

MEETING OF THE BOARD OF GOVERNORS

MEETING NUMBER FIVE HUNDRED AND ELEVEN OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON MONDAY, FEBRUARY 25, 2019, FROM 4:00 PM – 6:00 PM, IN T102 A&B, OTTAWA CAMPUS.

AGENDA		Presenter	Time
0.	Celebrating Student Success – Ontario College Marketing Competition	Claude Brulé	10 m.
1.	Constitution of the Meeting and Approval of the Agenda	Peter Nadeau	1 m.
2.	Declarations of Conflict of Interest	Peter Nadeau	1 m.
3.	APPROVAL OF PREVIOUS MEETING MINUTES AND THE CONSENT AGENDA		
	3.1 Minutes of the Board of Governors’ meeting of December 10, 2018	Peter Nadeau	1 m.
	3.2 Board Executive Committee Report	Peter Nadeau	0
	3.3 Academic and Student Affairs Committee Report	Jay McLaren	0
	3.4 Audit and Risk Management Committee Report	Kelly Sample	0
	3.5 Governance Committee Report	Jim Robblee	0
	3.6 Foundation Report	Jeff Darwin	0
4.	BUSINESS ARISING FROM THE MINUTES		
	4.1 Workday Enterprise Resource Planning System Implementation Update	Doug Wotherspoon	10 m.
5.	NEW BUSINESS		
	5.1 Solar Photovoltaic Project Update	Duane McNair	5 m.
6.	DECISION ITEMS AND REPORTS		
	6.1.1 Revised 2019-2020 Tuition Fee Schedules	Laura Stanbra Krista Pearson	5 m.
	6.1.2 2019-2021 Business Plan and 2019-2020 Annual Budget	Doug Wotherspoon Laura Stanbra Duane McNair	45 m.
	6.2 Third Quarter 2018-2019 Financial Projection	Duane McNair Grant Perry	10 m.
7.	ITEMS FOR INFORMATION		
	7.1 Third Quarter 2018-2019 Business Plan Update	Doug Wotherspoon	0
	7.2 Learner Driven Plan	Laura Stanbra Claude Brulé	0
	7.3 Report from the Board Chair	Peter Nadeau	0
	7.4 Report from the President	Cheryl Jensen	0
	7.5 Board of Governors Management Summary Report	Executive Team	0

	7.6 Confirmation of Mandatory Government Remittances (hand-out)	Duane McNair	0
	7.7 2018-2019 Board of Governors Workplan	Peter Nadeau	0
8.	UPCOMING EVENTS	Date	
	• Future of Health and Wellness Speaker Series	March 22, 2019	
	• 2019 Spring Board Retreat	March 23, 2019	
	• Board of Governors Meeting	April 15, 2019	
	• Future of Health and Wellness Speaker Series	May 31, 2019	
	• President's BBQ	TBD	
	• Board of Governors Meeting	June 10, 2019	
	• 2019 Spring Convocation – Pembroke Campus	June 7, 2019	
	• 2019 Spring Convocation – Perth Campus	June 13, 2019	
	• 2019 Spring Convocation – Ottawa Campus	June 17, 18 & 19	
	• President's End of Year Dinner	June 25, 2019	
	• Board Executive Committee Retreat	July 9, 2019	
	• President's Breakfast	August 22, 2019 (TBC)	
	• 2019 New Board of Governors Orientation Part 1	August 22, 2019 (TBC)	
9.	IN CAMERA Meeting		
10.	MEETING WITHOUT MANAGEMENT		
11.	MEETING ADJOURNMENT		

DRAFT

BOARD OF GOVERNORS MEETING MINUTES

MINUTES OF THE MEETING NUMBER FIVE HUNDRED AND TEN OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON MONDAY, DECEMBER 10, 2018, AT 4:00 PM, IN ROOM T102 A&B, OTTAWA CAMPUS.

<p><u>Present:</u> Peter Nadeau, Board Chair Cheryl Jensen, President Cyril McKelvie Enrico DeFrancesco Gail Beck Jeff Darwin Jim Robblee Kelly Sample Krisha Stanton Michael Waters Steve Barkhouse Valerie Sayah Wayne Johnson</p> <p><u>Regrets:</u> Audrey Claire Lawrence Jim Brockbank, Board Vice Chair Jay McLaren Shubham Paudel</p> <p><u>Recorder:</u> Victoria Tiqui-Sanford, Board Assistant</p>	<p><u>Algonquin College Executive Team:</u> Claude Brulé, Senior Vice President, Academic Diane McCutcheon, Acting Vice President, Human Resources Doug Wotherspoon, Vice President, Innovation & Strategy Duane McNair, Vice President, Finance & Administration Laura Stanbra, Vice President, Student Services Ron Deganadus McLester, Executive Director, Truth, Reconciliation, Indigenization Tracy McDougall, Director, President’s Office</p> <p><u>Presenters:</u> Grant Perry, Director, Finance and Administrative Services Krista Pearson, Registrar Paul Gardner, Senior Finance Manager – Special Projects</p> <p><u>Changemaker Awards:</u> Shaun Barr - Academic Chair, Construction Trades and Building Systems Maroan Ahmed - Building Construction Technician (2018)</p> <p><u>External Guests:</u> Jessica Abbott, Engagement Director, PwC Simon Miller, Director, Customer Success, Workday Canada Stacey McKinnon, Sr. Project Manager, Workday Canada Richard Simm, Managing Director, KPMG Corporate Finance Inc. Barry Travers, Partner, National Tax, KPMG Brennan Carroll, Partner, Borden Ladner Gervais LLP</p>
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WELCOME REMARKS

Board Chair P. Nadeau welcomed members and guests to the meeting at 4:03 p.m.

0. CELEBRATING STUDENT SUCCESS – CHANGEMAKER AWARD: Camp Smitty

Board Chair P. Nadeau invited C. Brulé, Senior Vice President, Academic to provide members with an overview of the Camp Smitty project which involved Algonquin College faculty and students from the following programs:

- Building Construction Technician, Ontario College Diploma program

- Mechanical Techniques – Plumbing, Ontario College Certificate program
- Electrician (Construction & Maintenance), Apprenticeship program
- General Carpenter, Apprenticeship program

C. Brulé introduced Shaun Barr, Academic Chair, Construction Trades and Building Systems and Maroan Ahmed, Building Construction Technician (2018), and Daryl Burnie, Building Construction Technician (2018) to present the Camp Smitty project. Algonquin College Governor and President of Amsted Design Build, S. Barkhouse, approached S. Barr, to have students from the trades programs participate in building a new cabin for the camp’s cook at Camp Smitty. Camp Smitty is operated by the Boys & Girls Club of Ottawa, set in a beautiful lakefront scenery, and provides dynamic programs for campers from ages eight to 16 years old. The cook’s cabin was constructed in the Carpentry Lab at the Algonquin Centre for Construction Excellence and delivered to the campsite on September 15, 2018. M. Ahmed thanked Algonquin College and his professors for providing him with the education required to build his career and life in Canada.

Daryl Burnie, Building Construction Technician (2018), was congratulated but was not present for the presentation.

Board Chair P. Nadeau congratulated M. Ahmed and the all students involved in the project for their achievements.

1. CONSTITUTION OF THE MEETING & APPROVAL OF THE AGENDA

Board Chair P. Nadeau constituted the meeting at 4:11 p.m. and asked whether any Governors wished to remove or add an item to the agenda. No items were removed or added.

RESOLUTION

MOVED & SECONDED: G. Beck & S. Barkhouse

THAT the Board of Governors approves the meeting agenda of December 10, 2018.

CARRIED.

2. DECLARATION OF CONFLICT OF INTEREST

Board Chair P. Nadeau asked members to declare any conflicts of interest with items on the agenda. There were no conflicts of interest declared.

3. APPROVAL OF PREVIOUS MEETING MINUTES AND THE CONSENT AGENDA

3.1 Minutes of the Board of Governors’ meeting of October 22, 2018

Approval of the Board of Governors Meeting minutes of October 22, 2018.

RESOLUTION

MOVED & SECONDED: V. Sayah & G. Beck

THAT the Board of Governors approves the October 22, 2018 meeting minutes.

CARRIED.

3.2 Board Executive Committee Report

Board Chair P. Nadeau provided a verbal report from the Executive Committee meeting held on November 28, 2018.

Members accepted this report for information.

3.3 Academic and Student Affairs Committee Report

In the absence of Governor J. McLaren, Chair, Academic and Student Affairs Committee, President and CEO Jensen provided members with information from the Academic and Student Affairs Committee meeting held on November 8, 2018. Enrolment updates were highlighted in the report. Members accepted this report for information. Board of Governors approvals were requested for the following:

Program Suspension: 0746X04FPT Masonry - Heritage and Traditional, Ontario College Diploma

RESOLUTION

MOVED & SECONDED: C. Jensen & G. Beck

THAT the Board of Governors approves the suspension of the Masonry – Heritage and Traditional, Ontario College Diploma program effective Fall 2019.

CARRIED.

ABSTAINED: E. DeFrancesco

Program Suspension: Carpentry and Renovation Technician – Sustainable Design Build, Ontario College Diploma

RESOLUTION

MOVED & SECONDED: C. Jensen & C. McKelvie

THAT the Board of Governors approves the suspension of the Carpentry and Renovation Technician – Sustainable Design Build, Ontario College Diploma program, effective Fall 2019.

CARRIED.

ABSTAINED: E. DeFrancesco

Program Suspension: Motive Power Technician, Ontario College Diploma

RESOLUTION

MOVED & SECONDED: C. Jensen & K. Stanton

THAT the Board of Governors approves the suspension of the Motive Power Technician, Ontario College Diploma program - Pembroke Campus, effective Fall 2019.

CARRIED.

ABSTAINED: E. DeFrancesco

3.4 Audit and Risk Management Committee Report

Governor K. Sample, Chair of Audit and Risk Management Committee, provided members with information from the meeting held on November 19, 2018.

Members accepted this report for information.

3.5 Governance Committee Report

Governor J. Robblee, Chair of Governance Committee invited D. McNair, Vice President, Finance and Administration, to provide a high-level overview of agenda item 3.5.1 Draft Policy: Election of Internal Member to the Board of Governors. D. McNair presented members with a revised policy and procedures for the election process for internal members of the Board of Governors, replacing the existing Bylaw 3. The policy and process to elect internal members to the Board of Governors must be reviewed by the Board of Governors and updated on a regular basis to reflect changes in technology, election best practices, and address behaviours that may taint election outcomes.

Board of Governors approval was requested for the following:

Policy - Election of Internal Member to the Board of Governors

RESOLUTION

MOVED & SECONDED: J. Robblee & V. Sayah

THAT the Board of Governors approves the repeal of Bylaw 3 and approves the new Board Policy – Election of Internal Members to the Board of Governors as amended.

CARRIED.

Governor J. Robblee, provided members with information from the meeting held on November 22, 2018.

Members accepted this report for information.

3.6 Foundation Report

Governor J. Darwin, Board of Governors representative to the Foundation Board of Directors provided members with an update on the Foundation activities.

Members accepted this report for information.

4. BUSINESS ARISING FROM THE MINUTES

4.1 Workday Project Update

D. Wotherspoon, Vice President, Innovation and Strategy presented the progress of the Workday Enterprise Resource Planning System Implementation. He introduced Lois Pollock, Chief Digital Office, Information Technology Services, Jessica Abbott, Engagement Director, PwC, and Simon Miller, Director, Customer Success, Workday Canada, who were in attendance to answer questions from Governors.

The report provided members with a project update since the last presentation to the Board of Governors on October 22, 2018, and an overview of ongoing and upcoming key activities, deliverables, and milestones required to successfully deploy the Workday application.

The Workday Project team has continued to make significant progress towards the December 14, 2018 system launch date. On November 14, 2018, the project team achieved a critical milestone with the successful completion of six weeks of parallel pay testing activities. Following the sign-off of this project phase, the team began working on the final phase of the system development cycle in advance of go-live.

Between October 11 and 29, 2018, the first phase of training was delivered to 290 People Managers, human resources support and finance support employees. The second phase of training for this group is being delivered from November 28 to December 18, 2018. The format of phase two training is hands-on with a focus on providing participants with an opportunity to complete job-related tasks in the Workday training environment. Training sessions for these highly impacted groups are being delivered by Subject Matter Experts from the project team and will conclude in advance of the December 17, 2018 system launch date for Human Resources and Finance.

The project remains on track to meet the critical path milestones and is on target to achieve the go-live date of December 14, 2018.

Members accepted this update for information.

5. NEW BUSINESS

5.1 Transforming Indigenization Initiatives

R. McLeister, Executive Director, Truth, Reconciliation, and Indigenization presented the Transforming Indigenization Initiatives. The presentation provided members with empirical research, traditional Indigenous Knowledge, and the foundation for the creation of the Algonquin College Indigenization Plan. In late 2016, the College approved a significant research and strategic planning initiative titled: Transforming Indigenization Initiatives through the Strategic Initiative Priorities program. The March 24, 2018 Board of Governors retreat focused on a generative discussion on Indigenous Initiatives. At the retreat, Algonquin College staff was directed to ensure this work answered calls to action found within the Truth and Reconciliation Commission report.

Over the next two years, the Indigenous Initiatives group will undergo an organizational realignment to ensure Indigenous Knowledge continues to take root within the institution. Indigenous Initiatives staff will also take on a leadership role with the Algonquin College Leadership Team in order to identify, explore and embed traditional Indigenous Knowledge into governance systems. Additionally, staff will work with this research and recommendations to further entrench Indigenous ways of knowing into the very fabric of Algonquin College.

This body of work helps to understand the promising practices that exist within Canada relating to Indigenization. The research also provides a tactical list of next steps that College staff will consider to maintain the leadership position within the Indigenous Education sector. Most importantly, it confirms the need to focus on relationship building thus enabling the creation of a personalized response towards Truth and Reconciliation.

C. Jensen noted that the Indigenous Strategic plan is unique, and has the potential to become a revenue generating Indigenous entrepreneurship centre.

Questions from members were answered.

RESOLUTION

MOVED & SECONDED: G. Beck & S. Barkhouse

THAT the Board of Governors approves the Transforming Indigenization Initiatives plan.

CARRIED.

5.2 Five Year Capital Investment Plan

D. McNair, Vice President, Finance and Administration presented the Five Year Capital Investment Plan. The report provided an overview of the College's Five Year Capital Investment Plan that details current and future capital investment requirements, and identifies the current sources of funds required to meet the investment requirements. Currently, the College has a number of significant investments underway, including the replacement of the College's financial, human resource, and payroll systems (Workday Project), the Athletics and Recreation Complex, and the Solar Photovoltaic Plan. In the recent past, the Board of Governors has approved draws on College reserves to fund essential projects such as the Workday Project, the DARE District, Student Central,

and the Indigenous Gathering Circle. Investment cases for new projects are currently being developed to support further investments from the College through in-year net revenues, reserves, third party contributions, government grants, or external financing. Projects currently under development include the Healthy Living Education initiative, and the Student Information System Upgrade.

College administration must ensure that critical investment requirements continue while taking into consideration the financial sustainability of the College as measured by the financial health indicators prescribed in the College's Strategic Mandate Agreement.

Questions from members were answered.

Members accepted the Five Year Capital Investment Plan for information.

5.3 Healthy Living Education Initiative – Update

The report provided an update on the Healthy Living Education initiative. In 2016, Algonquin College and Perley Rideau Veterans Health Centre signed a memorandum of understanding to develop partnership opportunities in the health sector. Opportunities for collaboration examples included: hospice care, affordable seniors living/housing, and upgrading long term care facilities.

In early 2018, the partnership with the Perley Rideau Veterans Health Centre was expanded to examine the potential of a building project on the Ottawa Campus that would include seniors apartments, long-term care beds, and an academic learning space. This additional space will accommodate and support the expansion of the College's health sector program offerings. This would increase enrolment, new programs, and opportunities for inter-disciplinary activities including applied research. Next steps include continued delineation of the functional plan, identification of potential building sites, and the creation of a communication plan.

Members accepted this update for information.

6. DECISION ITEMS & REPORTS

6.1 Second Quarter 2018-2019 Financial Projection

D. McNair, Vice President, Finance and Administration provided members with brief overview of the report. G. Perry, Director, Finance and Administrative Services presented the Second Quarter 2018-2019 Financial Projection.

On February 26, 2018, the Board of Governors approved the 2018-2019 Annual Budget. The Second Quarter 2018-2019 College Net Contribution is projected to increase to \$11.9 million, an increase of \$17.4 million over the (\$5.5) million Approved Annual Budget. Highlights of significant contributors are:

- Estimates for Employment Standards Act impacts have been refined, resulting in a reduction in the estimated impacts by \$10 million;
- College Enrolment increased by 7.0% from the Approved Annual Budget; and
- A one-time Ministry Grant entitled Supporting Quality Programs and Student Outcomes, totalling \$4.0 million.

The 2018-2019 Second Quarter Financial Projection indicates a positive impact on the College's financial position, operations, cash flow, and net assets.

Questions from members were answered.

Members accepted this report for information.

6.2 2019-2020 Budget Assumptions, Three-Year Pro Forma, 2019-2021 Business Plan

D. McNair, Vice President, Finance and Administration, referred to G. Perry, Director, Finance and Administrative Services, and L. Stanbra, Vice President, Student Services, who presented the 2019-2020 Budget Assumptions, Three-Year Pro Forma, and 2019-2021 Business Plan. The presentation provided members with a preliminary three-year pro forma budget forecast for the period 2019-2020 to 2021-2022, and an overview of the development of the 2019-2021 Business Plan. The College Budget Committee has worked collaboratively since the spring of 2018 to develop estimates and assumptions supporting the three-year pro forma budget forecast. Additionally, the College Leadership team has worked with their respective areas to develop key elements of a multi-year business plan. The final 2019-2020 Annual Budget and Business Plan will be presented to the Board of Governors for approval at the February 25, 2019 meeting.

Questions from members were answered.

Members accepted this report for information.

6.3 2019-2020 Tuition and Fees Schedules

L. Stanbra, Vice President, Student Services provided a high-level overview and introduced K. Pearson, Registrar, who presented the Draft 2019-2020 Tuition and Fees Schedules for the academic year beginning September 1, 2019 and ending August 31, 2020. The tuition and fee schedules were developed in consultation with staff from Academic Operations and Planning, Academic Areas, Co-operative Education, the International Education Centre, the Students' Association, the City of Ottawa (Universal Bus Pass), Campus Services, Information Technology Services, Registrar's Office, and Student Support Services.

The preparation of fees is based on the current Tuition Fee Framework on the assumption that the capped tuition increase will remain at an overall maximum of 3.0%. Algonquin College student tuition fees for 2019-2020 standard fee programs will range from \$1,557.92 to \$4,070.65 per term. Only eight programs have a tuition fee greater than \$1,557.92. This is comparable to other Ontario Colleges.

K. Pearson provided members with the changes in the Compulsory Ancillary Fees paid by all students for access to specialized services. These services are offered by the Students' Association and Algonquin College. Overall, the proposed reduction is \$3.53 less than 2018-2019, from \$1,606.89 to \$1,603.36.

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

Questions from members were answered.

RESOLUTION

MOVED & SECONDED: M. Waters & K. Stanton

THAT the Board of Governors approves the Proposed 2019-2020 Tuition and Fees Schedules.
CARRIED.

7. ITEMS FOR INFORMATION

7.1 Second Quarter 2018-2019 Business Plan Update

The report provided members with the Second Quarter 2018-2019 Business Plan Update. 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.

7.2 Algonquin College International Education Strategic Plan Refresh

The report provided members with an update on the development of a refreshed Algonquin College International Strategic Plan. The International Education Centre management was tasked by the Board of Governors to undertake a refresh of Algonquin College's International strategy to ensure alignment with the College's 2017-2022 Strategic Plan. The College's first International Strategic Plan was created in 2014. Algonquin College has seen significant growth in international education activities over the past several years. Like other Ontario colleges and Canadian post-secondary institutions, student mobility remains an area demanding attention and strategic effort to grow. A larger percentage of international students means higher demand for student services as well as training and support for staff and faculty. Next steps include presenting the draft strategy to the College community for additional consultation, returning to the Board of Governors in Spring 2019 for final review and feedback.

Members accepted this update for information.

7.3 Report from the Board Chair

Highlights from the report included:

- A well-attended consultation session was held on November 14, 2018 at the Perth Campus to discuss the future of the campus with key stakeholders.
- Algonquin College was well represented at the Colleges Ontario 2018 Higher Education Summit in Toronto from November 24-26, 2018.
- The 2018 Premier's Awards Gala was held as part of the Higher Education Summit on Monday, November 26.

Members accepted this report for information.

7.4 Report from the President

Highlights of the report included:

- The Ministry of Training, Colleges and Universities is reviewing access to the apprenticeship system for both apprentices and employers.
- The legislation to eliminate the former government's cap-and-trade program passed final reading in October.
- The Committee of Presidents approved the new strategic plan for Colleges Ontario.

Members accepted this report for information.

7.5 Management Summary Report

Members accepted this report for information.

7.6 2018-2019 Board of Governors Workplan

Board Chair P. Nadeau referred members to 2018-2019 Board of Governors Workplan and asked whether they had any changes to be made. There were no changes.

8. UPCOMING EVENTS

Board Chair P. Nadeau provided highlights of upcoming events.

The regular meeting adjourned at 6:02 p.m. Observers exited the meeting.

Governor Sample exited the meeting at 6:02 p.m.

9. IN CAMERA

RESOLUTION

MOVED & SECONDED: J. Robblee & G. Beck

THAT the Board of Governors moves into an In Camera session.

CARRIED.

An In Camera session was held beginning at 6:13 p.m.

RESOLUTION

MOVED & SECONDED: G. Beck & K. Stanton

THAT the Board of Governors moves out of the In Camera session.

CARRIED.

The In Camera session adjourned at 6:56 p.m.

Management exited the meeting at 6:58p.m.

10. MEETING WITHOUT MANAGEMENT

The meeting without management was held beginning 6:58 p.m.

11. MEETING ADJOURNMENT

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

Peter Nadeau, Chair

Victoria Tiqui-Sanford, Recorder

APPENDIX A: Observers:

Alanna McDonell, Director Marketing
Barb Foulds, Dean, Faculty of Health Public Safety and Community Studies
Ben Bridgstock, Director, Student Services
Brent Brownlee, Director, Ancillary Services
Bryan Eburne, Manager, Fees, Curriculum and Reporting, Registrar's Office
Chris Carroll, Communications
Chris Hahn, Dean, Perth Campus
Chris Janzen, Dean, Dean, Faculty of Technology and Trades
Doreen Jans, Acting Manager, College Budgeting, Finance & Administrative Services
Elizabeth Tyrie, Executive Assistant, Innovation and Strategy
Emily Woods, Acting Associate Director, Financial Services, Finance & Administrative Services
Ernest Mulvey, Director, International Education Centre
Gordon Warner, Strategic Procurement, Finance & Administrative Services
Grant Perry, Acting Director, Finance and Administrative Services
Joe Ranieri, Director, Business Development
Krista Pearson, Registrar
Lois Pollock, Chief Digital Officer
Mark Leduc, Executive Director, Academic Planning
Patrick Devey, Dean, CCO:
Paul Gardner, Senior Finance Manager - Special Projects, V.P. Finance & Administration
Peggy Austen, Acting Director, Foundation
Richard Hagemeyer, Professor, Information and Communications Technology
Robyn Heaton, Dean, Faculty of Arts, Media and Design, School of Media & Design
Ruth Dunley, Communications Officer, Public Relations
Terri Kinnunen, Manager, Financial Services

MEMO

DATE: February 25, 2019

TO: Board of Governors

FROM: Governor Jay McLaren, Chair, Academic & Student Affairs Committee

SUBJECT: **Academic & Student Affairs Committee meeting of January 24, 2019**

For documentation in support of the agenda items, please visit the Board's SharePoint site; choose Academic and Student Affairs Committee, January 24, 2019 folder.

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL

There was no item requiring Board of Governors Approval.

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

1) Student Affairs Policies – Update

There are 12 policies in the Student Affairs category. Policy SA07 Student Conduct was finalized on October 31, 2018. The remaining 11 Student Affairs policies are up to date.

Members accepted this update for information.

2) Enrolment Update Report

The report provided an update on current enrolment information for the Winter 2019 term. Details of the Enrolment Update are provided in Appendix A: Enrolment Update.

Members accepted this report for information.

3) 2017-2018 Ombudsman's Annual Report

In accordance with section 3, subsection (3.11) of policy SA02: Ombudsman, Terms of Reference, the Office of the Ombudsman presents an annual report of the activities and observations of the Ombudsman. During the 2017-2018 period, the office of the Ombudsman served 412 students and 54 non-students (including staff, faculty, the Algonquin College Students' Association, and others) providing services for a wide array of concerns.

Members accepted this report for information.

4) Program Quality Review (PQR) Annual Report

The Program Quality Review report provided an update on the current status of this activity at the College. This annual update demonstrates the College has effective quality assurance processes for its programs of instruction.

MEMO

Members accepted this report for information.

5) 2017-2018 Program Advisory Committees Annual Report

C. Brulé, Senior Vice President, Academic referred members to the Program Advisory Committees Annual Report 2017-2018. The report provided an overview of the activities undertaken by the Program Advisory Committees during the academic year 2017-2018.

Members accepted this report for information.

6) 2018-2019 ASAC Workplan

Members were referred to 2018-2019 Academic and Student Affairs Committee Workplan and accepted this for information.

Enrolment Update

- Winter 2019 term (as at January 18, 2019)

For the Academic and Student Affairs Committee

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

January 24, 2019

Enrolment Dashboard – Winter 2019 (Day 10)

COLLEGE ENROLMENT - 2019 WINTER

(Post Secondary & Graduate Certificates)

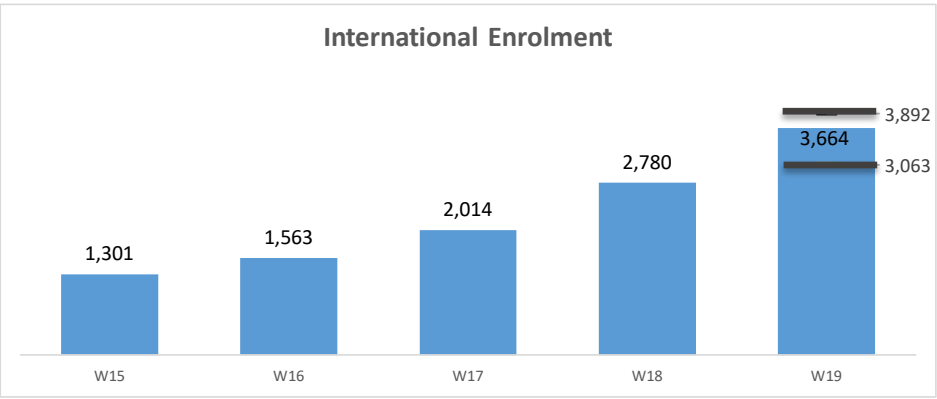
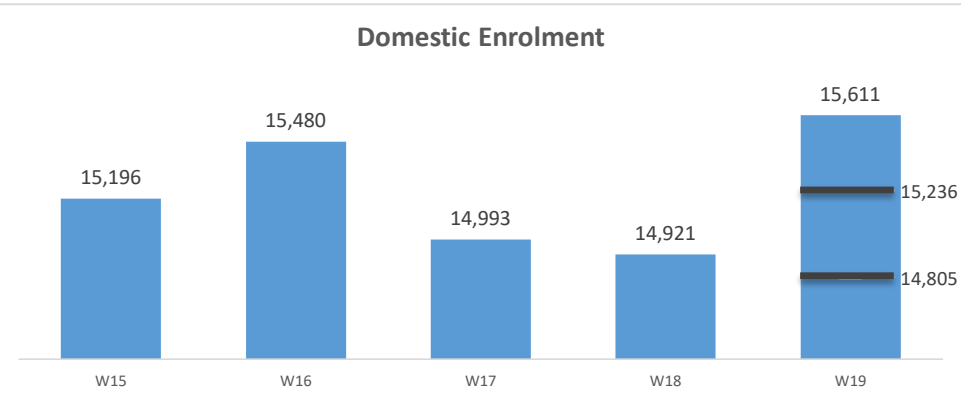
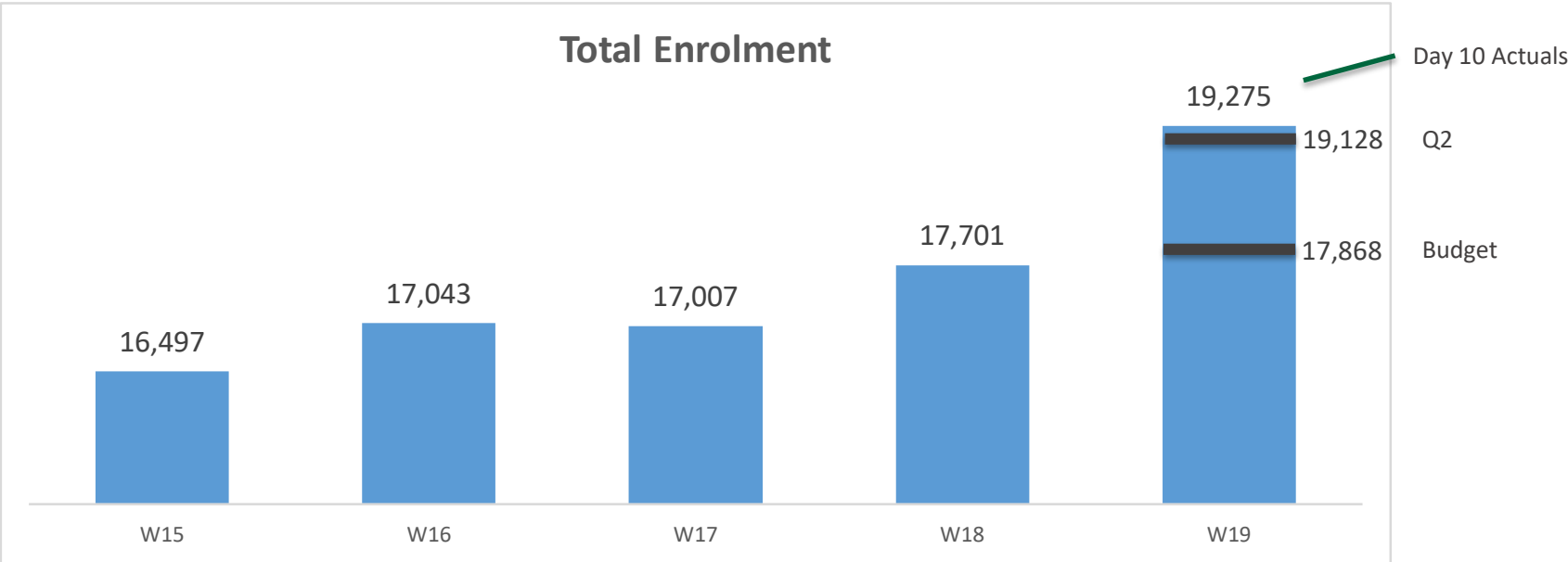
	Actual (at Jan. 18, '19)	Q2 Forecast			Winter '17 (at Jan. 20, '17)		YoY Status
		% of Q2 Target	Q2 Target	Q2 Fcst Status	YoY #	YoY %	
Total Registered	19,275	101%	19,128	●	2,268	13.3%	●
Level 01	3,118	103%	3,029	●	828	36.2%	●
Returning	16,157	100%	16,099	●	1,440	9.8%	●
Domestic	15,611	102%	15,236	●	618	4.1%	●
International	3,664	94%	3,892	◆	1,650	81.9%	●
Withdrawals	1,011				135	15.4%	
% of Total Registered	5.0%					0.1%	●

Note: Winter 2017 term selected for year-over-year comparison due to Fall 2017 strike and associated impact on Winter 2018

Status Indicator:

- On track to achieve target
- ▲ May be at risk of achieving target
- ◆ Will not achieve target

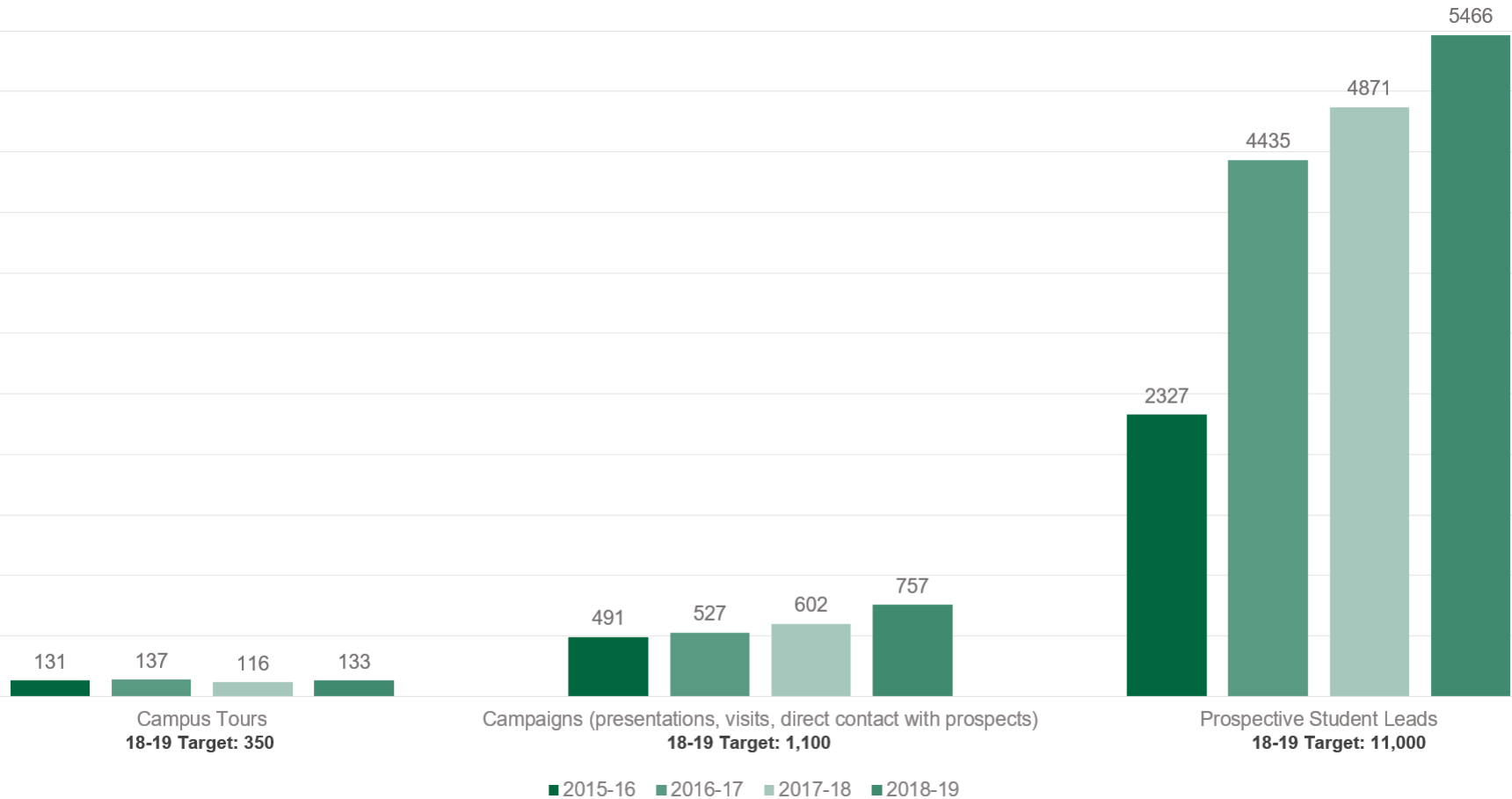
Enrolment Trends – Winter Term (Day 10)



Int'l Ratio 8% 9% 12% 16% 19%



Recruitment Activity (Sept 1 to present) Four Year Comparison, as of January 21, 2019



MEMO

DATE: February 25, 2019

TO: Board of Governors

FROM: Governor Kelly Sample, Chair, Audit & Risk Management Committee

SUBJECT: **Audit & Risk Management Committee meeting of February 7, 2019**

For documentation in support of the agenda items, please visit the Board's SharePoint site, choose the Audit & Risk Management Committee, February 7, 2019 meeting folder.

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL

1) 2019-2020 Draft Annual Budget

Members were presented with the 2019-2020 Draft Annual Budget. The Audit and Risk Management Committee approved the 2019-2020 Draft Annual Budget and will be presented at the February 25, 2019 Board of Governors meeting for approval. The full 2019-2020 Draft Annual Budget will be presented later in the agenda.

RESOLUTION

MOVED & SECONDED: J. Brockbank & P. Nadeau

THAT the Audit and Risk Management Committee approves the 2019-2020 Draft Annual Budget with a projected positive net contribution of \$1.2 million.

CARRIED.

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

1) Audit and Risk Management Terms of Reference (Review)

Members were referred to the minor amendment to the Audit and Risk Management Terms of Reference. Under Section Membership, the additions of "at least" was added.

RESOLUTION

MOVED & SECONDED: S. Barkhouse & P. Nadeau

THAT the Audit and Risk Management Committee recommend that the Governance Committee endorse the revised Audit and Risk Management Committee Terms of Reference.

CARRIED.

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

1) Third Quarter 2018-2019 College Operating Funds Investment Report

Members were referred to the Third Quarter 2018-2019 College Operating Funds Investment Report's performance results for the quarter ended December 31, 2018. The fund produced a return of 1.10% for the third quarter, over performing the benchmark, which returned 0.65%.

The College Operating Funds one-year return was 2.00% compared to the benchmark index of 1.75%. As at December 31, 2018, the market value of the fund was reported at \$60.1 million, compared to \$66.1 million at March 31, 2018. Details of the report are provided in Appendix A: Third Quarter 2018-19 College Operating Funds Investment Report.

Members accepted this report for information.

2) Third Quarter 2018-2019 College Endowment Funds Investment Report

Members were referred to the Third Quarter 2018-2019 College Endowment Funds Investment Report's performance results for the quarter ended December 31, 2018. Details of the report are provided in Appendix B: Third Quarter 2018-19 Endowment Funds Investment Report.

Members accepted this report for information.

3) Third Quarter 2018-2019 Financial Projection

Members were referred to the Third Quarter 2018-2019 Financial Projection. The full report will be provided later in the agenda.

Members accepted this report for information.

4) Third Quarter 2018-2019 Major Capital Projects Report

The report provided members with a financial overview and update on the progress of the College's major capital projects underway in 2018-2019. College management committed to reporting continuing progress on existing projects such as the DARE District, Enterprise Resource Planning Project Workday, and various infrastructure renewal projects. A summary of Major Capital Projects are provided in Appendix C: Third Quarter 2018-2019 Major Capital Projects Report.

Members accepted this report for information.

5) Third Quarter 2018-2019 Enterprise Risk Management Report

Members were presented with the Third Quarter 2018-2019 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 a summary of insurance and legal cases.

Members accepted this report for information.

6) Workday Project Final Update

Members were provided with the Workday Project final update since the last presentation to the Audit and Risk Management Committee on November 19, 2018, and an overview of ongoing and upcoming key activities, deliverables, and milestones required to successfully deploy the Workday application. The full update will be presented later in the agenda.

MEMO

Members accepted this update for information.

7) Audit and Risk Management Committee 2018-2019 Workplan

Members were referred to the 2018-2019 Workplan and accepted this for information.

3.4 Appendix A - Third Quarter
2018-2019 College Operating
Funds Investment Report

Third Quarter 2018-2019 College Operating Funds Investment Report

Period ended December 31, 2018

Quarter Summary (04/01/2018 - 12/31/2018)

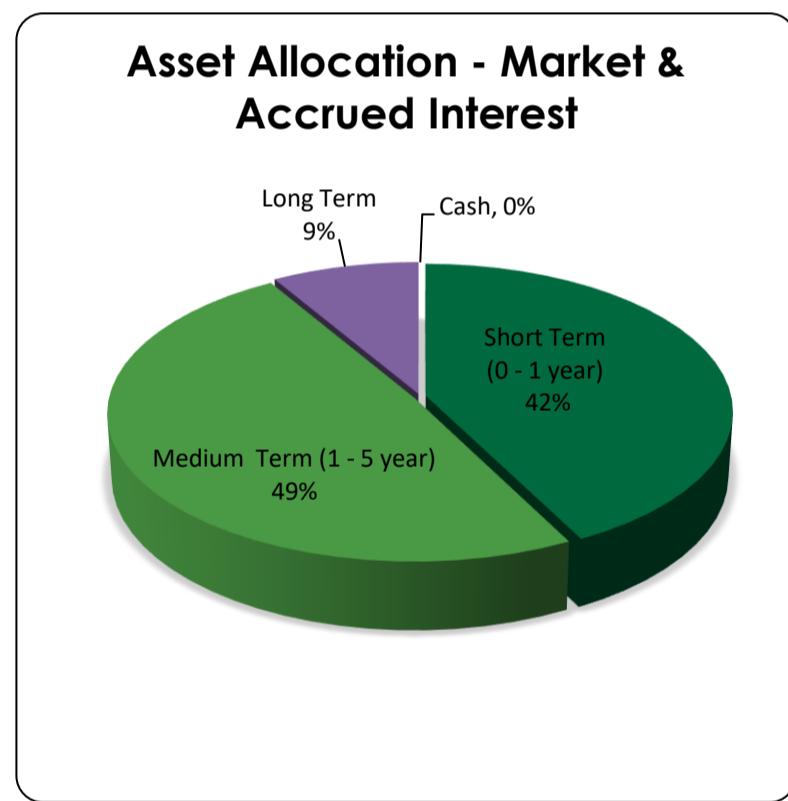
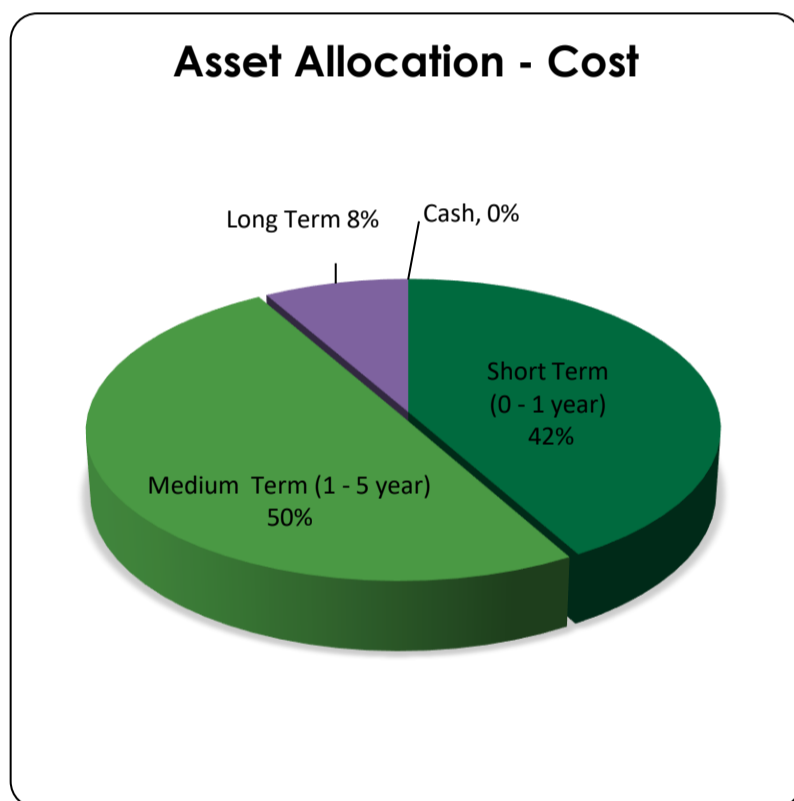
Fund Balance

	Book Value	Market Value*
Fund Balance March 31, 2018	\$ 67,272,471	\$ 66,131,141
Withdrawals	(7,097,368)	(7,097,368)
Accrued Interest from Buys/Sells	42,446	42,446
Fees (YVL, NBCN)	(54,539)	(54,539)
Investment Income (Loss)	1,403,664	1,403,664
Accrued Interest already reported in beginning Market Value	-	(377,270)
Realized Gain/Loss	(798,520)	-
Market Value Gain/Loss	-	14,756
Fund Balance as per Yorkville December 31, 2018	\$ 60,768,154	\$ 60,062,830

* includes accrued interest

Asset Allocation

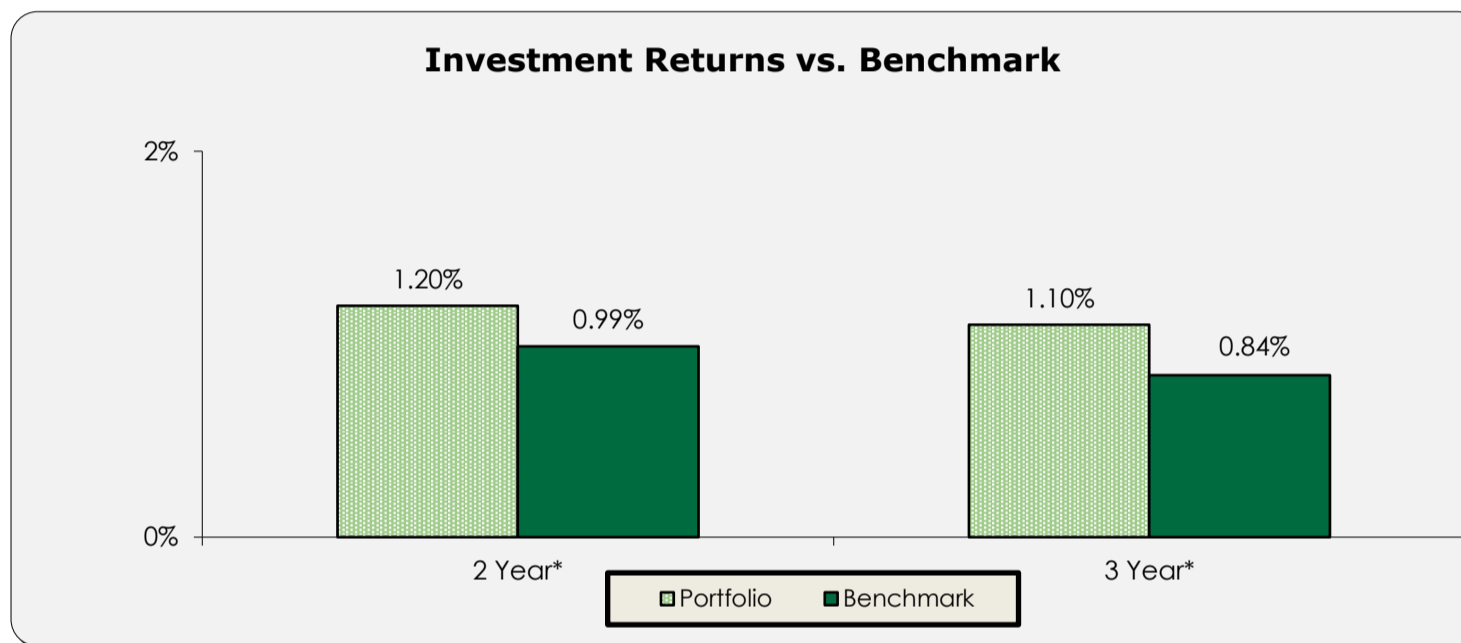
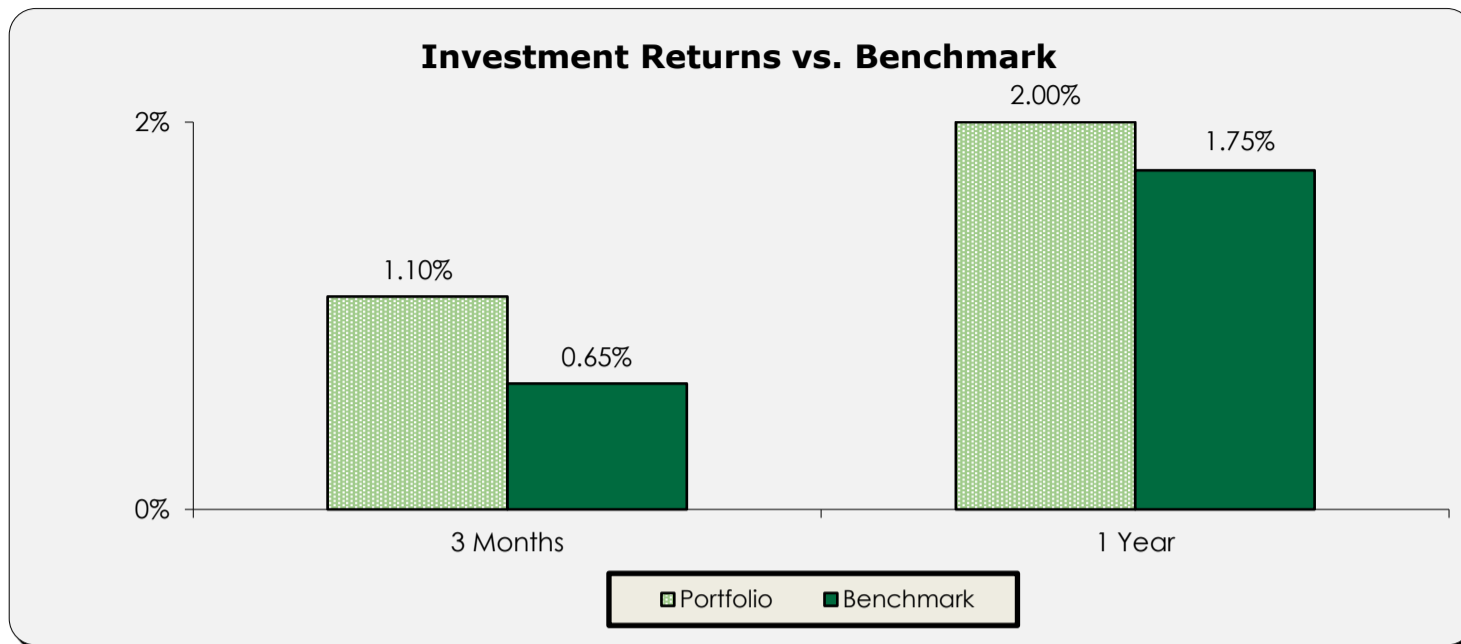
Fund Balance December 31, 2018	Cost	Percentage	Market & Accrued Interest	Percentage	Target	Min/Max
Cash	\$ 28,095	0%	\$ 28,095	0%	0%	n/a
Short Term (0 - 1 year)	25,397,078	42%	25,438,446	42%	50%	40% - 100%
Medium Term (1 - 5 year)	30,295,435	50%	29,427,178	49%	45%	0% - 50%
Long Term (5 - 10 year)	5,047,546	8%	5,169,110	9%	5%	0% - 10%
Total Portfolio	\$ 60,768,154	100%	\$ 60,062,830	100%	100%	



Performance Review

	Portfolio Performance	Benchmark *	Relative Performance
FY 2015	2.00%	2.50%	-0.50%
FY 2016	1.20%	0.86%	0.34%
FY 2017	0.90%	0.91%	-0.01%
FY 2018	0.20%	0.18%	0.02%
Q1 FY 2019	0.40%	0.34%	0.06%
Q2 FY 2019	0.30%	0.07%	0.23%
Q3 FY 2019	1.10%	0.65%	0.45%
Annual Return			
4.75-year Compounded Return	1.28%	1.16%	0.13%

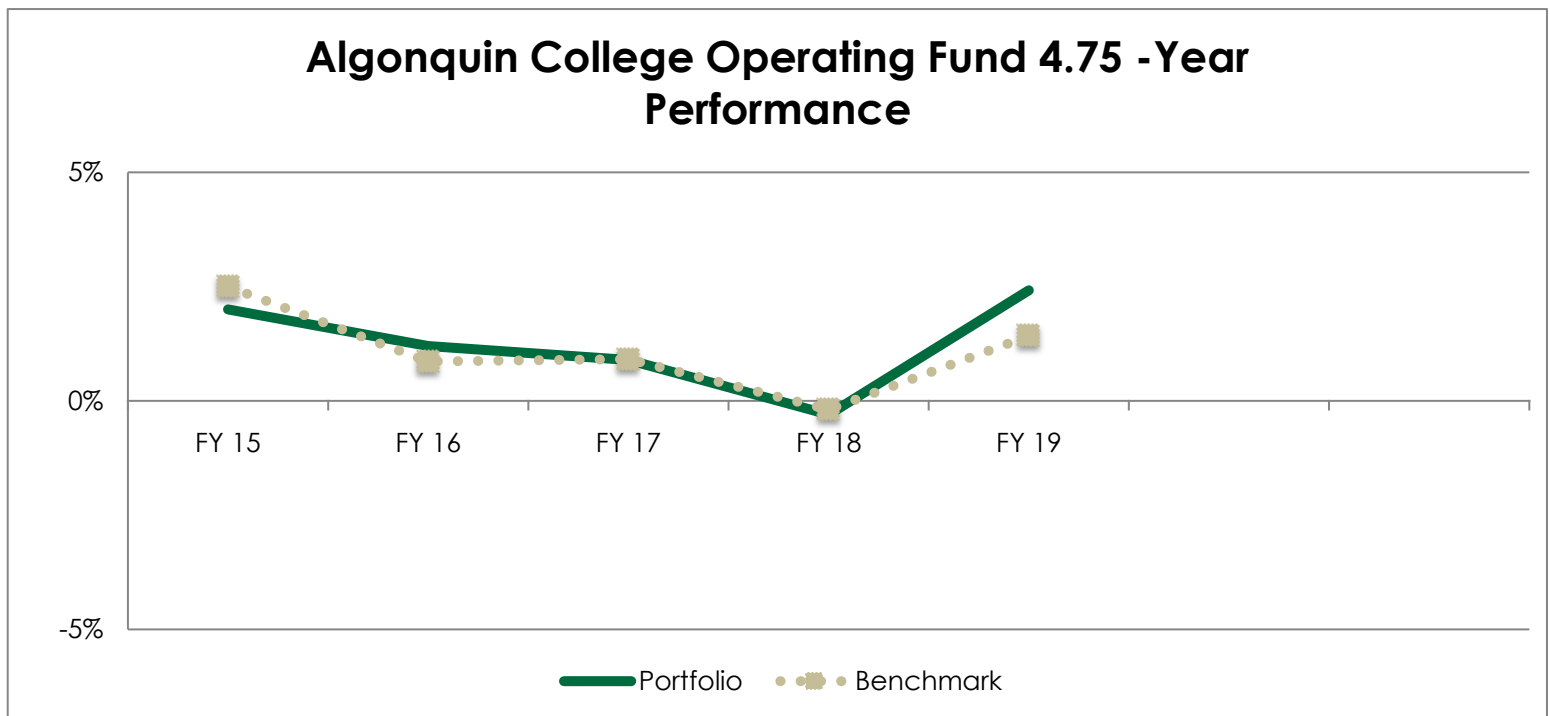
Performance Review



Investment Returns

	3 Months	1 Year	2 Year*	3 Year*
Portfolio	1.10%	2.00%	1.20%	1.10%
Benchmark	0.65%	1.75%	0.99%	0.84%

* Compounded Annual Return



3.4 Appendix B - Third Quarter
2018-2019 College Endowment
Funds Investment Report

Third Quarter 2018-2019 College Endowment Funds Investment Report

Period ended December 31, 2018

ALGONQUIN
COLLEGE

Third Quarter 2018-2019 College Endowment Funds Investment Report

Fund Balance

	Cost	Market ⁺
Fund Balance March 31, 2018	\$ 23,400,518	\$25,519,749
Deposits	841,268	841,268
Withdrawals	(1,162,031)	(1,162,031)
Investment Fees	(74,005)	(74,005)
Investment Income (Loss)	561,062	75,198
Fund Balance as per Yorkville December 31, 2018	\$ 23,566,813	\$ 25,200,179
Fund Balance as per College December 31, 2018	\$ 23,566,813	\$25,200,179

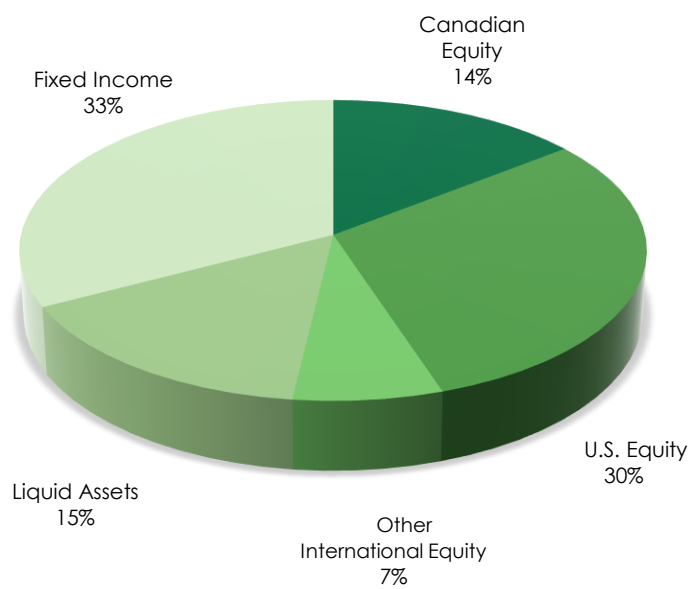
Fund Balance - Breakdown December 31, 2018		Cost	% of Cost	Market*	% of Market	Benchmark	Policy Range
Cash	\$ 3,642,296	15%	\$ 3,644,158	14%	3%	0-20%	
Fixed Income	\$ 7,697,718	33%	7,704,480	31%	35%	25-45%	
Canadian Equity	\$ 3,404,517	14%	3,545,596	14%	22%	12-32%	
US Equity	\$ 7,175,269	30%	\$ 8,702,022	35%			
Other International Equity	\$ 1,647,014	7%	1,603,924	6%			
Total Global Equity	8,822,283	37%	10,305,946	41%	40%	30-50%	
Total	\$ 23,566,813	100%	\$25,200,179	100%	100%	100%	

* excludes accrued interest

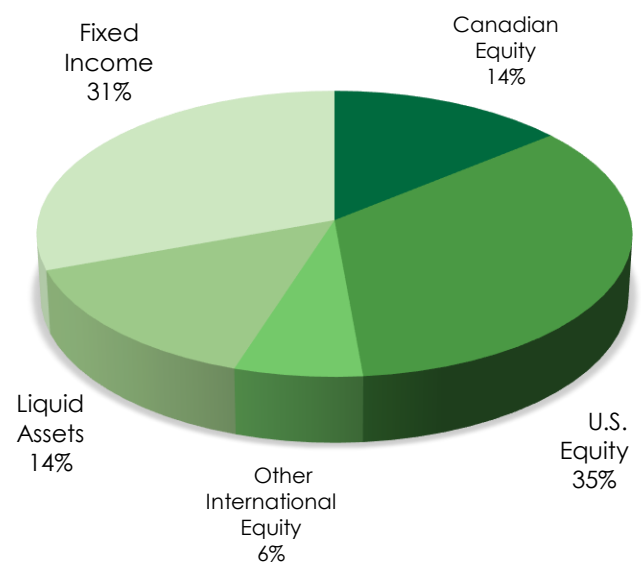
Asset Allocation

	Cost	Percentage	Market	Percentage	Benchmark (effective 04/11/16)
Canadian Equity	\$ 3,404,517	14%	\$ 3,545,596	14%	22.0%
U.S. Equity	\$ 7,175,269	30%	\$ 8,702,022	35%	
Other International Equity	\$ 1,647,014	7%	\$ 1,603,924	6%	
Global Equity	\$ 8,822,283	37%	\$ 10,305,946	41%	40.0%
Total Equity	\$ 12,226,799	52%	\$ 13,851,542	55%	62.0%
Liquid Assets	\$ 3,642,296	15%	\$ 3,644,158	14%	3.0%
Fixed Income	\$ 7,697,718	33%	\$ 7,704,480	31%	35.0%
Total Portfolio	\$ 23,566,813	100.0%	\$ 25,200,179	100.0%	100.0%

Asset Allocation - Cost



Asset Allocation - Market



Third Quarter 2018-2019 College Endowment Funds Investment Report

Performance Review

	Cash & Equivalents**	FTSE TMX 30-day T-bill	Relative Performance	Fixed Income	FTSE TMX Universe	Relative Performance	Canadian Equity	TSX Composite	Relative Performance	Global Equity	MSCI World (ex-Cda)	Relative Performance	Portfolio Totals	Benchmark Totals	Relative Performance
Fiscal 2000 (9 mths)				3.21%	3.21%	0.00%	1.89%	36.40%	-34.51%	0.06%	0.10%	-0.04%	1.92%	18.95%	-17.04%
Fiscal 2001				13.86%	8.70%	5.16%	19.97%	-18.60%	38.57%	10.42%	-17.14%	27.56%	13.18%	-9.18%	22.36%
Fiscal 2002				6.08%	5.09%	0.99%	14.90%	4.87%	10.03%	9.28%	-2.92%	12.20%	9.49%	3.07%	6.42%
Fiscal 2003				9.44%	9.14%	0.30%	-14.44%	-17.60%	3.16%	-27.60%	-29.81%	2.21%	-7.13%	-12.22%	5.09%
Fiscal 2004				10.67%	10.78%	-0.11%	42.25%	37.73%	4.52%	26.40%	30.95%	-4.55%	23.94%	26.10%	-2.16%
Fiscal 2005				4.73%	5.01%	-0.28%	21.28%	13.93%	7.35%	0.44%	2.04%	-1.60%	10.02%	7.51%	2.51%
Fiscal 2006				4.27%	4.86%	-0.59%	25.22%	28.42%	-3.20%	12.18%	13.86%	-1.68%	13.26%	15.91%	-2.64%
Fiscal 2007				5.63%	5.46%	0.17%	14.50%	11.42%	3.08%	15.99%	14.70%	1.29%	11.28%	9.99%	1.29%
Fiscal 2008				4.64%	5.79%	-1.15%	-1.64%	4.00%	-5.64%	-10.56%	-14.75%	4.19%	-1.99%	-0.38%	-1.61%
Fiscal 2009				4.29%	4.93%	-0.64%	-33.19%	-32.43%	-0.76%	-29.23%	-29.49%	0.26%	-20.33%	-20.19%	-0.14%
Fiscal 2010				8.44%	5.14%	3.30%	46.19%	42.15%	4.04%	21.84%	22.75%	-0.91%	27.64%	25.21%	2.43%
Fiscal 2011				5.25%	5.13%	0.12%	14.67%	20.42%	-5.75%	6.70%	8.26%	-1.56%	9.79%	13.20%	-3.40%
Fiscal 2012				8.16%	9.75%	-1.59%	-7.36%	-9.76%	2.40%	8.21%	4.88%	3.33%	0.03%	-0.82%	0.85%
Fiscal 2013*				5.17%	4.54%	0.63%	12.06%	6.12%	5.94%	14.48%	15.02%	-0.54%	10.69%	9.50%	1.19%
Fiscal 2014				0.55%	0.84%	-0.29%	19.74%	15.91%	3.83%	37.95%	31.40%	6.55%	16.82%	17.30%	-0.48%
Fiscal 2015				7.36%	9.86%	-2.50%	21.22%	6.92%	14.30%	34.60%	23.49%	11.11%	20.84%	15.01%	5.83%
Fiscal 2016				0.87%	0.72%	0.15%	3.06%	-6.58%	9.64%	-12.86%	-0.42%	-12.44%	-5.27%	-1.12%	-4.15%
Fiscal 2017	0.40%	0.54%	-0.14%	0.98%	1.48%	-0.50%	9.99%	18.60%	-8.61%	15.46%	18.34%	-2.88%	8.76%	11.78%	-3.02%
Fiscal 2018	0.20%	0.75%	-0.55%	1.68%	1.41%	0.27%	0.13%	1.69%	-1.56%	10.49%	10.12%	0.37%	6.51% ***	4.93%	1.58%
Fiscal 2019	2.72%	1.30%	1.42%	1.98%	1.15%	0.83%	-7.16%	-4.56%	-2.60%	-0.53%	-1.91%	1.38%	-0.12%	-1.16%	1.04%
Annual Return **															
1.75-year compounded	1.66%	1.17%	0.49%												
19.5 year compounded				5.45%	5.24%	0.21%	8.82%	6.33%	1.39%	5.84%	3.52%	1.99%	7.06%	6.14%	0.58%

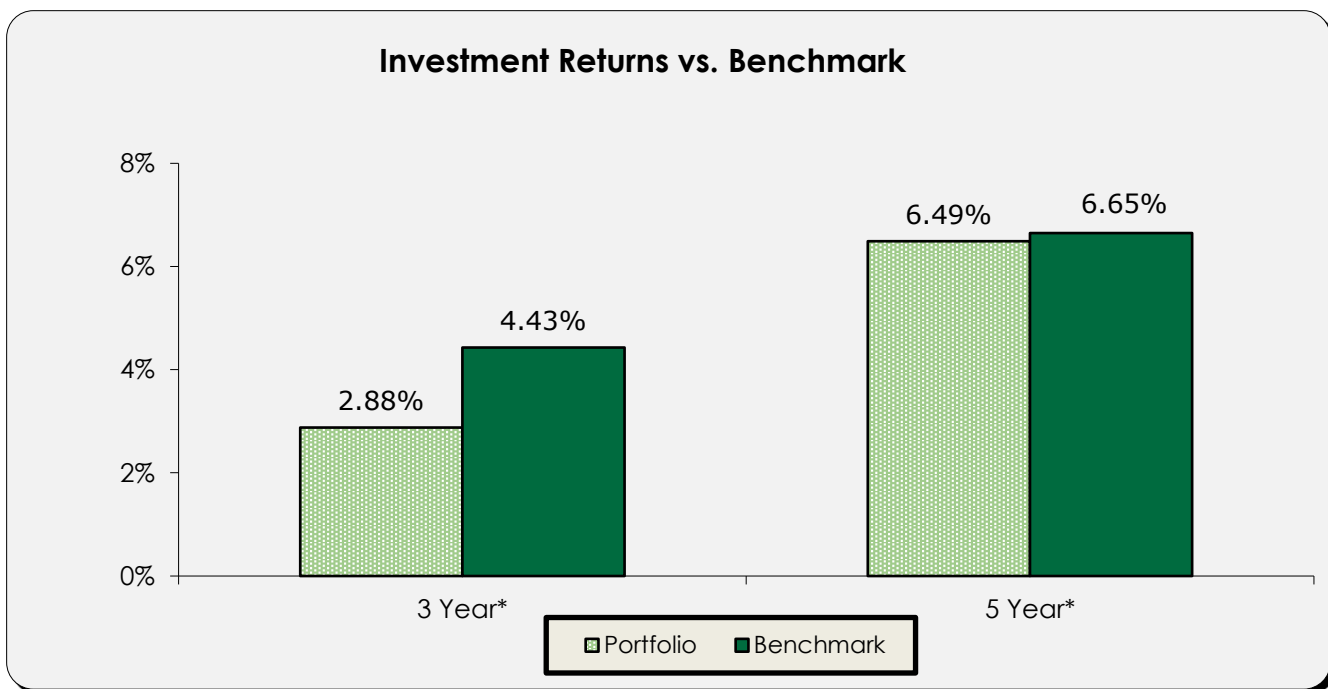
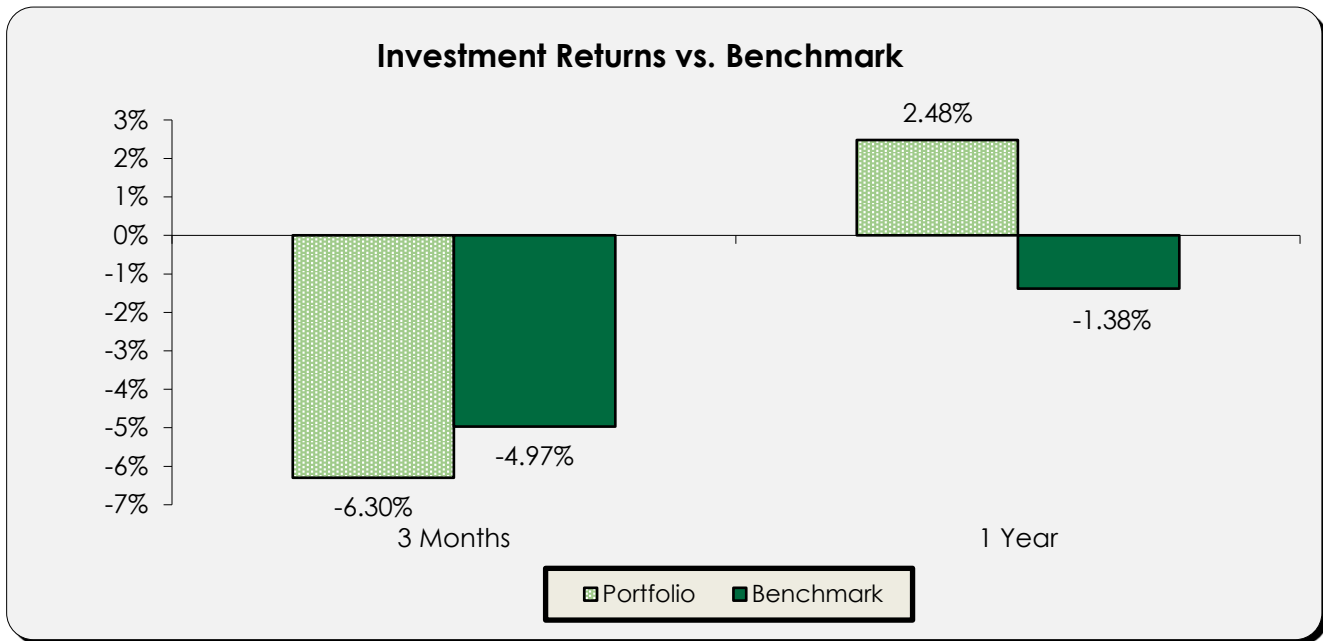
Returns are before fees.

*New benchmark effective 08/31/12

** Cash & Equivalent target added on approved investment policy as of April 11, 2016. Cash & Equivalents compounded return for 1.75 years.

*** Fiscal 2018 total portfolio performance includes the Kivuto shares trade which increased total annual return by 1.45%. Excluding the Kivuto shares trade, the annual portfolio return would have been 5.06%.

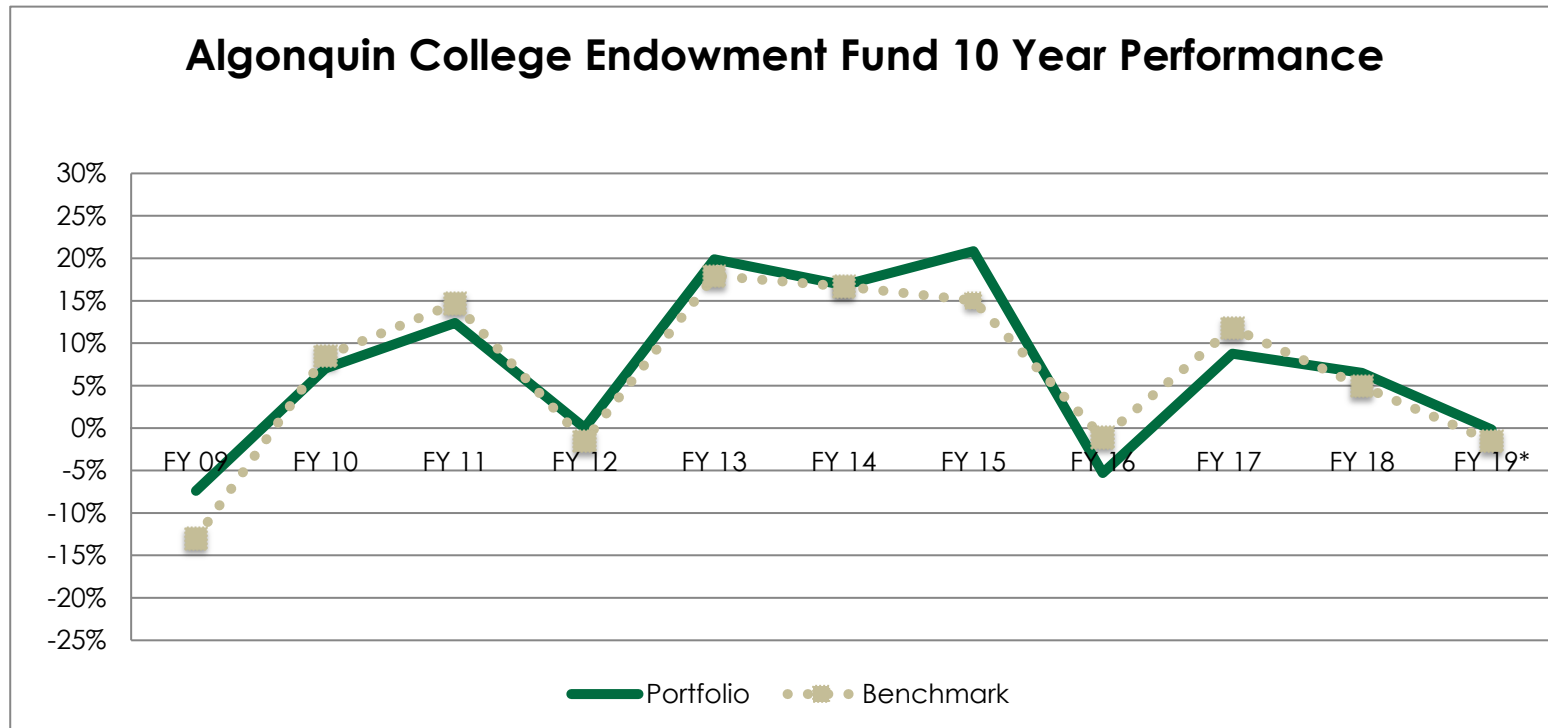
Performance Review



Investment Returns

	3 Months	1 Year	3 Year*	5 Year*
Portfolio	-6.30%	2.48%	2.88%	6.49%
Benchmark	-4.97%	-1.38%	4.43%	6.65%

* Compounded Annual Return



Sharpe Ratio

Sharpe Ratio Endowment Funds Equity Portfolio vs Benchmark			
Period Ending	1 Year Equity Portfolio Sharpe Ratio	1 Year Equity Benchmark Sharpe Ratio	Relative Performance
30-Jun-17	8.79	7.78	1.00
30-Sep-17	5.98	5.82	0.16
31-Dec-17	4.78	5.66	-0.88
31-Mar-18	2.56	2.24	0.62
30-Jun-18	5.25	6.05	-0.80
30-Sep-18	7.82	5.55	2.27
31-Dec-18	-0.85	-1.01	0.16

The Sharpe Ratio is the average return earned in excess of the risk-free rate per unit of volatility or total risk. Generally, the greater the value of the Sharpe ratio, the more attractive the risk-adjusted return.

Formula for calculating the Sharpe ratio (for a rolling one year period)

$$\frac{[\text{Equity Portfolio Return} - \text{Risk Free Rate (Blended US \& Canada)}]}{\text{Portfolio Standard Deviation}}$$

Third Quarter 2018-2019 College Endowment Funds Investment Report

Schedule of Cumulative Realized Investment Income/(Loss) Available for Distribution

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019-Q3
Amount available for future distribution, beginning of year	\$ 530,141	\$ (383,968)	\$ (470,851)	\$ (430,400)	\$ (798,352)	\$ (528,091)	\$ 2,067,205	\$ 2,497,016	\$ 2,699,434	\$ 3,543,474	\$ 4,213,486
Realized investment income/(loss)	\$ (546,374)	\$ 387,189	\$ 594,826	\$ 240,716	\$ 966,012	\$ 3,302,409	\$ 1,363,388	\$ 1,182,259	\$ 1,830,019	\$ 1,703,517	\$ 561,062
Investment fees	\$ (32,735)	\$ (37,072)	\$ (46,260)	\$ (51,690)	\$ (56,572)	\$ (49,974)	\$ (80,721)	\$ (97,448)	\$ (87,257)	\$ (100,539)	\$ (74,005)
Amount distributed	\$ (335,000)	\$ (437,000)	\$ (508,115)	\$ (556,978)	\$ (639,179)	\$ (657,139)	\$ (852,856)	\$ (882,393)	\$ (898,722)	\$ (932,966)	\$ (786,124)
Amount available for future distribution, end of year	\$ (383,968)	\$ (470,851)	\$ (430,400)	\$ (798,352)	\$ (528,091)	\$ 2,067,205	\$ 2,497,016	\$ 2,699,434	\$ 3,543,474	\$ 4,213,486	\$ 3,914,420

Schedule of Unrealized Investment Income/ (Loss)

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019-Q3
Unrealized income/(loss)	\$ (1,316,128)	\$ 1,808,247	\$ 660,041	\$ (237,912)	\$ 738,307	\$ (318,027)	\$ 2,869,617	\$ (2,440,923)	\$ 168,461	\$ (136,038)	\$ (485,865)

Fund Balance as per Yorkville

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019-Q3
Cash	2%	6%	6%	6%	2%	5%	3%	6%	6%	9%	14%
Fixed Income	33%	29%	29%	30%	32%	39%	37%	38%	27%	29%	31%
Canadian Equity	51%	50%	50%	49%	22%	14%	16%	18%	23%	17%	14%
Global Equity*	14%	15%	15%	15%	44%	43%	44%	37%	44%	45%	41%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

* combined U.S. & international

Asset Mix - Market

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019-Q3
Cash	\$ 152,669	\$ 734,213	\$ 876,587	\$ 923,830	\$ 394,277	\$ 933,791	\$ 738,663	\$ 1,396,853	\$ 1,511,625	\$ 2,240,828	\$ 3,644,158
Fixed Income	\$ 2,501,241	\$ 3,378,620	\$ 4,169,647	\$ 4,509,659	\$ 5,674,855	\$ 8,069,566	\$ 9,129,860	\$ 8,747,242	\$ 6,521,153	\$ 7,458,927	\$ 7,704,480
Canadian Equity	\$ 3,902,505	\$ 5,713,231	\$ 7,085,974	\$ 7,336,200	\$ 3,900,716	\$ 2,843,840	\$ 3,844,897	\$ 4,168,105	\$ 5,681,573	\$ 4,453,579	\$ 3,545,596
Global Equity*	\$ 1,077,435	\$ 1,681,417	\$ 2,133,033	\$ 2,299,217	\$ 7,841,598	\$ 8,867,647	\$ 10,830,127	\$ 8,419,248	\$ 10,644,332	\$ 11,366,416	\$ 10,305,946
Total	\$ 7,633,850	\$ 11,507,481	\$ 14,265,241	\$ 15,068,906	\$ 17,811,446	\$ 20,714,844	\$ 24,543,547	\$ 22,731,448	\$ 24,358,683	\$ 25,519,750	\$ 25,200,179

* combined U.S. & international

Summary of Major Capital Projects

Page	Project	Board of Governors Approved Project Value \$M	Percentage of Current Major Capital Projects
2	Energy Service Company Project - (ESCO 2)	\$51.1	28%
5	Enterprise Resource Planning (ERP) - Project Workday	18.8	10%
7	DARE District (previously Innovation Centre)	44.9	24%
9	Algonquin College Students' Association Athletics Recreation Complex	49.9	27%
11	Pedestrian Bridge to Bus Rapid Transit Station	3.1	2%
13	Student Central	7.2	4%
15	Indigenous Gathering Circle	1.6	1%
17	Net Tuition Project	0.9	1%
19	Solar Photovoltaic Plan	6.8	3%
	Total Approved <u>Current</u> Projects Value	\$184.3	100%
21	Summary of Projects <u>Completed</u> Since Fiscal 2011-2012	\$204.9	

3.4 APPENDIX C
Third Quarter 2018-2019
Major Capital Projects Report

Energy Service Company Project - (ESCO 2)

Reviewed and approved by Algonquin College Executive Team Sponsor: G. Perry
Algonquin College Leadership Team Project Dean/Director: G. Perry
Project Manager: TBD

Board of Governors and Key Approval Dates	Dates
In response to a Request for Proposal issued by the College, Siemens Canada is awarded a letter of intent for energy improvement measures and reduction of the College's deferred maintenance liability.	August 2012
Meeting #477 – The Board of Governors approves a multi-phase approach to the Energy Service Company Project (ESCO 2).	December 2012
Meeting #481 - The Board of Governors approves phase two focusing on the design and Provincial approvals for the co-generation plant and other improvement measures, with a total projected investment of \$3.6 million.	October 2013
Meeting #487 - The Board of Governors approves phase three. This phase focuses on the construction of the co-generation plant and other improvement measures. Total projected investment for this phase is \$13.9 million.	June 2014
Meeting #492 - The Board of Governors approves phase four. This phase focuses on the finalization of the Energy Centre and the installation of the second co-generation plant, along with other plant and energy saving measures. Total projected investment for this phase is \$20 million.	June 2015

Key Construction Highlight Dates	Dates
B-Building heating, ventilation and cooling substantial completion date	February 2015
Design of co-generation Plant	April 2015
Co-generation plant electrical generator substantial completion date (revised from December 2015)	April 2016
Second co-generator installed (revised date from original: Winter 2016-2017)	April 2018
Installation of underground thermal pipeline network completed (revised date from original: Winter 2016-2017). Delays associated with the award of the prime contracts to complete this scope of work.	December 2018
Thermal network vertical risers and tie-in to associated mechanical systems complete and coordinated with building operation requirements.	March 2019

Approved Project Funding	Gross Project Costs	Less Incentives & Contributions	Net Project Costs for Financing
ESCO 2 (Phase 1)	\$14.0 million	\$0.3 million	\$13.7 million
ESCO 2 (Phase 2)	4.1 million	0.6 million	3.5 million
ESCO 2 (Phase 3)	14.2 million	0.3 million	13.9 million
ESCO 2 (Phase 4)	28.2 million	8.2 million	20 million
Total	\$60.5 million	\$9.4 million	\$51.1 million

3.4 APPENDIX C
Third Quarter 2018-2019
Major Capital Projects Report

Energy Service Company Project (ESCO 2) - continued

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

Total Savings (Construction Still in Progress) Realized to Date/Projected	Value
Realized Savings to March 31, 2015	\$0.6 million
Realized Savings in Fiscal Year 2015-2016	1.4 million
Realized Savings in Fiscal Year 2016-2017	2.9 million
Realized Savings in Fiscal Year 2017-2018	2.0 million
Projected Savings in Fiscal Year 2018-2019	3.3 million
Total	\$10.7 million

Total Payments to Manulife (Construction Still in Progress)	Value
Actual Payments to March 31, 2015	\$0 million
Actual Payments in Fiscal Year 2015-2016	1.5 million
Actual Payments in Fiscal Year 2016-2017	2.8 million
Actual Payments in Fiscal Year 2017-2018	3.2 million
Projected Payment in Fiscal Year 2018-2019	3.4 million
Total	\$10.9 million

3.4 APPENDIX C
Third Quarter 2018-2019
Major Capital Projects Report

Energy Service Company Project (ESCO 2) - continued

Project Risk and Status Dashboard * Green Good, Red Trouble, Yellow Warning

G	Governance	Appropriate Project Sponsorship and Governance is in place.
Y	Scope Management	All remaining scope changes have been identified and have been confirmed to fit within project budget and latest approved schedule.
Y	Cost Management	The College and Siemens continue to work through the final scope changes and financial close out of the project to ensure alignment with the original contract and containment of all change orders within the overall budget.
Y	Schedule Management	A combination of technical and intentional strategic delays associated with the installation of both cogeneration units and associated infrastructure and equipment has resulted in these last elements of the ESCO2 project to now be commissioned over the coming months with the final elements online by end of Q4 of 2018-2019. With the major contracts associated with the remaining scope of work now awarded and confirmation regarding the scheduling of testing required to be done by external parties now received, risk of further delays has been substantially mitigated.
G	Project Resources	No significant issue.
Y	Risk Management	All remaining scope changes have now been identified and associated costs have been confirmed through tendering of these remaining scopes of work. This serves to mitigate risks associated with both schedule and capital costs. While some project delays have impacted energy savings commitments, several electricity incentive programs have largely served to mitigate these short term losses until all elements of the ESCO2 project is fully operational.
G	Stakeholder Engagement	Active stakeholder engagement continues on a targeted basis in consideration of the impact of the outstanding construction activities.

3.4 APPENDIX C
Third Quarter 2018-2019
Major Capital Projects Report

Enterprise Resource Planning (ERP) - Project Workday

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

Reviewed and approved by Algonquin College Executive Team Sponsor: D. Wotherspoon
Algonquin College Leadership Team Project Dean/Director: L. Pollock
Project Manager: S. McKinnon (Algonquin) and J. Abbott (PwC)

Board of Governors Key Approval Dates	Dates
Meeting #485 – Board of Governors endorse the tender process for an Enterprise Resource Planning solution	February 2014
Meeting #493 - Board of Governors approve \$1.36 million in funding to complete the planning and preparation phases of the Human Resources, Finance and Payroll portions of Project Fusion.	October 2015
Meeting #494 - Board of Governors approve \$10.7 million in funding to complete the implementation phases of the Human Resources, Finance and Payroll portions of Project Fusion.	December 2015
Meeting #506 – Board of Governors approve \$6.7 million in funding to complete the implementation phases of the Human Resources, Finance, and Payroll portions of Project Workday.	February 2018

Project Milestones	Dates
Issuance of Human Resources, Finance, and Payroll Solution Request For Proposals	June 2014
Evaluation determines no compliant bids	October 2014
Notice of Proposed Procurement Issued	May 2015
Re-issuance of Request for Proposals	June 2015
Finalization of Contract Negotiation	December 2015
Finalization of Contract Negotiation with New Implementation Partner	March 2018
Completion of Plan Phase	April 2018
Completion of Design Confirmation Phase 1	May 2018
Completion of Design Confirmation Phase 2 (Timelines will be re-evaluated and committed to upon completion of the Architect phases)	June 2018
Prototype Tenant (1 of 2)	July 2018
Prototype Tenant (2 of 2)	August 2018
End-to-End Testing	September 2018
Parallel Pay Cycle (1 of 2)	October 2018
Parallel Pay Cycle (2 of 2)	November 2018
Cutover to Production Tenant	December 2018

Enterprise Resource Planning (ERP) - Project Workday - continued

Approved Algonquin Project Funding	Approved Value
Algonquin College Funds – Planning and Preparation Phase – Approved October 2015	\$1.4 million

3.4 APPENDIX C
Third Quarter 2018-2019
Major Capital Projects Report

Algonquin College Funds – Implementation Phase – Approved December 2015	10.7 million
Algonquin College Funds – Project Extension Phase – Approved February 2018	6.7 million
Total	\$18.8 million

Enterprise Resource Planning (ERP) - Project Workday - continued

Project Contingency	Value
Approved project contingency	\$712,000
Contingency balance as at December 31, 2018	\$517,000

Actual/Projected Project Cost	Value
Expenditures in 2014-2015	\$0.8 million
Expenditures in 2015-2016	1.9 million
Expenditures in 2016-2017	5.9 million
Expenditures in 2017-2018	3.2 million
Projected Expenditures in 2018-2019	7.0 million
Total	\$18.8 million

Total Project Variance	\$0.0
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Project Risk and Status Dashboard * **Green Good, Red Trouble, Yellow Warning**

G	Governance	Appropriate project sponsorship and governance has been established and meets regularly.
G	Scope Management	Project scope has been defined in the implementation partner contract. Requests to increase scope are discussed and approved by the Workday Project Steering Committee.
G	Cost Management	Board of Governors approved \$6.7M in additional funding at the February 26, 2018 meeting. Contract with new implementation partner includes a milestone-based payment schedule. Project is currently on budget.
G	Schedule Management	Project is currently on schedule. All Q3 milestones were completed on time as per the approved project plan.
G	Project Resources	Project resources for the delivery of Workday is no longer a risk. However, the risk of retaining Workday talent on the Workday Support Model project remains a significant risk. This risk has been transferred to the Support Model Project, and will now be tracked as part of that initiative.
G	Risk Management	The project risk register has been updated to reflect the new project plan and mitigations have been developed. Risks are reported to key governance stakeholders including the Project Workday Steering Committee, ACET and the Audit and Risk Management Committee.
G	Stakeholder Engagement	A strategic approach has been developed and is currently being executed to engage stakeholders and help manage the implementation of Workday.
G	Operational Readiness	Detailed training, communications and engagement plans have been developed to support impacted stakeholders and the overall business transformation at the College. A Workday-led operational readiness assessment will be completed in October to identify any additional needs. A post-implementation support model has been approved to ensure both the system and end-users are supported when Workday is operationalized.

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Third Quarter 2018-2019
Major Capital Projects Report

DARE District

The DARE District project is a major renovation, expansion and modernization of the space in and around the current library. Here, students, researchers and entrepreneurs will come together to collaborate, expand the boundaries of knowledge, create the jobs of tomorrow and spark economic growth.

Reviewed and approved by Algonquin College Executive Team Sponsor: G. Perry
Algonquin College Leadership Team Project Dean/Director: G. Perry
Project Manager: L. Smith (Colliers International)

Board of Governors Key Approval Dates	Dates
Meeting #497–Board of Governors approves in principle the development of a \$44.9 million project pending confirmation of funding received from the Federal Post-Secondary Institution Strategic Investment Fund and the Ontario Government. The Board also approved the investment of up to \$9.5 million for this project from the College’s Internally Restricted Net Assets over the fiscal years 2016-17 and 2017-18, and approves a non-competitive procurement of services to develop and construct the Innovation Centre.	May 2016
Board of Governors approves the development of the Innovation Center by utilizing up to \$9.5 million from the College’s Internally Restricted Net Assets and up to \$11.6 million from the College’s Strategic Investment Priorities funds over the fiscal years 2016-2017 to 2018-2019.	August 2016
Foundation Board of Governors approves \$2 million fundraising campaign.	October 2016

Project Milestones	Dates
Federal and provincial funding totaling \$24.8 million confirmed	October 2016
Decanting / swing space moves substantially complete	December 2016
First design document package ready for tender	December 2016
Final design document package ready for tender	August 2017
Construction commences with hoarding, demolition and abatement	February 2017
Interior fit-up work commences	June 2017
Construction of single story addition and infill begins	July 2017
Substantial performance of all project components	April 2018
Grand opening celebrations	May 3, 2018
Move-in and operationalization	June 2018
Deficiencies close-out and final commissioning	September 2018

Approved Project Funding	Approved Value
Federal government funding	\$21.9 million
Provincial government funding	2.9 million
Algonquin College reserve fund – future capital expansion	9.5 million
Capital fundraising campaign	2.0 million
Strategic Investment Priorities budget allocation	8.6 million
Total	\$44.9 million

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Third Quarter 2018-2019
Major Capital Projects Report

DARE District - continued

Project Contingency	Value
Approved project contingency	\$5.7 million
Contingency balance as at March 31, 2018	\$0 million

Actual/Projected Project Cost	Value
Expenditures in 2016-2017	\$6.6 million
Expenditures in 2017-2018	29.3 million
Expenditures in 2018-2019 (April 1 to December 31, 2018)	9.5 million
Total	\$45.4 million

Total Project Variance	(\$0.5) million
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Project Risk and Status Dashboard * Green Good, Red Trouble, Yellow Warning

G	Governance	Appropriate Project Sponsorship and Governance completed.
G	Scope Management	Final project scope defined and executed.
R	Cost Management	Unanticipated scope required to complete project resulted in project budget overage.
G	Schedule Management	Project delivered on schedule.
G	Project Resources	No significant issue.
G	Risk Management	Project complete. No outstanding risks.
G	Stakeholder Engagement	No significant issues.
G	Operational Readiness	Space is now occupied and serving its intended purpose.

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Third Quarter 2018-2019
Major Capital Projects Report

Algonquin Students' Association Athletics Recreation Complex

The Algonquin Students' Association has entered into an agreement with Algonquin College to collaborate in the construction of a new Athletics Recreation Complex with an estimated size of 100,000 gross square feet. The proposed recreation complex will replace current recreation infrastructure in an area of the College constructed in the early 1960s and would significantly increase the physical capacity of student fitness, increase athletic opportunities, and offer students unlimited access to state-of-the-art recreational facilities. The current proposed location for this newest infrastructure build is on the north-west corner of the College's main parking (lot 8).

Reviewed and approved by Algonquin College Executive Team Sponsor: G. Perry
Algonquin College Leadership Team Project Dean/Director: G. Perry
Project Manager: L. Smith (Colliers International)

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

Project Milestones	Dates
Project start date	March 27, 2018
Substantial completion date	May 2021

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

Project Contingency	Value
Approved project contingency	Not yet defined
Contingency balance as at December 31, 2018	Not applicable

Actual/Projected Project Cost	Value
Fiscal 2018-2019	\$0.5 million
Fiscal 2019-2020	\$13.1 million
Fiscal 2020-2021	\$35.3 million
Fiscal 2021-2022	\$1.1 million
Total	\$49.9 million

Total Project Variance	\$0 million
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Third Quarter 2018-2019
Major Capital Projects Report

Algonquin College Students' Association Athletics Recreation Complex (ARC) - continued

Project Risk and Status Dashboard * **Green Good, Red Trouble, Yellow Warning**

G	Governance	Steering Committee membership and Executive sponsors have been determined. Terms of reference for committee has been finalized and approved by the Steering Committee. Regular Steering Committee meetings are now underway.
G	Scope Management	Draft functional program has been developed. Project scope will be managed within allowed budget.
G	Cost Management	Final budget to be determined once design completed and financing is in place.
G	Schedule Management	A baseline schedule has been developed with consideration for due process and stakeholder engagement.
G	Project Resources	Campus Development Consortium developed functional program. Prime design consultant procurement proposals received and selection of prime design consultant underway. Construction management procurement initiated with proposals to be received.
G	Risk Management	A project risk register will be developed once the design and construction team are in place.
G	Stakeholder Engagement	The Algonquin Students' Association has already had extensive engagement with key stakeholders, the students. Further consultation will take place during the development of the Project Vision Principles (PVP) and detailed design charrettes.
G	Operational Readiness	To be evaluated once project scope and design is further defined.

Pedestrian Bridge to Bus Rapid Transit Station

In partnership with the City of Ottawa, this investment seeks to construct an above-grade pedestrian bridge that would link the Algonquin Centre for Construction Excellence (ACCE) facility with a new OC Transpo rapid transit station being built as part of the Light Rapid Rail Transit Stage 2 project. This pedestrian bridge will provide a safe method for crossing College Avenue and an efficient link for transit riders to enter Algonquin College’s Ottawa campus.

Reviewed and approved by Algonquin College Executive Team Sponsor: G. Perry
Algonquin College Leadership Team Project Dean/Director: G. Perry
Project Manager: To be assigned

Board of Governors Key Approval Dates	Dates
Meeting #503 – The Board of Governors approves an investment of up to \$3.1 million from the College’s Reserve Funds between 2018 and 2023 to support the construction of a pedestrian bridge, in collaboration with the City of Ottawa, between the new Baseline bus rapid transit station and the Algonquin Centre for Construction Excellence.	June 2017

Project Milestones	Dates
Anticipated project start date	2019
Substantial completion date	2023

Project Funding	Value
Algonquin College reserve funds	\$3.1 million

Project Contingency	Value
Approved project contingency	Not yet defined
Contingency balance as at December 31, 2018	Not applicable

Projected Project Cost	Value
Financial close of the light rail contract – scheduled for March 2019	\$0.015million
Commencement of pedestrian bridge – projected for 2021	2.315 million
Substantial completion of the bridge – projected for 2023	0.77 million
Total	\$3.1 million

Total Project Variance	\$0.0
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Third Quarter 2018-2019
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Pedestrian Bridge to Bus Rapid Transit Station - continued

Project Risk and Status Dashboard * **Green Good, Red Trouble, Yellow Warning**

G	Governance	Project governance is being negotiated and defined through a formal agreement with the City of Ottawa.
G	Scope Management	Discussions underway to clearly define scope for each party and will be formalized in the agreement.
G	Cost Management	College contribution has been defined and will be captured in the cost share agreement with the city.
G	Schedule Management	Schedule management being presided over by the Light Rail Transit (LRT) Stage 2 team.
G	Project Resources	College resources required to support this project will be determined at a later date.
G	Risk Management	A project risk register will be developed once the project is further advanced.
G	Stakeholder Engagement	Stakeholder engagement will occur once detailed design activities commence.
G	Operational Readiness	To be evaluated once project scope and design is further defined.

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Student Central (previously Student One Stop Space)

This initiative aims to significantly improve the accessibility and usability of student enrolment and retention services by creating a one-stop hub of services based in the lower-level of the DARE District with an estimated size of 24,000 gross square feet. It will incorporate larger and more comfortable waiting areas, service with assistance kiosks, sit-down in-person service desks, reimagined service delivery integration by the six areas identified for co-location in the space, as well as to encourage the increased use of the College's on-line registration and academic services. The focus of the space is to offer a learner-focused service experience that shifts from transaction to meaningful interactions based on what students want and need. The space will also support the College's learner driven goals by maximizing space utilization with 24-7 access to students of bright, inviting and comfortable lounge space, break-out rooms and other working areas.

Reviewed and approved by Algonquin College Executive Team Sponsor: L. Stanbra
Algonquin College Leadership Team Project Dean/Director: T. Schonewille
Project Manager: L. Smith (Colliers International)

Board of Governors Key Approval Dates	Dates
Meeting #504 – 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 DARE District and create a learner driven space.	October 2017
Meeting #506 - The Board of Governors approves the budget of \$7.2 million to complete the renovation of the lower level of the Building C DARE District, funded 50% from the Strategic Investment Priorities budget and 50% from the College's reserve fund for future capital expansion.	February 2018

Project Milestones	Dates
Project start date	November 2017
Construction start	January 2018
Design completion	April 2018
Substantial completion date	September 2018

Project Funding	Value
Algonquin College reserve funds	\$3.6 million
Algonquin College Strategic Investment Priorities funds	3.6 million
Algonquin College reserve funds	\$7.2 million

Project Contingency	Value
Approved project contingency	\$0.6 million
Contingency balance as at December 31, 2018	\$0.6 million

Actual/Projected Project Cost	Value
Expenditures in 2017-2018	\$0.2 million
Expenditures in 2018-2019 (April 1 to December 31, 2018)	6.2 million
Projected Expenditures remaining in 2018-2019	0.8 million
Total	\$7.2 million

Total Project Variance	\$0.0
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Third Quarter 2018-2019
Major Capital Projects Report

Student Central - continued

Project Risk and Status Dashboard * **Green Good, Red Trouble, Yellow Warning**

G	Governance	Appropriate sponsorship and governance implemented.
G	Scope Management	Project scope clearly defined and executed.
G	Cost Management	Project substantially complete on budget. Remaining items small in scope will be accommodated by the remaining project contingency.
G	Schedule Management	Project delivered on-time according to original schedule with move-in complete as of end of September 2018.
G	Project Resources	Project delivered; resources to address outstanding deficiencies will remain until all items are addressed.
G	Risk Management	Physical project delivered with no outstanding risks. Operationalizing of new service delivery model has been implemented and will continue to be refined.
G	Stakeholder Engagement	Stakeholder engagement will continue focusing on refinement of the service delivery model.
G	Operational Readiness	Space has been put into service as defined in the original business case.

Indigenous Gathering Circle

Located in the Building C inner courtyard, 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.

Reviewed and approved by Algonquin College Executive Team Sponsor: R. D. McLester
Algonquin College Leadership Team Project Dean/Director: G. Perry
Project Manager: L. Smith (Colliers International)

Board of Governors Key Approval Dates	Dates
Meeting #504 – 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 Building C inner courtyard with greenspace and native horticulture and to construct an Indigenous Gathering Circle.	October 2017

Project Milestones	Dates
Project start date	October 2017
Hard landscaping completed	June 2018
Gathering Circle structure started	August 2018
Substantial completion date	November 2018

Project Funding	Value
Algonquin College Strategic Investment Priorities funds	\$0.6 million
Algonquin College Students’ Association contribution	1.0 million
Total	\$1.6 million

Project Contingency	Value
Approved project contingency	\$0.4 million
Contingency balance as at December 31, 2018	\$0 million

Actual/Projected Project Cost	Value
Expenditures in 2017-2018	\$0.3 million
Expenditures in 2018-2019 (April 1 to December 31, 2018)	1.1 million
Projected Expenditures remaining in 2018-2019	0.36 million
Total	\$1.76 million

Total Project Variance	\$(0.16) million
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Indigenous Gathering Circle - continued

Project Risk and Status Dashboard * **Green Good, Red Trouble, Yellow Warning**

G	Governance	Sponsorship and governance provided as part of DARE District oversight.
G	Scope Management	Project scope defined and executed.
R	Cost Management	Budget established based on initial costing with refinement during design development. Cost for hard landscaping and civil works exceeding initial estimates.
Y	Schedule Management	Project completed with grand opening held December 10, 2018.
G	Project Resources	No issues identified or anticipated.
G	Risk Management	Identified weather risk resulted in additional cost incurred of \$30k. No remaining risks as project is completed.
G	Stakeholder Engagement	Stakeholder engagement concluded with completion of project.
G	Operational Readiness	Project completed and facility is in use.

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Net Tuition Project

In spring 2016, the Government of Ontario announced a major redesign of the Ontario Student Assistance Program (OSAP) starting in 2017-2018. The major changes to OSAP will provide students with access to financial assistance through bursaries and grants at the start of the semester to reduce the upfront costs to students. As a result, the Ministry of Advanced Education and Skills Development introduced the OSAP Transformation and Net Tuition Project and requires the College to produce a “Net View” for students so that they can see the total cost of tuition and the potential funding options they may have.

Reviewed and approved by Algonquin College Executive Team Sponsor: L. Stanbra
Algonquin College Leadership Team Project Dean/Director: K. Pearson
Project Manager: K. Marsden/K. Stanton

Board of Governors Key Approval Dates	Dates
Meeting #506 – Board of Governors approves the Net Tuition Project in the amount of \$0.9 million with approved funding from the College’s Strategic Investment Priorities budget.	February 2018

Project Milestones	Dates
Project start date	August 2016
Environmental Scan completed	April 2017
2017F OSAP Application Campaign launched	July 2018
AC Aid Entrance Bursaries and Scholarships launched	October 2017
Tuition and Fee Estimator launched	April 2018
Smart Money Plan (financial literacy campaign) launched	June 2017
2018F OSAP Application Campaign launched	July 2018
Projected substantial completion date	February 2019
Customer Relationship Management (CRM) system planning kick-off	August 2018
Customer Relationship Management deployment	May 2019

Approved Project Funding	Approved Value
Strategic Investment Priorities Budget allocation	\$0.9 million

Project Contingency	Value
Approved project contingency	\$0
Contingency balance as at December 31, 2018	\$0

Actual/Projected Project Cost	Value
Expenditures in 2016-2017	\$0.03 million
Expenditures in 2017-2018	0.30 million
Projected Expenditure in 2018-19	0.51 million
Total	\$0.84 million

Total Project Variance	\$0.06 million
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Third Quarter 2018-2019
Major Capital Projects Report

Net Tuition Project - continued

Risk and Status Dashboard ***Green Good, Red Trouble, Yellow Warning**

G	Governance	Effective governance of the project was achieved.
G	Scope Management	Scope ladder was utilized throughout the project.
G	Cost Management	Project will be completed on budget. Although no project contingency exists, any change in project scope will be funded through the Ontario government.
G	Schedule Management	Project will be completed on schedule.
G	Project Resources	No significant issues have been identified.
G	Risk Management	No major risks have materialized.
G	Stakeholder Engagement	Stakeholder engagement was completed.
G	Operational Readiness	Operational readiness planning ongoing.

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Solar Photovoltaic Plan

Algonquin College aims to become carbon neutral and be a leader in the education, research and in the adoption of environmentally sustainable practices. Algonquin College continuously adopts new sustainable business practices and work to retrofit and regenerate its physical infrastructure. Moving Algonquin College to Net Zero – Solar Photovoltaic Plan represents a behind-the-meter solar energy and power storage facility, and the targeted electrification of building infrastructure currently using natural gas as fuel that will be an integral part of the Algonquin College’s energy management plan (in development since 2012). This development phase will integrate well into the College’s District Energy System (cogeneration plant and Micro-grid controller).

Reviewed and approved by Algonquin College Executive Team Sponsor: G. Perry
Algonquin College Leadership Team Project Dean/Director: G. Perry
Project Manager: L. Smith (Colliers International)

Board of Governors Key Approval Dates	Dates
Meeting #508 – Board of Governors approves the Moving Algonquin College to Net Zero - Solar Photovoltaic Plan project in the amount of \$6,825,060, fully funded from the Ministry of Advanced Education and Skills Development – Greenhouse Gas Campus Retrofit Program (GGCRP) to implement a solar photovoltaic array, battery storage infrastructure, and infrastructure upgrades on the Ottawa campus in 2018-2019.	June 11, 2018

Major Milestones	Completion Date
Planning and Development Phase	
Establish Solar Photovoltaic Plan Steering Committee membership and core team	July 2018
Define Implementation Strategy/Approach	August 2018
Project Kick-Off meeting internally	July 2018
Secure prime design consultant	July 2018
Define Implementation Strategy/Approach	August 2018
Procure long lead materials and equipment	Fall 2018
Secure construction manager	November 2018

Execution	
Installation of Solar Panels Completed	February 2019
Building Upgrades Completed	February 2019
Battery System Installed	April 2019
Hot Water Electrification Complete	April 2019
Close-out	April 2019

Approved Project Funding	Approved Value
Greenhouse Gas Campus Retrofit Program (GGCRP)	\$6.8 million
Total	\$6.8 million

Project Contingency	Value
Approved project contingency	0.6 million

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Third Quarter 2018-2019
Major Capital Projects Report

Contingency balance as at December 31, 2018	0.2 million
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Solar Photovoltaic Plan - continued

Actual/Projected Funding	Value
Expenditures in 2018-2019 (April 1 to December 31, 2018)	\$ 2.8 million
Projected Expenditures in 2018-2019	\$3.2 million
Projected Expenditures in 2019-2020	\$2.0 million
Estimated Operating and Support Expenditures 2018-2019	
Total	\$8.0 million

Total Project Variance	(\$1.2) million
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Risk and Status Dashboard

***Green Good, Red Trouble, Yellow Warning**

G	Governance	Appropriate sponsorship and governance implemented with refinement as required during project development.
G	Scope Management	Scope for solar array and battery storage has been defined. Hot water electrification scope currently being designed. Remaining scope changes managed on case-by-case basis with consideration of budget and schedule.
R	Cost Management	Estimated cost increase of \$1.2M is attributed to costs required to convert existing energy sources to electric.
R	Schedule Management	Solar panels and racking have been procured. Delivery of battery system is at risk to be completed after March 31, 2019.
G	Project Resources	College resources needed to support this project have been identified along with external resources
G	Risk Management	Risk register will be managed when developed and confirmed.
G	Stakeholder Engagement	Limited stakeholder engagement has taken place and will continue throughout the life of the project as required considering the scope of this project.
G	Operational Readiness	Operational readiness planning ongoing.

Summary of Projects Completed Since Fiscal 2011-2012

Project	Final Project Value \$M	Fiscal Year Completed
Algonquin Centre for Construction Excellence (ACCE)	\$77	2011-2012
Student Commons	51	2012-2013
Pembroke Campus	34	2012-2013
Perth Campus	12	2011-2012
Digital College	12	2014-2015
Healthy Living Education Phase 1A – Renovations	6	2014-2015
B Building Window Replacement	1.1	2016-2017
F Building Renovation	1.6	2016-2017
Equipment Renewal and Electrical Lab Alterations Project in ACCE	2.3	2017-2018
Welding Lab Project at the College’s Transportation Technology Centre – Building S	2.8	2017-2018
Transformer Replacement Project	2.1	2017-2018
Learning Management System	3.0	2018-2019
Total	\$204.9	

MEMO

DATE: February 25, 2019
TO: Board of Governors
FROM: Governor Jim Robblee, Chair, Governance Committee
SUBJECT: **Governance Committee meeting January 29, 2019**

For documentation in support of the agenda items, please visit the Board's SharePoint site; choose the Governance Committee meeting folder, January 29, 2019.

A. ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL

There was no item requiring Board of Governors Approval.

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

1) Academic and Student Affairs Committee Terms of Reference

Members were referred to the Academic and Student Affairs Committee Terms of Reference. The current terms of reference appropriately addresses concerns related to exceptional circumstances such as significant impacts on school or campus. It is that these types of circumstance will be brought to the attention of the Academic and Student Affairs Committee for a discussion in a timely manner in advance of any public announcement.

Members accepted this report for information.

2) Second Quarter 2018-2019 Talent Dashboard

Members were referred to the Second Quarter 2018-2019 Talent Dashboard. The Talent Dashboard helps to make informed decisions and monitor key workforce related data and risks through “at a glance” visualizations that simplify complex data sets. It identifies and provides insight on potential risks, monitors progress, and helps make decisions related to the College’s human resources. The Talent Dashboard will be provided annually to the Audit and Risk Management Committee for information.

Members accepted this report for information.

3) 2019 Spring Recruitment Campaign – Update

Members reviewed all the documents that will be used for the recruitment process for vacancies effective September 1, 2019 of Governors P. Nadeau and M. Waters. Advertising for these vacancies include the Ottawa Citizen, Ottawa Business Journal, Institute of Corporate Directors and the Algonquin College Board of Governors website.

Members accepted this for information.

4) 2019 Spring Board Retreat Planning

Members were informed of the 2019 Spring Board Retreat developments. William Zemp, Senior Vice President for Strategy and Chief of Staff - Southern New Hampshire University will be this year’s guest speaker. The retreat will focus on how the College can become architects of its future.

Members accepted this for information.

5) Terms of Reference all Board Committees (Review)

Members reviewed the Terms of Reference for each of the Board Committees. There were no revisions required.

6) Board Chair and Board Executive Committee Succession

Members were referred to the Memo 2019-2020 Board Chair & Board Executive Committee Succession. The memo is approved and scheduled for distribution to all board members on February 8, 2019. Member will advise the Board Assistant with their preferred committee position by February 28.

Members accepted this for information.

7) Professional Development for Governors - CICan 2019 Conference, Niagara Falls (May 5-7, 2019)

Members were informed that the CICan 2019 Conference will be held in Niagara Falls from May 5 – 7, 2019. Members interested in attending the conference were asked to complete and submit the Guideline to Access Professional Development Opportunities application form. All applications will be reviewed and approved at the March 21, 2019 Governance Committee meeting.

Members accepted this for information.

8) 2019 Election of Internal Members to the Board of Governors

Members were informed with the activities of the 2019 Election of Internal Members to the Board of Governors. This year's election will be for a student representative to the Board of Governors.

Members accepted this for information.

9) December 10, 2018 Board of Governors meeting evaluation results

The December 10, 2018 Board of Governors meeting evaluation results were positive. The meeting was effective and efficient. Members commended the management team for the exceptional quality and information filled meeting materials. It was suggested that the meeting evaluation form be revised to contain two questions that will provide the board with answers to what went well and where the meetings can improve.

10) 2018-2019 Governance Committee Workplan

Members reviewed the 2018-2019 Governance Committee Workplan and accepted this for information.

MEMO

DATE: February 25, 2019

TO: Board of Governors

FROM: Jeff Darwin, Governor Representative, Algonquin College Foundation Board of Directors

SUBJECT: **Foundation Report**

A. FOUNDATION UPDATE

1) Ketchum Canada Inc. (KCI) staff continue to provide Interim Management of the Algonquin College Foundation and to work on the Three-Year Fundraising Plan. Between November 6, 2018 and January 1, 2019, there was a dialogue session with the Alumni & Friends Advisory Network and several strategy sessions with members of the Algonquin College Executive Team to discuss several topics in more depth and seek direction regarding strategic options. An update on the plan status and next steps was presented to the Foundation Board of Directors on December 6, 2018 for their review and feedback. A first draft of the final plan was presented to Laura Stanbra, Vice President, Student Services, on December 20, 2019 for feedback and input.

B. FUNDRAISING ACTIVITIES AND RESULTS

1) As of December 31, 2018, the Foundation realized \$2,604,367 in fundraising revenue and endowment contributions. This represents 63% of the \$4,100,000 revenue goal for 2018-2019.

2) The RBC Foundation is investing \$150,000 through their Future Launch Program for a pilot Peer-to-Peer Co-op Mentoring Program. This pilot program commenced in mid-January 2019 and will hire and train Algonquin College co-op students who already have had a successful co-op experience. They will provide on-demand and dedicated individual outreach and group support to more than 300 fellow students. Peer support will include co-op 101, resume support, employer choices, excelling in a work-term, and bringing the lessons from co-op back to class to augment learning.

3) PCL donated \$50,000 to the DARE District campaign, pledged over two years (2019 and 2020). PCL is also encouraging their construction partners to donate resulting in a \$10,000 donation from Harris Rebar.

4) The annual awards night for the School of Business took place on November 21, 2018. Over 23 donors attended the event to meet student recipients and celebrate academic success and accomplishments.

MEMO

5) As part of the Cardel Homes Women in Trades Award, the five recipients had the opportunity to meet with Greg Graham, CEO, Cardel Homes and Chris Hahn, Dean, Algonquin Centre for Construction Excellence, to discuss industry issues and opportunities, and to receive sound advice from Greg Graham and Chris Hahn on the construction industry.

C. ALUMNI AND FRIENDS NETWORK

1) 2018 Premier's Awards

Seven Algonquin College alumni were nominated for the 2018 Premier's Awards. The annual, provincial awards were handed out in Toronto on November 26, 2018 at the 2018 Premier's Awards Gala, as part of the Higher Education Summit. Five of the nominees attended the gala along with the President, several members of the Board of Governors, the Chair of the Foundation Board of Directors, and several senior Algonquin College administrators. Although none of the Algonquin College nominees walked away with top prize (there were over 140 nominees from 24 Colleges), the alumni had a wonderful time reconnecting with each other and Algonquin College employees. The nominees have already been recognized as winners at the Algonquin College Alumni of Distinction Awards Gala on September 27, 2018.

2) Retiree Holiday Luncheon

President and CEO Chery Jensen welcomed approximately 160 retirees to the annual holiday lunch event at the Ottawa campus on December 4, 2018. Pride in the College was evident in the sentiments former employees shared about their years at Algonquin College. Following the lunch, there were tours of the new DARE District.

3) Alumni at Work Events

The Alumni & Friends Network hosted an Alumni at Work coffee break at Orangutech, a Microsoft Gold Certified Share Point, and Dynamics CRM consulting company. Just under half of their employees are graduates from Algonquin College and they also hire students during co-op terms.

The Alumni & Friends Network hosted a coffee break with employees from the AC Hub. These graduates were from various Algonquin College programs.

UPCOMING FOUNDATION EVENTS

Birdies for Bursaries Golf Tournament	Tuesday, May 21, 2019
Jason Blaine Concert and Golf Tournament (Pembroke)	Tuesday, June 18 and Wednesday, June 19, 2019

Report title:	Workday Enterprise Resource Planning System Implementation Update
Report to:	Board of Governors
Date:	February 25, 2019
Authors/Presenters:	Doug Wotherspoon, Vice President, Innovation and Strategy Lois Pollock, Chief Digital Officer, Information Technology Services

1. RECOMMENDATION:

THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The Workday implementation is a major business transformation initiative for Algonquin College’s Human Resources, Finance, and Payroll functions. The catalyst for this transformation is the replacement of the existing enterprise systems with an integrated enterprise resource planning solution, using a software-as-a service approach.

This report provides a project update since the last presentation to the Board of Governors on December 10, 2018 and an overview of ongoing and upcoming key activities, deliverables, and milestones required to successfully deploy the Workday application and transition to operations.

3. BACKGROUND:

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

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

The Workday implementation is part of the College enterprise resource planning strategy to replace up to nine legacy systems at the College, ranging from Learning Management to the Student Information System.

On February 26, 2018, the Board of Governors approved additional funding for the Workday ERP implementation. This decision paved the way for the project team to move forward with

the recommended approach to engage with a new implementation partner. Following the completion of procurement activities, a new contract was established as scheduled on April 2, 2018 with PricewaterhouseCoopers LLP (PwC).

4. DISCUSSION:

Project Status

Since the last report to the Board of Governors on December 10, 2018, the Workday Project successfully achieved the system target launch date of December 14, 2018.

Between December 17, 2018 and January 6, 2019 the Project Team, Human Resources and Payroll staff loaded catch-up transactions into Workday. Over 12,300 transactions that occurred during the November 14, 2018 to January 6, 2018 cutover period were analyzed and 8,775 transactions were entered into Workday, including:

- Part-Time Authorizations (2,758)
- New Hires from December 14, 2018 to January 4, 2019 (207)
- Voluntary Dedications (2,470)
- Timesheets for the December 15 to 28, 2018 pay period (950)

With the completion of catch-up transactions and the conversion, validation, and loading of Finance data files, the Project executed final go-live activities on January 7, 2019. This included the launch of Workday to employees across Algonquin College at all three Ontario locations.

On January 7, 2019, the Workday Support Team was mobilized and daily touch point meetings were implemented with representatives from Human Resource, Finance, and ITS Client Care to ensure on-going communications and operational engagement during this critical period.

PwC staff will continue to provide post-production support and lead knowledge transfer activities until their contract end-date of February 28, 2019.

On January 9, 2019, a notification was triggered as part of the payroll cycle and sent to 2,047 employees included in the pay settlement. The configuration that triggered the notification was left over in the system from the previous implementer. As soon as the issue was identified, approximately one hour following the notification being sent, access to Workday was suspended.

A preliminary analysis showed that 26 employees with elevated Workday security role assignments were able to access the file details linked to in the notification. Upon review, nine of the 26 employees which were deemed to have been provided access to information broader than their role required. Each of the nine were contacted through the evening by senior

management and asked to document what actions were taken with the file. To resolve the issue, the notification was deleted from all user inboxes and the configuration that triggered the notification was deleted from Algonquin's Workday system.

PwC has confirmed that the software and the security roles acted as designed in that those individuals who could see detailed pay information were in roles that allowed that access. Other individuals received the notification but were not able to see the detailed employee pay information, confirming the system worked as designed.

A detailed Workday security role audit began the week of January 14, 2019. The results of this audit will inform modifications to be taken by Algonquin College staff to further control user access to personal data in Workday.

Change Management:

Several key pre- and post-launch change management activities have been delivered to support the roll-out of Workday at Algonquin College.

Delivery of Part Two training sessions for People Managers, Human Resources-support, and Finance-support employees were completed on December 20, 2018 with make-up sessions held on January 9, 2019 and January 14, 2019. A total of 20 sessions were delivered to over 320 employees.

In total, the project team delivered 67 training sessions for high and medium impacted employees with a combined total of 721 participants over two phases of training. Overall, 99% of targeted employees received training.

On January 7, 2019, an email that included the link to Workday, log-in instructions, an employee go-live checklist, and information on how to access Workday resources and support was sent to all College employees. In the weeks following the launch, a series of seven Workday Employee Overview Sessions and 12 Workday Support Drop-in Kiosks were held to provide employees and managers with in-person one-on-one support.

Project Risks

Project risks are discussed weekly with the Workday Steering Committee to ensure that issues can be addressed proactively. Monitoring of operational risks will transition to the Operational Workday Steering Committee with the formal close out of the Project scheduled for end of February 2019.

Open Project Risks

Risk	Description	Risk Level	Mitigation Strategies
Change Readiness of Employees	Competing operational or academic priorities may limit employee ability to participate in change management activities (training, engagement, communications) that are required to ensure a successful implementation.	Medium	<ul style="list-style-type: none"> • Hired a senior change management consultant and two training specialists • Developed a revised change management approach that focuses on the needs of stakeholder groups and aligns training, communications and engagement activities accordingly • Aligned timing of activities to avoid conflicts with Brightspace deployment • Use of multiple channels for communications and employee self-service resources. • Continuation of change management activities beyond deployment of Workday to provide on-going support.

Closed Project Risks

Risk	Description	Risk Level	Mitigation Strategies	Comments
Human Resources - Access to Talent	Composition of project team creates risk for a number of resource gaps that could delay project timelines due to the inability to complete project deliverables on time.	High	<ul style="list-style-type: none"> • Reduced pressure on project team by supplementing with seven new hires and pulling in operational staff to support project activities during critical periods (system testing and data validation) • Renewed focus on team communications to improve engagement and morale • Cross-train team members 	From a project resourcing perspective this risk is now closed as additional resources were brought on and the project team was able to complete the work required to go-live. A risk relating to the retention of Workday Support Team Resources has been added to Workday Operations Risk Register.

Agenda Item No: 4.1

Risk	Description	Risk Level	Mitigation Strategies	Comments
Changing Regulations / Collective Agreement Requirements	Implementation of new legislated mandates and collective agreements are expected to occur while Workday configuration is underway, resulting in a desire to increase project scope.	Low	<ul style="list-style-type: none"> • Identify and communicate cut-off date for new configuration requests • Prioritize system enhancements as part of support model continuous improvement process. • Implement temporary manual workarounds to meet requirement until Workday configuration can be completed 	<p>This risk is now closed from a project perspective as required ESA changes were configured in the system and no new collective agreements requirements were required during the project phase.</p> <p>A risk related to the Support Team’s ability to implement new legislated requirements or collective agreements during the stabilization period has been added to the Workday Operations Risk Register.</p>
Data Conversion/ Payroll Accuracy	Data quality in existing legacy systems may result in issues with data conversion and payroll accuracy.	High	<ul style="list-style-type: none"> • Hired an additional data conversion specialist to support data extraction activities • Corrected legacy data wherever possible • Secured payroll resources to assist in testing activities and HR resource to support data validation • High threshold required to pass payroll testing stage • Implemented a multi-step validation process for each data validation and conversion cycle • All data load errors are documented by PwC during each load cycle and communicated to Algonquin to ensure issues are addressed for future cycles 	<p>This project risk is now closed as Workday is calculating employee pay correctly based on the data in Workday.</p> <p>A risk pertaining to the organization’s ability to implement the large volume of position change requests and action payroll adjustments in a timely manner has been added to the Workday Operations Risk Register.</p>

Risk	Description	Risk Level	Mitigation Strategies	Comments
TD Bank Integration	Full end-to-end testing of the TD Bank integration not completed by Nov. 8 due to data field issues	Low	<ul style="list-style-type: none"> • Files have been regenerated and currently with TD Bank for processing. • In unlikely event it is not completed by go live; <ul style="list-style-type: none"> ○ Continue current process of manual upload of pay file to TD Bank secure portal ○ Continue current process of issuance of cheques for supplier invoices opposed to Electronic Fund Transfers 	This project risk is now closed. Full end-to-end testing of the TB Bank integration was completed in advance of go-live.

Audit and Risk Management Oversight

Workday project milestones were confirmed following the design confirmation sessions in June 2018. These milestones have informed the critical path for the project resulting in a system launch on December 14, 2018.

	Contract Milestone	Contract Milestone Deliverables
1.	Plan Project Plan completed <i>(Completed April 30, 2018)</i>	<ul style="list-style-type: none"> • Project plan delivered • Data conversion strategy finalized and delivered • Design confirmation sessions agenda delivered
2.	Architecture Design Confirmation - Phase 1 <i>(Completed May 31, 2018)</i>	<ul style="list-style-type: none"> • Finance design confirmation sessions completed • First draft of design documentation and templates completed and delivered.
3.	Architecture Design Confirmation - Phase 2 <i>(Completed June 29, 2018)</i>	<ul style="list-style-type: none"> • Human Capital Management and Payroll design confirmation sessions completed • Final design documentation and workbooks completed and delivered including changes to configuration that currently exists in the system.
4.	Configuration & Prototype Prototype Tenant (1 of 2) <i>(Completed July 31, 2018)</i>	<ul style="list-style-type: none"> • P6 (tenant consolidation) tenant build 100% complete without loss of configuration or data • Data conversion Mock Cycle 1 loaded successfully into tenant with 95% of workbooks loaded without issue based on all workbooks that have been delivered to PwC • Issues associated with tenant build/load identified and resolved for future tenant load/builds • Data conversion issues documented and communicated with Client for improvement on future mocks.

	Contract Milestone	Contract Milestone Deliverables
5.	Configuration & Prototype Prototype Tenant (2 of 2) <i>(Completed August 31, 2018)</i>	<ul style="list-style-type: none"> • Data conversion Mock Cycle 2 loaded successfully into tenant with 100% of workbooks loaded without issue. • Data Conversion issues documented and communicated with Client for improvement on future mocks.
6.	Test End-to-End Testing <i>(Completed September 28, 2018)</i>	<ul style="list-style-type: none"> • Completion of End-to-End testing with a test case pass rate of 95% with no blocking or critical issues • Parallel tenant build 100% complete without loss of configuration or data • Completed Delivery Assurance (DA) Review for entry into Parallel Testing.
-	Holdback Payment #1 <i>(Approved October 16, 2018)</i>	<ul style="list-style-type: none"> • All milestone deliverables from milestone 1 through milestone 6 have been completed
7.	Test Parallel Pay Cycle (1 of 2) <i>(Approved November 6, 2018)</i>	<ul style="list-style-type: none"> • Data conversion mock cycle 3 loaded successfully into tenant with 100% of workbooks loaded without issue • Minimum FT pay pass rate of 95% • Minimum PT pay pass rate of 95% • Completion of parallel testing with a test case pass rate of 95% with no blocking or critical issues • All variance explained, documented and resolved where possible
8.	Test Parallel Pay Cycle (2 of 2) <i>(Approved December 4, 2018)</i>	<ul style="list-style-type: none"> • Minimum FT Pay Pass rate of 99% • Minimum PT Pay Pass rate of 99% • Completion of parallel testing with a pass rate of 99% with no blocking or critical issues • All variances explained, documented and resolved where possible
9.	Deploy Cutover to Production tenant (go-live) <i>(Approved January 8, 2019)</i>	<ul style="list-style-type: none"> • Gold tenant build/load 100% complete without loss of configuration or data • All modules within scope fully functional and available to business users in production/live environment • Completed Delivery Assurance (DA) Review for Gold build/go-live to be rated pass/green in all areas • Readiness checklist reviewed and signed off by all parties (Client, PricewaterhouseCoopers and Workday).
	Holdback Payment #2 <i>(Approved January 8, 2019)</i>	All milestone deliverables from milestone 7 through milestone 9 have been completed
10.	Support Post-production support (1 of 2) <i>(Deadline January 31, 2019)</i>	<ul style="list-style-type: none"> • Complete transfer of all final documentation relating to the configuration of the Workday system
11.	Support Post-production support (2 of 2) <i>(Deadline February 28, 2019)</i>	<ul style="list-style-type: none"> • Transfer to production meeting organized with Workday • Knowledge transfer on tenant activity as related to production activities. • Final client sign-off complete

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

Employees at the College will experience efficiencies in time devoted to completing many administrative activities. These efficiencies will enable a redirection of effort towards value-added services that focus on the student experience at the College.

7. FINANCIAL IMPACT:

Approved Workday Project Funding	\$
Algonquin College Funds – Planning and Preparation Phase – Approved October 2015	\$1.4 million
Algonquin College Funds – Implementation Phase – Approved December 2015	\$10.7 million
Algonquin College Funds – Project Extension Phase – Approved February 2018	\$6.7 million
Total	\$18.8 million

Workday - Project Extension Phase Budget (at December 31, 2018)	\$
Budget & Carry-over	\$6,966,043.69
Actuals	\$5,480,871.53
Forecasted	\$973,465.51
Actuals + Forecasted	\$6,454,337.04
Expected Project Extension Phase Budget Surplus	\$511,706.65

Distribution of Budget Surplus (at December 31, 2018)	Value
Expected Budget Surplus	\$511,706.65
HR Chargeback	\$65,000.00
ITS Chargeback	\$80,000.00
Extension of Change Management, Communications & Trainers until end of March	\$241,330.00
Additional HR Support	\$99,826.00
Equipment	\$6,000.00
Expected Budget Balance	\$19,550.65

8. HUMAN RESOURCES IMPACT:

The delay in the project resulted in lengthened secondments of staff to the Workday project. As of the end of January 2019, all Human Resources, Finance, and Information Technology project team members who do not hold a position on the Workday Support Team have returned to their substantive positions within their operational departments.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The delay has provided the College with an opportunity to increase the scope of the project to include the implementation of the amended Employment Standards Act (Bill 148). The impact of any amendments resulting from the outcome of Bill 47 will not be implemented in Workday until after go-live.

Plans to address changes resulting from the impending collective agreement for part-time support staff and changes resulting from the repeal of Bill 148 are being developed.

10. COMMUNICATIONS:

As part of the project go-live activities a series of communications regarding the deployment of Workday was distributed across the College to all employees on December 18, 2018, January 2, 2019, and January 7, 2019. Execution of regular Workday communications to employees will transition from the project team to the Support Team in the months following launch.

11. CONCLUSION:

The Workday implementation was a major transformational initiative for Algonquin College, leveraging technology and best practices to enhance employee experience, engagement and productivity. Management continues to closely monitor Workday stabilization activities and regularly reports on status and risks to the Algonquin College Executive Team, Audit and Risk Management Committee and the Board of Governors.

Respectfully submitted:



Doug Wotherspoon
Vice President, Innovation and Strategy

Approved for submission:



Cheryl Jensen
President and CEO

Report title:	Solar Photovoltaic Project Update
Report to:	Board of Governors
Date:	February 25, 2019
Author/Presenter:	Duane McNair, Vice President, Finance and Administration

1. RECOMMENDATION:

THAT the Board of Governors approves an increase to the budgeted expenditures of the Solar Photovoltaic project for up to \$1.2 million from the 2019-2020 Annual Budget Strategic Investment Priorities to complete the project by the first quarter of fiscal year 2019-2020.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to respond to a request from the Audit and Risk Management Committee for additional information on the progress of the Solar Photovoltaic project, and to provide details surrounding the request for \$1.2 million in additional funding that is required to complete the project.

3. BACKGROUND:

Algonquin College aims to become carbon neutral and be a leader in the education, research and adoption of environmentally sustainable practices. Algonquin College continuously adopts new sustainable business practices and work to retrofit and regenerate its physical infrastructure. Moving Algonquin College to Net Zero – Solar Photovoltaic Plan represents a behind-the-meter solar energy and power storage facility, and the targeted electrification of building infrastructure currently using natural gas as fuel that will be an integral part of the Algonquin College’s energy management plan (in development since 2012). This development phase will integrate well into the College’s District Energy System (cogeneration plant and Micro-grid controller).

On June 11, 2018 the Board of Governors approved the Moving Algonquin College to Net Zero - Solar Photovoltaic Plan project for \$6,825,060. The project was fully funded from the Ministry of Training Colleges and Universities – Greenhouse Gas Campus Retrofit Program (GGCRP) to implement a solar photovoltaic array, battery storage infrastructure, and infrastructure upgrades on the Ottawa campus in 2018-2019. Details of the original funding

request presented at the June 2018 Board of Governors meeting are included in Appendix A: Investment Case – Solar Photovoltaic Plan.

4. DISCUSSION:

The original estimate for this project was developed by Siemens through a Preliminary Engineering Study. The original estimate included costs to install air-heating elements in four buildings. As the project progressed into October 2018 it was determined by Siemens that existing conductors between the buildings supplying power and those where the power was to be used, and the associated transformers, were insufficient to handle the air heating elements. This is a critical issue as the electricity being generated by the solar panels cannot pass back to the grid, a requirement of the utility, and must therefore be consumed on the campus.

The solution proposed is to electrically heat water instead of air at approximately 12 building locations and at the central plant. This option allows for the consumption of the electricity being produced. Siemens has also identified that the associated greenhouse gas reductions would meet commitments made by the College under the funding agreement.

Siemens has estimated, based on initial design calculations, that the proposed solution would cost approximately \$1.2M. This extra work would provide a solution to the current technical challenge, and provide the opportunity to meet the schedule deadlines.

The following items will be addressed as part of the update at the Board meeting:

- Review of the original approved budget and identification of the areas where the budget has been found to be deficient, as well as the potential causes for the underestimation of the project cost.
- Alternatives or opportunities considered to mitigate the potential cost overrun on the project.
- Opportunities to share the ownership of the extra costs with Siemens as the provider of the original estimate and the Preliminary Engineering Study.

5. LINK TO STRATEGIC PLAN:

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

Goal Two Lead the college system in co-op and experiential learning.		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.	<input type="checkbox"/>	PEOPLE Goal Six Be recognized by our employees and the community as an exceptional place to work.	<input type="checkbox"/>

6. STUDENT IMPACT:

The elements of sustainable design are integrated into the College’s academic programming and are the essential components to achieving Leadership in Energy and Environmental Design (LEED) certification. This initiative enables students to connect training in construction design and building systems to the requirements of the Leadership in Energy and Environmental Design pointing system. Upon graduation, students can evaluate and analyze current practices in building design and assume a leadership role in the planning and application of complex, non-routine technologies related to architecture.

This initiative will evolve as new and emerging solar photovoltaics and battery storage innovations become available.

Both Algonquin College Technology and Trades students and staff from the Physical Resources department take advantage of the sustainability courses and programs that are integrated with experiential learning. As Algonquin College continues to move towards a Net Zero Campus, students learn hands on within Living Laboratory building infrastructure.

7. FINANCIAL IMPACT:

This initiative was intended to be fully funded through an investment of \$6.8 million from the Ministry of Training Colleges and Universities – Greenhouse Gas Campus Retrofit Program. This request represents an investment of an additional \$1.2 million from Algonquin College. A provision for this expenditure is included in the proposed 2019-2020 Annual Budget Strategic Investment Priorities. The Solar Photovoltaic Plan is estimated to yield cost savings of \$65,000 per year. The inclusion of the power storage component of this proposal is estimated to yield cost savings of \$135,000 per year.

8. HUMAN RESOURCES IMPACT:

Physical Resources staff will assume full responsibility for the execution and delivery of this initiative.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

As this project represents a “behind the meter” power generation project, it will require regulatory approvals from building permit and electrical safety authorities, the municipal power authority, and Hydro One.

10. COMMUNICATIONS:

College staff will develop and initiate an effective communication strategy that will deliver information updates to the College community on this strategic initiative.

11. CONCLUSION:

The production and storage of solar electrical energy will enhance the College’s reputation within the community and demonstrate a commitment to environmental sustainability. Ongoing updates on the status of the initiative, including financial updates will be provided through the quarterly Major Capital Projects report.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Cheryl Jensen
President and CEO

Appendices:

Appendix A: Investment Case – Solar Photovoltaic Plan

Report title:	Revised 2019-2020 Tuition Fee Schedules
Report to:	Board of Governors
Date:	February 25, 2019
Author/Presenter:	Laura Stanbra, Vice President, Student Services Krista Pearson, Registrar

1. RECOMMENDATION:

THAT the Board of Governors approves the revised 2019-2020 Tuition Fee Schedules.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to update the Board of Governors on revisions to 2019-2020 Tuition Schedules as established in accordance with changes to the Tuition Fee Framework announced by the Minister of Training, Colleges and Universities' on January 17, 2019. The revisions apply to the funded program Tuition Fees for domestic students and international student tuition fee rates.

3. BACKGROUND:

The preparation of 2019-2020 Tuition and Fees Schedules was developed in accordance with the existing Minister's Binding Policy Directives on Tuition and Fees with recognition that changes to the policy could occur. The Schedules were approved by the Board of Governors at the meeting on December 10, 2018. The 2019-2020 academic year begins September 1, 2019 and ends August 31, 2020. The approval of fees sought was with awareness that upon release of a new Tuition Fee Framework, necessary adjustments would be made to comply with the revised policy.

On January 17, 2019 for the 2019-2020 academic year and continuing onto the 2020-2021 academic year, the Government of Ontario announced a reduction of 10% from the current 2018-2019 tuition rate. This reduction applies to all eligible grant-funded programs and students. It does not include cost-recovery programming or international student tuition.

The technical details have not yet been released by the Government of Ontario. However, in preparation, the tuition fee tables have been updated and provided in Schedule A: Revised 2019-2020 Tuition Fees Schedules. The revisions reflect the 10% reduction to 2018-2019 Tuition Fee rates for application to 2019-2020 and 2020-2021.

There is also a proposed revision to the 2019-2020 International Student Tuition detailed in Schedule A (page 10). The proposed revision results in an increase of 6.0% to 16.7% over 2018-2019 International Student Tuition fees representing an increase of \$394 to \$1098 per term, depending on the program. The Board members will recall that there was an average increase of \$500 approved for 2019-2020 on December 10, 2018. Therefore, the revised 2019-2020 International Student Tuition fees results in an additional 0.0% to 7.8% (\$0 to \$598 per term) to the 2019-2020 International Student Tuition that was approved on December 10, 2018. The proposed revision to the International Student Tuition fee complies with the current Ministry's Binding Policy Directive on Tuition and Ancillary Fees Operational Procedure to not exceed a 20% increase in tuition for returning international students. This fee increase continues to allow Algonquin College to remain market competitive for international students.

The Government of Ontario also announced a change to the compulsory ancillary fees. The fees will be organized into essential and opt-out categories. Essential ancillary fees are described to include campus-wide services and facilities, academic support, health and safety. For example, athletics and recreation and health services may be considered essential in this new framework. The opt-out services have been described as those that fund associations, groups, and activities. A preliminary assessment of how these categories will apply to Algonquin College's Compulsory Ancillary Fees is outlined in Appendix A: 2019-2020 Ancillary Fee Categories.

Upon release of the technical details, College staff will fully comply with the framework and amend the approved compulsory ancillary fees for 2019-2020 to reflect the defined categories with the approved fee from the December 10, 2018 Board of Governors meeting.

In preparation for this compulsory ancillary fee change, the fees that fall into the opt-out category are being reviewed to determine if the services within the current fee reside in essential and/or opt-out categories; for example, the Program Orientation, an academic support service, is funded through the Student Experience fee. In addition, initial preparations have begun for the required system modifications to enable the online opt-out functionality.

4. DISCUSSION:

The revised 2019-2020 Tuition Fee Schedules comply with the Government of Ontario changes to the Tuition Fee Framework. The revision of the International Student Tuition responds to the Government of Ontario request for postsecondary institutions to internally address the tuition revenue loss while also reflecting a market analysis of cost sensitivity completed by the International Education Centre.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

The standard tuition rates remain comparable across the system. Algonquin College’s standard Tuition Fee is expected to stay within \$20.00 of most of the Ontario Colleges, and within \$5.00 of thirteen of the twenty-four Colleges. Algonquin will therefore remain competitive and comparable within the Ontario college system.

7. FINANCIAL IMPACT:

The Revised 2019-2020 Tuition Fee Schedules comply with provincial requirements. The 10% reduction in tuition revenue will have a budgetary impact. The details of that impact have been assessed and part of the budget impact mitigation strategy is to revise the International Student Tuition.

8. HUMAN RESOURCES IMPACT:

Any impacts on human resources will follow the appropriate collective agreements.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The Revised 2019-2020 Tuition Fee Schedules comply with provincial requirements released date. The Ministry of Training Colleges and Universities has yet to release the final policy framework document with all technical details. Compliance with the Tuition Fee Framework

is required to receive the annual General Purpose Operating Grant Funding from the Government of Ontario.

10. COMMUNICATIONS:

The delay in the technical memorandum to implement fee changes to comply with the revised requirements may result in a delay of accurate fee information to prospective students and applicants. Colleges are required, under current policy, to provide applicants with fee information no later than May 1, 2019. This ensures that students have time to compare programs and cost options before making an institutional commitment.

11. CONCLUSION:

The Revised 2019-2020 Tuition Fee Schedules were established upon receipt of the Ministry announcement of changes. College management will report any additional information and changes to the Board of Governors at the April 15, 2019 meeting.

Respectfully submitted:



Laura Stanbra
Vice President, Student Services

Approved for submission:



Cheryl Jensen
President and CEO

Appendices:

Schedule A: Revised 2019-2020 Tuition Fees Schedules (including International Student Tuition Fees)
Appendix A: 2019-2020 Ancillary Fees Categories (updated)

DRAFT	FEEES FOR MINISTRY-FUNDED PROGRAMS 2019-2020
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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

(10% decrease on 2018-2019 amt.)

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

(Tuition fee factor matching duration)

	Per Term	Annually (two terms)
Tuition Fee:		
All Levels	\$1,361.29	\$2,722.58

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	\$1,815.05	\$5,445.15

Part-time Fees:

The hourly rate for part-time activity is: \$6.30

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

(10% decrease on 2018-2019 amt.)

	Per Term	Annually (two terms)
1704X/F Practical Nursing (TFF: 2.5)		
Tuition Fee:		
All Levels	\$1,701.61	\$3,403.22

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

(10% decrease on 2018-2019 amt.)

	Per Term	Annually (two terms)
1213X Action Sports Park Development All Levels	\$1,692.02	\$3,384.04
1522X Aviation Techniques - Aircraft Maint. All Levels	\$1,692.02	\$3,384.04
0298X Bartending Level 01	\$1,330.24	\$2,660.48
0380X Broadcasting - Radio All Levels	\$1,742.78	\$3,485.56
1438Y GAS - English for Academic Purposes All Levels <i>(3-term program)</i>	\$1,128.00	\$3,384.00
6149X Interactive Media Design All Levels	\$1,569.10	\$3,138.20
1619X Medical Device Reprocessing All Levels	\$1,418.13	\$2,836.26
0820X Sommelier All Levels	\$1,691.91	\$3,383.82
1214X Urban Forestry - Arboriculture All Levels	\$1,692.02	\$3,384.04

TUITION SHORT PROGRAMS

(10% decrease on 2018-2019 amt.)

Tuition (per week)		\$74.31
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CO-OP DIPLOMA APPRENTICESHIP PROGRAMS

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

0557C Motive Power Technician

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**TUITION FEES
FOR HIGH DEMAND MINISTRY-FUNDED PROGRAMS
2019-2020**

CHANGED: 10% decrease to all HD programs as per MTCU requirements

Program Number and Title		Level	2017/18 Tuition Fee (per level)	2018/19 Tuition Fee (per level)	2019/20 Tuition Fee (per level)	Actual % Increase	Actual \$ Increase
1456X	Advertising and Marketing Communications Management <i>TFF: 3 Duration: 3</i>	All	\$2,980.18	\$3,069.58	\$2,762.62	-10.00%	(\$306.96)
1288X	Animation <i>TFF: 3 Duration: 3</i>	All	\$2,980.18	\$3,069.58	\$2,762.62	-10.00%	(\$306.96)
0381X	Broadcasting - Television <i>TFF: 2 Duration: 2</i>	All	\$2,980.18	\$3,069.58	\$2,762.62	-10.00%	(\$306.96)
0608X	Dental Assisting (Levels I and II) <i>TFF: 1.25 Duration: 1</i>	Levels 1, 2 Level 3	\$2,496.06 \$665.49	\$2,570.94 \$685.45	\$2,313.84 \$616.90	-10.00% -10.00%	(\$257.10) (\$68.55)
1927X	Dental Hygiene <i>TFF: 3 Duration: 3</i>	All	\$3,129.18	\$3,223.05	\$2,900.74	-10.00%	(\$322.31)
3013X	Game Development <i>TFF: 3 Duration: 3</i>	All	\$2,980.18	\$3,069.58	\$2,762.62	-10.00%	(\$306.96)
1400X	Graphic Design <i>TFF: 3 Duration: 3</i>	All	\$2,980.18	\$3,069.58	\$2,762.62	-10.00%	(\$306.96)
0402X	Journalism <i>TFF: 2 Duration: 2</i>	All	\$2,384.11	\$2,455.63	\$2,210.06	-10.00%	(\$245.57)
0915X	Massage Therapy <i>TFF: 3 Duration: 3</i>	All	\$2,455.64	\$2,529.30	\$2,276.37	-10.00%	(\$252.93)
1615X	Medical Radiation Technology <i>TFF: 3 Duration: 3</i>	All	\$2,618.32	\$2,696.86	\$2,427.17	-10.00%	(\$269.69)
1405X NSDP	Music Industry Arts <i>TFF: 2 Duration: 2</i>	All	\$3,045.53	\$3,136.89	\$2,823.20	-10.00%	(\$313.69)
1603X	Orientation to Nursing in Ontario for Practical Nurses <i>TFF: 0.5 Duration: 0.5</i>	Level 1	\$2,430.24	\$2,503.14	\$2,252.82	-10.00%	(\$250.32)
6780X	Outdoor Adventure <i>TFF: 2 Duration: 2</i>	All	\$3,836.99	\$3,952.09	\$3,556.88	-10.00%	(\$395.21)
6783X NSDP	Outdoor Adventure Naturalist <i>TFF: 2 Duration: 2</i>	All	\$2,643.89	\$2,723.20	\$2,450.88	-10.00%	(\$272.32)
0620X	Paramedic <i>TFF: 2 Duration: 2</i>	All	\$2,622.56	\$2,701.23	\$2,431.10	-10.00%	(\$270.13)
0030X	Photography* <i>TFF: 2 Duration: 2</i>	All	\$2,384.11	\$2,455.63	\$2,210.06	-10.00%	(\$245.57)
*As approved in April 2003, students pay a \$900 per term program fee to cover the cost of using specialized digital and traditional photographic equipment.							
6236X	Pre-Service Firefighter Education and Training <i>TFF: 1.5 Duration: 1</i>	Levels 1, 2 Level 3	\$5,374.59 \$2,866.41	\$5,535.82 \$2,952.40	\$4,982.23 \$2,657.16	-10.00% -10.00%	(\$553.59) (\$295.24)
0468X	Public Relations <i>TFF: 2 Duration: 2</i>	All	\$2,980.18	\$3,069.58	\$2,762.62	-10.00%	(\$306.96)
0606X	Respiratory Therapy <i>TFF: 3 Duration: 3</i>	All	\$1,725.53	\$1,777.29	\$1,599.56	-10.00%	(\$177.73)
6320X	Veterinary Technician <i>TFF: 2 Duration: 2</i>	All	\$1,526.07	\$1,571.85	\$1,414.66	-10.00%	(\$157.19)

Note:

Part-time fees are prorated.

Final part-time hourly rates will be confirmed following curriculum approval for 2019-2020.

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**TUITION FEES FOR MINISTRY-FUNDED
HIGH DEMAND GRADUATE CERTIFICATE, BACHELOR DEGREES (HONOURS)
AND COLLABORATIVE UNIVERSITY DEGREE PROGRAMS
2019-2020**

GRADUATE CERTIFICATE PROGRAMS WITH HIGH DEMAND TUITION FEES (Part-time fees are prorated)		CHANGED: 10% decrease to all programs				
Program Number and Title	Level	2017/18 Tuition Fee (per level)	2018/19 Tuition Fee (per level)	2019/20 Tuition Fee (per level)	Actual % Increase	Actual \$ Increase
1317X Accounting and Financial Practice <i>TFF: 1.5 Duration: 1.5</i>	All		\$2,498.26	\$2,248.43	-10.00%	(\$249.83)
3005X Advanced Care Paramedic <i>TFF: 1 Duration: 1</i>	Level 1	\$5,792.55	\$5,792.55	\$5,213.29	-10.00%	(\$579.26)
	Level 2	\$3,378.96	\$3,378.96	\$3,041.06	-10.00%	(\$337.90)
	Level 3	\$8,206.14	\$8,206.14	\$7,385.52	-10.00%	(\$820.62)
1606X Anesthesia Assistant <i>TFF: 1.5 Duration: 1.5</i>	Level 1	\$5,076.40	\$5,228.69	\$4,705.82	-10.00%	(\$522.87)
	Level 2	\$8,460.67	\$8,714.49	\$7,843.04	-10.00%	(\$871.45)
1526X Building Automation System Operations <i>TFF: 1 Duration: 1</i>	All	\$3,570.00	\$3,677.10	\$3,309.39	-10.00%	(\$367.71)
1525X Building Information Modeling - Lifecycle Mgmt <i>TFF: 1 Duration: 1</i>	All	\$3,122.82	\$3,216.50	\$2,894.85	-10.00%	(\$321.65)
1514X Business Intelligence System Infrastructure <i>TFF: 1 Duration: 1</i>	All	\$4,806.04	\$4,950.22	\$4,455.19	-10.00%	(\$495.03)
1410X Brand Management <i>TFF: 1 Duration: 1</i>	All	\$2,133.24	\$2,197.23	\$1,977.50	-10.00%	(\$219.73)
1605X Clinically Intensive Orientation to Nursing in Ontario <i>TFF: 1.5 Duration: 1.5</i>	Levels 1, 2	\$2,430.24	\$2,503.14	\$2,252.82	-10.00%	(\$250.32)
	Level 3	\$4,140.45	\$4,264.66	\$3,838.19	-10.00%	(\$426.47)
1505X Construction Project Management <i>TFF: 1 Duration: 1</i>	All	\$3,357.46	\$3,458.18	\$3,112.36	-10.00%	(\$345.82)
1693X Diagnostic Cardiac Sonography <i>TFF: 2 Duration: 2</i>	All		\$2,239.50	\$2,015.55	-10.00%	(\$223.95)
1618X Diagnostic Medical Sonography <i>TFF: 2 Duration: 2</i>	All	\$1,772.39	\$1,825.56	\$1,643.00	-10.00%	(\$182.56)
1622X Digital Health <i>TFF: 1.5 Duration: 1</i>	All	\$3,009.18	\$3,099.45	\$2,789.50	-10.00%	(\$309.95)
1524X Energy Management <i>TFF: 1 Duration: 1</i>	All	\$2,034.19	\$2,095.21	\$1,885.68	-10.00%	(\$209.53)
1313X Entrepreneurship Acceleration <i>TFF: 1 Duration: 1</i>	All	\$2,073.11	\$2,135.30	\$1,921.77	-10.00%	(\$213.53)
1517X Environmental Management and Assessment <i>TFF: 1 Duration: 1</i>	All	\$2,981.45	\$3,070.89	\$2,763.80	-10.00%	(\$307.09)
0390X Event Management <i>TFF: 1 Duration: 1</i>	Level 1	\$2,265.76	\$2,333.73	\$2,100.35	-10.00%	(\$233.38)
	Level 2	\$2,244.17	\$2,311.49	\$2,080.34	-10.00%	(\$231.15)
1308X Financial Services <i>TFF: 1 Duration: 1</i>	All	\$2,339.39	\$2,409.57	\$2,168.61	-10.00%	(\$240.96)
1588X Geographic Information Systems <i>TFF: 1.5 Duration: 1.5</i>	All	\$5,190.47	\$5,346.18	\$4,811.56	-10.00%	(\$534.62)
1501X Green Architecture <i>TFF: 1 Duration: 1</i>	All	\$2,555.01	\$2,631.66	\$2,368.49	-10.00%	(\$263.17)
1311X Human Resources Management <i>TFF: 1 Duration: 1</i>	All	\$2,411.28	\$2,483.61	\$2,235.24	-10.00%	(\$248.37)
0300X Interactive Multimedia <i>TFF: 1 Duration: 1</i>	All	\$3,720.19	\$3,831.79	\$3,448.61	-10.00%	(\$383.18)
1306X International Business Management <i>TFF: 1 Duration: 1</i>	All	\$2,526.54	\$2,602.33	\$2,342.09	-10.00%	(\$260.24)
1404X Kitchen and Bath Design <i>TFF: 1 Duration: 1</i>	All	\$2,190.50	\$2,256.21	\$2,030.58	-10.00%	(\$225.63)
1310X Marketing Management <i>TFF: 1 Duration: 1</i>	All	\$2,456.48	\$2,530.17	\$2,277.15	-10.00%	(\$253.02)
1303X Marketing Business Intelligence Research <i>TFF: 1.5 Duration: 1.5</i>	Levels 1, 2	\$2,068.76	\$2,130.82	\$1,917.73	-10.00%	(\$213.09)
	Level 3	\$405.72	\$417.89	\$376.10	-10.00%	(\$41.79)
1309X Nonprofit Sector Management <i>TFF: 1 Duration: 1</i>	All	\$3,971.90	\$4,091.05	\$3,681.94	-10.00%	(\$409.11)

1604X	Orientation to Nursing in Ontario for Nurses <i>TFF: 1 Duration: 1</i>	All	\$2,430.24	\$2,503.14	\$2,252.82	-10.00%	(\$250.32)
1316X	Paralegal <i>TFF: 1 Duration: 1.5</i>		\$1,316.88	\$1,356.38	\$1,220.74	-10.00%	(\$135.64)
1312X	Project Management <i>TFF: 1 Duration: 1</i>	All	\$3,123.37	\$3,123.37	\$2,811.03	-10.00%	(\$312.34)
1523X	Regulatory Affairs - Sciences <i>TFF: 1 Duration: 1</i>	All	\$2,682.92	\$2,763.40	\$2,487.06	-10.00%	(\$276.34)
1105X	Retirement Communities Management <i>TFF: 1 Duration: 1</i>	All	\$2,849.57	\$2,935.05	\$2,641.54	-10.00%	(\$293.51)
0660X	RN Critical Care Nursing <i>TFF: 0.5 Duration: 0.5</i>	Per Year	\$4,966.95	\$5,115.95	\$4,604.35	-10.00%	(\$511.60)
0664X	RN Perioperative Nursing <i>TFF: 0.5 Duration: 0.5</i>	Per Year	\$4,966.95	\$5,115.95	\$4,604.35	-10.00%	(\$511.60)
0897X	RPN Operating Room <i>TFF: 0.5 Duration: 0.5</i>	Per Year	\$4,966.95	\$5,115.95	\$4,604.35	-10.00%	(\$511.60)
0382X	Scriptwriting <i>TFF: 1 Duration: 1</i>	All	\$2,557.62	\$2,634.34	\$2,370.90	-10.00%	(\$263.44)
1102X	Spa and Wellness Operations Management <i>TFF: 1 Duration: 1</i>	All	\$2,204.92	\$2,271.06	\$2,043.95	-10.00%	(\$227.11)
6073X	Sport Business Management <i>TFF: 1.5 Duration: 1.5</i>	All	\$3,696.72	\$3,696.72	\$3,327.04	-10.00%	(\$369.68)
1827X	Strategic Management <i>TFF: 1 Duration: 1</i>	All		\$2,415.00	\$2,173.50	-10.00%	(\$241.50)
0925X	Teachers of English as a Second/Foreign Language <i>TFF: 1 Duration: 1</i>	All	\$2,845.13	\$2,930.48	\$2,637.43	-10.00%	(\$293.05)
1182X	Technical Writer <i>TFF: 1 Duration: 1</i>	All	\$3,496.73	\$3,601.63	\$3,241.46	-10.00%	(\$360.17)
1611X	Victimology <i>TFF: 1 Duration: 1</i>	All	\$1,708.97	\$1,760.23	\$1,584.20	-10.00%	(\$176.03)

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	2017/18 Tuition Fee (per level)	2018/19 Tuition Fee (per level)	2019/20 Tuition Fee (per level)	Actual % Increase	Actual \$ Increase
6148X	Bachelor of Interior Design (Honours) <i>TFF: 4 Duration: 4</i>	All	\$4,115.39	\$4,238.85	\$3,814.96	-10.00%	(\$423.89)
1512X	Bachelor of Building Science (Honours) <i>TFF: 4 Duration: 4</i>	All	\$3,573.48	\$3,680.68	\$3,312.61	-10.00%	(\$368.07)
6066X	Bachelor of Commerce (e-Supply Chain Management) (Honours) <i>TFF: 4 Duration: 4</i>	All	\$3,496.89	\$3,601.79	\$3,241.61	-10.00%	(\$360.18)
1617X	Bachelor of Early Learning and Community Development (Honours) <i>TFF: 4 Duration: 4</i>	All	\$3,648.77	\$3,758.23	\$3,382.40	-10.00%	(\$375.83)
6225X	Bachelor of Hospitality and Tourism Management (Honours) <i>TFF: 4 Duration: 4</i>	All	\$3,391.18	\$3,492.91	\$3,143.61	-10.00%	(\$349.30)
1600B	Bachelor of Public Safety (Honours) <i>TFF: 4 Duration: 4</i>	All		\$3,712.19	\$3,340.97	-10.00%	(\$371.22)

COLLABORATIVE UNIVERSITY DEGREE PROGRAMS

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

**ANCILLARY FEES
2019-2020****COMPULSORY ANCILLARY FEES****STUDENT ACTIVITY FEE****UNCHANGED****\$177.87** per term

Assessed each term to all full-time students.

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

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

Purpose: To cover the costs of various student activities and other non-academic student services as agreed to by the Students' Association Board of Directors.**SPORTS FEE****UNCHANGED****\$72.63** per term

Assessed each term to all full-time students.

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

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

Purpose: To cover the costs of various athletic services as agreed to by the Students' Association Board of Directors.**STUDENT CENTRE BUILDING FEE****UNCHANGED****\$17.50** per term

Assessed each term to all full-time students.

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

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

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

Purpose: Contribution towards construction of student centres.**STUDENT COMMONS/AUDITORIUM FEE****UNCHANGED****\$22.00** per term

Assessed each term to all full-time students.

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

Purpose: Contribution towards loan payment, overhead charges and upkeep of the Student Commons building.**HEALTH PLAN FEE****CHANGED: (\$153.19 per term in 2018-19)****\$168.38** annually. Prorated for Winter (\$148.36) and Spring Terms (\$20.31)**Purpose:** To provide daytime students taking 2 or more courses with coverage for eligible medical and dental expenses.**Note:** Students who have coverage with another plan may request a refund through the Students' Association. This request must be made within the first thirty days of the term in which the fee is paid.

U-PASS FEE

CHANGED: (\$207.52 per term in 2018-19)

TBC \$212.71 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

CHANGED: (\$3.42 per year in 2018-19)

\$5.51 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

TBC

\$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

CHANGED: (\$40 assessed in final level in 2018-19)

\$22.00

Assessed in first 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

CHANGED: (\$18 per term in 2018-19)

\$19.00 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. \$9.50 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

\$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

CHANGED: (\$519 per work term in 2018-19)

\$559.00 per Co-op work term

Assessed in three instalments prior to work term:

- \$186.33 per term in the two preceding academic terms prior to the Co-op work placement
- \$186.33 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)

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 2019-2020 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

Changes from 2018-2019 highlighted in yellow

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 (10% decrease on 2018-2019 amt.)	\$113.61 per assessment or challenge. \$90.70 for General Education Portfolio Assessments. \$655.55 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 (\$500 increase over 2018-2019)	A \$1500.00 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

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INTERNATIONAL STUDENT FEES 2019-2020

International students in full-time Post-Secondary, Graduate Certificate and Bachelor Degree of Applied Studies programs pay tuition fees plus all applicable compulsory and program ancillary fees. International tuition fees by program listed below.

POST-SECONDARY AND HIGH DEMAND PROGRAMS				
Program Title	Program Code	Note	2018-19 International Student Tuition Fee per Term	2019-20 International Student Tuition Fee per Term
Most Post-Secondary Programs	-	<i>All Levels</i>	\$6,089.54	\$6,988.28
Non-Standard Tuition Fee Programs:				
Action Sports Parks Development	1213X		\$6,457.03	\$7,319.02
Advertising & Marketing Communications Management	1456X		\$7,646.58	\$8,389.62
Aircraft Maintenance Technician	1522X		\$6,957.03	\$8,019.03
Animation	1288X		\$7,646.58	\$8,389.62
Applied Museum Studies	0446C		\$6,089.54	\$6,988.28
Architectural Technician	0188X		\$6,589.54	\$7,688.28
Architectural Technology	0018X		\$6,589.54	\$6,988.28
Bartending	0298X		\$6,055.05	\$6,957.25
Broadcasting - Radio	0380X		\$6,457.03	\$7,319.03
Broadcasting - Television	0381X		\$7,646.58	\$8,389.62
Building Construction Technician	6442X	<i>NSDP</i>	\$6,593.72	\$7,442.05
Business	0306X	<i>NSDP</i>	\$6,593.72	\$7,442.05
Business - Management & Entrepreneurship	0242X		\$6,593.72	\$6,988.28
Cabinetmaking and Furniture Technician	0575X	<i>NSDP</i>	\$6,593.72	\$7,442.05
Carpentry and Renovation Technician	6785X	<i>NSDP</i>	\$6,593.72	\$6,988.28
Civil Engineering Technology	0192X		\$6,589.54	\$6,988.28
Computer Eng. Technology - Computing Science	0006X		\$6,589.54	\$7,688.28
Computer Programmer	0336X		\$6,589.54	\$7,688.28
Computer Systems Technician	0150X	<i>NSDP</i>	\$6,589.54	\$7,688.28
			\$7,093.72	\$8,142.04
Computer Systems Technology - Security	0156X		\$6,589.54	\$6,988.28
Construction Engineering Technician	0190X		\$6,589.54	\$7,688.28
Dental Assisting (Levels I and II)	0608X	<i>Levels 1 and 2</i>	\$6,232.54	\$6,815.44
		<i>Level 3</i>	\$2,516.25	\$2,867.70
Dental Hygiene	1927X		\$7,800.05	\$8,527.74
Early Childhood Education	0398X	<i>Intensive</i>	\$6,589.54	\$7,688.28
	0430X	<i>Standard</i>	\$6,589.54	\$7,688.28
	0430X	<i>NSDP</i>	\$7,093.72	\$8,142.04
Electrical Engineering Technician	0317X		\$6,589.54	\$7,688.28
EME Technician	0550X		\$6,589.54	\$7,688.28
Environmental Technician	1212X	<i>NSDP</i>	\$6,593.72	\$7,442.05
Esthetician	1103X	<i>NSDP</i>	\$6,593.72	\$7,442.05
Forestry Technician	0108X	<i>NSDP</i>	\$6,593.72	\$7,442.04
Game Development	3013X		\$7,646.58	\$8,389.62
Graphic Design	1400X		\$7,646.58	\$8,389.62

**POST-SECONDARY AND HIGH DEMAND PROGRAMS
(continued)**

Program Title	Program Code	Note	2018-19 International Student Tuition Fee per Term	2019-20 International Student Tuition Fee per Term
Heating/Refrigeration/Air Conditioning Technician	0590X	NSDP	\$6,593.72	\$7,442.05
Illustration and Concept Art	1408X	NSDP	\$6,593.72	\$7,442.05
Interactive Media Design	6149X		\$6,320.45	\$7,196.11
Journalism	0402X		\$7,032.63	\$7,837.07
Masonry - Heritage and Traditional	0746X	NSDP	\$6,593.72	\$7,442.04
Massage Therapy	0915X		\$7,106.30	\$7,903.37
Medical Device Reprocessing	1619X		\$6,152.70	\$7,044.95
Medical Radiation Technology	1615X		\$7,273.86	\$8,054.17
Motive Power Technician	0557A	NSDP	\$6,593.72	\$7,442.05
Motive Power Technician - Diesel Equipment and Truck	1527X	NSDP	\$6,593.72	\$7,442.05
Music Industry Arts	1405X	NSDP	\$7,713.89	\$8,450.20
Office Administration - Executive	0210A	NSDP	\$6,593.72	\$6,988.28
Orientation to Nursing in Ontario for Practical Nurses	1603X		\$7,080.14	\$7,879.82
Outdoor Adventure	6780X		\$8,529.09	\$9,183.88
Outdoor Adventure Naturalist	6783X	NSDP	\$7,300.20	\$8,077.88
Paramedic	0620X		\$7,278.23	\$8,058.11
Photography	0030X		\$7,032.63	\$7,837.07
Police Foundations	0444X		\$6,593.72	\$6,988.28
Practical Nursing	1704X		\$7,467.67	\$8,528.60
Practical Nursing - Foreign Trained Nurse	1704F		\$7,467.67	\$8,528.60
Pre-Service Firefighter Education & Training	6236X	Levels 1 and 2 Level 3	\$9,149.24 \$4,879.56	\$9,483.83 \$4,907.96
Public Relations	0468X		\$7,646.58	\$8,389.62
Respiratory Therapy	0606X		\$6,354.29	\$7,226.56
Sommelier	0820X		\$6,456.91	\$7,318.92
Urban Forestry - Arboriculture	1214X		\$6,457.03	\$7,319.02
Veterinary Technician	6320X		\$6,148.85	\$7,041.67
Water and Wastewater Technician	3014X	NSDP	\$6,593.72	\$7,442.05

BACHELOR DEGREE PROGRAMS WITH HIGH DEMAND FEES

Program Title	Program Code	2018-19 International Student Tuition Fee per Term	2019-20 International Student Tuition Fee per Term
Bachelor of Building Science (Honours)	1512X	\$7,457.68	\$8,189.61
Bachelor of Public Safety (Honours)	1600B	\$7,489.19	\$8,217.97
Bachelor Early Learning & Community Dev(Honours)	1617X	\$7,535.23	\$8,259.41
Bachelor of Commerce (e-Supply Chain Mgmt) (Honours)	6066X	\$7,378.79	\$8,118.61
Bachelor of Interior Design (Honours)	6148X	\$8,015.85	\$8,691.97
Bachelor of Hospitality and Tourism Mgmt (Honours)	6225X	\$7,269.91	\$8,020.62

GRADUATE CERTIFICATE PROGRAMS WITH HIGH DEMAND FEES

Program Title	Program Code	Note	2018-19 International Student Tuition Fee per Term	2019-20 International Student Tuition Fee per Term
Accounting and Financial Practice	1317X		\$6,275.26	\$7,125.43
Advanced Care Paramedic	3005X	Level 1 Level 2 Level 3	\$8,178.02 \$4,770.49 \$11,983.14	\$8,214.30 \$4,917.05 \$12,262.52
Autism and Behavioural Science	3017X	On-line	\$6,089.54	\$6,988.29
BIM - LM	1525X		\$6,993.50	\$7,771.85
BISI	1514X		\$8,727.22	\$9,332.20
Brand Management	1410X		\$5,974.23	\$6,854.51
Building Automation System Operations	1526X		\$7,454.10	\$8,186.39
Clinically Intensive ONO	1605X	Levels 1 and 2 Level 3	\$6,280.14 \$8,041.66	\$7,129.82 \$8,715.19
Construction Project Management	1505X	On-line	\$7,235.18	\$7,989.36
Diagnostic Cardiac Sonography	1693X		\$6,016.50	\$6,892.55
Diagnostic Medical Sonography	1618X		\$5,602.56	\$6,520.00
Digital Health	1622X		\$6,876.45	\$7,666.51
Emergency Management	1809X	On-line	\$6,089.54	\$6,238.28
Energy Management	1524X		\$5,872.21	\$6,762.69
Entrepreneurship Acceleration	1313X		\$5,912.30	\$6,798.77
Environmental Management & Assessment	1517X		\$6,847.89	\$7,640.80
Event Management	0390X	Level 1 Level 2	\$6,110.73 \$6,088.49	\$6,977.36 \$6,957.34
Financial Services	1308X		\$6,186.57	\$7,045.61
Food and Nutrition Management	1204X		\$5,289.54	\$6,238.29
Forensic Acct. and Fraud Investigations	1801X	On-line	\$5,289.54	\$6,238.29
Geographic Information Systems	1588X		\$9,123.18	\$9,688.56
Green Architecture	1501X		\$6,408.66	\$7,245.49
Human Resources Management	1311X		\$6,260.61	\$7,112.25
Interactive Media Management	0300X		\$7,608.79	\$8,325.61
International Business Management	1306X		\$6,379.33	\$7,219.10
Kitchen and Bath Design	1404X		\$6,033.21	\$6,907.58
Marketing Management	1310X		\$6,307.17	\$7,154.15
Mkting Research & Business Intelligence	1303X	Level 1 and 2 Level 3	\$5,907.98 \$1,067.89	\$6,794.74 \$1,205.19
Orientation to Nursing in Ontario for Nurses	1604X		\$6,280.14	\$7,129.82
Paralegal	1316X		\$5,133.38	\$6,097.74
Project Management	1312X		\$6,900.37	\$7,688.03
Regulatory Affairs - Sciences	1523X		\$6,540.40	\$7,364.06
Retirement Communities Management	1105X		\$6,712.05	\$7,518.55
Scriptwriting	0382X		\$6,411.34	\$7,247.91
Spa and Wellness Operations Management	1102X		\$6,048.06	\$6,920.95
Sport Business Management	6073X		\$7,473.72	\$8,204.05
Strategic Management	1827X	On-line	\$6,192.00	\$7,050.50
Teachers of English as a Sec/Foreign Lan	0925X		\$6,707.48	\$7,514.43
Technical Writer	1182X		\$7,378.63	\$8,118.47
Victimology	1611X		\$5,537.23	\$6,461.21

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ADDITIONAL INTERNATIONAL STUDENT FEES 2019-2020

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*	\$6.30	(10% decrease on 2018-2019 amt.)
International Student Premium**	\$17.37	per hour
Total, Part-time Fees for International Students	\$23.67	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	\$1,187.15	(3% increase over 2018-2019)
International Premium*	\$1,811.73	(\$500 increase over 2018-2019)
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	TBC
Student Experience Fee	\$9.50	
Health Insurance Fee*	\$116.00	
Total	\$3,619.94	

*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:

CHANGED: Refund in full of any tuition and ancillary fees paid less a \$1500.00 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.
\$1000 in 18/19

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
2019-2020**

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	\$450.00
Carpenter	0504X	Basic	240	\$400.00
Carpenter	0504X	Intermediate	240	\$400.00
Carpenter	0504X	Advanced	240	\$450.00
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
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
Plumber	0522X	Basic	240	\$400.00
Plumber	0522X	Intermediate	240	\$400.00
Plumber	0522X	Advanced	240	\$450.00
Powerline Technician	1689X	Level 1	80	\$4,000.00
Powerline Technician	1689X	Level 2	80	\$4,000.00
Refrigeration & Air Conditioning	0500X	Intermediate	240	\$400.00
Refrigeration & Air Conditioning	0500X	Advanced	240	\$450.00
Residential and ICI Air Conditioning	0500C	Basic	240	\$400.00
Residential and ICI Air Conditioning Systems Mechanic	0500R	Advanced	240	\$400.00
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

DRAFT**PROGRAM RELATED ANCILLARY FEES****2019-2020**

*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 2019-2020.*

Program Title	Program Number	Level	Course Title	Course Number	2019/2020 Ancillary Fee	
Action Sports Parks Development	1213X	02	First-Aid Advanced	HLT7143	\$295.00	
			Snow Terrain Park Maintenance	OAD7122	\$300.00	
			Action Sports Program Planning	OAD7206	\$80.00	
Aircraft Maintenance Technician	1522X	01	Safety and Human Factors	AIR1090	\$25.00	
		03	Maintenance Procedures I	AIR2510	\$70.00	
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 for Animation V	ANI1578	\$50.00	
		06	Life Drawing for Animation VI	ANI1584	\$50.00	
Applied Museum Studies	0446C	01	Art, Architecture and Artifacts	MUS1997	\$56.50	
			Introduction to Museum Research	MUS1999	\$56.50	
		03	Collections Management I - Reg'n	MUS2007	\$56.50	
			Museum Management	MUS2006	\$56.50	
			Shop Practices	MUS2008	\$11.50	
		04	Techniques in Exhibition	MUS2013	\$14.00	
		05	Human Resources Plan & Mngt	MUS1982	\$56.50	
	Plan & Develop Educational Exhibits	MUS2019	\$56.50			
	06	Museum Field Placement	MUS2022	\$60.00		
Architectural Technician	0188W	01	Architectural CAD I	CAD8407	\$15.00	
			Working Drawings I	ARC8401	\$15.00	
			Geometry and Trigonometry	MAT8050	\$70.00	
			02	Architectural CAD II	CAD8409	\$20.00
			Visual Communication II	DSN8402	\$20.00	
			Working Drawings II	ARC8402	\$30.00	
		03	Design I	DSN8441	\$20.00	
			Revit Architecture I	CAD8414	\$20.00	
			Working Drawings III	ARC8403C	\$40.00	
			04	Design II	DSN8442	\$20.00
	Revit Architecture II	CAD8415	\$20.00			
	Working Drawings IV	ARC8404C	\$40.00			
Architectural Technician	0188X	01	Architectural CAD I	CAD8407	\$15.00	
			Working Drawings I	ARC8401	\$15.00	
			Geometry and Trigonometry	MAT8050	\$70.00	
			02	Architectural CAD II	CAD8409	\$20.00
			Visual Communication II	DSN8402	\$20.00	
			Working Drawings II	ARC8402	\$30.00	
		03	Design I	DSN8441	\$20.00	
			Revit Architecture I	CAD8414	\$20.00	
			Working Drawings III	ARC8403C	\$40.00	
			04	Design II	DSN8442	\$20.00
	Revit Architecture II	CAD8415	\$20.00			
	Working Drawings IV	ARC8404C	\$40.00			
Architectural Technician	0188Y	01	Architectural CAD I	CAD8407	\$15.00	
			Working Drawings I	ARC8401	\$15.00	
			Geometry and Trigonometry	MAT8050	\$70.00	
			02	Architectural CAD II	CAD8409	\$20.00
			Visual Communication II	DSN8402	\$20.00	
			Working Drawings II	ARC8402	\$30.00	
		03	Design I	DSN8441	\$20.00	
			Revit Architecture I	CAD8414	\$20.00	
			Working Drawings III	ARC8403C	\$40.00	
			04	Design II	DSN8442	\$20.00
	Revit Architecture II	CAD8415	\$20.00			
	Working Drawings IV	ARC8404C	\$40.00			

Architectural Technology	0018X	01	Architectural CAD I	CAD8407	\$15.00
			Working Drawings I	ARC8401	\$15.00
			Geometry and Trigonometry	MAT8050	\$70.00
		02	Architectural CAD II	CAD8409	\$20.00
			Visual Communication II	DSN8402	\$20.00
			Working Drawings II	ARC8402	\$30.00
		03	Design I	DSN8441	\$20.00
			Revit Architecture I	CAD8414	\$20.00
			Working Drawings III	ARC8403C	\$40.00
		04	Design II	DSN8442	\$20.00
			Revit Architecture II	CAD8415	\$20.00
			Working Drawings IV	ARC8404C	\$40.00
		05	Architectural Project I	ARC8497	\$40.00
			Construction Methods & Materials V	ARC8425	\$135.00
			Working Drawings V	ARC8405C	\$40.00
		06	Architectural Project II	ARC8498	\$40.00
			Working Drawings VI	ARC8406C	\$20.00
Architectural Technology	0018Y	01	Architectural CAD I	CAD8407	\$15.00
			Working Drawings I	ARC8401	\$15.00
			Geometry and Trigonometry	MAT8050	\$70.00
		02	Architectural CAD II	CAD8409	\$20.00
			Visual Communication II	DSN8402	\$20.00
			Working Drawings II	ARC8402	\$30.00
		03	Design I	DSN8441	\$20.00
			Revit Architecture I	CAD8414	\$20.00
			Working Drawings III	ARC8403C	\$40.00
		04	Design II	DSN8442	\$20.00
			Revit Architecture II	CAD8415	\$20.00
			Working Drawings IV	ARC8404C	\$40.00
		05	Architectural Project I	ARC8497	\$40.00
			Construction Methods & Materials V	ARC8425	\$135.00
			Working Drawings V	ARC8405C	\$40.00
		06	Architectural Project II	ARC8498	\$40.00
			Working Drawings VI	ARC8406C	\$20.00
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
Bach. Early Learning & Comm Dev(Honours)-Bridging	1617B	05	Infant Specialization	EDU4353	\$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	\$745.00
			Shop Mgmt 1/Sanitation and Safety	HOS2143	\$75.00
			Wine, Food and Culture	HOS2255	\$30.00
		02	Baking Practical II	FOD2166	\$75.00
			Shop Management and Entrepreneurs	HOS2153	\$17.00
Baking and Pastry Arts Management	1207X	01	Baking I - Theory	FOD2144	\$75.00
			Baking Practical I	FOD2146	\$745.00
			Shop Mgmt 1/Sanitation and Safety	HOS2143	\$75.00
			Wine, Food and Culture	HOS2255	\$30.00
		02	Baking Practical II	FOD2166	\$75.00
			Shop Management and Entrepreneurs	HOS2153	\$17.00
		03	Sugar Techniques and Artistry	FOD2148	\$37.50
			Chocolate Techniques and Artistry	FOD2149	\$37.50
			Nutrition and Food Preparation	FOD2129	\$15.00
		04	Advanced Cake Decoration/Gum Past	FOD2231	\$75.00
			Pastry and Plating Techniques	FOD2253	\$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	Food and Beverage Studies	FOD6101	\$100.00
			Foundations Hospitality and Tourism	HOS6100	\$10.00
			Hotel Operations	HOS6102	\$65.00
		02	Financial Accounting	ACC6104	\$10.00
			Food and Beverage Operations	FOD6103	\$100.00
		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
			Revenue Management in Hospitality	MGT6117	\$10.00
		06	Financial Analysis	ACC6124	\$10.00
		07	Career Development and Management	HOS6130	\$45.00
			Hospitality Business Simulation	HOS6126	\$85.00
			Applied Research Methods	QUA6127	\$10.00
			Attractions Management	TOU6121	\$10.00
		08	International Management	MGT6130	\$5.00
			Project Management in Food and Beverage Operations	FOD6128	\$25.00
			Cases in Hospitality and Tourism Management	HOS6133	\$10.00
BHTM (Honours) - Bridging	6225B	05	Organizational Behaviour	HRM6118	\$50.00
			Revenue Management in Hospitality	MGT6117	\$10.00
		06	Financial Analysis	ACC6124	\$10.00
		07	Career Development and Management	HOS6130	\$45.00
			Hospitality Business Simulation	HOS6126	\$85.00
			Applied Research Methods	QUA6127	\$10.00
			Attractions Management	TOU6121	\$10.00
		08	International Management	MGT6130	\$5.00
			Project Management in Food and Beverage Operations	FOD6128	\$25.00
			Cases in Hospitality and Tourism Management	HOS6133	\$10.00
Biotechnology - Advanced	1020X	01	Biosafety	BTC1300	\$75.00
		05	Experimental Design for Biotechnology	BTC3500	\$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
			Computer Applications	DAT2004	\$70.00
			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	0242X	03	Retail Management	RET2211	\$15.00
		04	Business Management	MGT2230	\$23.00
Business Administration - Finance	0216K	04	Retirement Planning	FIN2306	\$113.00
		05	Risk and Estate Planning	FIN2307	\$113.00
		06	Investment Planning	FIN2308	\$113.00
			Income Tax Planning	FIN2309	\$113.00
Business Administration - Supply and Operations Mgt	0216L	06	Manufacturing Simulation (SAP)	MGT2308	\$55.00
Business Administration (charged if selected)	0216E	elect.	Manufacturing Simulation (SAP)	MGT2308	\$55.00
		04	Retirement Planning	FIN2306	\$113.00
(charged if selected)		05	Risk and Estate Planning	FIN2307	\$113.00
(charged if selected)		06	Investment Planning	FIN2308	\$113.00
(charged if selected)			Income Tax Planning	FIN2309	\$113.00
Cabinetmaking and Furniture Technician	0575X	01	Joinery	WOO8930	\$460.00
		02	Furniture Making	WOO8939	\$135.00
		03	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 Project	WOO9401	\$50.00
			Traditional Carpentry II: Log Building	WOO9402	\$50.00

Child and Youth Care	0476X	03	Child and Youth Care Interventions	FAM1064	\$22.50
			Outdoor Activities I	FAM1070	\$151.65
		04	Child Abuse and the Law	FAM1087	\$12.00
		05	Advanced CYC Interventions	FAM1270	\$27.50
		06	Outdoor Activities II	FAM1100	\$184.97
Civil Engineering Technology	0192X	01	Construction Materials I	CON8411	\$20.00
			Residential Building/Estimating	CON8101	\$15.00
			Geometry and Trigonometry	MAT8050	\$70.00
		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
		05	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
			Geometry and Trigonometry	MAT8050	\$70.00
		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
		05	Project Scheduling and Cost Control	CON8406	\$10.00
Clinically Intensive ONO	1605X	01	Basic Technical Nursing Skills I	NSG0071	\$109.60
		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	01	Tech. Math for Computer Science	MAT8001C	\$70.00
		03	Processor Architecture	CST8216	\$30.00
		05	Interfacing	CST8227	\$72.00
Computer Programmer	0336X	01	Tech. Math for Computer Science	MAT8001C	\$70.00
Computer Systems Technician	0150X	01	Windows Operating Systems I	CST8202	\$173.00
Computer Systems Technology - Security	0156X	01	Windows Operating Systems I	CST8202	\$173.00
Construction Engineering Technician	0190W	01	Construction Materials I	CON8411	\$20.00
			Residential Building/Estimating	CON8101	\$15.00
			Geometry and Trigonometry	MAT8050	\$70.00
		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
			Geometry and Trigonometry	MAT8050	\$70.00
		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
			Geometry and Trigonometry	MAT8050	\$70.00
		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
Carpentry and Renovation Techniques	1519X	01	Applied Construction Geometry	MAT7013	\$10.00
			Building Tools and Materials	CON7014	\$350.00
			Plans, Specifications and Code I	DRA7334	\$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
			Introd. to Applied Culinary and Butchery Techniques	FOD2111	\$837.18
			Introduction to Baking and Pastry	FOD2119	\$28.00
			Sanitation and Safety Training	FOD2103	\$80.00
		02	Applied Culinary Techniques	FOD2126	\$117.00
			Food Practical I	FOD2196	\$117.00
			Nutrition and Food Preparation	FOD2129	\$15.00
			Contemporary Production Methods	FOD2117	\$117.00
		03	Food Practical II	FOD2186	\$117.00
			Farm to Fork	FOD2105	\$75.00
		04	Field Placement Culinary Arts	FLD0009	\$60.00
			Food Practical III	FOD2246	\$117.00
			International Cuisine	FOD2133	\$60.00
(Charged in Level 03, two of the four courses taken alternate terms)		elect.	Pastry and Plating Techniques	FOD2253	\$77.00
			Wine Food and Restaurant Service	FOD2106	\$150.00
Culinary Skills - Chef Training	0206X	01	Culinary Fundamentals	FOD2132	\$75.00
			Introd. to Applied Culinary and Butchery Techniques	FOD2111	\$837.18
			Introduction to Baking and Pastry	FOD2119	\$28.00
			Sanitation and Safety Training	FOD2103	\$80.00
		02	Applied Culinary Techniques	FOD2126	\$117.00
			Food Practical I	FOD2196	\$117.00
			Nutrition and Food Preparation	FOD2129	\$15.00
			Contemporary Production Methods	FOD2117	\$117.00
Dental Assisting (Levels I and II)	0608X	01	Dental Materials Laboratory I	DEN4431	\$517.59
			Preclinic Practicum I	DEN4396	\$528.33
			Radiography Practicum I	DEN4310	\$426.58
		02	Dental Materials Lab II	DEN4443	\$99.79
			Preclinic Practicum II	DEN4398	\$845.38
Dental Hygiene	1927X	01	Preclinic Practicum I	DEN4409	\$876.00
			Radiography Practicum I	DEN4310	\$426.58
		02	Dental Materials I	DEN4416	\$99.79
			Preclinic Practicum II	DEN4422	\$954.05
		03	Preclinical Practicum III	DEN4430	\$441.56
		05	Clinic Practicum II	DEN4456	\$732.76
Developmental Services Worker (charged in Level 03)	0436A	03/04	Residential Health Clinical Skills	FAM1911	\$25.00
Diagnostic Medical Sonography	1618X	01	Sonography Skills Laboratory I	IMG1017	\$201.69
EAP for International Students	1935X	01	EAP Grammer for Speaking and Lister	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	\$40.00
			Math and Science	FAM9628	\$30.00
		03	Language Arts	FAM9625	\$35.00
Early Childhood Education (Pembroke)	0430X	01	Creativity-Early Learning Programs	FAM7612	\$47.50
Electrical Engineering Technician	0317X	01	Essential Mathematics	MAT8100	\$70.00
		02	Electrical Principles - II	ELE8922A	\$40.00
		03	Power Electronics	ELE8930	\$70.00
			Programmable Controllers	ELE8932	\$10.00
		04	Robotics and Controls	ELE8941	\$185.00
Electrical Engineering Technology	0318X	01	Essential Mathematics	MAT8100	\$70.00
		02	Electrical Principles - II	ELE8922A	\$40.00
		03	Power Electronics	ELE8930	\$70.00
			Programmable Controllers	ELE8932	\$10.00
		04	Robotics and Controls	ELE8941	\$185.00
		05	Microcomputer Interfacing	CAM8302E	\$400.00
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 (CAD)	CAD8300	\$40.00
			DC and AC Electronics	ELN9104	\$180.00
			Technical Mathematics for EME	MAT8001M	\$70.00
		02	Basic Electronic Assembly	ELN8613	\$115.00
			Circuit Applications	ELN9192	\$65.00
			Manufacturing Application I	MFG8512	\$65.00
		03	Computer Aided Manufacturing I	CAM8501	\$40.00
			Digital Logic Analysis	ELN8303	\$45.00
			Microcontrollers	ELN9213	\$110.00
		04	Industrial Robots	ROB9205	\$110.00
			Interfacing and Programming	ELN9204	\$100.00
			Programmable Logic Controllers	ELN9207	\$130.00
Energy Management	1524X	02	Energy Management Project	ENG9002	\$50.00
Environmental Management & Assessment	1517X		Sample Processing and Analysis	SCI4000	\$30.00
			Biodiversity and Conservation	SCI4001	\$300.00
		02	Environ. Auditing & Site Assessment	ENV4006	\$100.00
			Environmental Map Design	GIS4011	\$100.00
Esthetician	1103X	01	Esthetics Practical Lab I	HLT1103	\$1,060.00
		02	Esthetics Practical Lab II	HLT2102	\$925.00
			Spa Operations I	FLD2109	\$180.00
		03	Spa Operation II	FLD3100	\$250.00
			Esthetics Practical Lab III	HLT3100	\$100.00
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	\$260.00
		02	Fitness Assessment	FIT2220	\$63.27
		03	Personal Training	FIT2237	\$260.00
			Sports Injuries/Exercise Safety	FIT2230	\$20.00
Food and Nutrition Management	1204X	01	Quality Mgt - Sanitation/Safety	MGT3001	\$75.00
		02	Clinical Nutrition	NTN4001	\$25.00
			Food Modification	NTN4002	\$150.00
Game Development	3013X	01	Game Design Foundations	GAM1510	\$70.00
		06	Capstone II: Project Management	GAM1562	\$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
			Ice House Success Strategies	SSC0102	\$170.00
			Strategies in Drawing I	ART0028	\$165.52
		02	Painting Methods and Concepts II	ART0013	\$175.00
			Strategies in Drawing II	ART0029	\$52.00
			Digital Photography	SSC0069	\$50.00
			The Business of Art	BUS0003	\$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 Speaking	ESL4005	\$12.00
			Basic Academic Writing	ESL4002	\$12.00
		02	Applied Academic Reading	ESL6001	\$12.00
			Applied Academic Listening and Speaking	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 Speaking	ESL7008	\$12.00
GAS - One Year - Community Studies	1438B	01	Ice House Success Strategies	SSC0102	\$170.00
GAS - One Year - Concept Art Foundations	1438U	01	Character 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	Ice House Success Strategies	SSC0102	\$170.00
			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
			Ice House Success Strategies	SSC0102	\$170.00
		02	Portfolio, Layout and Design II	DSN1372	\$358.00
GAS - One Year - Environmental Studies	1438E	01	Environmental Citizenship	ENV0010E	\$240.00
			Entrepreneurial Mindset	GED0020	\$170.00
		02	Approaches to Sustainability	ENV0007	\$23.00
GAS - One Year - Justice Studies	1438P	01	Entrepreneurial Mindset	GED0020	\$170.00
GAS - One Year - Media & Communication Studies	1438C	01	Ice House Success Strategies	SSC0102	\$170.00

GAS - One Year - Pre-Business Studies	1438Q	01	Ice House Success Strategies	SSC0102	\$170.00
GAS - One Year - Pre-Technology	1438T	01	Entrepreneurial Mindset	GED0020	\$170.00
		02	Basic Electronic Assembly	ELN8613	\$100.00
GAS - One Year - Pre-Trades	1438V	01	Building Construction Lab	GAS0041	\$80.00
			Cabinet and Furniture Making Lab	GAS0042	\$80.00
			Plumbing Exploration Lab	GAS0043	\$80.00
			Ice House Success Strategies	SSC0102	\$170.00
		02	General Machinist Lab	GAS0045	\$80.00
			Motive Power Lab	GAS0044	\$80.00
			Sheet Metal Lab	GAS0046	\$80.00
GAS - Pre-Animation and Illustration	1438G	01	Layout Design I	ANI1600	\$676.10
		02	Entrepreneurial Mindset	GED0020	\$170.00
			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
Graphic Design	1400X	03	Graphic Design III	DSN1533	\$30.00
		05	Computer Graphics V	DSN1677	\$30.00
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	\$1,284.23
		02	Cut Hair II	HAI2026	\$592.67
		03	Chemical Relaxed Hair	HAI3018	\$180.79
		04	Cut Hair III	HAI3011	\$233.12
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	\$90.00
			Computer Applications	DAT2004	\$70.00
Horticultural Industries	1406X	01	Horticultural Jobsite Safety	HOR7032	\$230.00
			Urban Agriculture I	HOR7005	\$15.00
			Nursery and Garden Centre Operation	HOR7029	\$30.00
Horticultural Technician	1411X	01	Landscape Construction I	HOR0568	\$150.00
		02	Landscape Construction II	HOR0579	\$150.00
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	\$260.00
			Restaurant Operations and Theory	HOS2234	\$100.00
Interactive Media Design (Charged if taken)	6149X	04	Web Video Production	MTM6401	\$115.00
International Business Management	1306X	01	International Research	MGT1102	\$543.00
Internet Applications & Web Development	3002X	01	Intro to Comp. Prog. using Python	CST8279	\$115.00
			Cross-Platform Web Development	MAD9013	\$130.00
			Tech. Math for Computer Science	MAT8001C	\$70.00
Journalism	0402X	01	Journalism I	JOU1546	\$20.00
		02	Journalism II	JOU1527	\$40.00
		03	Journalism III	JOU1544	\$40.00
Library and Information Technician	0440X	03	Emerging Library Technologies	LIB2034	\$80.51
		04	Library Software	LIB2045	\$115.00
Manufacturing Engineering Technician	1518X	01	Computer Aided Design/Drafting (CAD	CAD8300	\$40.00
			DC and AC Electronics	ELN9104	\$180.00
			Geometry and Trigonometry	MAT8050	\$70.00
		02	Manufacturing Application I	MFG8512	\$65.00
		03	Basic Electronic Assembly	ELN8613	\$115.00
			CNC Machining I	CAM8505	\$50.00
			Computer Aided Manufacturing I	CAM8501	\$40.00
			Manufacturing Application II	MFG8514	\$70.00
		04	CNC Machining II	CAM8506	\$50.00

Massage Therapy	0915X	01	Massage Lab I	MSS3011	\$100.81
		02	Massage Lab II	MSS3021	\$371.63
		03	Massage Practice I	MSS3032	\$65.52
Massage Therapy	0915Z	01	Massage Lab Intensive I	MSS0007	\$438.88
Mechanical Engineering Technology	0010X	01	Computer Aided Design/Drafting (CAD	CAD8300	\$40.00
			DC and AC Electronics	ELN9104	\$180.00
			Essential Mathematics	MAT8100	\$70.00
		02	CAD Applications and GDT	CAD8305	\$40.00
			Manufacturing Techniques I	MAC8519	\$50.00
		03	CNC Part Programming - Theory	CAM8501	\$40.00
		04	Computer Aided Engineering	DRA8362	\$40.00
			Industrial Electronics	ELN8298	\$15.00
		05	Machine Design and Analysis I	ENG8315	\$25.00
		06	Machine Design and Analysis II	ENG8316	\$25.00
Medical Radiation Technology	1615X	06	Clinical Practicum V	IMG0121	\$200.00
Mkting Research & Business Intelligence	1303X	01	Data Analysis - Quant Research I	QUA1206	\$169.36
Mobile Application Design and Development	1515X	01	Cross-Platform Web Development	MAD9013	\$130.00
		03	Android Application Development	MAD9132	\$130.00
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	\$291.75
		02	Recording Engineering Production II	MSC2007	\$583.50
		03	Recording Engineering Prod III	MSC2012	\$583.50
ONO for Nurses	1604X	01	Basic Technical Nursing Skills I	NSG0071	\$109.60
		02	Nursing in Geriatric Mental Health	NSG6804	\$28.00
ONO for Practical Nurses	1603X	01	Basic Technical Nursing Skills I	NSG0071	\$109.60
OTA/PTA	1623X	02	Clinical Placement I	WKT0006	\$31.73
		03	Fundamentals of the Cardioresp Sys	HLT0247	\$40.00
		04	Clinical Placement III	WKT0008	\$22.51
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	\$47.50
			Fall Camp	ADN7115	\$232.50
			Flatwater Canoeing	OAD7514	\$15.00
			No Trace Camping/Wilderness Travel	OAD7512	\$28.50
			River Rescue	OAD7513	\$60.00
		02	Interpretive Program Planning	ADN7101	\$225.00
		03	Sea Kayaking Expedition	OAD7535	\$58.00
			Student Directed Field Trips	ADN7149	\$250.00
Paramedic	0620X	01	Theory of Patient Care I	PAR3611	\$100.00
		03	Medical Directives	PAR3638	\$350.00
			Paramedic Practicum I	PAR3634	\$100.00
Personal Support Worker (WO)	6307X	01	Lab Skills for the PSW	HLT0302	\$43.00
		02	Clinical Placement II	HLT0309	\$40.00
Personal Support Worker (PH)	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	\$40.00
			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	\$25.00
			Preparation for Clinical Placement	HLT9321	\$10.00
		02	Adv. Lab Skills for the PSW	HLT9318	\$35.00
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 (Perth)	0444X	01	Career and College Success	PFP9103	\$40.00
			Fitness and Lifestyle Management I	PFP9160	\$60.00
			Political Science & Public Administration	PFP9153	\$10.00
Powerline Technician	1511X	01	Math Fundamentals	MAT8001	\$70.00
		02	Line Work 1	ELE8026	\$2,520.00
Practical Nursing	1704X	03	Nursing III Practicum (L)	NSG5132L	\$169.49
		04	Nursing IV Practicum (L)	NSG5142L	\$150.28
Practical Nursing (Pembroke)	1704X	01	Nursing I Practicum (P)	NSG7312P	\$40.00
		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	\$109.60
		04	Nursing in Geriatric Mental Health	NSG6804	\$28.00
Pre-Serv. Firefighter Educ. & Training	6236X	01	Firefighter Skills Development I	FIR0005	\$87.60
Professional Writing	3001X	04	Field Placement/Optional Module	SCR3030	\$30.00
Public Relations	0468X	01	Public Relations I	PRL1505	\$50.00
		02	Public Relations II	PRL1548	\$55.00
			Visual Production Workshop	PRL1567	\$10.00
		03	Public Relations III	PRL1551	\$60.00

Recreation and Leisure Services	0422X	01	Introduction to Fieldwork	RCR1303	\$62.13
			Leadership and Group Dynamics I	RCR1354	\$141.21
			Program Development I	RCR1302	\$22.59
		02	Leadership and Group Dynamics II	RCR1364	\$112.82
Refrigeration & Air Cond. Systems Mech.	0500X	01	AC&R System Installation/Maintenance	ACR1711	\$150.00
		02	Installing AC&R Systems/Components	ACR1422	\$150.00
		03	Electricity & Electronics for AC&R	ACR1430	\$150.00
Res. (Low Rise) Sheet Metal Installer	0532X	01	Hand Tools, Power Tools & Equipment	MET1082	\$75.00
		02	Vent, Exhaust/Distrib Duct Install	MET1088	\$75.00
Residential & ICI Air Cond. Common Core	0500C	01	AC&R System Installation/Maintenance	ACR1711	\$150.00
Residential A/C Systems Mechanic	0500R	01	AC&R System Installation/Maintenance	ACR1711	\$150.00
		02	Res. AC Electricity/Electronics	ACR1440	\$150.00
Respiratory Therapy	0606X	01	Practice Foundations and Legalities	RES1104	\$9.00
		04	Cardiopulmonary Management Lab	RES4857	\$38.48
			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	0432Z	01	Interviewing/Recording in Social Wk	FAM1422	\$21.00
		02	Crisis Intervention in Social Work	FAM1424	\$20.00
Sommelier	0820X	01	Wine Food and Restaurant Service	FOD2106	\$150.00
Spa and Wellness Operations Management	1102X	01	Introduction to Spa Management	MGT4000	\$50.00
		02	Field Work II	FLD4101	\$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	\$30.00
		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 Sys	TRK8837	\$150.00
		03	Trade Practices & Aux. Systems II	TRK8840	\$150.00
Victimology	1611X	02	Victimology: Assess. & Intervention	VIC2004	\$169.68
Water and Wastewater Technician	3014X	01	Health and Safety	SAF8710	\$75.00
		02	ELC for Drinking Water Operators	WWT2500	\$300.00
		03	Field Techniques	WWT3500	\$60.00
Welding and Fabrication Techniques	1507W	01	Welding Techniques	WEL1013	\$465.00
Welding and Fabrication Techniques	1507X	01	Welding Techniques	WEL1013	\$465.00

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* .

6.1.1 Appendix A

Algonquin College - Breakdown of Projected Categories for Ancillary Fees

prepared January 21, 2019; updated February 10, 2019

	Students' Association Services			College Services		
	Service	Fee	%	Service	Fee	%
Projected - Essential						\$ 905.57
	Health Insurance	\$ 168.38		Health Services	\$ 40.00	
	U-Pass	\$ 425.42		U-Pass Administration	\$ 5.51	
	Athletics and Recreation	\$ 145.26		Graduation	\$ 22.00	
	Student Buildings	\$ 79.00		Transcripts	\$ 20.00	
	Sub-Total	\$ 818.06	51%	Sub-Total	\$ 87.51	5%
Projected - Opt-Out						\$ 712.98
	Students' Association Servi	\$ 355.74		Student Experience	\$ 38.00	
				Technology Support	\$ 319.24	
	Sub-Total	\$ 355.74	22%	Sub-Total	\$ 357.24	22%
Total SA & College	\$	1,173.80	73%	\$	444.75	27%
TOTAL ANCILLARY FEES	\$				1,618.55	

Proposed Changes for 2019-2020:

fee	category	proposed change
Students' Association / Activity Fee	"opt-out" category	unbundle and itemized into essential and opt-out; expectation that at least \$77 will move to building fee
Student Experience	"opt-out" category	unbundle and itemized into essential and opt-out; expect a portion for Program and College Orientation to move to essential (academic support) category
Technology Support	"opt-out" category	unbundle and itemized into essential and opt-out; expectation that a portion will fall into essential (academic support) category

6.1.1 Appendix A

PROJECTED CATEGORIES OF ANCILLARY FEES

Compulsory Ancillary Fees

Compulsory Non-Tuition-Related Ancillary Fees

Categories - projected breakdown:

ESSENTIAL - FEES TO FUND MAJOR, CAMPUS-WIDE SERVICES AND FACILITIES OR THAT CONTRIBUTE TO ACADEMICS, HEALTH OR SAFETY, SUCH AS: WALKSAFE PROGRAMS, HEALTH AND COUNSELLING, ATHLETICS AND RECREATION, ACADEMIC SUPPORT

OPT-OUT - ONLINE OPT-OUT FOR NON-ESSENTIAL, SUCH AS: STUDENT HANDBOOKS, NON-STUDENT RELATED ORGANIZATIONS, CLUB FEES; CAMPUS SERVICES, ACTIVITIES, ASSOCIATIONS, AND GROUPS

Fee Type	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Approved Dec 10, 2018 2019-2020	\$ increase (based on 2 terms)	change in %
SA Activity								\$ 355.74	\$ 355.74	\$ 355.74	\$ -	0.00%
								(\$177.87/ter	(\$177.87/ter	(\$177.87/ter		
SA Sports (Athletics & Recreation)	\$ 341.00	\$ 381.00	\$ 401.00	\$ 441.00	\$ 481.00	\$ 481.00	\$ 501.00	\$ 145.26	\$ 145.26	\$ 145.26	\$ -	0.00%
	(\$170/ter	(\$190/term	(\$200.50/te	(\$220.50/ter	(\$240.50/te	(\$240.50/te	(\$250.50/ter	(\$72.63/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	\$ 35.00	\$ -	0.00%
	(\$17.50/te	(\$17.50/ter	(\$17.50/ter	(\$17.50/ter	(\$17.50/ter	(\$17.50/ter	(\$17.50/ter	(\$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	\$ 44.00	\$ -	0.00%
			(\$22.00/ter	(\$22.00/ter	(\$22.00/ter	(\$22.00/ter	(\$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	\$ 153.19	\$ 168.38		not yet known
IT Fee (see Technology Fee)	\$ 124.00	\$ 124.00	\$ 124.00	\$ 124.00	\$ 172.00	\$ 172.00	\$ 175.44	\$ -	\$ -	\$ -	\$ -	0.00%
	(\$62.00/te	(\$62.00/ter	(\$62.00/ter	(\$62.00/ter	(\$86.00/ter	(\$86.00/ter	(\$87.72/term)					
Technology Fee (IT merged with BYOD in 2017-2018)								\$ 319.24	\$ 319.24	\$ 319.24	\$ -	0.00%
								(\$159.62/ter	(\$159.62/ter	(\$159.62/ter		
Health Services	\$ 20.00	\$ 20.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ -	0.00%
	(\$10.00/te	(\$10.00/ter	(\$20.00/ter	(\$20.00/ter	(\$20.00/ter	(\$20.00/ter	(\$20.00/term)	(\$20.00/term)	(\$20.00/term)	(\$20.00/term)		
Graduation Fee (assessed only at level 1)	\$ 35.00	\$ 35.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 22.00	\$ (18.00)	-45.00%
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	\$ 20.00	\$ -	0.00%
Student Experience Fee					\$ 34.00	\$ 34.00	\$ 36.00	\$ 36.00	\$ 36.00	\$ 38.00	\$ 2.00	5.56%
					(\$17/term)	(\$17/term)	(\$18.00/term)	(\$18.00/term)				
Upass						\$ 385.40	\$ 395.04	\$ 404.92	\$ 415.04	\$ 425.42	\$ 10.38	2.50%
						(\$192.70/term)	\$197.52/term)	\$202.46/term)	\$207.52/term)	\$212.71/term)		
Upass Administrative fee (charged once per year)						\$ 4.18	\$ 3.42	\$ 3.42	\$ 3.42	\$ 5.51	\$ 2.09	61.11%
TOTAL (Fall & Winter)	\$ 694.50	\$ 734.50	\$ 826.02	\$ 866.02	\$ 989.96	\$ 1,379.54	\$ 1,413.86	\$ 1,593.24	\$ 1,606.89	\$ 1,618.55	\$ (3.53)	0.73%
Total Actual \$ increase		\$ 40.00	\$ 91.52	\$ 40.00	\$ 123.94	\$ 389.58	\$ 34.32	\$ 179.38	\$ 13.65	\$ 11.66	\$ (3.53)	
Total Actual % increase		5.76%	12.46%	3.98%	14.31%	39.35%	2.49%	12.69%	0.86%	0.73%		
Max 20% increase in \$		\$ 138.90	\$ 146.90	\$ 165.20	\$ 173.20	\$ 197.99	\$ 275.91	\$ 282.77	\$ 318.65	\$ 321.38		
Students' Association proportion of fees (\$)	\$ 490.50	\$ 530.50	\$ 597.02	\$ 637.02	\$ 683.96	\$ 1,069.36	\$ 1,099.00	\$ 1,134.58	\$ 1,148.23	\$ 1,173.80		
Students' Association proportion of fees (%)	70.63%	72.23%	72.28%	73.56%	69.09%	77.52%	77.73%	71.21%	71.46%	72.52%		
College proportion of fees (\$)	\$ 204.00	\$ 204.00	\$ 229.00	\$ 229.00	\$ 306.00	\$ 310.18	\$ 314.86	\$ 458.66	\$ 458.66	\$ 444.75		
College proportion of fees (%)	29.37%	27.77%	27.72%	26.44%	30.91%	22.48%	22.27%	28.79%	28.54%	27.48%		
Total Essential										\$ 905.57	55.9%	
Total Opt-Out										\$ 712.98	44.1%	

Report title:	2019-2021 Business Plan and 2019-2020 Annual Budget
Report to:	Board of Governors
Date:	February 25, 2019
Author/Presenter:	Duane McNair, Vice President, Finance and Administration Laura Stanbra, Vice President, Student Services

1. RECOMMENDATION:

THAT the Board of Governors approves the 2019-2021 Business Plan and the 2019-2020 Annual Budget with a projected net contribution of \$1.2 million.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to present details of the 2019-2021 Business Plan and the 2019-2020 Annual Budget for approval by the Board of Governors.

3. BACKGROUND:

The Ministry of Training, Colleges, and Universities requires Ontario colleges to prepare an Annual Budget and Business Plan to be submitted by June 30 of each year.

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

The 2019-2020 budget assumptions, pro forma and a high-level overview of the 2019-2021 Business Plan were presented to the Board of Governors at the meeting of December 10, 2018.

4. DISCUSSION:

This year's Business Plan works to deliver on our mission *to transform hopes and dreams into lifelong success* and the College's 2017-2022 Strategic Plan. This includes a shift that began in the 2018-2019 Business Plan from the previous practice of outlining new projects to one aimed at strengthening and measuring the College's success in terms of core activities. In addition, the 2019-2021 Business Plan focuses on key activities, reducing the breadth of projects to increase the depth of achievement within each project. As a result, four priority

metrics have been identified as areas of focus to substantively move key deliverables of the Strategic Plan forward; Student and Client Satisfaction (*Learner Driven*), Employee Engagement (*People*), Co-operative Education (*Innovation and Quality*), and Indigenization in pursuit of Truth and Reconciliation (*Sustainable*).

The 2019-2021 Business Plan introduces the first two year Business Plan. The first year of the Business Plan (2019-2020) is submitted as a final draft and the 2020-2021 Business Plan is drafted and offered as a comprehensive, yet agile, road map to continue to set operational targets to achieve the goals of the College's 2017-2022 Strategic Plan.

For Algonquin, a True North goal is defined as an ideal state the College should strive for, a reflection of the purpose of the organization, and the foundation of a strategic plan.

Underpinning the College's Business Plan are a set of Divisional, School, and Departmental plans that align each business units' work with the College's True North metrics. This cascading effect allows the College to marshal all of its strengths in support of the College's strategic direction, mission, vision and values.

Supporting the achievement of the College's Business Plan is the 2019-2020 Annual Budget. The budget development process has achieved a positive net contribution for Funded Activity and College Operations, and presents an overall Net Contribution of \$1.2 million.

In the 2019-2020 Annual Budget, projected contributions from the Funded Activity has improved over 2018-2019. The 2019-2020 fiscal year is projected to achieve a 2.8% contribution margin before accounting for the College's planned contributions to reserves and payment of the current portion of long-term debt. In comparison, the 2018-2019 Approved Budget projected a contribution margin of less than one percent as it incorporated an expected \$25 million impact from the Employment Standards Act amendments. During the 2018-2019 fiscal year, the College was able to refine the impacts of the amendments by \$10 million, and to incorporate mitigation strategies to counter the remaining impacts. These efforts, along with stronger than anticipated enrolment growth delivered results that were greatly improved as detailed in the Third Quarter Projection section of Appendix A: 2019-2020 Draft Annual Budget.

On January 17, 2019, the Government of Ontario announced proposed changes to post-secondary education including a 10% reduction in tuition fees for students and changes to the application of some student ancillary fees. These changes have been estimated as a \$13 million impact to the College and have been incorporated in the 2019-2020 Annual Budget. In response to this challenge, the College leadership team has implemented a number of mitigation strategies, including increases to international student premium rates, and

strategies to achieve enrolment increases for 2019-2020 in addition to containment of operating costs.

Contract and Other Non-Funded Activity is projected to realize a small negative net contribution in 2019-2020. This activity combines revenue contracts as well as other support activities that are not supported through the provincial operating grant. In 2019-2020, the College is proposing to invest more in some of these support activities such as the Algonquin College Foundation and Applied Research, aimed at increasing donations, contributions, student support and engagement. The projected negative net contribution reflects the additional College support to these areas.

The attached 2019-2020 Annual Budget includes key assumptions for capital, operating and Business Plan requirements that will require the use of Internally Restricted Funds.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

Students will benefit from the core focus of the College being learner driven. In addition, commitments to improving student retention and student satisfaction, embedding an entrepreneurial mindset in all our learners, and increased Co-op opportunities will positively affect all learners.

7. FINANCIAL IMPACT:

The proposed 2019-2020 Annual Budget projects a positive net contribution of \$1.2 million. In addition, the proposed Annual Budget will draw up to \$9.8 million from Internally Restricted Funds (accumulated surpluses) to fund priority projects and initiatives in the Strategic Investment Priorities budget.

The 2019-2020 Annual Budget results in six of seven Financial Health Indicators at or above the benchmarks established in the Strategic Mandate Agreement. The ratio of net income to revenue is forecasted to be at 0.3%, below the benchmark of 1.5%. The \$13 million in revenue reductions caused by the Government of Ontario announcement to tuition and student ancillary fee reductions has adversely impacted this ratio; however, it is expected that this ratio will recover to the benchmark level in 2020-2021.

8. HUMAN RESOURCES IMPACT:

The 2019-2021 Business Plan and 2019-2020 Annual Budget provides support for the continued implementation of the College's People Plan, including efforts supporting succession planning, performance feedback, surveys, and training.

The 2019-2020 Annual Budget provides support for the expansion of programs and services required to serve the College's increased student enrolment and includes 55 funded new full-time complement positions.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

In compliance with both the Board of Governors' Financial Management Policy, and the Ministry of Training, Colleges and Universities Business Plan Operating Procedure directive, the 2019-2020 Annual Budget maintains a positive accumulated surplus position and also the College's commitment to balancing tuition and government grant funded operating activities with expenditures.

10. COMMUNICATIONS:

Pending approval of the 2019-2020 Annual Budget and Business Plan by the Board of Governors, the document will be submitted to the Ministry of Training, Colleges and Universities, and posted on the College's website. In addition, a Town Hall meeting will be held for all College employees to review the 2019-2020 Approved Annual Budget and the 2019-2021 Business Plan.

11. CONCLUSION:

The 2019-2021 Business Plan and 2019-2020 Annual Budget aligns with Ministry policies and supports the third year of initiatives under the 2017-2022 Strategic Plan. Regular updates on the Business Plan and Annual Budget will be reported to the Board of Governors during fiscal year 2019-2020.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Laura Stanbra
Vice President, Student Services



Cheryl Jensen
President and CEO

Appendices:

Appendix A: Draft 2019-2021 Business Plan and 2019-2020 Annual Budget

Report title:	Third Quarter 2018-2019 Financial Projection
Report to:	Board of Governors
Date:	February 25, 2019
Author/Presenter:	Duane McNair, Vice President, Finance and Administration

1. RECOMMENDATION:

THAT the Board of Governors accepts the Third Quarter 2018-2019 Financial Projection for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to present the Third Quarter 2018-2019 Financial Projection, including a summary of funded positions, and to provide an updated compliance status of the Board Policy BGII-02: Financial Management.

3. BACKGROUND:

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

On February 26, 2018, the Board of Governors approved the 2018-2019 Annual Budget with an overall net contribution of \$(5.5) million. In compliance with both the Board of Governors' direction and Ministry of Training, Colleges and Universities Operating Directive, the 2018-2019 Approved Annual Budget returns a net surplus on Funded Activity/College Operations of \$2.5 million and maintains the College's commitment to balancing student tuition revenues and government funded activities with associated operating expenditures.

4. DISCUSSION:

The Third Quarter 2018-2019 Financial Projection projects a \$10.3 million increase to the net contribution of Algonquin College. This is reflected in an increase to the Approved Annual Budget net contribution of \$(5.5) million, to a revised net contribution projection of \$4.8 million as outlined in this report. While there are a number of minor adjustments identified during the quarterly review process, the majority of the \$10.3 million increase in net

contribution is achieved through strong (23%) International student enrolment growth above the Approved Annual Budget. This is in addition to a 3.5% increase in domestic student enrolment above the Approved Annual Budget. During the second quarter, the College was also able to refine the estimated impacts resulting from the amendments to the Employment Standards Act, reducing the estimated impacts by \$10 million. Also contributing to the increase is a one-time Provincial grant of \$4 million under the Supporting Quality Programs and Student Outcomes Programs.

As part of the Third Quarter 2018-2019 Financial Projection review process, budget holders had the opportunity to identify changes to the Approved Annual Budget.

Both the impacts and the mitigation strategies that the College estimated in response to the changes to the Employment Standards Act continue to be monitored closely. As presented at the Board of Governors meeting on October 22, 2018, the estimated impacts of the amendments have been reduced from \$25 million to approximately \$15 million. The mitigation strategies are ongoing and no changes have been made to the valuation of these initiatives at this time. Re-evaluation is ongoing as new information becomes available.

Identified changes have been included in Appendix A: Third Quarter 2018-2019 Financial Projection. Moderate changes, 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**. In addition to these changes, the Expenditures to be Capitalized under Non-Cash Expenditure Adjustments has decreased mainly due to the impairment loss on the capitalization of Project Workday (\$3.5 million).

Revenue Projection Adjustments (moderate):

- International Education Centre has increased revenue by \$6.7 million as a result of an estimated 23% increase in enrolment over the 2018-2019 Approved Annual Budget. This is partially offset by an increase in related expenditures of \$4.3 million, which includes a transfer of an additional \$2.5 million of international premiums to Funded Activity.
- Full-time tuition fees have increased by \$4.8 million as a result of the total enrolment growth above the Approved Annual Budget.
- Post-Secondary Activity revenue has been reduced by \$1.3 million due to refinements to the Core Operating Grant calculation as well as an adjustment to the International Student Recovery Fee to align with the Ministry calculations based on final 2017-2018 enrolment.
- Contract and Other Non-Funded Activity Revenue has increased by \$565,000 primarily due to a budget change in contract revenue for the Local Employment Planning Council program as well as a reduction to revenue within the Language Institute.

- Revenue has increased in Strategic Investment Priorities by \$17.6 million primarily as a result of:
 - Receipt of a Greenhouse Gases Campus Retrofit grants of \$9.3 million announced by the Province after the budget was prepared. The grant is offset by equivalent expenditures;
 - Receipt of a Supporting Quality Programs and Student Outcomes one-time grant of \$4 million announced by the Province after the budget was prepared;
 - Funding of \$4.1 million to be recognized in 2018-2019 under the Post-Secondary Institutions Strategic Investment Fund as contributions to the DARE District. This is an adjustment from the 2017-2018 fiscal year as actual construction costs were lower than projected resulting in a carryforward of these revenues to the 2018-2019 fiscal year;
 - A reduction in recognized revenue from the Students' Association in the amount of \$2.2 million for the deferral of expenses related to the Athletics and Recreation Complex; and
 - \$2.4 million in proceeds from the sale of the March Road land expected to be completed by March 31, 2019.

Expenditure Projection Adjustments (moderate):

- Salaries and Benefits have been reduced by \$4.8 million due to a \$10 million refinement to the estimated impacts of the Employment Standards Act amendments offset by the following:
 - an additional \$1.8 million increase in expenses to support programs and services due to enrolment growth; and
 - \$3 million in additional expenses related to the Voluntary Retirement Incentive program.
- Contingencies have been reduced by \$1.5 million to reflect adjusted requirements.
- Contract Services has increased by \$1.7 million due to an \$843,000 increase in contract services related to the new eCampus contract supporting the Open Textbook initiative. This is offset by increased contract revenues, and \$810,000 in increased facilitator costs supporting Distance Education. This is offset by increased Hosting Fee revenues.
- Contracts and Other Non-Funded Activity Expenses have increased by \$604,000, primarily due to the new Local Employment Planning Council program contract.
- As a result of the Third Quarter Strategic Investment Priorities Review process, expenditures have increased in projects by \$22.8 million. This is primarily because of:
 - \$6.8 million increase to reflect the approval of the Solar Photovoltaic Project;
 - \$2.4 million increase in other greenhouse gases reduction projects fully funded from Provincial grants;
 - \$7.4 million increase in estimated expenditures in the DARE District project. This is due to timing of construction related expenditures from the 2017-2018 to 2018-

2019 fiscal year, as well as \$500,000 in additional expenses than previously projected;

- \$2.7 million decrease in expenses for the Athletics and Recreation Complex to be deferred to 2019-2020;
- \$2.0 million increase in estimated expenditures in the Student Central Project. This is due to timing of construction related expenditures from the 2017-2018 to 2018-2019 fiscal year;
- \$1.8 million increase in space adaptations expenditures;
- \$1.7 million in expenses for the refresh of PC and AV equipment in 275 classrooms and 3 labs on the Woodroffe campus;
- \$630,000 deferral of expenditures related to the Pedestrian Bridge to Bus Rapid Transit Station;
- \$400,000 increase in estimated expenditures in Academic Equipment;
- \$391,000 increase for development and implementation of a new budgeting solution;
- \$265,000 increase in Cyber Security maintenance;
- \$160,000 increase for the Indigenous Gathering Circle; and
- \$2.8 million in increases in other estimated expenditures across a number of Strategic Investment Projects as well as new projects.

Compliance:

- The College is compliant with the Board of Governors’ Policy BGII-02: Financial Management. The schedule is given in Appendix B: Third Quarter 2018-2019 Compliance Scorecard.

5. LINK TO STRATEGIC PLAN:

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

	<p>Be recognized by our employees and the community as an exceptional place to work.</p>	
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6. STUDENT IMPACT:

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

7. FINANCIAL IMPACT:

The 2018-2019 Third Quarter Financial Projection indicates a positive impact on the College’s financial position, operations, cash flow, and net assets.

8. HUMAN RESOURCES IMPACT:

The 2018-2019 Approved Annual Budget and the Third Quarter 2018-2019 Financial Projection provides required funding for all existing full-time permanent staff complement positions and other than permanent positions. 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 Training, Colleges and Universities’ Business Plan Operating Procedure Directive, the 2018-2019 Approved Annual Budget and the Third Quarter 2018-2019 Financial Projection maintain a positive accumulated surplus position and the College’s commitment to balancing government funded operating activities with expenditures.

10. COMMUNICATIONS:

All required communications will be administered through the Communications, Marketing and External Relations Office.

11. CONCLUSION:

The Algonquin College Third Quarter 2018-2019 Financial Projection identifies resources supporting the Strategic Plan and Business Plan of the College while complying with Provincial government directives.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Cheryl Jensen
President and CEO

Appendices:

Appendix A – Third Quarter 2018-2019 Financial Projection Appendix B – Third Quarter 2018-2019 Compliance Schedule



THIRD QUARTER 2018-2019 FINANCIAL PROJECTION



Presentation to the Algonquin College Board of Governors
February 25, 2019



Third Quarter 2018-2019 Financial Projection

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Third Quarter 2018-2019 Financial Projection SUMMARY

(all figures in \$ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Q3 vs. Approved Variance Favourable/ (Unfavourable)	Variance as % of Budget
Funded Activity/College Operations						
Revenue	\$ 251,673	\$ 259,048	\$ 259,683	\$ 259,075	\$ 7,402	3%
Expenditures	249,157	249,589	242,377	245,277	3,880	2%
Net Contribution	2,516	9,459	17,306	13,798	11,282	448%
Contracts & Other Non-Funded Activity						
Revenue	29,549	29,917	30,257	30,114	565	2%
Expenditures	28,612	28,980	29,250	29,216	(604)	-2%
Net Contribution	937	937	1,007	898	(39)	-4%
Campus Services						
Revenue	44,407	44,407	44,412	44,171	(236)	-1%
Expenditures	36,342	36,192	36,450	36,284	58	0%
Net Contribution	8,065	8,215	7,962	7,887	(178)	-2%
International Education Centre						
Revenue	36,437	43,319	43,939	43,104	6,667	18%
Expenditures	25,708	29,461	30,584	30,044	(4,336)	-17%
Net Contribution	10,729	13,858	13,355	13,060	2,331	22%
Strategic Investment Priorities						
Revenue	5,410	22,974	23,014	22,987	17,577	325%
Expenditures	42,932	62,034	64,628	65,696	(22,764)	-53%
Net Contribution	(37,522)	(39,060)	(41,614)	(42,709)	(5,187)	-14%
Non-Cash Revenue Adjustments						
Capital Grants recorded as Deferred Capital Contributions	(4,700)	(11,400)	(7,700)	(5,500)	(800)	-17%
Amortization of Deferred Capital Contributions	8,500	7,600	7,500	7,700	(800)	-9%
Non-Cash Expenditure Adjustments						
Expenditures to be Capitalized	22,200	32,400	29,000	24,500	2,300	10%
Amortization Expense	(16,400)	(14,900)	(15,100)	(15,000)	1,400	9%
Change in Vacation, Sick Leave & Post-Employment Benefits	150	150	150	150	-	0%
Net Contribution as per Public Sector Accounting Standards (PSAS)	\$ (5,525)	\$ 7,259	\$ 11,866	\$ 4,784	\$ 10,309	187%

	Year-End Actual March 31, 2018	March 31, 2019 Approved Annual Budget	March 31, 2019 Q1 Projected	March 31, 2019 Q2 Projected	March 31, 2019 Q3 Projected	Q3 vs. Approved Variance
ASSETS						
Current Assets						
Cash	\$ 55,204	\$ 37,245	\$ 37,047	\$ 38,661	\$ 46,407	\$ 9,162
Accounts Receivable	25,803	19,000	22,000	22,000	22,000	3,000
Inventory	1,544	1,600	1,550	1,550	1,550	(50)
Prepaid Expenses	2,807	2,300	2,500	2,500	2,500	200
	85,358	60,145	63,097	64,711	72,457	12,312
Investments	66,505	55,868	68,806	71,802	60,500	4,632
Endowment Assets	26,020	25,895	26,620	26,620	26,620	725
Capital Assets	288,608	299,859	306,108	306,108	296,583	(3,276)
TOTAL ASSETS	\$ 466,491	\$ 441,767	\$ 464,631	\$ 469,241	\$ 456,160	\$ 14,393
LIABILITIES & NET ASSETS						
Current Liabilities						
Accounts Payable & Accrued Liabilities	\$ 29,544	\$ 27,000	\$ 27,000	\$ 27,000	\$ 27,000	\$ -
Accrued Salaries & Employee Deductions Payable	10,009	8,900	10,000	10,000	10,000	1,100
Deferred Revenue	39,709	31,000	32,000	32,000	32,000	1,000
Current Portion of Long Term Debt	3,107	3,298	3,298	3,298	3,298	-
	82,369	70,198	72,298	72,298	72,298	2,100
Long Term Debt	45,168	41,870	41,870	41,870	41,870	-
Vacation, Sick Leave & Post-Employment Benefits	18,979	18,613	18,829	18,829	18,829	216
Deferred Capital Contributions	161,728	160,960	165,528	165,528	159,528	(1,432)
Interest Rate Swaps	5,732	5,108	5,732	5,732	5,732	624
Net Assets						
Unrestricted	1,000	1,000	1,000	1,000	1,000	-
Investment in Capital Assets	78,606	93,731	95,412	95,412	91,887	(1,844)
Vacation, Sick Leave & Post-Employment Benefits	(18,979)	(18,613)	(18,829)	(18,829)	(18,829)	(216)
Internally Restricted	73,186	49,767	63,489	68,099	64,543	14,776
Endowment Fund	26,020	25,895	26,620	26,620	26,620	725
	159,833	151,780	167,692	172,302	165,221	13,441
Accumulated Remeasurement Losses	(7,318)	(6,762)	(7,318)	(7,318)	(7,318)	(556)
	152,515	145,018	160,374	164,984	157,903	12,885
TOTAL LIABILITIES & NET ASSETS	\$ 466,491	\$ 441,767	\$ 464,631	\$ 469,241	\$ 456,160	\$ 14,393

(all figures in \$ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Q3 vs. Approved Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS					
Grants					
Post Secondary Activity	\$ 107,558	\$ 107,582	\$ 106,506	\$ 106,241	\$ (1,317)
Apprentice	5,148	5,148	5,202	5,202	54
Flow-Through Student Aid	1,659	1,659	1,726	1,726	67
TOTAL GRANTS	114,365	114,389	113,434	113,169	(1,196)
Tuition Fees					
Full-Time Post Secondary	79,922	83,384	84,726	84,726	4,804
Part-Time	10,257	10,257	10,230	10,230	(27)
Adult Training	1,026	1,026	1,126	1,126	100
Student IT & Mobile Computing Fees	7,629	7,975	7,976	7,976	347
TOTAL TUITION FEES	98,834	102,642	104,058	104,058	5,224
Contract Educational Services					
Corporate & Other Programs	4,853	4,891	4,903	4,903	50
TOTAL CONTRACT EDUCATIONAL SERVICES	4,853	4,891	4,903	4,903	50
Other					
Early Learning Centre	1,029	1,029	1,029	1,029	-
Student Ancillary Fees	6,283	6,409	6,358	6,358	75
Investment Income	1,285	1,285	1,235	1,235	(50)
Transfer from International Education Centre ¹	12,332	14,891	15,222	14,879	2,547
Miscellaneous	12,692	13,512	13,444	13,444	752
TOTAL OTHER	33,621	37,126	37,288	36,945	3,324
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	251,673	259,048	259,683	259,075	7,402
CONTRACTS & OTHER NON-FUNDED ACTIVITY	29,549	29,917	30,257	30,114	565
CAMPUS SERVICES	44,407	44,407	44,412	44,171	(236)
INTERNATIONAL EDUCATION CENTRE	36,437	43,319	43,939	43,104	6,667
STRATEGIC INVESTMENT PRIORITIES	5,410	22,974	23,014	22,987	17,577
TOTAL REVENUE	\$ 367,476	\$ 399,665	\$ 401,305	\$ 399,451	\$ 31,975

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

Description	Variance Favourable/ (Unfavourable)	Comments
Post Secondary Activity	\$ (1,317)	Unfavourable variance of (\$1.0M) due to refinements of the Core Operating Grant calculation under the corridor funding model. (\$265K) Reduction in revenue due to an increase in the International Student Recovery Fee to align with Ministry calculations based on final 2017-18 International enrolment.
Full-Time Post Secondary Tuition Fees	\$ 4,804	Increased Full-Time Post Secondary Tuition Fees as a result of the estimated enrolment increases of 23% for international enrolment and 3.5% for domestic enrolment over the Approved Annual Budget.
Student IT & Mobile Computing Fees	\$ 347	Increased Student IT and Mobile Computing Fees as a result of the estimated enrolment increases of 23% for international enrolment and 3.5% for domestic enrolment over the Approved Annual Budget.
Transfer from International Education Centre	\$ 2,547	Increased International Fee Premiums allocated to Funded Activity as a result of an estimated 23% increase in International Student enrolment over the Approved Annual Budget.
Miscellaneous	\$ 752	Increased miscellaneous revenue over Approved Annual Budget due to unbudgeted flow-through revenue supporting student initiatives (offset by additional expenses).
Contract and Other Non-Funded Activity	\$ 565	Net favourable variance due to unbudgeted contract activity within various School Contract programs and the Local Employment Planning Council program (partially offset by an increase in related expenses). These revenue increases are reduced by the revenue reduction from the closure of the Language Instruction for Newcomers program (with an offsetting decrease in related expenses) and the refinement of Applied Research program revenues.
Campus Services	\$ (236)	Unfavourable variance as a result of the refinement of the evenings and weekend parking revenue due to an implementation delay of the new fee structure. The unfavourable variance is also a result of an expected decrease in food sales (partially offset by a decrease in expenses) due to a reduction in hours at various locations.
International Education Centre	\$ 6,667	An estimated 23% unbudgeted increase in international student enrolment results in increased international fee premiums to the International Education Centre. Of this amount, an additional \$2.5M over Approved Annual Budget is transferred to Funded Activity as identified above.
Strategic Investment Priorities	\$ 17,577	<i>See Strategic Investment Priorities Variances page for details.</i>
Total Explained Variances	\$ 31,706	
Other Minor Variances	\$ 269	
Total Variance	\$ 31,975	

(all figures in \$ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Q3 vs. Approved Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS					
TOTAL SALARIES & BENEFITS	\$ 179,220	\$ 179,220	\$ 171,050	\$ 174,450	\$ 4,770
Other Operating Costs					
Mandated Student Aid	6,892	6,892	6,892	6,892	-
Contingencies	7,630	7,130	6,630	6,130	1,500
Long Term Debt Interest	774	774	774	774	-
Contract Services	10,511	10,611	12,222	12,222	(1,711)
Instructional Supplies & Equipment	4,573	4,673	4,941	4,941	(368)
Information Technology	7,920	7,920	7,746	7,746	174
Promotion	2,168	2,328	2,392	2,392	(224)
Building Maintenance & Utilities	13,854	13,854	13,843	13,843	11
Flow-Through Student Aid	1,659	1,659	1,659	1,659	-
Cost of Goods Sold	1,078	1,078	1,004	1,004	74
Other	12,878	13,450	13,224	13,224	(346)
TOTAL OTHER OPERATING	69,937	70,369	71,327	70,827	(890)
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	249,157	249,589	242,377	245,277	3,880
CONTRACTS & OTHER NON-FUNDED ACTIVITY	28,612	28,980	29,250	29,216	(604)
CAMPUS SERVICES	36,342	36,192	36,450	36,284	58
INTERNATIONAL EDUCATION CENTRE	25,708	29,461	30,584	30,044	(4,336)
STRATEGIC INVESTMENT PRIORITIES	42,932	62,034	64,628	65,696	(22,764)
TOTAL EXPENDITURES	\$ 382,751	\$ 406,256	\$ 403,289	\$ 406,517	\$ (23,766)

Description	Variance Favourable/ (Unfavourable)	Comments
Salaries and Benefits	\$ 4,770	Net favourable variance is due to the following: \$10.0M Reduction in salary and benefit costs as a result of the refinement of the estimated Employment Standards Act impacts, (\$3.0) Estimated additional costs as a result of the implementation of the Voluntary Retirement Incentive program, (\$1.8M) Estimated additional labour costs due to increased enrolment over Approved Annual Budget, (\$370K) Additional workers compensation expense as a result of annual assessment of the College's 2017-2018 claims activity .
Contingencies	\$ 1,500	Contingency has been reduced to reflect estimated requirements.
Contract Services	\$ (1,711)	Net unfavourable variance is due to the following: (\$625K) Increase in contract services relating to backfill for vacant positions within various departments such as Information Technology and Human Resources, (\$585K) Increase in expense related to additional facilitator costs for the Distance Education programs related to Full Time Post Secondary enrolment increase (offset by additional Host Fee revenue), (\$119K) Increase in contract services relating to various Ontario Online Learning Consortium programs such as eCampus, Digital Inclusion and Interactive Media Management and Nunavut security training (all offset by additional revenue), (\$55K) Increase in Information Technology contract services relating to data centre analysis project for Ontario Colleges Application Service, (\$327K) Other minor variances within various departments.
Instructional Supplies & Equipment	\$ (368)	Unfavourable variance is due to the following: (\$327K) Increase in instructional supplies as a result of increased enrolment, (\$30K) Increase in academic equipment as a result of increased enrolment, (\$11K) Other minor variances.
Information Technology	\$ 174	Favourable variance as a result of the cost refinement of various services provided by Information Technology Services (ITS) to the College.



Third Quarter 2018-2019 Financial Projection
 EXPENDITURES SCHEDULE
 Variance Analysis (all figures in \$ 000's)

Description	Variance Favourable/ (Unfavourable)	Comments
Promotion	\$ (224)	Unfavourable variance is due to the following: (\$160K) Increased promotion expenses due to unbudgeted flow-through program expenses supporting student initiatives (offset by additional revenues), (\$64K) Other minor variances.
Other	\$ (346)	Net unfavourable variance is primarily a result of an increase in various expenses due to unbudgeted flow-through program expenses supporting student initiatives (offset by additional revenues).
Contract and Other Non-Funded Activity	\$ (604)	Net unfavourable variance due to additional unbudgeted expenses (offset by additional revenue) for the new Local Employment Planning Council program contract as well as additional expenses related to various unbudgeted School Contract programs (offset by additional revenue).
International Education Centre	\$ (4,336)	Increased expenditures required to support an estimated 23% unbudgeted increase in international student enrolment. The variance amount includes the transfer of an additional \$2.5M over Approved Annual Budget to Funded Activity revenue.
Strategic Investment Priorities	\$ (22,764)	See <i>Strategic Investment Priorities Variances</i> page for details.
Total Explained Variances	\$ (23,909)	
Other Minor Variances	\$ 143	
Total Variance	\$ (23,766)	

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Q3 vs. Approved Variance Favourable/ (Unfavourable)
SOURCE OF FUNDS:					
Facilities Renewal Grant	\$ 980	\$ 980	\$ 980	\$ 980	\$ -
College Equipment Renewal Fund Grant	560	560	560	560	-
Greenhouse Gas Campus Retrofit Grant	-	9,294	9,294	9,294	9,294
Apprenticeship Enhancement Fund Grant	1,000	1,000	1,040	1,040	40
Supporting Quality Programs and Student Outcomes Grant	-	4,000	4,000	4,000	4,000
Post-Secondary Institutions Strategic Investment Fund (PSISIF) Grant	-	4,092	4,092	4,092	4,092
Students' Association Contribution	2,870	3,048	3,048	645	(2,225)
Gain on Sale of March Road Land	-	-	-	2,375	2,375
TOTAL SOURCE OF FUNDS	5,410	22,974	23,014	22,987	17,576
EXPENDITURES:					
Major Capital Projects					
DARE District	2,123	8,994	8,994	9,494	(7,371)
Indigenous Gathering Circle	1,105	1,279	1,279	1,439	(334)
Student Central	5,000	7,009	7,009	7,009	(2,009)
Pedestrian Bridge to Bus Rapid Transit Station	646	646	646	16	630
Solar Photovoltaic Plan	-	6,825	6,825	6,825	(6,825)
ESCO2	1,928	2,323	2,323	2,323	(395)
Ontario Student Assistance Program (OSAP) Transformation and Net Tuition Project	300	521	521	521	(221)
Learning Management System Implementation and Modernization	300	916	916	916	(616)
Workday Implementation	7,000	7,000	6,984	6,984	16
Athletics and Recreation Complex	3,000	3,200	3,200	500	2,500
Total Major Capital Projects	21,402	38,712	38,696	36,026	(14,625)
Other					
College Technologies	890	1,104	1,477	3,049	(2,159)
College Space & Infrastructure	3,292	7,091	7,020	7,020	(3,728)
Initiatives & Opportunities	3,655	4,483	5,428	6,047	(2,392)
Campus Services	448	498	935	1,085	(637)
Appropriations	100	-	-	-	100
Apprenticeship Enhancement Fund (AEF)	1,000	1,000	1,040	1,040	(40)
Recurring Annual Investments	8,745	8,911	10,173	11,101	(2,356)
Employment Standards Act	3,000	3,000	3,000	3,197	(197)
Net Contribution Surplus Carryover	400	300	736	1,008	(608)
Adjustment for Anticipated Underspend	-	(3,065)	(3,877)	(3,877)	3,877
Total Other	21,530	23,322	25,932	29,670	(8,140)
TOTAL EXPENDITURES	42,932	62,034	64,628	65,696	(22,765)
TOTAL NET CONTRIBUTION	\$ (37,522)	\$ (39,060)	\$ (41,614)	\$ (42,709)	\$ (5,189)

Description	Variance Favourable/ (Unfavourable)	Comments
Greenhouse Gas Campus Retrofit Grant	\$ 9,294	New grant funding secured after the 2018-2019 Approved Annual Budget had been finalized.
Supporting Quality Programs and Student Outcomes Grant	\$ 4,000	Additional one-time funding announced by the Ministry of Training, Colleges and Universities after the 2018-2019 Approved Annual Budget had been finalized.
Post-Secondary Institutions Strategic Investment Fund (PSISIF) Grant	\$ 4,092	Grant funding adjusted to reflect changes to 2018-2019 estimated spending for the DARE District project, due to changes in the timing of construction costs.
Students' Association Contribution	\$ (2,225)	Students' Association contribution adjusted to reflect changes to 2018-2019 estimated spending for the Athletics Recreation Complex.
Gain on Sale of March Road Land	\$ 2,375	Projected gain on sale of the March Road land expected to take place by the end of fiscal 2018-2019.
DARE District	\$ (7,371)	Variance due to timing of construction costs deferred from 2017-2018 and additional cost increases (\$500K) at Q3 2018-2019.
Indigenous Gathering Circle	\$ (334)	Variance due to timing of construction costs deferred from 2017-2018 and additional cost increases (\$160K) at Q3 2018-2019.
Student Central	\$ (2,009)	Variance due to timing of construction costs deferred from 2017-2018.
Solar Photovoltaic Plan	\$ (6,825)	Variance due to new program to implement a solar energy and power storage facility funded from the new Greenhouse Gas Campus Retrofit Grant identified above.
ESCO2	\$ (395)	Reflects revised anticipated project costs.
Ontario Student Assistance Program (OSAP) Transformation and Net Tuition Project	\$ (221)	Reflects revised anticipated project costs.
Learning Management System Implementation and Modernization	\$ (616)	Reflects revised anticipated project costs.
Athletics and Recreation Complex	\$ 2,500	Variance due to timing of construction and design costs deferred to 2019-2020.



Third Quarter 2018-2019 Financial Projection
 STRATEGIC INVESTMENT PRIORITIES SCHEDULE
 Variance Analysis (all figures in \$000's)

Description	Variance Favourable/ (Unfavourable)	Comments
College Technologies	\$ (2,159)	Reflects revised project costs and carry forward budgets from projects in progress at the end of fiscal year 2017-2018. Also includes new projects approved during 2018-2019.
College Space & Infrastructure	\$ (3,728)	\$(2.4M) increase reflects project costs related to Greenhouse Gas Campus Retrofit projects. Balance of increase due to revised project costs and carry forward budgets from projects in progress at the end of fiscal year 2017-2018.
Initiatives & Opportunities	\$ (2,392)	Reflects revised project costs and carry forward budgets from projects in progress at the end of fiscal year 2017-2018. Also includes new projects approved during 2018-2019.
Campus Services	\$ (637)	Reflects carry forward budgets from projects in progress at the end of fiscal year 2017-2018. Also includes new projects approved during 2018-2019.
Appropriations	\$ 100	Reduction of unutilized appropriation budgets.
Recurring Annual Investments	\$ (2,356)	Additional funding for the Human Resources Program Envelope, Space Adaptations Envelope and Academic Equipment Envelope.
Net Contribution Surplus Carryover	\$ (608)	Reflects revised anticipated project costs.
Adjustment for Anticipated Underspend	\$ 3,877	Based on historical trends, a 15% provision has been added to account for anticipated underspending in Strategic Investment Priorities projects.
Total Explained Variances	\$ (5,638)	
Other Minor Variances	\$ 449	
Total Variance	\$ (5,189)	



Third Quarter 2018-2019 Financial Projection
INTERNALLY RESTRICTED NET ASSETS SCHEDULE
 (all figures in \$ 000's)

	Year-End Actual March 31, 2018	Projected In-Year Use of Funds (2018-2019)	Projected Year- End Adjustments (2018-2019)	Projected March 31, 2019
Appropriations	\$ 100	\$ -	\$ -	\$ 100
Specific Reserves:				
Other Projects & Initiatives	27,215	12,851	11,181	25,545
Campus Services Reserve Fund	5,209	1,085	575	4,699
Employment Stabilization Funds	570	-	5	575
	<u>32,994</u>	<u>13,936</u>	<u>11,761</u>	<u>30,819</u>
Contingency Reserve Fund	8,890	-	846	9,736
Reserve Funds:				
Future Capital Expansion	31,202	11,982	4,668	23,888
TOTAL INTERNALLY RESTRICTED NET ASSETS*	\$ 73,186	\$ 25,918	\$ 17,275	\$ 64,543
TOTAL UNRESTRICTED NET ASSETS	\$ 1,000			\$ 1,000
Investment in Capital Assets	78,606		13,281	91,887
Vacation, Sick Leave & Post-Employment Benefits	(18,979)		150	(18,829)
Interest Rate Swaps	(7,318)		-	(7,318)
Endowment Fund	26,020		600	26,620
TOTAL NET ASSETS	\$ 152,515	\$ 25,918	\$ 31,306	\$ 157,903

* 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 2018-2019. The Board of Governors Financial Management Policy requires that the Board of Governors approve any spending from Reserve Funds.

	Approved Annual Budget 2018-2019				Position Changes			Full-Time Funded at Q3 2018-2019				Total Staffed at Dec 31, 2018	Total Vacant at Dec 31, 2018
	Admin	Support	Academic	Total	Positions Opened	Positions Closed	Positions Transferred	Admin	Support	Academic	Total		
President & Board of Governors													
President's Office	4	-	-	4				4	-	-	4	4	-
Indigenous Service and Partnerships	1	2	1	4	1			2	2	1	5	4	1
Total	5	2	1	8	1	-	-	6	2	1	9	8	1
Human Resources													
Vice-President's Office ¹	17			17			(15)	2	-	-	2	1	-
Labour Relations	4			4				4	-	-	4	3	1
Talent Management & Organizational Development ¹	2	2	1	5	1	(1)	7	9	2	1	12	11	2
Wellness, Compensation & Benefits ¹	-	-	-	-			8	8	-	-	8	7	1
Total	23	2	1	26	1	(1)	-	23	2	1	26	22	4
Finance and Administration													
Vice-President's Office	2	-	-	2	1			3	-	-	3	2	1
Campus Services	17	74	-	91	2	(5)		16	72	-	88	82	3
Finance & Administrative Services	10	27	-	37	1	(2)		11	25	-	36	36	2
Risk Management	9	1	-	10	1	(2)		8	1	-	9	10	2
Physical Resources	11	38	-	49	3	(8)		11	33	-	44	37	7
Total	49	140	-	189	8	(17)	-	49	131	-	180	167	15
Student Services													
Vice-President's Office	2	-	-	2				2	-	-	2	2	-
Student Support Services	10	45	18	73	2	(1)		11	45	18	74	71	3
Algonquin College Foundation	3	3	-	6	1			4	3	-	7	5	2
Registrar	11	66	-	77	2	(3)		9	67	-	76	72	4
Total	26	114	18	158	5	(4)	-	26	115	18	159	150	9
Innovation and Strategy													
Vice-President's Office	3	-	-	3	1	(1)	1	4	-	-	4	3	-
International & Strategic Planning	12	11	20	43	3	(1)		15	10	20	45	38	7
Applied Research & Development	2	2	-	4	7	(1)		7	3	-	10	3	7
Business Development & Corporate Training	4	7	-	11			1	4	8	-	12	12	-
Information Technology Services	17	87	-	104	10	(9)	(1)	15	89	-	104	92	10
Total	38	107	20	165	21	(12)	1	45	110	20	175	148	24

	Approved Annual Budget 2018-2019				Position Changes			Full-Time Funded at Q3 2018-2019				Total Staffed at Dec 31, 2018	Total Vacant at Dec 31, 2018
	Admin	Support	Academic	Total	Positions Opened	Positions Closed	Positions Transferred	Admin	Support	Academic	Total		
Academic Services													
Vice-President's Office	3	-	-	3	1		1	3	-	2	5	2	2
Academic Operations and Planning	10	12	5	27		(1)	(19)	3	4	-	7	6	-
Academic Development ²				-	3	(2)	18	5	9	5	19	18	1
Faculty of Arts, Media & Design	8	32	112	152	2	(1)		7	32	114	153	148	6
School of Business	5	8	88	101				5	8	88	101	98	3
School of Hospitality & Tourism	3	9	44	56	1			4	9	44	57	53	3
Algonquin Centre for Construction Excellence ³	2	11	61	74	1		(1)	2	11	61	74	71	3
School of Advanced Technology ³	4	16	99	119	3	(1)	2	6	16	101	123	112	13
Algonquin College Heritage Institute	4	11	12	27		(3)	(2)	4	11	7	22	21	1
Faculty of Health, Public Safety & Community Studies	8	30	122	160				8	30	122	160	148	13
Centre for Continuing and Online Learning	8	17	-	25				8	17	-	25	24	1
Personal Development Institute	-	1	-	1				-	1	-	1	1	-
Algonquin College in the Ottawa Valley	7	32	29	68	2			7	33	30	70	67	3
Total	62	179	572	813	13	(8)	(1)	62	181	574	817	769	49
Communications, Marketing, and External Relations													
Marketing	2	20	-	22	1	(3)		1	19	-	20	20	-
Communications	4	3	-	7	1	(1)		4	3	-	7	7	-
Total	6	23	-	29	2	(4)	-	5	22	-	27	27	-
COLLEGE TOTAL	209	567	612	1,388	51	(46)	-	216	563	614	1,393	1,291	102

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

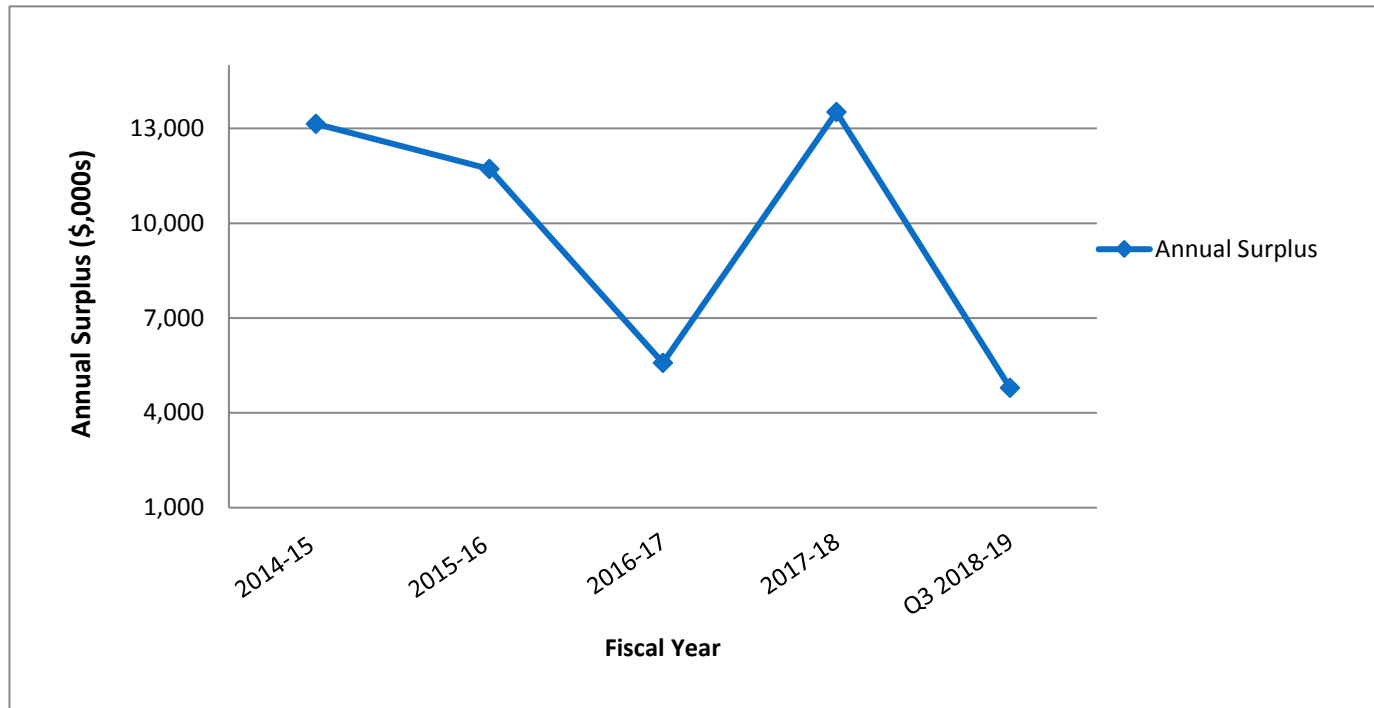
Not all positions are 100% funded in the budget as some positions are vacant at the start of the year and other positions have a start date projected for other than April 1st.

1 - Human Resources re-organization resulted in the creation of the Wellness, Compensation and Benefits sector and reallocation of complement.

2 - Academic Operations and Planning re-organization resulted in the creation of the Academic Development sector and reallocation of complement.

3 - Faculty of Technology and Trades re-organization resulted in the creation of the School of Advanced Technology sector and the Algonquin Centre for Construction Excellence sector.

Operating Results: Annual Surplus



Objective:

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

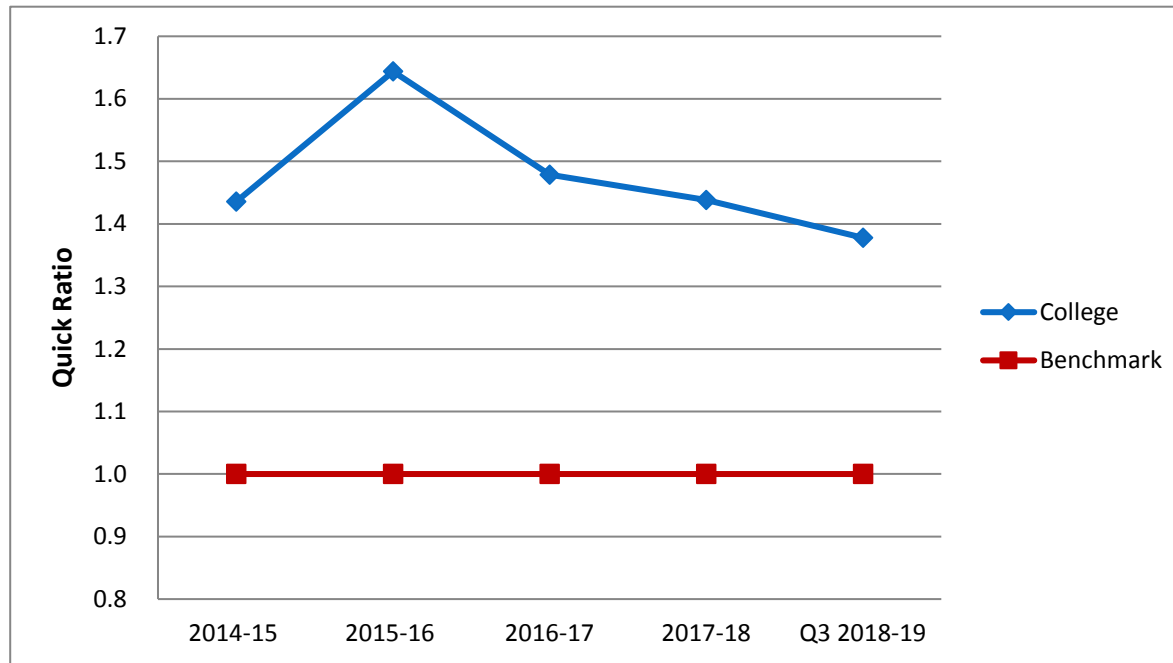
Benchmark:

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:

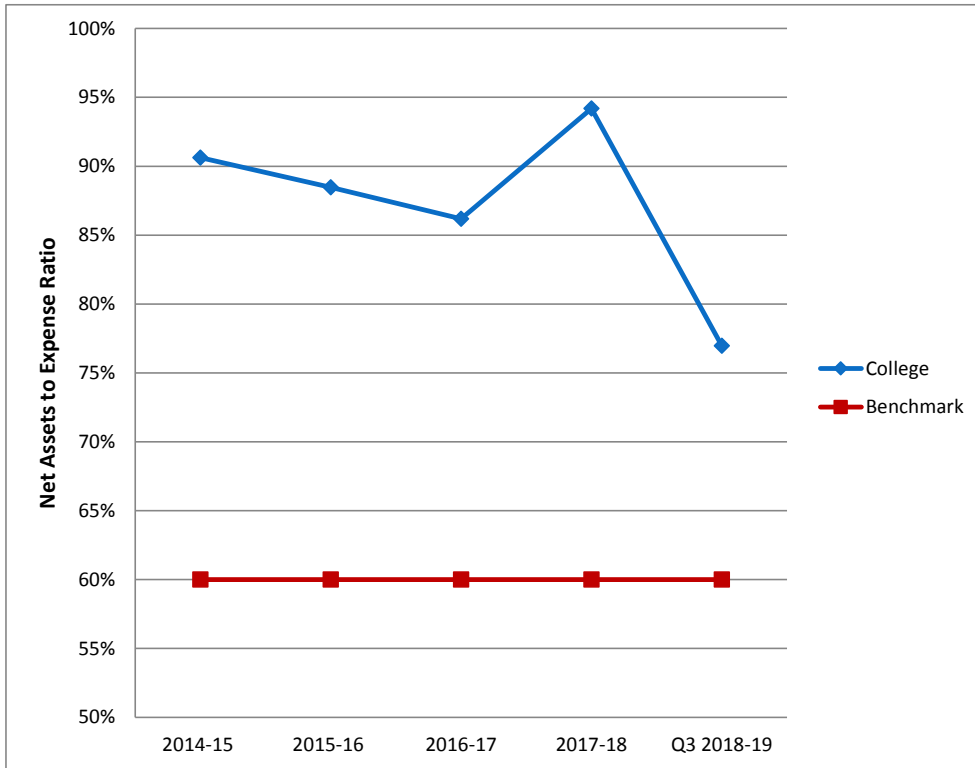
Fiscal performance indicator testing the college’s ability to pay its short-term maturing obligations (e.g. biweekly payroll payments).

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 1.84 for Q3 2018-2019.

Operating Results: Net Assets to Expense Ratio



Objective:

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

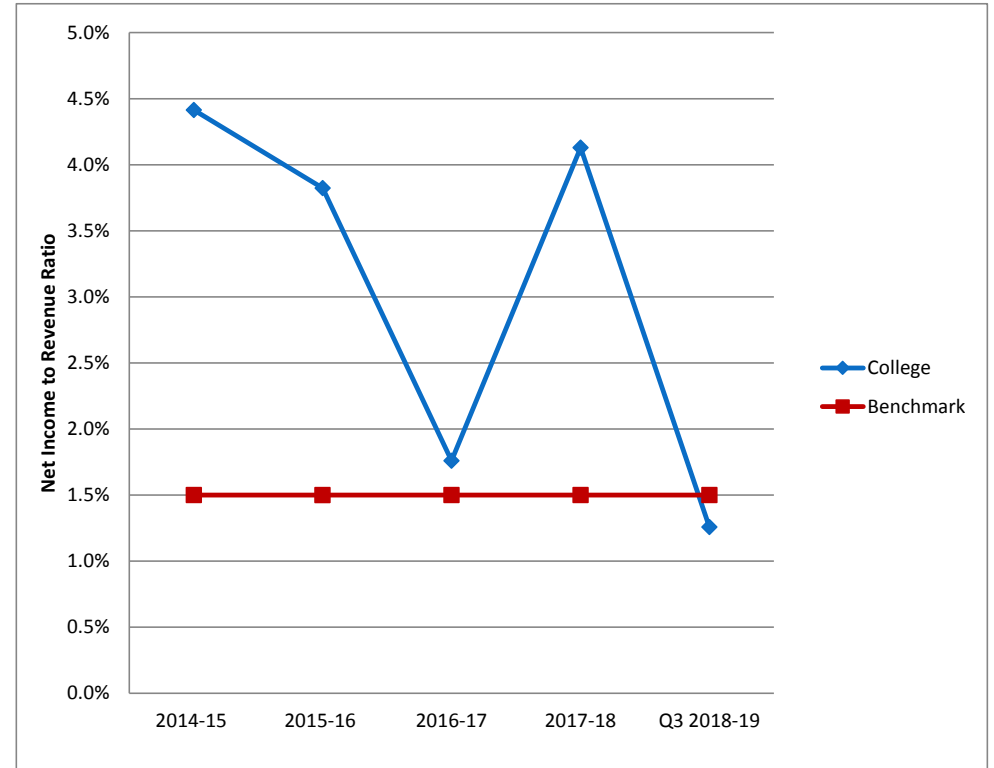
Benchmark:

60% or higher.

Rationale:

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

Operating Results: Net Income to Revenue Ratio



Objective:

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

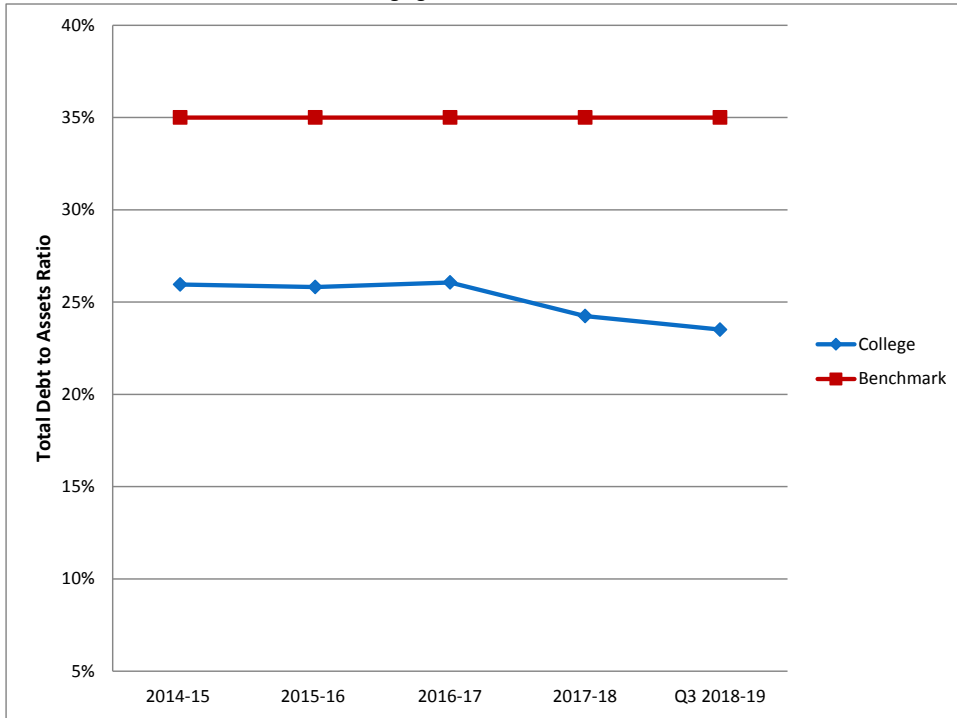
Benchmark:

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

Rationale:

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

Managing Debt: Total Debt to Assets Ratio



Objective:

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

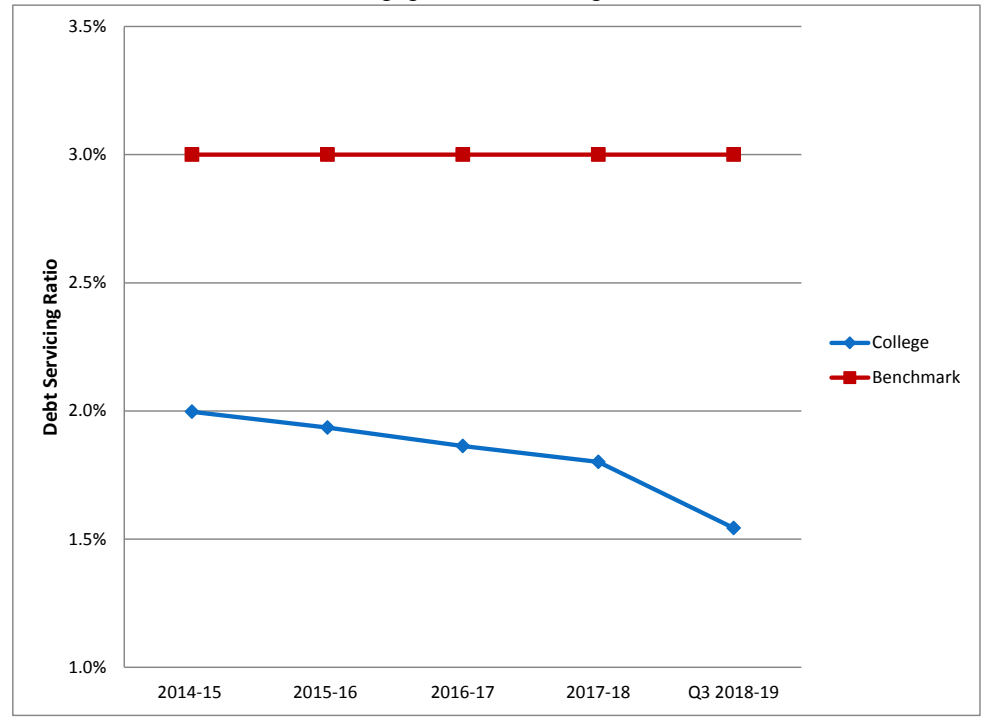
Benchmark:

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

Rationale:

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

Managing Debt: Debt Servicing Ratio



Objective:

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

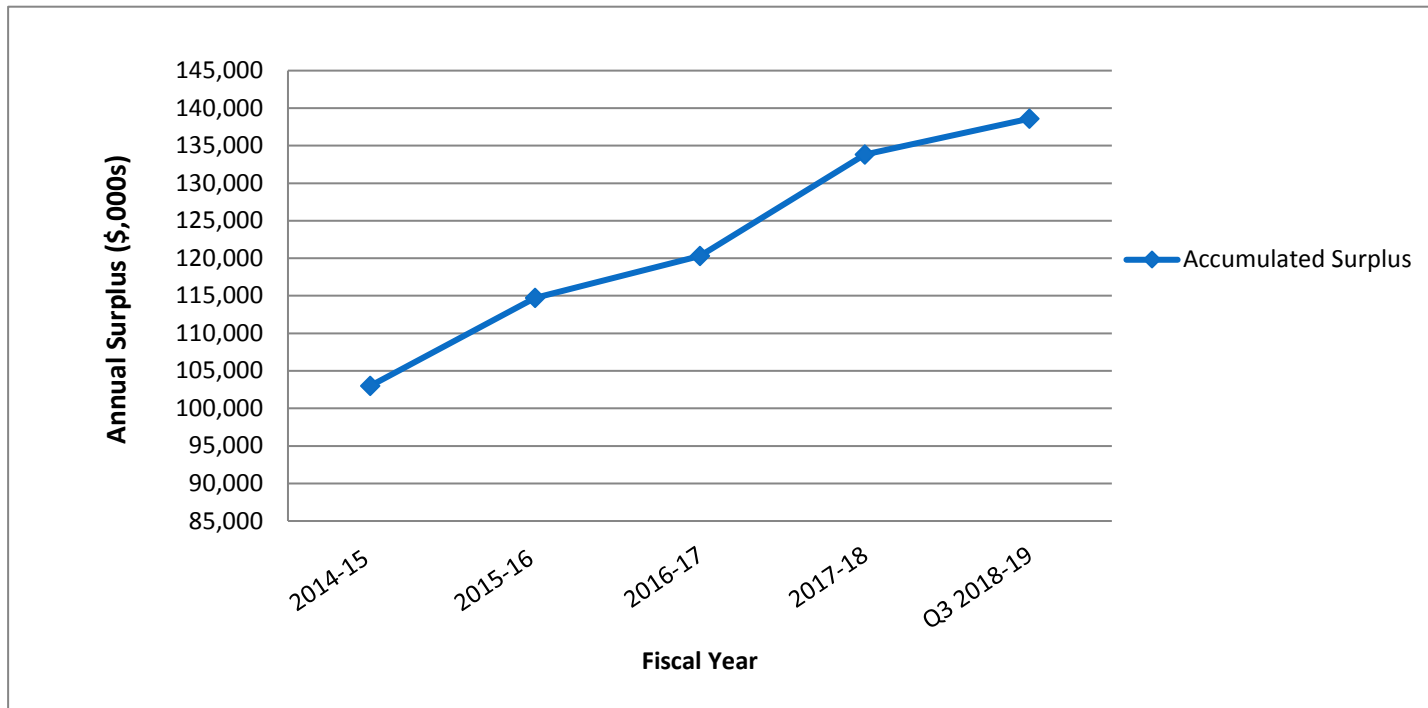
Benchmark:

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

Rationale:

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

Accumulated Surplus/(Deficit)



Objective:

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

Benchmark:

Must be greater than \$0.

Rationale:

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

ANNUAL BUDGET AND QUARTERLY FINANCIAL PROJECTIONS COMPLIANCE SCHEDULE

	<u>Source</u>	<u>Budget/Projection Requirement</u>	<u>Compliant (Y/N)</u>
1	BGII-02 Board Financial Management Policy	1.2 The annual budget [and Quarterly Projections] ... shall: 1.2.2 Have expenditures not exceeding revenues unless the Board has approved ... to spend from reserve funds;	Y
2	BGII-02 Board Financial Management Policy	1.2 The annual budget [and Quarterly Projections] ... shall: 1.2.3 Have ancillary expenditures not exceeding ancillary revenues unless the Board has specifically directed otherwise.	Y
3	BGII-02 Board Financial Management Policy	2.3 Quarterly projections of the annual budget shall be presented to the Board, ensuring the College's projected surplus or deficit are at least equal to or better than the Approved Budget.	Y
4	BGII-02 Board Financial Management Policy	4.2 The President may not approve an unbudgeted expenditure or commitment that will result in the College's fiscal year-end total balance of unrestricted net assets plus internally restricted net assets being lower than budgeted without the approval of the Board.	Y
5	Strategic Plan 2017-2022	'Goal 5 - Enhance Algonquin's global impact and community social responsibility' -we must ensure we maintain strong financial health indicators	Y
6	President's Budget Overview - Annual Budget	President's Overview: 'We will be aggressively pursuing further opportunities in the non funded area which will provide funds for investment in all of the things that are currently not funded through government sources such as technology upgrades, infrastructure improvements, equipment for faculty and staff etc.' - we must ensure that our SIP expenditures (budgeted and projected) do not exceed the sum of: - Non-Funded Activities net contributions; and - Allocations from Internally Restricted Net Assets such that the ending balance of Internally Restricted Net Assets is at least equal to or greater than the balance approved by the Board in the Annual Budget (see #4 above).	Y

Report title:	Third Quarter 2018-2019 Business Plan Update
Report to:	Board of Governors
Date:	February 25, 2019
Author/Presenter:	Doug Wotherspoon, Vice President, Innovation and Strategy

1. RECOMMENDATION:

THAT the Board of Governors accepts this 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 related to the institution’s strategic directions. The annual business plan is a tool used by management to set the direction for the College to achieve annual goals and targets in the context of the Strategic Plan.

3. BACKGROUND:

The Board of Governors is provided with quarterly updates on progress being made against the annual Business Plan using a Business Plan Dashboard and Exceptions Report. The Business Plan Dashboard for the Third Quarter covers the period October through to December 31, 2018, and is provided in Appendix A: Third Quarter 2018-2019 Business Plan Dashboard.

Dashboard

The legend for the dashboard 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

The Exceptions Report for the Third Quarter covers the period October 1 through to December 31, 2018, is provided in Appendix B: Third Quarter 2018-2019 Business Plan Exceptions Reports.

4. DISCUSSION:

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

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

Students will ultimately benefit from the achievement of the targets of the annual Business Plan.

7. FINANCIAL IMPACT:

There is no financial impact identified at this time.

8. HUMAN RESOURCES IMPACT:

There is no human resources impact identified at this time.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

There is no government/regulatory/legal impact identified at this time.

10. COMMUNICATIONS:

The third quarter update is made available to the public on the Board of Governors website prior to the Board of Governors February 25, 2019 meeting.

11. CONCLUSION:

The third quarter Dashboard and Exceptions Reports 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 will provide additional detail, including proposed new timelines or mitigation strategies expected to be implemented to return the item to green.

Respectfully submitted:



Doug Wotherspoon
Vice President, Innovation and Strategy

Approved for submission:



Cheryl Jensen
President and CEO

Appendices:

Appendix A: Third Quarter 2018-2019 Business Plan Dashboard
Appendix B: Third Quarter 2018-2019 Business Plan Exceptions Reports

Appendix A: Third Quarter 2018-2019 Business Plan Dashboard

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

Improve Student Retention

- AS/SS 1.0 a) New Learning Management System launched by Q2.
- AS 1.0 b) Learning Management System employee training developed and 100% of employee users trained by Q2.
- AS 1.0 c) Learning Management System student and faculty satisfaction measured, with a goal of 83% satisfaction achieved by Q4.
- AS 1.0 d) Learning Management System adoption and use monitored, with a goal of 85% weekly log-in for students and 90% daily log-ins for faculty by Q4.
- AS 1.0 e) Retention A3-Plan Do Study Adjust plan updated, with Entering Student Survey and Intercept program countermeasures refined and scaled up by Q4.

Secure employee participation & support in the development of the Learner Driven Plan

Secure student participation & support in the development of the Learner Driven Plan

- AS 1.1 a) Feedback methods developed for different modalities (in person, online) and varied topics within the Learner Driven Plan by Q1.
- AS/SS 1.1 b) Learner Driven plan that defines and measures personalized learning and other college experience developed in a peer-led and cross-college collaborative model involving all categories of employees and students delivered to the Board of Governors by Q4.
- AS/SS 1.1 c) Quarterly town halls held for stakeholder consultation and input.
- AS/SS 1.1 d) Student and employee satisfaction with the process of the development of the plan measured by Q4.

Increase student and employee awareness of mental health as measured by sessions using web-based tools

- SS 1.2 a) Awareness campaign, specifically targeting the 28 online web-based mental health tools, launched for employees by Q1 and students by Q2.
- SS 1.2 b) Student, employees and class representatives awareness sessions held by Q2.

Grow student & employee participation in Discovery, Applied Research and Entrepreneurship

- ▲ IS 1.3 a) Student and Employee Entrepreneurship Mindset survey completed by Q1.
- ▲ IS 1.3 b) Applied Research and Innovation Strategy presented to Algonquin Executive Team by Q2.
- IS 1.3 c) Draft Faculty engagement plan presented to Deans Council by Q3, increasing number of faculty engaged in applied research from 70 to 100 by Q4.
- IS 1.3 d) Employee Innovation Fund operationalized and five employee projects supported by Q4.
- IS 1.3 e) 75 IgniteAC events hosted by Q4.
- TRI 1.3 f) Algonquin College Centre for Indigenization (formerly known as Institute for Indigenous Entrepreneurship) launched by Q2.
- TRI 1.3 g) Inaugural Global Conference on Indigenizing Entrepreneurship held with 250 delegates by Q3.

Improve student and employee satisfaction of critical Learner Driven platforms

- IS 1.4 a) Customer Relationship Management Plan updated and presented to Strategic Enrolment Management (SEM) Committee by Q1.
- ▲ IS 1.4 b) Information Technology Modernization Plan presented to Algonquin College Executive Team by Q2.
- IS 1.4 c) Workday Enterprise Resource Planning launched by Q3.
- IS 1.4 d) All employees trained on Workday by Q3.
- IS 1.4 e) Student Information System readiness reaches 80% by Q4.
- IS 1.4 f) Data governance, analysis, scoping and infrastructure documentation reached final stages of readiness by Q4.
- IS 1.4 g) Options analysis for conversion to a new student Information System presented to the Algonquin College Executive team by Q4.

Legend

- Completed and in progress to reach target
- ▲ Measures that may be delayed in reaching target
- Measures that may be at risk in reaching target
- ◆ Measures that will not reach target by March 31, 2019

ACET Sponsor

- AS** Academic Services
- SS** Student Services
- IS** Innovation and Strategy
- FA** Finance and Administration
- HR** Human Resources
- TRI** Truth Reconciliation and Indigenization
- CME** Communications, Marketing & External Relations
- OHS** Occupational, Health & Safety

2018-19 Business Plan Quarterly Update

Third Quarter Dashboard Report

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

Grow the percentage of students registered in Co-op

- IS 2.0 a) Co-op A3-Plan Do Study Adjust Plan updated, with 1-2 countermeasures put in place by Q1.
- IS 2.0 b) Strategic Enrolment Management Committee & Academic area engaged in discussion of A3 findings and countermeasures by Q1.

Increase the number of co-op streams for programs of study

- AS 2.1 a) Five new co-op streams for existing programs of study presented to Board for approval with one by Q2, two by Q3, and two by Q4.

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

Increase student and employee willingness to recommend Algonquin College as a place to study and work

- IS 3.0 a) Lean/Continuous Improvement A3-Plan Do Study Adjust Plan updated, with two countermeasures identified for implementation
- ▲ IS 3.0 b) Two new departments (Registrar's Office and Indigenous Initiatives) on boarded into the Lean Continuous Improvement
- IS 3.0 c) 1,000 employees certified at Lean white belt level and 200 at yellow belt level by Q4.

Improve the overall quality of the Learning Experience (KPI - Student Satisfaction and Engagement Survey Q#24)

- AS 3.1 a) Key Performance Indicators (KPI) student attributes analysis report and recommendations completed by Q3.
- AS 3.1 b) Student focus groups conducted to improve student engagement and success with report and recommendations provided to the Algonquin College Executive Team by Q3.

Improve the overall quality of the Student Experience (KPI - Student Satisfaction and Engagement Q#39)

Student One Stop Space Project

- SS 3.2 a) Communication campaign creating College-wide awareness of the new space and services launched by Q2 and carried
- SS 3.2 b) New service model developed and implemented through process improvement evaluation by Q3.
- SS 3.2 c) Measure student satisfaction (pulse surveys) in Q3 and Q4 and report to the Academic and Student Affairs Committee by Q4.

Library Services

- ▲ SS 3.2 d) New Presentation Studio, with the technical tools and space for students to practice and record their work, operational by
- ▲ SS 3.2 e) New self-serve book check out/borrowing solution implemented by Q2.
- SS 3.2 f) Communication campaign building College-wide awareness of the new Library and services launches by Q1 and carried through to Q4.

Improve the cleanliness and general condition of College buildings (KPI Student Satisfaction and Engagement Survey Q#47 and Q#48)

- FA 3.3 a) DARE District construction substantially completed by Q1.
- FA 3.3 b) Clean Buildings A3-Plan Do Study Adjust Plan completed, with top tow countermeasures selected for implementation, completed by Q2.
- FA 3.3 c) Athletics Recreation Complex milestones (project vision and principles, loan financing, and Students' Association operating agreement) achieved by Q4.

Improve the National Capital Region's Willingness to Recommend Algonquin College

- CME 3.4 a) Communications strategy to improve internal brand culture supporting living the brand from the inside-out defined and implemented by Q1.
- CME 3.4 b) Process for onboarding and leveraging Brand Ambassadors developed by Q3.
- CME 3.4 c) Brand campaign effectively executed into market in adherence with Brand Application Matrix by Q4.

2018-19 Business Plan Quarterly Update

Third Quarter Dashboard Report

Goal 4: Become an integral partner to our alumni and employers

Improve Alumni Engagement

- SS 4.0 a) Alumni Engagement A3-Plan Do Study Adjust Plan updated, with 1-2 countermeasures put in place by Q4.
- SS 4.0 b) Number of alumni engaged on social media network increased from 7,360 to 8,500 through the development and implementation of an annual social media plan by Q4.
- SS 4.0 c) Interactions with alumni champions, partners and stakeholders increased from 930 to 1,200 through an increase in alumni engagement initiatives by Q4.
- SS 4.0 d) Number of alumni events hosted by College departments increased from 10 to 20 by Q4.

Alumni leads passed to the Algonquin College Foundation

- ▲ SS 4.1 a) Process, toolkit and training implemented to capture, document and pass along leads to the Algonquin College Foundation by Q1.
- SS 4.1 b) Alumni identification incorporated in employee onboarding process in Human Resources by Q2.
- SS 4.1 c) Campaign for current employees who are alumni to self-report to the Alumni Office launched by Q2.

Goal 5: Enhance Algonquin's financial sustainability

Net Contribution % Net Contribution \$

- ▲ FA 5.0 a) Plan to monetize the Ottawa campus residence facility and pay off the residence long term debt presented to Board of
- FA 5.0 b) New budget planning module, integrated with Workday financial information system, implemented by Q4. (Separate from primary Workday plan)

Grow international activity and enrolments

- ▲ IS 5.1 a) International Education Strategic Plan Refresh completed by Q2.
- IS 5.1 b) International net contribution increased from \$6.1 M to \$10.7 M by Q4.
- IS 5.1 c) International Enrolment A3-Plan Do Study Adjust Plan updated, with 1-2 countermeasures put in place by Q4, and merged with College Strategic Enrolment Management Committee enrolment plan.

Increase applications to the Ontario Student Assistance Program (OSAP)

- SS 5.2 a) Entrance Bursary and Scholarship program launched by Q1.
- SS 5.2 b) Personalized Smart Money financial plans articulating value and available aid created and distributed by Q2. the guidance of Strategic Enrolment Management (SEM) by Q4.

Grow Algonquin Foundation revenue

- SS 5.3 a) New 3-year fundraising strategic plan developed and presented to the Foundation Board of Directors by Q4.
- SS 5.3 b) First year of donor stewardship plan implemented by Q4.
- SS 5.3 c) Donor satisfaction benchmark established by Q4.
- SS 5.3 d) Existing annual fund donor renewals increased from 96% to 98% by Q4.

Goal 6: Improve Algonquin's stewardship of the environment

Reduce Algonquin's greenhouse gas emissions

- FA 6.0 a) Algonquin College "Moving Towards Net Zero" plan completed and submitted to Ministry of Advanced Education and Skills Development (MAESD) by Q2.
- ▲ FA 6.0 b) Storm Water Management Pond completed on time and on budget by Q2.
- ▲ FA 6.0 c) Greenhouse Gas Emission Reduction A3-Plan Do Study Adjust Plan exercise, to determine the College's most effective behavioural initiative to achieve reductions, completed by Q3.

2018-19 Business Plan Quarterly Update

Third Quarter Dashboard Report

Goal 7: Advance Algonquin's journey toward truth and reconciliation

Grow student, employee and community member participation in Indigenization initiatives

- TRI 7.0 a) Aboriginal Education Council (AEC) governance model retreat, informed by the "Seven Grandfathers" teachings resulting in updated Terms of Reference and membership list by Q2.
- TRI 7.0 b) Transforming Indigenization initiatives presented to Algonquin College Executive Team by Q3..
- TRI 7.0 c) Indigenous pedagogy concepts tested with 35 volunteer faculty and student service leads with results presented to Algonquin College Executive Team by Q4
- TRI 7.0 d) 10 professional development sessions (Blanket Exercise and Exploration of Truth) hosted by Q4.

Goal 8: Be recognized by our employees and the community as an exceptional place to work

Raise Employee Engagement

Second year of the People Plan implemented by Q4, including:

- HR 8.0 a) All Algonquin College Leadership Team members trained to complete and report on weekly frontline employee visits by Q2.
- ◆ HR 8.0 b) Pulse Survey tool for departments to measure progress of employee engagement plans (drivers of Employee Engagement)
- HR 8.0 c) Employee Performance Management A3-Plan Do Study Adjust Plan updated, with 1-2 countermeasures put in place by Q2.
- HR 8.0 d) Process for matching internal candidates with short-term (<4 months) assignments developed and implemented by Q3.
- HR 8.0 e) Succession and strategic Workforce Planning framework designed and implemented by Q3.
- ◆ HR 8.0 f) Performance Feedback tool for Part Time Administrators and Support Staff developed by Q4.
- HR 8.0 g) 75 leaders trained in use of standardized change management methodology and tools by Q4.
- ◆ HR 8.0 h) Adjustments tested and implemented to improve career conversations and employee performance development process by Q4.

Increase the number of Employees who have completed training for policy SA16 Sexual Assault/Sexual Violence Policy

- SS/HR/OHS 8.1 a) Web-based training module developed and delivered by Q2.
- SS/HR/OHS 8.1 b) Training module for employees promoted and launched by Q3.

Appendix B: Third Quarter 2018-2019 Business Plan - Exceptions Report

	2017-22 Strategic Goals	2018-19 Metric	2018-19 Target	2018-19 Initiative/Leveraged Action	ACET Member	Status	Comments for Third Quarter
1.3	Innovation and Quality Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges	Grow student & employee participation in Discovery, Applied Research and Entrepreneurship	5,000	a) Student and Employee Entrepreneurship Mindset survey completed by Q1	D. Wotherspoon		a) Delayed. The first concepts surrounding the Innovation and Entrepreneurship Mindset were presented to ACET in December 2018. ACET approved in principle. A survey benchmark will be piloted in February 2019.
1.3	Innovation and Quality Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges	Grow student & employee participation in Discovery, Applied Research and Entrepreneurship	5,000	b) Applied Research and Innovation Strategy presented to Algonquin College Executive Team by Q2	D. Wotherspoon		b) Delayed. The project is on track to be completed in Q4.
1.4	Innovation and Quality Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges	Improve student and employee satisfaction of critical Learner Driven platforms	Benchmark to be established	b) Information Technology Modernization Plan presented to Algonquin College Executive Team by Q2.	D. Wotherspoon		b) Delayed. The Information Technology Modernization Plan will be scheduling final stakeholder sessions in January/February 2019. The project is on-track to provide a BoG update at the April 2019 meeting.
3.0	Innovation and Quality Goal #3: Attain national standing in quality, impact, and innovation by each school and service	Increase student and employee willingness to recommend Algonquin College as a place to study and work	97% 75%	b) Two new departments (Registrar's Office and Indigenous Initiatives) on boarded into the Lean Continuous Improvement program by Q3	D. Wotherspoon		b) Delayed. Hired a new business improvement coach. One more to be hired in Q4. Manager hired at end of Q3. Overview meetings with Vice President of Student Services and Executive Director of Indigenous Initiatives to be completed in Q4.
3.2	Innovation and Quality Goal #3: Attain national standing in quality, impact, and innovation by each school and service	Improve the overall quality of the Student Experience (KPI - Student Satisfaction and Engagement Q#39)	69.5%	Library Services d) New Presentation Studio, with the technical tools and space for students to practice and record their work, operational by Q1	L. Stanbra		d) Delayed. Construction and installation of screens completed in October. The studio is scheduled to be fully operational by mid- November.
3.2	Innovation and Quality Goal #3: Attain national standing in quality, impact, and innovation by each school and service	Improve the overall quality of the Student Experience (KPI - Student Satisfaction and Engagement Q#39)	69.5%	e) New self-serve book check out/borrowing solution implemented by Q2	L. Stanbra		e) Delayed. System is operational Contract to purchase and install needed equipment that allows fines to be paid by credit/debit card will be signed mid-January, and this final phase of implementation is expected by March 31, 2019.
4.1	Connected Goal #4: Become an integral partner to our alumni and employers	Alumni leads passed to the Algonquin College Foundation	845	a) Process, toolkit and training implemented to capture, document and pass along leads to the Algonquin College Foundation by Q1.	L. Stanbra		a) Delayed. In progress to be implemented by end of Q4. Two information sessions were held for schools and departments. Further development of the process is being done based on these sessions.

	2017-22 Strategic Goals	2018-19 Metric	2018-19 Target	2018-19 Initiative/Leveraged Action	ACET Member	Status	Comments for Third Quarter
5.0	Sustainability Goal #5: Enhance Algonquin's financial sustainability	Net contribution % Net contribution \$	1.9% -\$5.5M	a) In progress but delayed due to additional time required to fully assess all options. Preferred proponent and option presented to ARM on September 26, 2018.	D. McNair		a) Delayed. Pursuing Section 28 approval with the MTCU and approval under entrepreneurial activities for completion at end of Q4.
5.1	Sustainable Goal #5: Enhance Algonquin's financial sustainability	Grow international activity and enrolments	6,303	a) International Education Strategic Plan Refresh completed by Q2.	D. Wotherspoon		a) Delayed. Draft version completed and presented to the Algonquin College Leadership Team in December. Five Town Halls scheduled for February 2019 to seek input on the greater college community. The project is to be completed by Q4.
6.0	Sustainable Goal #6: Improve Algonquin's stewardship of the environment	Reduce Algonquin's greenhouse gas emissions	5.0%	b) Storm Water Management Pond completed on time and on budget by Q2.	D. McNair		b) Delayed. Civil works and basic landscaping complete in Q2 but due to procurement challenges, final landscaping and plantings will take place Spring of 2019.
6.0	Sustainable Goal #6: Improve Algonquin's stewardship of the environment	Reduce Algonquin's greenhouse gas emissions	5.0%	c) Greenhouse Gas Emission Reduction A3-Plan Do Study Adjust Plan exercise, to determine the College's most effective behavioural initiatives to achieve reductions, completed by Q3.	D. McNair		c) Delayed. Temporarily put on hold to allow resources to focus on emerging space needs due to increased enrolment. Now tracking to be complete in Q4.
8.0	People Goal #8: Be recognized by our employees and the community as an exceptional place to work	Raise Employee Engagement	59%	b) Pulse Survey tool for departments to measure progress of employee engagement plans (drivers of Employee Engagement) implemented by Q2.	D. McCutcheon		b) To-date we are implementing the next steps of the Employee Engagement Plan to improve our employee engagement. We are currently working with departments to understand what is currently being done, what challenges they are facing and how we can use our new employee engagement tools to find solutions.
8.0	People Goal #8: Be recognized by our employees and the community as an exceptional place to work	Raise Employee Engagement	59%	f) Performance Feedback tool for Part Time Administrators and Support Staff developed by Q4.	D. McCutcheon		f) Not to be completed. This initiative has been deferred to 2019-2020 fiscal year. The technology support for performance feedback for part-time administrators and support staff will be added as increased functionality into Workday post launch and stabilization period.
8.0	People Goal #8: Be recognized by our employees and the community as an exceptional place to work	Raise Employee Engagement	59%	g) 75 leaders trained in use of standardized change management methodology and tools by Q4.	D. McCutcheon		g) At risk of target not being achieved. The Change Management Training module (Living in Change: A Practical Approach) was offered once. There were 11 registrants in Q3.
8.0	People Goal #8: Be recognized by our employees and the community as an exceptional place to work	Raise Employee Engagement	59%	h) Adjustments tested and implemented to improve career conversations and employee performance development process by Q4.	D. McCutcheon		h) Not to be completed. This initiative has been deferred to 2019/20. The technology support for performance management will be available in Workday post launch and stabilization period.

DEFINITIONS

#	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. <ul style="list-style-type: none"> 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): <ol style="list-style-type: none"> High school English and math grades (OCAS-Cognos) Program choice (OCAS - Cognos) AC Start and AC Day 1 orientation attendance (data system / source TBD) Class attendance (Learning Management System - attend value) Learning Management System login activity (LMS - last login) Grades for assignments (Learning Management System - grade) 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. <ul style="list-style-type: none"> 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
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

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
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; <ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> ● Self-declaration (contact us to provide their information) ● College initiated information (a department or an employee provides found information) 	Daily	<ul style="list-style-type: none"> 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	<p>Operating revenues less operating expenditures on a modified cash flow basis.</p> <p>*Under a modified cash flow basis the following cash outflows are treated as expenditures:</p> <ul style="list-style-type: none"> - principal portion of debt service payments - contributions to reserves - purchases of assets that will be capitalized on the balance sheet <p>The following cash inflows are treated as revenues:</p> <ul style="list-style-type: none"> - capital grants that will be recorded as deferred capital contribution on the balance sheet <p>The following items are excluded from the calculation:</p> <ul style="list-style-type: none"> - depreciation expense, amortization of deferred capital contributions, change in vacation liability, impact of capitalizing assets and capital grants <p>*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</p>	Monthly	Cognos Business Intelligence Financial Reporting Tool: <ul style="list-style-type: none"> - 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
5.4	Goal #5: Sustainable	Revenues	Operating revenues associated with: <ul style="list-style-type: none"> - Funded Activity - College Ancillary Services - International Education Centre - Contract and Other Non-Funded Activity 	Daily	Cognos Business Intelligence Financial Reporting Tool: <ul style="list-style-type: none"> - Funded Activity - College Ancillary Services - International Education Centre - Contract and Other Non-Funded Activity 	VP Finance and Administration	Acting Director Finance and Administration

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
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					

Report title:	Learner Driven Plan
Report to:	Board of Governors
Date:	February 25, 2019
Author/Presenter:	Claude Brulé, Senior Vice President, Academic Laura Stanbra, Vice President, Student Services

1. RECOMMENDATION:

THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide additional insight, further to quarterly Business Plan updates, regarding the development of the Learner Driven Plan.

3. BACKGROUND:

The Learner Driven Plan is a key element to deliver in support of the 2017-2022 Strategic Plan. Specifically, goal 1 of the Strategic Plan states “establish Algonquin College as the leader in personalized learning across all Ontario Colleges”. The intent of the Learner Driven Plan is to recommend three or four transformative initiatives that can be implemented over time that will differentiate Algonquin College as a leader in personalized learning and a personalized college experience.

Initial work began in September 17, 2017, with a session at the Board of Governors Retreat, followed by engagement of student leaders and employee discussions at the department level. In October of 2017, it was deemed the best course of action to pause work on the plan due to the province-wide faculty work stoppage. Work on the Learner Driven Plan resumed in April 2018 in order to allow for the recovery of the 2017 Fall term and to ensure the 2018 Winter term was well underway.

Faculty member Kathlyn Bradshaw, from the School of Business, was seconded to conduct research and context setting as a foundational element of the plan. This report is given in Appendix A: Contextualizing the Learner Driven Plan Initiative.

4. DISCUSSION:

Broad and extensive internal and external stakeholder consultation is a significant part of the Learner Driven Plan development approach, based on the premise it is important to understand the current state, gaps and stakeholder points of view of what improved personalization would look like at Algonquin College. Extensive consultation ensured there were opportunities for input in various in-person and online formats. Information sessions were conducted in peer-to-peer settings with student leaders, faculty and non-academic employees facilitating well attended interactive sessions. Two full-time faculty, Valerie Hill and Carolyn Côté, were seconded to lead faculty peer-to-peer sessions.

The following is a summary of the consultation sessions:

- A student survey was launched in July 2018 and closed in December 2018 with over 2,000 respondents providing in excess of 6,000 unique answers to questions.
- Twenty in-person, student peer-led information/input sessions were held across all three campuses.
- Forty departmental team meetings were held across the college with over 900 employees participating.
- Three hundred and thirty-seven faculty participated in peer-led information/consultation sessions with peer-led Faculty. Results are given in Appendix B: Faculty Findings.
- Weekly Thursday drop-in sessions were promoted and held for faculty and non-faculty employees.
- A dedicated email address was set up for input and general inquiries: LDP@algonquincollege.com, and
- Fourteen targeted external stakeholder meetings were held to include employers, School Boards, High School Counsellors, former students, alumni and community representation.

Given the importance of student and employee input into the development of the Learner Driven Plan, a goal for employee input was set at of 70% or 2,018 employees and 20% of current students or 4,000 students. As of January 29, 2019, the process has engaged 1,529 employees or 76% of objective and 2,417 students or 61% of target. While the number of stakeholders engaged in the process was lower than the goal, the quantity and quality of the feedback received exceeded expectations and will ensure the Learner Driven Plan is developed in an evidence-based manner. To date, over 6,000 comments and ideas have been received from students and over 1,600 comments and ideas from employees.

Five Algonquin College students from the Market Research Business Intelligence Graduate Certificate Program have been hired to code and summarize the substantive data collected.

A critical next stage of stakeholder engagement is to summarize the input and play back ideas received. Results of trends identified and potential recommendations to include in the Learner Driven Plan will be presented to move forward for approval. All input received throughout the process has been posted on the Learner Driven Plan website: <https://www.algonquincollege.com/learnerdriven/ideas/>. Regular updates were and are provided at every President’s Town Hall since the Learner Driven Plan Development process began. In accordance with the process of developing a College-wide plan, the “Playing to Win” methodology will be used to develop recommendations, test theories, and determine “what would need to be true” to ensure final recommendations have been appropriately evaluated for the ability to implement and achieve objectives. An overview of the timeline is provided in Appendix C: Timeline Overview.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

With changing demographics of student population, it is no longer feasible or sustainable to offer a one-size fits all model in the delivery of Algonquin College courses, programs and credentials to our learners. An Algonquin College Learner Driven Plan will provide direction and vision on how Algonquin College can better support our learners in their post- secondary educational journey. The Learner Driven Plan will focus on improving personalization in the classroom, outside the classroom through supports and services as well as with enhancements to the technology used by all stakeholders. A more personalized learner and college experience will have a positive impact in overall student satisfaction and success. The

Learner Driven Plan would also align with all four Algonquin College core values of Caring, Learning, Integrity and Respect.

7. FINANCIAL IMPACT:

The financial impact of the Learner Driven Plan will be assessed once the Learner Driven Plan has been developed. It is anticipated that transformative projects will require appropriate financial resources, it is also anticipated that being a leader in personalized learning will also serve to drive enrolment and increase student retention.

8. HUMAN RESOURCES IMPACT:

There is no human resources impact identified at this time. As part of the development and refinement of the Learner Driven Plan, both a qualitative and quantitative assessment of the impact on human resources will be completed.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

There are no government, regulatory or legal impact identified at this time. While program delivery and assessments will be influenced by Learner Driven Plan options, the principle of high integrity of Algonquin College programs and the Algonquin College credential will remain unchanged.

10. COMMUNICATIONS:

A broad and extensive communication plan was developed and deployed to encourage stakeholder engagement during the development stage of the Learner Driven Plan. A website was developed and promoted through a poster campaign, myAC promotion and through social media. The website <https://www.algonquincollege.com/learnerdriven/> houses the following: daily updated tracking of progress toward engagement goals; a "Have Your Say" page with engagement opportunity instructions for employees and students; an "Ideas" page updated with the thousands of pieces of input, suggestions and ideas collected. It also has pages with news, videos, resources and contact details.

A sub-branding visual was developed and displayed throughout all paper and electronic communication of the various initiatives within the Learner Driven Plan development stage. This is given in Appendix D: Samples of Marketing Collateral. A strong social media campaign was launched with messages posted on both the Algonquin College and Students' Association platforms. Events were posted along with articles highlighting winners of various participation incentive prizes. Newsletters on project status and articles written profiling participants and faculty Learner Driven Plan leaders were posted on myAC. Emails were sent

to all faculty by the Senior Vice President, Academic, encouraging faculty to participate in the term-long faculty peer-to peer sessions offered to collect input. Drop in tables were set up around the college to encourage employees and students to “Have their say” in the development of the Learner Driven Plan. Events were promoted through social media and through targeted emails and web posting.

11. CONCLUSION:

Significant awareness and engagement has and will continue to take place this academic year to engage learners and employees in drafting the Learner Driven Plan. Participation and results to-date are encouraging. The project is on track for the final draft of the proposed plan is scheduled to come to the Board in June 2019.

Respectfully submitted:

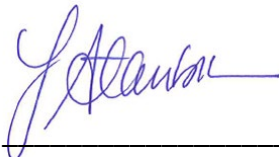


Claude Brulé
Senior Vice President, Academic

Approved for submission:



Cheryl Jensen
President and CEO



Laura Stanbra
Vice President, Student Services

Appendices:

Appendix A: Contextualizing the Learner Driven Plan Initiative
Appendix B: Faculty Findings
Appendix C: Timeline Overview
Appendix D: Samples of Marketing Collateral

Contextualizing the LDP Personalized Learning Initiative

Overview

This document contextualizes the LDP Working Group’s personalized learning initiative, specifically developing a Learner Driven Plan that defines and measures personalized learning and the college experience, developed in a peer-led and cross-college collaborative model involving all categories of employees and students. (LDP, 2018)

A brief background of the LDP initiative, as well as the methods used by the LDP Working Group to collect feedback is followed by considerations of personalization within three systems: institutional, technological, and pedagogical. Examples of personalization relevant to each system, and elements of personalization – specifically practices, outcomes, and lessons learned - in each system are then provided. A brief personalized learning annotated bibliography is attached to offer further readings on the subject. This document thus offers a contextual overview – rather than an exhaustive review - for the LDP initiative.

Background

Algonquin College’s 2017-2022 Strategic Plan, 50+5, outlines a vision to be a global leader in personalized, digitally connected, experiential learning. The strategic plan adopts the Glossary of Educational Reform’s definition of personalized learning:

The term personalized learning, or personalization, refers to a variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students (2015)

with the enhancement “for the purpose of achieving exceptional learner, employer, and community success”.

The LDP Working Group research initiative is informed by *Playing to Win* (Lafley & Martin, 2013), specifically the “integrated cascades of choices”:

1. What is your winning aspiration? The purpose of your enterprise; its motivating aspiration.
2. Where will you play? A playing field where you can achieve that aspiration.
3. How will you win? The way you will win on the chosen playing field.
4. What capabilities must be in place? The set and configuration of capabilities required to win in the chose way.

Contextualizing the LDP Personalized Learning Initiative

5. What management systems are required? The systems and measures that enable the capabilities and support the choices (pp. 14-15)

In addition, Lafley & Martin (2013) identify “ineffective ways” of making choices:

1. Defining strategy as vision
2. Defining strategy as plan
3. Denying that long-term (or even medium-term) strategy is possible
4. Defining strategy as the optimization of the status
5. Defining strategy as following best practices (pp. 3-5)

The LDP working group uses the *Playing to Win* (Lafley & Martin, 2013) cascade to guide feedback gathering, analysis, and more.

Method

The “development of the Learner Driven Plan began in the Fall of 2017 and was relaunched in the Spring of 2018” (LDP, 2018) with recommendations “presented to the Algonquin College Board of Governors in April 2019” (LDP, 2018). The presentation date has since been moved forward to June 2019.

The first stage of development involved gathering information from college staff, faculty, student, as well as external stakeholders. Information was gathered during focus groups, one-on-one meetings, student peer-led information gathering sessions, online questionnaires for students and staff, as well as white-board feedback sites. Questions related to the data gathering process involved

- Improved personalized college experience outside of the classroom
- Improved personalized learning in-class or online learning experience
- Improved personalized learning from a technology perspective

Initial orientation to the notion of personalized learning was offered by providing the Glossary of Educational Reform’s definition (above), as well as a two-minute video by Educause (Bayne & Dobbin, 2016) on the topic of personalized learning.

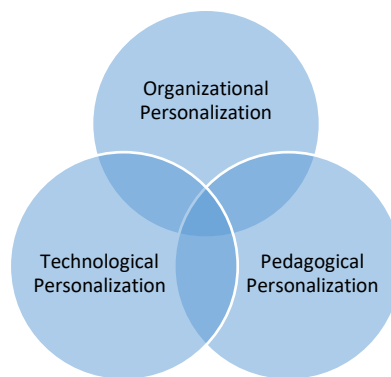
Contextualizing the LDP Personalized Learning Initiative

Contextual Research Approach

Building on the approach previously established by the LDP Working Group, this document considers personalization outside the classroom (organizational), in-class or online (pedagogical), and from a technology perspective (technological). The notion of a personalized college experience is thus considered as comprised of three systems and perspectives:

1. **Organizational System:** largely represented by leadership and administration, and responsible for the physical, financial, and human resources of the organization.
2. **Technological System:** typically represented by information technology specialists, and whose primary responsibility is for the health of the organization's information technology systems (both administrative and teaching).
3. **Pedagogical System:** primarily represented by those with responsibility for teaching and learning and therefore needing rigorous and sustainable pedagogical approaches.

(Robertson, 2008, p. 821)



As illustrated in the Venn diagram above, these systems are distinct, yet interrelated and interdependent.

The Merriam-Webster dictionary defines the verb personalize as “to mark (something) in a way that shows it belongs to a particular person: to change or design (something) for a particular person”. Following, considerations and examples of personalization within academic organizations and institutions are provided. Each section concludes with a summary, or “snapshot”, in the form of a table.

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Organizational Personalization

Organizational systems within academic institutions are “largely represented by leadership and administration, and responsible for the physical, financial, and human resources of the organization” (Robertson, 2008, p. 821). Five examples of academic organizational personalization are provided:

- 1- Finland Ministry of Education, country-wide personalized learning implemented at the K to 12 level.
- 2- British Columbia Ministry of Education, province-wide adoption of personalized learning at the primary and secondary school levels.
- 3- Northern Arizona University, institutionally developed online General Education platform
- 4- Southern New Hampshire University, online course platform
- 5- McGill University, Desautels School of Management

This sampling provides insight into personalized learning adopted country-wide, province-wide, online, and within academic departments.

Example 1. Finland

Finland’s K to 12 education system has maintained a reputation as one of the best in the world, with its 15-year-olds “regularly scoring among the highest in...reading, maths and science (Spiller, 2017). The transformation of Finland’s education system began almost half a century ago. In Finland, every school has the “same national goals and draws from the same pool of university-trained educators” (Hancock, 2011). The way of teaching adopted (compulsory by August 2016) is known as “project – or phenomenon-based learning (PBL) ... to equip children with skills necessary to flourish in the 21st Century” (Spiller, 2017).

Example 2. British Columbia

The British Columbia Ministry of Education redesigned curriculum for K to 12 in order to “transform its education system to one that better engages students in their own learning and fosters the skills and competencies students will need to succeed” (BC Ministry of Education). At the centre of the redesign of curriculum and assessment are core competencies “sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning” (BC Ministry of Education). In addition, the BC Ministry of Education has established province-wide concept-based, competency driven standards for K to 12 curriculum, assessment, and graduation.

Example 3. Northern Arizona University’s Personalized Learning Program

Northern Arizona University (NAU), a California-based non-profit university, is undertaking a four-year \$20 million project creating a personalized learning platform for twenty general-education courses (note: general education in the U.S. typically differs from that offered in Ontario colleges). Specifically, NAU is implementing a “Personalized Learning program comprised of a personalized education platform that combines...adaptive learning, competency-based learning and predictive analytics” (Lieberman,

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2017). NAU's platform "enables motivated students to earn a respected university degree quickly and more affordably by customizing online coursework to match each student's learning preferences, goals, and prior experience" (NAU, 2018).

NAU's Personalized Learning platform is

- Flexible – Students set their own timelines and decide when, how quickly, and in what format they wish to learn.
- Competency-based – Courses are built around concepts and learning outcomes with each student's prior experience factored into their education plan.
- Organic – Course sequencing and assignments are fluid, to encourage self-directed learning. Students also have access to dedicated 'social' spaces for collaborative learning.
- Mentored – In addition to regular access to discipline faculty, when they don't understand a concept, each student has a dedicated faculty "mentor" who will assist them to be successful.
- Innovative – A cutting-edge user interface allows the student to control every part of his or her online education, from course selection to tuition payment.
- Affordable – The tuition for a six-month term is \$2,500USD with no fees, textbooks or extra costs. (NAU, 2018)

Example 4. Southern New Hampshire University

Southern New Hampshire University's (SNHU) online courses use an online platform that allows students to personalize their "college experience to how [they] work best" (SNHU, 2018). This movement to personalization is reflected in the university's Strategic Plan, specifically to "become more learner centered, bringing to higher education the same kind of personalized experiences...happening in many other industries, including health care" (SNHU, 2018). The SNHU online offerings include both competency and project based curriculum.

Example 5. McGill University, Desautels School of Management

The Desautels School of Management at McGill University, offers personalized learning that involves a "combination of a solid disciplinary foundation with great flexibility. It allows student to design and personalize their education without compromising the fundamentals of rigorous management training" (Desautels, 2018).

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ORGANIZATIONAL PERSONALIZATION SUMMARY

Institution or Organization	Practices	Outcomes	Lessons Learned
<i>Finland Ministry of Education</i>	Country-wide K-12	Two-decades recognized as a success	40+ years of educational reform
	Mandatory teaching qualifications	Faculty with university teaching degrees	Personalization teaching/learning theories known
	Project/phenomenon-based learning	21 st century skills	Collaborative teaching, student choices
<i>British Columbia (BC) Ministry of Education</i>	Province-wide for K-12	Roll out in progress	Seven years of reform
	Mandatory teaching qualifications	Faculty and management teacher-training certified	Personalization teaching/learning theories known
	Competency-based	Curriculum, assessment, & evaluation redesign	
<i>Northern Arizona State University</i>	Online learning	20 General Education courses	\$20 Million USD, four years
	Personalized learning platform	Adaptive learning, , and predictive analytics	Match each student's preferences
	Competency-based learning	GED courses build around concepts	Student prior experiences factored in to education plan
<i>SNHU</i>	Online platform	D2L	Learner-centred
	Competency-based	Curriculum	How students learn best
	Project-based	Curriculum	In other industries
McGill	Discipline foundation	Management training	Solid fundamentals
	Flexibility	Student designed education	Maintain rigour

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Technological Personalization

Technological personalization is most often achieved through personal learning environments (PLE), analytics, adaptive technologies, and artificial intelligence. Within corporations, most especially retail, personalization involves intense communication and interaction between customer and supplier “by using new technology...to better engage customers, improve satisfaction, earn loyalty and grow communities” (Forbes, 2017). Personalization in general is about selecting or filtering information objects for an individual by using information about the individual and then negotiating the selection with the individual. Academic technological approaches “focus educational efforts on supporting adult learners to model their learning activities and potential personal learning environments while exploring the digital realm” (Fielder & Våljataga, 2011, p. 1). There has been identification of mid and low tech trends personalized learning (Grant, 2014), yet these tend to be implemented within individual classrooms by teachers, supported - rather than overseen - by an academic institutions’ IT department.

PLE & ULE

Dabbagh and Kitsanis (2012) describe a personal learning environment, or PLE, as a potentially promising pedagogical approach for both integrating formal and informal learning using social media and supporting student self-regulated learning in higher education contexts. The most common or recognizable personal learning environments (PLE) are learning management systems such as Moodle, BrightSpace, and Blackboard. Open PLE e-learning platforms include edx, Coursera, Udacity, and other massive open online courses (MOOCs). PLE include dashboards which operate as a hub to provide learners with information, insights, and choice related to their individual learning pathways. PLE can also involve analytics.

An alternative to PLE is the notion of ubiquitous learning environments (or ULE):

a situation or setting of pervasive (or omnipresent) education (or learning adaptive learning environment with the benefits of ubiquitous computing and the flexibility of mobile devices. Students have the freedom to learn within a learning environment which offers adaptability to their individual needs and learning styles, as well as the flexibility of pervasive and unobtrusive computer systems. (Jones & Jo, 2004)

ULE thus involves using technologies already used by the learner as a means of supporting a learner.

Analytics, Artificial Intelligence (AI) and Adaptive Technologies

Analytics. “Increasingly, very large data sets are available from students’ interactions with educational software and online learning - among other sources - with public data repositories supporting researchers in obtaining this data” (Siemens & Baker). NAU using adaptive learning and predictive analytics as part of their “ambitious” (Lieberman, 2017) PLE development.

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Adaptive Learning Technologies. Adaptive learning technologies “dynamically adjust to the level or type of course content based on an individual’s abilities or skill attainment, in ways that accelerate a learner’s performance with both automated and instructor interventions” (NMC, 2018, p. 215). The NMC Horizon Reports (2018, p. 42) envisions, within the next two to three years, the adoption of adaptive learning technologies. Adaptive systems “attempt to be different for different students and groups of students by taking into account information accumulated in the individual or group student models” (Brusilovsky & Peylo, 2003, p. 159). Examples of adaptive systems include Cognitive Tutor Algebra 1 (an adaptive-software program for teaching math), DreamBox, Khan Academy, and ST Math. The research “behind specific products is often very thin, with far more poorly designed studies done by companies themselves than robust evaluations conducted by independent third parties” (Herold, 2016).

Artificial Intelligence (AI). The Merriam-Webster (2019) dictionary defines AI as

1. A branch of computer science dealing with the simulation of intelligent behaviour in computers.
2. The capability of a machine to imitate intelligent human behaviour.

AI systems “apply techniques from the field of Artificial Intelligence (AI) to provide broader and better support for the users of Web-based educational systems” Brusilovsky & Peyo, 2003, p. 159). Artificial intelligence in teaching and learning may involve

- Teacher and AI collaboration
- Differentiated and individualized learning
- Universal access for all students
- Automated admin tasks (Marr, 2017)

TECHNOLOGICAL PERSONALIZATION SUMMARY

Tool	Practices	Outcomes	Lessons Learned
<i>Learning Environments</i>	Formal	LMS such as Moodle and D2L	Proprietary, institutional
	Informal	MOOCs, Udacity, Edx, Khan Academy and so on	Open, learner selected
	Research behind specific programs	Often done by companies themselves.	Robust third-party evaluations needed
<i>Analytics, AI and Adaptive Technologies</i>	Data sets for research	Predictive analytics	Public data bases
	Identify learning needs	Example “at risk”	Messaging to individual critical
	Simulate human intelligence	Self-modifying	Meet the learning need

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Pedagogical Personalization

Personalization within the pedagogical system is “primarily represented by those with responsibility for teaching and learning and therefore needing rigorous and sustainable pedagogical approaches” (Robertson, 2008, p. 821). This section begins by considering the notion of personalized learning. An overview of personalized learning curriculum is presented. This section ends with insights into professional development for personalized teaching and learning.

Personalized Learning Defined

Within the pedagogical system, personalization most often relates to the teaching and learning strategies found in the classroom, specifically the curriculum. The first need is to define the term, for as Forbes magazine recently identified, personalized learning is a “broad and ill-defined field” (Greene, 2018). As pointed out by Bayse (2018)

Words are meaningless unless all concerned agree on their specific definitions. Even if there is a general consensus on terms, what those terms actually mean in the real world has a tendency to evolve and morph without warning. Nowhere is this more prevalent than in the field of education. In fact, there are so many “terms du jour” thrown around, tweeted and traded these days that their intrinsic value is often questionable, and confusing. Take the terms differentiated, individualized and personalized...we teased out the crucial nuances that distinguish these terms in an attempt to demystify the approaches they refer to so that educators may better initiate more effective learning techniques.

Four definitions, included in Appendix A, were unpacked to present descriptors of personalized learning

- Involves a variety of educational programs, learning experiences, instructional approaches, and academic-support strategies.
- Addresses the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.
- Tailors learning to each student's strengths, needs, and interests.
- Tailors to the preferences and interests of various learners.
- Gives students a voice and choice of what, how, where, and when.
- Offers instruction that is paced to a student's unique needs.
- Provides flexibility and supports to ensure mastery of the highest standards possible.
- Offers a pace of learning and an instructional approach optimized for the needs of each learner.
- Varies learning objectives, instructional approaches, and instructional content (and its sequencing) based on learner needs.
- Includes learning activities meaningful and relevant to learners, driven by their interests, and often self-initiated.
- Varies academic goals, curriculum and content – as well as method and pace.

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Other definition of personalized learning, such as that adopted by the BC Ministry of Education, include similar descriptors. Four themes emerge: variety and choice, pace and flexibility, needs and interests, and support.

Personalized Learning Research

The U.S. Department of Education has invested “half a billion dollars to districts that embrace the trend, with limited findings to date” (Herold, 2016). The Bill and Melinda Gates Foundation committed 300 million dollars “to support research and development around personalized learning...evaluations of their efforts remain scattered” (Herold, 2016). The Gates/RAND most were charter schools (public schools run semi-autonomously) “results are substantially heterogeneous across schools, with fewer schools seeing very large gains, and some seeing no or even negative effects from personalized learning. The gains are largest for lower grades, but this is also where students typically experience larger achievement gains overall” (Herold, 2016).

Personalized Learning Curriculum

Along with BC’s Ministry of Education comprehensive redesign, other models for personalized curriculum exist. CISCO’s Personalisation by Pieces framework “was established in 2006 and the web-based version of the tool was launched in May 2008 after trials with primary schools, secondary schools, and Further Education colleges” (2011). Approaches to personalized learning tend to be social constructivist, with competency-based learning figuring prominently along with problem (or phenomenon) based, and experiential learning.

Competency-based learning. Competency-based learning is foundational to BC’s redesign of K to 12 curriculum and is also part of Northern Arizona’s online PLE design. The U.S. Ministry of Education conflate the term competency-based with personalized learning: “Competency-based strategies provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities”. At the post-secondary level, the American Association of Universities and Colleges Value Rubrics “assess students’ own authentic work, produced across students’ diverse learning pathways, fields of study and institutions, to determine whether and how well students are meeting graduation level achievement in learning outcomes that both employers and faculty consider essential”, can also be viewed as competency-based.

Project-Based Learning (PBL). PBL – also referred to as phenomenon-based learning - “is a comprehensive approach to classroom teaching and learning that is designed to engage students in investigation of authentic problems” (Blumenfeld et al., 1991). PBL involves teaching in a “more collaborative way; to allow students to choose a topic relevant to them and base subjects around it. Making innovative use of technology and sources outside the school, such as experts and museums, is a key part of it” (Spiller, 2017).

Experiential learning.

In Ontario, experiential learning involves providing opportunities for student to

- understand more about the industries they may want to pursue in the future
- get exposed to career options in industries they may not have known about or even considered
- develop essential workplace skills
- see how their in-class learning can be applied in the workplace

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- make more informed decisions about their education and career path so they make a successful transition into the job market (Ministry of Education).

Personalized Learning Professional Development

The learning sciences involves theories of, and approaches to teaching and learning, known to educational professionals. This section considers teacher training, teaching and learning conferences, and academic institution teacher training departments.

Teacher Training

Most teacher colleges will include personalized learning in their curriculum, for example Simon Fraser University in BC. In this way, K to 12 teachers are exposed to both the concept of personalized learning, as well as related teaching and learning practices. Institutions such as Capella University offer personalized learning professional development for teachers, specifically

- A graduate certificate in personalized learning
- A Masters of Science in Education, Technology, Innovation, and Personalized Learning
- An Educational Doctorate in personalized learning

Teaching and Learning Conferences

Teaching and learning conferences on the topic of personalized learning are another resource for professional development, for example

- **The Personalized Learning Summit** <https://www.edelements.com/personalized-learning-summit-2018-post-summit>
 - a three-day in-person event full of professional development opportunities, dynamic and engaging sessions, networking events, inspiring and insightful keynotes
- **Fusion 2017, D2L's Personalized Learning Conference** <https://www.d2l.com/events/fusion/personalized-learning-conference/>
 - innovative educators who can share their experiences and ideas to support your personalized learning initiatives, and have opportunities to connect with peers at other organizations to share best practices
- **The Institute for Personal Learning** <http://events.r20.constantcontact.com/register/event?llr=pmz5e8cab&oeidk=a07efct8mr31c2bc724>
 - an opportunity for educators to come together to discuss emerging best practices, lessons learned, and introduce new topics or aspects of personalized learning
- **Blended and Personalized Learning Conference** <https://blendedlearningconference.com/>
 - a chance for educators and leaders to discuss blended learning as it exists today on the ground - both in terms of the day-to-day implementation in blended classrooms, and the strategies and systems that have effectively supported replication and scale across schools and districts

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Key to the PD is the degree to which it provides guidance related to implementing personalized learning, specifically variety and choice, pace and flexibility, needs and interests, and support

PEDAGOGICAL PERSONALIZATION SUMMARY

Item	Practices	Outcomes	Lessons Learned
<i>Contexts</i>	Formal Learning	Post-secondary, Nursing and Trades, apprenticeship	Small cohort, industry ties, social constructivist learning theories (curriculum)
	Informal Learning	MOOCs (EdX, Udacity, Coursera), Social Media (YouTube, HowStuffWorks)	Self-initiated and directed
<i>Curriculum</i>	Competency-based learning	Rubrics	Flexibility
	Project or Phenomenon-based learning	Comprehensive Collaborative teaching	Authentic
	Experiential learning		Informed
<i>Professional Development</i>	Education Related Degrees and Certificates	Concepts, such as personalized learning, already known	K-12: Finland and BC faculty Bachelors' or Masters degrees
	Educational Related Conferences	Primary audience K-12 faculty	Support teaching and learning practices
	PSE Institutional Learning Centres	Independent institution-driven training	Personalized learning may or may not be part of offering

Conclusion

This document offers the landscape in which the LDP Working Group initiative resides. The document thus functions as a companion piece. Results from the initiative will be presented to Algonquin's Board of Directors in June 2019.

Anyone interested in discussing this document further, can reach me at bradshk@algonquincollege.com.

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Retailers gather data about customers' online behavior to develop personalized service offers. Greater personalization typically increases service relevance and customer adoption, but paradoxically, it also may increase customers' sense of vulnerability and lower adoption rates. To demonstrate this contradiction, an exploratory field study on Facebook and secondary data about a personalized advertising campaign indicate sharp drops in click-through rates when customers realize their personal information has been collected without their consent...These studies help unravel the personalization paradox by explicating the role of information collection and its impact on vulnerability and click-through rates.

Bayse, D. (2018, January 25). Personalized v.s. differentiated v.s. individualized learning. *ISTE*. Retrieved on September 16, 2018 from <https://www.iste.org/explore/articleDetail?articleid=124>

Words are meaningless unless all concerned agree on their specific definitions. Even if there is a general consensus on terms, what those terms actually mean in the real world has a tendency to evolve and morph without warning. Nowhere is this more prevalent than in the field of education. In fact, there are so many "terms du jour" thrown around, tweeted and traded these days that their intrinsic value is often questionable, and confusing. Take the terms differentiated, individualized and personalized...we teased out the crucial nuances that distinguish these terms in an attempt to demystify the approaches they refer to so that educators may better initiate more effective learning techniques.

CISCO (2011) Personalization by Pieces Framework: Case Study. Retrieved on September 18, 2018 from https://www.cisco.com/c/dam/en_us/solutions/industries/docs/education/PersonalisationbyPieces.pdf

Personalisation by pieces is built upon an educational philosophy based on 18 years of research led by Dan Buckley of Cambridge Education. Dan argues that children learn best when they are empowered to become independent learners who understand the system by which they are educated and assessed, when they are involved in establishing the criteria by which their work is evaluated, and when they have opportunities to work collaboratively. The final framework for Personalisation by Pieces was established in 2006 and the web-based version of the tool was launched in May 2008 after trials with primary schools, secondary schools, and Further Education colleges.

Dabbagh, N. & Kitsanis, A. (2012) Personalised learning environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning. *Internet and Higher Education*, 15.

A Personal Learning Environment or PLE is a potentially promising pedagogical approach for both integrating formal and informal learning using social media and supporting student self-regulated

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learning in higher education contexts. The purpose of this paper is to (a) review research that support this claim, (b) conceptualize the connection between PLE, social media, and self-regulated learning, and (c) provide a three-level pedagogical framework for using social media to create PLEs that support student self-regulated learning. Implications for future research in this area are provided.

Fielder, H.D., & [Väljataga](#), T. (2011) *Personal Learning Environments: Concept or Technology?* Retrieved September 8, 2018 from https://www.researchgate.net/publication/220066333_Personal_Learning_Environments_Concept_or_Technology

This paper reviews and critiques how the notion of PLEs has been conceptualised and discussed in literature so far. It interprets the variability of its interpretations and conceptualisations as the expression of a fundamental contradiction between patterns of activity and digital instrumentation in formal education on one hand, and individual experimentation and experience within the digital realm on the other... it proposes to scrutinise these patterns and to focus educational efforts on supporting adult learners to model their learning activities and potential personal learning environments while exploring the digital realm.

Fielding, M. (2006). Leadership, personalization and high-performance schooling: naming the new totalitarianism, *School Leadership & Management*, 26(4), 347-369, DOI: [10.1080/13632430600886889](https://doi.org/10.1080/13632430600886889)

In bringing together two important contemporary preoccupations, namely the development of new approaches to leadership and the push to 'personalization', this paper argues against the poverty of much contemporary work on personalization... It then argues for what it suggests is a more satisfactory alternative, the person-centred learning community. Having acknowledged the dangers of what it calls 'the soulful turn' in leadership and management it then sketches out some of the key features of what it takes a person-centred approach to be.

Friend, B., Patrick, S., Schneider, C., & Vander Ark, T. (2017) *What's Possible with Personalized Learning?* Vienna, VA: International Association for K-12 Online Learning (iNACOL). Retrieved on September 8, 2018 from https://www.inacol.org/wp-content/uploads/2017/01/iNACOL_Whats-Possible-with-Personalized-Learning.pdf

Contextualizing the LDP Personalized Learning Initiative

Appendix B. Personalized Learning Definitions

The term personalized learning, or personalization, refers to a variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students (Glossary of Educational Reform)

Personalized learning tailors learning to each student’s strengths, needs and interests. Students have “voice and choice” in determining what, how, when and where the learning occurs. Teachers provide the flexibility and supports to ensure mastery of the highest standards possible. (Friend, Patrick, Schneider, & Vander Ark, 2017, p.2)

Personalized learning refers to instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and instructional content (and its sequencing) all may vary based on learner needs. In addition, learning activities are meaningful and relevant to learners, driven by their interests, and often self-initiated. (Office of Educational Technology, 2017)

learning that is tailored to the preferences and interests of various learners, as well as instruction that is paced to a student’s unique needs. Academic goals, curriculum and content — as well as method and pace — can all conceivably vary in a personalized learning environment. (ISTE)

LDP Consultations

Faculty Stakeholder Results

Fall 2018

December 20, 2018

Written by

Valerie Hill and Robert Sullivan

with contributions from Carolyn Côté

A word cloud of key findings from faculty consultations. The words are arranged in a roughly rectangular shape, with 'Entrepreneurial' and 'Support' being the largest and most prominent. Other significant words include 'Pilot Ideas', 'Accountability', 'Roles', 'Pathways', 'Flexible', 'Recognition', 'Orientation', 'Competencies', and 'Career'. The colors range from dark green to light green.

Pilot Ideas
Flexible
Pathways
Entrepreneurial
Accessible Support
Roles Recognition
Competencies Orientation
Accountability
Career

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Executive Summary

This report is an analysis of research conducted with faculty over the Fall 2018 term on the development of the Learner Driven Plan at Algonquin College. A total of 337 faculty members were interviewed in peer-to-peer sessions. These sessions consisted of conversations built around seven questions, designed to elicit input and suggestions from faculty on the development of the Learner Driven Plan and personalized learning. Each section of this report will address one of these questions and discuss the relevant findings. Throughout the report, quotes from faculty respondents are noted in ***bold italics***.

At the beginning of each session, respondents were asked to provide their first impressions on personalized education and the Learner Driven Plan. Their answers fell into six key priorities: class environment, technology, professional development, college experience, course delivery, and faculty roles. Respondents both noted concerns in those areas and provided input on how to deliver personalized education in them.

Next, respondents were asked to describe anything currently personalized at the College. The noted trends included the following: the Centre for Accessible Learning (CAL), support services and counselling, flipped and hybrid class models, and Academic Upgrading. Respondents described that these systems provided good examples of personalization already existing at the College.

Respondents were then asked for future recommendations on providing personalization. This question typically made up the bulk of the peer-to-peer session. The major topics and trends in faculty recommendations are as follows:

- *A more flexible weekly class schedule, including breaks and the ability to schedule online*
- *Ability for students to take courses outside current program or build their own courses*
- *Use modules for learning and reward mastery of a subject*
- *Create a physical classroom environment more conducive to learning*
- *Smaller class sizes*
- *Better technology for learning and support services*
- *Improved academic advising centre, and partner each student with an advisor*
- *More robust peer tutoring*

Following these suggestions, respondents were asked to describe their future classrooms in a personalized learning environment. Faculty described that the Learner Driven Plan implementation would have to be program-specific, and that there should be a pilot program used for testing before institution-wide implementation. Respondents also described that the role of faculty should change to that of a content expert, and that technology will play a larger role within the classroom. Finally, respondents explained that circular seating would be preferable to rows, and that in-person classes should remain a priority.

Respondents were also asked about what forms of professional development (PD) they would need to support personalized learning. The majority of respondents described that PD should be more robust, be more accessible, and be offered throughout the entire year. Respondents

also suggested that, if the College is offering personalized learning to students, it should also offer personalized PD to faculty.

Finally, respondents were asked about what students would excel at and struggle with in a personalized learning environment. Faculty tended to agree that students would be more engaged, more independent, and less stressed in a personalized environment. They also expressed concerns that students would struggle with too much choice, time management, and soft skills.

Overall, faculty responses during peer-to-peer sessions ranged from skeptical to optimistic. When asked for final thoughts, respondents typically summarized their suggestions and then provided high-level feedback. Respondents often described that, how ever the College decides to implement the Learner Driven Plan, it should strive to take its time and implement it correctly. More skeptical respondents asked if the College could provide examples of other institutions providing personalized education or provide literature backing the initiative. Some respondents expressed concerns about the College listening to their input.

Ultimately, respondents were happy to have been consulted. They noted their gratitude at being included in the conversation on the development of the Learner Driven Plan.

Introduction

The following research report offers a detailed review of the data collection approach followed by the faculty leaders and results gathered from peer-to-peer faculty meetings at Algonquin College throughout Fall 2018.

These research sessions with both part- and full-time instructors were conducted in order to explore and discuss the main concept for the College's Learner Driven Plan: personalized learning. The purpose of each session was to generate in-depth feedback and recommendations from one of the College's key stakeholders, the faculty team.

Personalized education, that encapsulates activities that take place within a classroom or course delivery, activities using learning technologies and events related to the experiences students have outside of their courses (but still within the College's environment), were all explored.

Research discussions were held in person with all faculty respondents and at all three campuses, to ensure optimal stakeholder representation. Faculty were highly encourage to be honest and reflect openly about the opportunities for the College as it related to personalization.

All data was transcribed and added to a centralized online database for analysis and reflection. Following the question order outlined in the Interview Guide (see Appendix A), the results are outlined and summarize for each along with pertinent and poignant faculty quotations.

Sessions with faculty were completed on December 19, 2018 and the results have been carefully reviewed. The key trends have been identified in order to support the next phase of the development of the Learner Driven Plan at Algonquin College.

Research Objectives

In August of 2018, a research methodology proposal was presented to senior management and the Learner Driven Plan's project manager for review. The proposal was approved and become the working guide for faculty researchers to study the attitudes and opinions of current faculty at Algonquin College related to the concept of personalized learning.

Below, are the key research objectives that were included in this methodology approach and which aided to guide the team on its activities during the course of the data collection:

- To uncover ideas, methods and approaches toward personalized learning that will support learners, acquired directly from full- and part-time faculty at Algonquin College from all departments.
- To determine the level of education on the meaning of personalized learning required to engage Algonquin College faculty members.
- To investigate the level of change from the current method of instruction that faculty members would be comfortable with.
- To determine the feasibility of transitioning to a personalized learning model, from a faculty member's perspective, with special emphasis on perceptions regarding time needed to make the required changes, resources required to help faculty prepare and the training deemed necessary to ensure success.
- To ensure that the data collection process is conducted in a professional, credible and transparent manner.

Research Methodology Overview

The chosen method to collect peer-to-peer faculty data was qualitative in nature. This methodology permitted more in-depth data sharing, along with the ability for moderators to probe for additional details to uncover underlying information from respondents. Unlike a quantitative (i.e. a sample survey) study, qualitative research is designed to allow for open dialogue and freedom of expression. This methodology is less structured than quantitative; however, it can provide richer insight and understanding toward a study's research objectives (Malhotra, 2015).

Research Population

Using data (population size and breakdown) provided by the Learner Driven Plan project management team, a plan was put into place to connect with instructors throughout the Fall Term (September to December 2018). Faculty respondents could have been teaching their first term or be more experienced professors and non-teaching faculty (15+ years, for instance). They may also have been full- or part-time.

Data was also collected from faculty from all three Algonquin College campuses (Woodroffe, Perth and Pembroke).

Data Collection Devices

An in-depth **Interview Guide** (see Appendix A) was developed by the researchers and approved in advance. This Guide was used in every session to meet the research project's objectives. The questions were all open-ended, to allow for top-of-mind comments, dialogue between respondents and honest reflection and to permit higher levels of detail.

Researchers also employed an online scheduling tool, **Doodle**, to aid in effectively and efficiently presenting to the faculty population, all the available session options offered in a given timeframe (i.e. two weeks to a month in advance). A Doodle scheduling online link was advertised in all LDP Faculty Session communication including email messages, invites, posters, postcards, email signatures, etc. On average, there were three to five unique session times each day (Monday to Thursday, and the occasional Friday) from the start of September until the last day of November (including Perth and Pembroke campuses). Faculty were offered sessions that varied in times to accommodate unique teaching schedules. The maximum number of faculty per session was normally four; however, for some groups or various departments who wished to attend together, exceptions were made. Sessions would always be conducted, whether there

was one person signed up, or four. The same questions were also used and the same process was always followed.

Drop In Sessions were also held weekly at Woodroffe Campus to allow faculty to stop by the faculty research offices (C151) and spend some time with a moderator discussing the Learner Driven Plan before heading to a meeting or their next class. This did not require a commitment of time in the online schedule and offered additional flexibility for those who could not dedicate a full 30-minutes.

Researchers also employed **iPads** for the purpose of recording the audio of each session to permit more accurate and in-depth transcription later. All data was uploaded during each transcription to a database developed using **Survey Monkey**. Researchers worked hard to provide ample and detailed verbatim results which will be shared during the Findings section of this report.

Research Fieldwork

Upon approval of the research methodology proposal, researchers generated a number of communication tools to assist in reaching and generating interest with the faculty population. On August 29, 2018, Claude Brulé, Senior Vice President of Academics, sent an email to all faculty advising them of the upcoming peer-to-peer sessions and encouraged all to volunteer and participate.

Researchers then followed up the next day, with a specific message to all faculty regarding the process and how faculty could expect to get involved. The first two weeks of the Fall term were also the first two weeks of the faculty stakeholder data collection. These sessions were dedicated to meeting and hearing from any and all faculty, keen to share their ideas, thoughts and opinions, regardless of what Department they currently taught in. These sessions were called “Early Bird Sessions” and were held daily in various boardrooms throughout Woodroffe campus.

Upon completion of the Early Bird Sessions, the research team began to target each faculty group (or School) separately and offered unique times and dates for those particular faculty. This approach was followed for higher levels of awareness and for more targeted email and promotion (i.e. Good Morning Algonquin and MyAlgonquin) campaigns. Below is the order of the data collection process by academic area:

1. *Faculty of Technology and Trades and ACCE*
2. *School of Business*

3. *School of Hospitality and Tourism*
4. *Faculty of Health, Public Safety and Community Studies*
5. *Faculty of Arts, Media and Design*

It is important to add that faculty sessions were held at both Perth and Pembroke campuses as well. Researchers visited in person, for two days each. Formal sessions (arranged in advance and using a unique Doodle schedule link developed to suit each campus) as well as Drop In Sessions were held in each location. Perth faculty were visited in September, while Pembroke faculty participated in October.

Finally, researchers were also engaged with arranging and presented to larger groups of primarily “non-teaching” faculty through the research data collection phase. Such meetings included a short presentation of the Learner Driven Plan objectives and interactive discussions to collect information on their attitudes and recommendations. These were normally arranged with a manager of a team and researchers visited groups at their meeting spaces and offices. Below are examples of such larger sessions:

- *CAL Services*
- *Counselling Services*
- *Academic Development*
- *Learning and Teaching Services*
- *CCOL*

Overall, researchers held more than 131 peer-to-peer sessions including 337 faculty (teaching and non-teaching). Faculty researchers included Carolyn Côté, Valerie Hill and Robert Sullivan.

Research Findings

Question 1: First Impressions about Personalization

At the beginning of each session, respondents were asked to provide their immediate thoughts on personalized education using a Word Association technique. Based on the most common trends, responses were sorted into six main faculty priorities: **class environment, technology, professional development, college experience, course delivery, and faculty roles**. Responses that did not fit into the above scheme were sorted into a miscellaneous “other” category.

Priority 1: Class Environment

This priority encompasses all aspects of the class environment. Respondents commented on the current state of the class environment, including topics such as class size, physical resources, and teaching methods, and offered input regarding the implementation of personalized education in this area.

The input received from respondents touched on three major topics: flexibility and choice, teaching style, and space and grouping.

Flexibility and Choice

Respondents offered more input regarding flexibility and choice than any other topic relating to class environment. Respondents described that, in order for personalized education to be successful, the system must be **flexible** and students must have **choice**. Respondents explained that professors must be prepared to be **creative** in how they offer flexibility to students.



Many respondents described that this already occurs throughout the College; they explained that professors naturally adapt to their students and restructure the class environment accordingly. In providing flexibility and allowing the students choice and the opportunity to provide feedback, professors create a **meaningful** class environment that is conducive to learning.

Many respondents also described that the class environment should be **specialized** or **tailored** to its students. To this end, respondents offered that class environments should be **open-ended, fluid, unstructured, and student-focused** (for example: **Put students at the centre of learning**).

Additionally, many respondents also indicated that students should be able to **learn at their own pace**. This form of learning, possibly delivered using **modules**, would offer students more flexibility and choice in their education.

Finally, several respondents stated that **universal design for learning (UDL)** must be considered in the implementation of personalized education.

Teaching Style

Respondents often provided input regarding teaching style in a personalized learning environment. Many respondents described that a personalized teaching style should include **one-on-one** with students and allow students to be **independent** and learn **individually**.

Respondents described that such a teaching style would include **interactive** elements and cater to the **students' needs** and the **students' goals**. They explained that professors in a personalized learning environment should adapt to the students' **learning styles** and how different they can be. Respondents said that professors should be able to offer material that allows students of any learning style to succeed. One respondent commented that personalized education should mean the **death of lecturing**.

Many respondents also offered that **in-person** classes should be offered as much as possible. One respondent commented that **losing face-to-face would be terrible**.

Respondents also described that professors should strive to build **positive relationships between faculty and students** and encourage **engagement**. In getting to know students, respondents said, professors will be better able to personalize and adapt for them.

Space and Grouping

Respondents often commented that, in order to deliver personalized education, **smaller class sizes** are mandatory. One respondent said the class should be **a loose affiliation of learners rather than a class**. Respondents described that any implementation of personalized education would be less effective in larger groups. Respondents described that, currently, class sizes are often unmanageable, and that they do not have time to offer one-on-one attention.

Similarly, many respondents also commented on **classrooms**. Respondents often stated that **more classrooms** are required, and that these classrooms need to be more **open**. A recurring comment stated that **moveable furniture** would be a great asset to the implementation of personalized education. Respondents also commented on needing **better lighting** and **classrooms with windows**.

Respondents also discussed that personalized education should be **collaborative**, and that smaller class sizes and more positive learning spaces would encourage this.

Other Comments

Other recurring comments included discussion about **lab applications** and **interest**. Several respondents also answered that personalized education should be **fun**. One respondent commented that personalized education should mean **never asking why I'm learning this**.

Some respondents also expressed concerns about this area. Such comments included questions like *will we ever meet all learners' needs?*, *how do we manage with so many students?*, and *how do we ensure quality?* Other comments included cautions such as *watch too much freedom, difficult to manage, consider other responsibilities*, and *conflict between theory and practice*.

Priority 2: Technology

This priority received a lower volume of responses than others; however, the responses received were concentrated on a narrower range of subtopics than other priorities.

Many respondents described that **technology** is necessary for personalized education. Some provided more specific examples, including **modern software, better laptops, and more online options**.

One respondent went into detail: **Artificial Intelligence. Computer-assisted learning—learns student gaps and tailors learning to student**.

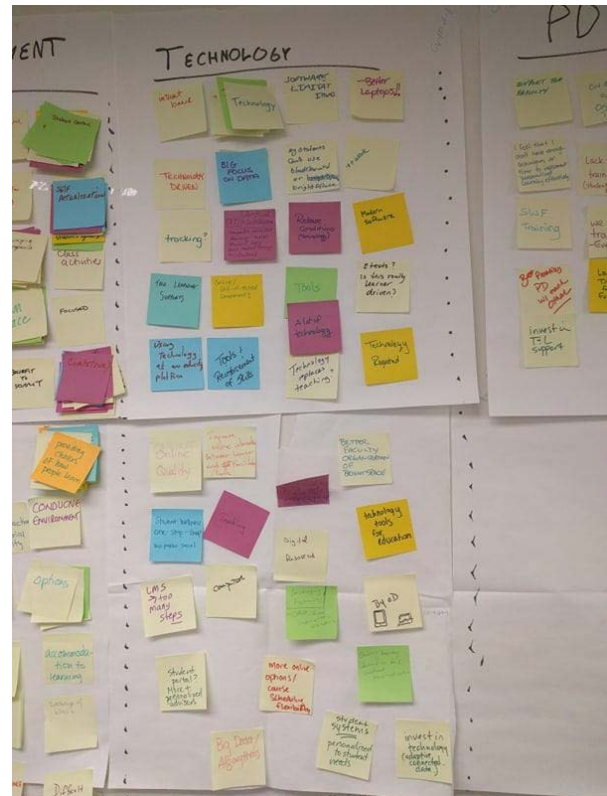
A recurring topic was the use of technology as a **support**. Several respondents mentioned **student systems** that can be **personalized to student needs**.

Two respondents both described a very similar idea: **Student portal? More advisers and personalized advisers** and **Student wellness one-stop-shop, bio/psycho/social**.

Some respondents commented on **tracking** and **data** being useful tools for personalization. Other tools or resources mentioned included **digital resources**.

Other respondents pointed out that faculty currently experience **software limitations**. For example, one respondent answered: **My students can't use Brightspace or Blackboard**. Another respondent said: **E-texts? Is this really learner driven?**

Additional concerns were also expressed, such as **technology replaces teaching?** Another notable comment described that **online learning is doomed to fail without personalization**.

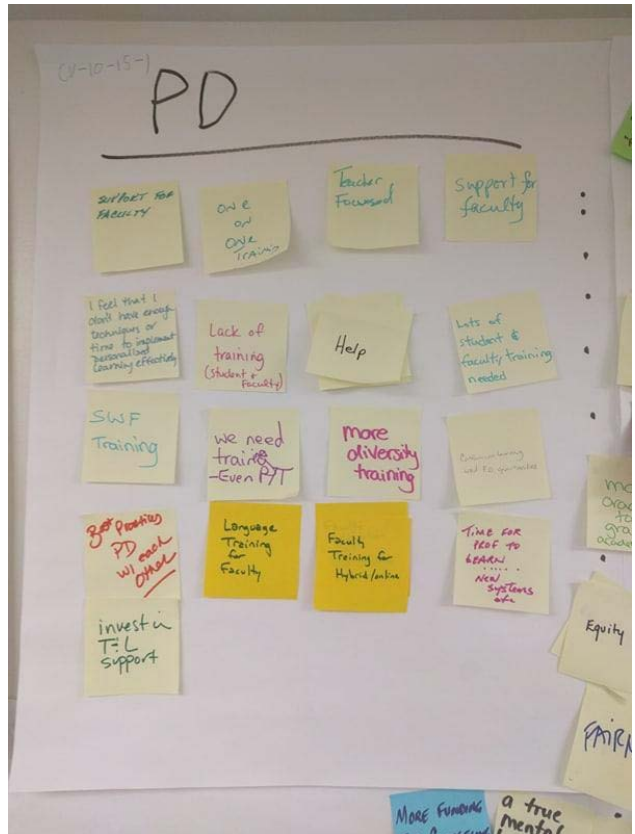


Priority 3: Professional Development (PD)

This priority received the lowest volume of responses, and had a narrow scope of input. The majority of responses expressed similar ideas. One notable comment summarized this feedback: ***I feel that I don't have enough techniques or time to implement personalized learning effectively.***

To the same effect, many respondents answered that they would need **help** to implement personalized learning. One respondent said that ***we need training, even part-time*** while others described specific areas of training, such as ***diversity training, language training, and faculty training for hybrid/online.***

Other responses regarding professional development included ***SWF training, one-on-one training, and time for profs to learn new systems.***



Priority 4: College Experience

This priority represents the College outside the classroom. It encompasses support services, food services, security, and other such areas of the College.

The input received in this area fell into two key subtopics: support services and community.

Support Services

Among the most common answers from respondents were **support** and **support services**. Faculty commented that, while support services in the College are already strong, they must play a key role in the implementation of personalized education.

A major trend from respondents was the need for **24/7 support services**. One respondent noted that the College needs **more evening availability for support!** Throughout the study, respondents commented that the College's support services should be available whenever classes are being held (up to 10 pm at least).

More specific responses in this category included **academic support for students, help with picking courses, counselling and advising**, and **support for Indigenous learners**.

Some specific comments from respondents regarding support services included:

- **more advising! Not enough time now**
- **analyze the specific needs of each individual student**
- **improve supports for students with anxiety, mental health issues**

In addition to providing support, respondents described that the College and its systems need to be **adaptable**, especially for **students' needs**. Furthermore, many respondents commented that the system needs to be able to support **international students** and provide **cultural competency** to students.

Finally, a common support system described by respondents was **learning strategists**. Many respondents noted that **learning strategists need to be available for all students, not just CAL students**. Respondents described that this would be a key method to provide personalized education.



Community

Respondents often commented on the sense of community at the College in a personalized environment. Many respondents expressed concerns about such an environment having **less community** or having **bored or lost students**.

Similarly to concerns regarding loss of face-to-face time in the class environment, respondents commented on needing **more face time outside the classroom**. Respondents noted that students prefer interacting with other people when navigating the College's support services.

Several respondents also noted that a personalized system could result in **gains of independence** in students. One respondent said that such a system **might encourage people to go to school who otherwise wouldn't**. Similarly, several respondents noted that personalization could **increase retention**.

Other Comments

One notable idea described by a respondent was to **allow students to register themselves; ghost registration**. Such a system could allow students to test out programs before enrolling to see if the fit is right for them.

Another trend was a push for **stronger recognition of previous experience early on**, allowing students to earn credit for other courses or life experiences they have had in the past.

Other respondents commented on staffing and hiring, with notes such as **increase support staff numbers** and **staff appropriately for any increase in student support**.

Finally, one respondent commented on the implementation of personalization in the College's various campuses: **When making changes for personalization, please consider how it will affect the students who are at Pembroke and Perth, as things are usually Ottawa-centric**.

Priority 5: Course Delivery

This priority encompasses the processes surrounding courses, assignments, and evaluation. Respondents' comments in this category fell into three major subtopics: scheduling, delivery methods, and evaluation.

Scheduling

The most common trend in this category was the need for **flexible or customized schedules**. Respondents repeatedly expressed the need for students to be able to **schedule around their needs** and **choose their own schedules**.

However, several respondents also noted that this could pose the issue of **too much choice**.

Delivery Methods

Many respondents noted the importance of having **multiple delivery methods** and **flexible delivery methods**. A recurring idea was to allow students to **change delivery methods** throughout the semester to suit their needs. Respondents also noted the importance of this aspect being **technology supported**.

While commentary on delivery methods did not span a wide scope, this category received a high volume of responses. Respondents noted that the critical aspect would be to give students the **choice of delivery method** rather than imposing strictly face-to-face, hybrid, or online courses.

Evaluation

With regard to evaluation, respondents often commented on the need for **different methods of evaluation**. One respondent described the need for **different ways to show mastery of course material**. Another respondent commented that personalization could mean that **students have more say in demonstrating learning outcomes**.

Several respondents commented on the need for **skills-based learning** and a focus on **soft skills**. However, this led to a concern summarized by one respondent: **Competence based model = students reading ahead for wrong reasons?** This touched on the recurring trend of the need to remain aware of **academic standards** while delivering personalized education.



Other Comments

A concern raised by many respondents was whether or not personalization ***aligns with industry***. Respondents described that, ultimately, the College's goal is to prepare students for the workforce. They noted that such a model ***may not reflect industry*** and that the system must be ***industry advised***.

Priority 6: Faculty Roles

This priority represents respondents' comments on the faculty side of personalization. These responses largely fell into two subtopics: workload and faculty needs.

Workload

Often, the first thought of a respondent is that personalized education means **more work** and requires **time**. Respondents express concerns about existing workloads, especially for coordinators. A recurring comment was the need to **define the role of the coordinator**.

Respondents described that properly implementing personalization would mean **hiring more faculty, coaches, counsellors, and learning strategists**. Respondents also noted the necessity of **more hours for part-time faculty**. They also described the need for **faculty providing increased office hours** to personalize for students.

Several respondents expressed concerns about **job security**. One respondent noted that personalization could mean **losing job opportunities for some teachers like me**. Another respondent commented that it **will reduce faculty time to work on other projects**, noting especially the needs of coordinators and part-time faculty.

Faculty Needs

Respondents expressed the idea that faculty will need support to provide personalized education to students, with comments such as **challenging for educator** and **hard to manage**. Another respondent commented: **Faculty accommodation?** One notable comment summarizes the bulk of these concerns: **"What about my needs?"**

Another trend was the concern of **how will it affect part-time staff?** Respondents repeatedly stated the need for **support for faculty**. Similarly, the need to **engage faculty** and ensure **faculty buy-in** was also mentioned.

Other Comments

Several respondents commented on how the relationship between faculty and students could change in a personalized education environment. One respondent described a concern about **adult babysitting** if the experience caters too much to the student. Another posed the question: **Am I right or is it a student who is right?**

Finally, one respondent noted that a great necessity will be a **passion for education**.



Other Responses

Responses that did not fit a specific category were sorted into a miscellaneous “other” category. Such responses were typically comments on the bigger picture of personalized education, rather than specific notes regarding implementation.

While many respondents reacted positively to the idea of personalized education, some were skeptical. These respondents often commented that personalized education was **vague, not realistic, or difficult to achieve**. A number of respondents simply commented: **How? or why?** One notable response described that the respondent was **horrified** at the idea. Another described it as a **short-term fix**.

However, other respondents commented that personalized education was **future-focused, out-of-the-box, innovative, or interesting**.

Many respondents expressed concerns about the **cost** of implementing personalized education. They described that it would be **expensive**; one respondent asked **who pays for it?** Similarly, questions about the logistics of personalized education. One respondent noted that it would be **logistically difficult within current parameters**, while another stated that it sounded **big-brother-ish**.

More specific questions included the following:

- **How much personalization is too much? How much is feasible based on available resources?**
- **Has this been tested before in real scenarios? On colleges?**
- **How is something like this structured?**

One notable respondent, rather than writing a thought, drew the following picture, representing the mathematical sign for “change:”



Question 2: Current Personalization Examples

Following the first activity, during which respondents shared top-of-mind thoughts on personalized education, respondents were then asked to describe anything the College currently does that is already personalized.

Several topics recurred with frequency: the Centre for Accessible Learning (CAL), support services and counselling, flipped and hybrid classes, and academic upgrading. A number of other topics were also mentioned.

Centre for Accessible Learning (CAL)

This topic occurred with the greatest frequency, with roughly 30 percent of respondents mentioning it. Respondents noted that CAL provides personalization for students who seek it out and make use of its services.

Support Services and Counselling

Respondents often mentioned the College's support services as personalized. They described that students are able to access help that caters to their needs and provides options to ensure their success.

Flipped and Hybrid Classes

Many respondents also noted that, in the area of course delivery, flipped and hybrid classroom models provided a degree of personalization to students. In these formats, students are able to learn and study on their own time, offering flexibility and options. Students then come into a face-to-face class environment with the learning required for application exercises.

Academic Upgrading

A notable area of current personalization is academic upgrading. Respondents described that students in this area do module-based learning and can progress at their own pace. Students are able to personalize their learning to fit their needs.

Other Responses

Many respondents explained that, while there may not be institution-wide procedures for personalization, many programs (i.e. Wellness Research and Innovation) and individual professors who are already personalizing in the classroom. Respondents described the process of meeting and getting to know the students, then adjusting teaching methods and assignments to better suit that particular class.

Question 3: Future Recommendations on Personalization

Algonquin College faculty provided a robust response to the question posed regarding what the institution could do in the future, to provide further personalization to its learners. The answers provided were significant in number and quite diverse in nature. As a result, responses were divided by the priorities noted previously (Priorities 1 to 6) and then further divided based on content categories (grouping similar responses together).

In total, 66 unique category codes were generated and tagged to faculty responses (both summarized and verbatim). Below is a review of the top 10 responses and recommendations offered by Algonquin College faculty during the recent peer-to-peer sessions held at all three campuses:

1: Provide Learners with a More Flexible Weekly Class Schedule (Priority 5)

This was the number one most shared response by faculty. It was strongly suggested that the College permit students to select their own course schedules and that this would greatly improve overall student satisfaction. ***Give them the options to go to classes in different sections or at different times.*** Some faculty respondents identified that this would mean a ***cultural shift*** at the College, but it was long past due compared to the schedule flexibility offered in other local post-secondary institutions (i.e. Carleton University). One faculty stated it this way: ***The watchword is more flexibility—on all levels, for all stakeholders.***

A number of faculty indicated that providing flexible timetables was an easy issue to address but that the College would have to commit to a new system of weekly schedules for learners. ***Let's be realistic, when terms (i.e. Fall) lose two Mondays (for orientation and Thanksgiving), how do we really make up those hours?***

In one program in particular, the Early Childhood Education Program, where students may begin courses in either the Program's September or January intake, faculty shared this response when asked about what could be done to provide more personalization: ***There has to be more flexibility when students can take a class. Much more flexible schedules (are needed)—our students have children of their own. We are losing students because classes are too late or too early. It would make a huge difference to 40% of the class in our January intake. Offer up all the available sections to students to select from (like the universities offer).*** Another faculty member stated it this way: ***Students with many adult responsibilities are pressed to make everything fit; how do we make them feel supported?***

A number of faculty clearly suggested that the College consider generating weekly course schedules for students based on the program and learner profiles. For example, if a significant percentage of a program's student population are parents, the College should resist full-time programming that occurs before 8:00 a.m. and after 5:00 p.m. Moreover, the professional profile should be considered; for example, those learners looking to build a career in

hospitality: ***Don't book culinary students one day with one course that starts at 8 pm at night. That's when they work and they work in the industry typically (restaurants).***

All of the above will challenge a student's level of commitment and success according to faculty and may impact ultimate retention in a program. ***Classroom schedules have to improve—having one class on a Friday from 4:00–6:00 p.m.—is not going to work.***

It is interesting to note the degree to which faculty had specific recommendations for the College on exactly what form “flexibility” in scheduling could take. Below are some select approaches shared at recent peer-to-peer sessions:

- ***More flexibility in schedules (is needed in the future). I need a system in place that allows students to create their own timetables. Give them a morning and evening option for the majority of their courses. Offer a more intense semester (shorter) where they take 3 courses, instead of 5. And then in the next half, they take the additional courses. Don't put full-time students in evening classes. This isn't reasonable for mature students with children. Offer more part-time programs (offer part-time in the evening). This is where the private colleges are picking up potential students because they offer this.***
- ***Consider block scheduling—half of the program's students in the morning, compressed, and the other half in the afternoon. Or blocked by days. Two full days of classes and the rest off. This would allow students to not have schedule gaps, it would address the space issue, and it would create more predictable schedules for students and faculty. Timetables need to be more efficient.***

In some cases, faculty were supportive of the option to also permit students the chance to move from an in-class delivery to an online delivery, based on choice and schedule demands.

However, there also existed concerns about the impact upon faculty workload: ***The more flexibility we give students, the more work there is for faculty*** but overall, this was not the majority of respondents.

2: Class Environment / Technology / Course Flexibility (Priorities 1, 2 and 5)

Three topics tied for the number two position in the top 10 responses from faculty on the future of personalization at Algonquin College. These three results were equal when assessed quantitatively. Each of these is reviewed below based on peer-to-peer sessions.

Provide Learners with Schedules That Permit a Universal Break/Meeting Times with Faculty/Ability to Connect With Peers

Similar to the number one comment, faculty felt strongly about how a schedule was developed in a given day and week. It was held by many instructors that students deserve a regular time in their week or even day, when they had no classes and when they could connect with peers, faculty, counsellors, advisors, etc. ***Flexibility would allow students to not have (significant)***

schedule gaps (throughout the week), it would address the space issue, and it would create more predictable schedules for students and faculty.

Both teaching and non-teaching faculty from all three campuses agreed that a “universal block” of time for students in a given program would be highly advantageous. ***“What if there were no classes from 12:00 p.m. to 1:00 p.m.? Students could eat or join a club or have some communal activities.”*** This time would also be available for attending more professor office hours for additional content coaching.

Perhaps the members of Student Support Services were the most emphatic about this recommendation. They reported that students carry heavy levels of stress and anxiety and some of this relates to schedules that are too challenging (too many hours in one day, disconnected class hours, etc.) Similarly, employees from the Centre for Accessible Learning indicated that students they meet, often share that it is significantly challenging to find open time slots in which to meet with their faculty.

Faculty also shared these two ideas related to methods to initiate more meaningful collaboration with learners outside of regular class hours:

- ***Let’s be sure there are weekly blocks of time that are out of class but are like interactive-study module/lab times. A designated time that is protected in the week. Even if they had to show up and sign it, and have the opportunity to connect with a faculty member, coach or peer tutor. They need weekly protected time!***
- ***My dream is to have allocated time – time to meet with students and a healthy student to teacher ratio. What about an hour per student per semester event that is dedicated time, where we meet?***

This aligns closely to additional recommendations, offered by faculty and employees alike, suggesting the College consider adjusting the format of current faculty offices and reorganize space so that Department faculty teams are kept together and offices are combined (rather than spread out throughout the campus). ***Faculty should be in one place (office space) with a receptionist at this location where students can connect with someone and get assistance when looking to meet with a professor. Let’s build a “community” for faculty teams where students can engage and feel comfortable when they stop in and are seeking help.***

Another respondent said: ***Perhaps it is where faculty offices are all located for this Department, and there is a receptionist even - who can greet students and help confirm a faculty meeting, etc. It promotes collaboration among faculty and it is easier for students to connect with instructors - especially students who are away from home, first-year, etc.***

Offer Online Course Scheduling for Learners

Faculty were invested in the concept of permitting students the opportunity, responsibility, and flexibility to book their own courses and to be able to do so online. It was encouraged that the College permit students to see all versions of a single course (online, hybrid, in-class offerings) and select the method of delivery as well as the day and time of their preference. ***Students***

should be able to select the delivery of each course and not be penalized for taking a mix (the learning outcomes and text books, etc. are all the same for each mode).

One specific suggestion from Academic Development included the concept of creating an online platform that not only allowed a learner to apply and select courses fully online but moreover, to complete a “ghost registration” whereby the student could look at a variety of options for courses and view (before confirming) what the potential weekly schedule would look like, before fully committing and registering. ***Students can register themselves; situate themselves in the program without actually registering—I think we can free up a lot of people’s time if we invested in technology so that people had time to do the human interaction stuff.***

Online registration and schedule development could also be utilized to aid a student in determining their academic goals. ***We could be using the VLOs in level 1 to create these goals into Levels 2 and 3. We could guide them in setting up the goals they wish to have when they leave, and we map the proper courses to align with their goals. A goal inventory!***

A common debate occurred in the faculty sessions about whether or not students have the skills or “readiness” to select their best mode of course delivery. Might students who are best suited for in-class courses choose more online because they wish to be off campus more? How could the College mitigate this potential issue and ensure learners who are registering and reviewing their options online, make the best academic choices for modes of course delivery? ***It would be great if they had some choice. Let's help them determine what type of courses are best for them though. I don't think you can learn people skills without being around people (in a class).***

Here is an example of a solution suggested by faculty respondents: ***Have a pop up quiz or assessment for people as they register that helps them determine the best mode of course delivery. This could be real-time and allow the student registering to consider their course delivery options carefully based on their learning style. They can still decide to go against the advice but at least the College has offered some direction.***

It was also suggested that one-on-one counselling could be offered at this point as well, for new students seeking assistance in course delivery when registering online.

Overall, this was an extremely popular idea from faculty on how to better personalize the experience for future learners: ***Students should be able to select the delivery of each course and not be penalized for taking a mix (the learning outcomes and text books, etc. are all the same for each mode).***

Offer the Ability to Take Courses outside Current Program Description/Allow Students to build their Own Program/No-more Off-Cycle Student Stigma

Faculty highly encouraged the College to work toward a model that permitted flexibility in programs of study. In fact, many were against continuing with the concept of mandated “programs” and prescribed length of study. So often, faculty, especially those who are also coordinators, indicated that they are regularly asked about how to take courses such as French or Aboriginal Studies when neither are currently part of a particular Program of Study. Students

want to take electives that will aid them in their career path as well. ***Give students more flexibility in choosing courses. Let them take additional courses outside their program, like a minor in university.***

The key themes in this recommendation included:

- The simplest suggestion from faculty was related to removing the barriers within a current program of study: ***If a course is not sequentially structured, why not let students select when they take it. (i.e. various electives).***
- Opening up the lines of communication and cooperation to permit students to change programs of study within the College: ***Reduce the barriers to transfer between programs.***
- Creating a method by which enhanced and fully campus-wide supported course auditing could occur: ***Right now, students can't just take a course. They have to take an entire program. What if they could take one course, or audit courses, to see if something is a good fit for them? And, offer more online equivalents!***
- Allowing students to take a course from a variety of post-secondary institutions. ***We also need to allow students to be able to take courses in any post-secondary institution in the city and have those all be credited to a program.***
- Designing programs of study that fully accommodate the learner's lifelong goals and career aspirations: ***Some course choices (all from the same "tier") so they have some self-direction. If they feel they are taking a program that meets their end goal (career) they'll be more engaged. So we have to ensure that all the courses offer current skills that are required in industry. Don't teach a computer program (for instance) that isn't being used in the industry any longer.***
- Stop mandating the "length" of a program of study but recognize that each student studies and succeeds at their own pace. Reduce the stigma of the term "off cycle" student as well. A way to expedite this came from one faculty member who shared: ***Still follow pedagogy. Let students do programs longer if they want or faster. Use publisher LMS - they are quite good (from larger publishers). Maximize the new e-text offerings where publishers are offering interactive text tools for students.***
- Ensure employability is a strong objective for Algonquin graduates: ***Make sure it (unique program of study for a unique learner) aligns with employer expectations. Students need to be able to function in the workplace.***

In conclusion, *personalized education is the students saying “this is what I want my education to be” and we design things to support that, rather than us saying what we want them to do. I think of it as “my career goals”. What can I do to get to my career goals? Maybe I want to start a business, well I want to take some courses from Media and Design, maybe Psychology from GAS. We aren’t a university, but how can we help students who have a natural drive and curiosity to experience everything that’s at the College?*

3: Use Modules for Learning/Reward Mastery of a Subject (Priority #5)

Flexibility was one of the most popular words used by respondents during the faculty sessions but there was another word that had almost equal representation: **Recognition**. Algonquin’s courses should include *skills-based modules* and *recognition for achievements*.

Every day during the research data collection phase, faculty acknowledged how the changing demographics (more mature students, second-career learners, university graduates continuing their studies, etc.) had showcased the opportunity for offering modules and showing mastery of a topic. *(Algonquin College) Should offer more options for students to demonstrate mastery - recognizing where students have abilities and not making them perform in certain ways. All learning ways and learning styles are legitimate. It would empower students.*

Moreover, PLAR (Prior Learning Assessment) was not deemed as the appropriate strategy to recognize current skills of a learner. *PLAR applications are pretty intense and not all students have the desire to fill them out - even if they should be recognized for prior learning or skills sets.*

One faculty member stated that the College should offer: *Self-paced individual learning plans.”* They went on to explain that students should be *pre-tested in a simulation environment, with lessons built on results.*

In another session, one professor shared that the College should: *Use the decision-tree to help students determine their fit in a course and then use modules. Start with foundational courses and then go deeper in higher levels.*

Not only would module-based learning and recognition of mastery potentially allow a student to complete a program at a pace that is most suitable for their learning style, but with *better mapping for student learning and (potentially) smaller class sizes...I really hope students can see themselves in the whole process in the future. So they are really part of the College and not just a program.*

One faculty member took this a step further and suggested the concept of “streams”. *It would be great to have streams within our program that are tailored to students’ interests. Short modules combined with different programs. I’d love it if students could take a great web design course or a Museum Studies display course.*

Despite the excitement about modules building on a student's mastery of a topic, it was also met with strong concern. Faculty clearly indicated that many attempts at solid academically-sound flipped classroom teaching models for example, had not succeeded at the College recently and had been met with serious resistance from learners. It was shared that the majority of students are not willing to learn "off line", outside of class hours whether it is reading a chapter, watching a video or completing a short hybrid written assignment. Compounded on this, is the strong sense from professors that the direct entry learner is especially challenged by a flipped classroom model in post-secondary. In order to achieve the style that permits modularized lessons and movement up a course based on mastery, regular out-of-classroom learning exercises will have to be used and this was met with doubt of success. ***They are given all this time in class to do their work right now. To them, they feel all the work happens in the class (not outside). There is a disconnect between our expectations and their level of preparedness. And in the past 10 years, it has not been addressed. So, if this is going to happen, there has to be work with our school boards or some kind of gap year or transition time given to student coming right out of high school.***

Second, faculty overwhelmingly felt that class size (see #5 of the top 10 recommendations) would have to be addressed to ensure instructors had time to track students, create engaging models of delivery and coach learners. In order to fully adjust current courses – significant preparation time would need to be awarded to faculty to design and test courses based on detailed modules and testing for each level of mastery. ***I'd like to generate more industry-based, in-class activities but I would need time to develop and grade these. I'd like to offer a greater mix of assessments too. I'd like to try more unique technologies for in-class discussions. Let's go beyond PPT (with our delivery).***

Another major challenge posed by faculty related to the equity of the program delivery. ***Does individualized learning mean that you can opt out of courses you don't want to take, and then get the diploma but with a note on it or your transcript that says you missed those courses? If people are moving at their own pace, how does that shift how diplomas are earned and how credits/credentials are applied? Maybe only upper years and not first year. Maybe not in every course or in every program. Don't just apply it to all areas.***

4: Classroom Environment (Moveable Furniture, Collaborative Spaces, etc.) (Priority #1)

Early on in the peer-to-peer sessions, an emotional theme arose from faculty respondents regarding the topic of Algonquin classroom spaces. This theme maintained itself until the end of the data collection and was emphatically addressed by many, many faculty. Perhaps this is due to current concerns and challenges they were facing in their classes during the Fall 2018 term, but clear and direct feedback about what would need to change in order for the College to be personalized, came to light regarding this unique topic. ***(We need) better collaborative spaces. Some current spaces are not dynamic and quite honestly, they are oppressive.***

Classroom format was the first key recommendation to be changed: ***Stop with the rows in classrooms - "let it go!"*** Faculty went on to discuss the impact that so many of the current spaces are having on their ability to provide a more personalized, fully interactive and collaborative class session. ***I would revamp the classroom. We keep talking about the benefits of group work but I'm always in these classrooms where you can't move the desks and they (students) are all sitting in rows. And then you try to change your room and that is another uphill battle. So, we need to really look at that. Even the chairs are uncomfortable for students for three-hour classes. Rooms that accommodate circular seating (would be ideal).***

Whether the class is large or small, concerns and suggestions for improvement were well-thought out and clearly presented in support of better learning outcomes. ***Look at the classroom environment before we do anything in Personalized Learning. We need rooms that we can configure. We need space with furniture that we can arrange and that suits 100+ students. We need a collaborative classroom for 120 students. We can't do this in an amphitheater.***

Another faculty member suggested the following: ***Reduce class sizes! Help us to build a culture of learning with our students. Have us in the same classes or at least (the same) building with our Department. Space matters! Give us dedicated space that we can set up and keep set up, day after day. Offer moveable furniture.***

Another faculty member suggested ***break out rooms*** that allowed for smaller tutoring sessions in classes that are larger than 85 students.

If the College adopts #3 in the list of top 10 future recommendations, faculty were concerned that classrooms would not evolve with this in the Learner Driven Plan. Faculty are very open to increasing and improving collaborative learning activities and moving toward a more personalized teaching approach, but feel significantly impeded by the current physical space. Many felt that face-to-face time with learners would still be required within a personalized learning model and therefore, the meeting or classroom space should reflect and support this. Faculty implored the need for rooms that accommodate group discussions, small team-based exercises, and critical-thinking activities. ***I would like better classrooms. Period. We need rooms that aren't broken. Random brutal furniture that is not accessible (isn't in the future of personalized learning). Students need to feel like the space suits what they are paying for. More accessible technology and screens throughout a classroom is also needed. The physical room can help us change our delivery! We need to invest money into changing all the rooms set up in rows of desks and chairs. Allow us as faculty, to choose the classrooms we need and this may change throughout the term. It could be so exciting! Dynamic scheduling!***

Despite regular consultation with management on the current space issues, it was a significant doubt of the faculty members that they would see this change. ***Classrooms have to match class lists. We shouldn't have to go looking for chairs in other rooms to teach well. We need flexible spaces. Look at the current rooms and make it work for group work. Students don't all need to sit in rows.***

5: Address Current Class Sizes/Smaller Class Sizes Required for Personalized Learning (Priority #1)

Without a doubt, class size was one of the first pieces of data that trended in terms of specific recommendations toward more personalized education. ***We need smaller class sizes but I don't think the College is going to support this. Provide either smaller classes or more hours for a class - we can't meet the students' needs in large classes without enough time.***

Faculty felt that the College's mission to provide real, hands-on career preparation was being lost in the growing class sizes of late and that maintaining this approach would impede the sense of personalization in the future. ***We need smaller classes. Students come here to for applied and hands on-learning - this happens best in a small group.***

Similarly, this faculty member shared the following: ***We can't lose the one-to-one aspect, the personal aspect. We can't let it get too big. Smaller class sizes. Students need feedback to learn effectively.***

A number of professors mentioned that the College's objective should be less about filling seats and more about long-term student retention—that if we taught students with personalized modules and detailed feedback all while allowing them to learn at their own pace, they would stay and finish their courses. ***We need smaller classes to ensure we can give more attention to our students. Executing something like this (personalized learning in the future) with the current class sizes...that's a big undertaking. Follow the client-centred care approach!***

Similarly, regarding admissions, faculty indicated a desire to have the College consider assessments in advance of admission to ensure fit and skills. ***Our gates are wide open. Let's gate keep a little bit better. Let's provide higher entrance standards, more pre-testing, and smaller classes. Pre-screening is important. Get smaller, get more hands-on! We currently start in my program with 110 students. They graduate 30-40 by the end of third year. If that's all you're getting, pre-screen the students so that you're only losing 10%. We could easily do this if I didn't have 60 students in my class. Compare two class sizes – smaller class are always better.***

6: More Engagement between Students/Courses with Industry (Priority #5)

Faculty were very keen to see increased commitment in Departments, programs and courses at Algonquin College for more enhanced industry collaboration. ***Prepare students for the actual industry profile.*** Faculty recommended a number of ideas in support of this including, more ***field trips*** for students to visit professionals and workplaces within the city of Ottawa, increased representation of industry speakers on campus, higher levels of co-op programs and placements and overall career preparation efforts for learners. ***But what about a classroom outside of the campus? What about more guest speakers with small compensation (gifts, parking passes, etc.)?***

Instructors respected the College's goal to teach and prepare students for inspirational careers in Ottawa, in Ontario and abroad. ***Let's get the students outside of the College walls (every term) to have those extra experiences. I'd love to get them out! They can try to apply what they've learned and also network. I think it is what students come to a college for...and are we currently delivering this? Let's give them more opportunities to get into industry, even a field trip.***

Entrepreneurship, as an objective, was alive and well with the faculty who participated in the peer-to-peer sessions. ***Ensure that all the first-floor offerings in DARE District are included and woven into the Learner Driven Plan (especially those fostering and supporting entrepreneurial students).***

Improving student readiness for the workforce was a key aspect as well. ***Students need to be ready to go to interviews for employment upon graduation. They have pre-employment readiness needs. We need more career prep courses and offer in all programs. Offer more industry connections, more co-ops, and more client projects. This helps them build life-skills and experience.***

Many felt that Algonquin had the chance to move beyond what it has already accomplished with career training, and take the institution to a new level of preparing students for optimal job readiness and more importantly, enhanced life-long learning. ***Students come to us because they want the job! Some programs offer co-ops and that differentiates us. We are kind of "wannabes" - we want to say we are different from universities but really, we are not in all programs. We need to define what we mean by "hands on". What are we doing to really help students to find jobs? At the end of the day so many are here to find work. We need to help with better industry connections. The LDP needs to be driven to help you find that job in all programs.***

Another suggestion regarding career paths and employment support from faculty was stated in this manner: ***Transferability: think about students' abilities to change careers. We need to promote Algonquin as a place to come to for your second, third, fourth career needs. Align our content and programs with the job market. We need to have quality labour market data, industry needs, and government data, as well as more connection and feedback with co-op. We need to tailor our programs for student needs, industry needs, and market trends. On the job training equals motivated students. We need to tap into this market.***

Some faculty, however, alerted researchers to the fact that they believed the personalized learning model may, in fact, be counter-productive in training students for the "reality" of current workforce expectations. Faculty shared that some workplaces do not offer an abundance of flexibility (i.e. schedules, expectations, etc.) and concern was raised in many academic areas to be very, very mindful of this. They asked the question: how realistic is personalized learning in preparing students for today's marketplace?

7: Enhanced Technology-based Teaching Tools to Provide Learning Supports (Priority #2)

Experienced and new teachers alike brought interesting and dynamic suggestions to the sessions regarding tools that would enhance the personalized model of education at the College. ***We need tools - multiple tools to be effective. We need to be creative and the tools need to help us with this.*** These were tools that could be used both in the class and out, to engage with learners in a more individualized, creative and efficient manner.

Commonly expressed, was a need for a different approach to both e-texts—***e-text is a tool that needs better incorporation into the learning environment***—and video technology and the desire for faculty to provide live representation of their lessons to learners. As one faculty member in the School of Business explained it: ***We need to be able to offer different platforms and tools so that a student can be comfortable in how they are learning. Let students read and access materials online. We need to respect their own desires, their own interests and we need better software to offer video content to students.*** On the same topic of video technology, the School of Hospitality hair stylist instructors suggested ***better video - synchronized learning—to demonstrate hair style techniques.***

Avatars were noted as well as potential instructional aides to enhance personalization. ***Why couldn't we use virtual reality to do both online delivery and face-to-face delivery at the same time? Students could create their own virtual avatar and log into the classroom while still being at home or wherever they're comfortable.***

Faculty were open to technology tools to aid in better and faster student assessments as well. ***We are still using old technology models—we must change!***

A number of suggestions offered by faculty centred on real-time assistance and tools that would connect students to educators faster. ***So when a student is online working and needs help—can they not look to see what professor is online with the specific competency to help and then reach out immediately? Kind of like Uber for academics 'searching for Profs'? They would get the help immediately and on-demand. What if students could see when other students are online? Or when a facilitator logs in? That might be a helpful feature so they can send a quick text while I'm online or to other students who are looking/reading a specific lesson plan- thereby enhancing college experience.***

Employing the technology that students already own and utilize seemed to be a natural recommendation for a number of faculty when it comes to increasing the personalized methods of education. ***Better online interaction, for example—better virtual classroom software (is needed here). This is the future of educational communication. Students spend a lot of time on devices, online. It's natural. We should provide more ways for them to learn on their devices.***

8: Student-Centred Tool / Better Classroom Technology / Academic Advising Centre (Priority 2 and 4)

Three topics tied for the number eight position in the top 10 responses from faculty about personalization at the College. These three results were equal when assessed quantitatively. Each of these is reviewed below based on peer-to-peer sessions:

Student-Centred Tool (MyAC Page) / One Stop Location for Student Needs

After just one month of data collection, a trend emerged that identified the need for a savvy solution on how the College might best provide daily, personalized support to its learners.

Make sure to approach students and education more like customer service. It is about the students, not us.

The data pointed to an approach (or rather, a tool) that would be easy for students to find, easy for them to use, completely tailored to their learning needs and built to enhance their experience at the College (not slow it down). It would strive to offer efficiencies that would significantly reduce student stress, frustration and anxiety and answer their questions in a timely manner.

Many faculty shared stories about how difficult it seemed for students to navigate the College both within the four walls of a given campus (way-finding technology was duly and eagerly suggested for Woodroffe Campus) and online. Empathy and concern was evident when instructors shared numerous examples of how many of their students were struggling when they have to go to so many places, make so many calls, visit and mine so much data online, to get to solutions to their questions or manage unique learner challenges. Time management is a significant barrier for some learners, so a tool that could also assist in this manner was suggested.

In response, the research team generated the idea discussed below, and did further testing with faculty to determine its feasibility during the peer-to-peer sessions. The concept was met with overwhelmingly positive support from both teaching and non-teaching faculty.

Comments highlighted the suggestion from instructors that Algonquin College's personalized education model should be one that is **client-centred**—or, in this case, **student-centred**. In response to these comments and following the health care model utilized in most Canadian hospitals, the idea grew of a page, online, that modeled a social media home page (in terms of layout, visuals, ease of use, tailoring, etc.) and would be completely personalized for each student registered at the College.

Each student would have an online, customizable page: their "MyAC Page," with multiple links provided to them and added *by* them as well. These links (or tabs) would connect them to their semester schedule, their academic advisor, their course outlines, their Brightspace portal, and the Students' Association Events page, just to name a few.

The MyAC Page would also provide a place for various announcements that would be visible and updated real-time (on a daily newsfeed on the same page). This could include a mix of

desired information from announcements from their Dean and Chair, upcoming exam schedules, student orientation updates, career fairs, employment opportunities, etc.

It should also be possible to include an Academic Planner similar to the one offered currently by CCOL. **Look at CCOL's Academic Planner to provide support to all students.**

This page would be the first thing a learner would connect with to start their day at the College. No two student pages would be completely alike (just like social media personal pages), but each would centralize all needed information into one easy-to-find and easy-to-use hub.

It would also continue to add value by tracking a student's accomplishments in courses. It would be designed to build a student's portfolio as well, which supports the previous goal to continue to enhance a learner's ability to prepare successfully for industry. **Have a gallery for student work. More emphasis on portfolios.**

As noted above, this solution development arose as a direct response to comments such as: **Streamline the (Algonquin College) website. Increase customer service (to students). Offer a live chat for students to get help. Improve AC crisis line.** Another faculty member stated it this way: **I wish that the AC home page had a more user-friendly access to campus events and news. I am thinking of a student portal that can populate a calendar, and can be more organized. Are all the ongoing events posted on the AC page? Can students access the home page that I see? Those are a few extra questions themed with access to AC News/Events for employees and students.**

If the College is personalized, one concern raised was the belief that learners may become isolated and separated from the community and support services. Algonquin College therefore needs a tool that would bridge this concern. **Make sure students know where to go when they need support help (AC Web site is too dense, too busy, too confusing) - they need a more streamlined, central method/source.**

Better Classroom Technology (Computers, Video/Audio)

Similar to the discussion regarding classroom spaces (environment) faculty had specific comments and recommendations regarding the technology being offered within the classroom for enhanced personalized learning. **Better IT support; the equipment needs to work.**

Computer technology, offered in all the current classes, requires a full review in terms of quality and functionality. **We need to teach instructors on better ways to deliver content and we need better spaces. Better class spaces and technology exist here—we just don't have enough of it.**

Faculty are open to new methods but expressed reticence to try based on past poor experiences (audio not performing, etc.). **We need better tools to increase good online learning. Such as Google Hang Out. I would like to be able to set up a digital learning space to meet with students in an easier format.**

Some have gone to the publisher support tools and would recommend this in a personalized model. **Maximize the new e-text offerings where publishers are offering interactive text tools for students.**

In some lab-based courses, faculty expressed interest in providing in-class video recording. ***If we did more to offer more training with video support (on hair styles) students could watch and re-watch - and we could even sell this to other post-secondary institutions.***

Even the LMS was noted in this dialogue: ***Hire student ambassadors to support us by training other students on their LMS. They can come to class and mentor as a TA in this manner. Our Brightspace is so different from their Brightspace view.***

Academic Advising Centre/Each Student Partnered with an Advisor/Accommodate More

Student support was a key topic in most faculty-led sessions. A learner's success cannot be measured by academics alone, and while the College has a strong reputation in this area, instructors were keen to suggest additional methods of possible support when discussing the future of personalized learning at Algonquin College.

It became a trend that what the counselling professionals provide today could be and should be shared among more learners than only those with accommodations or those at risk. It was recommended by many faculty, that the College should consider offering counselling support or advising support to every student, not just those who identify a need. A Pembroke faculty member highlighted a concern that he spends 80% of his time (as a faculty member and coordinator) helping the bottom 20% of his class cohort. The other students receive less attention as a result. So many faculty asked: How could this be altered?

First, faculty dissected the role of Academic Advisor and, while the need seemed to be acknowledged as high, the complexity of the position in its current state was noted strongly:

- ***Academic Advisors need to be advisors, not faculty. Faculty are not trained counsellors.***
- ***Offer a dedicated advisor for each student to help streamline the process. Like a "client-care" representative.***
- ***More enhanced student advising - not coordinators but someone else (Athabasca University model).***
- ***We need to really figure out what the role of the Academic Advisor's role is. We can't do all the same tasks if we are tracking students individually. Our faculty role has to change.***
- ***Academic advisors' jobs need to be rewritten and formalized for consistency.***
- ***Provide a "delivery consultant" for students to help them determine best mode of delivery and then how the student might manage a set of courses at any given time (know when to switch to online or in-class for a few weeks etc.).***

Not only did faculty deem it important to provide increased counselling support to new student registrants to help them in the selection their program but, it was also highlighted that the counselling support shouldn't end after the first term. ***Academic Advising that starts in Week 4 is often too late. They need help if they don't have someone in their life who can assist them. This can be appropriate for both younger students and the more mature student.***

Faculty were very, very supportive of the assignment of a consistent advisor to each student long-term. ***Provide someone (advisor, counsellor) that are assigned to a student from the start of their time in the College, until they graduate—"accompagner l'étudiant."***

Discussion regarding faculty roles often came up when student support and academic advising topics were raised. As faculty have been asked to fulfill the advising roles, there was much conversation about the fit of this and the lack of training provided to professors. Moreover, many suggested that it was not the right role for an instructor and that our learners would, in fact, benefit more from an advisor who was not teaching but rather, a trained coach and advisor for the College. ***There is so much value in the human piece and interaction is so critical. I wouldn't want to lose this. All those soft-skills are employability skills. More efficient use of faculty time could occur if we use the classroom well and use it to guide and coach.***

Along this same point, many faculty shared how intense the current coordinator role can be and that some of this time is spent coaching students on program choices, career path advice and personal counselling. Perhaps if each student had a coach of their own (not a coordinator or professor) then that would aid professors and co-ordinators to have more time on content-specific activities.

Similarly, both teaching and non-teaching faculty (i.e. CAL Services, Academic Development, Support Services, etc.) were all in favour of the concept of possibly offering learning strategists to all students—not just those with unique accommodations. ***Increase student access to learning strategists (not just for CAL students).***

9: Increase Guidance to Students on How to Do Well in Higher Ed (Priority #5)

Training students on how to be students was a popular and strongly-held perspective for Algonquin faculty. They shared a deep understanding of the barriers and challenges Algonquin learners face when they first begin at the College. ***Level 1 needs to be reassessed to help improve success rates. We need to put more effort in Level 1 around supporting the transition into college. Right now, we give students a course outline and that is not self-directed in its format. It is not a good model for adult education.***

Another faculty member said it this way: ***I want Level 1 students in the classroom more so I can help them prepare for flexible delivery in future semesters. Hybrids, in-class, and labs, all in one term, is creating so much anxiety for students. Define the term hybrid. Does it have to mean a 1% assignment every week? Perhaps we have to train students on how to be an "independent learner."***

A number of faculty members recommended that Algonquin College increase its connection with the secondary school stakeholders. ***Increase the partnerships with high schools where AC could offer mini-courses developed by us and branded with AC. This could provide a bridging experience to help them start preparing for higher ed. It would cost AC a lot of money, but the high school teachers would love it! More first-year tools for new learners!***

Concern was raised by some who believed the personalized learning would possibly negatively impact first-year students. ***Online delivery options should not be the focus or largest component of a Learning Driven Plan. LDP model should be offered to students in level 2 and above, allowing opportunity to develop foundations skills in level 1 and strength as a post-secondary learner.***

The topic of **orientation** was consistently discussed and debated as well amongst faculty. In the end, the clear consensus was: increase orientations (in terms of number of days in the beginning of a term and offer more additional sessions, throughout a program of study).

Revised Orientation Sessions are needed that help students manage program and course choices. Then do follow up orientations (staggered orientation sessions). Add a module on Personalized Learning within the skills and success strategy courses. With certain learning outcomes expected on this topic. We need to ensure it is developed for the program and is integrated as part of the course. It could be a module that is divided throughout the course. This allows for follow up questions.

Another instructor offered the following idea on the topic of how the College could better prepare new students to the reality of post-secondary expectations: ***Have a full week of Frosh Week to help better orient students. Students can sample classes. They can learn more about college support systems. Make them attend four or five different workshops to ensure they are getting info. Have faculty run these workshops! It also creates a sense of community early on!***

Even simple suggestions such as this: ***Offer first year students a combined CSI—that includes all their course deliverables and deadlines in one document*** could help increase student engagement and overall first-year success at Algonquin.

Pre-testing arose again when discussing this item but this time, as a way of ensuring the College is fully aware of each student's current status (strengths and skills). ***Pre-testing for students prior to coming in—know their levels, let them know if they will be ready, maybe have remedial courses or academic upgrading offered.***

10: More Robust Peer Tutoring (Priority #4)

The final suggestion for the future in the top 10 list includes the belief that students learn best from other students. ***Lots of peer support is essential! The power of peer support is amazing. We are more likely to ask peers questions than they would with their instructors. Upper level student offering support to first year students would be good.***

Offer **peer study periods**. **It can really increase student confidence. More visible peer tutors on campus.** It was even suggested that tutors be “mobile” and highly visible daily throughout campuses so that a student could approach a tutor even without a scheduled appointment, for instance. **Have trained students to support potential students to select good programs or even after the courses began, to be peer mentors. Have them wear a t-shirt (like the Brightspace shirts) to help identify them! Have them be visible all over the campus!** Accessibility is key. **Provide a live, online chat that students can use to ask questions and clarify issues.** Another faculty member suggested **pop up shops for coaching students. Either have graduate students set up pop up areas for coaching in a subject or have profs with coaching hours.**

It was recommended that tutoring expansion be formalized and compensated. **Students need more support past orientation week. Student mentors should be compensated (i.e. credit on transcript). Mentors can be a funnel back to the prof and a funnel back to Student Services.**

Instructors also suggested that greater efforts were needed in the way of consistency and recruitment of peer tutors. **We need to find a way to get students who need Peer Tutoring/Faculty Coaching to get involved in this more. But we also need more consistency in Peer Tutoring (ensuring we have the minimum number of qualified students who can assist and have that minimum in place every term). We need to encourage more peer to peer collaboration overall.**

Faculty were also open to engaging with **Tutorial Assistants/Program Assistants** in a more consistent manner. This would be beneficial to offer more coaching inside the classroom and also, support in grading assignments with detailed feedback. These could be higher level students assisting first-year courses for instance, or perhaps, depending on the program, recent graduates returning to the College to offer guidance and tutoring. This would alleviate the instructor concerns for time-management and allow them to increase office hours, one-to-one coaching and tracking of students in the various modules.

Question 4: A Description of the Classroom of the Future

It became clear early on in the data collection phase that the way to true personalization at Algonquin College would be and should be, through a well-developed **Program-specific** manner. The ways of personalization and what the futuristic classroom would be like strongly varied based on where an instructor taught.

In a similar light, faculty were also very keen to see the personalized learning model tested in a **pilot study** before it was shared across the institution. It was suggested that a pilot could be done at a campus such as Pembroke (due to its size) or alternatively, in a few select programs that are currently facing difficulty with retention (to test if personalization would increase student numbers in the end).

When discussing what the future at Algonquin College would look like and, in particular, the way courses would be delivered after it was in place, respondents had much to share. Faculty were overwhelmingly in agreement that increasing the level of engagement in critical thinking

activities and enhanced coaching among students was an exciting prospect to the personalized learning model. Faculty were often enthusiastic about the opportunity to lecture less and coach more. When asked about their course delivery in the future after personalized learning was adopted at the College, one faculty member shared this picture of the future: ***Students prepare in advance of class but classes are held every week. Class activities involve many levels of difficulty and test for critical thinking. Class discussion helps students to enhance communication and presentation skills. Faculty guide and coach during workshops. Responding to the student questions and emails in a timely manner—this also teaches them the good practices of professionals. Professors should "moderate" class discussions.***

Some faculty envisioned more industry-related activities being more prevalent in their class time in the future, while others dreamed of wonderful mobile and online options to increase the applied learning outcomes. Rarely did a group of faculty say they wanted less time with their learners or less face-to-face time. The assurance that this would be maintained was a popular response (especially from those faculty who attended the Early Bird Sessions). ***The classroom environment is more interesting and engaging (than online). I'd love to do lots of things differently in the future!***

One faculty member described an ideal futuristic, personalized environment which emulated what so many others shared as well: ***Courses are developed by one person and the (individual) teachers don't have to develop themselves. It already works in Media and Design. This allows the teacher to spend time with the students rather than the LMS, etc. Let's share the skills—and share it across programs. Have content experts and they can teach it for any program. Take core material and turn them into modules. Have various instructor experts for various modules. Use 90% automated course grading. Students would get help from other students (either at level or PA) first, then faculty after. I would spend more of my time coaching and helping students. Offer lab times and Program Assistant times so that the students have multiple occasions to gain help in between classes. Many small assignments to encourage repetition and practice.***

Technology was seen as significant partner in moving into the future in a personalized way. ***I'd be testing more online, in class with open books. I'd offer more options for delivery. I'd ensure all classes were video-taped and available for students to review and re-watch. But the video quality has to be really good. We need better technology for video recording our classes. Modularized learning for sure. This will make them more accountable for their own learning. And all are working at their own pace. Less small assessments.***

Faculty often included circular seating in their description of the future of their classroom environments. ***The ideal classroom is circular. With cabinets for storage and it is dedicated. Students sit in a circle and it is very democratic in nature. We can have democratic teaching and learning. Because we are faculty and we are sitting in the circle. And everyone stays involved because no one can sit in a back row.***

Faculty from Health and Community Studies, who experience significantly larger sections traditionally, often didn't vote for smaller class sizes, but rather envisioned the use of larger interactive spaces that permitted strong engagement, even with groups of 100 or more

students. ***We will work (in the future) in a room that is mobile and interactive and fits 150 students. The room has 12 tables of 10 (round tables) and the faculty can walk around in the centre). There are screens and technology for showcasing results and slides, etc.***

The role of faculty was also discussed significantly in this area of questioning. Many felt time-strapped in the current model of teaching and many looked for ways to alleviate this going forward. Some offered suggestions such as: ***I'd maintain or increase face time with students. It is a relationship-based setting. More of our faculty "admin" should move to online. If we could reduce the admin side of our jobs, we'd have more time for PD and more time for students. Let's ask ourselves, what's the best use of our time?***

Faculty members also offered suggestions about other time-saving, collaborate model options. For instance, it was discussed by many that Departments should have comprehensive teams generated to support student learning. These teams would include faculty along with learning strategists, a Learning and Teaching Services professional, IT and Brightspace representatives, etc. ***A mix of people on content, delivery, IT, LMS, etc. working together for a Department.***

In this same context, tutorial assistants were also prevalent in the future classrooms at Algonquin College: ***Teaching Assistant support is required. Faculty are content experts but in terms of administration, processing the information, etc. that should not be landing on faculty. It is a key resource that is being used in the wrong manner.***

Another faculty member said it this way: ***I would be the quarterback, managing a course with three different deliveries. I would manage the faculty (i.e. part-timers, TA) team and the content.***

Increased lab time and flexible assessment models was a consistent theme. ***I would allow students to select their preferred format for exam testing: select from multiple choice testing, essay format testing or oral presentation. I would have Level 4 (graduating level) students assisting us in the classroom with Level 1 and Level 2 students. Everything that needs to be completed outside the classroom has to be graded to keep them motivated.***

Emphasis on helping first-year students succeed and learn how to cope in a college-environment continued to be voiced in this area. Faculty have extreme empathy for first-year learners and it is important to note how often this topic was raised.

This instructor worked out a full plan for the future classroom which did an excellent job in summarizing what many were sharing: ***All I focus on (in the future) is my teaching and coaching students on applied and critical thinking activities. A way to support all the levels of students without running out of time would be tutors. A peer tutor or TA assigned to my course to help answer student questions and guide them on approved techniques would be excellent. Everyone would do module one together, and at the same time (start of the course). Then I'd have an assessment at the end of this set module and split the students into 2 or 3 streams based on their mastery of the module 1 content. With the help of a TA, I could then develop and deliver three different class activity sets for each week. We would have administrators (i.e. Brightspace tech, academic advisors, etc.) to support each Department and program.***

Faculty wanted more time to collaborate with publishers and suggested a **Publisher Centre** on campus where representatives from the various publishing houses could visit on a regular basis for faculty and student support sessions. ***It would be nice to hear more from textbook vendors. They have all those great tools but it would be nice to have them more on hand to assist us throughout the term. Publisher "Hub" on campus! More face time with our publisher reps.***

One faculty member even re-designed instructor work spaces for the future. ***(Introduce) Mobile offices for staff - get rid of the private/combined offices for faculty and give common meeting areas. Be a paperless environment. Everything is digitized (just like the Banks are doing right now).***

Finally, this faculty member summed up her ideal future class in the future in the following manner: ***My class would be a very self-directed class with topics on the whiteboard. The outcome will be listed (for what is required at the end of the session). They can stay or go if they wish. At the end, they have completed research toward the assignment or at least, the foundation is there that can be completed at home. Some students would work in pairs, some would leave and work on their own and others would sit right next to my desk. Students will have had the choice of delivery for a course - one of them may be lecture style, and one is all group work style, one is all interactive and hands-on etc. teaching the same material. Lots of technology in the class so they can learn on the spot with in class assignments. But I am not sure if they will still need me then. Scheduling issues are gone! Classes are smaller!***

Question 5: Professional Development

Faculty brought a dynamic mix of suggestions to the discussion regarding instructor professional development (PD) and how it would support the move toward more personalized education at the College. All respondents were asked to reflect on what they felt they would need, in the way of training and development, in order to deliver a stronger personalized course delivery in the near future. There were clear themes that resonated over the weeks of peer-to-peer data collection and these included the following:

- Make faculty PD fully available 12 months a year (respect all times of the year for training, not just an emphasis on May/June). ***Offer PD all year-round, especially for faculty who teach in Winter and Summer. So much is offered in the Spring when I am so busy teaching. The school has to break out of the current model.***
- Make PD a required element and have it appear in faculty SWFs. This faculty summarized her wish list regarding professional development in this manner: ***Time, time, time. Time to prepare. Time to develop my courses. Ongoing PD - educators teaching educators. It depends how we personalize to determine PD. We could cross train each other if possible.***
- Make faculty PD personalized. ***We need a personalized approach for our learning (as professors)—for example FLP could be better personalized. It should be competency-based as well. I would love a range of PD that we can select from more. A lot of PD now, is really geared toward first and second year teachers.***
- Make PD relevant. ***PD that is really worthwhile. Not just "enriching" but something more for professors - especially for our part-time instructors.***
- Make PD easy to source, register and attend.
- Return to the original Kaleidoscope Conference approach (longer, more in-depth training sessions).
- Encourage faculty to increase time spent off-campus in order to build good industry connections via associations, conferences, etc.
- Performance Evaluations where future training and career planning was emphasized. ***A new model of performance evaluations is needed here. It has to be more than a bunch of boxes that need to be checked off. It is not personalized. And it is a waste of time.***

The final recommendation is ambitious but at the same time, dynamic: make Algonquin College a top provider of: ***faculty development in the province!***

Faculty in this session termed it: **PD U or Professional Development University!** This creative acronym was shared as a way to emphasize how a strong commitment to development of its faculty on an ongoing basis, would enhance the learning experience for students and at the same time, aid in generating high quality applicants for part- and full-time positions. Moreover, the College brand could also be enhanced by this status in the post-secondary community.

The concept of a representative from Learning and Teaching Services within each School or Department was often noted by faculty as a needed solution to support faculty training and development. ***Workshops are fine but unless you use the skill sets right away, it doesn't really work. I prefer to have someone who is part of the department and is there on a full-time basis, to teach and train us. Someone who mentors and provides ongoing support.***

Additionally, faculty members often shared how much they enjoyed participating in the research sessions on the LDP. These peer-to-peer sessions allowed them to stop for 30 to 45 minutes, engage with other faculty (many of whom they'd never met before), share ideas and learn something new. Many indicated that this model of peer engagement, was ideal for future personalized PD for faculty. ***More time to collaborate with other faculty. I want to know more about how we can integrate students with disabilities. I'd also like to know more about how our grads are doing in industry.***

This faculty member supported the above point as well when she said: ***More access to fellow faculty in small discussions. We need the time to do this often. More emphasis on that would be great! Not just fed information by management. Faculty meetings could be managed differently in the future—it is not often collaborative, it is just information (that could be sent to me in an email). It's not personalized at all.***

A Pembroke campus faculty member shared an extremely simple yet incredibly easy solution to the above discussion point—schedule a lunch hour for instructors. He had additional comments on the topic of professional development so his full response is provided here: ***We need a lunch hour. Just open our schedule to 8:00 a.m.–5:00 p.m. with one hour in the middle where we can do personalized learning with our students, where we can have lunch with somebody (fellow faculty) we haven't spoken to in two months—it is a zero cost solution to a situation where the community is disintegrating. We need to be up to date on the industry trends. We need access to professional conferences as well. And don't ask us to compete for PD funds.***

The final comment is from a group session where a number of the topics in this section were clearly identified and articulated by them: ***Program-level support is needed—Brightspace for instance. Let faculty focus on teaching and less on all the other tasks. Why make faculty learn a system when a BS professional could do it in 30 minutes. But there are trade-offs. We have a big gap in educational training. Do we really know how to work with our students? If we are spending all these hours learning how to use a LMS, why aren't we spending the same amount of time with our students? Professors need more on course design and delivery. Let's support our faculty with the knowledge and training. We have a narrow definition of PD. It's old fashioned. PD happens a lot—it just isn't always acknowledged. Teaching is very individualistic so it is important to bring faculty together regularly. Promote collaboration at***

the College! Build the expectation to collaborate. We can't just tell professors to teach differently—especially if management hasn't actually experienced it themselves.

Question 6: Student Performance in A Personalized Model

Toward the end of each session, respondents were asked for their thoughts on how students would perform in a personalized education environment. Respondents were asked two questions:

- **What will students excel at?**
- **What will students struggle with?**

Respondents considered their answers to earlier questions when providing input on this topic.

What Students Will Excel At

When asked what students will excel at in a personalized environment, respondents generally described that students would enjoy the College experience more. Respondents commented most often on three topics: engagement, independence, and stress management.

Engagement

Respondents often described that, in a personalized environment, students will be more engaged. One respondent commented: ***They will be more engaged. They'll be waking up to something they like the idea of. It will be learner driven because the students will be motivated.***

Other respondents noted that giving students choice will make them more motivated. One said that ***some students will love having more challenge and more options***, and another said: ***The feeling of choice! They'll like it! They will like that it is something they are doing because they like it and not because it is forced onto them.***

Independence

Respondents also explained that students will become more independent in a personalized environment. They described that students will ***know how they learn and be more independent***. With more choice available to them, students will be able to personalize their college experience to meet their needs and wants. They will have ***greater choice and control over where they take their program and what they want to get out of it in the end.***

Stress Management

Many respondents stated that students will be ***less stressed***, and that students will be ***healthier***. They described that, with the ability to build their schedules and course loads around their needs, they will be able to get ***better sleep*** and will thus be ***more engaged*** in class. Respondents also noted that this could reduce the workload for support services.

What Students Will Struggle With

When prompted with this question, respondents expressed concerns about the potential negative effects of personalization. The main points described by respondents were the following: too much choice, time management, and soft skills.

Too Much Choice

Many respondents described that students could have **too much choice**. They may struggle with **making choices that are actually beneficial to them**. Respondents commented that there may not be enough **structure** in the choices available to students. One faculty member said that **students may be challenged with developing stronger personal discipline to manage the choices and options**.

Similarly, another respondent wondered **if we offer them too much choice, will they feel like they have too much agency (feel a little lost)?** One respondent expressed further skepticism: **Students would have trouble with this open choice format. Learner Driven sounds great to someone who doesn't know any better. Students don't know what they need.**

Time Management

A major concern of respondents, especially when considering the option of students choosing their own schedules, was that students will struggle with time management. Respondents described how students still have difficulty **managing their time, adhering to deadlines**.

The concern came up often, typically worded similarly. When asked what students will struggle with, many respondents simply answered **time management**. Others went into more detail, providing input such as **procrastination** or **managing flexibility**.

Soft Skills

Faculty also described their concerns of students' **soft skills** in a personalized environment, including interpersonal skills, coping mechanisms, and other life skills. One respondent summarized this concern by saying that students may struggle with **interacting on a personal level with peers, coworkers, and people around them**. Another respondent noted that **personal social skills are in the decline due to over emphasis on technology**.

Additionally, respondents often described that they had concerns about the students' transition to industry. For example, students could struggle with **entering a work force where there are not choices**. One faculty member asked: **What are we doing to prepare them for the workforce if they have too much choice without structure?**

A trend of "too much choice" or "too much flexibility" emerged from respondents' answers to this question. Faculty explained that students could struggle with **resiliency—adjusting to the 'bumps in the road,' situations where flexibility is not an option**.

Overall, faculty noted concerns that a personalized system may cater too much to the students, and de-emphasize these soft skills.

Question 7: Final Faculty Thoughts

At the end of each session, respondents were asked for any final thoughts, ideas, or suggestions. Most often, respondents expanded upon and summarized ideas previously mentioned during the session.

Many respondents' final thoughts amounted to advising that, no matter how the College decides to implement personalized education, it must do it right.

Some particularly notable quotes from respondents are as follows:

- ***It doesn't need to be chaos, but we need to do it right.***
- ***Leadership is a big deal, we will have to ensure there is sufficient funding. We need more time to prepare and rework our courses to ensure full personalization. We need this consistently (not a one-time thing). We are excited! Could there be flexibility in Programs? Could we "share" or "blend" two Programs?***
- ***I think you have to take some risks. I don't think anyone is the same. What is a learner? You gotta have a bit of fun. Good sense of humour, share stories about yourself. Everything real starts with a conversation.***
- ***Self-directed learners are good with any format of delivery. They'll excel, they'll master and they'll achieve. It's the students who aren't self-directed who I worry about most. For example some International students need more class hours, more teacher engagement and overall help. Moving things more online and expecting learning to take place independently outside the class may be asking too much for them.***
- ***What are other colleges and universities doing and what can we learn from them?***

Respondents also often expressed concerns about how their input would be put to use, or about what the College's goal was. For example, one respondent asked: ***What is the difference between personalization and learner driven? What is the College actually trying to do?*** Other such comments include the following:

- ***Do we have a clear definition of "Learner Driven Plan" or a sample to review? What are the objectives?***
- ***Learner driven sounds wonderful, but I just don't see anything that's going in that direction.***
- ***The College says it's listening, but there's no evidence.***

Overall, while respondents varied from optimistic to pessimistic, faculty members were happy to have the chance to provide input on the development of the Learner Driven Plan.

Conclusions

Faculty data revealed detail and clear insight for the direction of the Learner Driven Plan. Overall, Algonquin College instructors are extremely committed to supporting learners and providing the best quality education possible now and into the future.

As noted in the results previously, College faculty provided dynamic thoughts and recommendations on methods to increase personalized in all three key desired areas of the Learner Driven Plan:

- **In the classroom**
- **Outside the classroom**
- **Technology practices**

This important stakeholder research probed further, however, and inquired about needed training and development for faculty to ensure top quality and highly personalized delivery. Without a doubt, instructors were asking for more published literature that the upcoming literature review will satisfy. Instructors also wanted to know more about how to support various learning styles within their courses. Faculty want additional assistance coping with unique student needs and challenges including mental health and language barriers presented with International students, to name a few.

Faculty also presented a plethora of interesting concepts on how to improve personalization at the College. Even those who expressed reticence with the concept at the outset of a session, often had one or two concrete and useful recommendations of practices that could indeed improve the level of personalization at the College. Recognizing student skills at the point of application and carefully guiding them on the best program choice, were strongly held beliefs from faculty that needed to be part of the Learner Driven Plan.

Then, offering various modes of delivery, competency-based learning opportunities and flexible schedules could all help to make learning at Algonquin significantly more personalized. Giving students options to take courses that they felt best suited their career aspirations (rather than a prescribed list of courses) were also strongly held views from instructors. Terms like entrepreneurship, competencies, and pathways were also popular themes in faculty sessions.

The level of change that faculty were willing to bear seemed quite high and quite “expected.” They seemed well-educated on the fact that significant change will need to occur to support this new and personalized education model at Algonquin. Although some shared that they would “change nothing” in their course delivery to support personalization, a significant majority offered specific ideas and effective methods by which they’d initiate change toward more learner-driven instruction in their courses.

Instructors are extremely concerned about two things when it comes to enhancing personalization with their students in the future:

1. Time
2. Training

These two items will greatly impact a faculty member's ability to transition their current course content and delivery style to something with enhanced personalization. That is why strong results supporting the implementation of Peer/Tutorial Assistants for each course and Academic Advisors for every student along with ongoing and accredited professional development were so evident. Faculty want to be sure they have more networking opportunities within the College to share best practices and learn from others, while also participating in well-developed, relevant and readily available professional training on topics that really impact their course delivery and student engagement.

Instructors expressed concern about the importance of launching the Learner Driven Plan "well" in that the College's brand could be greatly improved, or greatly damaged, if the plan was not strategically prepared and carefully tested in advance.

It is recommended by the researchers that the College socialize back proposed Learner Driven Plan strategies to key faculty at all three campuses before implementation. The research team created a representative list of "Bright Lights" throughout the data collection phase, made up of faculty who shared emphatic thoughts and ideas (both positively and negatively toward personalization) from a mix of areas at the College. It is suggested that all faculty from this list be invited to share input in the upcoming stages of the plan's strategic development.

Finally, instructors clearly shared that they hoped to see the final Learner Driven Plan model tested in a pilot project before launching across all Departments in the future. As noted previously, faculty recommended selecting a campus such as Pembroke to test the plan or rather, select key programs with low or declining retention instead.

Appendices

Appendix A

Peer-to-Peer Faculty Sessions

Interview Guide

Final

SPACE PLANNING IN ADVANCE:

- Set up Banner outside of the meeting room
- Use Table Top Sign inside the meeting room

Place on the meeting table:

- Post it Note Pads (4 to 6)
- 4 Pens (4 to 6)
- 4 Markers (4 to 6)
- Candy/salty snacks
- Napkins (just in case!)
- Session Sheet (labelled with session code)

ASK RESPONDENTS TO COMPLETE SESSION SHEET UPON ENTRY AND PRIOR TO THE START OF THE SESSION. (They can complete while we collect everyone's drink order).

WELCOME AND INTERVIEW APPROACH EXPLANATION (2 mins.)

Hello and welcome to the Learner Driven Plan's Peer-to-Peer Sessions! My name is Valerie Hill and I am a full-time faculty member in the School of Business (Carolyn Côté and I am a full-time faculty member in the School of Advanced Technology). I will be your moderator today. I really appreciate your interest in this initiative and thank you for offering your time to speak with me today!

ICE BREAKER! I'd like to take a quick moment to have you each say your name and where you work at Algonquin so we can all get to know one another today!

Today's session is one of many taking place with all kinds of stakeholders here at Algonquin College regarding the Learner Driven Plan. In particular, the College is interested in hearing what we, as faculty members, have to say about personalized learning and the personalized college experience. The goal is to develop a plan built on significant feedback that will have three to four high-level recommendations that will have the most impact to implement.

We also wanted to share that both Carolyn and I created all the content for these sessions and we have had a great deal of freedom and flexibility in this project!

A few quick points that I ask everyone to consider before we begin are:

- Please feel free to share, and please be respectful of others' comments today.
- Let's be sure to listen to others while they speak and feel free to talk to one another as we move through the session!
- There are no right or wrong answers!
- However, we do ask that we work to stay on topic so that we can conclude our session on time !
- We don't have to go in a particular order when we talk - I'll ask some questions and we'll open the floor for ideas and thoughts. At some points, I will ask you to write something down, and I will collect these for our notes!
- I may also call on you on occasion to ensure I have a full representation from everyone here today!

Does anyone have any questions about the process before we begin? (TAKE QUESTIONS AND THEN COMMENCE). Great! Let's get started!!

Now, Carolyn (Valerie) and I had shared a short YouTube link in our recent email that does an excellent job outlining the details of Personalized Education. Did everyone get a chance to review this before today's session? (ASSUME RESPONDENTS HAVE WATCHED VIDEO. IF SOME HAVE NOT, PREPARE TO SHOW IT ON THE IPAD HERE, BEFORE PART 1 BEGINS.) In our discussions, please note that the term "personalized education" refers to both personalized learning and the personalized college experience; in short – personalization both inside the classroom and outside of the classroom.

Terrific! Everyone ready to begin :)?!

I will start the audio recording now.

MAIN QUESTIONS (WHAT DO YOU NEED/WANT/SEE?)

PART 1: Defining the Term! Post It Note Exercise (4 mins.)

We are going to begin by discussing personalized education in post-secondary education, in general (the big picture).

- Using the blank post it note pads in front of you and a marker of your choice, I'd like each of you to write down as many things/words/phrases that you think about when you hear the term "PERSONALIZED EDUCATION". One word or thought per post-it please! Remember, personalized education means both learning and the overall college experience. (WHAT IS / COMPONENTS / FEELINGS)

- Stick your ideas here/pass them to me as you complete them (POINT TO OUR WHITE BOARD) as you write them.
- Okay - let's begin!

Excellent! Now let's discuss our choices (moderator try and organize post-its as they come in!

(Part 1 Modification for one person: have them brainstorm ideas and we write them on the chart paper. We could offer some suggestions to get the ball rolling. Then, we could ask them to rank their ideas.)

DO WE FEEL COMFORTABLE WITH THIS AS A DEFINITION?

PART 2: Sentence Completion: The Four Areas of Personalized Education at AC Now and In The Future (10 mins.)

So now we would like to talk about what thoughts you have on how Algonquin College delivers personalized education currently the following areas:

- AC support systems
- in-class experiences
- out-of-class experiences
- online learning
- technology

What is 1 thing we are doing in your opinion – right now in the way of Personalized Education? (Just one!)

Let's discussion your choices.

Okay – so now let's talk about the future. What is 1 thing you would recommend Algonquin College do in the future to deliver personalized education in each of the following areas: AC support systems, in-class experiences, out-of-class experiences, online learning and technology.

Let's discussion your choices.

PART 3: The Future....what and how... (12 mins.)

In our third and final exercise, we would like you to consider a bit of time travel! Into the future...and the year...2020. Let's pretend that the College is launching the Personalized Education and College Experience approach College-wide, in the Fall Term.

In this scenario, let's imagine that Algonquin College's personalized education strategy contains

the top 3 (or up to 5 depending on responses in Part 1) things you noted in our first exercise today (Refer to: Part 1 Post It Notes).

If that's our reality in 2020, let's talk about you and your students two years from now...

It is October 2020....

- What is your average day like?
- o What is your classroom model like? Are you even in a classroom? If so, how much?
- o What is happening out of the classroom?
- o How did you assess your students in the past month?

- What did you **need professionally** (training/PD/publisher support, etc.) to help you deliver higher personalized education

- What is 1 thing that your **future students doing well** at?

- What is 1 thing your **future students be struggling** at?

CONCLUSION and SATISFACTION SURVEY

(2 mins.)

Well, that is all the time we have for today! I thank you very much for your input and your honesty on this topic today. Again, your comments will be kept in confidence but will be used to make recommendations to the management team here at the College.

If you have anything further you'd like to share about personalized education, or this session, please feel free to contact me directly or visit the Learner Driven Plan website to email us there! I will follow up this session with contact information.

The Algonquin College management team would also like to know your level of satisfaction with the process we have followed to collect your thoughts and ideas on this topic.

So to further aid us in this, we would like to ask you to complete a short survey prior to your departure (it is a few simple questions on paper) with the time that we have left!

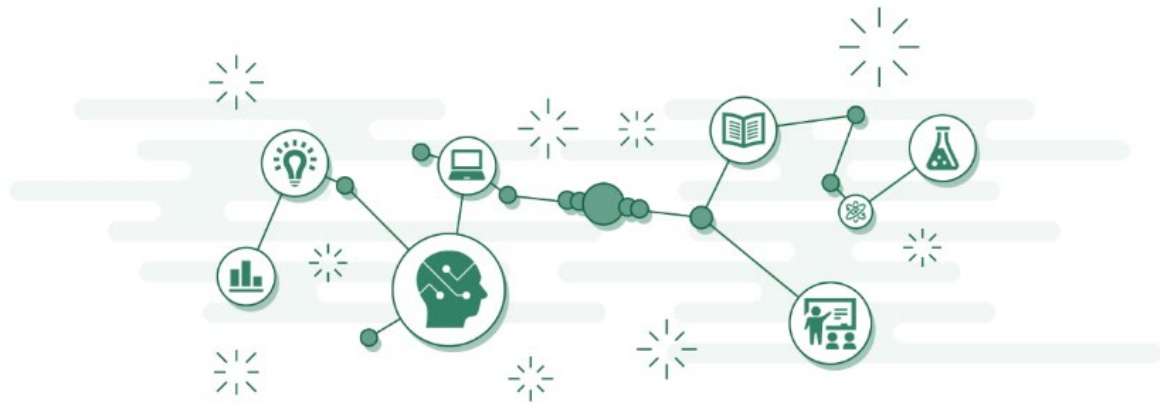
Once you have submitted the feedback survey you are free to go!

Enjoy a candy on the way and thank you again for your time.


Thank you again! Your feedback was very valuable.


7.2 Appendix C – Samples of Marketing Collateral

Learner Driven Plan – Sub-branding Graphic was developed by the Marketing department and is included in all communications related the Learner Driven Plan



The Learner Driven Plan Website (<https://www.algonquincollege.com/learnerdriven/>)

Learner Driven Plan



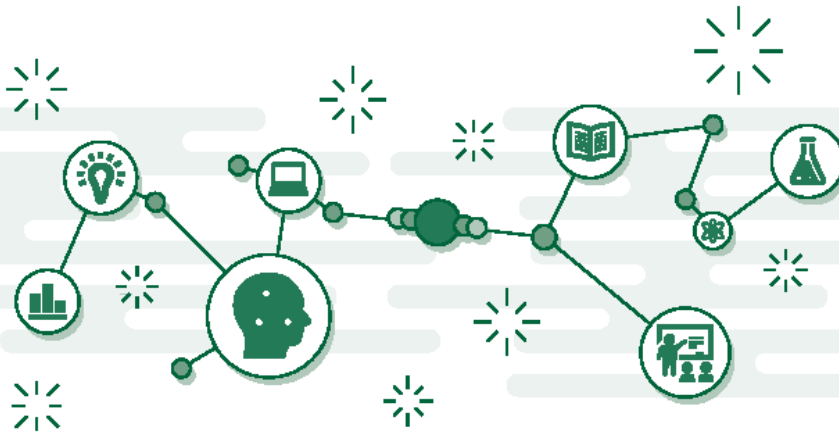
[Learner Driven](#) [Have Your Say!](#) [Ideas](#) [News](#) [Videos](#) [Learn More](#) [Contact Us](#)

The College's 2017-2022 Strategic Plan, 50+5, outlines five overarching strategic directions that will guide us as we fulfill our mission of transforming hopes and dreams into lifelong success and our vision to be a global leader in personalized, digitally connected, experiential learning.

We will be Learner Driven.
We will focus on innovation and quality.
We will stay connected.
We will be sustainable.
We will empower our people.

Questions and Feedback
[Email Us](#)

Learner Driven Plan



HOW CAN WE PERSONALIZE YOUR LEARNING EXPERIENCE?

Share your voice at:

algonquincollege.com/learnerdriven

Please email LDP@algonquincollege.com to provide feedback or learn more about joining a feedback session.

Let's Make it
Personal

ALGONQUIN
COLLEGE

Social Media promotion

Events and information were in regular rotation on College Social Media platforms

 **AC Perth Campus** @AlgonquinPerth · 27 Nov 2018

Perth Campus Students, now is your chance to have your say! Algonquin College is developing a Learner Driven Plan that defines and measures personalized learning and the personalized college experience. Learn more here » algqn.co/NTS130mLF3Y

Learner Driven Plan



  2  8 

 **Algonquin College** @AlgonquinColleg · 30 Aug 2018

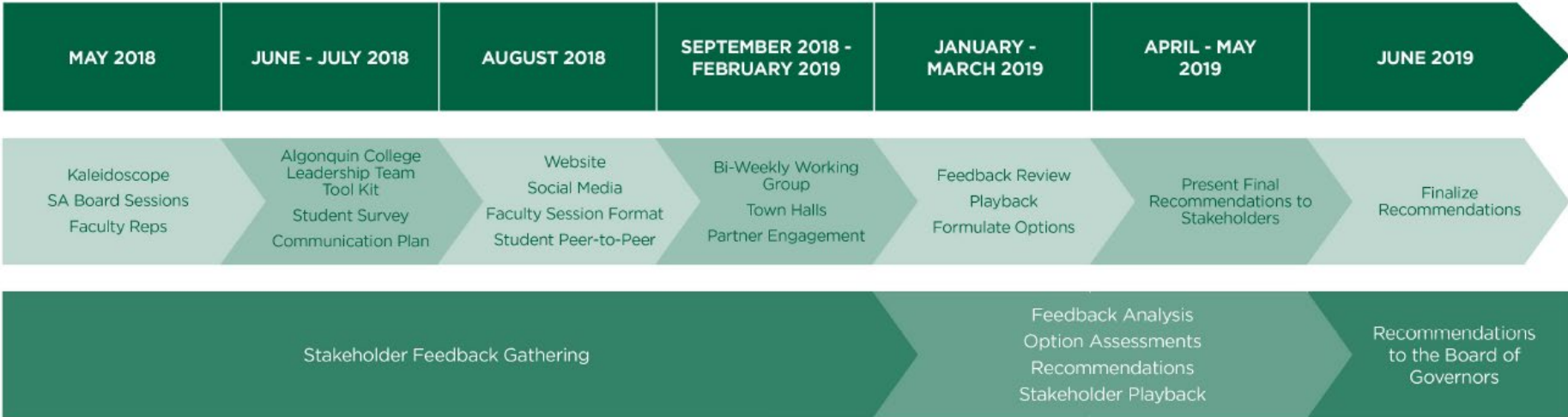
Are you an AC faculty member who has ideas about personalizing education? Want to help shape the Learner Driven-Plan? Join one of our early bird sessions in the first two weeks of classes! Learn more here » algonquincollege.com/learnerdriven/

Learner Driven Plan



   7 

Learner Driven Plan Timeline



**Report from the Chair
Board of Governors Meeting
February 25, 2019**

Board of Governors and Foundation Board Holiday Dinner

The Board of Governors and Foundation Board Holiday Dinner was held last December 3. The dinner was well attended by members from both Boards, former governors, and their guests. Students from the Culinary Skills Program helped in the preparation and serving of the evening's dinner. The box of chocolates parting gifts were made and packaged by students from the Baking and Pastry Arts Program.

Indigenous Courtyard Grand Opening

Algonquin College named Indigenous spaces and opened the new courtyard on December 10, 2018. Nawapon, an Algonquin word that translates as "gathering strength for the journey," is the new name for the Indigenous Learning Commons. Ishkodewan is the title for the outdoor courtyard with its Gathering Circle and fire-vessel, and means "there is fire." Pidàban is the name by which the Institute for Indigenization Room on the second floor of the DARE District is known. Pidàban – the word translates as "past, present, and future" – alludes to the natural phenomena of "daybreak," that moment in the morning when night becomes a new day. The third-floor library also has a special place to serve as a repository of traditional Indigenous knowledge. The small raised platform near the circulation desk with its curving glass barrier is now known as Kejeyàdizidjigwogaming, or Knowledge Keeper's Place.

Indigenization is increasingly integral to College culture. As President and CEO Cheryl Jensen stated: "This place, this culture, is for everyone to share, to learn from and to embrace as the path of Reconciliation."

New Governor Recruitment Drive

The Board Governance Committee launched a governor recruitment drive in the Ottawa area early this month. The Board seeks to replace Board Chair, Peter Nadeau and Governor Michael Waters, member of the Audit and Risk Management Committee, whose terms of office will end on August 31. The election of the Student representative to the Board will occur in March.

Governor Reappointments and Call for Board Officer Positions

The 2019-2020 Board Chair, Board Executive Committee Succession, and Board Committee membership memo went out to all Board members on February 9. In accordance with the Board By-Laws, we are seeking elected Governors who are interested in serving in Board Executive Committee and Committee member positions beginning September 1, 2019. Members are asked to notify the Board Office by February 28 if they are interested in serving in any of the positions or continuing to serve in their current board committees.

2018-2019 Board Performance

The Board Governance Committee will coordinate the annual evaluation of the Board, and the governor self-appraisal process. The online evaluation tools will be circulated in early April by the

Board Office. These tools allow Governors to evaluate their own effectiveness, and the effectiveness of the Board as a whole. Governors are encouraged to complete these surveys promptly, to allow the Governance Committee to review and discuss the results. The results will be shared with all Board members before the end of the academic year.

2018-2019 Board Meeting Dates

The Board meeting dates from September 2018 to June 2019 are posted on the Board’s public website and on SharePoint. They are as follows:

Monday, April 15, 2019	Board meeting
Monday, June 10, 2019	Board meeting and Annual General Meeting

2018-2019 Board Dinners and 2019 Spring Board Retreat

Spring Board Retreat - Saturday, March 23, 2019.
Board of Governors End of Year Dinner - Tuesday, June 25, 2019.

**Report from the President
Board of Governors Meeting
February 25, 2019**

Colleges Ontario Business Plan

The Committee of Presidents endorsed a new business plan for Colleges Ontario for 2019 that describes proposed tactics and measures to advance the goals from the sector's new strategic plan. The Business Plan has three strategic priorities:

- Put Ontario at the forefront of innovation;
- Advance learning opportunities for all; and
- Revitalize college education in Ontario.

Goals within those priorities include modernizing apprenticeship training, enhancing the applied research capacity at colleges, leading provincial advocacy for student wellness, and ensuring resources are committed to province-wide excellence.

Update on Smoke-free Campuses

College Presidents received an update on the number of colleges that have gone smoke-free in response to the legalization of cannabis. The following eleven colleges have implemented a smoke-free policy as of January 2019:

1. Algonquin College
2. Centennial College
3. Conestoga College
4. Durham College
5. Fanshawe College
6. George Brown College
7. Humber College
8. Loyalist College
9. Mohawk College
10. St. Lawrence College
11. Sheridan College

An additional seven colleges intend to implement a smoke-free policy by the end of 2019. One college is considering and evaluating the possibility of implementing a smoke-free policy, while the following five colleges do not intend to implement a policy:

1. Confederation College
2. Fleming College
3. Niagara College
4. Northern College
5. Seneca College

Ontario Colleges' Free Speech Policy

David Fulford, Vice President, Research and Policy, Colleges Ontario, spoke about the next steps in the implementation of the free speech policy at Ontario's colleges. The Ontario government required all

colleges and universities to have free speech policies in place by Jan. 1, 2019. The Higher Education Quality Council of Ontario is currently assessing the policies posted at each institution's website.

The colleges' policy was publicly released in December and generated significant media coverage, including prominent articles in the Globe and Mail, the Toronto Star, the Toronto Sun and a number of regional newspapers.

College Day on April 1

This year's College Day celebrations in Ontario take place on April 1. The activities at Queen's Park will include the annual meetings between Members of Provincial Parliament, College Presidents, and Board Chairs. The evening reception will showcase culinary delights prepared by students from across Ontario. There will also be a morning exhibit that features the new technology that colleges use to prepare students for the new age of accelerating automation.

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: November 6, 2018 to January 1, 2019

LEARNER DRIVEN

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

Summary Report from:	Activity
Academic	<ul style="list-style-type: none"> • The Pembroke Campus continues to host very successful Speaker Series that attracts well known authors and personalities as part of its community outreach programming. Recent speakers have included Roslyn Franken, Inspirational Speaker, Author, Cancer Survivor on November 13, 2018, and Jamie Bramburger, Manager, Community and Student Affairs, Pembroke Campus on December 5, 2018 on the history of the Pembroke Lumber Kings. • In this reporting period, the Experienced Worker Centre received 240 new enquiries, and 101 became ongoing clients. • Student Success Specialists provided a <i>Meet n' Eat</i> session focusing on personalized support to the Dental Assistant learners. This provided an opportunity to get to know the learners, answer questions, increase motivation, and book future appointments.
Communications, Marketing and External Relations	<ul style="list-style-type: none"> • Learner-Driven Plan Communications Campaign solicited and collected thousands of ideas from learners, alumni, employees, and employers. To support awareness, the new Learner Driven Plan contents included videos, stories, emails, social media content, posters, and other communications materials, followed by an online employee survey. In partnership, the Students' Associations produced over 125 ideas for their Learner Driven Plan event on Nov. 27, 2019. • The marketing email Nurture campaigns sent out personalized messaging to support the learners based on their application status. This resulted in an additional 15,830 prospects and applicants during this period. Three hundred and seven prospects in the Nurture campaign converted to applicants. On the last day of the reporting period, a total of 83,266 member records in the Nurture program. The Prospect Campaign sent out 118,698 emails and 71,210 operational emails were sent to the Applicant Campaign.
Finance and Administration	<ul style="list-style-type: none"> • Food Services served over 500 people during the Annual Holiday Customer Appreciation meal. Card Services improved the myPhoto system for photo uploading. Card Services implemented photo printing capabilities at the Pembroke campus.

	<ul style="list-style-type: none"> • A new Course Material Services website was launched in November 2018. The increased website visits resulted in positive feedback from stakeholders. • More used books for select courses have been made available at The Campus Store, offering students another affordable course material choice.
Human Resources	<ul style="list-style-type: none"> • The <i>We Saved You a Seat</i> initiative was publicly launched on November 23, 2018. This Pilot project will create a gender diverse environment that will increase the success of all learners by reserving 30% of seats for women in four technology programs. the project will establish financial support, offer industry mentoring, and help faculty to teach in gender diverse classrooms. A media relations strategy was used to oversee the widespread coverage, including interview, with the Toronto Star, CBC Ottawa, and CBC’s Here and Now.
Innovation and Strategy	<ul style="list-style-type: none"> • The Workday Project successfully achieved the system target launch date of December 14, 2018. • Part Two training sessions for People Managers, Human Resources-support, and Finance-support employees were completed on December 20, 2019. In total, the project team delivered 67 training sessions for high and medium impacted employees with a combined total of 721 participants over two phases of training. Overall, 99% of targeted employees received training. • The International Education Centre hosted two cultural events attended by over 300 students. Events included a Day of the Dead activity, organized by interational Mexican students, and Diwali, organized by staff and International Mentor Leaders. • International Education Staff engaged over 40 international students in an inaugural online AC Start session to help students who are unable to attend AC Start information sessions in person. • The Corporate Training centre delivered nine customized training sessions for Indigenous and Inuit organizations and learners including: Nunavut Municipal Training Organization, Tungasuvvingat Inuit, First Nations Market Housing Fund, Cree Nation of Mistissini, First Nations Information Governance Centre. • The Innovation and Entrepreneurship Centre welcomed a new Mentor, Erin Blaskie, the Director of Marketing for L-Spark. • On Nov. 26-27, the Applied Research Data Analytics Centre staff participated in the Software-as-a-Service (SaaS) NORTH Conference, Canada’s largest forum for scale-ups attracting over1,600 innovators, industry leaders, and investors. • The partnership with Cheetah Networks and Data Analytics for Rural Transformation in SaaS North allows us to engage with industry, get insight into current state of Software as a Service community and build partnerships.

<p>Student Services</p>	<ul style="list-style-type: none"> • Student recruiters collected 14% more prospective student leads compared to the same time in 2018, from 2,062 to 2,355. This included a 15% increase in presentations and 24% more Ottawa campus tours compared to the same time in 2018. This reflects continued efforts to target non-direct and direct applicants from high school prospective students. • A total of 651 international student applications were processed with an average turnaround time of just under eight days. For the same period last year (2017), 532 international student applications were processed and the average turnaround time was four to five weeks. This productivity and service can be attributed to process improvements, ongoing efforts, and resource reviews are underway to further reduce the processing time. • The Registrar’s Office processed 2,692 credit transfer requests. For the same period last year (2017), 1,470 credit transfer requests were processed. This represented an 83% increase in credit transfer applications. Reasons for this increase in requests are unknown at this time. It may be attributed to the increase in non-direct students who have previously completed post-secondary education, and the increase in internal and external academic pathways. • Improvements to the fees payment digital communications to students for the 2019 Winter term resulted in over 97% of domestic students paying fees or deferring online. This will be used as a benchmark figure moving forward as this data was not previously tracked. • The Centre for Accessible Learning signed a formal sub-agreement with Carleton University to join La Cité and the University of Ottawa to partner on the David C. Onley Initiative for Employment and Enterprise Development. This initiative will develop resources to support students with disabilities to gain meaningful experiential learning and employment opportunities. This two-year initiative is funded by the Province of Ontario under the Education City umbrella of post-secondary collaboration in Ottawa. Three members of the project team have been onboarded at Algonquin College and have started the process of identifying gaps in employment readiness resources available to students with disabilities at the College. • In November 2018, the AC Hub launched its new website for Orientation with online tools and resources to enhance the experience for incoming students. The website received 14,398 page views between November 28, 2018 and January 1, 2019. It features a simplified, easy-to-navigate layout with three main sections: Online Prep, AC Start, and AC Day 1. The new Online Prep section includes “must-dos, important links, and Question and Answer webinars” and will empower students to prepare themselves online prior to AC Day 1.
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<p>INNOVATION AND QUALITY Goal 2: Lead the college system in co-op and experiential learning. Goal 3: Attain national standing in quality, impact and innovation within each school and service.</p>

Summary Report from:	Activity
Academic	<ul style="list-style-type: none"> • The Perth Campus entered into a partnership with Russia’s Kizhi Museum, home of one of the world’s most iconic wooden structures. The goal of this relationship, fostered by Jack Hollinger, Coordinator of the Heritage Carpentry and Joinery program is to have students on site in Russia for their field work course in summer 2020. • The Heritage Carpentry and Joinery program, in conjunction with Applied Research, has entered into a partnership with Daoust Construction on a restoration project for Parks Canada. In this project, students will build historic windows for the Murney Tower on Lake Ontario in Kingston. • The Mechanical and Transportation Technology Department has developed new applied research partnerships with Cohort Systems (mobile robot system) and the National Research Council (semi-autonomous tactical vehicle).
Communications, Marketing and External Relations	<ul style="list-style-type: none"> • The Future of Health and Wellness Speaker Series Event was held on Nov. 30, 2018. Dr. Rueben Devlin, Chair of the Premier’s Council spoke about the Improving Health Care and Ending Hallway Medicine. • The College hosted a visit by Mr. Mika Saarinen, Counsellor of Education and Head of Section, Finnish National Agency for Education on Nov. 7, 2019. The visit focussed on healthcare, how the college works with the community and local industry partners, and Indigenous initiatives. • The College website continued to perform well. Page views increased by 10.34% compared to the same period last year. New website visits increased by 3% compared to the same period last year. Overall, the external session traffic increased by 3.59% and page views increased by 11% compared for the same period last year. • The marketing billboards campaign went into market in December 2018 with a 20-week local campaign to bring additional awareness prior to the February 1st date of equal consideration.
Finance and Administration	<ul style="list-style-type: none"> • Facilities Development hired a student through the College Student Employment Program to provide support for one and half days a week during the academic year, and full time during the summer break. The student will be eligible to qualify for co-op hours in his/her third year. • The office of the Vice-President, Finance and Administration, accepted a student placement from the Office Administration program for the winter semester. • Parking Services have implemented license plate recognition which will eliminate permit tags for vehicles. • Since April 2018, Campus Services collected 20,000 survey responses across all of its services. In December 2018, two new <i>Happy or Not terminals</i> were added to the survey, totalling to five Happy or Not terminals with The Print Shop, Connections, and Parking Services.
Innovation and Strategy	<ul style="list-style-type: none"> • A record number of 355 co-op work-placements were secured for the Winter 2019 term represent a 21% increase over the Winter 2018 semester.

	<ul style="list-style-type: none"> The AC Way team presented and hosted an exercise on continuous improvement at the December Innovation and Strategy Town Hall that focused on experiential learning of continuous improvement for our employees. The Net promoter score was plus 33, a positive improvement over the net promoter score of zero in August 2018.
Student Services	<ul style="list-style-type: none"> Automation of Confirmation of Enrolment letters were completed in December 2018 enabling on-demand, self-serve through the Student Portal. In the first month of release to students, over 2,500 students accessed this self-serve feature saving approximately 200 hours of in-person, manual work.
CONNECTED	
Goal 4: Become an integral partner to our alumni and employers.	
Summary Report from:	Activity
Academic	<ul style="list-style-type: none"> The Pembroke Campus hosted a Health Care Labour Market Forum on November 23, 2018. The day-long event provided local health sector employers the opportunity to discuss their labour market needs. The first training session for new Program Advisory Committee members and Chairs took place on December 6, 2018. Thirteen students who completed the Personal Support Worker program delivered at the Perley and Rideau Veteran’s Health Centre in December 2018 have been offered full time positions at the Health Centre. On November 19, 2019, Chef Scott Warrick, Chef Cory Haskins, and Chair Michael Bakogorge entered into a partnership/collaboration with Instant Pot for research projects. The Pembroke Campus is delivering the Personal Support Worker, Ontario College Certificate program at Bonnechere Manor in Renfrew in response to a critical shortage of Personal Support Workers in the Renfrew area.
Communications, Marketing and External Relations	<ul style="list-style-type: none"> Promotional support was provided to the AC Foundation’s Alumni at Work segments on Good Morning Algonquin College.
Indigenous Initiatives	<ul style="list-style-type: none"> On December 10, 2018, Indigenous Initiatives hosted the Grand Opening for the Courtyard and unveiled the naming of Indigenous spaces in the DARE District. Nawapon (C100 – Indigenous Community), Ishkodewan (Outdoor Gathering Circle), The Lodge (C100 – Kitchen Area, Harvest Room, and the large Sharing Circle), Pidaban (C251 Institute for Indigenization), and Kejeyadizidjigwogamig (Knowledge Keeper’s Place – libray area). Over 200 guests celebrated with Elders and First Nation community members in Fire and Water ceremonies. Special prayers and thank yous were shared to acknowledge our Indigenous partners and learners who helped make DARE District the Heart of the campus.
Innovation and Strategy	<ul style="list-style-type: none"> The Local Employment Planning Council, in partnership with Ottawa Board of Trade, presented a report on Skilled Labour Shortages, Immigrants and Hidden Talent with over 200 employers at the Ottawa Economic Outlook breakfast session on November 7, 2019.

	<ul style="list-style-type: none"> The Local Employment Planning Council, in partnership with Carleton University and Indigenous Links, presented at Ottawa’s Manufacturing and Tech sectors to employers and educators to connect Indigenous students and job seekers to employment, on December 6, 2019.
Student Services	<ul style="list-style-type: none"> The Employment Support Centre hosted the “Tie into Business” networking event on November 7, 2018. The evening brought together over 100 attendees, an increase of over 30% compared to last year’s event. This increase in attendance is attributed to increased promotional efforts by the AC Hub and working closely with the Foundation staff to target alumni. Students, alumni, and employers enjoyed the opportunity hear a panel of successful alumni discuss successful career strategies.
<p>SUSTAINABLE Goal 5: Enhance Algonquin’s global impact and community social responsibility.</p>	
Summary Report from:	Activity
Academic	<ul style="list-style-type: none"> A Tiny House press event was held at the Perth Campus on Nov 30, 2018 to promote awareness around the Tiny House build that will be taking place on campus in partnership with Cornerstone Landing Youth Services, Inc. This is funded by the Ministry of Training, Colleges and Universities. Cornerstone Landing works to combat youth homelessness in Lanark County and intends to use the tiny house towards that purpose. On November 29, 2018, culinary students participated in the Algonquin Student Food Bank Cook-off Fundraiser.
Communications, Marketing and External Relations	<ul style="list-style-type: none"> New leads generated through the website have increased 18% (from 19,695 to 23,245) to date year-over-year. The Marketing Strategic Enrolment Management lead generation campaign launched in early November 2018. This highly targeted in and out of catchment campaign generated 545 leads at a cost per lead of \$13.98. The Communications Department, as part of the Smoke Free Committee, helped to develop and implement a Smoke-Free Campus survey on November 6, 2018. On December 11, 2018, a Smoke-Free Policy Forum was held to discuss the results and gather feedback from employees and students. Over 2700 responded to the survey to help inform the campus’s permanent smoke-free policy that went into effect on January 1, 2019. A communications plan was also implemented to drive awareness of this change in 2019. The AC Changing Lives commercial kicked off in November 2018. The commercial was launched on CTV during the Superbowl on February 3, 2019. The ad will also be featured on TSN and social media channels.
Innovation and Strategy	<ul style="list-style-type: none"> Two hundred and thirty full time students enrolled at Algonquin College Kuwait for the fall intake. Algonquin College welcomed 30 students sponsored by the Federal Government of Mexico for four weeks of English language study.

	<ul style="list-style-type: none"> • The English for Academic Purposes International program has merged with the Ontario College Credentialed English for Academic Purposes Canadian program allowing for long-term sustainability of both programs. • Corporate Training staff secured a multi-year training contract with the Department of National Defense for delivery of Certified Project Management training. The agreement consists of fixed term plus option period spanning six years. • The Innovation and Entrepreneurship Centre welcomed a new Social Entrepreneur in Residence, Tanya Woods, Chief Impact Officer for Kind Village.
Student Services	<ul style="list-style-type: none"> • The Financial Aid and Student Awards Office had 14,620 active Ontario Student Assistance Program applications with \$153 million awarded. Of the Ontario Student Assistance Program awarding, \$88 million (57%) was in grant funding. Compared to 2017 at the same time, this is a 17% increase in applications (from 12,528 to 14,620) and 32% increase in funding (from \$116 million to \$153 million). The portion of Grant funding in relation to the total amount awarded increased slightly from 56% to 57%. This increase in assistance awarded was expected as a result of the Ministry of Training, Colleges, and Universities' Ontario Student Assistance Program transformation, which included Net Tuition.
PEOPLE	
Goal 6: Be recognized by our employees and the community as an exceptional place to work.	
Summary Report from:	Activity:
Academic	<ul style="list-style-type: none"> • Members of Academic Development presented at the Curriculum Developers Affinity Group meeting in Barrie on December 5-7, 2018. Topics included the inclusion of Work-integrated Learning in Curriculum, Developing Effective Pathways between Programs and Implementing a Course Outline Management System.
Communications, Marketing and External Relations	<ul style="list-style-type: none"> • Communications and marketing support was provided to the new Algonquin College Therapy Dog Program for employees and students. The marketing campaign brought awareness to the animals and distinguished them from service dogs. • A Communications plan was developed to support the launch of the Employee Equity Survey, and distributed Diversity and Inclusion Videos. • The Internal Environmental Branding project kicked off in November 2018 to support building the brand from the inside out and to align our campus spaces to brand specification in a sustainable, meaningful, and beautiful way.
Finance and Administration	<ul style="list-style-type: none"> • For the second year in a row, the Algonquin College Residence Team won the 2019 Faces of Ottawa Award for Ottawa's Favourite Student Living Facility.
Human Resources	<ul style="list-style-type: none"> • Three new employee orientation sessions for 16 employees were held. • The Part-Time Faculty Orientation Program registered 64 part-time faculty staff for the Winter 2019 program and offered face-to-face sessions.

	<ul style="list-style-type: none"> • The Faculty Learning Program welcomed eight new full-time faculty members. • Twenty Professional Development workshop offerings were made available to all employees and 181 employees registered. These workshops are offered in collaboration with Learning & Teaching Services, Centre for Accessible Learning, Course Material Services, Human Resources (Employee Assistance Program) and Risk Management staff. • The Leadership Development for Women group welcomed 29 registrants to the Leadership Development for Women Initiative Community of Practice: Gender Inclusive Classrooms. • Nine participants participated and completed the Performance Institute Program. • The Management Academy staff offered five workshops (Performance Management – Part 1 & 2; Building Collaborative Union – Management Relationships; Financial Literacy; Maximizing Employee Engagement) to 38 registrants • Support Staff Academy staff offered six workshops to 69 registrants: Living in Change – A Practical Approach; Support Services for our Students & Where to Find Them; Financial Literacy; Learner-centered Customer Service Excellence; Inter-Cultural Competency; and a SESAME Approach to Wellness. • The Teaching Adult Program – Engaging Adult Learners with Effective Teaching Strategies was offered to 23 registrants and Strategies for Effectively Integrating Educational Technology was offered to 16 registrants at the Ottawa campus. • The SA16 Sexual Assault/Sexual Violence policy in-class orientation session was completed by 456 employees. • A one hour-long mini workshop was provided to faculty staff on Unconscious Bias and LGBTQ + Inclusion.
Innovation and Strategy	<ul style="list-style-type: none"> • Algonquin College’s ongoing commitment to the AC Way – continuous improvement and respect for people was demonstrated by the welcoming of a new Manager of Continuous Improvement, Jessica House, previously a senior leader at a Children’s Mental Health Centre in Ottawa.
Student Services	<ul style="list-style-type: none"> • Ben Bridgstock, Director, Student Support Services took part as a keynote panel member that presented on the Stepped Care 2.0 model at the Centre for Innovation in Campus Mental Health’s provincial conference on November 21, 2018.
STUDENT & EMPLOYEE SUCCESSES:	Activity
Academic	<ul style="list-style-type: none"> • Eighteen students in the Perth Police Foundations program volunteered to run the traffic detail during the Christmas House tours event in Lanark County on December 1 and 2, 2018. They also worked with the Town of Perth and the Perth Tourism Department to provide security and traffic control for the “Light up the Night” Christmas tree lighting ceremony on December 1, 2018 which was well attended by the local community.

- The Pembroke Campus hosted a Christmas/Holiday Send-off Celebration for students on December 4, 2018 which included a free luncheon for all students, music, activities and prize giveaways.
- Professor Cath Kenney was awarded an Ontario Council on Articulation and Transfer Fellowship to create a micro-course to aid in transferability of communications courses.
- Indigenous students performed at the Higher Education Summit in Toronto on November 26, 2018.
- Lexi Savoy, Scriptwriting 2015, won the Sir Peter Ustinov Award for her television pilot script, “Who Killed Heather McAdams?”
- Second-year students in the Social Service Worker program, Ottawa campus, raised \$4,090.00 which was distributed to six community partners to support their work in the community.
- First-year Child and Youth Care students, Ottawa campus, raised \$3,966.00. The funds were distributed to three community partners to support their work with young people in Ottawa and internationally.
- Recreation and Leisure Services students raised \$6253.00 for various community development projects including *Make a Wish Foundation, Heart & Stroke, Capital City Condors, Alzheimer’s Society of Lanark County and Dovercourt Recreation Association.*
- Fitness and Health Promotion students collaborated with Developmental Services Worker students to raise \$3,557.00 for the Children’s Hospital of Eastern Ontario during their annual “Kicks for Kids” Super Hero event.
- Sommelier Coordinator Marie-France Champagne joined CTV Morning Live to share her bubbly recommendations for the holiday season.
- Irene Casey, Professor, Mechanical Engineering Technology program, completed her Masters of Engineering in Engineering Management at the University of Ottawa.
- In December 2018, Michael Anderson, Coordinator, Bachelor of Information Technology – Network program, wrote his 30th consecutive successful certification exam. He is now certified in leading-edge Nokia SDN-NFV technologies.

2018-19 BOG Work Plan

ROLE OF THE BOARD	RESPONSIBLE AREA /PERSON	MEETING DATES				
		22-Oct 2018	10-Dec 2018	25-Feb 2019	15-Apr 2019	10-Jun 2019
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.						
ASAC Report to BOG (New/ Suspended and Cancelled Academic Programs)	J. McLaren, 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		X		TBC	
Five Year Capital Investment Plan	D. McNair		X			
International Education Strategy Refresh (moved from Oct. to Dec. meeting)	D. Wotherspoon		X			
Major Capital Projects (included in ARM Report)	D. McNair	X	X		X	X
People Plan	D. McCutcheon	X				
Executive Compensation Framework	C. Jensen, D. McCutcheon		X			
Executive compensation	C. Jensen			X	X	
2019-2020 Budget Assumptions, Three-Year Pro Forma, 2019-2021 Business Plan	D. McNair, L. Stanbra		X			
Approval of 2019-2020 Budget and 2019-2021 Business Plan	D. Wotherspoon, L. Stanbra, D. McNair			X		
Lean Management Plan (Information or Presentation) confirm with Doug <i>(defer to April 15, 2019)</i>	D. Wotherspoon				X	
IT Modernization Plan	D. Wotherspoon				X	
Applied Research Plan (Information)	D. Wotherspoon	X				X
Innovation and Entrepreneurship Plan (Presentation)	D. Wotherspoon				X	
Learner Driven Plan (Feb BOG for information / June BOG FINAL)	L. Stanbra, C. Brulé			X		X
Transforming Indigenization Initiatives (For information Dec. 10 Board meeting / Progress update June 10 Board meeting)	R. McLester		X			X
Student Information System - Business Case (titles to be finalized)	L. Stanbra			X		
Student Central	L. Stanbra	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 2018-19 and progress against Strategic Plan 2017-2022	S. Anderson					X
Quarterly 2018-2019 Business Plan Update	D. Wotherspoon	Q1	Q2	Q3		
Fourth Quarter 2018-2019 Business Plan performance	D. Wotherspoon					Q4

ROLE OF THE BOARD	RESPONSIBLE AREA /PERSON	22-Oct 2018	10-Dec 2018	25-Feb 2019	15-Apr 2019	10-Jun 2019
Program Advisory Committee's Annual Report (ASAC Report) defer to Feb. Board meeting	C. Brulé			X		
Employee Engagement Update (presentation for Information)	D. McCutcheon	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.						
2019-2020 Budget Assumptions and three-year pro forma	D. McNair		X			
2019-2020 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 (<i>distribute separately to BOG</i>)	C. Jensen					X
Endowment Fund Performance Report (ARM Report) AND Operating Fund Performance Report	D. McNair					X
Quarterly 2018-2019 Financial Projection	D. McNair	Q1	Q2	Q3		Q4
Appointment of auditors (AGM agenda)	D. McNair					X
Fourth Quarter Financial Results and Audited Financial Statements	D. McNair					X
RISK IDENTIFICATION AND OVERSIGHT – The Board oversees management's risks program, and identifies unusual risks in the organization and ensures plans are in place to manage and prevent such risks.						
Corporate Risk Profile (<i>only present every 2-3 years when updated</i>)	D. McNair					
Freedom of Information Annual Report	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.						
YourAC - included in Board Management Summary	S. Anderson	X	X	X	X	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.						
Review and adoption of the Governors' Code of Ethical Conduct (Discussed at Fall Board Retreat)	P. Nadeau					
Structure of Effective Board Meetings generative discussion (Discussed at Orientation Part 1)	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 2019-2020	P. Nadeau				X	
Governance Committee Report to include Board Officer and Committee Appointments; BGI-01 Report Card; Governor Reappointments	J. Robblee				X	
Governance Committee report to include BOG Officer & Committee Memberships, Board Evaluation Report	J. Robblee					X
Approval of previous year AGM Minutes	P. Nadeau					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