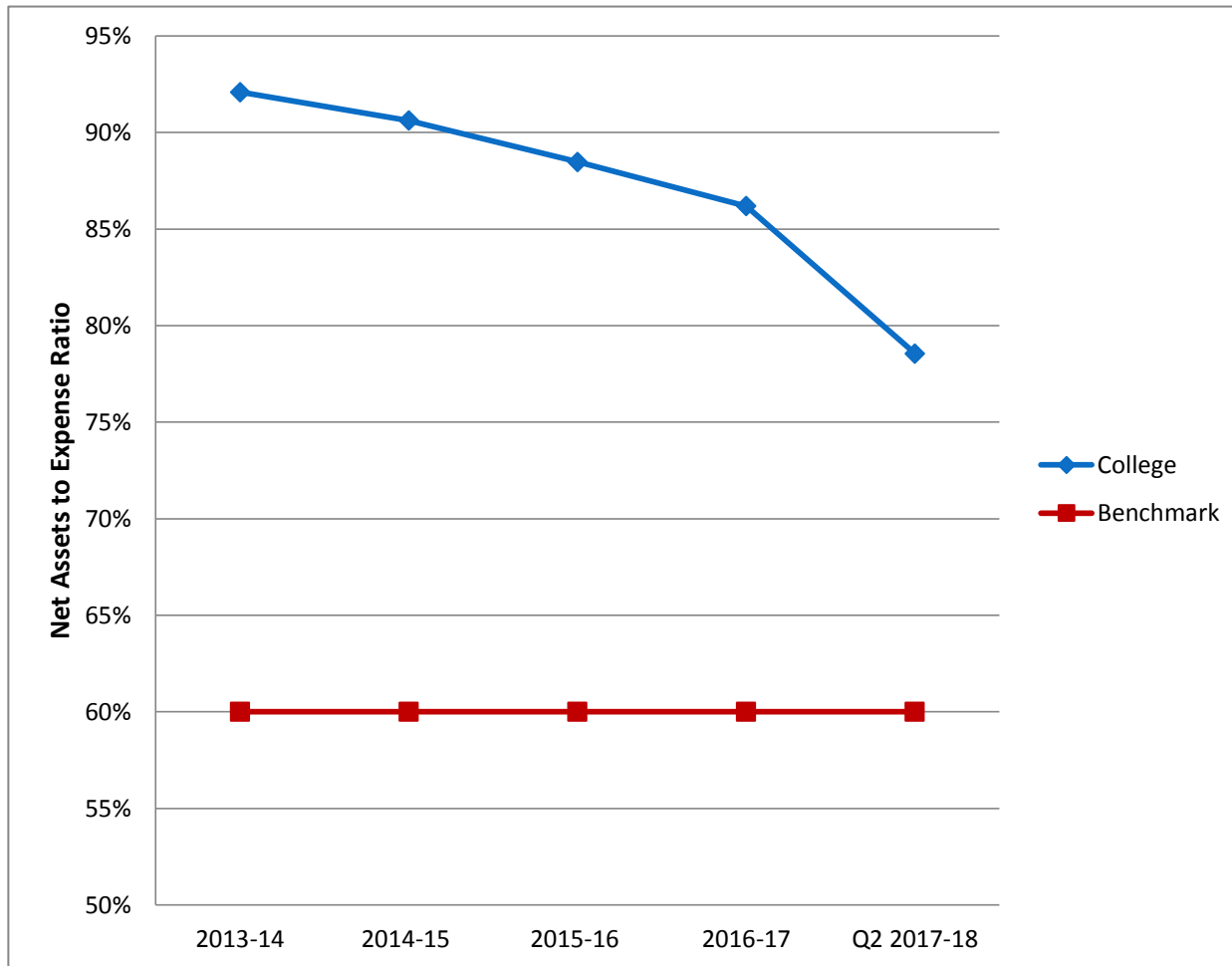
Objective:
A traditional indicator to ascertain the ability of a college to continue operations in the event there is a delay in revenue streams.
Benchmark:
60% or higher.
Rationale:
A net balance that is less than 60% of annual expenses may indicate a lower tolerance for variable or volatile revenues.
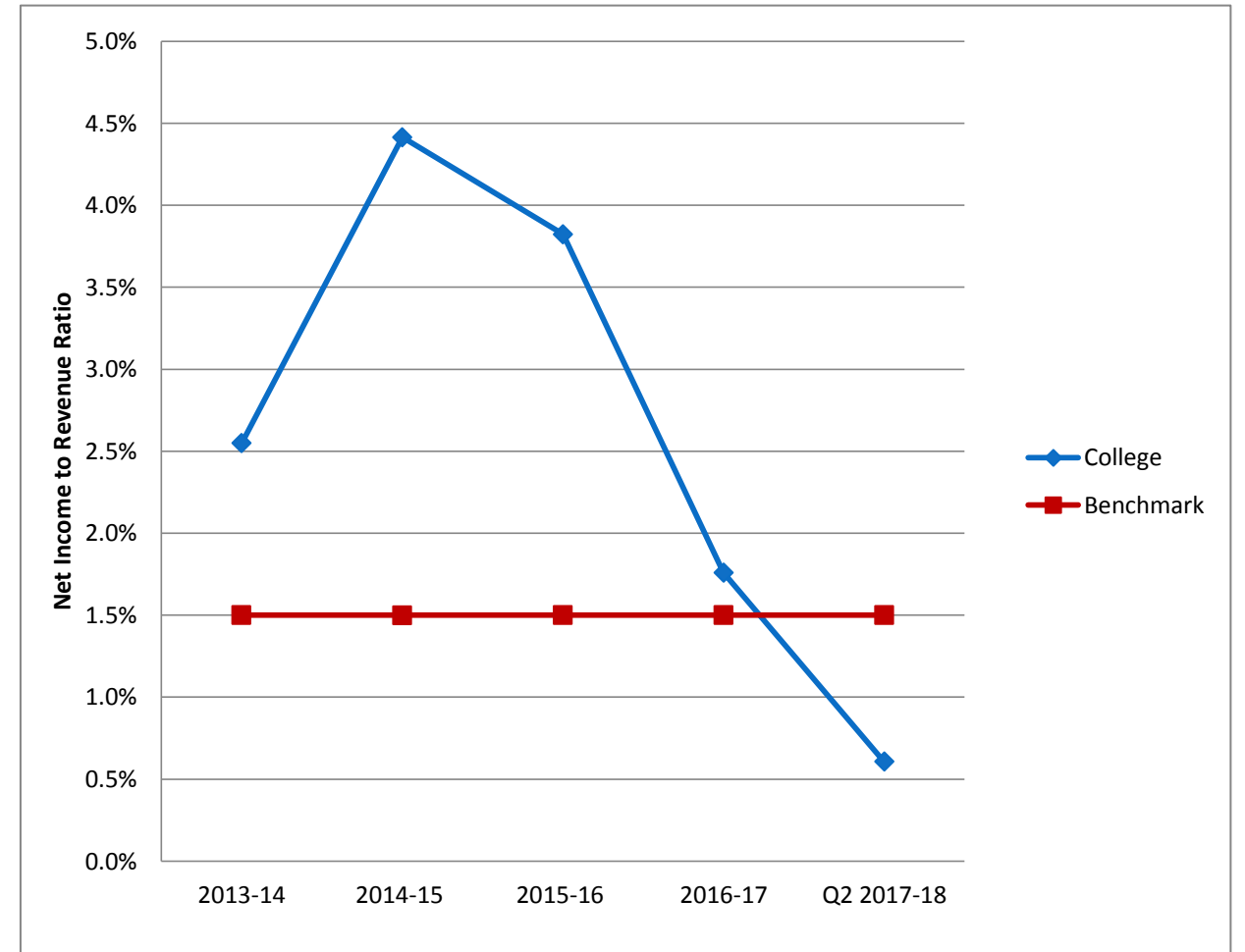
Objective:
This ratio measures the return an institution generates on each dollar of revenue.
Benchmark:
Less than 1.5% may be a concern because it may indicate that the college may not be able to recover from a deficit position in a reasonable period of time.
Rationale:
A surplus less than 1.5% of revenues indicates that small changes in expenses or revenues may result in annual deficits for the institution.

Managing Debt: Total Debt to Assets Ratio

Managing Debt: Debt Servicing Ratio
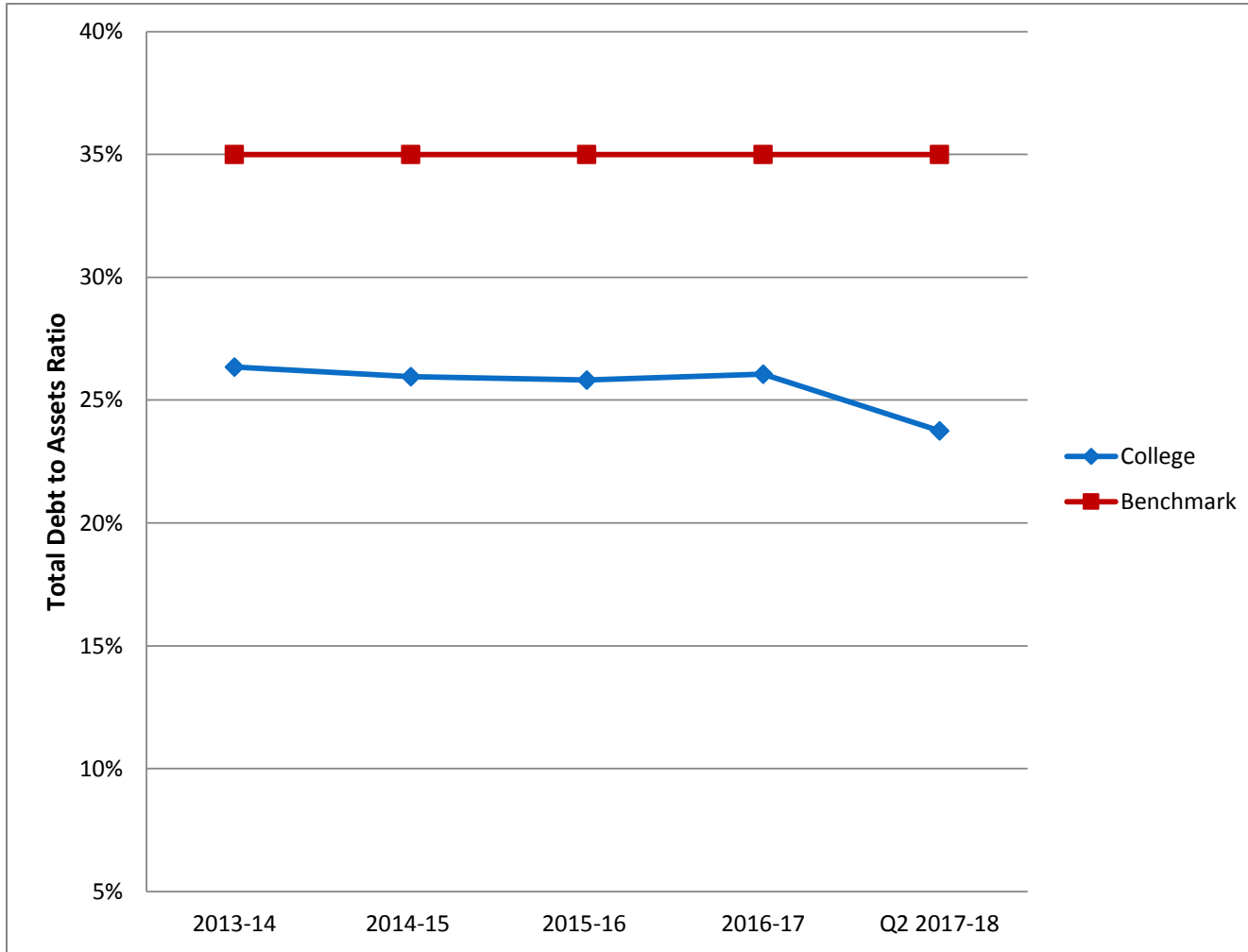
Objective:
Measures the proportion of total assets that are financed by debt. A high or increasing value may be predictive of future liquidity problems or a reduced ability to borrow money in the future.
Benchmark:
Greater than 35% leads to a concern as this may indicate that a college will not be able to finance their ongoing operations due to the debt burden.
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.

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)
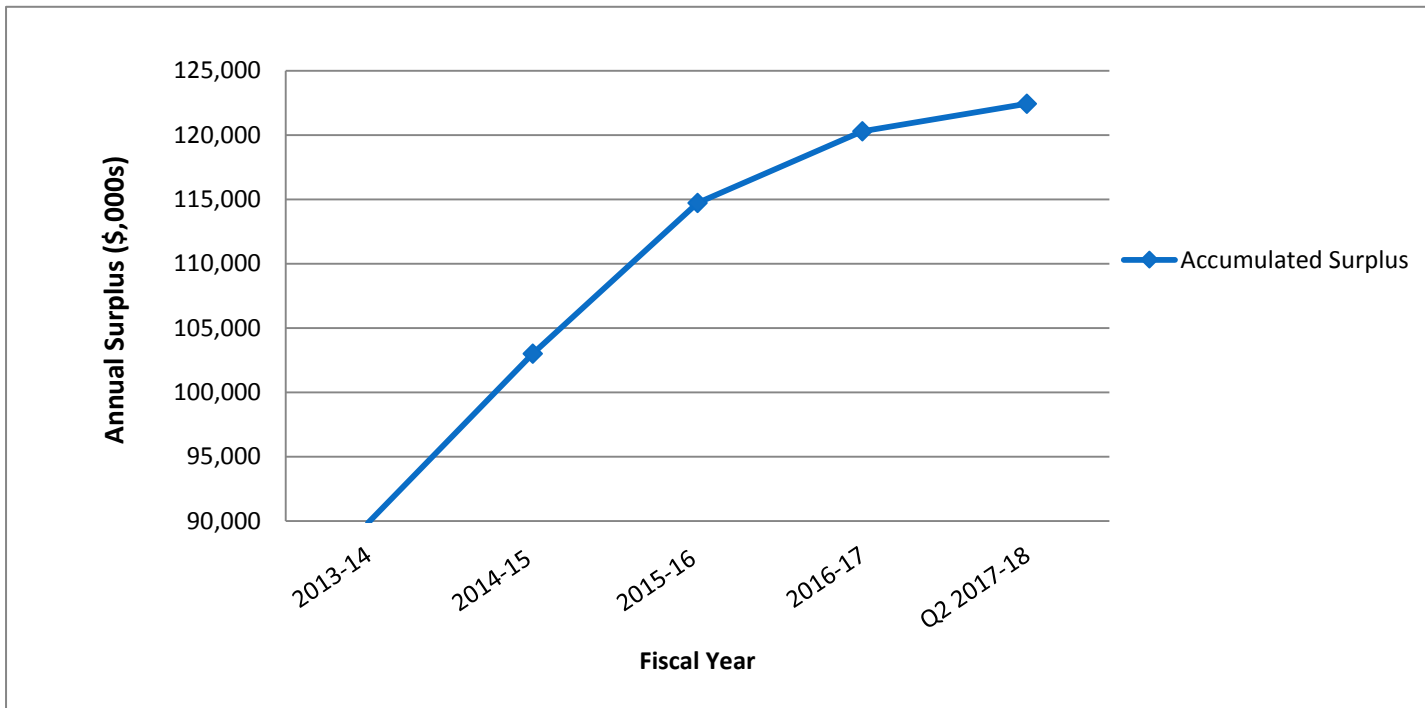
Objective:
Represents the cumulative wealth that an institution has under its own control to assist with ongoing operations.
Benchmark:
Must be greater than $0.
Rationale:
An accumulated deficit indicates that the College may have borrowed to support its past operations and will have to make up this difference in the future.

ANNUAL BUDGET AND QUARTERLY FINANCIAL PROJECTIONS COMPLIANCE SCHEDULE

	Source	Budget/Projection Requirement	Compliant (Y/N)
1	BGII-02 Board Financial Management Policy	1.2 The annual budget [and Quarterly Projections] … shall: 1.2.2 Have expenditures not exceeding revenues unles the Board has approved … to spend from reserve funds;	Y
2	BGII-02 Board Financial Management Policy	1.2 The annual budget [and Quarterly Projections] … shall: 1.2.3 Have ancillary expenditures not exceeding ancillary revenues unless the Board has specifically directed otherwise.	Y
3	BGII-02 Board Financial Management Policy	2.3 Quarterly projections of the annual budget shall be presented to the Board, ensuring the College's projected surplus or deficit are at least equal to or better than the Approved Budget.	N
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

ALGONQUIN COLLEGE

President/Board of Governors

Agenda Item No.: 6.5

Report title:	Program Advisory Committee Annual Report 2016-2017
Report to:	Board of Governors
Date:	December 11, 2017
Author(s)/Presenter(s):	Claude Brulé, Senior Vice President Academic

1. RECOMMENDATION:

   THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

   The purpose of this report is to provide the Board of Governors with an overview of the activities undertaken by the Program Advisory Committees during the academic year 2016-2017.

3. BACKGROUND:

   The mandate of a program advisory committee is to assist the College in establishing and maintaining programs relevant to the needs of employers and in response to student demand. Each year, program advisory committees are asked to submit an annual report detailing the main activities they have undertaken during the year. If required, advisory committees can address recommendations to the Board of Governors on issues related to program delivery. However, in Fall 2000, the Board of Governors directed the College Administration to take immediate action on operational issues raised by the Program Advisory Committees and only refer to the Board of Governors issues requiring Board action.

   As reported in last year's annual report, the College underwent its five-year cyclical institutional quality assurance assessment audit on June 6 and 7, 2016. In preparation for the assessment panel site visit, the College identified in its self-study report, that processes related to Program Advisory Committees were an area for improvement. In 2016, the Academic and Student Affairs Committee also asked Management to demonstrate in its reporting the effectiveness of the Program Advisory Committees. The Senior Vice President Academic formed a working group to review the effectiveness of Program Advisory Committees at Algonquin College and to answer questions and address the need for

improvement. The report is given in Appendix A: Program Advisory Committee Review Working Group Report -October 2017.

4. DISCUSSION:

During the 2016-2017 academic year, the College had 123 program advisory committees; 17 committees did not formally meet during the year due to a lack of quorum or the need to renew membership. Membership on a program advisory committee has a life cycle and is a voluntary activity on the part of members of the community. As indicated in the Program Advisory Committee Review Working Group report, Program Advisory Committee effectiveness can be significantly enhanced by implementing strategies that ensure members feel connected, that they feel their efforts are having an impact, and that there are benefits to them in participating. It is expected that the implementation of the Working Group's recommendations will improve recruitment and membership, and participation at Program Advisory Committee meetings.

Based on the research conducted by the Program Advisory Committee Review Working Group, it was determined that an effective program advisory committee supports collaboration between education and industry with engagement being a key point. The following themes emerged as a way to increase engagement and to serve as a framework on which to refresh the functioning of the College's Program Advisory Committees:

- Role Definition
- Recruitment
- Onboarding/Training
- Database management of Program Advisory Committee membership
- Strategies for measuring success and effectiveness
- Program Advisory Committee Steering Committee

The final report expands on these themes. It should be noted that in addition to the final report, a Program Advisory Committee Procedural Guidelines document has been created for distribution to relevant stakeholders. A draft version of the procedural guidelines was used this Fall for Program Advisory Committee orientation and feedback. The document is given in Appendix B: Program Advisory Committee Procedural Guidelines, Version 4.0, November 2017.

An important activity that program advisory committees participate in is the Program Quality Review. During the 2016-2017 academic year, program advisory committees participated in twenty such reviews. Members provided input on their perception of the program, the

program's ability to meet employer needs, as well as trends affecting the future of the program. As well, members participated in the review and endorsed recommendations for curriculum changes, as appropriate, for implementation by the Schools as part of Annual Curriculum Review.

The review of the Program Advisory Committee annual reports reveals that the following topics were of most interest to the members:

- Curriculum and Program Quality Review
- Work Integrated Learning
- Program Standards Review and Accreditation Initiatives
- Technology and Equipment
- Connections with Industry / Graduate Employment
- Marketing and Recruitment
- Student Recruitment and Retention

In support of the work of the Program Advisory Committee Review Working Group and the activities of the committees, President Jensen held a breakfast meeting with Program Advisory Committee Chairs on May 18, 2017 to thank them for their volunteer efforts and to seek further feedback on Program Advisory Committee related matters. Participants provided feedback on what is working well within their committees and what could be improved which helped to inform the work of the Program Advisory Committee Review Working Group.

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	☐	**PEOPLE**	☒

Attain national standing in quality, impact and innovation within each school and service.	Goal Six Be recognized by our employees and the community as an exceptional place to work.	

6. STUDENT IMPACT:

    Supporting the overall viability and relevance of programming, Program Advisory Committees are established to assist the Board of Governors in the creation and maintenance of programs that meet the needs of the labour market and the communities served by Algonquin College. Strong Program Advisory Committees ensure that students benefit from relevant programming.

7. FINANCIAL IMPACT:

    Program Advisory Committees provide advice to the program staff that contributes directly or indirectly to the financial viability of the programs.

8. HUMAN RESOURCES IMPACT:

    There is no human resources impact.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

    In its binding policy directive *Framework for Programs of Instruction,* the Ministry of Advanced Education and Skills Development requires that the Board of Governors establishes an advisory committee for each program or cluster of programs made up of a cross section of persons external to the college who have a diversity of experience and expertise related to the particular occupational area addressed by the program or program cluster. Membership is drawn from industry, business, and professional organizations. Recent graduates are also invited to sit on advisory committees. College faculty and academic administrators serve as resource persons to advisory committees. Each advisory committee has from eight to fifteen members.

10. COMMUNICATIONS:

    A communications plan has been developed to disseminate the Program Advisory Committee Review Working Group Report and the Program Advisory Committee Procedural Guidelines

in order to create greater awareness of new or improved processes, thereby enhancing the effectiveness of program advisory committees.

11. CONCLUSION:

All program-specific recommendations addressed to the Board of Governors by the Advisory Committees have been actioned by program staff.

Respectfully submitted: Approved for submission:

_____   _____
Claude Brulé   Cheryl Jensen
Senior Vice President Academic   President

Appendices:

Appendix A: Program Advisory Committee Review Working Group Report - October 30, 2017
Appendix B: Program Advisory Committee Procedural Guidelines, Version 4.0, November 2017

PROGRAM ADVISORY COMMITTEE
REVIEW WORKING GROUP
REPORT

October 2017

INTRODUCTION

Under the Ministry of Advanced Education and Skills Development (MAESD) Framework for Programs of Instruction binding policy directive, the Board of Governors ensures that there will be an Advisory Committee for each program, or cluster of programs, and that the Advisory Committees will report annually to the Board of Governors. Annual reports typically detail the number of meetings held and the range of topics discussed in the previous academic year. In Fall 2000, the Board directed the College Administration to take immediate action on operational issues raised by the program Advisory Committees and refer to the Board of Governors, only those issues requiring Board action.

Algonquin College underwent its five year-cyclical institutional quality assurance assessment audit on June 6, 2016 and had identified in its self-study report in preparation for the assessment panel site visit that processes related to Program Advisory Committees were an area for improvement. As well, in 2016, the Academic and Student Affairs Committee asked "How do we know Program Advisory Committees are effective?" To answer that question and to address the need for continuous improvement, the Senior Vice President Academic, formed a working group to review the effectiveness of Program Advisory Committees at Algonquin College.

The Program Advisory Committee Review Working Group was tasked with providing the Algonquin College Executive Team and the Academic and Student Affairs Committee of the Board of Governors with recommendations to enhance the functions of the Program Advisory Committees, their relevancy and their effectiveness. This initiative aligns with the 2017-2022 Strategic Plan's Goal Four: Become an integral partner to our alumni and employers. To meet the strategic direction of staying connected, we will refine our Advisory Committee Model to ensure that employers are more strongly connected to program review, program development, and applied research opportunities.

The Terms of Reference for the Program Advisory Committee Review Working Group is given in Appendix 1.

RESEARCH FINDINGS

LITERATURE REVIEW
In an effort to understand and potentially answer the question "how do we know Program Advisory Committees are effective?", the working group reviewed selected secondary research. The literature indicated that advisory committee functions vary across institutions but usually include a focus on strengthening the program, contributing to curriculum, assessment, public relations and internships. They can also provide assistance, counsel, and advocacy (Schaeffer & Rouse, 2014).

Peter Senge (1990) described five disciplines of the learning organization: systems thinking, personal mastery, mental models, building shared vision, and team learning. Garvin (1993, p. 80) listed areas of expertise in learning organizations: "systematic problem solving, experimentation with new approaches, learning from their own experience and past history, learning from the experiences and best practices of others, and transferring knowledge quickly and efficiently throughout the organization" (p. 81). James D. DeVito (1996) sees learning organizations as having a competitive advantage for "building capacity, and harnessing experience". Program advisory committees play a role in learning organizations by contributing best practices from industry and help disseminate these practices to the educational institution.

In a study by Days and Brogdon (2001), practices believed to be associated with effective use of advisory committees were tested: physical setting of the meeting, group composition, practices related to leadership of the committee, goals of the committee, results of meetings, institutional liaison or instructor responsible for the committee. Using these headings as a guide, the points below highlight research notes, best practices, challenges and opportunities uncovered from the research and the working group's subsequent discussions.

1. Group Composition
   - Diversity in membership
   - Continually recruiting new members to the committee
   - Members have to be people who are willing to commit the time
   - Inconsistent group sizes and attendance affect effectiveness (consistency)
   - Alumni members have the opportunity to give back to programs
   - 100% of programs that are suspended do not have a robust Program Advisory Committee

2. Member Recruitment and Retention
   - Attendance and engagement is maximized when members feel connected and when they feel their efforts are having an impact on the program's sustainability
   - Industry professionals are more likely to serve on Program Advisory Committees if they understand the benefits such as positive public relations for their company, networking opportunities, and having the first opportunity to recruit graduates, and/or potential customers
   - The Program Chair and Coordinator need to participate in community events to recruit strong members
     o The educational institution needs to market Program Advisory Committees to the communities and employers
     o Ensure members understand the program's student population
     o Include Program Advisory Committee work in media releases
     o Invite members into the classrooms to interact with students
     o Recognize companies that encourage members to volunteer to the committees
     o Involve members in college or program events
     o Increase individual/company/ industry profile in community using external tools such as LinkedIn

2. Meeting Leadership, Management, Engagement & Results
   - Program Advisory Committees should have a chair and a co-chair to share responsibilities
   - New members should be informed about the role they need to play as members of the Program Advisory Committee on the day of or during the first meeting
   - The attitudes and perceptions of the Program Chair and faculty has a significant impact on the effectiveness of the Program Advisory Committee
   - Involve members in critiques, interviews or application processes
   - Survey shows that after the third meeting of a group of 10-12, 30-50% stop attending due to the way the group was formed or the structure, or lack thereof
   - Once you have seven people in a group, each additional member reduces decision effectiveness by 10%
   - Meetings that are "just talk" cause people to "just walk"
   - Process rather than outcome-based practices are not as effective

4. Meeting Setting, Structure, Agenda and Topics
   - Written agendas focusing on priority topics help keep meetings on track
   - From an administrative perspective, the academic unit has to make the process easy for members
   - The meeting schedule should be convenient for members
   - Networking opportunities during meeting can be beneficial
   - Access to trends, data, and knowledge gaps are beneficial
   - Exchange of resources, people, equipment, labs and knowledge
   - Ask for thoughts, opinions, and recommendations on subject matter
   - Document everything; apply feedback to problem areas
   - Communicate success stories
   - Coordination of legislative and regulatory overlap and intersections (programs have policies and directives, industry has domestic and international standards and regulations, many are non-negotiable)

5. Reach, Responsibility & Potential
   - It is important for Program Advisory Committee members to be involved in student-related activities such as recognition ceremonies, program events, etc.
   - The Program Advisory Committee provides feedback on the development of curriculum and changes
   - Colleges/universities need to be accountable and show quality assurance. They cannot work in isolation; the Program Advisory Committee is integral to being responsive to emerging needs and market trends
   - Advisory committees can assist with student placements and work study programs
   - Program Advisory Committees are a bridge to the public
   - Ensures the institution does not operate in a vacuum

- The Program Advisory Committee can give guidance on special funding, support and scholarships
- The Program Advisory Committee is integral to the promotion of the institution

In addition, Colleges and Institutes Canada (CICan), supported by Employment and Social Development Canada (ESDC), released a report in the winter of 2017 entitled "Academic-Employer Connections in Colleges and Institutes: The Role of Program Advisory Committees". The report contends that "[a] sustained collaboration with industry and employers ensures that the education and training provided by colleges and institutes respond to the current and emerging needs of the labor market and of communities." (p. 4). Specific strengths and benefits are identified below.

Key strengths of Program Advisory Committees include:
- competitive advantage over Universities and other Postsecondary Institutions (PSIs)
- networking opportunities
- access to talent (student to industry, industry to College as faculty)
- immediate access to trends, data, and knowledge gaps
- exchange of resources, people, equipment, labs and knowledge

Key challenges of Program Advisory Committees include:
- recruitment and turnover of members (communities/employers unaware they even exist)
- lack of diversity in membership, inconsistent group sizes and attendance
- process rather than outcome-based practices
- lack of metrics for measuring impact
- coordination of legislative and regulatory overlap and intersections (programs have policies and directives, industry has domestic and international standards and regulations; many are non-negotiable)

Key potential benefits of reframing and revitalizing our Program Advisory Committees for the College include:
- ensuring curriculum currency and program relevancy
- promotion of institution
- increasing membership on Program Advisory Committees and diversification of membership
- research and innovation opportunities
- sharing of real estate, offsite classrooms, labs, learning centres, tools and equipment
- co-op, work integrated learning, internship opportunities
- external and internal support of strategic plans
- marketing could attract new membership

Key potential benefits of Program Advisory Committees for industry include:
- training and development of employees on a just-in-time basis, in-class and online

- opportunities to give back as alumni
- access to new employees and potential customers
- increased individual/company/ industry profile in community

OBSERVATIONAL RESEARCH (GOING TO THE GEMBA)

In alignment with the College's adoption of Lean thinking principles, the working group applied the A3 management process to identify the characteristics of the College's Program Advisory Committees. The focus has been on the current state of the College's committees and what constitutes effective Program Advisory Committees based on best practices within the postsecondary sector as derived from the initial research.

In order to test hypotheses, the working group members attended 17 Program Advisory Committee meetings. Using a standard checklist, observers reviewed the process for organizing the meeting; agenda setting; composition; discussion at meeting; and follow-up. They also paid attention to the level of engagement of the Program Advisory Committee members while at the meeting. Observations supported assumptions of inconsistent application of best practices ranging from onboarding to meeting logistics and conduct of meetings.

Feedback from Program Chairs and Coordinators indicated a lack of understanding of roles; no strategic recruitment strategy; difficulty in engaging Program Advisory Committees; inconstant attendance at meetings; and gaps in follow-up.

The findings from the observational research and the Chair/Coordinator meetings indicated the areas that need attention include:
- Clarity about the role of the Program Advisory Committee, internally and externally
- Greater attention to overseeing membership/recruitment/on-boarding – there is a need to ensure the "right" members are on the committees
- Support for Program Advisory Committee Chairs to coordinate meetings/agenda setting/follow-up
- Need for standardization of meetings with clear expectations and how meetings are conducted
- Increased communication and networking opportunities between stakeholders to ensure Program Advisory Committee members are engaged

FEEDBACK FROM PROGRAM ADVISORY COMMITTEE CHAIRS

For the past two years, an end of academic year breakfast for Program Advisory Committee Chairs has occurred. During these breakfasts, input has been sought in an attempt to gain insight into how the Program Advisory Committee Chairs feel the process could be improved. In May 2017, Program Advisory Committee Chairs were asked to comment on role definition,

recruitment and onboarding, communication and composition, and engagement. They commented on the need for more clarity on their role and guidance in how they can better assist the College. They strongly felt there was a need to establish a strategic recruitment plan in order to attract the best candidates to serve on committees. Ensuring a robust recruitment process was integral to the success of the Program Advisory Committees. A more formalized approach to recruitment would be welcomed. They also felt more could be done to recognize and promote Program Advisory Committees as a key part of College practice. In addition, they expressed a desire for more involvement with the College and increased access to other Program Advisory Committee members whether socially or officially.

Specific comments extracted from the round table discussions included:

Roles and responsibilities
> "No true role definition"
> "We don't know the guidelines or what our responsibilities are"
> "We want to contribute but role was not defined initially"
> "Program Advisory Committee members lack mandate or direction"

Recruitment
> "Get the right mix of people with more diversity"
> "Constantly look for members"
> "Consider seeking out alumni to be on the Program Advisory Committee"
> "Create a succession plan for committees similar to Board of Governors"
> "Build an advisory presence on the College website – profile members"
> "If you define the value to being on the advisory committee, you will know where to recruit"
> "The" tap on the shoulder" recruitment approach creates sameness; need to have a diverse committee"

On-boarding and training
> "Develop an orientation process so members know what is expected of them. Answer the questions: What do you need from me? What can this do for me?"
> "Offer professional development on governance to the committee"

Program Advisory Committee composition and communication
> "College has been doing a great job at communicating upcoming meetings, although attendance still lacks"
> "Committee should be co-owned, not only college owned"

Engagement
> "Finding it difficult to keep newly appointed members engaged"
> "Two mandated meetings per year, therefore there could be additional events with students and faculty"

"Plan a social event outside of regular meetings to include ministry, leadership, faculty and students"
"Hold a brainstorming event with all Program Advisory Committees in the hope of finding similarities and creating a common code of practice"
"Program Advisory Committees should be more involved with the students"
"Quarterly updates from Program Advisory Committee to Board of Governors"

Feedback from Program Advisory Committee Chairs was consistent with earlier findings. Their feedback has been considered in the recommendations.

RECOMMENDATIONS:

Based on the research on what constitutes an effective program advisory committee that supports collaboration between education and industry, engagement is a key point. With engagement at the centre, the following themes have emerged as a way to increase engagement and serve as a framework on which to remodel the effective establishment and function of Program Advisory Committees:

- Role Definition
- Recruitment
- Onboarding/Training
- Database management
- Measurement strategies
- Program Advisory Committee Steering committee

COUNTER MEASURES:

1. **Development of Program Advisory Committee Program Procedural Guide**

   a. Program Advisory Committee definition
      The procedural guide would begin with a brand statement including the "why" and "what" of the Program Advisory Committees. It would include a vision, mission and objectives statement that would serve as the foundation for all documentation, procedures and resources.

   b. Terms of reference
      Member roles and responsibilities
      Definition of members, their roles and responsibilities including:
      i.   Program Advisory Committee Chair
      ii. Program Advisory Committee Members
      iii. Program Chair

    iv.   Dean
    v.   Program Coordinator(s)
    vi.   Faculty members
    vii.   Student (if applicable)
    viii.   Committee Support

c. Composition of membership

d. Structure of meetings
   Guidelines for:
    i.   Frequency
    ii.   Quorum
    iii.   Minutes
    iv.   Absences
    v.   New members and appointments
    vi.   Appropriate actions/outcomes and their measurement

   Templates for:
    vii.   Forms for change of membership
    viii.   Reporting guidelines
    ix.   Wording for notice of meetings
    x.   Sample agendas with suggested topics for meetings
    xi.   Checklists
    xii.   Meeting follow-up
    xiii.   Self-review form
    xiv.   Guidelines for measurement

2. **Membership and Recruitment**

Enhancing the profile of the Program Advisory Committees will assist in attracting and engaging its members. Recruitment should be the responsibility of everyone at the College including senior leadership with guidance from the Program Chair and Program Advisory Committee Chair.

In order to attract members, the College should develop a robust recruitment process that targets potential members and communicates the benefits of serving on a Program Advisory Committee. It should be considered a first point of entry to other opportunities at the College including membership on the Foundation Board and/or the Board of Governors.

Outreach should include engaging with the Ottawa-Carleton region to promote membership on Program Advisory Committees. Regional organizations could include but are not limited to:
- Ottawa Chamber of Commerce

- Invest Ottawa (Business Improvement Area)
- Kanata North (Business Improvement Area)

In addition, industry specific organizations could be approached.

Additional strategies include:
- Advertising to recruit applications for new members
- Use of appropriate social media networks (e.g. LinkedIn)
- Add a Program Advisory Committee section to the College's website where information about the College's Program Advisory Committee program, its purpose, processes and successes can be profiled
- News stories that could feature Program Advisory Committees as follows:
  o Program Advisory Committee focus for the current academic year
- Profiles of Program Advisory Committees or members
- Specific Program Advisory Committee contributions to programs
- Prestigious appointments
  o Listing on Program pages
     Example: http://www.algonquinphoto.com/advisory-committee

- Communication package with templates for membership
    i. Letter of appointment
    ii. Letter of welcome
    iii. Thank you letters
    iv. Alumni letter
    v. Student letter

3. Onboarding and Training

In order to ensure new Program Advisory Committee members feel comfortable with their role on the committee, onboarding strategies would include:
- Creation of an orientation program/package for Program Advisory Committee Chairs, members and Program Chairs
- Training opportunities to be identified include training in governance. A mix of online and face-to-face courses would be identified.

4. Database Management

With greater understanding and focus on the Algonquin College Program Advisory Committee activity, it will be essential to review the existing database and make appropriate refinements that ensure the most complete and consistent information. This opportunity to rejuvenate the database management for this activity is critical to document and measure next steps, objectives, outcomes and their reporting. Going forward, it could be valuable to consider including the annual objectives/directives from the Board of Governors as the

foundation for each academic year and measured against individual program or program clusters. It is recommended that the Program Advisory Committee Steering Committee consider database management a core factor and build a team focused on its completion.

5. Measurement

Establishment of a common approach to setting goals and measuring outcomes of Program Advisory Committee meetings is important. Depending on the goals, these could include:
- Number of meetings
- Number of participating members
- Marketplace considerations that impact curriculum
- Actions taken by Program Advisory Committees related to the strategic direction of the College and impact
- Activities Program Advisory Committees are involved in each academic year
- Number of students placements/coops each year when applicable

6. Program Advisory Committee Steering Committee

To ensure continuity, the College should consider the formation of a Program Advisory Committee Steering Committee to:
- ensure effective roll-out of the plan
- identify opportunities for increased involvement with the College
- ensure communication of College activities and items of interest
- make recommendations for opportunities for Program Advisory Committee members to interact cross-College

The committee would be comprised of Program Advisory Committee Chairs, Deans, Program Chairs, Coordinators, Support staff and Faculty. An internal employee will be nominated to shepherd the Program Advisory Committee Steering Committee to lead and develop the stated resources.

7. Additional counter measures:

As a result of the Program Advisory Committee review, Policy AA01 needs to be updated to ensure relevant procedural counter measures are captured, as well as recommendations from the 2016-2017 Quality Assurance audit and from the Postsecondary Education Quality Assessment Board (PEQAB) as follows:

Quality Assurance Audit:

Ensure the Program Advisory Committees are positioned to fulfil their role in curriculum and program quality reviews. This could be facilitated through a review of the College's Advisory Committee policy to clarify membership requirements and roles. As mentioned

above under Standard 3, the panel found that in some programs, part-time instructors were acting as Program Advisory Committee members, which may compromise the effectiveness of the Program Advisory Committee to exercise its external advisory function on program content and quality.

Postsecondary Education Quality Assessment Board revisions:

The Postsecondary Education Quality Assessment Board has indicated the need for external academic representation on degree programs. In addition, degree programs need to be aligned with Postsecondary Education Quality Assessment Board requirements for Program Advisory Committees as follows:

PROGRAM CONTENT STANDARD
The Program Advisory Committee:
    a) *Includes experts in the field external to the organization and, for degrees in applied and professional areas of study, employers and representatives from industry and professional associations*
    b) *Confirms the currency of curriculum and, as appropriate, its relevance to the field(s) of practice endorses the program as represented in the application.*

    It is considered best practice that:
- *the Program Advisory Committee have at least eight members*
- *the Program Advisory Committee Chair—not the institution/program—set the agenda*
- *the Program Advisory Committee meet at least twice a year*
- *institution/program staff serve as the secretariat to the Program Advisory Committee supporting the committee with setting up meetings and meeting spaces*
- *the Program Advisory Committee formally consider and endorse the program annually in a minuted meeting*

Program Advisory Committee Review Working Group

IMPLEMENTATION PLAN

Counter measure	Tasks	Delivery date(s)	Responsible
Revise policy AA01	• Create a working group to revise the policy as per guidelines outlined in AD01 Administration of College Policies	September 2017	Senior Vice President Academic
Procedural guide created and implemented	• Identify writer • Provide background material • First draft of guide • Socialize changes with Chairs at first Chairs Council meeting	July 2017 July 2017 August 2017 August 2017	Program Advisory Committee Review Working Group Chair
Create Program Advisory Committee Steering Committee	• Identify potential members and seek participation • Recommend College-wide engagement strategies	Fall 2017 January 2018	Senior Vice President Academic Deans Chairs
Recruitment plan	• Develop recruitment plan • Review plan with Deans, Chairs, Coordinators, Faculty • Begin recruiting for 2018/19 academic year	January 2018 February 2018 May 2018	Marketing and Communications
Orientation and onboarding	• Orientation of Program Advisory Committee Chairs • First draft of orientation plan • Training opportunities identified • Communication to Program Advisory Committee members • Organize training by schools to roll-out over two years	September2017 April 2018 May 2018 June 2018 September 2018	Program Advisory Committee Review Working Group Chair Centre for Organizational Learning
Measurement of effectiveness of initiatives and action taken to revise if necessary	• Develop metrics • Communicate metrics to Program and Program Advisory Committee Chairs • Develop reporting mechanism	September 2018 September 2018 November 2018	Information Technology Services Office of the Senior Vice President Academic
Database Management	• Develop framework for new system • Engage Information Technology Services	December 2018 January 2019	Information Technology Services Executive Assistant to the Senior Vice President Academic
Communication plan	• Develop on-going communication strategy to Program Advisory Committee members	January 2018	Marketing and Communications

Appendix 1: Program Advisory Committee Review Working Group Terms of Reference

Purpose:
The Program Advisory Committee Review Working Group will provide the Algonquin College Executive Team and the Academic and Student Affairs Committee (ASAC) of the Board of Governors with recommendations to enhance the functions of the Program Advisory Committees, their relevancy and their effectiveness. This initiative aligns with the 2017-2022 Strategic Plan's Goal Four: Become an integral partner to our alumni and employers. To meet the strategic direction of staying connected, we will refine our Advisory Committee Model to ensure that employers are more strongly connected to program review, development, and applied research opportunities.

Scope:
All aspects of the functions of the Program Advisory Committees will form the subject of this review including but not limited to: policies and procedures; roles and responsibilities; membership; accountability, communication and reporting; support of Program Advisory Committee Chairs and its members.

Sponsor:
Claude Brulé, Senior Vice President Academic

Membership:
Program Advisory Committee Review Working Group Chair
- Robyn Heaton, Dean, Faculty of Arts, Media and Design and Program Advisory Committee Review Working Group Chair

Chairs/Academic Managers
- Shaun Barr, Chair, Construction Trades & Building Systems, Algonquin Centre for Construction Excellence
- Sandra Larwill, Academic Manager, Centre for Continuing and Online Learning
- Megan Conway, Chair, Health and Community Studies, Pembroke Campus

Faculty
- Dr. Ameet Tyrewala - Program Coordinator, Bachelor of Hospitality & Tourism Management, School of Hospitality and Tourism
- Rudy Jones, Program Coordinator, Biotechnology – Advanced, Applied Science & Environmental Technology, School of Advanced Technology
- Leslie Kopf-Johnson, Coordinator: Bachelor of Early Learning and Community Development (BELCD)
- Angela Lyrette, Coordinator, Financial Services, School of Business

Program Advisory Committee Chairs
- Phil Cole, Program Advisory Committee Chair, Graphic Design

- Bill Dickie, Program Advisory Committee Chair, Water and Waste Water Technician (also member of Biotechnology Advanced Program Advisory Committee
- Tyson Roffey, Program Advisory Committee Chair, Digital Health
- Jane Venus, Program Advisory Committee Chair, Library and Information Technician

Support
- Nancy Makila, Senior Executive Assistant to the Senior Vice President Academic
- Nancy Tremblay, Executive Assistant to the Senior Vice President Academic

Resource
- Dr. Carol Ann Samhaber - Program Coordinator, Human Resources program, School of Business

Specific Tasks:

The Program Advisory Committee Review Working Group will review all aspects of the functions of the Program Advisory Committees. To accomplish this, the following tasks, among other things, will be undertaken:

1. Review and gain an understanding of the applicable Ministry of Advanced Education and Skills Development (MAESD) Policy Binding Directive *Framework for Programs of Instruction*s as well as the College Board of Governors Bylaw 5 related to Program Advisory Committees;

2. Review and gain an understanding of the College Policy AA01 – Program Advisory Committees

3. Development of overarching principles related to Program Advisory Committees;

4. Data collection (through surveys, focus groups, interviews, site visits to Program Advisory Committees) to gather evidence on the efficacy of implementation of the current policies;

5. Identification of shortcomings or gaps;

6. Literature review of publications and reports on effective Program Advisory Committees or similar bodies in other postsecondary systems;

7. Development of measures, metrics and other tools to determine effectiveness of the functions of the Program Advisory Committees;

8. Development of an accountability framework for addressing and following up on issues raised at Program Advisory Committees;

9. Review of reports (including annual reports) and recommendations for reporting to the Board and to the Program Advisory Committees.

In the course of producing its recommendations, the WG will give due considerations to factors such as:

- The volunteer nature of the Program Advisory Committee membership
- The place of Program Advisory Committees within the broader College Quality Assurance Framework
- Best practices in other postsecondary institutions
- Operating cost and sustainability of the Program Advisory Committee function versus the benefits derived

The Working Group will use the LEAN methodology and A3 Thinking to define the problem, gather information, draw current state maps, determine gaps, analyze data, set goals and targets, devise future state map, and come up with appropriate counter-measures.

Timeline and Frequency of Meetings:

The Program Advisory Committee Review Working Group will generally meet every two weeks for two hours. Meetings will start in February 2017 and last until the final report to the sponsor of the Working Group has been accepted, i.e. by May 2017. Specific task groups will be formed from time to time on an ad-hoc basis to conduct research, between meetings, on specific topics that arise from meeting discussions with the view to report the research details at follow-on meetings.

Reporting Mechanism:

Minutes of the Working Group meetings and proceedings will be published and circulated to the members as well as the sponsor. There will also be a requirement to present updates / interim reports to Chairs Council, Deans and Directors Council, and/or the Senior Vice President Academic from time to time. The final report and recommendations will be presented to Chairs Council, Deans and Directors Council, the Algonquin College Executive Team and the Academic and Student Affairs Committee.

Appendix 2: Secondary Research References

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Program Advisory Committee
Procedural Guide

Version 4.0
November 2017

Welcome from our Senior Vice President Academic

We at Algonquin College are profoundly grateful for the work of Program Advisory Committees, and in particular for the efforts of the members who are volunteers from industry. They keep our course material grounded in the realities of a constantly changing workplace. They bring invaluable expertise thanks to members' extensive knowledge and experience. They connect our students with opportunities.

Program Advisory Committees are an essential part of what makes our applied experiential learning postsecondary institutions relevant, and our College's drive to ensure the highest quality education and training opportunities for our broad and diverse community of learners. By helping us stay relevant and responsive to employers and the workplace, Program Advisory Committees give our students the skills they need to succeed at their studies and after they graduate.

As the members of our Program Advisory Committees, your work is vital to their effectiveness. When Program Advisory Committees are run well, all members feel their time has been used valuably in contributing to our students' success. I trust that this guide to the work of Program Advisory Committees, from their raison d'être to the details of their operation, will be helpful to you and to the committee members who work so hard and give so much to support learners at Algonquin College.

Sincerely,

Claude Brulé, BEng, MSc, CD
Senior Vice President Academic
Algonquin College
http://www.algonquincollege.com/vpacademic/

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1.0 What is a Program Advisory Committee?

1.1 Definition

Program Advisory Committees are an invaluable resource in ensuring high-quality, relevant programs at Algonquin College. Mandated by the Ontario government through the Ministry of Advanced Education and Skills Development, Program Advisory Committees are a forum for college administrators, employers, faculty and even students, to ensure our programs of instruction are deeply rooted in the economic needs of our broader community.

Representing business, industry, government or non-profit organizations of our region, Program Advisory Committee members build connections between their knowledge of the sector, and expertise in their field, with the knowledge and skills required of our students and our program graduates. Members of our College Program Advisory Committees provide their evaluation of one program or a cluster of programs in their area of expertise to ensure our programs are relevant in the modern workplace.

> *The board of governors is to ensure that an advisory committee for each program of instruction or cluster of related programs offered at the college is established and is made up of a cross-section of persons external to the college who have a direct interest in and a diversity of experience and expertise related to the particular occupational area addressed by the program.*[1]

Colleges of Applied Arts and Technology in Ontario are established and governed by the Ontario Colleges of Applied Arts and Technology Act, 2002 and Regulations for the Act: O.Reg. 34/03.[2] The Framework for Programs of Instruction binding policy directive defines how Ontario colleges are expected to design, deliver and promote our programs in compliance with the Act and its regulations. As outlined by the Ministry of Advanced Education and Skills Development in this directive, Advisory Committees are an essential part of Ontario college programming. The directive requires that our Board of Governors, through our President, establish an Advisory Committee for each program, or cluster of related programs, offered by our College and, through by-law[3], set the structure, terms of reference and procedures for our Program Advisory Committees.[4]

Program Advisory Committees provide our College a competitive advantage in attracting and retaining students – many universities do not have a comparable link between employers and learners. The quality of our engagements with our Program Advisory Committee members will help us advance toward our True North goals in alignment with Strategic Plan 2017-2022 Goal Four: *Become an integral partner to our alumni and employers*.

Actively linking employers to learners, Program Advisory Committees ensure our programs are effective – providing high-quality curricula in demand among students seeking instruction and employers requiring new talent. In keeping with all we do at Algonquin College, our Program Advisory Committees exist to help our students be successful through their studies, and upon graduation as valuable employees advancing in their career.

This procedural guide supports Algonquin College academic teams who uphold the Board of Governor resolutions to engage external community members in College Program Advisory Committees. The guide reflects College policy guidelines[5] and the 2017 mandate[6] to refine our Advisory Committee model, ensuring employers are more strongly connected to program review, program development and applied research opportunities.

Sustained collaboration with industry and employers ensures that
the education and training provided by colleges and institutes respond to
the current and emerging needs of the labour market and of communities.[7]

1.2 Our Vision for Program Advisory Committees

Program Advisory Committees will support student success and academic excellence at Algonquin College by highlighting and incorporating members' experience and expertise to prepare our graduates for the workplace.

1.3 Our Mission for Program Advisory Committees

Algonquin College Program Advisory Committees will draw on the knowledge of all committee members to contribute to the Annual Curriculum Review, advise on labour market needs and trends, and ensure program relevancy. The involvement of Program Advisory Committee members will help to ensure the College is providing high-quality curriculum and equipping learners and graduates with the skills and training the marketplace requires.

1.4 Our Objectives

Program Advisory Committees have a clear goal of supporting our learner achievements, with an emphasis on six broad objectives:

1. To provide regular program evaluation and feedback as part of the Annual Curriculum Review as well as the formal five-year program quality assurance process
2. To provide input and advice on the quality and relevance of program structure and curriculum, as well as technology, equipment and facility needs based on current or anticipated labour market needs and industry trends
3. To identify work-integrated learning opportunities for students, career opportunities and job placements for our graduates
4. To represent Algonquin College as goodwill ambassadors in the wider community, thereby building connections with the College and the regions it serves
5. To advise on opportunities to create new programs and training opportunities to meet evolving needs of industry and the community
6. To assist in establishing scholarships and bursaries for students

2.0   Program Quality Assurance Model

At Algonquin College, Program Advisory Committees provide input through the Annual Curriculum Review on the courses in our programs of instruction; a process which enables our academic areas to respond to the needs of the marketplace, support continuous improvement and renewal, and help us uphold the high quality of our instruction across all of our programs. The Annual Curriculum Review is part of the Algonquin College Program Quality Assurance model [8] that aligns with initiatives of the Ontario College Quality Assurance Service (OCQAS)[9] and the Postsecondary Education Quality Assessment Board (PEQAB).[10] Complementing the Annual Curriculum Review and five year cyclical system level quality assurance audit, a comprehensive cyclical review (Program Quality Review) of each program is generally conducted by the respective Department and reported to the Dean every five years.

Once College program curriculum is 'rolled over' from one academic year to the next and academic departments are provided with a report on the current program curriculum, the Annual Curriculum Review (which involves review of program of study and narrative data) is ready for stakeholder input including the Program Advisory Committee, the Program Council, survey results (e.g. course student feedback, key performance indicators), and other reports related to the field of expertise. The Annual Curriculum Review process is outlined in Figure 1.

Each program has a Program Chair who meets with program faculty members to review this information alongside Ministry and College requirements. Each year, these academic team members conduct this review to identify changes for program renewal that includes the program of study, course descriptions, pre- or co-requisites, equivalencies, program description, employment opportunities, admission requirements, program and course ancillary fees, related student expenses, and other information relevant to the program.

Once the Academic Department has entered revisions into the College Student Information System, the Program Chair and Program Coordinator review final changes for accuracy. The Curriculum Administrator then reviews the revisions and in collaboration with the Program Chair, signs off on the revisions to the program offering. Finally, the Registrar's Office activates the program offering for purposes of course loading, marketing promotion, and student recruitment/admission.

When a new program is introduced, an ad hoc advisory committee is created on a temporary basis to help guide its development. The ad hoc advisory committee confirms and clarifies the need for the program, the potential for graduate employment, provides feedback on program design and input on curriculum such as key skills and attributes of program graduates. Once the program has been approved and launched, the ad hoc advisory committee will dissolve, having fulfilled the committee mandate. A Program Advisory Committee will subsequently be formed reflecting the specific needs of the program at the College.

The Annual Curriculum Review begins each September and is completed in March. A detailed schedule is distributed annually to Deans and Program Chairs and updated online[11] by the Office of the Senior Vice President Academic and Academic Development.

Figure 1: Annual Curriculum Review

ANNUAL CURRICULUM REVIEW

Curriculum Rollover by Registrar's Office/ITS

Input from Advisory Committee/ Program Council/ Stakeholders

Review of Curriculum for Relevancy/ Currency by Program Faculty

Review of Program Data/ Mapping

Updates Identified on Curriculum Reports

Updates to Program of Study and Program Narrative Entered into GeneSIS

- Program Title
- Program Outcomes
- Program Description
- Success Factors
- Program of Study
- Pre & Co-Reqs
- Admission Requirements
- Fees/Expenses

Changes Reviewed and Approved by Curriculum Administrator and Chairs/Academic Managers Sign Off via Checklist

New Program Version Activated for:
- Course Loading/Scheduling
- Publication Production
- Registration/Timetables
- COMMS Rollover

Revised Mar. 14, 2016

3.0   Terms of Reference

Program Advisory Committees are to meet at least once per term (Fall, Winter, and Spring - if applicable), with the option of meeting more frequently at the request of the Program Chair, the Committee Chair or the majority of committee members. The Program Advisory Committee may also choose to create subcommittees if warranted, such as during the redevelopment of a program or a major undertaking required to carry out its mandate.

For the development of new programs, an Ad hoc committee needs to convene in at least four meetings: two meetings to shape program learning outcomes and understand graduate attributes; one meeting to confirm the framework developed captures the program intended; and one meeting to put forward a motion supporting the program proposal. Additional meetings may be held for specific aspects of the program design or to gather more feedback on details of the curriculum. For new programs, the Ad hoc committee is expected to endorse a motion of support for the proposed program.

Committee members are invited to participate on a Program Advisory Committee and once appointed, members hold their position for a two-year term. It is optimal for Committee members to retain membership to a Program Advisory Committee through one complete cycle of the program credential. Committee members may be invited to renew their term at the discretion of the Program Chair and the Dean of the program(s). Members who contribute beyond two terms will be encouraged to continue their service but alter their role or program focus to ensure fresh ideas and diversity of membership across Program Advisory Committees over time.

3.1   Composition of Membership

Program Advisory Committees are to have between eight and 15 external members representing the most relevant field(s) within the program(s) they serve. Members may join committee membership from their area of expertise as entrepreneurs, in business, industry, government, government agencies, non-profit organizations, boards of education or postsecondary institutions. Research shows that very large groups reduce participation and effectiveness, so a group of eight to 10 external members is ideal. The committee cannot have fewer than eight members.

To be eligible for appointment as a Program Advisory Committee member, a candidate must have knowledge, skills and experience related to the profession, industry, business, sector or service relevant to the program. The individual must also meet one of the following criteria:

- have a business or be employed by an organization in the region within which graduates will pursue employment
- either individually or with respect to the field he or she represents, have a positive and influential standing within the broader industry, business, sector or service
- represent the diversity of employers within the profession, industry, business, sector or service
- represent a school board or other postsecondary institution
- for degree programs, external academic representation is a requirement

To ensure the broadest representation of expert views and experiences to support the best outcomes for our learners, membership of the Program Advisory Committee will strive for diversity of gender, ethnicity, geography, and sectors for the program.

Committee organizers for each program will maintain a list of potential members to contact when there is a vacancy. Committees will work with the Alumni and Friends Network and the Algonquin College Foundation to reach out to employers who contribute to the Foundation, and their employees who may be able to serve, to further integrate them into Algonquin College life.

College employees may serve as resource persons to the Advisory Committees but have no voting rights. Faculty and students may sit on their Program Advisory Committee to bring their perspective of the College and their experience with the relevant program. The Program Coordinator is a College resource to the Advisory Committee. The Program Chair is the conduit between the Program Advisory Committee and the program staff, students, and the curriculum and resources. The Academic Manager responsible for the part-time and/or online course and program offerings of the respective Program(s) of Study, provides information on the alignment of courses offered through the Faculty/School or by the Centre for Continuing and Online Learning to the full-time programs and information on the professional development opportunities at the College.

3.2   Establishing and Maintaining Membership

When recruiting new members, it is important to ensure they understand the benefits they will receive, as well as the service they will be providing to the College and, most importantly, to our students. Following consultation with the Program Advisory Committee Chair, the Program Chair will recommend to the Dean the appointment of new members or the reappointment of an existing member whose term is about to expire. It is recommended that the process be initiated *three months* in advance of the expiry date of the term.

Membership has its benefits. Program Advisory Committee members build their networks, connecting with other committee members, as well as future employees, while paying it forward by sharing their knowledge and experience.

Benefits and Opportunities for Program Advisory Committee Members
Help build a relevant and high quality program that will ensure students are career-ready
Ensure the program curriculum is current, relevant and beneficial to graduates entering your field
Inspire students and improve their learning experience at Algonquin College
Connect your company or organization with Algonquin College students and graduates

Recruiting a wide cross-section of leaders in their fields will result in a capable, engaged Program Advisory Committee that is effective. Once established, membership on the Committee must be

renewed frequently to ensure its continued diversity and added value to the College program(s). New perspectives and ideas are important considerations when a vacancy on a Committee is about to open up. All Program Advisory Committee members are encouraged to be aware of and seek out potential future Committee members.

Three months before a member's term expires, the Office of the Senior Vice-President Academic sends a notice of expiry to the Dean of the program(s), who consults with the Program Chair and the Program Advisory Committee Chair about the renewal or replacement of the member whose term is about to expire. The Dean submits the recommendation for renewal of the member, or appointment of a new member, to the Office of the Senior Vice-President Academic.

Members must be clearly informed about what is expected of them, including attendance and full participation in discussions at meetings, as well as follow-up evaluations to support their ongoing engagement with the Committee and the College.

When a candidate accepts a position as a volunteer member of a Program Advisory Committee, the individual will be asked to sign a Conflict of Interest Agreement, which will be retained by the Dean.

For more information on the submission and appointment of Advisory Committee Members, please see Governing Reference Document 8.4 or Policy AA01 Advisory Committee (Appendix 2).

3.3 Advisory Committee Responsibilities

The main function of a Program Advisory Committee is to bring experts together for the benefit of learners and graduates by participating in the program review process. A Program Advisory Committee benefits from the participation of members who share insights from their experiences across the sector in business, industry, government and/or non-profit organizations. The Board of Governors has set out several specific areas of focus[12] for Program Advisory Committees in order to ensure continued excellence and relevance of each Algonquin College program as shown below.

Program Advisory Committee Responsibilities
• Contribute to the Annual Curriculum Review to ensure ongoing relevance of curriculum and course materials
• Assist in defining and/or revising a program's learning outcomes, including the specific skills needed by graduates for future employment
• Advise the College on emerging trends and developments in the labour market
• Assist in the development of a program of instruction to meet the program learning outcomes
• Assist in identifying student field placements, co-op opportunities, and student international experiences (where applicable)

• Assist in identifying employment opportunities for graduates
• Advise the College on the equipment required in labs, shops and other facilities
• Provide information on current industry trends, technological changes and skills needed in the labour market that could affect the employment of program graduates
• Advise on opportunities to introduce new programs of instruction
• Assist in establishing scholarships and bursaries for students
• Assist the College to develop partnerships and training opportunities

3.4   Program Advisory Committee Roles

All Program Advisory Committee members will participate and attend scheduled meetings, seek to raise the profile of the program(s) they represent, engage in information exchange and network with colleagues, and provide advice and counsel on College programs of instruction to positively impact student outcomes while addressing the talent demands of the workforce.

Program Advisory Committee Chair (voting): an external member of the Program Advisory Committee, elected from the membership of the Program Advisory Committee for a term of two years, renewable at the discretion of the Program Chair. As with all participating external members, each Chair has a vote. In addition to the responsibilities of all external members, the Chair (as one individual or as two, when sharing the duties with a Co-Chair) is responsible for:

- chairing Program Advisory Committee meetings
- ensuring meetings are run effectively
- approving agendas prepared by the Program Coordinator and/or Program Chair
- reviewing pre-meeting information packages before their distribution to members
- approving the committee's Interim Report and Annual Report submission, prepared by the Program Chair or Program Coordinator
- suggesting and recruiting external members to the Program Advisory Committee
- assisting in the orientation of new members

Program Advisory Committee Co-Chair (voting): an external member of the Program Advisory Committee, elected from the membership of the Program Advisory Committee for a term of two years. Different from the Chair/Co-Chair, the Vice-Chair is second to the Chair; the Vice-Chair allows the Committee continuity with succession planning. In addition to the responsibilities of all external members, the individual is responsible for:

- chairing Program Advisory Committee meetings when the Chair is unable to attend
- assuming the role of Chair when their term concludes

Past Chair of the Program Advisory Committee (voting): an external member of the Program Advisory Committee, and the most recent Chair of the committee. In addition to the responsibilities of all external members, the individual is responsible for:

- supporting the new Program Advisory Committee Chair and Co-Chair in the discharge of their responsibilities

External Members (voting): volunteer representatives of the sector relevant to the committee's program. This should include a recent graduate of the program who is employed in the field. They are responsible for:

- reading any material provided in preparation for meetings
- attending meetings and participating in discussions
- providing input and evaluation in whatever form the Chair requests
- helping recruit new members
- representing Algonquin College in a positive light in the community
- if requested, providing suggestions for work placements, guest speakers, industry liaisons, etc.
- ensuring they are free from conflict of interest and signing a Conflict of Interest form

Program Chair (non-voting): the Chair of the relevant program or cluster of programs. Essential for the ongoing operations of the Program Advisory Committee, this College employee is responsible for:

- obtaining Conflict of Interest forms for all external Program Advisory Committee members
- meeting with new members to ensure they understand what is expected of them in their role on the Program Advisory Committee, and providing them with the College's orientation package
- providing notice of meetings and follow-up material to all members
- preparing agendas for the approval of the Program Advisory Committee Chair
- preparing pre-meeting information packages for members, for the approval of the Program Advisory Committee Chair
- acting as a College resource to the Program Advisory Committee
- taking or arranging the taking of minutes, which will be distributed within two weeks of each meeting to committee members, College staff in attendance, the respective Dean and the Office of the Senior Vice President Academic
- gathering the committee's input as part of the Annual Curriculum Review and forwarding it to the Dean
- ensuring that the committee's requests and recommendations are acted on. Minor changes to the program can be addressed during the Annual Curriculum Review. Requests or recommendations that are outside the scope of the Program Chair's authority and/or responsibilities, will be brought to the attention of the Dean of the Faculty or School for resolution
- keeping members informed of the status of the committee's requests and recommendations
- gathering evaluations of the meeting process and, in collaboration with the Program Advisory Committee Chair, acting on useful suggestions and recommendations

- working with the Program Coordinator, draft the committee's (optional Interim Report and) Annual Report, based on minutes and submitted to the committee Chair for approval; forwarding the approved report to the Dean
- archiving minutes for annual reports submitted to the Dean
- in consultation with the Program Advisory Committee Chair, recommending to the Dean the appointment or new members or reappointment of members whose term is about to expire
- organizing and holding an annual appreciation event for all Program Advisory Committee Chairs in his or her program area

Dean (ex-officio; non-voting): the Dean of the Faculty/School under which the Program Advisory Committee falls. He or she is responsible for:

- retaining Conflict of Interest forms for all external Program Advisory Committee members
- reviewing minutes of the Program Advisory Committee
- forwarding the committee's input into the Annual Curriculum Review
- consulting with the Program Chair and Program Advisory Committee Chair about the renewal or replacement of members whose term has expired including the recruitment of new members
- submitting the recommendation for renewal or appointment of new Program Advisory Committee members to the Board Office
- ensuring that the Program Chair has scheduled Program Advisory Committee meetings
- submitting the Program Advisory Committee's Annual Report to the Senior Vice President, Academic, by June 30
- ensuring that new program proposals submitted to the Senior Vice President, Academic (and subsequently Board of Governors for approval) demonstrate Program Advisory Committee support
- where appropriate, the Dean may designate an existing Program Advisory Committee may be used to advise regarding the development of a new Program Offering

Program Coordinator(s) and Faculty Member(s) (non-voting): at the discretion of the Program Chair and the Program Advisory Committee Chair, one or more full- or part-time professors from the program may be invited to sit on the committee or attend a given committee meeting to act as a resource.

Student(s) (non-voting): at the discretion of the Program Chair and the Program Advisory Committee Chair, one or more students in the program may be invited to sit on the committee to provide the learner's perspective on its work

3.5   Procedure for Submission and Appointment of Advisory Committee Members

The Algonquin College procedure for the submission and appointment of Advisory Committee members is shown below and may be referenced online[13].

1. Recommendation for new appointment or reappointment forms are to be completed for each person recommended. These forms can be completed electronically on the Advisory Committee Member System (ACMS) or are available as Appendix 6 of Policy AA01 Advisory Committees (Recommendation for Appointment/Reappointment of Advisory Committee Member form).

2. The following information is to be provided:

      2.1   the Advisory Committee program or program cluster title
      2.2   the individual's name, job title, and gender
      2.3   the individual's employer and position title
      2.4   the individual's preferred mailing address (home or office), including postal code
      2.5   the individual's phone number(s) and email address
      2.6   the individual's term start date and term length
      2.7   the individual's vehicle information (make/model, license plate, colour) – parking permit purposes

3. All submissions should be updated by the appropriate contact in the Dean's Office. It is the responsibility of each School to notify the Office of the Senior Vice-President Academic via email or telephone when a member is appointed or renewed on the Advisory Committee Management System.

4. Responsibility rests with each School for the submission of reappointment forms for a member whose term is about to expire, or for the recommendation for a new appointment form for a replacement. It is recommended that the process be initiated three months in advance of expiry date.

5. It is the practice of the Office of the Senior Vice-President Academic to send a letter of appreciation to members who are not being reappointed. Names of those whose terms are not being renewed, as well as those who resign, should be reported to enable the Office of the Senior Vice-President Academic to fulfil that function. In addition, the names of members, who resign prior to the completion of their term, should be sent promptly to the Office of the Senior Vice-President Academic through the Dean's Office.

6. A letter of invitation or renewal to serve on an Advisory Committee is sent out by the Office of the Senior Vice-President Academic together with a parking permit and a copy of the Advisory Committee Backgrounder and Alumni Benefits Memorandum.

3.6 **Program Advisory Committee Checklist**

A Program Advisory Committee Checklist has been developed to support Committee organizers as they work with members to complete the tasks over the course of the academic year.

Date	Before the meeting	Responsible	Completed
Prior to beginning of term	• Check accuracy of membership list and make changes as needed	Program Advisory Committee Chair/Program Chair/Dean	
Beginning of term	• Determine calendar meeting dates and locations early in the academic year. Program Advisory Committees hold at least two meetings per year	Program Advisory Committee Chair/Program Chair	
Beginning of term	• Advise members of the Committee meeting dates and College special events (if applicable) to secure availability at the beginning of each term	Administrative support	
Four-five weeks prior to meeting	• Book meeting rooms and technology requirements at least 4-5 weeks prior to the meeting.	Administrative support	
Three-four weeks prior to meeting	• Develop agenda, discussion questions and presentations	Program Advisory Committee Chair/Program Chair/Program Coordinator	
One week prior to meeting	• Send agendas and supplementary reports and/or background information to members a minimum of one week prior to the meeting date	Administrative support	
Week of the meeting	• Send a reminder to members of the meeting date, time, and location including a campus map in advance of the meeting	Administrative support	
One day prior to meeting	• Confirm attendance	Administrative support	
One day prior to meeting	• Prepare meeting materials, including directional signs, name tags or name tent cards, etc.	Administrative support Program Coordinator/ Faculty	
One week prior to meeting	• Order refreshments for the meeting	Administrative support	
Day of the meeting	• Place directional signs on meeting day	Administrative support	
	After the meeting		
Within one week of the meeting	• Organize notes and prepare meeting minutes; take special care to highlight action items	Administrative support	

Within one week of the meeting	• Once meeting minutes are reviewed, forward the minutes to the Program Advisory Committee Chair for consent to distribute as "draft"	Administrative support	
Within two weeks of the meeting	• Forward the reviewed meeting minutes to the members	Administrative support	
	• File a copy of the reviewed meeting minutes, along with any revisions to the membership, with the Faculty/School of the programs(s) of instruction	Administrative support	
	• Forward copies of the minutes to the Dean and Chairs with any membership changes and recommendations made by the Program Advisory Committee. Include notice of future Program Advisory Committee and subcommittee meetings	Administrative support/Program Advisory Committee Chair	
During the term	• Follow-up on action item	Program Chair	
	• Follow up to recruit and fill vacancies based on recommendations of the committee	Program Chair	
	Annual Tasks		
End of academic year	• Prepare annual report summarizing Program Advisory Committee activity including recommendations made and the faculty response to these recommendations; If recommendations were not acted upon, indicate the reason, how these will be addressed or reasons why they will close	Program Advisory Committee Chair/ Program Chair/ Administrative support	
	• Forward Program Advisory Committee annual report to the Dean's office for compilation (all Program Advisory Committees report within the School)	Program Chair	
	• The Dean provides reports to the Senior Vice President Academic	Dean	
December Board of Governors meeting	• On behalf of the President, the Senior Vice President Academic reports to the Academic and Student Affairs Committee of the Board of Governors	Senior Vice President Academic	

4.0 Structure of meetings

When members feel connected to the Program Advisory Committee's purpose, to the College and to each other, they will be active and effective. Given their expertise and status as leaders in their field, they will need to see concrete results from their involvement in order to stay engaged and feel valued.

Perhaps the most crucial element in ensuring that Program Advisory Committees run smoothly and productively is using members' time well through effectively run meetings. Good meetings do not happen by chance. Rather, they are the product of careful planning and execution, including:

a) Choice of dates and times for meetings agreeable to the majority of members. Consider breakfast or lunch sessions, or meetings held in the late afternoon, toward the end of the work day.
b) Timely reminders of upcoming meetings (See sample email text).
c) A clear agenda with concrete objectives, targeted pre-meeting information packages and multiple opportunities for participation by all members. (See agenda template).
d) Commitment to a set length of time for a meeting e.g. two hours with the option of a 15-minute extension.
e) Encouragement by the Program Advisory Committee Chair and Program Chair of participation by all members, and openness to a wide range of views.
f) A willingness to question and even challenge existing assumptions and practices.
g) Clear direction on responsibilities for action items.
h) Use of *Robert's Rules of Order (revised)* when a formal process is required
    a. https://www.afsc.noaa.gov/education/activities/PDFs/SBSS_Lesson6_roberts_rules_of_order.pdf
i) Declaration of a conflict of interest by members who perceive one based on their personal or professional interests. These members must excuse themselves from participating in discussion and abstain from voting. The declaration of conflict will be recorded in the minutes.
j) Focused evaluation and follow-up material.
k) An assessment of the meeting outcomes before adjournment, and assigning of responsibility for a plan to improve the next meeting.

Given that members are volunteering their time to provide an invaluable service to Algonquin College, it is also extremely important to express appreciation for their participation on the Committee, including but not limited to:

a) An annual thank-you from the Dean of the Faculty/School on behalf of the College, in writing, to all Program Advisory Committee members.
b) An annual social event for all Program Advisory Committee Chairs to further their networks and allow for cross-program discussions
c) A formal thank-you letter and certificate or other recognition for retiring Program Advisory Committee members
d) Refreshments at meetings

e) Reimbursement for expenses incurred to attend Program Advisory Committee meetings (e.g. transit fare)

4.1 Meeting schedule

Program Advisory Committee organizers will propose a meeting schedule for the year with its membership well in advance, providing a minimum five weeks advance notice of meeting date (with agenda to follow closer to the date) to ensure high participation. Members may attend Program Advisory Committee meetings by means of telephone, electronic or other audio or video communication facilities, provided such attendance allows everyone involved in the meeting to communicate with each other. Given the variety of options, members are expected to attend all meetings. In special circumstances, they may, at the discretion of the Program Advisory Committee Chair, be permitted to miss one meeting in a two-year term.

Minutes of meetings will be taken and distributed within two weeks of each meeting to the Program Advisory Committee members, College employees in attendance, the Dean and the Senior Vice President, Academic.

4.2 Conflict of Interest

When a candidate accepts to serve as a Program Advisory Committee member, the member will be asked to sign a Conflict of Interest Agreement. A Program Advisory Committee member who perceives that they have a personal or professional interest in conflict or a perceived conflict with an issue under discussion at a Program Advisory Committee meeting has an obligation to excuse themselves from the discussion and abstain from voting on the specific issue. The member's declaration of conflict of interest will be recorded in the meeting minutes.

4.3 Code of Conduct

Orientation for new members will be provided on an annual basis by the Program Chair, in a meeting session with the committee to maximize contributions of members each year. A backgrounder to orient new members is available to support committee organizers in Algonquin College Policy AA01: Advisory Committees (Appendix 5: Guidelines for Advisory Committee Members).[14]

As standard reference for conducting productive meetings with fair opportunity for all members to contribute is Robert's Rules of Order.[15] Similarly, referencing Parliamentary Law[16] supports constructive discussions between members and resolutions to advance Committee achievements against their objectives. Committee members may choose to offer this as a handy guide to Program Advisory Committee members or prompt use of its online question and answer forum when in need of clarification on procedure.

Quorum shall consist of the majority of the voting members of the Program Advisory Committee (50% +1 of the Committee voting membership is present). Quorum is needed for the Program Advisory Committee to put forward a motion (a resolution requiring committee member votes), such as changes

to the programs of instruction. Only external members have voting rights; other members attend as resource people to provide input during discussions.

At the first Program Advisory Committee meeting of the year, members will review the Committee Code of Conduct. Voting and non-voting members will participate appropriately in Program Advisory Committee meetings and activities by upholding Algonquin College values of Caring, Learning, Integrity and Respect. Those who do not uphold these standards may be recommended for termination by the Program Advisory Committee Chair. A sample Code of Conduct for Committee members is shown below.

Sample Code of Conduct for Committee Members
- Strive to attend all meetings, in-person or virtually   - Prepare for the meeting by reviewing the agenda and any attached reports before the meeting.   - Email the Committee Chair before the meeting if you need clarification or if you have an addition to the agenda so that any revisions may be shared with your fellow Committee members in advance of the meeting.   - Review the agenda for "action items" that you may be asked to prepare in advance of the meeting.   - Arrive on time. Stay to the end.   - Participate fully in the meeting   - Be concise.   - Listen to what others have to say and keep an open mind.   - Contribute positively to the discussions.   - Have the best interests of Algonquin College and our students in mind at all times.   - Fulfill any responsibilities assigned to you as actions at the meeting and be prepared to report back on your progress at the next meeting.

4.4 Evaluation

The Program Chair and the Program Coordinator will capture essential information, recommendations and feedback from members with standard evaluations at the end of each meeting and at the conclusion of each year's activities. Organizers will use the regular and frequent standardized evaluations to formally collect member input and readily adapt the approach to Committee activities for improved collaboration to better inform College programs.

Criteria for evaluating the effectiveness of the Program Advisory Committee include:

a) The committee has held at least two meetings during the year.
b) The committee is clearly informed of its objectives and mandate and follows the Program Advisory Committee guidelines.
c) The committee seeks out new members each year and elects a new Chair (and Co-Chair) every two years.
d) The committee membership is diverse in gender and ethnicity, and is composed of individuals representative of the industry's diversity, including employers, employees, and alumni or students (where possible).
e) The committee meeting minutes/notes are maintained as a permanent record and are distributed to the appropriate administrators and members of the advisory committee.
f) The agendas are prepared and distributed in advance of each meeting.
g) Members are notified of meetings in a timely manner.
h) Faculty and administrators attend the committee meetings regularly.
i) Committee meetings are well attended by members.
j) The committee has been involved in the development and review of the program curricula.
k) The committee has reviewed the current program curricula to determine if it meets the needs of the students and the projected employment needs of their industry.
l) The committee are champions of the program.
m) The committee develops and carries out a yearly plan of action/program of work.
n) The committee assesses the impact of recommendations yearly.
o) The committee reviews yearly outcome data from the program, including student achievements, placement rates, etc.

4.5 Actions and outcomes

The Program Chair must action the requests and recommendations that arise from the Program Advisory Committee meetings. Minor changes to the program(s) can be addressed during the Annual Curriculum Review. If a request or recommendation made by the Program Advisory Committee is beyond the Program Chair's authority and/or responsibilities, it will be brought to the attention of the Dean for resolution. If the Dean is unable to resolve the matter, it will be brought to the attention of the Senior Vice President Academic who will address the issue and/or bring the matter to the attention of the President.

The Program Chairs are responsible for keeping their respective Advisory Committee members apprised of the status of action items arising from the meetings.

4.6   Report on activities

Each Program Advisory Committee will submit an Annual Report including an evaluation of the Committee activities for the year to the Dean, who will in turn provide this report to the Senior Vice President Academic. The President shall present a summary of Advisory Committee Annual Reports to the Board of Governors at the December board meeting on behalf of the Academic and Student Affairs Committee.

Reports will:

- Identify current realities and emerging trends changing organizations hiring/resources, skill sets, professional regulations & legislation which may impact graduate capabilities with an outlook 5-10 years forward to inform major program reviews.

- Highlight opportunities for student learning experiences in the workplace, strengthening work placement opportunities and identifying facilities and equipment needed to achieve program or course outcomes.

- Analyze findings of student enrolment, employment readiness, and career search reports and support ways to recognize student achievement and continuous learning for graduates.

Annual Program Advisory Committee Reports are drafted by the Program Chair, based on the minutes of the meetings held that year, and are submitted to the Program Advisory Committee Chair for approval. The Program Chair will submit the Annual Reports to the Dean who forwards each report to the Senior Vice President Academic by the end of June of each year.

5.0 Sample communications

5.1 Email reminder for each Program Advisory Committee meeting

Dear _____ (*personalized with member's first name*);

This is a reminder of the upcoming meeting of the _____ (*name of program*) Program Advisory Committee meeting to be held (*day of week, day, month, year*) at (*time of meeting start; could also include the end time, e.g. "from 7:30 to 9:30 a.m."*). The meeting will take place at (*location*). Directions are attached. Please retain transit tickets or parking vouchers and provide them to the (*role of the person responsible*) for reimbursement.

The information package and agenda for the meeting are attached. To help ensure full participation and effective use of everyone's time, you are asked to read the material ahead of time. If you have questions, please do not hesitate to contact (*name and contact information for resource person*). Please also advise us whether you will be attending in person, by phone or another electronic means. If the latter, please contact (*name of contact person*) at least a day in advance to confirm logistics, and call in to the meeting 15 minutes before the scheduled start time.

Sincerely/Warm regards

5.2 Email for Program Advisory Committee members after each meeting

Dear (*member's first name*),

Thank you for participating in the (*name of program*) Program Advisory Committee meeting on (*day of week, day, month, year*). We will keep you informed of developments related to the items we discussed (*provide any such information already available*).

The Committee's next meeting is (*day of week, day, month, year*) at/from (*time of meeting start or time of start and end*) at (*location*). An agenda and information package, along with a reminder of the meeting, will be emailed to you two weeks ahead of time.

In the meantime, if you have any questions, comments or concerns, please feel free to contact (*name of contact person*).

Sincerely/Warm regards,

5.3 Welcome letter for new Program Advisory Committee members

Dear Mr./Ms _____;

On behalf of Algonquin College, please accept my thanks for your willingness to serve as a member of our _____ Program Advisory Committee. I was pleased to hear of your appointment, and trust you will enjoy your time as part of the Program Advisory Committee.

Volunteers like you bring invaluable expertise and experience as you advise us on the programs we offer. Your assessments and suggestions on curriculum and other aspects of our programming help us to ensure that our students graduate with the skills and knowledge employers need.

There are typically two Program Advisory Committee meetings per year, although there may be additional meetings of the Program Advisory Committee or of special working groups as determined by the committee.

You will be receiving information shortly regarding your first meeting. In the meantime, if you have any questions, please do not hesitate to contact me, or _____, about your role on the _____ Program Advisory Committee.

Again, thank you for your willingness to serve in this important role. Your contribution is valued.

Sincerely,

5.4   Welcome letter for Program Advisory Committee student member

Dear Mr/Ms _____;

On behalf of Algonquin College, I want to welcome you to the _____ Program Advisory Committee as a student representative. Your input is a valuable addition to the group.

We value the contributions made by you and the other volunteers on the committee who bring a wide variety of experience and expertise. The advice of all committee members is essential to ensuring the programs the College offers help prepare students like you for success in your studies and after you graduate.

There are typically two Program Advisory Committee meetings per year, although there may be additional meetings of the Program Advisory Committee or of special working groups as determined by the committee.

You will be receiving information shortly regarding your first meeting. In the meantime, if you have any questions, please do not hesitate to contact me, or _____, about your role on the _____ Program Advisory Committee.

Again, thank you for your willingness to serve in this important role. Your contribution is valued.

Sincerely,

5.5   **Welcome letter for new Program Advisory Committee Chair**

Dear Mr./Ms _____;

I was pleased to learn that you have accepted the position of Chair of the _____
Program Advisory Committee. On behalf of the students, faculty and staff of Algonquin College, thank you for your willingness to assume this leadership role.

I realize that this commitment will take some additional time on your part, and I want to assure you that the faculty and staff at Algonquin College will be available to provide you with assistance and advice as required.

Program Advisory Committees are an invaluable resource in ensuring that the programs we offer are relevant and up-to-date, providing our graduates with the skills employers require. We are grateful to you for volunteering to serve as Chair of the _____ Program Advisory Committee. Your contributions are greatly appreciated.

Sincerely,

5.6   Thank you letter for Program Advisory Committee Chair completing term

Dear Mr./Ms _____;

On behalf of Algonquin College and our students, faculty and staff, I would like to express our appreciation for the time you have so generously volunteered over the past _____ year(s) as Chair of the _____ Program Advisory Committee.

We are most grateful for the leadership you have provided and the contributions you have made to this committee. As Chair, your willingness to participate in and guide the discussions of the committee were vital to its ongoing contributions to the excellence and relevance of our programs.

Again, thank you for the time you have so kindly given to help ensure the success of our students. I hope that your experience was a positive one, and that you will continue to participate in the work of Algonquin College as a member of the _____ Program Advisory Committee. Your contributions are greatly appreciated.

Sincerely,

5.7 Appreciation letter for Program Advisory Committee member whose term is ending

Dear Mr./Ms_____;

On behalf of the students, faculty and staff of Algonquin College, I would like to express our appreciation for the time you have so generously volunteered to assist in the work of the _____ Program Advisory Committee.

As you complete your term on the committee, please accept our sincere thanks for your contributions, and for your willingness to give of your own time to benefit our learners. I hope your experience has been a positive one, and that you have gained insights and connections that prove useful to you.

I would also like to invite you to continue your association with Algonquin College. Your experience as a Program Advisory Committee member gives you a special understanding of our organization and its programs, and as such, we would welcome any information or guidance you wish to share with us in future.

I wish you every success, and again, extend my thanks for your time with the _____ Program Advisory Committee.

Sincerely,

5.8 Appreciation letter for student member whose term on the Program Advisory Committee is ending

Dear Mr/Ms _____;

On behalf of Algonquin College, I would like to express our appreciation for the time you have so generously volunteered to assist in the work of the _____ Program Advisory Committee over the past year.

As you complete your term, you have our sincere thanks for your contributions to the Program Advisory Committee. I hope your experience was a positive one, and I invite you to continue your association with Algonquin College in the future. We hope that you will continue to keep in touch with us.

Please accept my appreciation for your service on the _____ Program Advisory Committee. I wish you every success in your future.

Sincerely,

6.0 Program Advisory Committee Forms

6.1 Recommendation for Appointment of New Program Advisory Committee Member

The form for a recommendation for the appointment of new Program Advisory Committee members is available as Appendix 6 of Algonquin College Policy AA01: Advisory Committees as shown below.[17]

Recommendation for Appointment of New Advisory Committee Member

Advisory Committee							
Member Information	Mr. / Mrs. / Dr.		First Name			Last Name	
Home Address	# & Street Name:						
	City, Province:						
	Postal Code:						
Home Phone							
Home Email							
Work Address	# & Street Name:						
	City, Province:						
	Postal Code:						
Work Phone			Extension				
Work Email							
Fax Number							
Cell Phone							
Preferred Address	Home		Work				
Name of Employer							
Position/Title							
Term Start Date (yyyy/mm/dd)							
Term Length 1, 2, or 3 Year							
Vehicle Information	Make/ Model			License Plate #		Colour	
Name of member being replaced (if applicable)							
Thank you letter for member being replaced	Yes				No		

6.2   Member Information Form

The Program Advisory Committee member information form will assist committee organizers in their database tracking of committee members.

Program Advisory Committee Member Information Form	
Program: Program Chair: Program Coordinator:	
Member Information	
Start date:	End date:
Program Advisory Committee Role:	
Name:	
Job Title:	
Company:	
Address:	
Office telephone:	
Mobile:	
Email:	
Company website:	
Alumnus/Alumna:	Y N
Current Student:	Y N

Status (include notes on last action completed including suggestions listed below):
 	
 • New member (send official appointment letter from the Senior Vice President Academic)
 • 2-year term expired – wishes to serve another 2 years
  (send official appointment letter from the Senior Vice President Academic)
 • 2-year term expired – not being re-appointed
  (send official thank you letter from the Senior Vice President Academic)
 • Resigned – has served 2 years or more
  (send official thank you letter from the Senior Vice President Academic)
 • Resigned – has served less than 2 years
  (send official thank you letter from the Senior Vice President Academic)
 • Member has been appointed as Chair of the Committee
  (send official acknowledgement letter from the Program Chair)
 • Member reappointed as Chair of the Committee
  (send official acknowledgement letter from the Program Chair)
 • Student representative new member
  (send official acknowledgement letter from the Program Chair)
 • Student resignation or completion of term
  (send official acknowledgement letter from the Program Chair)	

6.3   Change Notice Member Information Form

The Program Advisory Committee change notice member information form will assist committee organizers in their updates of member information to keep the database tracking up-to-date.

Program Advisory Committee Change Notice Member Information	
Program: Program Chair: Program Coordinator:	
Member Information	
Start date:	End date:
Program Advisory Committee Role:	
Name:	
Job Title:	
Company:	
Address:	
Office telephone:	
Mobile:	
Email:	
Company website:	
Alumnus/Alumna:	Y N
Current Student:	Y N
Status (include notes on last action completed):	

6.4   Conflict of Interest Form

The Conflict of Interest form for Program Advisory Committee members is available as Appendix 4 of Algonquin College Policy AA01: Advisory Committees as shown below.[18]

CONFLICT OF INTEREST FORM FOR ADVISORY COMMITTEE MEMBERS

Having been named to serve on Algonquin College's _____ (insert Committee name) Advisory Committee, I acknowledge that in the course of my association with the College, I must disclose any actual or possible conflict of interest. In such a situation, I will declare the actual or potential conflict of interest and not take part or vote on the matter.

_____

Signature

_____

Print Name

_____

Date

6.5   **Annual Report**

The template for the Program Advisory Committee annual report for the academic year is available to assist Committee organizers as Appendix 3 of Algonquin College Policy AA01: Advisory Committees as shown below.[19]

Advisory Committee Annual Report
For the Academic Year (*insert dates*)

School	
Advisory Committee Title	
Programs Being Advised	
Name of Committee Chairperson	
Number of Meetings Held	
Membership (include names/title/organization)	
Major Activities Undertaken (topics discussed and actions taken by department)	

_____

Signature of Dean/Director

7.0   Program Advisory Committee templates

7.1   Program Advisory Committee Agenda

Program Advisory Committee Agenda			
Program: **Date:** **Time:** **Location:**			
No.	**Item**	**Lead**	**Timing**
1	**Welcome and Opening Remarks**	Chair	
2	**Approval of agenda**	All	
3	**Approval of the minutes** from the meeting held (date, attach)	All	
4	**Business arising from minutes**	Open	
5	**Industry/Business Trends/Labour Needs**	Members	
6	**Curriculum Relevance/Emerging professional/legislative issues/Work Integrated Learning Experiences**	Members, organizers	
7.	**Opportunities for continuing education courses**	Members, organizers	
8.	**Academic equipment/facility needs of the program**	Members, organizers	
9.	**Applied Research**	Members, organizers	
10.	**Donations/Fundraising opportunities**	Members, organizers	
11.	**New programming ideas to meet emerging industries**	Members, organizers	
12.	**Student/Graduate Success and Continuing Professional Learning**	Members, organizers	
13.	**Student representative report (if applicable)**	Student representative	
14.	**New Business**	Open	
15.	**Adjournment & Next Meeting** (confirm next meeting date)	Organizers	

7.2 Program Advisory Committee Minutes

Program Advisory Committee Minutes		
Program: **Date:** **Time:** **Location:** **Scribe:**		
Attendees: (#)		
Regrets: (#)		

No.	Item	Action Items and Recommendations
1	**Welcome and Opening Remarks**	
2	**Motion of Approval for agenda:**	
3	**Motion of Approval for the minutes** from the meeting held on _____ (attached)	
4	**Business arising from minutes**	
5	**Industry/Business Trends/Labour Needs** *Highlights of Accomplishments Previous Academic Year* *Goals and Objectives of Current Academic Year*	
6	**Curriculum Relevance/Emerging professional/legislative issues/Work Integrated Learning Experiences** *Highlights of Accomplishments Previous Academic Year* *Goals and Objectives of Current Academic Year*	
7.	**Opportunities for continuing education courses**	
8.	**Academic equipment/facility needs of the program**	
9.	**Applied Research**	
10.	**Donations/Fundraising opportunities**	
11.	**New programming ideas to meet emerging industries**	
12.	**New Business**	
13.	**Next Meeting Information** (Date, time and location)	
	Thank you.	

7.3 Program Advisory Committee Attendance Form

Program Advisory Committee Attendance	
Program: **Date:** **Time:** **Location:**	
Name and Signature	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
Regrets	

7.4   Program Advisory Committee Interim Report

Program Advisory Committee Interim Report

Program:
Date:
Time:
Location:

Program Delivery	Successes/Improvements Past Year	Areas of Development Planned
Enrolment		
Program Design		
Program Delivery		
Resources		

Year over Year Enrollment, Retention and Graduation Trends

Intake Semester		# of Applicants		# of Offers		# Students Enrolled	
Current Year	Previous	Current Year	Previous	Current Year	Previous	Current Year	Previous

Experiential Learning

Type	Scope	Highlights – Current Year

Projected Experiential Learning Requirements and Timing

Access and Pathways Focus and Description

Student, New Graduate, and Alumni Success and Recognition

Faculty and Guest Speakers

Program Status Updates (administrative)

7.5   Program Advisory Committee Meeting Evaluation

Program Advisory Committee Meeting Evaluation	
Program: Date of Completion: Name (optional): Date of meeting being evaluated:	
Please rate the Program Advisory Committee meeting using the six criteria listed below. 1. The rationale and objectives of the Program Advisory Committee meeting were: 　Not at all clear　　　　　　　　　　　　　　　Very clear 　1　　　　　2　　　　　3　　　　　4　　　　　5 2. The agenda of the meeting was: 　Not appropriate　　　　　　　　　　　　　Very appropriate 　1　　　　　2　　　　　3　　　　　4　　　　　5 3. The schedule of the meeting was: 　Not appropriate　　　　　　　　　　　　　Very appropriate 　1　　　　　2　　　　　3　　　　　4　　　　　5 4. The minutes of the previous meeting were: 　Not appropriate　　　　　　　　　　　　　Very appropriate 　1　　　　　2　　　　　3　　　　　4　　　　　5 5. The materials reviewed of the meeting were: 　Not appropriate　　　　　　　　　　　　　Very appropriate 　1　　　　　2　　　　　3　　　　　4　　　　　5 6. The relevance and breadth of the meeting action items are 　Very low　　　　　　　　　　　　　　　　Very high 　1　　　　　2　　　　　3　　　　　4　　　　　5 7. The direct benefits of the meeting action items to the program are 　Very low　　　　　　　　　　　　　　　　Very high 　1　　　　　2　　　　　3　　　　　4　　　　　5	Rating 1-5
Please provide your comments below **Stop:** **Start:** **Continue:**	
Total score:	

7.6   Program Advisory Committee Annual Evaluation

<table>
<tr>
<td colspan="2" style="background-color:green;color:white">Program Advisory Committee Annual Evaluation</td>
</tr>
<tr>
<td>Program:
Date of Completion:
Name (optional):</td>
<td></td>
</tr>
<tr>
<td>To what extent do you agree with each of the following statements on a scale of 1 – 5:
1 (Strongly disagree), 2 (Disagree), 3 (Unsure or no answer), 4 (Agree), 5 (Strongly Agree).

1. I am clear on the overall role of a Program Advisory Committee.
2. I am clear on my role as a member of a Program Advisory Committee.
3. The members of the Program Advisory Committee represent the full range of the program's stakeholders (industry experts, alumni employers).
4. There is a clear process for selecting and replacing members.
5. Agendas for the Program Advisory Committee meetings are clear and relevant.
6. The meetings provide sufficient opportunities for input and advice.
7. This Program Advisory Committee provides updates and information about the program, its delivery and success.
8. Communication with Program Advisory Committee members is effective.
9. I participate actively in providing advice to the program.
10. I have sufficient information about the program's curriculum to provide useful advice.
11. I feel my participation is valued by Algonquin College.
12. I feel my participation is valued by my employer, institution or stakeholder group.
13. The Program Advisory Committee is essential to the program's success.
14. Overall, Program Advisory Committee meetings are productive.
15. Overall, Program Advisory Committee meetings are effective.</td>
<td>Rating 1-5</td>
</tr>
<tr>
<td>Please provide your comments to the questions below
16. What is working in this Program Advisory Committee and specifically what should the committee continue to do?
17. What should the Program Advisory Committee do less of? Or stop doing altogether?
18. What can the Program Advisory Committee start doing to be more effective? What can improve the work of the committee?
19. Other helpful comments on the role and achievement of this Program Advisory Committee?</td>
<td></td>
</tr>
<tr>
<td>20. How likely are you to recommend to a friend or colleague to participate in an Algonquin College Program Advisory Committee?
Highly unlikely   Highly likely
1   2   3   4   5</td>
<td></td>
</tr>
<tr>
<td>Total Score</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</table>

8 Governing Reference Documents

8.3 Ontario Colleges of Applied Arts and Technology Act and Regulations for the Act[20]
8.4 Minister's Binding Policy Directive, Framework for Programs of Instruction[21]
8.5 Algonquin College Board of Governors Bylaw 5[22]
8.6 Algonquin College Policies, Policy AA01: Advisory Committees [23]
8.7 Algonquin College Program Quality Assurance Framework[24]
8.8 Algonquin College Program Development, Approval and Implementation Process Guide[25]

Endnotes

[1] Ministry of Advanced Education and Skills Development, Colleges of Applied Arts and Technology Policy Framework, Framework for Programs of Instruction Minister's Binding Policy Directive, 2003 (Revised, 2009): http://www.tcu.gov.on.ca/pepg/documents/FrameworkforPrograms.pdf .

[2] Ontario Colleges of Applied Arts and Technology Act, 2002 and Regulations for the Act: O.Reg. 34/03: https://www.ontario.ca/laws/statute/02o08f and https://www.ontario.ca/laws/regulation/030034 .

[3] The Board of Governors of the Algonquin College of Applied Arts and Technology, Bylaw 5, Policy AA01: Advisory Committees, Appendix 1, June 2012: http://www.algonquincollege.com/policies/files/2012/07/AA01-Appendix-1.pdf?file=2012/07/AA01-Appendix-1.pdf .

[4] Ministry of Advanced Education and Skills Development, Colleges of Applied Arts and Technology Policy Framework, Framework for Programs of Instruction Minister's Binding Policy Directive, 2003 (Revised, 2009): http://www.tcu.gov.on.ca/pepg/documents/FrameworkforPrograms.pdf .

[5] Algonquin College Policies, Policy AA01: Advisory Committees, May 2017: http://www.algonquincollege.com/policies/policy/advisory-committees/ .

[6] Algonquin College Program Advisory Committee Review Working Group Report, June 2017 (page 1).

[7] Colleges and Institutes Canada (CICan), supported by Employment and Social Development Canada (ESDC), "Academic-Employer Connections in Colleges and Institutes: The Role of Program Advisory Committees Final Report", study conducted by Knowledge in Power Consulting Inc. and Donohue Higher Education Consulting Inc., May 2017.

[8] Algonquin College Program Quality Assurance Framework (Updated March, 2016): http://www.algonquincollege.com/academic-development/our-services/program-quality-assurance/ .

[9] Ontario College Quality Assurance Service (OCQAS): http://www.ocqas.org .

[10] Postsecondary Education Quality Assessment Board (PEQAB): http://www.peqab.ca/ .

[11] Algonquin College Program Development, Approval and Implementation Process Guide: http://www.algonquincollege.com/program-development/program-development/

[12] The Board of Governors of the Algonquin College of Applied Arts and Technology, Bylaw 5, Policy AA01: Advisory Committees, Appendix 1, June 2012: http://www.algonquincollege.com/policies/files/2012/07/AA01-Appendix-1.pdf?file=2012/07/AA01-Appendix-1.pdf .

[13] Algonquin College Policy AA01: Advisory Committees Appendix 2, Procedure re the submission and appointment of Advisory Committee members (2012): http://www.algonquincollege.com/policies/files/2016/03/AA01-Appendix-2.pdf.

[14] Algonquin College Policies, Policy AA01: Advisory Committees, Appendix 5, Advisory Committee Backgrounder: http://www.algonquincollege.com/policies/files/2015/12/AA01-Appendix-5.pdf?file=2015/12/AA01-Appendix-5.pdf .

[15] Henry M. Robert III and others, Robert's Rules of Order Newly Revised, 11th ed. (Da Capo Press, 2011): http://www.robertsrules.com/interpretations.html .

[16] Henry M. Robert, *Parliamentary Law* (New York: Irvington Publishers, 1991).

[17] Algonquin College Policies, Policy AA01: Advisory Committees, Appendix 6: Recommendation for Appointment of New Advisory Committee Member: http://www.algonquincollege.com/policies/files/2015/12/AA-01-Appendix-6.pdf?file=2015/12/AA-01-Appendix-6.pdf .

[18] Algonquin College Policies, Policy AA01: Advisory Committees, Appendix 4, Conflict of Interest Form for Advisory Committee Members: http://www.algonquincollege.com/policies/files/2012/07/AA01-Appendix-4.pdf?file=2012/07/AA01-Appendix-4.pdf .

[19] Algonquin College Policies, Policy AA01: Advisory Committees, Appendix 3, Advisory Committee Annual Report for the Academic Year: http://www.algonquincollege.com/policies/files/2012/07/AA01-Appendix-4.pdf?file=2012/07/AA01-Appendix-4.pdf .

[20] Ontario Colleges of Applied Arts and Technology Act, 2002 and Regulations for the Act: O.Reg. 34/03: https://www.ontario.ca/laws/statute/02o08f and https://www.ontario.ca/laws/regulation/030034 .

[21] Ministry of Advanced Education and Skills Development, Colleges of Applied Arts and Technology Policy Framework, Framework for Programs of Instruction Minister's Binding Policy Directive, 2003 (Revised, 2009): http://www.tcu.gov.on.ca/pepg/documents/FrameworkforPrograms.pdf .

[22] The Board of Governors of the Algonquin College of Applied Arts and Technology, Bylaw 5, Policy AA01: Advisory Committees, Appendix 1, June 2012: http://www.algonquincollege.com/policies/files/2012/07/AA01-Appendix-1.pdf?file=2012/07/AA01-Appendix-1.pdf .

[23] Algonquin College Policies, Policy AA01: Advisory Committees, May 2017: http://www.algonquincollege.com/policies/policy/advisory-committees/ .

[24] Algonquin College Program Quality Assurance Framework (Updated March, 2016): http://www.algonquincollege.com/academic-development/our-services/program-quality-assurance/ .

[25] Algonquin College Program Development, Approval and Implementation Process Guide: http://www.algonquincollege.com/program-development/program-development/

Agenda Item No: 7.1

Report title:	Five Year Capital Investment Plan
Report to:	Board of Governors
Date:	December 11, 2017
Author/Presenter:	Duane McNair, Vice-President, Finance and Administration

1. RECOMMENDATION:

THAT the Board of Governors accepts the Five Year Capital Investment Plan for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide the Board of Governors with an overview of the College's Five Year Capital Investment Plan which details capital investment requirements, as well as to identify sources of funds to meet the projected investment requirements.

3. BACKGROUND:

The Board of Governors Policy BGII-02 Financial Management requires the College's administration to maintain a long-term capital asset development planning framework, the Integrated College Development Plan. The Five Year Capital Investment Plan identifies the investment requirements and sources of funds to support the College's Development Plan and other Strategic Investment Priorities.

The College invests approximately $20 million annually in Strategic Investment Priorities projects. In extraordinary years, the College invests greater amounts to respond to critical needs and strategic opportunities. Currently, the College has a number of significant investments underway including the replacement of the College's financial and human resources systems (Workday) and the investment in the Innovation Centre and Institute for Indigenous Entrepreneurship.

College administration must ensure that critical investment requirements are undertaken while taking into consideration the financial sustainability of the College as measured by the financial health indicators prescribed in the Strategic Mandate Agreement.

Agenda Item No: 7.1

4. DISCUSSION:

The projected requirements and sources of funds set out in **Page 1 of Appendix A: Five Year Capital Investment Plan** is a definition page that explains the terminology used throughout the Five Year Capital Investment Plan.

Page 2 of Appendix A: Five Year Capital Investment Plan details the College's capital investment requirements for the five year period of 2017-2018 through 2021-2022. The Five Year Capital Investment Plan is comprised of four categories of investments. The categories detail the estimated investment required for each component of the investment plan and total $394.1 million plan over the five years.

Page 3 of Appendix A: Five Year Capital Investment Plan details the College's identified and projected sources of funds that are required to deliver the Five Year Capital Investment Plan.

Page 4 of Appendix A: Five Year Capital Investment Plan presents a summary of the cumulative five year capital requirements against the identified and projected sources of funds that are required to deliver the Five Year Capital Investment Plan.

In the Ontario college sector, projected requirements often exceed available resources. The College undertakes rigorous review and prioritization processes to ensure that the most critical investment needs are met. Fundraising and advocating for government capital grants are required activities to supplement the College's limited sources of funds.

There are several potential Major Capital Projects identified in the report. These projects have not been approved by the Board of Governors. Investment cases are under development and will include sources of funding when, and if, they are brought forward to the Board of Governors for approval.

College administration regularly monitors its project funding capacity to invest in maintenance and development initiatives in the following manner:
*   Regularly measuring and projecting of financial health indicators to ensure that the College strives to achieve established benchmarks for debt servicing, debt capacity, availability of cash to meet obligations, and net asset balances.
*   Ensuring that commitments to investments are made only after there is a high degree of certainty of sufficient sources of funds.

Over the past few years, the Board of Governors has approved many draws on College reserves to fund essential projects such as Project Workday (transformation of the College's Human Resources, Payroll and Financial systems); the Innovation Centre and the Institute for

Indigenous Entrepreneurship; and most recently, the Learner Driven Space Project, and the Indigenous Gathering Circle. Investment cases for many new projects are currently being developed to support further investments from the College either through reserves, third party contributions, government grants, or external financing. Some of the projects currently under development include:

- Healthy Living Education / Net Zero Facility
- Student Information System Upgrade
- Learning Management System Upgrade

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:

The Five Year Capital Investment Plan identifies resources for capital investment initiatives that support student services, academic programs and the overall student experience.

7. FINANCIAL IMPACT:

The Five Year Capital Investment Plan is the resourcing plan for the College's capital expenditures. Decisions on investments consider the need to maintain the College's financial sustainability in alignment with the Strategic Mandate Agreement's seven financial health indicators.

8. HUMAN RESOURCES IMPACT:

   College administrative staff are responsible for executing Strategic Investment Priorities projects. When required, additional human resources are hired and/or contracted to support the execution of projects.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

   Section 28 of the Ontario Financial Administration Act requires Ontario colleges to obtain approval from the Ontario Minister of Finance before assuming additional debt or realizing contingent liabilities. In addition, the College must seek approval from the Minister of Finance if it wishes to sell real estate to raise capital funds for Strategic Investment Priorities.

10. COMMUNICATIONS:

    The Five Year Capital Investment plan is validated by the administration of the College and presented to the Algonquin College Executive Team and Board of Governors annually.

11. CONCLUSION:

    The College will continue to update and maintain the Five Year Capital Investment Plan. College administration will continue to refine projections, develop investment cases, identify sources of funds and prioritize investment requirements to support the strategic plan objectives and mitigate risks.

Respectfully submitted: Approved for submission:

_____   _____
Duane McNair   Cheryl Jensen
Vice President, Finance and Administration   President

Appendices:

Appendix A: Five Year Capital Investment Plan

Five Year Capital Investment Plan
Definitions
Version: November 8, 2017

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 may 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
Summary of Sources of Revenue and Shortfall	This report details the potential revenue sources and compares them with the investment requirements. The shortfall of funding sources to requirements is shown at each level of funding assurance.

1

SUMMARY OF FIVE YEAR CAPITAL INVESTMENT REQUIREMENTS

CATEGORY	Class Estimate	Actuals 2016-2017	Q2 Projection 2017-2018	Forecast 2018-2019	Forecast 2019-2020	Forecast 2020-2021	Forecast 2021-2022	Five Year Total
			FORECAST					
Base Ongoing Maintenance Costs								
Information Technology Infrastructure Renewal		$ 2,656,854	$ 1,571,171	$ 3,725,000	$ 3,475,000	$ 3,775,000	$ 2,775,000	$ 15,321,171
Equipment - Academic		1,559,162	1,725,372	1,800,000	1,800,000	1,800,000	1,800,000	8,925,372
Equipment - Non-Academic		155,447	113,396	165,000	165,000	165,000	165,000	773,396
Physical Infrastructure Maintenance		3,268,883	2,922,404	9,375,000	11,750,000	14,000,000	14,000,000	52,047,404
College Ancillary Services (Maintenance)		1,234,335	1,097,410	450,000	450,000	450,000	450,000	2,897,410
Appropriations		-	34,000	100,000	100,000	100,000	100,000	434,000
Total Base Ongoing Maintenance Costs		**8,874,681**	**7,463,753**	**15,615,000**	**17,740,000**	**20,290,000**	**19,290,000**	**80,398,753**
Base Recurring Development Needs								
Initiatives & Opportunities		4,857,499	8,947,398	3,200,000	3,300,000	3,500,000	3,700,000	22,647,398
New Program Development		904,671	901,248	800,000	840,000	882,000	926,100	4,349,348
Apprenticeship Enhancement Fund Investments		501,028	500,000	655,000	655,000	655,000	655,000	3,120,000
College Ancillary Services (Development) Investments		921,294	324,845	750,000	750,000	750,000	750,000	3,324,845
Information Technology Development Projects - General								
Information Technology Development Projects		1,413,492	904,184	3,547,000	3,447,000	3,347,000	1,950,000	13,195,184
Ontario Student Assistance Program (OSAP) Transformation And Net Tuition Project		31,962	606,766	8,580				615,346
Student Information System - Preliminary Design and Planning		129,438	537,069					537,069
Learning Management System - Preliminary Design and Planning			115,920					115,920
Customer Relationship Management - Preliminary Design and Planning			54,902					54,902
Campus Expansion Projects / Physical Resources Development								
Healthy Living Education Development - Advocacy and Preliminary Design and Planning		475,012	235,673					235,673
Integrated College Development Planning (ICDP)		268,783	65,000	100,000	100,000	100,000	100,000	465,000
Adaptations and Renovations		1,617,401	576,093	2,500,000	2,500,000	3,000,000	3,000,000	11,576,093
Total Base Recurring Development Needs		**11,120,581**	**13,769,098**	**11,560,580**	**11,592,000**	**12,234,000**	**11,081,100**	**60,236,778**
Subtotal Base Maintenance & Development Needs		**19,995,262**	**21,232,851**	**27,175,580**	**29,332,000**	**32,524,000**	**30,371,100**	**140,635,531**
Approved Major Capital Projects								
Innovation Centre and Institute for Indigenous Entrepreneurship		6,771,344	36,161,559	2,122,649				38,284,208
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	555,659					555,659
Welding Lab Project at the College's Transportation Technology Centre		459,966	1,838,034					1,838,034
Energy Savings Contract II Phase 4 (ESCO2)		1,474,677	645,868	1,927,748				2,573,616
Building F Renovation		1,568,562	89,573					89,573
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
Learner Driven Student Space Project			2,200,000	5,800,000	-	-	-	8,000,000
Indigenous Gathering Circle			473,400	1,104,600				1,578,000
Total Approved Major Capital Projects		**17,851,040**	**44,899,093**	**12,101,310**	**9,500,000**	**30,000,000**	**11,192,625**	**107,693,028**
Potential Major Capital Projects - Estimated Costs								
(these items are not included in the 2017/18 Approved Projects)								
Advocacy Stage:								
Healthy Living Education / Net Zero Facility	Class G			20,705,764	36,123,324	46,750,000	4,250,000	107,829,088
Investment Case Under Development:								-
Student Information System (SIS)	Class G			-	3,500,000	17,500,000	14,000,000	35,000,000
Learning Management System Upgrade (LMS)	Class G		-	500,000	1,000,000			1,500,000
Customer Relationship Management System (CRM)	Class G					1,500,000		1,500,000
Total Major Potential Capital Projects - Estimated Costs		**-**	**-**	**21,205,764**	**42,123,324**	**64,250,000**	**18,250,000**	**145,829,088**
Total Major Capital Project Costs		**17,851,040**	**44,899,093**	**33,307,074**	**51,623,324**	**94,250,000**	**29,442,625**	**253,522,116**
GRAND TOTAL PROJECT COSTS		**$ 37,846,302**	**$ 66,131,944**	**$ 60,482,654**	**$ 80,955,324**	**$ 126,774,000**	**$ 59,813,725**	**$ 394,157,647**

SUMMARY OF FIVE YEAR CAPITAL INVESTMENT SOURCES OF FUNDS

CATEGORY	Q2 Projection 2017-2018	Forecast 2018-2019	Forecast 2019-2020	Forecast 2020-2021	Forecast 2021-2022	Five Year Total
High Assurance Funds						
Funded & Non-Funded Activity Contributions to Strategic Investment Priorities	$ 12,702,132	$ 16,707,000	$ 18,759,000	$ 19,900,000	$ 20,000,000	$ 88,068,132
Students' Association Contribution - Athletics & Recreation Complex		444,000	8,436,000	26,640,000	8,880,000	44,400,000
Students' Association Contribution - Indigenous Gathering Circle	200,000	200,000	200,000	200,000	200,000	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)	17,596,000					17,596,000
Fundraising for Innovation Centre	380,000	500,000				880,000
Specific Purpose Grants (Facilities Renewal Program, Apprenticeship Enhancement Fund, Colleges Equipment Renewal Fund)	4,365,000	2,205,000	2,205,000	2,208,000	2,041,000	13,024,000
50th Anniversary Grant - Innovation Centre	2,892,600					2,892,600
Anticipated Underspend & Repayment of Fundraising Loan from Reserves	5,082,560	-	500,000 -	500,000		4,082,560
Additional Debt						
Healthy Living Education Enabling Costs		14,191,829	1,937,000			16,128,829
Approved Drawdown from Internally Restricted Net Assets						
Innovation Centre and Institute for Indigenous Entrepreneurship	6,229,400					6,229,400
ESCOII	645,868	1,927,748				2,573,616
Workday Finance and Human Resources System Implementation	2,935,000					2,935,000
Information Technology and Physical Infrastructure Renewal Projects	3,127,000					3,127,000
Academic and Administrative Equipment	500,000					500,000
Approved Multi-year Strategic Investment Priorities Expenditures	8,376,384					8,376,384
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
Learner Driven Student Space Project	1,100,000	2,900,000				4,000,000
Total High Assurance	**66,131,944**	**39,776,890**	**43,832,000**	**79,998,000**	**36,513,625**	**266,252,459**
Moderate Assurance Funds						
Additional Debt - Student Information System					18,576,100	18,576,100
Fundraising for Innovation Centre			500,000	500,000		1,000,000
						-
Additional Unapproved Withdrawal from Internally Restricted Net Assets						-
Customer Relationship Management			500,000			500,000
Total Moderate Assurance	**-**	**-**	**1,000,000**	**500,000**	**18,576,100**	**20,076,100**
Low Assurance Funds						
Ministry of Advanced Education and Skills Development Grant Funding for Healthy Living Education		9,317,594	16,255,496	21,037,500	1,912,500	48,523,090
Federal Grant Funding for Healthy Living Education		11,388,170	19,867,828	25,712,500	2,337,500	59,305,998
Total Low Assurance	**-**	**20,705,764**	**36,123,324**	**46,750,000**	**4,250,000**	**107,829,088**
Grand Total - Sources of Funds	**$ 66,131,944**	**$ 60,482,654**	**$ 80,955,324**	**$ 127,248,000**	**$ 59,339,725**	**$ 394,157,647**

Summary of Sources of Revenue and Shortfall

POTENTIAL SOURCE OF FUNDS AVAILABLE FOR STRATEGIC INVESTMENT PRIORITIES (from page 3) 2017-2018 : 2021-2022	
High Assurance of Funds / Low Risk	
Additional Debt	$ 16,128,829
Approved Drawdown from Internally Restricted Net Assets	35,180,338
Specific Purpose Grants (FRP, AEF, CERF)	13,024,000
Funded & Non-Funded Activity Contributions to SIP	88,068,132
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	17,596,000
Fundraising for Innovation Centre and Institute for Indigenous Entrepreneurship	880,000
50th Anniversary Grant - Innovation Centre	2,892,600
Anticipated Underspend & Payback of Reserve Loans (donations)	4,082,560
	266,252,459
Moderate Assurance of Funds / Medium Risk	
Additional Debt	18,576,100
Fundraising for Innovation Centre and Institute for Indigenous Entrepreneurship	1,000,000
Withdrawal from Internally Restricted Net Assets	500,000
	20,076,100
Low Assurance of Funds / High Risk	
MTCU Grant Funding for HLE	48,523,090
Federal Grant Funding for HLE	59,305,998
Monetization of Other Assets / Alternative Financing (to be determined)	-
	107,829,088
TOTAL IDENTIFIED AND POTENTIAL SOURCES OF FUNDS	394,157,647
CUMULATIVE 5 YEAR CAPITAL INVESTMENT REQUIREMENTS (from page 2)	
Base Ongoing Maintenance Costs	80,398,753
Base Recurring Development Needs	60,236,778
Approved Major Capital Projects	107,693,028
Potential Major Capital Projects	145,829,088
TOTAL 5-YEAR CAPITAL PROFORMA CURRENT PRELIMINARY ESTIMATES	394,157,647
HIGH ASSURANCE FUNDS LESS CURRENT PRELIMINARY ESTIMATES	**(127,905,188)**
HIGH & MODERATE ASSURANCE FUNDS LESS CURRENT PRELIMINARY ESTIMATES	**(107,829,088)**
ALL AVAILABLE FUNDS LESS CURRENT PRELIMINARY ESTIMATES	**$ -**

Agenda Item No: 7.2

Report title:	International Education Strategic Plan Refresh Update
Report to:	Board of Governors
Date:	December 11, 2017
Author/Presenter:	Doug Wotherspoon, Vice President, Innovation and Strategy Ernest Mulvey, Director, International Education Centre

1. RECOMMENDATION:

    THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

    The purpose of this report is to respond to a request for update on progress being made on Algonquin College's International Education Strategic Plan refresh.

3. BACKGROUND:

    The International Education Centre was tasked by the Board of Governors to undertake a "refresh" of Algonquin College's International strategy to ensure alignment with the College's new 2017-2022 Strategic Plan. The College's first International Education Strategic Plan was created in 2014. In the years since its publication, Algonquin College has experienced a rapid increase in on-shore international student enrolment, resulting in an increase in demand not only for services for international students but also for training and support for staff and faculty who work with international students. In addition, Algonquin College has increased its international activities off-shore, with short-term faculty training and student programs, student and faculty mobility, institutional capacity building of off-shore partners, and delivery of Algonquin College programs overseas. Given the changing domestic and global envrionments, the Board of Governors requested the College present an updated strategy for its review before the end of the third quarter in 2017-18.

    At the March 18, 2017 Board of Governors Retreat, the International Education Centre facilitated a generative discussion on internationalization, and Algonquin College's role within the global education market. It was suggested that a timeline be developed for the next steps and presented at the December 11, 2017 Board of Governors meeting to discuss options under consideration before presenting a final decision at the February 26, 2018 Board of Governors meeting.

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In keeping with the College's standard process for the development of strategic plans, a Working Group to facilitate the planning and logistics was formed. An Advisory Committee consisting of 11 members was tasked with guiding the discussions with stakeholders and recommending options to the College and ultimately, the Board of Governors.
Members of the Advisory Committee include:

- Ernest Mulvey, Director, International
- Nadia Ramseier, Manager, Marketing and Recruitment, International
- Anna Choudhury, Manager, International Student Integration
- Christine Peachey, Manager, Projects and Partnerships, International
- Silvia Garcia, Chair, Language Institute
- Dave Donaldson, Dean, School of Business
- Robyn Heaton, Dean, School of Media and Design
- Altaf Sovani, Chair, School of Hospitality and Tourism
- Krista Pearson, Registrar
- Ben Bridgstock, Manager, Counselling Services & First Generation/Youth/CrownWard, Student Services
- Brent Brownlee, Director, Ancillary Services

A website for the International Education Strategic Plan refresh has been set up at http://www.algonquincollege.com/international/plan/.

4. DISCUSSION:

The work stoppage has delayed both the stakeholder engagement and the work of the Advisory Committee. It is now expected that options will be presented at the February 26 Board of Governors meeting, and a final decision to be presented at the June 11, 2018 board meeting.

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.**	☒

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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:

a) As part of Algonquin College's International Education Strategic Plan refresh, the Advisory Committee will review college resources and services that support the overall success of international students, including support for staff and faculty who interact with the international student population, and innovate these services to meet the needs of Algonquin's growing international student population.

b) The International Education Strategic Plan refresh will also review Algonquin College's current state to support domestic students (Canadian and landed immigrants) who seek integrated work experiences or other such experiences outside of Canada and set targets for student mobility outside of Canada, while ensuring any student risk in experiences outside of Canada is mitigated.

7. FINANCIAL IMPACT:

Non-funded revenue from the International Education Centre supports both Area 5 and Strategic Investment Priorities funding, and is projected to grow year-over-year for the next three to ten years. A robust International strategy will support the continued growth of international student enrolment and allow the further development of international non-recruitment activities, allowing Algonquin College to derive revenue from multiple international activities.

8. HUMAN RESOURCES IMPACT:

a) As part the development of the International Education Strategic Plan refresh, the Advisory Committee will review the current state of training and support for staff and faculty who work with international students and recommend a future state that aligns with a growing international student population.
b) The Advisory Committee will also review the International Education Centre use of staff and faculty who support Algonquin College activities outside of Canada and staff and faculty who support students seeking integrated work experiences or other such experiences outside of Canada.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

    The International Education Strategic Plan refresh does not have a material impact on specific government or regulatory requirements.

10. COMMUNICATIONS:

    A college-wide engagement plan is under development with information posted at http://www.algonquincollege.com/international/plan/. Note that the site has not been socialized due to the labour disruption.

11. CONCLUSION:

    Due to the work stoppage, the International Education Strategic Plan refresh will be delayed until the end of the fourth quarter.

Respectfully submitted: Approved for submission:

_____   _____
Doug Wotherspoon   Cheryl Jensen
Vice President, Innovation & Strategy   President

Agenda Item No: 7.3

Report title:	Second Quarter 2017-2018 Business Plan Update
Report to:	Board of Governors
Date:	December 11, 2017
Author/Presenter:	Doug Wotherspoon, Vice President Innovation and Strategy

1. RECOMMENDATION:

    THAT the Board of Governors accepts the Second 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 (Appendix A - Second Quarter 2017/18 Business Plan Dashboard) and Exceptions Report (Appendix B - Second Quarter 2017/2018 Business Plan Exception Report).

    Dashboard

    A small change has been made to the Dashboard legend for fiscal year 2017-18 Quarterly Report. A fourth color of orange has been added. The legend reads as follows:
    - *Green – Completed/In Progress*: Identifies targets or initiatives completed or on-track to be completed within the originally 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 small change has also 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 Second Quarter covers the period July 1 through September 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.**	☒	**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:

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

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7. FINANCIAL IMPACT:

    No current financial impact identified at this time.

8. HUMAN RESOURCES IMPACT:

    No current human resources impact identified at this time.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

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

10. COMMUNICATIONS:

    The second quarter update is made available to the public on the Board of Governors website prior to the Board of Governors December 11, 2017 meeting.

11. CONCLUSION:

    The second 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: Approved for submission:

_____   _____
Doug Wotherspoon   Cheryl Jensen
Vice President, Innovation and Strategy   President

Appendices:

Appendix A: Second Quarter 2017/18 Business Plan Dashboard
Appendix B: Second Quarter 2017/2018 Business Plan Exception Report

Goal 1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)
Student Retention

🟢 AS/SS 1.0 a) A3 - Plan Do Study Adjust Plan completed by Q1.
🔶 1.0 b) Learner Driven Plan led 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 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 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 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 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 Do Study Adjust Plan completed by Q1.
🔺 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 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

AS Academic Services
SS Student Services
IS Innovation and Strategy
FA Finance and Administration

HR Human Resources
CME Communications, Marketing & External Relations
II Indigenous Initiatives

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

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

SS	4.1	a) A3 - Plan 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 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 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 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 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 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 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 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 findings 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 Professional 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 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 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.

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
1.0	Goal #1: Learner Driven	Student Retention	Percentage of eligible Post-Secondary Education students enrolled at the College Day 10 of the Fall term who remain enrolled Day 10 in the following term across all levels. Eligible students are domestic and international full-time and part-time students registered in certificate, diploma, advanced diploma, degree and graduate certificate programs.	Term	GeneSIS, Term_ Comp Report from RO	Sr. VP Academic	ED Academic Operations and Planning
1.1	Goal #1: Learner Driven	At-risk Learners Supported	Percentage of unique at-risk students who are supported over the total number of at-risk students identified. ● At-risk learner is defined as a level 01 (first term) student who self-identifies or whose administrator and/or faculty identifies as more likely than typical students to withdraw from Algonquin during their first term. ● Supporting - defined as an interaction in which an institutional representative gives insight, advice, or direction to a student about an academic or professional development matter. The nature of this interaction may be to inform, counsel, coach or mentor.	Weekly	A. At-risk learner attributes may include (but not limited to): a) High school English and math grades (OCAS-Cognos) b) Program choice (OCAS - Cognos) c) AC Start and AC Day 1 orientation attendance (data system / source TBD) d) Class attendance (Learning Management System - attend_value) e) Learning Management System login activity (LMS - last_login) f) Grades for assignments (Learning Management System - grade) g) Fees outstanding or financial encumbrance (GeneSIS) C. Reporting of counselling events (TBD - currently there is no system to track and report counselling events. Possible options are Salesforce or a future student success and retention system).	Sr. VP Academic	ED Academic Operations and Planning
1.2	Goal #1: Learner Driven	Learning Management System (LMS) Logins	The ratio of students who entered their user name and password to login to the Learning Management System as a whole (not just to access the Learning Management System for a particular class / course) compared to the total number of students, expressed as a percentage.	Weekly	Learning Management System (for faculty), COGNOS (for Administrators) Fact_Students_LMS_user_access	Sr. VP Academic	ED Academic Operations and Planning
1.3	Goal #1: Learner Driven	Class Attendance	The sum of the individual percentage of class attendance divided by the total classes for the day. ● A Class is a scheduled activity or event (irrespective of length of time) for a course section. ● Class registrations are the number of FT & PT students registered in a course section. ● Attendance is the percentage of FT & PT students who attended a class compared to the total class registration.	Daily	Learning Management System (Fact_Student_Attendance via BlackBoard) Syllabus (Software used by RO for timetabling)	Sr. VP Academic	ED Academic Operations and Planning
2.0	Goal #2: Quality and Innovation	Students Enrolled in Co-op	Percentage of all Full-time students who are registered in certificates, diplomas, advanced diplomas, degrees and graduate certificates with a co-op option.	Monthly	Cognos Business Intelligence Tools / Genesis	VP Innovation and Strategy	Manager Co-op Education

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
2.1	Goal #2: Quality and Innovation	Programs with a Co-op stream	Number of post-secondary vocational programs that have one or more co-operative education semester(s) as part of, or a stream of the program of study.	Term	GeneSIS, Field "03" in Program Code (e.g. 0150X03FWO)	Sr. VP Academic	Dean Academic Development
2.2	Goal #2: Quality and Innovation	Enrolled Co-op Students Completing a Work Term within the Year	Percentage of all Full-time students registered in certificates, diplomas, advanced diplomas, degrees and graduate students with a co-op option who completed a minimum of one co-op work term within the year.	Monthly	Cognos Business Intelligence Tools / Genesis	VP Innovation and Strategy	Manager Co-op Education
2.3	Goal #2: Quality and Innovation	Employer Leads Passed on to the Co-op Office by College Employees	Number of Co-op leads passed on to Co-op Office by College employees.	Monthly	Cognos Business Intelligence Tools. ITS to support creation of tracking tool for use in 2017/18.	VP Innovation and Strategy	Manager Co-op Education
3.0	Goal #3: Innovation & Quality	Willingness to Recommend (Net Promoter Score)	Recorded annually as part of the Colleges Ontario Key Performance Indicators (KPI) survey.	Annually	COGNOS, Report KPI0001	Sr. VP Academic	ED Academic Operations and Planning
3.1	Goal #3: Innovation & Quality	Process Improvements Implemented	Number of process improvements submitted as implemented to the Lean Office	Daily	ITS to support creation of tracking tool for use in 2017/18.	VP Innovation and Strategy	Manager Business Process Review
3.2	Goal #3: Innovation & Quality	Value Stream Maps Completed	Number of Value Stream Maps submitted to the Lean Office	Daily	ITS to support creation of tracking tool for use in 2017/18.	VP Innovation and Strategy	Manager Business Process Review
4.0	Goal #4: Connected	Alumni Engagement	Percentage of Alumni with contactable data with whom the College interacts, including; ● On-campus (meetings, visits, committees, lectures/panels, events) ● Off-campus (meetings, events, activities, ad hoc discussion) ● Donations, pledges or sponsorship ● College initiated outreach (feature story, award nomination, etc.) ● Alumni Customer Service –interaction from alumni through web, twitter, LinkedIn, phone, drop in when they are looking for information or support	Daily	1) Raiser's Edge is possible 2) Raiser's Edge is possible 3) Raiser's Edge 4) Raiser's Edge, Marketo, Outlook, Phone 5) Excel, Raiser's Edge	VP Student Services	Manager Alumni Relations
4.1	Goal #4: Connected	Alumni Contacts Passed on to the Alumni Office by College Employees	Number of Alumni contacts passed on to Alumni Office - A combination of: Names, year of graduation, email, work address etc. ● Self-declaration (contact us to provide their information) ● College initiated information (a department or an employee provides found information)	Daily	1) Raiser's Edge 2) Raiser's Edge	VP Student Services	Manager Alumni Relations

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
5.0	Goal #5: Sustainable	Net Contribution	Operating revenues less operating expenditures on a modified cash flow basis. *Under a modified cash flow basis the following cash outflows are treated as expenditures: - principal portion of debt service payments - contributions to reserves - purchases of assets that will be capitalized on the balance sheet The following cash inflows are treated as revenues: - capital grants that will be recorded as deferred capital contribution on the balance sheet The following items are excluded from the calculation: - depreciation expense, amortization of deferred capital contributions, change in vacation liability, impact of capitalizing assets and capital grants *NOTE: this portion of the definition is required for Finance Dept staff only - applies at the College roll-up level, not required knowledge for other administrators	Monthly	Cognos Business Intelligence Financial Reporting Tool: - Funded Activity - College Ancillary Services - International Education Centre - Contract and Other Non-Funded Activity	VP Finance and Administration	Director Finance and Administrative Services
5.1	Goal #5: Sustainable	Domestic Post Secondary Education Enrolments	Full-Time students registered in certificates, diplomas, advanced diplomas, degrees and graduate certificates, whose status in Canada is Citizen, Landed Immigrant, Diplomat, or any other status requiring Canadian fees assessment. This excludes part-time, apprenticeship, tuition short (or equivalent) and joint collaborative degree program student registrations.	Daily	GeneSIS, RO Report Reg001	Sr. VP Academic	ED Academic Operations and Planning
5.2	Goal #5: Sustainable	Aboriginal Post Secondary Education Enrolments	Full-Time students registered in certificates, diplomas, advanced diplomas, degrees and graduate certificates, who self identify as Aboriginal. This excludes part-time, apprenticeship, tuition short (or equivalent) and joint collaborative degree program student registrations.	Daily	GeneSIS, RO Report	ED Indigenous Initiatives	Manager, Indigenous Initiatives
5.3	Goal #5: Sustainable	International Post Secondary Education Enrolments	Full-Time students registered in certificates, diplomas, advanced diplomas, degrees and graduate certificates whose status in Canada is International Student, Temporary Visitor, or any other status requiring Non-Canadian fees assessment. This excludes part-time, apprenticeship, tuition short (or equivalent) and joint collaborative degree program student registrations.	Daily	GeneSIS, RO Report Reg001	VP Innovation and Strategy	Director International Education Centre

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
5.4	Goal #5: Sustainable	Revenues	Operating revenues associated with: - Funded Activity - College Ancillary Services - International Education Centre - Contract and Other Non-Funded Activity	Daily	Cognos Business Intelligence Financial Reporting Tool: - Funded Activity - College Ancillary Services - International Education Centre - Contract and Other Non-Funded Activity	VP Finance and Administration	Acting Director Finance and Administration
5.5	Goal #5: Sustainable	Foundation Revenue	Funds received from: - cash donations - fair market value of in-kind donations - endowment revenues - sponsorship revenues from Foundation events - affinity partner revenue	Daily	Raiser's Edge	VP Student Services	Executive Director, Algonquin College Foundation
6.0	Goal #6: People	Employees Engagement	Percentage of engaged employees as measured in the employee engagement survey (AON Hewitt)	Every 2 years (Annually being explored)	Engaged employees are those whose average response to the six specific questions (which assess "Say, Stay, Strive") in AON Hewitt survey is 4.5 or more (i.e., on average, they agree or strongly agree with the six questions).	VP Human Resources	Manager Organizational Effectiveness
6.1	Goal #6: People	Annual Performance Reviews Completed On-time, Including the Development of Professional Development Plans	Percentage of all eligible Administrative employees who have an annual performance review completed on-time, including the development of professional development plans (Note: In the first year the focus will be on Administrative employees, expanding to Support Staff and Faculty in future years).	Quarterly	Tracking of Admin employees in Halogen for first half of 2017-18,transitioning to all employees in Workday in Q3 2017/18.	VP Human Resources	Manager Organizational Effectiveness
6.2	Goal #6: People	Employee Communication Matrix	Matrix measure combining number of MyAC posts & time on posts	Monthly	The number of myAC posts submitted by employees as tracked through Salesforce Communities	ED Communications, Marketing and External Relations	ED Communications, Marketing and External Relations
		Metrics for future consideration ● Case response time ● Productivity ● Time saved ● Daily Huddles held ● Daily Huddles employee satisfaction					

2017-18 Business Plan

Second 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)	Student Retention	87.5%	1.0 b) Learner Driven Plan, led by working group co-chaired by the Senior Vice President Academic Services and Vice President Student Services, that defines and measures personalized learning at Algonquin College, drafted and presented to the College's Board of Governors by Q4.	C. Brulé /L. Stanbra	🟥	Due to the Academic work stoppage, the Learner Driven Plan development has been postponed until the work stoppage is over and the 2017 Fall term is completed. The Co-chairs anticipate a draft plan presented to the Board of Governors in October 2018.
Learner Driven Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)	At-risk Learners Supported	NA	1.1 a) A3 - Plan Do Study Adjust Plan completed by Q1.	C. Brulé	🟨	a) Delayed. A3 completion is 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	1.1 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	1.1 c) Software systems for collecting and tracking at-risk learner related data investigated by Q2.	C. Brulé	🟨	c) Delayed. Software systems investigation deferred due to Strategic Investment Priorities (SIP) resource limitations. To be completed in Q4.
Learner Driven Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)	At-risk Learners Supported	NA	1.1 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	1.3 b) Current state and benchmarks established by Q1.	C. Brulé	🟨	b) Delayed. Testing during 2017 Fall term to determine current state and establish benchmarks. To be completed in Q4.

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)	Class Attendance	NA	1.3 c) Future state and targets established by Q2.	C. Brulé		c) Delayed. To follow completion of b). To be completed in Q4.
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	2.1 a) A3 - Plan Do Study Adjust Plan completed by Q1.	C. Brulé		a) Delayed. Two A3 - Plan Do Study Adjust training sessions completed to date. On track for A3 completion by Q3; however, current Academic work stoppage may impact the availability of key stakeholders (Gemba) for consultation.
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	2.1 b) Current state and benchmarks established by Q2.	C. Brulé		b) Delayed. Current state and benchmarks to be completed by Q4; however, the current Academic work stoppage may impact the availability of key stakeholders (Gemba) for consultation.
Innovation and Quality Goal #2: Lead the college system in Co-op and experiential learning. (Internal Business Process)	Enrolled Co-op Students Completing a Work Term within the Year.	17.50%	2.2 b) Framework for the creation of co-op positions at Algonquin College completed, in consultation with union partners, by Q2.	D. Wotherspoon		b) Delayed. To be completed by Q4. College Academic work stoppage has reduced efforts on this deliverable.
Innovation and Quality Goal #2: Lead the college system in Co-op and experiential learning. (Internal Business Process)	Enrolled Co-op Students Completing a Work Term within the Year.		2.2 c) Co-op hiring process reviewed by Q2.	D. Wotherspoon		c) Delayed. To be completed by Q3.
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	2.3 a) A3 - Plan Do Study Adjust Plan completed by Q1.	D. Wotherspoon		a) At risk. To date, 59 leads have been provided to the Co-op office. College faculty work stoppage has created additional engagement barriers. Additional countermeasures under review.
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	b) Employee training program for identifying and passing on leads to the Co-op Office developed and launched by Q2.	D. Wotherspoon		b) Delayed. Training materials amended as per pilot feedback. Training delivery continues. College Academic work stoppage has delayed process. To be completed by Q4.

2017-22 Strategic Goals	2017-18 Metric	2017-18 Target	2017-18 Initiative/Leveraged Action	ACET Member	Status	Comments for First Quarter
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	3.1 a) A3 - Plan Do Study Adjust Plan completed by Q1.	D. Wotherspoon		To date 9 value stream maps have been completed. The target of 40 has a risk of not being achieved due to the delayed launch of the Black Belt cohort. The Black Belt cohort would have built internal capacity to support 20-30 value stream maps by year-end.
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	3.1 c) Information Technology Plan completed by Q2.	D. Wotherspoon		c) Delayed. Senior leadership changes within ITS have delayed the effort. The IT Modernization Plan is expected to be completed by Q4.
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	3.1 g) E-Texts Plan and Risk Assessment completed by Q2.	D. McNair		g) Delayed. A review of alternative E-Text pay models has been completed. College will decide on continuing institutional pay model or switching to student pay model in Q3.
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	h) Class Scheduling Solution (Infosilem) launched in Q2.	L. Stanbra		h) Delayed. Issues previously identified have been mitigated with a revised strategy to ensure stability and successful implementation. Infosilem will be used to produce Spring 2018 timetables. Two modules will be part of this implementation: Timetable (course scheduling) and Exam (exam scheduling). Infosilem (vendor) will offer dedicated support during the data load and timetable production starting in Q4.
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 organizational changes in the Foundation. The Manager of 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	4.0 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.

2017-22 Strategic Goals	2017-18 Metric	2017-18 Target	2017-18 Initiative/Leveraged Action	ACET Member	Status	Comments for First Quarter
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	4.0 b) System for employees to pass on leads to the Alumni Office developed by Q2.	L. Stanbra		b) 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%	5.0 a) A3 - Plan Do Study Adjust Plan completed by Q1.	D. McNair		a) Delayed. A3 on net contribution will be completed in Q4 due to competing priorities.
Sustainable Goal #5: Enhance Algonquin's global impact and community social responsibility. (Financial)	Net Contribution	3.3%	5.0 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	5.4 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	5.5 a) A3 - Plan Do Study Adjust Plan completed by Q1.	L. Stanbra		a) Delayed. Due to organizational changes in the Foundation. To be completed in Q3.
People Goal #6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)	Employee Engagement	62%	6.0 a) A3 - Plan Do Study Adjust Plan completed by Q1	C. Frederick		a) Delayed. In September a focus group was held with Managers to focus on the areas of concern related to the employee engagement results for the management group. To be completed in Q4.
People Goal #6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)	Employee Engagement	62%	6.0 b) Communication Plan in support of AC People Plan developed by Q2.	C. Frederick		b) Delayed. Communication Plan needs to be developed with the Communications department. To be completed in Q4.

2017-22 Strategic Goals	2017-18 Metric	2017-18 Target	2017-18 Initiative/Leveraged Action	ACET Member	Status	Comments for First Quarter
People Goal #6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)	Annual Performance Reviews Completed On-time, Including the Development of Professional Development Plans (Note: In the first year the focus will be on Administrative employees, expanding to Support Staff and Faculty in future years)	75%	6.1 a) A3 - Plan Do Study Adjust Plan completed by Q1.	C. Frederick		a) Delayed. Data and feedback gathered in June 2017 from the Chairs has been included and updated in the A3. The recommendations and plan will be finalized in Q4.
People Goal #6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)	Annual Performance Reviews Completed On-time, Including the Development of Professional Development Plans (Note: In the first year the focus will be on Administrative employees, expanding to Support Staff and Faculty in future years)	75%	6.1 b) College-wide Employee Performance Development Framework and supporting programs created by Q1.	C. Frederick		a) Delayed. Data and feedback gathered in June 2017 from the Chairs has been included and updated in the A3. The recommendations and plan will be finalized in Q4.
People Goal #6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)	Annual Performance Reviews Completed On-time, Including the Development of Professional Development Plans (Note: In the first year the focus will be on Administrative employees, expanding to Support Staff and Faculty in future years)	75%	6.1 c) Standard operating procedure/process established and confirmed by ACLT by Q2.	C. Frederick		c) Delayed. In progress to completed in Q4.
People Goal #6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)	Annual Performance Reviews Completed On-time, Including the Development of Professional Development Plans (Note: In the first year the focus will be on Administrative employees, expanding to Support Staff and Faculty in future years)	75%	6.1 d) Accountability framework established by Q2.	C. Frederick		d) Delayed. Gathering and waiting on stakeholder feedback. To be completed in Q4.
People Goal #6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)	Employee Communication Matrix	1,029	c) Conduct employee research to understand user expectations, needs and requirements by Q2.	S. Anderson		b) Delayed. To be completed by Q3. College Academic work stoppage has reduced efforts on this deliverable.

#	2017-22 Strategic Goals	2017-18 Metrics	2016-17 Benchmark	True North	2017-18 Target	Initiative/Leveraged Action	ACET Responsibility
1.0	**Learner Driven** Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. (Customer)	Student Retention	86.8%	100%	87.5%	1.0 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Learner Driven Plan, led by working group co-chaired by the Senior Vice President Academic Services and Vice President Student Services, that defines and measures personalized learning at Algonquin College, drafted and presented to the College's Board of Governors by Q4.	Academic Services & Student Services
1.1		At-risk Learners Supported	NA		NA	1.1 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Current state benchmarks established by Q1. c) Software systems for collecting and tracking at-risk learner related data investigated by Q2. d) Employee training program established by Q2.	Academic Services
1.2		Learning Management System (LMS) Logins	88.3%		89.0%	1.2 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Learning Management System policy AA42 reviewed by Q1. c) Learning Management System user requirements analysis completed by Q2. d) Comprehensive faculty support plan for key education technologies in use at the College developed and implemented by Q4. e) Request for Proposal issued and single College-wide Learning Management System selected by Q4.	Academic Services
1.3		Class Attendance	NA		NA	1.3 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Current state and benchmarks established by Q1. c) Future state and targets established by Q2.	Academic Services
2.0	**Innovation and Quality** Goal #2: Lead the college system in Co-op and experiential learning. (Internal Business Process)	Students Enrolled in Co-op.	19%	50%	20%	2.0 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Benefits of applying for Canadian Association for Co-operative Education (CAFCE) accreditation reviewed by Q2. c) Applied Research, Innovation and Entrepreneurship strategy updated and presented to ACET by Q2. d) Applied Research Annual Report presented to ACET by Q2.	Innovation & Strategy
2.0						e) Tool to assess the quality of Co-op and Work Integrated Learning (WIL) activities in programs of study developed by Q3.	Academic Services
2.1		Programs with a Co-op Stream	29		33	2.1 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Current state and benchmarks established by Q2. c) Future state and targets established by Q3.	Academic Services

#	2017-22 Strategic Goals	2017-18 Metrics	2016-17 Benchmark	True North	2017-18 Target	Initiative/Leveraged Action	ACET Responsibility
2.2		Enrolled Co-op Students Completing a Work Term within the Year.	15.0%		17.5%	2.2 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Framework for the creation of co-op positions at Algonquin College completed, in consultation with union partners, by Q2. c) Co-op hiring process reviewed by Q2. d) Employer focused Co-op marketing campaign developed and launched by Q3.	Innovation & Strategy
2.2						e) New Learning Enterprise in the Academic Area created by Q4.	Academic Services
2.3		Employer Leads Passed on to the Co-op Office by College Employees	25		500	2.3 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Employee training program for identifying and passing on leads to the Co-op Office developed and launched by Q2. c) System for employees to pass on leads to the Co-op Office developed by Q2.	Innovation & Strategy
3.0	**Innovation & Quality** Goal #3: Attain national standing in quality, impact, and innovation by each school and service. (Internal Business Process)	Willingness to Recommend (Net Promoter Score)	NA	100%	NA	3.0 a) A3 - Plan Do Study Adjust Plan completed by Q2. b) Enterprise level "Willingness to Recommend" survey tool researched and costed for recommendation to ACLT by Q2.	Innovation & Strategy
3.0						c) Program Advisory Committee 2016-2017 Review recommendations implemented by Q3. d) Five-year cyclical quality audit site visit of June 2016 recommendations implemented by Q4.	Academic Services
3.0						e) 50th Anniversary Plan implemented by Q4.	Communications, Marketing & External Relations
3.1		Process Improvements Implemented Value Stream Maps Completed	6 6		200 40	3.1 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Lean Management Strategy developed and presented to the Board of Governors by Q1. c) Information Technology Plan completed by Q2. d) Customer Relationship Management (CRM) Plan developed by Q1. e) Business Intelligence Plan, with focus on lean management and enrolment activity, completed Q2.	Innovation & Strategy
3.1						f) Internal Control over Financial Reporting Plan developed by Q4. g) E-Texts Plan and Risk Assessment completed by Q2.	Finance & Administration

#	2017-22 Strategic Goals	2017-18 Metrics	2016-17 Benchmark	True North	2017-18 Target	Initiative/Leveraged Action	ACET Responsibility
3.1						h) Class Scheduling Solution (Infosilem) launched in Q2. i) Student Information System requirements gathering completed by Q3. j) Net Tuition implementation, including Student Awards Management System, completed by Q4.	Student Services
4.0	**Connected** Goal #4: Become an integral partner to our alumni and employers. (Customer)	Alumni Engagement	NA	100%	NA	4.0 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Existing alumni interactions across the College audited to identify areas for improvement by Q3. c) System to track and manage alumni interactions implemented by Q4. d) Plan for increasing awareness of alumni engagement opportunities further enhanced and implemented by Q4.	Student Services
4.1		Alumni Contacts Passed on to the Alumni Office by College Employees	NA		NA	4.1 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) System for employees to pass on leads to the Alumni Office developed by Q2.	Student Services
5.0	**Sustainable** Goal #5: Enhance Algonquin's global impact and community social responsibility. (Financial)	Net Contribution	3.0%	10.0%	3.3%	5.0 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Opportunities to improve productivity identified, assessed, and prioritized by Q1. c) Implementation of Project Fusion/Workday completed on time and on budget with process efficiency metrics developed by Q4. d) Potential framework and process for measuring productivity investigated and tested by Q4.	Finance & Administration
5.0						e) Potential framework and process for measuring time saved through process improvement and lean initiatives presented to ACET by Q4.	Innovation & Strategy
5.1		Domestic Post Secondary Education Enrolments	34,178		33,567	5.1 a) A3 - Plan Do Study Adjust Plan completed by Q3. b) Marketing, recruitment, admissions, academic advising, and early alert/intervention processes enhanced through Lean methodology, under the guidance of Strategic Enrolment Management (SEM), by Q4.	Academic Services

#	2017-22 Strategic Goals	2017-18 Metrics	2016-17 Benchmark	True North	2017-18 Target	Initiative/Leveraged Action	ACET Responsibility
5.2		Aboriginal Post Secondary Education Enrolments	1,901		1,959	5.2 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Process for collecting and reporting Aboriginal learner self-identification completed by Q4. c) Indigenous Initiatives multi-year strategic plan, that includes caring for community partnerships and an environmental scan to understand their needs, completed by Q4.	Indigenous Initiatives
5.3		International Post Secondary Enrolments	3,794		4,363	5.3 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) First-year of India Market Entry Strategy implemented by Q1. c) International Digital Marketing position created and filled by Q1. d) International Marketing Plan updated Q3.	Innovation & Strategy
5.4		Revenue: a) Funded Activity b) College Ancillary Services	$228.9M $43.6M		$236.9M $45.1M	5.4 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) College Ancillary Services Strategic Plan updated and presented to ACET by Q4.	Finance & Administration
5.4		c) International Education Centre d) Contract & Other Non-Funded Activity	$17.1M $28.6M		$24.0M $27.3M	c) Contract Training revenue-share model investigated and options for improvement identified and presented to ACLT by Q4.	Innovation & Strategy
5.4						d) Government Relations Plan implemented by Q4.	Communications, Marketing & External Relations
5.5		Foundation Revenue	$3.1 M		$3.47 M	5.5 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Prospect lists for all solicitations established and prospect plan launched (target number of visits per week) by Q1. c) Fundraising projects prioritized by Q2. d) Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship campaign launched by Q2.	Student Services
6.0	**People** Goal #6: Be recognized by our employees and the community as an exceptional place to work. (Learning & Growth)	Employee Engagement	60%	100%	62%	6.0 a) A3 - Plan Do Study Adjust Plan completed by Q1 b) Communication Plan in support of AC People Plan developed by Q2. c) Approved recommendations from 2016 Part-time Task Force and Employee Mobility Task Force implemented by Q4. d) College-wide Employee Engagement Plan and Department level Plans to address findings of the 2017 Employee Engagement Survey developed by Q4. e) Review conducted and resourcing plan developed to reduce vacancy rate and optimize the ratio of full-time to non-full-time employees by Q4.	Human Resources

#	2017-22 Strategic Goals	2017-18 Metrics	2016-17 Benchmark	True North	2017-18 Target	Initiative/Leveraged Action	ACET Responsibility
6.1		Annual Performance Reviews Completed On-time, Including the Development of Professional Development Plans (Note: In the first year the focus will be on Administrative employees, expanding to Support Staff and Faculty in future years)	55%		75%	6.1 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) College-wide Employee Performance Development Framework and supporting programs created by Q1. c) Standard operating procedure/process established and confirmed by ACLT by Q2. d) Accountability framework established by Q2. e) Cross over plan from current Employee Performance Development Program tracking systems to Workday confirmed by Q2.	Human Resources
6.2		Employee Communication Matrix	936		1,029	6.2 a) A3 - Plan Do Study Adjust Plan completed by Q1. b) Coat of Arms revealed and implementation plan drafted by Q1. c) Conduct employee research to understand user expectations, needs and requirements by Q2. d) Internal employee communications plan developed and implemented by all departments by Q3. e) President messaging plan drafted and implemented by Q3.	Communications, Marketing & External Relations

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
1.0	Goal #1: Learner Driven	Student Retention	Percentage of eligible Post-Secondary Education students enrolled at the College Day 10 of the Fall term who remain enrolled Day 10 in the following term across all levels. Eligible students are domestic and international full-time and part-time students registered in certificate, diploma, advanced diploma, degree and graduate certificate programs.	Term	GeneSIS, Term_ Comp Report from RO	Sr. VP Academic	ED Academic Operations and Planning
1.1	Goal #1: Learner Driven	At-risk Learners Supported	Percentage of unique at-risk students who are supported over the total number of at-risk students identified. ● At-risk learner is defined as a level 01 (first term) student who self-identifies or whose administrator and/or faculty identifies as more likely than typical students to withdraw from Algonquin during their first term. ● Supporting - defined as an interaction in which an institutional representative gives insight, advice, or direction to a student about an academic or professional development matter. The nature of this interaction may be to inform, counsel, coach or mentor.	Weekly	A. At-risk learner attributes may include (but not limited to): a) High school english and math grades (OCAS-Cognos) b) Program choice (OCAS - Cognos) c) AC Start and AC Day 1 orientation attendance (data system / source TBD) d) Class attendance (Learning Management System - attend_value) e) Learning Management System login activity (LMS - last_login) f) Grades for assignments (Learning Management System - grade) g) Fees outstanding or financial encumbrance (GeneSIS) C. Reporting of counselling events (TBD - currently there is no system to track and report counselling events. Possible options are Salesforce or a future student success and retention system).	Sr. VP Academic	ED Academic Operations and Planning
1.2	Goal #1: Learner Driven	Learning Management System (LMS) Logins	The ratio of students who entered their user name and password to login to the Learning Management System as a whole (not just to access the Learning Management System for a particular class / course) compared to the total number of students, expressed as a percentage.	Weekly	Learning Management System (for faculty), COGNOS (for Administrators) Fact_Students_LMS_user_access	Sr. VP Academic	ED Academic Operations and Planning
1.3	Goal #1: Learner Driven	Class Attendance	The sum of the individual percentage of class attendance divided by the total classes for the day. ● A Class is a scheduled activity or event (irrespective of length of time) for a course section. ● Class registrations are the number of FT & PT students registered in a course section. ● Attendance is the percentage of FT & PT students who attended a class compared to the total class registration.	Daily	Learning Management System (Fact_Student_Attendance via BlackBoard) Syllabus (Software used by RO for timetabling)	Sr. VP Academic	ED Academic Operations and Planning

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
2.0	Goal #2: Quality and Innovation	Students Enrolled in Co-op	Percentage of all Full-time students who are registered in certificates, diplomas, advanced diplomas, degrees and graduate certificates with a co-op option.	Monthly	Cognos Business Intelligence Tools / Genesis	VP Innovation and Strategy	Manager Co-op Education
2.1	Goal #2: Quality and Innovation	Programs with a Co-op stream	Number of post-secondary vocational programs that have one or more co-operative education semester(s) as part of, or a stream of the program of study.	Term	GeneSIS, Field "03" in Program Code (e.g. 0150X03FWO)	Sr. VP Academic	Dean Academic Development
2.2	Goal #2: Quality and Innovation	Enrolled Co-op Students Completing a Work Term within the Year	Percentage of all Full-time students registered in certificates, diplomas, advanced diplomas, degrees and graduate students with a co-op option who completed a minimum of one co-op work term within the year.	Monthly	Cognos Business Intelligence Tools / Genesis	VP Innovation and Strategy	Manager Co-op Education
2.3	Goal #2: Quality and Innovation	Employer Leads Passed on to the Co-op Office by College Employees	Number of Co-op leads passed on to Co-op Office by College employees.	Monthly	Cognos Business Intelligence Tools. ITS to support creation of tracking tool for use in 2017/18.	VP Innovation and Strategy	Manager Co-op Education
3.0	Goal #3: Innovation & Quality	Willingness to Recommend (Net Promoter Score)	Recorded annually as part of the Colleges Ontario Key Performance Indicators (KPI) survey.	Annually	COGNOS, Report KPI0001	Sr. VP Academic	ED Academic Operations and Planning
3.1	Goal #3: Innovation & Quality	Process Improvements Implemented	Number of process improvements submitted as implemented to the Lean Office	Daily	ITS to support creation of tracking tool for use in 2017/18.	VP Innovation and Strategy	Manager Business Process Review
3.2	Goal #3: Innovation & Quality	Value Stream Maps Completed	Number of Value Stream Maps submitted to the Lean Office	Daily	ITS to support creation of tracking tool for use in 2017/18.	VP Innovation and Strategy	Manager Business Process Review
4.0	Goal #4: Connected	Alumni Engagement	Percentage of Alumni with contactable data with whom the College interacts, including; ● On-campus (meetings, visits, committees, lectures/panels, events) ● Off-campus (meetings, events, activities, ad hoc discussion) ● Donations, pledges or sponsorship ● College initiated outreach (feature story, award nomination, etc.) ● Alumni Customer Service –interaction from alumni through web, twitter, LinkedIn, phone, drop in when they are looking for information or support	Daily	1) Raiser's Edge is possible 2) Raiser's Edge is possible 3) Raiser's Edge 4) Raiser's Edge, Marketo, Outlook, Phone 5) Excel, Raiser's Edge	VP Student Services	Manager Alumni Relations

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
4.1	Goal #4: Connected	Alumni Contacts Passed on to the Alumni Office by College Employees	Number of Alumni contacts passed on to Alumni Office - A combination of: Names, year of graduation, email, work address etc. ● Self-declaration (contact us to provide their information) ● College initiated information (a department or an employee provides found information)	Daily	1) Raiser's Edge 2) Raiser's Edge	VP Student Services	Manager Alumni Relations
5.0	Goal #5: Sustainable	Net Contribution	Operating revenues less operating expenditures on a modified cash flow basis. *Under a modified cash flow basis the following cash outflows are treated as expenditures: - principal portion of debt service payments - contributions to reserves - purchases of assets that will be capitalized on the balance sheet The following cash inflows are treated as revenues: - capital grants that will be recorded as deferred capital contribution on the balance sheet The following items are excluded from the calculation: - depreciation expense, amortization of deferred capital contributions, change in vacation liability, impact of capitalizing assets and capital grants *NOTE: this portion of the definition is required for Finance Dept staff only - applies at the College roll-up level, not required knowledge for other administrators	Monthly	Cognos Business Intelligence Financial Reporting Tool: - Funded Activity - College Ancillary Services - International Education Centre - Contract and Other Non-Funded Activity	VP Finance and Administration	Director Finance and Administrative Services
5.1	Goal #5: Sustainable	Domestic Post Secondary Education Enrolments	Full-Time students registered in certificates, diplomas, advanced diplomas, degrees and graduate certificates, whose status in Canada is Citizen, Landed Immigrant, Diplomat, or any other status requiring Canadian fees assessment. This excludes part-time, apprenticeship, tuition short (or equivalent) and joint collaborative degree program student registrations.	Daily	GeneSIS, RO Report Reg001	Sr. VP Academic	ED Academic Operations and Planning

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
5.2	Goal #5: Sustainable	Aboriginal Post Secondary Education Enrolments	Full-Time students registered in certificates, diplomas, advanced diplomas, degrees and graduate certificates, who self identify as Aboriginal. This excludes part-time, apprenticeship, tuition short (or equivalent) and joint collaborative degree program student registrations.	Daily	GeneSIS, RO Report	ED Indigenous Initiatives	Manager, Indigenous Initiaties
5.3	Goal #5: Sustainable	International Post Secondary Education Enrolments	Full-Time students registered in certificates, diplomas, advanced diplomas, degrees and graduate certificates whose status in Canada is International Student, Temporary Visitor, or any other status requiring Non-Canadian fees assessment. This excludes part-time, apprenticeship, tuition short (or equivalent) and joint collaborative degree program student registrations.	Daily	GeneSIS, RO Report Reg001	VP Innovation and Strategy	Director International Education Centre
5.4	Goal #5: Sustainable	Revenues	Operating revenues associated with: - Funded Activity - College Ancillary Services - International Education Centre - Contract and Other Non-Funded Activity	Daily	Cognos Business Intelligence Financial Reporting Tool: - Funded Activity - College Ancillary Services - International Education Centre - Contract and Other Non-Funded Activity	VP Finance and Administration	Acting Director Finance and Administration
5.5	Goal #5: Sustainable	Foundation Revenue	Funds received from: - cash donations - fair market value of in-kind donations - endowment revenues - sponsorship revenues from Foundation events - affinity partner revenue	Daily	Raiser's Edge	VP Student Services	Executive Director, Algonquin College Foundation
6.0	Goal #6: People	Employees Engagement	Percentage of engaged employees as measured in the employee engagement survey (AON Hewitt)	Every 2 years (Annually being explored)	Engaged employees are those whose average response to the six specific questions (which assess "Say, Stay, Strive") in AON Hewitt survey is 4.5 or more (i.e., on average, they agree or strongly agree with the six questions).	VP Human Resources	Manager Organizational Effectiveness
6.1	Goal #6: People	Annual Performance Reviews Completed On-time, Including the Develoapable of Professional Development Plans	Percentage of all eligible Administrative employees who have an annual performance review completed on-time, including the development of professional development plans (Note: In the first year the focus will be on Administrative employees, epanding to Support Staff and Faculty in future years).	Quarterly	Tracking of Admin employees in Halogen for first half of 2017-18,transitioning to all employees in Workday in Q3 2017/18.	VP Human Resources	Manager Organizational Effectiveness

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
6.2	Goal #6: People	Employee Communication Matrix	Matrix measure combining number of MyAC posts & time on posts	Monthly	The number of myAC posts submitted by employees as tracked through Salesforce Communities	ED Communications, Marketing and External Relations	ED Communications, Marketing and External Relations
		Metrics for future consideration ● Case response time ● Productivity ● Time saved ● Daily Huddles held ● Daily Huddles employee satisfaction					

Agenda Item No: 7.4

Report title:	Innovation Centre Naming
Report to:	Board of Governors
Date:	December 11, 2017
Author/Presenter:	Scott Anderson, Executive Director, Communications, Marketing, and External Relations

1. RECOMMENDATION:

THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this document is to inform the members of the Board of Governors of the chosen name for the Algonquin College Innovation Centre, and the process used to determine the final choice.

3. BACKGROUND:

The renaming of the Centre for Innovation and Entrepreneurship and Centre for Indigenous Entrepreneurship was researched and tested using the following processes and interest groups:

- o Internal Consultation with Key Executive Stakeholders
- o Algonquin College Community Survey
- o Marketing Research and Business Intelligence Students' Environmental Scan
- o Strategic Enrolment Marketing Committee Naming Exercise
- o Steering Committee: Survey, Establishing Story Exercise and Naming Exercise and Name-Narrowing Exercise
- o Student and Faculty Focus Groups.

4. DISCUSSION:

The preliminary concept marketing collateral is given in Appendix A - Naming Submission of the Centre for Innovation and Entrepreneurship and Centre for Indigenous Entrepreneurship. An integrated marketing communication campaign will promote the DARE District as a whole and the units within. Examples of these units are the Library, the Institute for Indigenous Entrepreneurship and the Big Data Centre.

Special emphasis within the first year of promotion will emphasize that DARE is an acronym that stands for **D**iscovery, **A**pplied **R**esearch and **E**ntrepreneurship. The District will encompass these key aspects of innovation and will spark the curiosity and imagination of students, staff and the citizens of Ottawa and the Ottawa Valley. The word dare's duality will be leveraged as both a noun and verb in its brand messaging. The name reveal has been tentatively targeted for February 2018.

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:

This name provides a framework and context when positioning the new Centre and its offerings to students, alumni, employees and partners. The Centre will feature facilities for testing and development, simulations, competitions, collaborative project development, as well as entrepreneurial support in the growing field of cyber security. The Institute for Indigenous Entrepreneurship will be the first of its kind on a college campus in Ontario and the library will be transformed into a modern, collaborative learning facility that will provide access to the tools and technologies our students and community need to experiment, to create, and to innovate.

7. FINANCIAL IMPACT:

All branding and promotional initiatives will be funded by existing project or operational budgets. The exterior signage on the southeast elevation cost is estimated at approximately $100,000.

8. HUMAN RESOURCES IMPACT:

   The naming of the Centre has no human resources impact,

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

   The naming of the Centre has no government, regulatory or legal impact. Research shows no patent or copyright infringement issues.

10. COMMUNICATIONS:

    An integrated marketing communication campaign will promote the DARE District as a whole and the units within. The campaign is outlined in Appendix A - Naming Submission of the Centre for Innovation and Entrepreneurship and Centre for Indigenous Entrepreneurship.

11. CONCLUSION:

    The research conducted to determine the name of the Innovation Centre revealed themes, values and a path to differentiation. It became clear that this exercise involved   more than the naming of a building; it involved the naming a community. College staff believe that the naming of the Centre as the DARE District accomplishes this.

Respectfully submitted: Approved for submission:

_____   _____
Scott Anderson   Cheryl Jensen
Executive Director, Communications,   President
Marketing, and External Relations

Appendices:

| Appendix A: Naming Submission of the Centre for Innovation and Entrepreneurship and Centre for Indigenous Entrepreneurship |

Appendix A - Naming Submission of the Centre for Innovation and Entrepreneurship and Centre for Indigenous Entrepreneurship

ALGONQUIN COLLEGE

Research Recap

Our research revealed themes and values and a path to differentiation. It became clear we were naming more than than a building, we were naming a community.

- Internal Consultation with Key Executive Stakeholders

- Algonquin College Community Survey

- MBRI Students' Environmental Scan

- Strategic Enrollment Marketing Committee Naming Exercise

- Steering Committee: Survey, Establishing Story Exercise and Naming Exercise and Name Narrowing Exercise

- Student and Faculty Focus Groups

Welcome to the DARE District

ALGONQUIN COLLEGE

Welcome to the
**Jane Doe
DARE District**

Discovery
Applied Research
Entrepreneurship

Concept Work

DARE District Promotion

A full marketing campaign will be developed to communicate that:

- DARE is in fact an acronym for <u>d</u>iscovery, <u>a</u>pplied <u>r</u>esearch, and <u>e</u>ntrepreneurship.

- This District is home to the Library, Big Data Centre, Institute for Indigenous Entrepreneurship and more.

5

President/Board of Governors

Agenda Item No: 7.5

Report title:	Learning Management System Investment Case
Report to:	Algonquin College Board of Governors
Date:	December 11, 2017
Author/Presenter:	Claude Brulé, Senior Vice President, Academic Doug Wotherspoon, Vice President, Innovation and Strategy

1. RECOMMENDATION:

THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide awareness on the development of an Investment Case proposal to upgrade and modernize the College's Learning Management System.

3. BACKGROUND:

Algonquin College's main Learning Management System (currently Blackboard Learn™) is a crucial online learning environment used by students and faculty. It serves as a portal for all digital materials associated with courses and programs of study, fosters a community of learners through its communication and activity/engagement tools, provides a platform to perform assessments, and it allows faculty and management to assess the progress of learners to better serve their learning needs. The environment encourages group work by facilitating student communication and collaboration and in doing so, helps to create a sense of community.

The Learning Management System is a key component of Algonquin College's digital strategy as it is part of a larger integrated business processing network that includes our Student Information System, the student portal, and our Customer Relationship Management System.

The current Learning Management System requires a major version upgrade as the version of the software support ends in the Summer 2018, and the vendor contract is due for renewal in March 2018. In recent years, there have been significant disruptions to the stability of the Learning Management System. The upgrade is required to establish the necessary stability required for a core critical system.

Agenda Item No: 7.5

4. DISCUSSION:

This initiative seeks to stabilize the current Learning Management System environment. This includes providing governance that ensures appropriate consultation and communication on upgrades to the Learning Management System, serve as a mechanism for recommendations on decision-making, and scope management.

Ultimately, through this initiative, the College will select its next Learning Management System provider through a public Request for Proposal. A Learning Management System Steering Committee was established in Winter 2017 to oversee the Request for Proposals process.

This steering committee is made up of internal stakeholders that include faculty and students. It has been created for the purpose of establishing the system's key deliverables and will oversee the Request for Proposals process. Drawing on research and postsecondary best practice, this steering committee will make recommendations on enhancements to the Learning Management System policy and establish benchmark standards. These recommendations will be informed through system requirements gathering, industry best practices, and most importantly, will be guided using a Learner Driven approach.

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:

Dedication to student success is Algonquin College's guiding principle and is demonstrated through the quality of its programs, staff, the continual expansion of its facilities, and by placing students at the center of our decision-making process. During the 2016-17 academic year, the college community experienced several unscheduled outages of the Blackboard Learn ™ Learning Management System that, despite best efforts to resolve, eroded stakeholder confidence in the system, and resulted in both students and faculty indicating clearly the existing system's inability to meet their teaching and learning needs. A renewal of the Learning Management System is of critical importance in ensuring continuing student success.

7. FINANCIAL IMPACT:

The Learning Management System Steering committee has initiated a competitive public procurement process in the form of a Request for Proposal with the goal of evaluating, and subsequently recommending a suitable replacement for the College's current Learning Management System. As the evaluation of the Request for Proposal bids are not yet completed, the potential financial impact upon the College is not yet known. However, based on recent similar postsecondary procurement initiatives, the project is assumed to have a financial impact in the range of $1.5 million over a five-year period.

8. HUMAN RESOURCES IMPACT:

The Investment Case planning will be carried out with existing staff resources from across the College and within the current staff complement. As part of the development of the Investment Case for the Learning Management System initiative, the long term impact upon College human resources will be assessed.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

This project/initiative does not have an impact on specific government or regulatory requirements.

10. COMMUNICATIONS:

The Learning Management System Steering Committee maintains membership of both faculty and students, and has prioritized significant stakeholder engagement activities in determining the requirements and ultimately the eventual recommendation of the Learning Management System. A comprehensive communications plan was developed that included a

dedicated website, email communications and digital signage across the College to ensure frequent and transparent communication with all stakeholders.

11. CONCLUSION:

The success of this Learning Management System Renewal initiative is vital to successfully and competitively deliver upon the College's academic mandate. The College believes strongly that ensuring a state-of-the-art, reliable Learning Management System is crucial for supporting teaching and learning, maintaining a strong institutional brand position, and delivering upon our enrolment and retention efforts. The business case will be presented to the Board of Governors for approval at the February 26, 2018.

Respectfully submitted: Approved for submission:

_____   _____
Claude Brulé   Cheryl Jensen
Senior Vice President, Academic   President

_____
Doug Wotherspoon
Vice President, Innovation and Strategy

Colleges Ontario 2017 Higher Education Summit (November 25-27)

Algonquin College was well represented at the Colleges Ontario 2017 Higher Education Summit in Toronto. The College Centre of Board Excellence pre-conference workshop Good Governance and New Governor Orientation was well attended by our new governors: A. Lawrence, G. Beck, S. Stanton, N. Kansal, S. Barkhouse, and V. Sayah. New Governors and Governors J. Brockbank, N. Cheng, J. McLaren, attended the Conference, and Board Vice-Chair J. Brockbank and I attended the Board Chairs' and Vice-Chairs' meeting which was new this year.

Algonquin College graduates won the $15,000 prize from William G. Davis Innovation Fund

At our October 16, 2017 board meeting, we presented the Changemaker Award to four Developmental Services Workers (DSW). Their health initiative took first place in the William G. Davis Innovation Fund contest. The Algonquin College group topped nine other finalists in public voting that ended on Nov. 5. Their $15,000 victory was announced Sunday, November 26 by Colleges Ontario. The alumni group includes Claire Maxwell, Elisabeth Van Kooy, Dawn Tait, and Murray. Laura Rogal-Black (one of their DSW professors at Algonquin College) also helped guide them along the way.

2017 Premier's Awards

The 2017 Premier's Awards Gala was held as part of the Higher Education Summit on Monday, November 27. This year, a total of 118 distinguished college graduates were nominated province-wide. Algonquin staff nominated an illustrious list of alumni for Premier's Awards this year including Governor Steve Barkhouse, and we congratulate them and thank them for attending the Awards Gala. This year's nominees were:

- Steve Barkhouse, Business Administration, 1988, Owner/President, Amsted Design-Build
- Trent Correy, Animation, 2009, Character Animator, Walt Disney Animation Studios
- Sutton McKay, Hospitality Management, 2016, Co-owner Luxus Auto Care and Owner, Millen Solutions
- Frederick Montpetit, Nursing Diploma, 2001, Community Health Nurse, Island Health (Vancouver Island Health Authority)
- Loring Phinney, Public Relations, 1988, Vice-President, Corporate Marketing, Bell Canada
- Peter Tilley, Business Management, 1984, Executive Director, The Ottawa Mission

Though none of this year's awards went to an Algonquin graduate, the achievements of all the alumni were celebrated.

Order of Ottawa

Steve Barkhouse - 2017 Recipient

Steve Barkhouse is the Founder and President of Amsted Design-Build, an award-winning design build company that employs over 60 employees and has completed over 1500 projects across the City of Ottawa. Amsted has won several consumer awards and Mr. Barkouse has served on numerous boards and committees including the Algonquin College Board of Governors, as well as the College's multi-million-dollar fundraising campaign cabinet to build the new Algonquin Centre for Construction Excellence. Mr. Barkhouse hires and supports carpentry apprenticeships and acts as a personal mentor to students.

Amsted Design-Build also supports numerous charities, organizations and initiatives over the past 25 years including CHEO, the Ottawa Food Bank, Habitat for Humanity, Hospice Care Ottawa, Ottawa Hospital Foundation, Roger's House and the Kanata Blazers Hockey Team.

Upcoming Board of Governors Events
Spring Board Retreat – Saturday, March 24, 2018.
Planning is underway and the agenda and logistics will be circulated in early 2018.

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

Reports to Government on the Truth and Reconciliation Commission

College Presidents voted to create annual reports to government on college sector initiatives that respond to the Truth and Reconciliation Commission of Canada. The first report is scheduled to be submitted in 2018. The Indigenous Peoples' Education Circle and Colleges Ontario conducted a province-wide survey to determine the level of initiatives/actions under taken by the colleges. The survey resulted with significant actions and initiatives already underway across the province.

As an example, a large majority of colleges offer dedicated services and supports to indigenous learners. Most colleges are incorporating traditional ceremonies and knowledge into campus life and offer learners welcoming environments by investing in indigenous student centres and lounges, outdoor classrooms, ceremonial space, and by including indigenous art or language on campuses.

Here at Algonquin College, at our October 16 Board meeting, the Board of Governors approved 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.

Mental Health Strategy

College Presidents received a report on mental health, In It Together, which was led by the College Student Alliance and the Ontario Undergraduate Student Alliance, and supported by Colleges Ontario and the Council of Ontario Universities. According to the report, colleges and universities are not primary deliverers of mental health care, and it urges the government, health-care providers and community agencies to work with the sector to address the rising challenge on campuses. Its recommendations include a call for new funding to allow community-based agencies to provide services on campuses, and that the province provide free mental health care to students.

Pre-budget Submission to Government

College Presidents endorsed a streamlined submission to the Ontario government that calls for the province to use its 2018 Ontario Budget to address the fiscal crisis facing colleges. The submission will stress that colleges face a province-wide net operating funding gap of $115 million in 2018-19. The strains on the system include significant shortfalls at colleges in the north and in most small- and medium-sized colleges. The submission will also call on the government to eliminate the funding differential between full-time and part-time activity. The submission will request an additional $75 million for deferred maintenance, as well new funding for instructional equipment and digital infrastructure.

Small, Northern and Rural Grants

College Presidents were advised that the Ministry of Advanced Education and Skills Development is planning to schedule meetings with representatives from the colleges to review the small, northern and rural grant. The review will consider how to allocate the grant's existing funding

and the additional funding announced for 2018-19 and beyond. These meetings will be particularly important as the sector presses the government to significantly increase the size of the grant to address the system's long-term fiscal sustainability challenge. Representatives for the mid-size colleges that are facing fiscal pressures and have not traditionally been covered by this grant will be part of the discussions. It is expected that decisions on the grants will be made as the provincial budget is developed.

ALGONQUIN COLLEGE

President/Board of Governors

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 Direction
Reporting Timeframe: September 12, 2017 to November 6,2017

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	• On September 29, the Future of Health and Wellness Speaker Series event was co-hosted by guest speaker, Senator Art Eggleton, Deputy Chair of the Senate Committee on Social Affairs, Science and Technology. • On Sept. 19, Algonquin College's first clinical research study was launched in partnership with the Bruyère Research Institute, Carleton University, the University of Alberta, and the Western Ottawa Community Resource Centre Adult Day Program, and supported by the AGE-WELL Network of Centres of Excellence. • On October 19, the University of Ottawa Brain and Mind Research Institute known as uOBMRI-Rowan's Legacy Symposium, held a collaborative event that was hosted at the Ottawa Campus. The event was designed to educate athletes, coach, parents, and the general public on the impact of concussions, as well as present current concussion and head trauma research. President Jensen provided opening remarks.
Student Services	• Algonquin College participated in the Colleges and Institutes of Canada's Indigenous Education Symposium held on October 27.The Executive Director of Indigenous Initiatives led a session titled "Indigenous Entrepreneurship – A Generative Discussion". This session was an open discussion with Indigenous leaders from other institutions and organizations from across Canada to gain their perspective on Indigenous Entrepreneurship. • Student recruiters collected 45% more prospective student leads compared to the same time in 2016, from 2,099 to 3,827. This included a 21% increase in presentations (from 327 to 398) and conducted the same number of campus tours (58) compared to the same time in 2016. • The Ontario College Information Fair was held from October 24 to 25. Collection of prospective student leads was up 15.3%, from 222 in 2016 to 256 in 2017. There was a deliberate effort to send a mix of staff from marketing, recruitment, and student support services to answer prospective student inquiries. • As of November 3, there were 10,734 active Ontario Student Assistance Program (OSAP) applications, which is up 36% from 7,890 at the same time in 2016. This represents a 64% increase in total assessments from $62,734,350 in 2016 to $102,656,499 in 2017. The Ministry's "free tuition" program is considered a primary driver of this growth.

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	• Fall Algonquin College Bursary applications are up 42% from 7,000 in 2016 to 9,962 in 2017. This growth is also primarily attributed to the Ministry's "free tuition" program. • A 25% increase in international applications was processed during this timeframe compared to the same time in 2016, from 799 to 996. International applications for Winter 2018 are up 49% compared to the same time in 2016, from 3,251 to 4,844. • The AC Hub hosted more than 15 events in the first two months of the 2017 Fall Term to promote Algonquin College culture and student engagement. These events were meant to appeal to a wide-range of interests, and included everything from the annual IKEA Madness competition with Carleton University, and the University of Ottawa to zip lining. • On October 27, Student Support Services launched "Quick Tips" videos which is the first in a series of one-minute "tip videos" for social media (replacing the long-form Real Talk Facebook live videos). These new videos are conversational, casual, brief, and focus on one specific subject for students to be aware of. Topics covered to date include: Halloween Safety; upcoming events; Self-care Tips from Health Services; the Student Learning Centre and Peer Tutoring.
Innovation and Strategy	• Faculty member Donald Moen spearheaded the creation and direction of the Anywhere, Anytime, Anyway Learning Committee. This Algonquin College interdisciplinary group will explore blended synchronous learning models to try to engage as many faculty as possible and share best practices with the Algonquin College community at large. • New workplace training programs have been put in place with Treasury Board Secretariat, Innovation, Science, Economic Development Canada, and Government of Nunavut
Academic	• The Pembroke Campus in partnership with the College Information Program, hosted more than 300 senior high school students at its annual Open House on October 5. • The Pembroke Campus continued its outreach programming through its Speaker Series dedicated to Canadian history marking Canada's 150th birthday. Participants included author Merilyn Simonds who spoke about the history of the Kingston penitentiary and author Roy MacSkimming, who spoke about the 1972 Canada-Soviet Summit series. • The Academic Access Centre conducted 225 one-on-one meetings with prospective postsecondary students. • The Experienced Worker Centre received 204 new client inquiries, and conducted 90 initial client and 182 follow up consultations. A total of 184 Second Career students were enrolled during the Fall 2017 term. • Learning and Teaching Services hosted a second ConnectED event that showcased educational technologies, course development, teaching tips, and the support services offered by the department to about 50 participants. • Learning and Teaching Services launched two faculty learning communities' faculty and staff pursing graduate or doctorate research at the College: Book Club and Club M.Ed.

ALGONQUIN
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	• eCampus Ontario approved $20,000 in funding for a research project called "Understanding the Impact of Digital Inclusion and Online Learning in Indigenous Territories." The project leads are Pat Lychak, Centre for Continuing and Online Learning and Andre O'Bonsawin, Aboriginal Initiatives.
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.	
Summary Report from:	**Activity**
Communications, Marketing and External Relations	• Ontario Opposition Leader, Patrick Brown visited the Ottawa Campus on September 15 for a student forum. • Algonquin College's Coat of Arms was profiled nationally on Aboriginal Peoples Television Network (APTN). • A round table discussion was organized by the Canadian Chamber of Commerce titled "Skills for an Automated Future" on September 28. The round table brought together a number of industry associations, academia, and the private sector to discuss workforce training, automation and technology. College participants included President Jensen, along with a number of Deans, Chairs, and Faculty.
Finance and Administration	• Parking Services and Physical Resources staff installed two new electric car charging stations at the Police and Public Safety Institute. There are now a total of four charging stations at the Ottawa campus.
Student Services	• A survey to gather student feedback on the functionality, usability and enhancement opportunities for the Algonquin College Student Information System (ACSIS) Student Portal was conducted and closed on September 30. This first-ever survey resulted in 1,992 responses representing learners from the Ottawa, Perth, and Pembroke campuses from a variety of programs and delivery modes. • Ben Bridgstock presented "A Post-Secondary Harm Reduction Based Approach to the Opioid Crisis" at the Centre for Innovation in Campus Mental Health's provincial conference held in Toronto on October 8.
Innovation and Strategy	• In collaboration with Algonquin College Academic area, eight Algonquin College programs have been identified for Canadian Association for Cooperative Education national quality accreditation. • Co-op staff engaged 386 students for placement for the 2018 Winter semester representing a rise of 22% over the same period last year. • Lean model team leaders in International Education Centre and Information Technology Services received training on facilitating team huddles, Gemba walks, and coaching conversations with their employees. • Twenty- three students have been engaged to work on Applied Research projects related to big-data technologies and cloud computing. These projects are funded by grants from the National Sciences and Engineering Research Council of Canada's "Data Analytics Centre" and Ontario Centres of Excellence's "Colleges Applied Research and Development Fund Stream 2".

Academic	• Approximately 50 Carleton University Architecture students visited the Perth Campus on September 23, 2017 to take part in workshops related to heritage carpentry and masonry. This is part of a growing collaboration with Carleton University related to Built Heritage training and education. • Perth Campus staff participated as a key sponsor of the National Trust/Association for the Preservation of Technology's Built Heritage Conference held at the Westin Hotel from October 10-14 with over 1,000 North American delegates who work in the field of Built Heritage. This was the third year of attendance and sponsorship at this annual event. Outcomes included networking with potential sponsors for the Campus's initiatives in this field.
CONNECTED Goal 4: Become an integral partner to our alumni and employers.	
Summary Report from:	**Activity**
Communications, Marketing and External Relations	• The 50th Anniversary Colour Run & Walk took place on Ottawa campus on Septenber 23. It was all about pride, making connections, giving back, and diversity. Participants included students, employees, retirees, and alumni. • The Speaker Series TedX Ottawa took place on September 27 at the Algonquin Commons Theatre to discuss problems like globalization, climate change, and modern media. Faculty member Cheryl Dowell, was recognized for leading the organization of the sold-out event brought together by several well-known leaders from the Ottawa area. The event also fulfilled the request College Ontario to host a speaker series in celebration of #Amazing50 and the College's 50th Anniversary.
Student Services	• The Employment Support Centre and the Volunteer Centre co-hosted a Part-Time Job and Volunteer Fair on September 21. The event featured 32 employers and over 400 Algonquin College students attended the event, which is consistent with previous years.
Innovation and Strategy	• The Local Employment Planning Council was awarded and is now leading an Ontario Centre for Workforce Innovation Exploration Project with the Ontario Tourism Education Corporation, Retail Council of Canada, Ottawa Community Coalition for Literacy, and St. Lawrence College College Employment Ontario Centre. • A program delivery agreement reached with HealthCareCan, Canada's premier online healthcare learning provider will see ONLINE health sector training delivered across Canada specifically with two programs: Health Information Management and Food Services and Nutrition Management.
Academic	• The Pembroke Campus's Labour Market Planning Group hosted a manufacturer's forum on October 26 to delve into workforce shortages being experienced by the employers and to develop a community strategy to tackle these issues. The forum was the result of a successful grant application for a Sector Partnership proposal to complete a research project focussed on the workforce needs of local manufacturers.

	• On October 10, the Ottawa Chapter of the Ontario Association of Library Technicians (OALT) invited students of the Library and Information Technician program and the Bachelor of Information Technology – Information Resource Management program to their annual student Meet and Greet event. The event was held at the Ottawa Campus and was supported by Program Coordinator Helena Mirriam. • From October 12-13, Fairmont Canada Western Mountain Region came to Ottawa to recruit and interview students. Approximately 15 to 22 students were interviewed. • Shaun Barr, Chair, Construction Trades and Building Systems Department, attended the Canadian Human Resources Awards Gala on behalf of Algonquin with our partners from Hydro Ottawa to accept the Next Generation Employment Innovation of the Year award. • Sport Business Management students supported the organization of the 2017 Ottawa Sport Hall of Fame, which inducted the five Founding Partners of Ottawa Sports and Entertainment Group: Roger Greenberg, John Ruddy, Jeff Hunt, John Pugh and Bill Shenkman.

SUSTAINABLE
Goal 5: Enhance Algonquin's global impact and community social responsibility.

Summary Report from:	Activity
Communications, Marketing and External Relations	• The Fall 2018 Marketing application campaign was launched in October. The tactics included OC Transpo (external buses), transit shelters, billboards, radio - Hot 89.9, Live 88.5, Jump 106, 94 New Country, print - Metro and The Citizen, National Post (Ottawa Edition), and pay-per-click campaigns. Due to the work-stoppage, some of our tactics have been reduced or changed. Marketing staff has not executed any display ads, social media advertising, or the CTV Live Morning segments. Marketing staff changed the creative for the radio ads to a message from the President addressing the work stoppage. • Year-over-year, for the months of the reporting timeframe, the Marketing Department has increased its click-through rate from four percent to eight percent on pay-per-click ads. We increased our quantity of leads by 38% (119 additional leads). This success was realized through continued adjustments to keywords, search ad descriptions and retargeting lists. Due to the work stoppage, our display ads have not been deployed for the Fall 2018 Marketing campaign. • New leads generated through the website have increased by 135.9% (from 2122 to 5005) year-over-year, for the months of the reporting period, and other new leads collected through Marketing's campaigns and efforts have increased by 240.9% (from 215 to 733). The increase in leads are coming from both domestic and international prospects visiting Program Pages.

	• External web session traffic to our Program Pages initially increased by 23.24% from September 12 to November 6 this year as compared to last year. Organic Search traffic to our Program Pages is up 36.58 %, referral traffic is up 39.11%, Social traffic is down 6.32%, and Direct Traffic is up 41.80% from last year. Again there is a trend, that there is much less Session traffic by channel starting mid-October to the end of the reporting period.
Finance and Administration	• Algonquin College Food Services staff launched a local food program at the Ottawa Campus. This included local food products in our "AC Fresh Express" Grab and Go items, banquet events, and catering services. We also hosted a Harvest Lunch that featured local suppliers, and was free for the students in attendance.
Student Services	• From September 12 to November 6, the AC Hub facilitated eight Community Projects with over 90 students participating. Community partners included the Ottawa Food Bank, Big Sky Ranch, Penny Lane Farm, the Snowsuit Fund, and the Ottawa Mission. • Global Project applications have increased significantly this year, totaling 158 applications for three different destination options: Dominican Republic, Nicaragua, and Ecuador. This compares to 56 applications received last year for two different destinations: Dominican Republic and Ecuador. This represents an increase of 182%.
Innovation and Strategy	• AC Kuwait enrolled 217 students for the Fall 2017 term with the first cohort of the Business Accounting program starting at AC Kuwait. Fall 2017 enrolment represents an 87% increase from Fall 2016. • Algonquin College signed pathway agreements with four private institutions in Canada: SMRT English, Sprott Shaw Language College, Global English Language Institute and Regal English Language Academy. • The Health and Wellness Research Centre hosted a sold-out Farm to Campus Harvest Lunch with students, staff and local farmers increasing visibility of local food as part of a local food procurement research project with four other Colleges across Ontario funded through the Greenbelt Fund.
Academic	• On October 19, Perth Campus and Community and Employment Services staff represented the College at the Perth and District Chamber of Commerce Annual General Meeting and awarded the Business Accreditation Certificate to three area businesses in recognition of their ongoing professional development practices. • The School of Business has engaged with a local community partner, Parkdale Food Market (a registered charitable organization), to install and maintain three indoor garden towers as part of their Growing Futures Program. This program is an innovative initiative that brings local businesses, community partners, and children together to foster a healthier, more financially resilient next generation. Two of the towers will be maintained by Business Management & Entrepreneurship program students as part of a social enterprise/WIL initiative. The third tower will be installed and maintained by the Mamidowsewin Centre, as part of an initiative to educate students about indigenous herbs.

ALGONQUIN COLLEGE

President/Board of Governors

PEOPLE	
Goal 6: Be recognized by our employees and the community as an exceptional place to work.	
Summary Report from:	**Activity:**
Communications, Marketing and External Relations	• The Marketing Nurturing and Engagement Team has been supporting the digital delivery of communications during the work stoppage. The Web Team has assisted in the development of the Strike Info website, and the Creative Team has supported the effort with visuals. The Marketing Officer Team is now working to create and launch a Here2Help Campaign to support learners when they return with information on the various services they can utilize at the college to complete their term.
Human Resources	• An all Administrators working session was held September 15 to discuss the engagement survey results specific to this group, to develop a plan to address the main areas of concern. • Individual departments are continuing to develop their Employee Engagement action plans to address specific areas of concern at the team level that may not be addressed at the college-wide level. • The OPSEU Academic Employee Work Stoppage began on October 16. Ongoing communication and return to work plans were developed guided by the objectives of ensuring student success and a smooth transition to a harmonious workplace when employees return. • New Employee Orientation & Mentoring: Thirteen full-time and seven part-time Support Staff, three full-time and two part-time Admin Staff and one full-time and two part-time Faculty were welcomed to Algonquin College and paired with mentors. • The Part-Time Faculty Orientation Program registered 494 registrants for fall session offerings (August-October) in 15 face-to-face sessions and one online module. Six face-to-face Part Time Orientation sessions for new faculty were suspended due to the work stoppage, affecting 142 registrants. • Twenty-seven Professional Development workshop offerings were made available to all employees, supporting 255 employee registrants. These workshops are offered in collaboration with Learning and Teaching Services, Center for Assessable Learning, Human Resources (EAP), Risk Management, Sun Life and others. Ten workshop offerings were suspended due to the work stoppage, affecting 100 registrants. • The Management Academy offered one workshop on Change Management for 12 registrants. Nine workshop sessions were postponed due to the work stoppage. • The Support Staff "Getting Connected" Conference saw 12 Support Staff from Algonquin College join colleagues from five other Eastern Region Colleges to network and attend the annual "Getting Connected" Conference. The 2017 theme was "Innovation + Adaptability + Quality = Success!"

President/Board of Governors

Innovation and Strategy	• Thirty-two leaders from across the College completed Huddle Board training, with plans to implement regular huddles within their areas.
Academic	• Students and faculty from the Pembroke Campus' Outdoor Adventure and Outdoor Adventure Naturalist programs completed a week-long eco-tourism focussed expedition to Iceland. The group tested the feasibility of using/promoting fat bikes for tourist travel in Iceland to reduce impact/damage to the environment. • The Technology Enabled Seminar + Showcase (TESS) Collaboration Award is designed to celebrate collaboration among postsecondary institutions in Ontario. The award went to the online course development project teams from Mohawk, George Brown, and Algonquin College for their work on the Bachelor of Business Administration – Trades Management project.
STUDENT & EMPLOYEE SUCCESSES:	**Activity**
Student Services	• During the Colleges and Institutes Canada (CICan) Indigenous Education Symposium on October 26, perspectives from college and institutes Indigenous students was shared. Danielle Lanouette, an Algonquin College learner in Indigenous Studies, was one of three panelists that shared their college experience. College and Institutes Canada President, Denise Amyot, emailed Danielle to thank and acknowledge her for being the highlight of the event. • Pauline Sawyer, Manager of Admissions, Registration and Records, was recognized for her commitment to learners with a President's Star on October 25. • The Project Lighthouse, the College's sexual assault prevention program hosted ten new events during this recording period, engaging a total of 3,141 students. The Lighthouse message is becoming an integrated part of Algonquin College engagement events. • The online learning modules created for the Umbrella Project are being added to the Ontario College Libraries Learning Portal. • The Umbrella Project Recovery Day Event took place on September 22 and attracted 125 students. • Events during Mental Illness Awareness Week, October 1 to 7 attracted 500 student interactions at a range of activities.
Innovation and Strategy	• Algonquin College student Kyle Flavell attended the Colleges and Institute Canada Fall Leaders Forum for member Presidents and CEOs as a panel speaker on Youth Perspectives: Increasing Inclusion, Innovation and Youth Employment Opportunities on October 2. • On October 4, the International Education Centre supported a group of international students fundraising for the earthquake victims in Mexico by raising a total of $2,000 towards the cause.

President/Board of Governors

Academic	- The School of Hospitality and Tourism received a $500 donation towards student bursaries from Napa Valley Vintners. - Michael Bakogeorge, Chair, Culinary Arts attended the Canadian Hospitality Foundation Scholarship awards Ceremony on November 4 held in Toronto in support of our award winners. Kelly Johnson was the recipient of the CHF Saputo Dairy Products Canada G.P., Culinary Management. Evelyn Hauler was the recipient of the Red Bull Canada Ltd., Hospitality Management. - The Architecture, Civil, Electrical and Building Science Department received a $25,000 donation from the Mechanical Contractors Association of Ottawa to support the creation of an Environmental Building System Simulator which will be a great academic tool to help teach energy and building science concepts to the Bachelor of Building Science students. - Business Marketing Professors, Noni Stukel and Erin Sparks attended the "Internet Advertising Bureau (IAB) Canada Digital Marketing Summit" Conference on October 5, 2017, where they engaged with industry partners and explored partnerships related to Digital Marketing. - Business Management & Entrepreneurship and Entrepreneurship Accelerator students volunteered at "Startup Canada 'Day on the Hill'" at the Shaw Centre on October 19. Students were able to access the event at no cost, visit industry experts at the tradeshow, and attend speaking events geared towards small and medium start-up companies. - Perth Campus representatives participated in "Living on the Rideau Canal - A Cultural Heritage Landscape", a full day conference on October 6 in Smiths Falls. Best practices were shared related to Eastern Ontario's stunning natural heritage of the Rideau Canal. Great stewards of the past were in attendance to the future as the Canal enters its second decade as a UNESCO world heritage site.