

MEETING OF THE BOARD OF GOVERNORS

MEETING NUMBER FIVE HUNDRED AND TWELVE OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON MONDAY, APRIL 15, 2019, FROM 4:00 PM – 6:00 PM, IN T102 A&B, OTTAWA CAMPUS.

AGENDA		Presenter	Time
0.	<u>Celebrating Student Success – Community Champions for Social Issues</u> (Office Administration-Executive Program, Pembroke Campus)	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 February 25, 2019	Peter Nadeau	1 m.
	3.2 Board Executive Committee Report	Peter Nadeau	5 m.
	3.3 Academic and Student Affairs Committee Report	Jay McLaren	5 m.
	3.4 Governance Committee Report	Jim Robblee	5 m.
	3.5 Foundation Report	Jeff Darwin	5 m.
4.	BUSINESS ARISING FROM THE MINUTES		
	4.1 Healthy Living Education Initiative	Claude Brulé	0
5.	NEW BUSINESS		
	5.1 Fourteen-Week Term Model	Claude Brulé Jim Kyte	0
6.	DECISION ITEMS AND REPORTS		
	6.1 Appointment of new Governors for 2019-2020	Jim Robblee	10 m.
7.	ITEMS FOR INFORMATION		
	7.1 Lean Management Plan – The AC Way	Jessica House Doug Wotherspoon	15 m.
	7.2 International Education Strategy Refresh	Ernest Mulvey Doug Wotherspoon	15 m.
	7.3 Summary Report of the Student Voices on Sexual Violence Provincial Survey	Laura Stanbra	0
	7.4 Tuition and Ancillary Fee Binding Policy Directive Update	Laura Stanbra	0
	7.5 Report from the Board Chair	Peter Nadeau	0
	7.6 Report from the President	Cheryl Jensen	0

	7.7 Board of Governors Management Summary Report	Executive Team	0
	7.8 Confirmation of Mandatory Government Remittances (hand-out)	Duane McNair	0
	7.9 2018-2019 Board of Governors Workplan	Peter Nadeau	0
8.	UPCOMING EVENTS	Date	
	• Future of Health and Wellness Speaker Series	May 31, 2019	
	• President's BBQ	June 6, 2019	
	• 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	
	• 2019 New Board of Governors Orientation Part 1	August 22, 2019	
	• 2019 Alumni of Distinction Awards	September 26, 2019	
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 ELEVEN OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON MONDAY, FEBRUARY 25, AT 4:00 PM, IN ROOM T102 A&B, OTTAWA CAMPUS.

<p><u>Present:</u> Peter Nadeau, Board Chair Cheryl Jensen, President Audrey Claire Lawrence Cyril McKelvie Enrico DeFrancesco Gail Beck Jay McLaren Jim Brockbank, Board Vice Chair Jim Robblee Kelly Sample Krisha Stanton Michael Waters Shubham Paudel Steve Barkhouse Valerie Sayah Wayne Johnson</p> <p><u>Regrets:</u> Jeff Darwin</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 Grant Perry, Acting 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> Krista Pearson, Registrar Paul Gardner, Senior Finance Manager – Special Projects</p> <p><u>Changemaker Awards:</u> <u>Students:</u> Kathleen Barrett Cyril Deeb Ammaarah Hafeez Alex Frangione Claudia Brown Jane Fysh Jim Neubauer, Professor, School of Business (Head Coach) Bill Garbarino, Program Coordinator, Business- Marketing (Coach)</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 Murray McIntyre, Branch Sales Manager, Siemens</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: 2018 Ontario Colleges Marketing Competition (OCMC) Silver Medal Team

C. Brulé, Senior Vice President, Academic, provided members with an overview of the 2018 Ontario Colleges Marketing Competition Silver Medalist Team. C. Brulé introduced Jim Neubauer, Professor, School of Business (Head Coach), and Bill Garbarino, Program Coordinator, Business- Marketing (Coach). The Ontario Colleges' Marketing Competition is an annual case-based competition for the best and brightest business students from across the province. Students train for months in order to compete in one of eight industry specific case-based business challenges, in one of two individual events, and/or in the Quiz Bowl trivia tournament. Students analyzed real-life business challenges and presented to a panel of judges, comprised of academic experts and industry professionals.

Team Algonquin finished in second place provincially – the College's best finish in the 40-year history of the event. Board Chair, P. Nadeau, and President and CEO, C. Jensen presented the students with the Changemaker awards.

The competition involved Algonquin College faculty and the following students from the Business programs:

- Quiz Bowl – 2nd place – Trisha Leger
- Prospect Pitch – 1st place - Shawnae Mutch and Josh Deiter
- Retail Marketing – 2nd place – Sara Barnoski and Katie Barrett
- Direct Marketing – 2nd place – Trisha Leger and Ammaarah Hafeez
- Marketing Research – 2nd place - Morgan Prout and Alex Frangione
- Entrepreneurship – - 4th place - Matt Kirk and Claudia Brown
- Marketing – 4th place – Jane Fysh and Mark Sernoskie
- Job Interview – 4th place – Rabyin Panicker
- Sales Presentation – 5th place - Mark Sernoskie

1. CONSTITUTION OF THE MEETING & APPROVAL OF THE AGENDA

Board Chair P. Nadeau constituted the meeting at 4:13 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: A. Lawrence & G. Beck

THAT the Board of Governors approves the meeting agenda of February 25, 2019.

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 December 10, 2018

Approval of the Board of Governors Meeting minutes of December 10, 2018.

RESOLUTION

MOVED & SECONDED: G. Beck & V. Sayah

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

CARRIED.

3.2 Board Executive Committee Report

Members accepted this report for information.

3.3 Academic and Student Affairs Committee Report

Members accepted this report for information.

3.4 Audit and Risk Management Committee Report

Members accepted this report for information.

3.5 Governance Committee Report

Members accepted this report for information.

3.6 Foundation Report

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. The report provided members with a project update since the last presentation to the Board of Governors on December 10, 2018. Since the last report, the Workday Project successfully achieved the system target launch date of December 14, 2018. A list of completed project milestones and the status of the project budget were also provided.

L. Pollock, Chief Digital Office, Information Technology Services, J. Abbott, Engagement Director, PwC, S. Miller, Director, Customer Success, Workday Canada, B. Pratt from PwC, and S. McKinnon, Senior Project Manager, Information Technology Services, were in attendance to answer questions.

Questions from members were answered.

Members accepted this update for information.

5. NEW BUSINESS

5.1 Solar Photovoltaic Project Update

K. Sample, Chair, Audit and Risk Management Committee provided a brief overview of the Solar Photovoltaic Project Update. D. McNair, Vice President Finance and Administration introduced M. McIntyre from Siemens, and L. Smith, Project Leader, Colliers. Mr. Smith provided a review of the approved and projected budget for the project, and the details surrounding the request for \$1.2 million in additional funding required to complete the project. The original estimate for this project was developed by Siemens staff through a Preliminary Engineering Study. As the project progressed into October 2018, it was determined that existing conductors between the buildings supplying

power and the associated transformers were insufficient to handle the air heating elements. This is a critical issue as the electricity generated by the solar panels cannot pass back to the grid, a requirement of the utility, and therefore be consumed on the campus. Based on initial design calculations, Siemens staff estimated the proposed solution would cost approximately \$1.2 million. This extra work will provide a solution to the current technical challenge, and provide the opportunity to meet the schedule deadlines.

Questions from members were answered.

RESOLUTION

MOVED & SECONDED: C. McKelvie & G. Beck

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.

OPPOSED: S. Barkhouse & E. DeFrancesco

CARRIED.

6. DECISION ITEMS & REPORTS

6.1 Revised 2019-2020 Tuition Fee Schedules

C. Jensen, President and CEO provided a high-level overview of the revised 2019-2020 Tuition Fee Schedules

L. Stanbra, Vice President, Student Services and K. Pearson, Registrar presented the Revised 2019-2020 Tuition Fee Schedules. The report provided members with an update 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. 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 revisions apply to the funded program Tuition Fees for domestic students and international student tuition fee rates.

Questions from members were answered.

RESOLUTION

MOVED & SECONDED: J. McLaren & S. Paudel

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

CARRIED.

6.1.2 2019-2021 Business Plan and 2019-2020 Annual Budget

Chair P. Nadeau introduced the Algonquin College Executive Team to present the 2019-2021 Business Plan and 2019-2020 Annual Budget. Each member of the team provided a high-level overview of their 2019-2020 Strategic Goals. The Business Plan highlights its first two-year plan and will continue an enhanced focus on the College's core activities and metrics score-card projected to the end of the Strategic Plan in 2022. 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 to fund Strategic Investment Priorities.

Questions from members were answered.

RESOLUTION

MOVED & SECONDED: J. Robblee & S. Paudel

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.

CARRIED.

Governor W. Johnson exited the meeting at 5:24 p.m.

6.2 Third Quarter 2018-2019 Financial Projection

G. Perry, Acting Vice President, Finance and Administration presented the Third Quarter 2018-2019 Financial Projection.

On February 26, 2018, the Board of Governors approved the 2018-2019 Annual Budget. 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 the report. Highlights of significant contributors are:

- College **Enrolment** increased by **7.0%** from the Approved Annual Budget (3.5% Domestic and 23% International).
- \$3 million to support the **Voluntary Retirement Incentive Program**.
- Impairment loss of \$3.5 million on **Workday** (expenses to be recognized and not capitalized).

The 2018-2019 Third 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.

7. ITEMS FOR INFORMATION

7.1 Third Quarter 2018-2019 Business Plan Update

The report provided members with the Third 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 Learner Driven Plan

The report provided members with an update and additional insight, further to quarterly Business Plan updates, regarding the development of the Learner Driven Plan. The Learner Driven Plan will recommend three or four transformative initiatives to be implemented over time that will differentiate Algonquin College as a leader in personalized learning and a personalized college experience.

Members accepted this update for information.

7.3 Report from the Board Chair

Highlights from the report included:

- The Board of Governors and Foundation Board Holiday Dinner was held December 3, 2018. 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.
- Algonquin College named Indigenous spaces and opened the new courtyard in a ceremony on December 10, 2018: Nawapon, Ishkodewan, Pidàban, and Kejeyàdizidjigwogaming.
- The Board Governance Committee launched a governor recruitment drive in the Ottawa area early this month. The Board seeks to replace Board Chair, P. Nadeau and Governor M. 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 2019.

Members accepted this report for information.

7.4 Report from the President

Highlights of the report included:

- 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.
- College Presidents received an update on the number of colleges that have gone smoke-free in response to the legalization of cannabis.
- 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.

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 6:05 p.m. and observers exited the meeting.

9. IN CAMERA

RESOLUTION

MOVED & SECONDED: A. Lawrence & J. Brockbank

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

CARRIED.

An In Camera session was held beginning at 6:15 p.m.

RESOLUTION

MOVED & SECONDED: J. McLaren & M. Waters

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

CARRIED.

The In Camera session adjourned at 7:54 p.m.

Management exited the meeting at 7:55 p.m.

10. MEETING WITHOUT MANAGEMENT

The meeting without management was held beginning 7:55 p.m.

11. MEETING ADJOURNMENT

There being no further business, the meeting was adjourned at 8:10 p.m.

Peter Nadeau, Chair

Victoria Tiqui-Sanford, Recorder

APPENDIX A: Observers:

Barb Foulds, Dean, Faculty of Health Public Safety and Community Studies
Ben Bridgstock, Director, Student Services
Brent Brownlee, Director, Ancillary Services
Chris Carroll, Communications
Chris Hahn, Dean, Perth Campus
Chris Janzen, Dean, Dean, Faculty of Technology and Trades
Cresdelle Zubrycki, Senior Financial Analyst
Cristina Holguin-Pando, Director, Applied Research and Entrepreneurship
Doreen Jans, Acting Manager, College Budgeting, Finance & Administrative Services
Erin Langevin, Director, Human Resources
Emily Woods, Acting Associate Director, Financial Services, Finance & Administrative Services
Fiona Murray, Academic Manager, Continuing Education, Faculty of Technology and Trades
Gordon Warner, Strategic Procurement, Finance & Administrative Services
Jamie Bramburger, Acting Dean, Pembroke Campus
Janet Hunter, Internal Communications Officer, Workday Implementation
Lois Pollock, Chief Digital Officer, Innovation and Strategy
Marina Spivak, Financial Analyst, Finance and Administrative Services
Patrick Devey, Dean, Centre For Online and Continuing Learning
Peggy Austen, Acting Director, Foundation
Ruth Dunley, Communications Officer, Public Relations
Sandra Larwill, Academic Manager, Centre For Online and Continuing Learning
Stephen Ricco, Student, Algonquin Times
Terri Kinnunen, Manager, Financial Services

MEMO

DATE: April 15, 2019

TO: Board of Governors

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

SUBJECT: **Academic & Student Affairs Committee meeting of March 21, 2019**

For documentation in support of the agenda items, please visit the Board's SharePoint site; choose Academic and Student Affairs Committee, March 21, 2019 folder.

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL

Cooperative Education Option: Office Administration – Executive, Ontario College Diploma
Members were referred to the Cooperative Education Option, Office Administration, Executive, Ontario College Diploma report. The program seeks to align with the College's efforts to increase the number of work integrated learning opportunities offered to students. Students who select the cooperative education option will engage in real-world employment in the office administration field.

RESOLUTION

MOVED & SECONDED: S. Paudel & E. DeFrancesco

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of a cooperative education delivery option for the Office Administration - Executive, Ontario College Diploma program, effective Fall 2019.

CARRIED.

3.3 Cooperative Education Option: Business - Marketing, Ontario College Diploma

Members were referred to the Cooperative Education Option, Business - Marketing, Ontario College Diploma report. The initiative aligns with the College's efforts to increase the number of work integrated learning opportunities offered to students. Students who select the cooperative education option will engage in real-world employment in the marketing industry.

RESOLUTION

MOVED & SECONDED: E. DeFrancesco & K. Stanton

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of a cooperative education delivery option for the Business – Marketing, Ontario College Diploma program, effective Fall 2019.

CARRIED.

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

1) Academic and Research Related Policies – Update

There are 44 policies in the Academic and Research category. All policy review processes involve the key stakeholders of the policy. The next annual report to the Academic and Student Affairs Committee will occur in January 2020.

Members accepted this update for information.

2) Student Success Initiatives

The report provided members with an update of the student success initiatives within the College. As a learner-driven institution, Algonquin College is committed to supporting student success. During the 2018-2019 academic year, a variety of initiatives supporting this commitment have been implemented, operationalized or enhanced. The majority of the initiatives outlined in the report are funded through department operating expenses, and the balance of initiatives are funded by the College's Strategic Initiatives Project fund or government grants.

Members accepted this report for information.

3) Enrolment Update Report

The report provided an update on current enrolment information for the Winter, Spring, and Fall 2019 Terms. Details of the Enrolment Update are provided in Appendix A: Enrolment Update.

Members accepted this report for information.

4) 2017-18 Key Performance Indicators Report Back

The report provided members with a high-level summary of Algonquin College's Key Performance Indicator results released in November 2018, and survey results for in-class apprentices released January 23, 2019. The release of survey results were delayed due to the Fall 2017 work stoppage.

Members accepted this report for information.

5) 2018-2019 ASAC Workplan

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

Enrolment Update

For the Academic and Student Affairs Committee

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

March 21, 2019

Enrolment Dashboard – Winter 2019

COLLEGE ENROLMENT - 2019 WINTER

(Post Secondary & Graduate Certificates)

	Actual (at Mar. 1, '19)	Q2 Forecast			Winter '17 (at Mar. 1, '17)		YoY Status
		% of Q2 Target	Q2 Target	Q2 Fcst Status	YoY #	YoY %	
Total Registered	19,150	100%	19,128	●	2,307	13.7%	●
Level 01	3,090	102%	3,029	●	862	38.7%	●
Returning	16,060	100%	16,099	●	1,445	9.9%	●
Domestic	15,507	102%	15,236	●	651	4.4%	●
International	3,643	94%	3,892	◆	1,656	83.3%	●
Withdrawals	1,240				188	17.9%	
% of Total Registered	6.1%					0.2%	▲

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

- **Q2 enrolment target achieved**
- **Approved Budget target exceeded by 7%**

Admission Dashboard – Spring 2019

COLLEGE ENROLMENT - 2019 SPRING (Intake) (Post Secondary & Graduate Certificates)

	Actual (at Mar. 15, '19)	Previous Year (at Mar. 16, '18)		Status
		YoY #	YoY %	
Applications (Total)				
Domestic	2,709	179	7.1%	●
International	1,241	564	83.3%	●
Total	3,950	743	23.2%	●
Distinct Applicants				
Domestic	2,268	143	6.7%	●
International	1,146	520	83.1%	●
Total	3,414	663	24.1%	●
1st Choice				
Domestic	1,015	100	10.9%	●
Confirmed / Paid / Reg.				
Domestic	544	(4)	(0.7%)	▲
Paid (Full / Partial) / Reg.				
Domestic	199	1	0.5%	●
International	362	201	124.8%	●
Total	561	202	56.3%	●

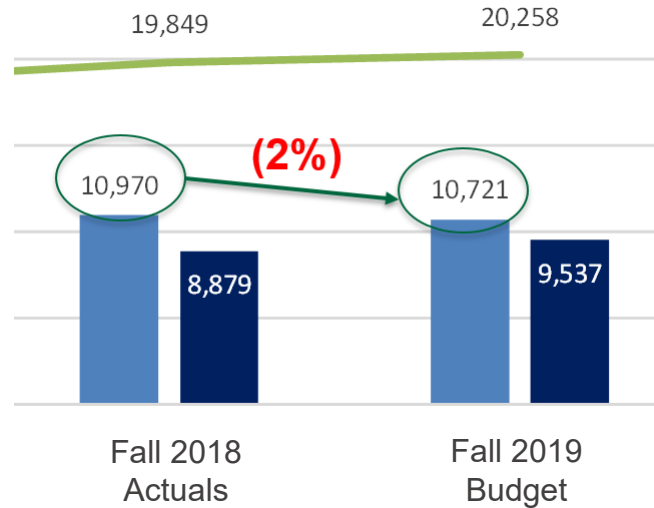
All Admission indicators at green status except for Domestic Confirmed / Paid with a minor variance to last year

Status Indicator:

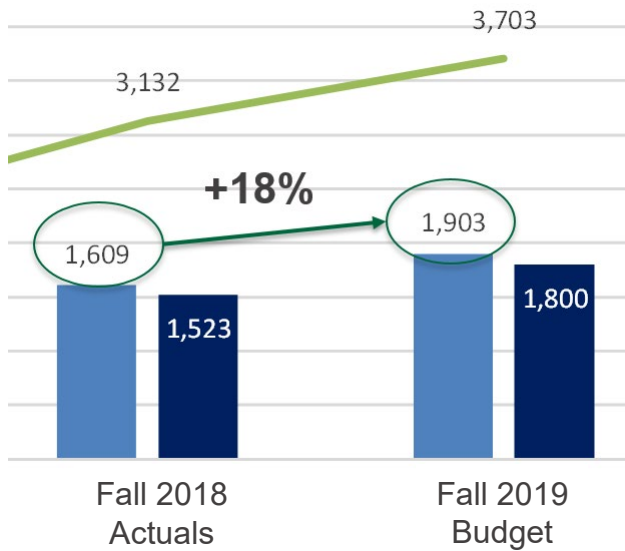
- On track to achieve target
- ▲ May be at risk of achieving target
- ◆ Will not achieve target

Fall Term Enrolment: 2019-20 Target

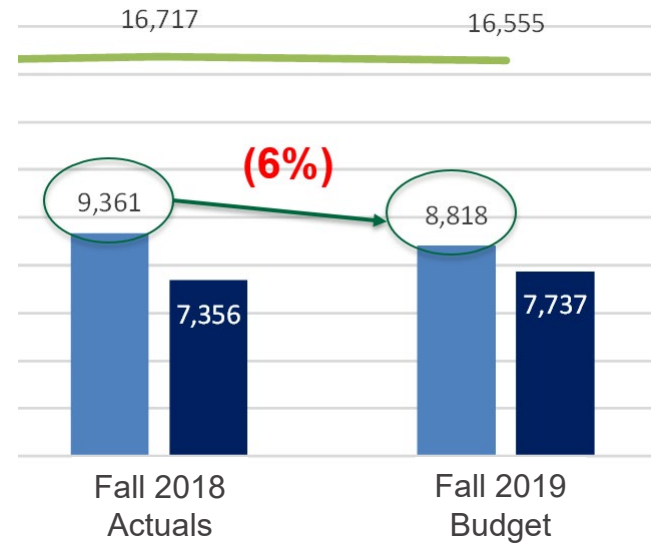
Int'l + Domestic



International



Domestic



Admission Dashboard – Fall 2019

COLLEGE ENROLMENT - 2019 FALL (Intake) (Post Secondary & Graduate Certificates)

	Actual (at Mar. 15, '19)	Previous Year (at Mar. 16, '18)		Status
		YoY #	YoY %	
Applications (Total)				
Domestic	29,365	(841)	(2.8%)	◆
International	3,724	787	26.8%	●
Total	33,089	(54)	(0.2%)	▲
Distinct Applicants				
Domestic	16,963	(308)	(1.8%)	▲
International	3,201	704	28.2%	●
Total	20,164	396	2.0%	●
1st Choice				
Domestic	10,776	(342)	(3.1%)	◆
Confirmed / Paid / Reg.				
Domestic	3,695	(396)	(9.7%)	◆
Paid (Full / Partial) / Reg.				
Domestic	353	5	1.4%	●
International	508	192	60.8%	●
Total	861	197	29.7%	●

- Domestic indicators currently at red status year-over-year
- As noted on previous slide, budget for Domestic Level 01 enrolment anticipated 6% decline compared to Fall 2018
- Domestic admission metric ratios (e.g. ratio of # of Applicants to Level 01 budget enrolment) inline or ahead of last year - positive indicator of trending towards budget
- Domestic results likely due to Ontario Gov't announcements re: OSAP / financial aid.
- International trending well - will help to mitigate potential domestic shortfalls.

Status Indicator:

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

MEMO

DATE: April 15, 2019
TO: Board of Governors
FROM: Governor Jim Robblee, Chair, Governance Committee
SUBJECT: Governance Committee meeting March 21, 2019

For documentation in support of the agenda items, please visit the Board's SharePoint site; choose the Governance Committee meeting folder, March 21, 2019.

A. ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL

1) Audit and Risk Management Terms of Reference – Revised

Members were referred to the Audit and Risk Management Committee's Terms of Reference. The words "at least" under the Membership section was added.

RESOLUTION

MOVED & SECONDED: P. Nadeau & A. Lawrence

THAT the Governance Committee recommends to the Board of Governors approval of the revised Audit and Risk Management Committee Terms of Reference.

CARRIED.

2) Governor Reappointments

Members were informed that Governor J. McLaren's first term of office ends on August 31, 2019. Governor McLaren has formally advised the Board Office of his intention to continue for another three-year term effective September 1, 2019 to August 31, 2022.

RESOLUTION

MOVED & SECONDED: V. Sayah & G. Beck

THAT the Governance Committee recommends approval of the reappointment of Governor Jay McLaren to the Board of Governors for a second three-year term of office, effective September 1, 2019.

CARRIED.

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

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

Members were referred to the professional development applications for Colleges and Institutes Canada (CICan) 2019 Conference in Niagara Falls from May 5-7, 2019. The following four Governors were approved to attend the conference: A. Lawrence, J. McLaren, S. Paudel, V. Sayah.

RESOLUTION

MOVED & SECONDED: P. Nadeau & G. Beck

THAT the Governance Committee approves the four Governor applications for the CIGan 2019 Conference, Niagara Falls from May 5-7, 2019.

CARRIED.

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

1) Recording of Board of Governors Meetings

Members were informed that Marguerite Donohue, of Donohue Higher Education Consulting has been contracted to research other institutions on board meeting recordings, and to develop a draft policy by April 15, 2019. At the May 13 Governance Committee meeting, the Committee will review the draft policy and recommend for approval at the June 10 Board meeting.

Members accepted this update for information.

2) Governor Recruitment Campaign Update – 2019 Candidate Overall Ranking

Members were provided with information on the governor candidate recruitment and selection process that was completed on March 20, 2019. Every year, the Governance Committee acts as the Board's Nomination Committee to review governors' terms of office and to recruit candidates to fill vacancies that occur on the Board as a result of resignations, or Governors coming to the end of their terms of office. The results of the interviews were communicated to the Governance Committee, and after consideration, a recommendation to appoint the successful candidates will be provided later in the agenda under 6.1.

Members accepted this update for information.

3) 2019-2020 Board Chair, Board Executive Committee Succession, and Committee memberships

Members were referred to the Board Chair, Board Executive Committee Succession, and Committee memberships included in their meeting materials. Members also reviewed each governor's preferred committee membership requests, and the final committee membership appointments will be finalized at the May 13, 2019 Governance Committee meeting to recommend for approval at the June 10, 2019 Annual General Meeting of the Board.

Members accepted this report for information.

4) 2019 Spring Board Retreat Planning - Update

Retreat read-ahead materials were distributed on March 15, 2019. President and CEO C. Jensen provided a brief update on the preparation for the retreat. She suggested having a Meeting without Management at the Board retreat to inform members of the succession plan.

Members accepted this update for information.

5) 2019 Election of Internal Members to the Board of Governors – Election Results

Members were informed with the results of the 2019 Election of Internal Members to the Board of Governors. Only the Student election took place this year and winning by acclamation is Yadwinder Singh, a first-year Business Marketing student, is the newly elected Student Governor Representative.

Members accepted this for information.

6) Board Policies and Directives – Mandatory Review

Members were referred to the Board Policies and Directives included in their meeting materials for mandatory review. No changes to the policies and directives were required.

Members accepted this for information.

7) Board of Governors’ Evaluation Tools

- Board Evaluation Survey – Review of Survey Questions
- Governor Self-Evaluation Survey – Review of Survey Questions

Members were referred to the Board of Governors’ Evaluation Tools for review. The surveys will be distributed in the week of April 8, 2019.

Members accepted this for information.

8) Board Management Summary Report – Discussion

C. Jensen informed members that College management is looking into streamlining the Board Management Summary Report. A recommendation will be provided at the May 13 Governance Committee meeting.

Members accepted this for information.

9) February 25, 2019 Board of Governors meeting evaluation results

The February 25, 2019 Board of Governors meeting evaluation results were positive. Members commended management for the well-prepared presentations and meeting materials. Members indicated that there was too much material to cover and to schedule a separate meeting for the discussion and approval of the Business Plan and Annual Budget.

Members accepted this for information.

10) 2018-2019 Governance Committee Workplan

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

Report title:	Audit and Risk Management Committee Terms of Reference (Revised)
Report to:	Board of Governors
Date:	April 15, 2019
Author/Presenter:	Jim Robblee, Chair, Governance Committee Grant Perry, Acting Vice President, Finance and Administration

1. RECOMMENDATION:

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

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to present the revised Audit and Risk Management Committee’s Terms of Reference.

3. BACKGROUND:

The Governance Committee last reviewed the Terms of Reference on March 26, 2018. The amended Terms of Reference followed the following approval process:

- Reviewed and Recommended by the Audit and Risk Management Committee: March 2, 2017
- Reviewed and Approved by Governance Committee: April 26, 2017
- Approved by the Board of Governors: June 12, 2017
- Revised by Governance Committee: March 28, 2018
- Approved at the Board of Governors: April 16, 2018

Section 4.0 (d) of the Policy requires an evaluation of the Audit and Risk Management Committee’s performance in meeting its mandate through the periodic review of the Terms of Reference. This agenda item addresses this review requirement.

4. DISCUSSION:

Because of the current review, and in light of the revisions that were incorporated in the previous review process, one minor revision is being presented for consideration. The

revision is highlighted and provided in Appendix A: Audit and Risk Management Committee Terms of Reference (Revised).

The proposed change is found under section – Membership and as follows:

Section – Membership

Insertion of the word “at least” when defining the minimum number of members of external governors required on the committee. This change would accommodate times when the committee has more than four external governors, as is the case with the current Audit and Risk Management Committee.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

The Governance Committee’s mandate supports student success by ensuring that the College prudently manages its resources and risks while maintaining appropriate internal controls over operations, reporting and compliance.

7. FINANCIAL IMPACT:

The Governance Committee assists the Board of Governors in fulfilling its financial accountability and oversight responsibilities.

8. HUMAN RESOURCES IMPACT:

The Audit and Risk Management Committee ensures that the College has implemented

effective internal controls and risk management over human resources related processes, including recruitment, occupational health and safety, payroll and benefits administration.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The Audit and Risk Management Committee is a standing committee of the Board of Governors and was established to assist the Board in fulfilling its financial accountability and oversight responsibilities (Article 15, By-Law #1 of the Board of Governors).

10. COMMUNICATIONS:

The revised Audit and Risk Management Committee Terms of Reference was submitted to the Governance Committee, for endorsement and approval by the Board of Governors. Once approved, the Terms of Reference will be posted to the Board's public website. Any additional required communications will be administered through the Office of the Board of Governors.

11. CONCLUSION:

The Audit and Risk Management Committee Terms of Reference have been reviewed and revised to better reflect the Committee's responsibilities and accountabilities to the Board of Governors.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Cheryl Jensen
President and CEO

Appendices:

Appendix A - Audit and Risk Management Terms of Reference (Revised)

ALGONQUIN COLLEGE BOARD OF GOVERNORS
AUDIT AND RISK MANAGEMENT COMMITTEE TERMS OF REFERENCE

The Audit and Risk Management Committee, a standing committee of the Board of Governors, was established to assist the Board in fulfilling its financial accountability and oversight responsibilities. (Article 15, By-Law #1 of the Board of Governors).

Responsibilities

The Audit and Risk Management Committee shall:

1. AUDIT

- a. Recommend to the Board the appointment of the external auditor.
- b. Review the scope of the internal and external auditor's reviews of the College's internal controls, any significant findings and recommendations by the internal and external auditors and the responses of the College's staff to those findings and recommendations.
- c. Define the pre-approval process for all audit and non-audit services to be performed by the external auditor and review the external auditors' reports on independence.
- d. Review and approve annual or multi-year internal audit plans and on all proposed major changes to plans.
- e. Review and approve internal audit reports.
- f. Review and approve the external auditors' audit plan including areas of identified risk.
- g. Review with the external auditors the results of the audit and determine if there were any difficulties or disputes with management, any significant changes in the audit plan, any significant changes in accounting policies and any management estimates that required significant judgement.
- h. Have the right to make inquiries and call upon corporate officers of the College as the Committee deems necessary.

2. ANNUAL FINANCIAL STATEMENTS

- a. Review and discuss the annual financial statements and related note disclosures with management and the external auditors.
- b. Seek assurance that the financial statements of Algonquin College are prepared in accordance with public sector accounting standards, which would include oversight of the selection of accounting policies used in the preparation of the financial statements, and consideration of all relevant alternatives.
- c. Review the annual draft financial statements and, where appropriate, suggest improvements in the financial information and, when accepted, recommend the final statements for approval by the Board.

- d. Review draft financial statements and approve submission of year-end financial statement information to the Ministry of Advanced Education and Skills Development.

3. RISK MANAGEMENT/INTERNAL CONTROLS

- a. In accordance with the College's risk appetite and risk tolerance, discuss with the College's corporate officers, the College's significant risks and the measures the officers have taken to monitor and manage these risks.
- b. Review with senior management the adequacy and effectiveness of controls and management information systems, including accounting and budget controls, financial planning and computer operation, information technology (IT) and security.
- c. Review the President's biannual report on incidences of fraud.
- d. Review, each June, a summary of single/sole source procurement transactions over \$100,000.
- e. Review the progress and risks associated with the College's Major Capital Projects.
- f. Oversee the College's system for monitoring compliance with legislative requirements.

4. OTHER DUTIES

- a. Review the Investment Reports for the Endowment Funds and the College Operating Funds.
- b. Conduct an annual review of the Investment Policy for College Operating Funds and the Algonquin College Endowment Funds Statement of Investment Policies & Goals.
- c. Propose amendments for approval by the Board of Governors to the Investment Policy for College Operating Funds and to the Algonquin College Endowment Funds Statement of Investment Policies & Goals.
- d. Evaluate the Audit and Risk Management Committee's performance in meeting its mandate through the periodic review of the Terms of Reference.
- e. Review and report on such other matters as may be assigned by the Board.

Membership

The Audit and Risk Management Committee shall be composed of **at least** four external governors and the Chair of the Board. The President of the College shall be a non-voting member of the Audit and Risk Management Committee.

Term of Appointment

Each Audit and Risk Management Committee member shall be appointed for a one-year term and the term may be extended (for one year at a time) while the member continues as a Governor of the College.

Chair

The Governance Committee of the Board of Governors will bring forward an annual recommendation for the Chair of the Audit and Risk Management Committee.

Vice Chair

A Vice Chair of the Audit and Risk Management Committee may be appointed if the committee members feels that there is a requirement. The Vice Chair shall be an external governor.

Vacancy

The Board shall fill a vacancy on the Audit and Risk Management Committee by appointing a new external member to the Committee.

Meetings

Any member of the Board is welcome to attend a meeting, with the approval of the Chair. At meetings where the auditor is present, time should be allocated for the Committee to meet separately with the external auditor.

Frequency of Meeting

The Audit and Risk Management Committee shall meet at least twice each year or more often as is deemed necessary.

Calling Meetings

Any member of the Audit and Risk Management Committee or the external auditor may call a meeting of the Audit and Risk Management Committee to consider any matter he or she believes should be brought to the attention of the Committee or the Board.

Auditor's Attendance

The external auditor has the right to appear before and be heard at any meeting of the Audit and Risk Management Committee and shall appear before the Audit and Risk Management Committee when required to do so by the Committee.

Reviewed at Governance Committee: March 21, 2019

Revised: February 7, 2019

Report title:	Governor Reappointments
Report to:	Board of Governors
Date:	April 15, 2019
Author/Presenter:	Jim Robblee, Governance Committee Chair

1. RECOMMENDATION:

THAT the Board of Governors approves the reappointment of Governor Jay McLaren to the Board of Governors for a second three-year term of office, effective September 1, 2019.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide the Board of Governors with information regarding vacancies and terms of office that are ending, to ensure external Governors' terms of office are aligned with Algonquin College By-Law #1, which identifies external governors' terms and term limits (4.5).

3. BACKGROUND:

Governors whose terms of office are coming to an end are approached to ask if they wish to continue on the Board. Governor Jay McLaren expressed his desire to be reappointed for a second term that would take him to the six-year maximum term, as of August 31, 2022.

4. DISCUSSION:

The Board of Governors delegates the responsibility of appointing and reappointing external Governors to the Governance Committee. The committee acts as the Nominating Committee for this purpose. During the course of its duties, the Governance Committee regularly reviews the terms of office and term limits of its external Governors, to ensure that vacancies are filled appropriately. This oversight role ensures the overall strategic direction of the College, and the Board's succession plans as per governance policy BGI-02 "Appointment / Reappointment of External Governors".

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

The appointment and reappointment of Governors benefits students by ensuring continuity on the Board of Governors, which is Algonquin College’s highest governing body.

7. FINANCIAL IMPACT:

There are no direct financial impacts associated with the appointment of new Governors to the Board.

8. HUMAN RESOURCES IMPACT:

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

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

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

Section 4.2.2

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

10. COMMUNICATIONS:

Communication regarding the reappointment of Governors will be made public to the College and broader community through the public posting of approved Board of Governors meeting minutes.

11. CONCLUSION:

This report provides information regarding the reappointment of external Governors to the Board for a second-term of office.

Respectfully submitted:



Cheryl Jensen
President and CEO

MEMO

DATE: April 15, 2019

TO: Board of Governors

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

SUBJECT: **Foundation Report**

A. ADVANCEMENT PLAN

1) The new Advancement Plan for fundraising and alumni engagement was presented to the Algonquin College Executive Team, Foundation staff, members of the Foundation Board of Directors, and members of the Alumni & Friends Network.

2) Following the discussions at the Board of Governors meeting on February 25, 2019, the key recommendations of the Advancement Plan are currently being implemented.

3) Key activities:

- Plans in motion to evolve the governance model from a Foundation to an Advancement operation;
- Recruitment plans for the Executive Director, Advancement developed;
- Creation of five new positions in the Advancement Department to support the plans moving forward;
- Case for support now in development; and
- Key fundraising strategies being designed around the key priorities identified.

B. FOUNDATION UPDATE

1) At the Algonquin College Foundation Board of Directors meeting on March 7, 2019, the Foundation Board members unanimously voted on the resolution to dissolve the existing Algonquin College Foundation governance structure and endorse the move to the new Advancement model as discussed in the Three-Year Advancement Plan. The resolution read as follows:

THAT the Corporation is hereby authorized to request voluntary revocation of its charitable registration number 888260643 RR0001; and

MEMO

THAT the Corporation is further authorized to disburse any of its assets, if any, over and above the amount necessary to pay its expenses, to Algonquin College; and

THAT the Corporation is hereby authorized to terminate credit facilities, close any accounts with any level of government, and otherwise cease doing business in preparation for windup of the Corporation; and

THAT the Officers of the Foundation are hereby authorized and directed on behalf of the Corporation to execute a Business Consent form authorizing the Canada Revenue Agency or any other government agency to deal with anyone from Drache Aptowitz LLP in connection with the foregoing.

2) The Foundation Team has contacted past Foundation Board members and key volunteers to inform them of the changes to the Foundation with the plan to have a celebration dinner for current and past Foundation Board members on June 12, 2019 at the Restaurant International.

C. FUNDRAISING ACTIVITIES AND RESULTS

1) As of March 11, 2019, the Foundation realized \$3,114,172 in fundraising revenue and endowment contributions. This represents 75% of the \$4,100,000 revenue goal for 2018-2019.

2) The Princess Auto Foundation chose Algonquin College as their Eastern Ontario College partner. As a result, Algonquin College will receive \$25,000 to support ten annual bursaries in the trades including Welding, Aircraft Maintenance, Motive Power Technician, Motive Power Technician-Diesel and HVAC. Since its inception in 2007, the Princess Auto Foundation has distributed over \$4,000,000 in bursaries to Canadian Colleges.

3) MediaStyle, a local public relations firm, celebrated their 10th anniversary through a unique strategy named “Ten Acts of Tenacity”, an initiative that committed the organization to find ways to give back to their community. The Algonquin College Foundation was one of the fortunate beneficiaries of their philanthropy with the new MediaStyle Award, an endowed fund to support a full-time Indigenous student enrolled in second year of the Public Relations program, second year of the Journalism program or third year of the Advertising and Marketing Communications program. The MediaStyle Award also comes with the opportunity for a paid internship with the company.

4) The ADGA group has created the AGDA Award for women enrolled in the Computer Systems Technician program. This is the first dedicated fund generated through the *We Saved You a Seat* initiative aimed to attract more women into technology programs. The ADGA Award will support two women financially with \$5,000 each towards their studies, mentoring from ADGA leaders, and co-op opportunities within the company.

MEMO

D. ALUMNI AND FRIENDS NETWORK

1) Nominations for the Alumni of Distinction Awards Gala

Nominations were open from January 7 to February 15, 2019. Submissions were made by such people as employees, friends, family, colleagues and the general public. In total, 30 nominations were received which is the highest amount since the inaugural event in 2017. Many marketing tools were used such as social media advertisements, a promotional flyer in the mail, LinkedIn, iWave reports, myAC, websites, and contacting each program coordinator by email.

2) Alumni at Work – Assent Compliance

The Alumni & Friends Network hosted an Alumni at Work event at Assent Compliance – a global leader in Supply Chain Data Management. Connections were made with over 40 alumni who work there. The graduates were from a diverse range of Algonquin College programs such as Marketing, Technical Writing, Human Resources, Event Management, and Mobile and Web User Experience Design.

3) Alumni at Work – On Campus

The Information Technology Services (ITS) Events Team at Algonquin College was visited. More than half of the team are alumni who graduated from the Ottawa and Pembroke campuses in years ranging from 1985 to 2016.

The Alumni & Friends Network also travelled to the Observatory, run by the Algonquin Students' Association for a coffee break. Fifteen alumni employed by the Algonquin Students' Association joined the event to reminisce on past stories about their time at Algonquin College.

UPCOMING EVENTS

Birdies for Bursaries Golf Tournament	May 21, 2019	8:00 a.m. – 7:30 p.m.	Loch March Golf & Country Club & Algonquin College
Foundation Board Annual General Meeting	June 6, 2019	7:30 a.m. – 9:00 a.m.	Rosser Boardroom
Celebration Dinner for Foundation Board of Directors, Present and Past members	June 12, 2019	TBC	Restaurant International
Jason Blaine Annual Celebrity Golf Charity Classic	June 18-19, 2019	Concert: 7 p.m. (18 th) Golf: Noon (19 th)	Concert: Pembroke Arena Golf: Pembroke Golf Club
Alumni of Distinction Award Gala	September 26, 2019	TBC	Algonquin Commons Theatre

Report title:	Healthy Living Education Initiative - Update
Report to:	Board of Governors
Date:	April 15, 2019
Authors/Presenters:	Claude Brulé, Senior Vice President Academic

1. RECOMMENDATION:

THAT the Board of Governors accepts this update for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this presentation is to provide an update on the Healthy Living Education initiative.

3. BACKGROUND:

In 2016, Algonquin College and Perley and Rideau Veterans Health Centre signed a memorandum of understanding to develop partnership opportunities in the health sector. A direct result of this partnership launched the Personal Support Worker, Ontario College Certificate program at the Perley Russell Road site. This addressed the shortage of Personal Support Workers in the Champlain Local Health Integration Network.

In early 2018, the partnership with the Perley and Rideau Veterans Health Centre was expanded to examine a potential of a building project on the Ottawa Campus that would include seniors apartments, long-term care beds, and an academic learning space. A planning group has met regularly since August 2018 to develop a functional plan and conceptual schematics, identify potential building sites, refine the feasibility study, and create a communication and advocacy plan aligned with the new Provincial Government's health care priorities reflected in the People's Health Care Act, and Ontario Health Teams.

4. DISCUSSION:

Beginning in September 2018, meetings were held with officials from the Federal, Provincial, and Municipal governments. During these meetings, the importance of the Health Living Education initiative highlighted the shovel-ready partnership between Algonquin College, the Perley and Rideau Veterans Health Centre, and Ottawa Community Housing. Specifically,

meetings have been held between C. Jensen, President, Akos Hoffer, President and CEO, Perley and Rideau Veteran’s Health Centre, with Mayor Jim Watson, Member of Provincial Parliament David Piccini, Parliamentary Assistant to the Minister of Training, Colleges and Universities, Local Member of Provincial Parliament Jeremy Roberts, Merrilee Fullerton, Minister of Training, Colleges and Universities, and Member of Parliament, Anita Vandenberg.

Algonquin College President C. Jensen also attended a meeting at Queen’s Park as part of the Ottawa delegation led by Mayor Watson that included the four postsecondary institutions (Algonquin College, La Cité, Carleton University, University of Ottawa), Invest Ottawa, Ottawa Tourism, and other key stakeholders. Given the significant changes underway at the provincial level, this was a unique opportunity for the College.

The partnership between Algonquin and the Perley and Rideau Veterans Health Centre recognizes the strategic goals of both institutions and in collaboration, significantly address health outcomes in the region.

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 type="checkbox"/>

6. STUDENT IMPACT:

This partnership opens many doors for student learning in an on-site health facility. Students from across the academic sector would have the opportunity to engage with seniors including nursing and allied health students, and examples such as culinary, construction, and interior design students.

Students will be able to engage in applied research projects focused on seniors living, nutrition, health promotion, and fitness. An on-site health and academic facility brings real-

world experiences to the student population and provides the opportunity to enhance the next generation's understanding of Aging in Place.

7. FINANCIAL IMPACT:

Finance and Administration staff from the institutions are working together to draft the financial business case for this partnership including the development of financing options and researching funding opportunities that will inform advocacy efforts.

8. HUMAN RESOURCES IMPACT:

A working group with representatives from the senior leadership team, Physical Resources, and the Faculty of Health, Public Safety and Community Studies has been formed. There is no current impact on other College employees.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

Communications and External Relations are involved in the partnership discussions and will continue to engage government stakeholders.

10. COMMUNICATIONS:

College staff continues to engage in Healthy Living Education communications through the Future of Health and Wellness speaker series as well as speeches, videos, and stakeholder engagement.

11. CONCLUSION:

Algonquin College management remains committed to the initiative. The partnership between the College, the Perley and Rideau Veterans Health Centre and Ottawa Community Housing brings a revised vision to build an Aging in Place facility that helps meet the goals of the Provincial Government. It is anticipated that a clear direction may be revealed with the release of the Provincial Budget in early April 2019.

Respectfully submitted:



Claude Brulé
Senior Vice President, Academic

Approved for submission:



Cheryl Jensen
President and CEO

Report title:	Fourteen-Week Term Model
Report to:	Board of Governors
Date:	April 15, 2019
Authors/Presenters:	Claude Brulé, Senior Vice President, Academic

1. RECOMMENDATION:

THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide an update on the implementation of the 14-Week Term Model effective Fall 2019.

3. BACKGROUND:

Student mental health concerns have prompted many post-secondary institutions to implement one-week mid-term breaks for Fall, Winter, and Spring/Summer terms. In the 2017-2018 academic year, out of 24 Ontario Colleges, 14 scheduled a Fall mid-term break, all scheduled a Winter mid-term break, and ten offered a Spring/Summer mid-term break.

In 2017-2018, the Algonquin College Students' Association advocated for a one-week mid-term breaks in each term as an initiative under their number one priority of "An Algonquin College community that prioritizes the health, safety and well-being of its members."

Algonquin College competes vigorously with other colleges for students. The implementation of mid-term breaks in each term will show that Algonquin College is an adaptable institution that prioritizes the well-being of its students.

4. DISCUSSION:

In the 2017-2018 fiscal year, the Senior Vice President, Academic established a cross-college 14-Week Term Model Project working group. The working group was tasked to analyze the model, develop a Terms of Reference, and provide recommendations to the Algonquin College Executive Team.

The working group members observed that in the three Fall terms from 2014 to 2016, 75% of the withdrawals were Level 01 students and 33% cited Personal/Health/Stress as the

primary reason for withdrawing. Additionally, weeks nine and ten were seen as the peak weeks for student visits to Counselling Services and program withdrawals. These were some of the compelling findings that supported the recommendation to create a study break at critical times in the academic year. This will provide students with an opportunity to catch up on their studies, and help improve their success.

The 14-Week Term Model Project working group developed guiding principles for the implementation of the mid-term break in each term. It was determined that the mid-term break would occur in Week-8 of each term.

Activities to support the implementation of the 14-Week Term include the following:

- Key functions were programmed in the College’s student information system (GeneSIS), Programs and courses were reviewed to ensure program hours were decreased as required and curriculum adjusted as needed
- Identified program exceptions were approved by the Senior Vice President, Academic
- Program delivery patterns were reviewed and adjusted to increase Spring/Summer term activity
- All programs were vetted as part of standard Quality Assurance review
- A communication plan was created;
- Human Resources and Student Support Services staff are identifying activities to support mental health, and student success during the mid-term breaks
- Learning and Services staff are supporting faculty who are modifying their courses and
- Faculty members are adjusting courses to ensure mid-term breaks are not laden with heavy student workload.

The final report of the working group with the recommendations was endorsed by the Algonquin College Leadership and Executive Teams.

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"/>

<p>Goal Three Attain national standing in quality, impact and innovation within each school and service.</p>	<input type="checkbox"/>	<p>PEOPLE Goal Six Be recognized by our employees and the community as an exceptional place to work.</p>	<input checked="" type="checkbox"/>
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6. STUDENT IMPACT:

The implementation of a mid-term break in all terms of the academic year will benefit students' success and mental health as it provides an opportunity to better manage studies and other obligations. In addition, by adding and moving academic activity to the Spring/Summer term, students will benefit from an increased flexibility of learning pathways and intakes.

7. FINANCIAL IMPACT:

The long-term impact of the 14-week term model will include improvement to student retention and success, optimization of the use of facilities and services by moving more activity into the Spring/Summer term, and optimization of full-time faculty productivity.

8. HUMAN RESOURCES IMPACT:

All human resource implications will follow the relevant College Collective Agreements.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

There are no government, regulatory or legal impacts as result of this change.

10. COMMUNICATIONS:

The 14-Week Term Model Project working group provides regular updates on the implementation of the change to the Algonquin College Executive and Leadership Teams, and periodic updates to the College community through internal channels such as myAC, social media, and the 14-Week Term website.

11. CONCLUSION:

The introduction of a three term model is in response to the request from learners for a mid-term break in each term, and as a mitigation to the effects of the Employment Standards Act in 2017. Further reports will be provided to the Board of Governors through the Academic and Student Affairs Committee, as required.

Respectfully submitted:



Claude Brulé
Senior Vice President Academic

Approved for submission:



Cheryl Jensen
President and CEO

Report title:	New Governor Appointments 2019-2020
Report to:	Board of Governors
Date:	April 15, 2019
Author/Presenter:	Jim Robblee, Chair, Governance Committee

1. RECOMMENDATION:

THAT the Board of Governors approves the appointments of Ikram Zouari and James McCracken to the Board of Governors for a three year term of office, effective September 1, 2019,

And

THAT the Board of Governors approve a new appointment category called Governor in Waiting,

And

THAT the Board of Governors approves the appointments of Rodney Wilson, John Weerdenburg, and Yusuf Khan as Governors in Waiting effective September 1, 2019.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide information on the governor candidate recruitment and selection process that was completed on March 20, 2019. Every year, the Governance Committee acts as the Board's Nomination Committee to review governors' terms of office and to recruit candidates to fill vacancies that occur on the Board as a result of resignations, or Governors coming to the end of their terms of office.

3. BACKGROUND:

Governors Nadeau and Waters, members of the Board of Governors since 2013, come to the end of their terms of office as of August 31, 2019. The Governance Committee was constituted as the Board's Nominating Committee in February to launch an open and transparent recruitment campaign. The recruitment campaign ran from February 4 to February 15, 2019, resulting in 41 candidate applications. Candidates were ranked by a sub-group of the Governance Committee, and interviews were held from March 11 to 20, 2019.

The candidates interviewed were evaluated according to the Skills Matrix developed and approved by the Board of Governors. Three positions on the Board will become vacant in 2020. To avoid the risk of losing excellent candidates and also the additional costs of advertising and interviewing in 2020, the Nominating Committee discussed the formation of

a category called Governors in Waiting. This allows qualified candidates to be appointed and attend meetings as observers during the year prior to their term.

The results of the interviews were communicated to the Governance Committee, and after consideration, a recommendation to appoint the successful candidates are as follows:

- Governors-elect Ikram Zouari and James McCracken effective September 1, 2019.
- Utilizing a new category of Governors in Waiting, Rodney Wilson, John Weerdenburg, and Yusuf Khan effective September 1, 2019, and as full Governors effective September 1, 2020.

4. DISCUSSION:

It is the Board of Governors’ responsibility to ensure the Board membership reflects and represents the stakeholders of the local community, the overall strategic direction of the College, and the Board’s succession plans (Policy BGI-02, #4). As such, the Governance Committee took into account the skills and expertise currently on the Board, and the gaps that will result from the planned vacancies. Governors Elect are given in Appendix A: Governors Elect Biographies.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

The appointment of Governors who are familiar with, can speak to local community needs and who are in touch with employers and industry will bring relevant information and advice to the College management. This will benefit all learners.

7. FINANCIAL IMPACT:

There are no direct financial impacts associated with the appointment of new Governors to the Board.

8. HUMAN RESOURCES IMPACT:

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

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

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

Section 4.2.2

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

10. COMMUNICATIONS:

After the appointments of Ikram Zouari and James McCracken to the Board of Governors, information will be circulated to the broader College community. The Board's public website will be updated with candidates' biographies after September 1, 2019.

11. CONCLUSION:

This report provides details associated with the Board's recruitment campaign and selection process for Spring 2019, which has resulted in a recommendation to appoint governors-elect to the Board of Governors.

Respectfully submitted:



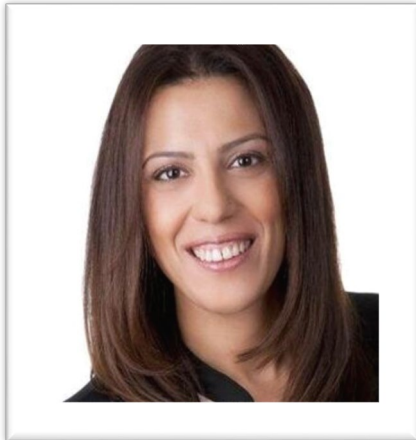
Cheryl Jensen
President and CEO

Appendices:

Appendix A: Governors Elect Biographies

6.1.2 Appendix A - Governors Elect Bios

Ikram Zouari



Ms. Zouari is a Chartered Professional Accountant with over 20 years of experience in Financial Reporting, Auditing and Management accounting and extensive knowledge of accounting standards and practices. Advancing through a series of promotions since joining the Museum on February 01, 2016 as Corporate Controller, Ms. Zouari leadership has expanded beyond the boundaries of a traditional financial executive and she has led many strategic initiatives that have had a positive impact on multiple business areas, enabling and improving the overall performance of various business units.

Prior to joining the Museum Ms. Zouari was a Senior Financial analyst at the Canadian Commercial Corporation, during a period of rapid growth in which the Corporation added millions of dollars in new annual revenue. Ms. Zouari began her professional career in Canada in 1999 as Accountant in a small private firm before moving to Bytown Investments a Large Corporation with diverse business activities where she served as General Accountant.

In 2005 Ms. Zouari joined Objectworld Communication Corp then Mitel Networks to Work as an Accountant exploring the High-Tech industry and gaining an extensive experience in public practice including the U.S. Generally Accepted Accounting Standards and International Financial Reporting Standards.

Ms. Zouari holds a master's degree in management accounting from L'Institut des Hautes Études Commerciales de Carthage – Tunisia, High Studies in Accounting and Auditing from L'Institut Supérieur de Compatibilité – Tunisia, a Certified General Accountant designation from CGA Ontario, a Chartered Professional Accountant designation from CPA Ontario and recently a Public Sector Certificate Program from CPA Canada.

Ms. Zouari is also a CPA financial literacy volunteer, a CRA Tax clinics coordinator – Ottawa Chapter and a member of the Financial Executives International Canada (FEI Canada) and the Financial Management Institute of Canada.

James McCracken



Mr. McCracken retired as director of education for the Ottawa Catholic School Board after a 34 year career in education. He has been a teacher, department head, vice-principal, principal, supervisory officer, deputy director and director of education.

Mr. McCracken has been an active member on the board of directors of a number of organizations in the Ottawa community including: Campaign Chairperson, United Way of Ottawa, 2009; Chairperson, United Way Board of Directors, Chairperson, Success By 6; President of the Catholic Education Foundation of Ottawa; and Director, Shepherds of Good Hope.

Mr. McCracken is currently Chair of the Ontario Hospital Association and is past Chair of the Board of Governors, The Ottawa Hospital.

His honours include:

The Benemerenti Medal conferred by His Holiness Pope Benedict XVI for distinguished service to the Catholic Church and Community; The Distinguished Civic Award for Humanitarianism awarded by the City of Ottawa; The Distinguished Leadership Award conferred by The Ontario Catholic Supervisory Officers Association; The EXL Award for exemplary leadership presented by The Canadian Association of School Administrators; and The Special Award for Distinguished Service to Catholic Education conferred by the Ontario Catholic School Trustees' Association; The Community Builders Award presented by United Way Ottawa. May 20, 2010 was proclaimed as James G. McCracken Day in the City of Ottawa in recognition of his contributions to education and community service. Most recently, he received the St Joe's Women's Centre Quality of Life Award in 2016.

Mr. McCracken holds a B.A. (hons) from Carleton University, a B.Ed from the University of Toronto, and a M.Ed. from the University of Ottawa.

Rodney Wilson



Mr. Wilson is responsible for Ciena's leadership & interactions with universities and the research community, including national research and education networks. Residing within Ciena's CTO organization, he is able to orchestrate intersections between emerging technologies and research network experiments. He is a frequent contributor to research projects, demonstrations and discussions about advanced optical telecommunications systems.

Prior to his current role, Mr. Wilson was a senior advisor for the CTO at Nortel, and held other advanced technology roles during 13 years with the company, including director of Broadband Switching, and optical Ethernet development. He has held a number of other high tech positions including the University of Toronto as chief network architect for the University's on-line business UTLAS. He was originally trained in Electrical Engineering at Ryerson University in Toronto Ontario, and University of Toronto. He is a graduate of the Executive Management School at Stanford University in Palo Alto California. He has served on a number of business and volunteer Boards. He currently serves on the Board of Directors for Algonquin College Foundation, and on the Incorporated Body of Scouts Canada. He has served on the Board of Directors for the Canadian Institute of Marketing, Scouts Canada Board of Governors and CANARIE, several technology advisory boards and is involved with industry special interest groups.

John Weerdenburg



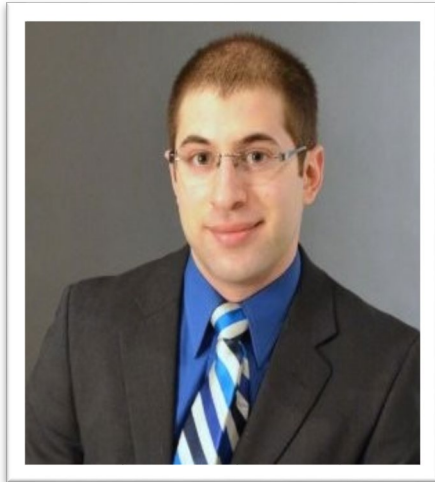
Mr. Weerdenburg was the leader in the transformation of the Ottawa Airport Authority from a government operated facility to a private sector enterprise with a focus on affordable customer service.

He Led highly successful private placement bond financing of \$270M (2002), \$200M (2007) and \$300M (2015) allowing for capital projects and expansion, including the construction of a new airport terminal facility for Ottawa in 2003.

Mr. Weerdenburg developed a reputation among airline customers as one of the most financially responsible airports in Canada with among the lowest fees reflecting sound cost management. He contributed to managing the growth of the Ottawa Airport Authority - 2014 revenues \$112M (1997 - \$29M). He developed and executed the financial management tools for up to 100 capital projects per year including the \$300M airport expansion program (with 4 main projects) completed in 2003.

He advocated financial issues to airline customers, banks, rating agencies, Boards of Directors, and regulators (Transport Canada.), and Implemented from the ground up Enterprise Risk Management Program.

Yusuf Khan



Mr. Khan is an Algonquin College 2010 graduate of the Mechanical Engineering Technology Advanced Diploma. He served as a Student Governor for two-terms from 2009 to 2011, and a recipient of the Algonquin College President Rosser prize award for his leadership and participation within the College community in 2010.

He received his Bachelor of Arts in Legal Studies with Concentration in Business Law (Honours B.A.) in 2012 from Carleton University, and successfully completed his Juris Doctor from the University of Ottawa in 2016. Mr. Khan was called to the Bar by the Law Society of Ontario in 2017.

He served as a Legal Counsel at the Canadian International Trade Tribunal where he provided legal advice on public procurement complaints and appeals. He reviewed policy documents for the Treasury Board, provided legal advice, and participated in drafting sessions for regulatory amendment initiatives for the Transport and Infrastructure Legal Services.

Report title:	Lean Management Plan – The AC Way The AC Way
Report to:	Board of Governors
Date:	April 15, 2019
Authors/Presenters:	Doug Wotherspoon, Vice President, Innovation and Strategy Jessica House, Manager, AC Way

1. RECOMMENDATION:

THAT the Board of Governors accepts this update for information.

2. PURPOSE / EXECUTIVE SUMMARY:

This report provides an update to the Board of Governors on the College’s efforts and activities on Lean methodologies for daily continuous improvement.

3. BACKGROUND:

Lean methodologies and practices have been actively applied at Algonquin College since 2005. There are 90 projects initiated resulting in a positive net contribution of \$10 million dollars.

Some successes include:

- Student Services improving student wait times from six weeks to one week;
- Timetables delivered to students four weeks earlier;
- Counselling meeting with 57% more students and wait times for appointments reduced from four weeks to same day;
- Registrar’s Office reducing its postage budget by \$120,000; and
- Aboriginal recruitment rising 150% over a four-year period.

In the Fall of 2016, President and CEO C. Jensen encouraged the Algonquin College Executive Team members to read *Beyond Heroes: A Lean Management System for Healthcare* which proposed shifting from project-focused lean to an approach aimed at making lean practices part of an organization’s management and decision making system.

In 2017-2018, a broader understanding of lean management concepts led the College to draft its first Lean Management Plan, calling for:

- The training of senior leaders in the use of A3 Plan Do Study Adjust problem solving;
- The establishment of goals for Willingness to Recommend using the Net Promoter Score framework;

- The establishment of goals for process improvements and value stream maps; and
- The initial development of model lean teams in two departments. The chosen departments were International and Applied Research, Innovation and Entrepreneurship.

These efforts were largely successful.

In 2018-2019, the College approach evolved to the next phase. With the consultant support of Karyn Ross, co-author of the Toyota Way to Service Excellence, work was undertaken to align the College's adoption of Lean practices with the College's mission and Strategic Plan commitment. This approach aligned with the President's Panel on Innovation and Entrepreneurship recommendation to "embed an innovation and entrepreneurial mindset in its family of learners, enhanced by Indigenous Knowledge". Renamed the AC Way, this work aims to develop a new way of working together that inspires, engages and acts as a catalyst for transformation.

4. DISCUSSION:

The AC Way is a journey to mindful change where all employees engage in purposeful activities that foster innovation, engagement, and service excellence. The AC Way ensures that a learner-driven focus is evident in every aspect of College operations.

The AC Way methodology creates a culture of innovation and entrepreneurship through respect for people and continuous improvement. The AC Way generates highly engaged and satisfied learners, service excellence, and long-term College sustainability through innovation and creativity. This is accomplished using three guiding directions:

- **Lead By Example** - Leadership adopts the AC Way of thinking and behaving while encouraging others to follow their lead
- **Learn By Doing** - We only truly learn when we "do". We are not afraid to make mistakes; use them as learning opportunities.
- **Thrive Through Creativity** - We strive for perfection by improving our work through experimentation, collaboration and creativity.

In the 2019-2020 Business Plan, College management established two overarching goals;

1. Grow the number of College departments or units onboarded as an AC Way Model Team from five to twelve by March 31, 2020, and
2. Ensure 95% of College people leaders have completed yellow belt lean certification by September 30, 2019.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

The AC Way efforts are expected to have a direct impact on students by improving the student user experience, as measured through the use of the Net Promoter Score.

7. FINANCIAL IMPACT:

The AC Way efforts are expected to generate \$1.5 million of operational savings or increased revenue in 2019-2020.

8. HUMAN RESOURCES IMPACT:

The AC Way efforts are expected to have a direct impact on employee engagement through the active engagement of employees in problem solving, and measured through the use of the Net Promoter Score at daily huddles and employee events.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

There is no government, regulatory or legal impact.

10. COMMUNICATIONS:

The AC Way is communicated daily through the use of daily huddles, visual management, and coaching.

11. CONCLUSION:

The purpose of the AC Way implementation is to improve employee engagement by empowering all employees to solve problems and create opportunities for improvements on a daily basis. By the end of the fiscal year 2019-2020, the AC Way efforts will be expanded across the College based on lessons learned. A status report will be provided at December 16, 2019 Board of Governors meeting.

Respectfully submitted:



Doug Wotherspoon
Vice President, Innovation and Strategy

Approved for submission:



Cheryl Jensen
President and CEO

Report title:	Algonquin College International Strategic Plan Refresh
Report to:	Board of Governors
Date:	April 15, 2019
Author/Presenter:	Doug Wotherspoon, Vice President, Innovation and Strategy Ernest Mulvey, Director, International Education Centre

1. RECOMMENDATION:

THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide the Board of Governors with an update on the development of a refreshed Algonquin College International Strategic Plan.

3. BACKGROUND:

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 new 2017-2022 Strategic Plan. The College’s first International Strategic Plan was created in 2014. In the years since its publication, Algonquin College has experienced significant changes in international education activity:

- The closure of the Algonquin College campus in Jazan, Saudi Arabia.
- A rapid increase in on-shore international student enrolment, resulting in an increase in demand for services for international students and for training and support for staff and faculty working with international students.
- An increase in international activities off-shore, with short-term faculty training and student programs, student and faculty mobility, institutional capacity building of off-shore partners, and delivery of Algonquin College programs overseas.

Given the changing domestic and global environments, the Board of Governors requested the College present an updated strategy for its review by the end of the third quarter of the 2018-2019 fiscal year.

At the March 18, 2017 Board of Governors Retreat, the International Education Centre staff facilitated a generative discussion on International Education, and Algonquin College’s role within the global education market. As a result, the Board of Governors directed College management to:

- Consider the broader purpose of international education
- Engage stakeholders across the College and within the international community
- Gather additional data on international education, including best practices and competitive analysis
- Consider the capabilities of the entire College instead of only those currently delivered through the International Education Centre, and
- Consider congruencies between international education and indigenous learners, refugees and other non-traditional groups.

In keeping with the College's standard process for the development of strategic plans, a working group was formed to facilitate the planning and logistics. Additionally, an Advisory Committee consisting of up to 21 members was tasked with guiding the discussions with stakeholders and recommending options.

Members of the Advisory Committee included:

- Chair - Director, International (Ernest Mulvey)
- Manager, Marketing and Recruitment, International (Nadia Ramseier)
- Manager, International Student Integration (Anna Choudhury)
- Manager, Projects and Partnerships (Christine Peachey)
- Faculty (Sherry Poirier)
- Faculty (Kerry Surman)
- Faculty (Sean Howe)
- Faculty (Chris Melmoth)
- Support Staff (Brenda Brouwer)
- Support Staff (Mark Moses)
- Academic (Silvia Garcia, Language Institute)
- Academic (Dave Donaldson, School of Business)
- Academic (Robyn Heaton, School of Media and Design)
- Academic (Altaf Sovani, School of Tourism and Hospitality)
- Services (Krista Pearson, Registrar's Office)
- Services (Ben Bridgstock, Student Services)
- Services (Brent Brownlee, Campus Services)
- Students' Association (Himalay Keekani)
- Students' Association (Nikita Persaud)
- Vice President, Innovation and Strategy – Executive Sponsor (Doug Wotherspoon)

Full details of the International Strategic Plan are provided in Appendix A: 2018-2022 Algonquin College International Strategic Plan.

A website for the International Education Strategic Plan refresh has been set up at: <http://www.algonquincollege.com/international/plan/> and the Algonquin College community has provided ongoing feedback on the Findings Report and the Draft International Strategic Refresh.

In addition to feedback received from website, feedback has been shared with and obtained from the following groups:

- Strategic Enrolment Management Committee
- Algonquin College Leadership Team Ottawa Campus Open Session
- Pembroke Campus Open Session
- Innovation and Strategy Open Session
- Academic Council
- Chairs Council
- Ottawa Campus Open Session (three times)
- Ontario Association for International Education (feedback from other colleges and universities)

4. DISCUSSION:

Algonquin College has experienced 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.

The increase in international education at Algonquin College has translated directly into higher year-over-year net contributions to College revenues, projected to reach \$47.5 million in the 2021–2022 fiscal year. A larger percentage of international students means higher demand for student services as well as training and support for staff and faculty. Going forward, two key, interrelated questions are:

- how to provide compelling, competitive international education offerings, and
- how to build the necessary internal capacity to support them.

Details of the 2019-2022 plan are provided in Appendix B: 2019-2022 Algonquin College International Strategic Plan.

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"/>
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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:

Between 2010 and 2017, international enrolments rose by 192%. The trend is expected to continue, with international enrolments projected to climb 10% annually over the next three years, resulting in 25% of the overall Algonquin College student population by 2021-2022. It is essential that international students have a superior overall experience.

Canadian student mobility matters. The Study Group on Global Education, an independent group of educational leaders, business executives, and policy experts calls for a dramatic increase in the number of Canadian university and college students participating in international study and traineeship experiences abroad, and states: “These experiences are vital to prepare young Canadians – and Canada – to meet the challenges an increasingly complex and competitive world. Mobility abroad fosters the 21st-century skills that Canadian companies say they want in employees: adaptability, resilience, teamwork, intercultural awareness and communication skills”.

7. FINANCIAL IMPACT:

Algonquin College’s International Strategic Plan is a driver of non-funded revenue and plays a significant role in supporting the College’s financial sustainability with a projected Net Contribution to the College of \$77.4 million in the 2021-2022 fiscal year.

8. HUMAN RESOURCES IMPACT:

With the rise in onshore enrolment, demand for international student services as well as training and support for staff and faculty has increased.

As part of the International Strategy, increased support for employee mobility, student mobility, and institutional capacity building of offshore partners and delivering programs abroad is proposed.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The Algonquin College International Strategy does not have a material impact on specific government or regulatory requirements.

10. COMMUNICATIONS:

The Algonquin College International Strategy has been socialized within the College. With the approval of the Strategy, the Plan will be socialized both internally and externally.

11. CONCLUSION:

The research and consultation completed has led the Advisory Committee to propose an enhanced international strategy with the guiding purpose of “developing and empowering globally minded learners with the skills and experience to build sustainable, diverse communities”. The plan has three strategic goals:

- Exceptional personalized, digitally-connected, experiential experience;
- Sustainable growth; and
- Global citizenship.

By the year 2022, the plan will reach its goals and measures. Details of the strategic goals are provided in Appendix A: The Future State.

Respectfully submitted:



Doug Wotherspoon
Vice President, Innovation and Strategy

Approved for submission:



Cheryl Jensen
President and CEO

Appendices:

Appendix A: The Future State
Appendix B: 2019-2022 Algonquin College International Strategic Plan

THE FUTURE STATE
Algonquin College International Strategic Plan

<p>1. What is our winning aspiration?</p>	<p>To develop and empower globally minded learners with the skills and experience to build sustainable, diverse communities.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Exceptional personalized, digitally-connected, experiential experience 2. Sustainable growth 3. Global citizenship
<p>2. Where will we play?</p>	<p>Onshore and Offshore international education — in emerging markets aligned with the Canadian government’s international direction and the College’s academic and research strengths.</p> <p>With a focus on mobility — welcoming international students at all three domestic campuses and increasing the percentage of learners and employees who go abroad.</p>
<p>3. How will we win?</p>	<ul style="list-style-type: none"> • Innovative and entrepreneurial Canadian approach to post-secondary education • Exceptional cross-college international learner experience <ul style="list-style-type: none"> ○ Internationalized curriculum ○ Use of digital technologies and pedagogy ○ Breadth of international Co-op, study and work abroad opportunities ○ Experience supporting indigenous and under-represented communities • Centres of academic and research excellence with a global perspective • Partnership approach that delivers rapid results for all parties • Diversity of our employees
<p>4. What capabilities must we have?</p>	<p>Mindset & Culture – An internationalized innovation and entrepreneurial mindset that includes cross-college appreciation for the value of diversity and a global perspective, as well as personal and corporate agility.</p> <p>Academic Alignment – The capacity to support the rapid expansion of international partnerships, curriculum, and pathways; the ability to predict international capacity; and the ability to mobilize technical and academic expertise within the College community for business development (offshore/transnational education) activities.</p> <p>Cross-College Engagement – A shift from siloed support through one or two units to the internationalization of all College services and departments (academic, student services, finance and administration, human resources, indigenous initiatives, communications and marketing), including a technology and data platform with the capacity to scale.</p> <p>Personalized Support and Training – The ability to reach out to someone when in need of help, regardless of whether a student or an employee. These capabilities extend from cultural awareness to mentoring, from arrival through career.</p> <p>Partnership, Business Development & Product Development – Integration of college business development efforts and improved access to emerging markets; Co-op, work and study opportunities for both learners and employees; internationalized communication, marketing and external relations skills; and increased product development and management capacity.</p>

5. What management systems do we need?

Leadership System – An integrated leadership system with clear roles and responsibilities from the Board of Governors to the front line; including:

- Board of Governors review of the College’s offshore franchising model and risk management framework
- International Strategic Enrollment Plan and reporting that clarifies international targets and activities
- Investigation of the creation of a Chair’s position to support International work
- Establishment of an Algonquin College International Advisory Committee
- Publishing of an International Annual Report, reporting on year end results and highlighting best practices piloted at Algonquin and across the world

AC Way – Adoption of the AC Way, Algonquin’s unique adaptation of lean management, leading to improvement in the College’s policies and processes that:

- Guide associated program/activity postponement or cancellation
- Advance prior learning assessment, credit transfer, and advanced standing
- Quantify international demand for programs of study, in support of quality assurance work and new program development
- Internationalize curriculum and College-wide adherence to official curricular templates
- Expedite articulation agreements, pathways, and institutional partnerships
- Promote study abroad and international at home initiative, with a focus on the learner experience

Data, Business Intelligence and Technology Systems – Systems that support data informed decision making, including:

- Use of the Net Promoter Score (Willingness to Recommend) to track daily client satisfaction
- Participation on the College’s Data Governance Committee
- Consistent use of the College’s enterprise resource planning systems
 - Learning Management System (Brightspace)
 - Customer Relationship Management system (Salesforce)
 - Financial and Human Resources system (Workday)

Risk Management – Mechanisms that support the monitoring and real-time response of international risks, including:

- Changing overseas safety and security situations
- Changing domestic policies and direction
- Capacity to communicate with students and staff in the event of emergency

2019–2022

Algonquin College International Strategic Plan

Empowering globally minded learners

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“By making it easier for global talent to come to Ontario, we can be more innovative, forge international partnerships, and drive economic development and positive social change. By putting students first — exposing them to diverse perspectives and providing them with opportunities to study abroad — we can graduate global citizens who will thrive in today’s borderless market.”

**Educating Global Citizens:
Ontario’s International Postsecondary
Education Strategy**
Ministry of Training, Colleges and Universities

GROWING STRATEGICALLY, LEADING WHERE WE EXCEL

International postsecondary education used to be a “nice to have”. It gave students the chance to see a bit of the world, helped forge positive ties between countries and provided institutions a revenue boost. All this may still be true, but the context has shifted dramatically. Today, international postsecondary education is a social and economic imperative — essential to skills development, innovation and preparing learners for successful lives and careers in a global civilization.

The global market for transnational education — “virtual and physical forms of cross-border education” — has doubled since 2000 and is still growing.¹ Competition for international students is intensifying. Established leaders like Australia, New Zealand, the UK, the U.S. and Canada are now being joined in the international education marketplace by countries like China, Japan, Malaysia and Ireland. In Ontario, initiatives led by Colleges and Institutes Canada (CICan) and government to streamline study permits have generated unprecedented interest in, and growth of, the province’s college sector.

These trends have significantly affected Algonquin College. International enrolments, short term student, faculty exchanges, and offshore government-funded international capacity development have grown steadily. Given all of this, it was time to update Algonquin’s international strategy — and connect it with College’s mission to transform hopes and dreams into lifelong success, in Canada and across the globe.

ENSURING STRATEGIC ALIGNMENT

Algonquin College’s plan for international education exists within a broader strategic context. In 2018, the Government of Ontario unveiled a new international postsecondary education strategy aimed at helping Ontario postsecondary students become “global citizens” and ensuring international postsecondary education is both sustainable and contributes to Ontario communities and the provincial economy.

Algonquin College has its own *2017–2022 50 + 5 Strategic Plan*, with goals to be learner-driven, innovative, connected, sustainable, and an exceptional place to work.

In updating our international strategy — the first refresh since the inaugural version of 2014 — we know we have to align with these College-wide ambitions. We also know the international piece needs to complement and support the College’s other strategic plans, including the:

- Learner Driven Plan
- People Plan
- Indigenous Plan
- Discover, Applied Research and Entrepreneurship (DARE) Plan

What is a “global citizen”?

According to the Haverford College Center for Peace and Global Citizenship:

...we mean the imperative to resist parochialism and to take responsibility for the consequences of our actions in a world where individuals, communities, nations, and the environment are inextricably intertwined. The prerequisite for global citizenship is knowledge — knowledge about the ties that bind us in domestic and global communities and the forces that rend us asunder; knowledge about the uses and misuses of power, and the beneficent and unfortunate consequences of public policy; and knowledge about peoples and cultures at distant removes from ourselves with whose lives we are nevertheless interlinked.

¹ European Association for International Education (2013). *The key elements of transnational education*. <https://www.eaie.org/blog/key-elements-transnational-education-tne.html>

In March 2017, the College's Board of Governors set out clear direction for the refresh, directing the updated international strategy to:

- Be clear about the College's reasons for pursuing international education;
- Align with the full capabilities of the College, not just its International Education Centre;
- Be based on data about the College's own experience with international education, knowledge of best practices and awareness of competitors; and
- Consider a broad range of possibilities and potential students.

With all of the above in mind, a Working Group and Advisory Committee was formed, and a formal consultation process using the *Playing to Win* framework (refer to page 9) was launched in September 2017. The system-wide labour disruption temporarily halted progress over the Fall term. Meetings resumed in March 2018, held through open information sessions and meetings with key stakeholders. A first draft of the Advisory Committee's work has been distributed across the College for feedback and further consultation. Once completed, a final document will be presented to the Board of Governors in the Spring of 2019.

Figure 1. International Strategy Development Timeline



Consultations included:

- College Academic Council (CAC)
- Chair's Council (CC)
- Strategic Enrolment Management Committee (SEMC)
- Algonquin College Leadership Team (ACLT)
- Ottawa Campus open session
- Pembroke Campus open session
- Innovation and Strategy (Area 4) open session
- Feedback from other colleges and universities through the Ontario Association for International Education
- Ongoing feedback through a strategic refresh website

A breakdown of inputs from these various consultations can be found in Appendix B.

The following pages provides an explanation of the Advisory Committee's proposal for the College to focus on a single, well-defined, and ambitious goal for international education:

To develop and empower globally minded learners with the skills and experience to build sustainable, diverse communities.

CANADA AND THE GLOBAL CONTEXT

Canada is currently the world's fourth most popular destination for international students,² with a reputation for providing high-calibre technical–vocational postsecondary education. In 2015–2016, 11% of postsecondary students in Canada were international.³ By 2022, in Ontario alone, that proportion is likely to double.⁴ Every year, Canadian colleges host some 50,000 international learners.⁵

According to the Canadian Bureau for International Education, Canada saw a 119% increase in international students between 2010 and 2017.⁶ It cites the three main reasons for international students choosing Canada as:

1. The quality of our education system
2. Our reputation for having a tolerant and non-discriminatory society
3. Our reputation as a safe country

Ninety-five percent of international students recommend Canada as study destination. More than half (51%) say they plan to apply for permanent residence when they're done — underscoring the strong potential of international education to support Canada's multi-year immigration plan, which aims to see nearly a million new permanent residents settle in Canada by 2020.⁷ International education can contribute to this process, both directly and through related offerings such as student settlement services.

COMPETITION IS GETTING TOUGHER

While Canada is faring well, international education is becoming increasingly competitive, not only among established players like the United Kingdom, the United States, and Australia but also among newer entrants. Smaller countries such as Ireland and Malaysia, are ramping up their efforts to attract international learners. As China's university system matures, the country is growing its base of domestic students and drawing those from other countries.

Many nations' international postsecondary strategies centre on similar themes. New Zealand's, for example, calls for an “excellent education and student experience,” “sustainable growth” and the development of global citizens.⁸ Australia's three pillars aims to strengthen its fundamentals while making transformative partnerships and competing globally.⁹

Canada and Algonquin College cannot afford to rest on our laurels. Being clear about what differentiates us is essential to presenting a clear “value proposition” to students who have more choices than ever before.

² Canadian Bureau for International Education (2018). *A World of Learning: Canada's Performance and Potential in International Education 2018*.

³ Canadian Bureau for International Education (2018). *A World of Learning: Canada's Performance and Potential in International Education 2018*.

⁴ Ministry of Advanced Education and Skills Development (2018). *Educating Global Citizens: Ontario's International Postsecondary Education Strategy*.

⁵ Colleges and Institutes Canada. <https://www.collegesinstitutes.ca/what-we-do/international/international-recruitment/>.

⁶ Canadian Bureau for International Education (2018). *A World of Learning: Canada's Performance and Potential in International Education 2018*.

⁷ CIC News (November 2017). *Canada to Welcome Nearly One Million New Immigrants Through 2020*. <https://www.cicnews.com/2017/11/canada-welcome-nearly-one-million-new-immigrants-through-2020-119798.html#gs.iySGhu8>

⁸ New Zealand Government. *International Education Strategy 2018–2030*. <https://enz.govt.nz/assets/Uploads/International-Education-Strategy-2018-2030.pdf>

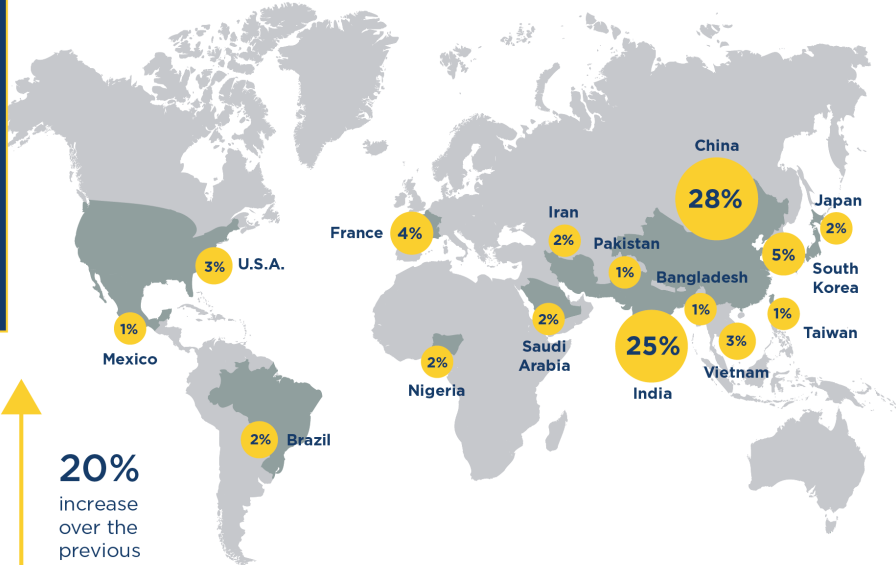
⁹ Australia Government. *National Strategy for International Education 2025*. https://nsie.education.gov.au/sites/nsie/files/docs/national_strategy_for_international_education_2025.pdf

Canada's Performance and Potential in International Education

International Students in Canada 2018

494,525
international
students in
Canada at all
levels of study in
2017

Where do inbound students come from?



119%

increase in
international
students in
Canada between
2010-2017

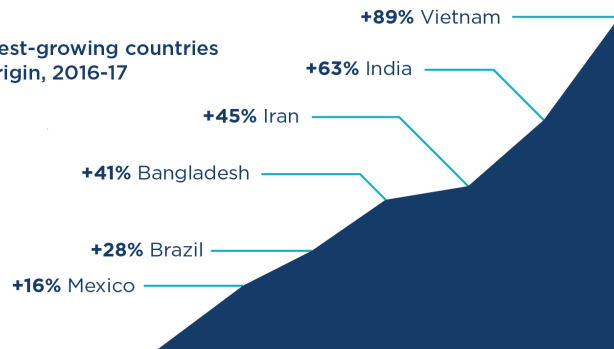


20%
increase
over the
previous
year

“The most positive part of my study experience in Canada has been the guidance I received from my professors. The quality of education is outstanding.”

- Natural Sciences student from Egypt

Fastest-growing countries
of origin, 2016-17



Top **3** reasons international students choose Canada²

- 1 The **quality** of the Canadian education system
- 2 Canada's reputation as a **tolerant** and **non-discriminatory** society
- 3 Canada's reputation as a **safe** country



of international students
recommend Canada
as a study destination³



of international students
plan to apply for **permanent
residence in Canada**

Source: A World of Learning
Canada's Performance and Potential in International Education 2016
cbie-bcei.ca



Canadian Bureau for
International Education

Canada's Performance and Potential in International Education

Canadian Students Abroad

2016

Only **2.3%**
Of university students
went abroad in the
2014-15 academic year¹

7 

in 10 mobile students agree
that their experience abroad
influenced their

career choice

2/3 

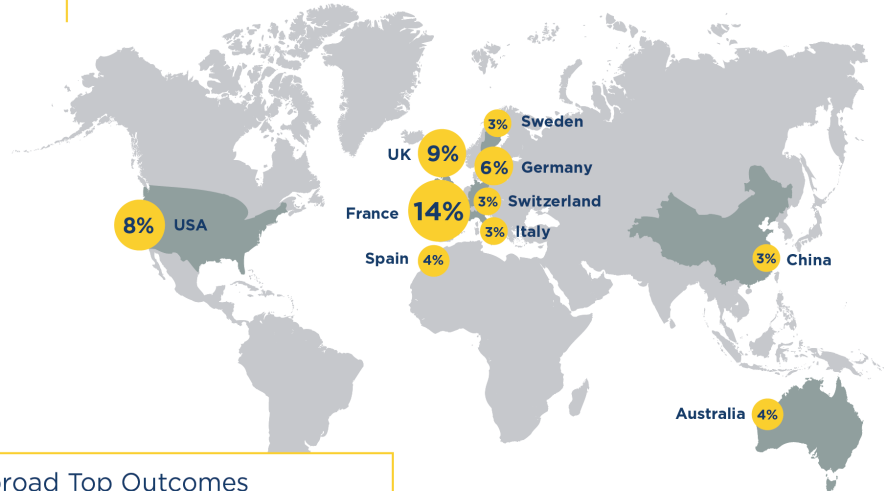
of mobile students agree
that their experience abroad
influenced their

academic path

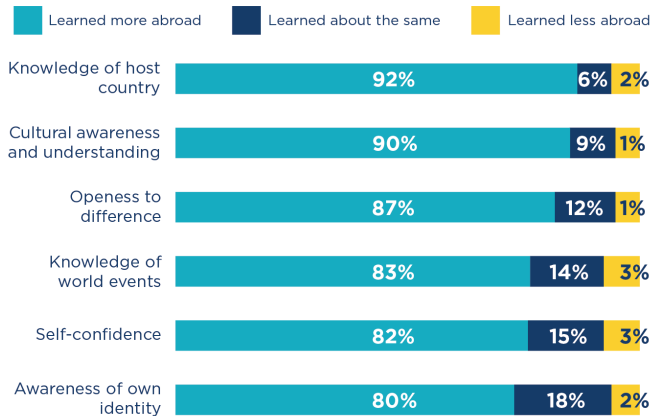
Top Five Fields of Study of Outbound Students²



Top 10 Destinations for Outbound Students

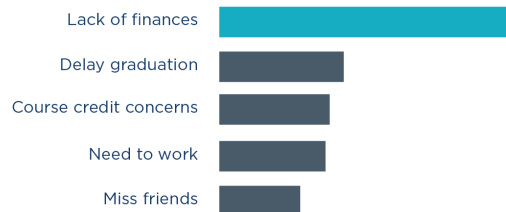


Education Abroad Top Outcomes



Greatest Barrier to Education Abroad: Cost

80% of students require **financial assistance** in order to participate



Better career outcomes: **“I was recently hired for my first job with a company in Quebec - my cross cultural experience and French language experience definitely helped me get noticed and land this amazing position.”**

- Undergraduate student with education abroad experiences in the UK and France

60% 

of students **received credit** on their Canadian transcript for their most recent experience abroad

¹ Based on data submitted by 30 participating universities. Includes undergrad and graduate students participating in credit and non-for-credit experiences
² All data, unless otherwise specified, is derived from CBIIE's 2016 Education Abroad Student Survey of 7000+ students from 35 Canadian Universities and colleges/polytechnics.

MOBILITY MATTERS

While students from other countries tend to see themselves as preparing for the global economy, Canadian students seem to think more locally about their opportunities. Today, 2.3% of Canadian university students study abroad (i.e., take advantage of “mobility”), compared to 30% of Germans and 50% of Australians.¹⁰ A September 2018 survey undertaken by Algonquin College staff yielded similar findings, with the Heads of International Education at 13 Ontario institutions saying less than 1% of Ontario College students participate in study/work abroad each year, with few funding supports.¹¹ The Study Group on Global Education, an independent group of educational leaders, business executives and policy experts calls for a dramatic increase in the number of Canadian university and college students participating in international study and traineeship experiences abroad. “These experiences are vital to prepare young Canadians – and Canada – to meet the challenges an increasingly complex and competitive world. Mobility abroad fosters the 21st-century skills that Canadian companies say they want in employees: adaptability, resilience, teamwork, intercultural awareness and communication skills”.¹² As more countries send more students abroad to gain global experience, Canada must increase its own numbers or risk falling behind.

INTERNATIONAL EDUCATION AT ALGONQUIN COLLEGE

Our College has seen significant growth in international education over the past several years, in virtually all dimensions: onshore at our Canadian campuses, offshore at campuses abroad and transnationally (i.e., through activities outside of direct recruitment into programs of study). Like other Ontario colleges and Canadian post-secondary institutions, student mobility remains an area demanding attention and strategic effort to grow.

HIGH GROWTH IN ONSHORE ENROLMENT

Onshore activities at Algonquin College include core postsecondary education programs, English as a Second Language (ESL) training, contract training, and student and faculty exchanges. Between 2010 and 2017, international enrolments rose by 192%.

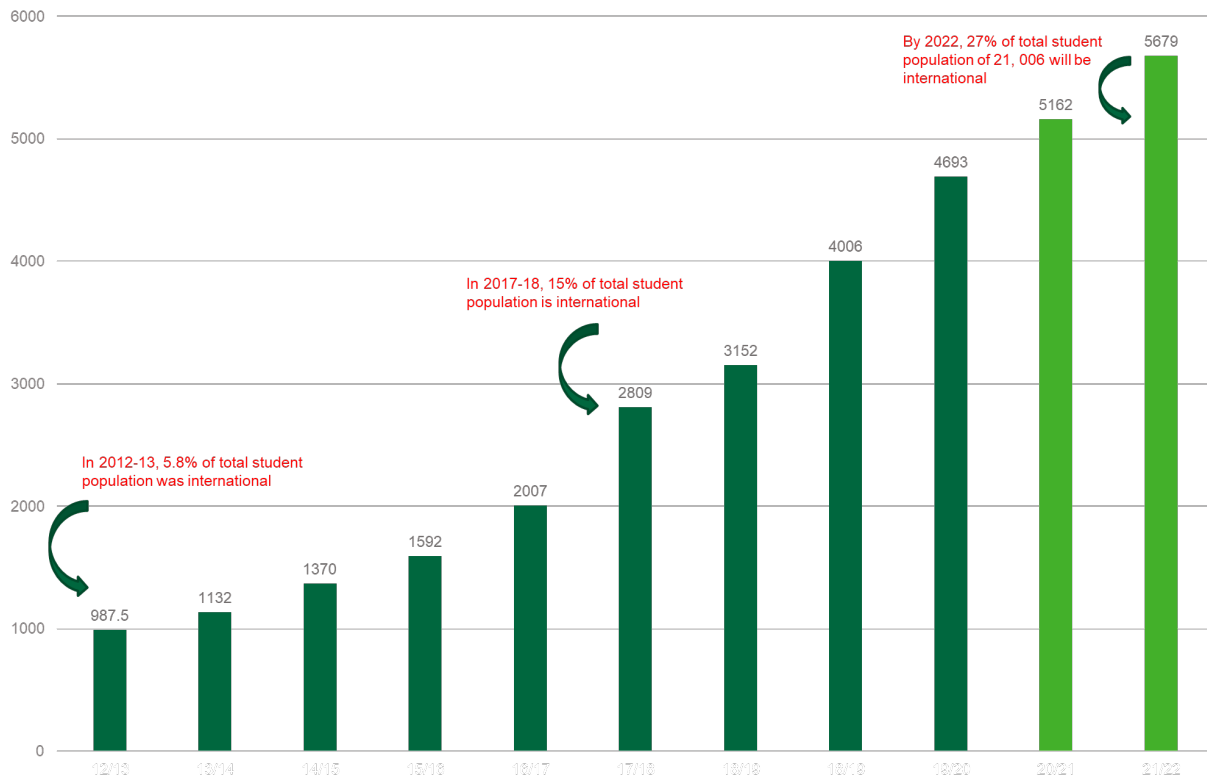
¹⁰ Canadian Bureau for International Education (2018). *A World of Learning: Canada's Performance and Potential in International Education 2018*.

¹¹ Study Abroad Ontario (2018). Survey findings.

¹² Study Group on Global Education (2017). *Global Education for Canadians: Equipping Young Canadians to Succeed at Home and Abroad*. <http://goglobalcanada.ca/>

Figure 2. Onshore Enrolment on the Rise

International Student Growth: Unique Individuals



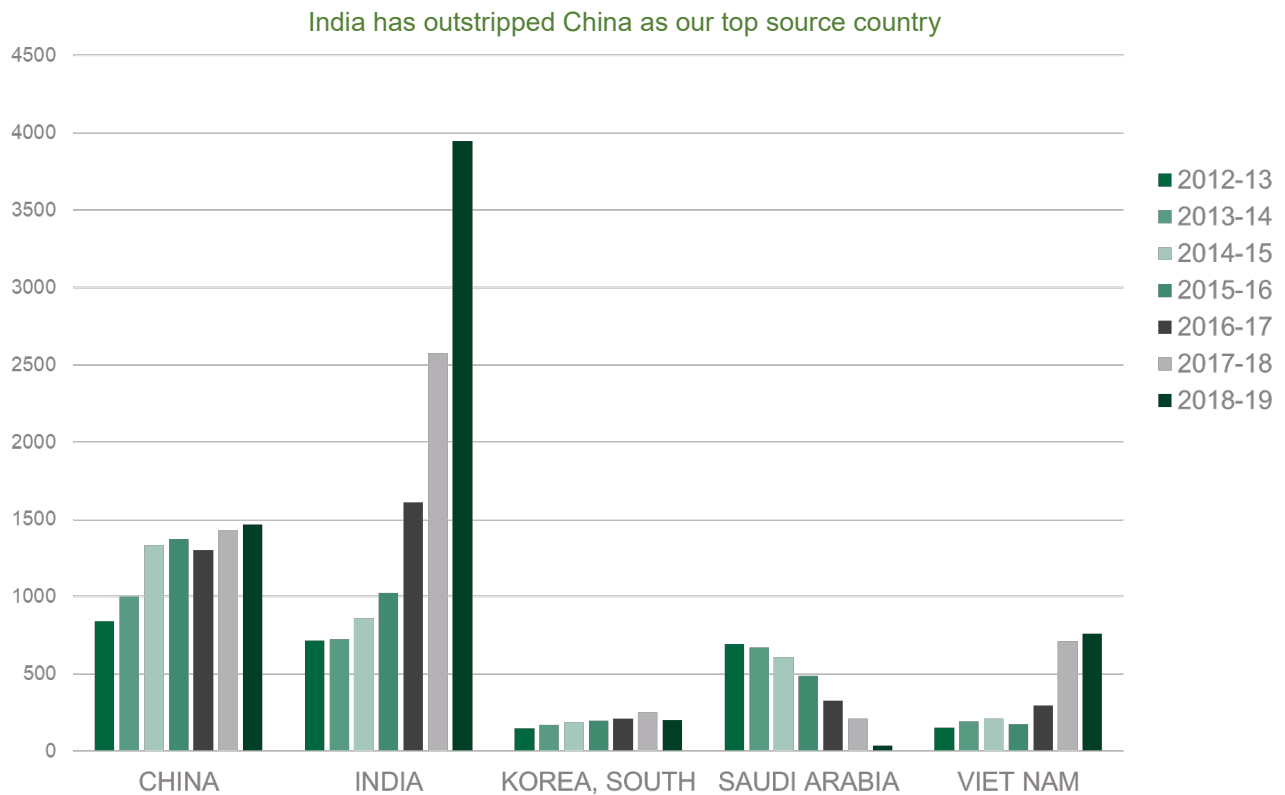
Where our international students come from

Most international students come to Canada from China (28%), India (25%), South Korea (5%), France (4%) and the U.S. (3%).¹³ Algonquin’s draw is largely the same, with the exception of attracting more students from Vietnam than from France.

We have seen a large jump in students from India, and more modest but still significant growth in enrolments from Vietnam and China. Enrolments from Saudi Arabia have fallen with the elimination of sponsorships for its students to study abroad.

¹³ Canadian Bureau for International Education (2018). <http://cbie.ca/media/facts-and-figures>

Figure 3. Top Five Sources of International Students for Algonquin College



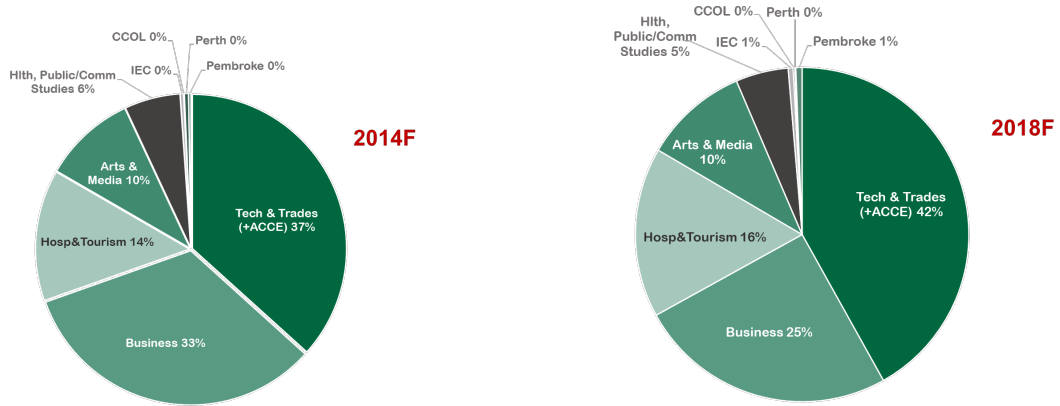
Top programs of enrolment

In Fall 2018, 67% of international enrolments were concentrated in three schools at Algonquin College: the School of Advanced Technology, the Algonquin Centre for Construction Excellence, and the School of Business. This raises some strategic questions. Should we diversify or be driven by market demands?

We have also had great success with short-term international programs, including the four-week summer sampler programs for students from pathway universities in China, the eight-week Niels Brock liberal arts and business program offered to students from Denmark, and the six-week Education Scholarship Program for students from Mexico. These programs have steadily increased participation over the years. This growth has also brought forward challenges including classroom space, scheduling, and providing accommodation and supports to both students and employees. A further question for the College is how to leverage positive achievements like these over the long term.

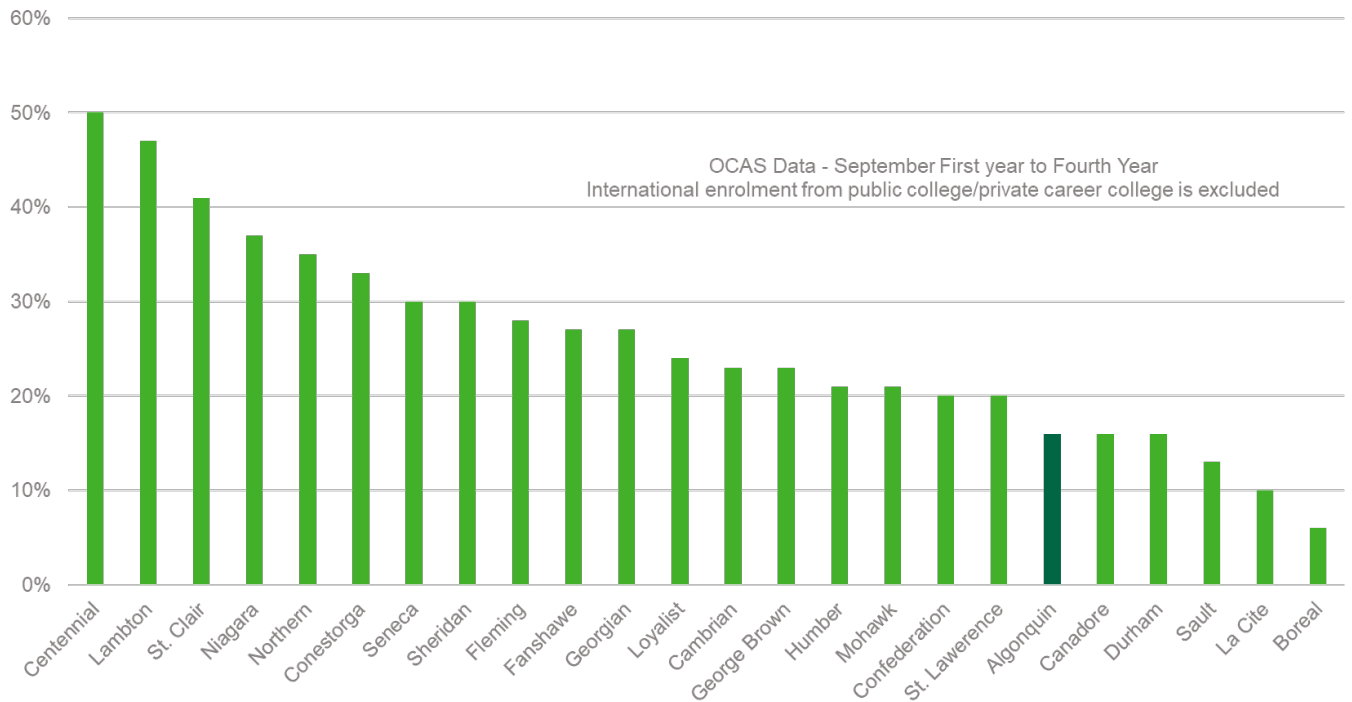
Figure 4. Most Popular Programs for International Students

International Enrolments by School: 2014 vs 2019



As fast as the College’s international student recruitment has grown over the past few years, Algonquin’s percentage of international students currently places Algonquin among the lowest in the Ontario College system. As we increase our capacity across all three terms, we have room for further growth.

Figure 5. International Students as a Percentage of Total Enrolment



TRANSNATIONAL EDUCATION CONTRIBUTES STRONGLY

We define transnational education as all international activities, onshore and off, that fall outside of direct recruitment into programs of study at Algonquin College. Transnational education includes delivery of Algonquin College programs at campus and partnerships overseas, but also student sampler programs, corporate and teacher training, and institution capacity development. As noted, transnational demand is on the rise globally, a trend mirrored at Algonquin College. In 2017–2018, our transnational activities made a net contribution to the College of more than \$487,000.

OFFSHORE: SUCCESSES, EXPERIMENTS AND LESSONS LEARNED

Our offshore activities include delivering many of the same offerings abroad as our onshore programming and having involvements in campuses and partnerships overseas, such as Algonquin College Kuwait (soon to be renamed The Canadian University College of Kuwait), which graduated its first cohort in May 2018 and where enrolments continue to grow.

We have arrangements with four institutions for licensed program delivery: Algonquin College Kuwait; Manav Rachna International University in India; Ningbo Polytechnic in Ningbo, China; and the Hotel Education Centre in Montenegro, which provides opportunities for Canadian hospitality students to study abroad.

In September 2016, the College transferred responsibility of its Jazan campus back to the Saudi Arabian government. While ultimately the pilot was unsuccessful and Algonquin College left Saudi Arabia, many lessons were learned, including:

- Difficulty of remotely supporting campus operations in emerging markets
- Understanding successful partnership models;
- Completing due diligence on partnerships using verifiable data sources;
- Agreeing to transparent contract terms for enrolment and payment; and
- Allowing for sufficient time for start-up.

There was no impact to College operations as a result of the challenges faced in Saudi Arabia and all costs were covered using non-funded revenues generated through other international activities.

MOBILITY NEEDS A PUSH

In 2016-2017, 207 students (0.55%) and 19 faculty members took part in College-sanctioned international activities. For Canada to prioritize international mobility, institutions like Algonquin College need additional resources to find and then market the value of an international study or work abroad opportunities.

The biggest barrier for Canadian students going abroad is financial.¹⁴ In 2016–2017, our International Education Centre provided \$70,000 to 86 students and 10 employees to support international experiences through the Award for International Study and Work Integrated Learning, a small sum insufficient to drive any significant activity in this area.

85% of international students said they were either satisfied or very satisfied with their experience at Algonquin College.
International Student Barometer Fall 2017

STUDENT EXPERIENCE: WHAT INTERNATIONAL LEARNERS ARE TELLING US

Algonquin College has satisfaction rates for international students according to the annual *i-Graduate International Student Barometer*. International students' retention was 92.7% in comparison to 84% for domestic students from 2018F to 2019W terms and International students consistently rank Algonquin highly in a number of key areas.

¹⁴ Canadian Bureau for International Education (2018). *A World of Learning: Canada's Performance and Potential in International Education 2018*.

Figure 6. Year-Over-Year International Student Barometer Scores for Algonquin College

	2014	2015	2016	2017
Arrival satisfaction	91%	93%	93%	90%
Learning overall	91%	89%	90%	78%*
Living overall	90%	92%	91%	89%
International Education Centre	93%	91%	91%	89%
International student activities	95%	96%	96%	95%
Support overall	92%	91%	91%	91%
Willingness to Recommend	89%	88%	89%	86%

* We believe the score was impacted by the 5-week labour disruption

Achieving and maintaining scores like these will demand focused attention and dedicated effort in the years to come. Hosting more onshore international students requires an increase in available supports and services. While domestic learners have to get oriented to a new campus and learning environment, international students have the added stress of getting to know a new country, culture and community.

The Algonquin College Students' Association held two focus groups with a total of 13 students from different countries and programs in spring 2018 to understand their onshore experience and needs. Many emphasized the importance of arrival services, which became broadly available in September 2017 at the Ottawa Campus.

As a result of the focus groups, the Students' Association offered the following recommendations:

- Provide international students with physical and online information containing all services
- Use Algonquin student email accounts as a primary form of online communication to current students
- Make better use of the International Education Centre and its resources
- Remodel, promote and continuously improve the International Student Mentorship Program, and
- Provide a social space on campus that promotes and celebrates international cultures.

Beyond arrival services and the international student experience on campus, i-Graduate, the publisher of the International Student Barometer, stresses that employability matters. Employability and ability to stay and work in Canada post-graduation are the key drivers for student satisfaction.¹⁵ Algonquin College's ability to support international students' transition to part-time and full-time employment, connected to their programs of study, is crucial for long-term international student satisfaction.

¹⁵ i-Graduate. *Canada's Competitive Advantage – Insights from International Students*. <http://events.cbie.ca/events/cbie-2018/agenda-f2ca4c410e454063993a99509f82095f.aspx?lang=en>.

Ultimately, the experience we promote to international students before they enrol should be the experience they have when they arrive at any of our locations. We have to keep in mind that the student experience goes far beyond the classroom. While there are limits to the reach and responsibilities of the College, as a differentiator, we need to provide services and supports that make students feel welcome, safe and secure.

“Getting Canadian experience was key for me in choosing to come to Algonquin College.”
**International Strategy Advisory Committee
 Student Representative**

International on-shore enrolment and transnational education growth has translated directly into higher year-over-year net contributions to the College — projected to reach \$57.9 million in the 2021–2022 academic year. More international students have also meant higher demand for international student services, training and support for staff and faculty. Moving forward, how can we best provide compelling, competitive international education offerings and how do we build the necessary internal capacity to support them?

Figure 7. International Education Revenue Contributions

	15/16	16/17	17/18	18/19 Q2	19/20 Approved	20/21 Pro Forma	21/22 Pro Forma
<i>Revenue</i>	\$22,995,900	\$21,436,824	\$29,481,293	\$43,939,043	\$60,521,765	\$68,787,376	\$77,404,267
<i>Expenditures</i>	\$6,096,907	\$7,049,530	\$9,675,700	\$14,667,866	\$16,763,355	\$17,880,354	\$19,485,229
<i>Net contribution before revenue sharing</i>	\$16,898,993	\$14,387,294	\$19,805,592	\$29,271,177	\$43,758,410	\$50,907,022	\$57,919,038
<i>Revenue share to academic schools</i>	\$9,578,004	\$5,399,194	\$8,779,334	\$13,293,183	\$19,805,784	\$22,398,225	\$25,284,233
<i>Gov't of Ontario international fee</i>	\$1,176,375	\$1,238,197	\$1,583,879	\$2,092,500	\$3,004,500	\$3,519,750	\$3,871,875
<i>Net contribution</i>	\$6,141,614	\$7,749,903	\$9,442,379	\$13,885,493	\$20,948,126	\$24,989,047	\$28,762,930

REFLECTIONS ON OUR CURRENT STATE

International education now engages every part of Algonquin College: from marketing, the Registrar's Office and Campus Services to academic schools and specialized units such as the Language Institute and the International Education Centre. While those specialized units play key roles in facilitating international education, as an endeavour — and for the purpose of this strategy — it is essential for it to be approached as a College-wide activity.

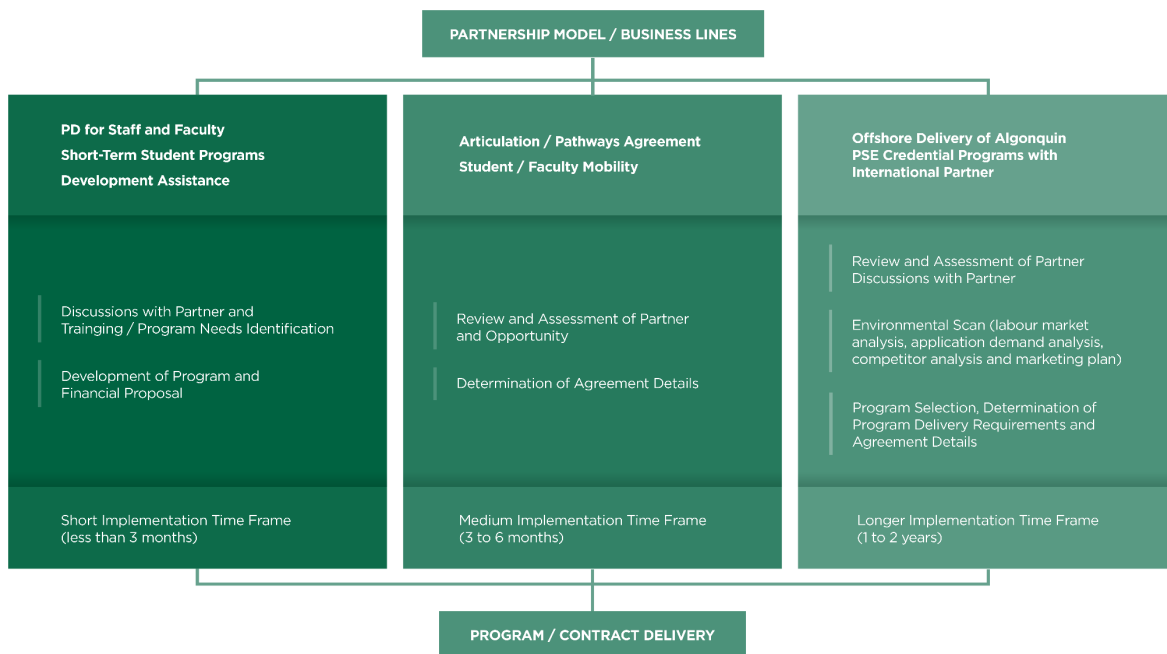
As a College, we have unique strengths and a demonstrated commitment to serving international students. We do not lower admissions requirement to boost recruitment and we are a leader in having Regulated International Student Immigration Advisors on staff who are certified to offer immigration advice. All of these must factor in our international strategy going forward.

The strengths and capabilities of the Language Institute and International Education Centre are also available to be leveraged. The Language Institute provides year-round language training and testing to new Canadians, international students and individuals looking to acquire proficiency in a second language. It also issues Teaching English as a Second or Foreign Language (TESLFL) certifications.

The International Education Centre has three business units that handle international-related activities:

- **Recruitment** — which attracts international learners to enroll in core College postsecondary education programs delivered in Canada.
- **Student Services** — which provides support to international learners studying at the College’s Canadian campuses.
- **Business Development** — which generates opportunities for the College to deliver short-term training and student programs in Canada, facilitate student and faculty mobility, provide College credential programs overseas with partners and more.

Non-recruitment (BD) International Activities

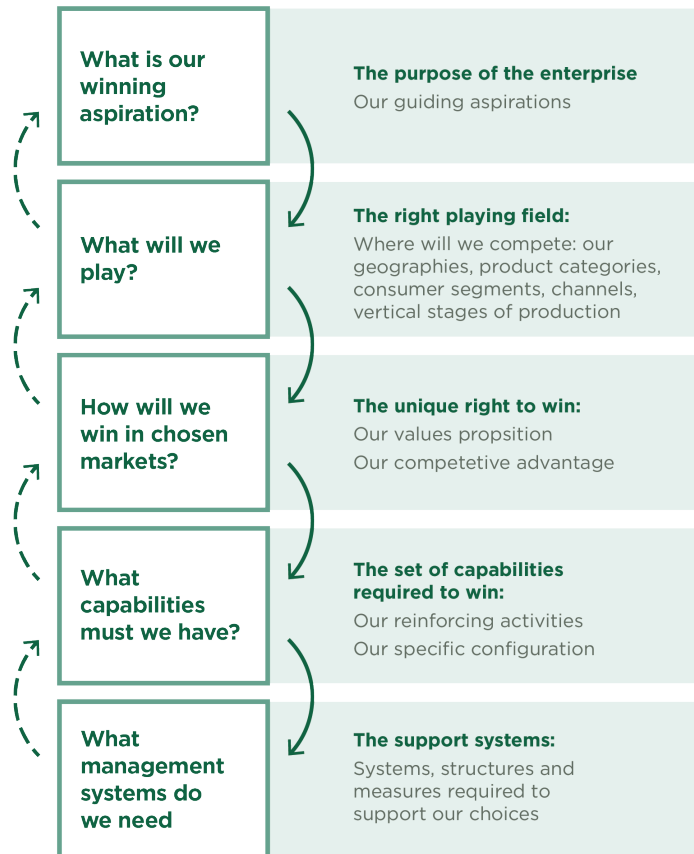


ABOUT THE *PLAYING TO WIN* FRAMEWORK

To get a clear picture of how all the parts of the College currently contribute to international education, and to identify needs and opportunities, the International Strategy Advisory Committee used the *Playing to Win* framework that has been adopted by Algonquin College for strategic planning.

Playing to Win was developed by A.G. Lafley, Roger Martin and Jennifer Riel¹⁶ to identify strategic options and define the key ingredients for success based on five key questions that form an interconnected cascade:

Figure 7. *Playing to Win Cascade*



This same framework can be used to map the current state by answering the questions from the perspective of how things stand today. The following reflects the current state inputs of the Advisory Committee at the outset of the strategy redevelopment process.

¹⁶ A.G. Lafley (former Chairman, President and CEO of Procter & Gamble) and Roger Martin (Dean, Premier's Research Chair in Productivity and Competitiveness, Professor of Strategic Management at the Rotman School of Management) co-wrote *Playing to Win: How Strategy Really Works*, published by Harvard Business Review Publishing. Jennifer Riel is the Associate Director of the Desautels Centre for Integrative Thinking at the Rotman School of Management.

CURRENT STATE STRATEGY CASCADE

<p>1. Our winning aspiration?</p>	<p>Our goals, as defined in the 2014 International Education Strategic Plan</p> <p>To serve as a catalyst for community social and economic prosperity through the development of human talent and applied research;</p> <p>To improve College sustainability by embracing innovation, increasing quality, and generating contributions for re-investment in the College; and</p> <p>To support student and employee employability by providing relevant and rewarding global experiences</p>
<p>2. Where we play?</p>	<p>To achieve our aspiration we focus on:</p> <p>Onshore and Offshore products and partnerships</p> <ul style="list-style-type: none"> • Onshore: PSE programs, English as a Second Language, Exchanges <ul style="list-style-type: none"> ○ Primarily India and China with offices in both countries, Vietnam as a result of changes in Canadian visa processes • Offshore: Campuses and Partnerships, Licensed PSE Programs, Corporate Training and Development Assistance <ul style="list-style-type: none"> ○ Primarily Mexico, Kuwait, China, India, Brazil, South Korea, Montenegro, Kenya & the Caribbean (through CIGan)
<p>3. How we win?</p>	<p>To achieve our aspiration the College we succeed as a result of:</p> <ul style="list-style-type: none"> • #1 - Location: Canada (with proximity to Toronto and Montreal) • #2 - Programs of study • #3 - Service delivered by International Education Centre and the Language Institute • #4 - Easy to work with <ul style="list-style-type: none"> ○ Online environment (for agents through our admissions portal, for students through our CRM-backed online services) ○ Strengthened student preparedness and support processes
<p>4. The capabilities we have?</p>	<p>To achieve our aspiration, we have invested in:</p> <ul style="list-style-type: none"> • The <i>International Education Centre</i> comprised of three units Recruitment, Business Development, Student Services and the <i>Language Institute</i> • Digital Strategy team that continuously improves our client facing technology • Direct and indirect marketing capabilities • Product development and quality assurance services • Framework for a franchise model
<p>5. The management systems we have</p>	<p>The following systems and mechanisms help us achieve our goals:</p> <ul style="list-style-type: none"> • Use of Annual Student Barometer Survey • Adoption of lean management • Use of customer relationship management tools and software

THE PROBLEM WE ARE TRYING TO SOLVE

The *Playing to Win* framework asks us to imagine the future by identifying the problem we are trying to solve. In short, it is this: **“Why and what does internationalization mean at Algonquin College?”** While it is clear we need to ensure our financial sustainability and deliver on our core mandate to produce graduates who will work in and sustain our local economies, where does internationalization fit in to our mission and strategic direction?

WHY INTERNATIONAL?

Following World War II, the internationalization of higher education took flight as western countries looked to promote democratic ideals while at the same time supporting economic gains and political stability. In the 1980’s, a second wave of internationalization began, fostered by a burgeoning middle class in emerging nations, advances in communications, and changes domestically to government funding that encouraged self-reliance and entrepreneurial endeavours.

At Algonquin, we believe we are entering a third wave, one driven by global interdependence and the value of diversity. Research has shown that fresh and varied viewpoints provide a richer and more rewarding classroom, community and organization. The opportunity to study and interact with diverse peers and faculty positively affects student development¹⁷.

Today, immigrants – those born outside of Canada – make up one in five Canadians. As detailed in the Federal Minister’s 2018 Annual Report to Parliament on Immigration, “with an ageing population and low fertility rates, immigration plays an important role in ensuring that Canada’s population and labour force continue to grow”.¹⁸

Equally, the link between diversity and organizational innovation and profitability is well documented¹⁹. As such, we believe the internationalization of Algonquin College is key to our ability to deliver on our mission – “To Transform Hopes and Dreams into Lifelong Success”.

CONSIDERATIONS

We have to consider which opportunities best align with our overall strategic goals, the expectations of government and industry, and our institutional strengths, capacity and resources. A whole range of questions stem from this:

About capacity:

- How much room do we have to grow the onshore international student population at all three of our Ontario campuses? Is there a ceiling?
- What proportion of enrolments should international account for? Is there a “sweet spot”?

¹⁷ Hurtado, Sylvia, 2001 p191 *Linking Diversity and Educational Purpose: How Diversity Affects the Classroom Environment and Student Development* <https://files.eric.ed.gov/fulltext/ED456199.pdf>

¹⁸ *2018 Annual Report to Parliament on Immigration*, 2018, <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/annual-report-parliament-immigration-2018/report.html#matters>

¹⁹ *How Diverse Leadership Teams Boost Innovation*, Boston Consulting Group <https://www.bcg.com/en-us/publications/2018/how-diverse-leadership-teams-boost-innovation.aspx>; *Delivering through Diversity*, McKinsey <https://www.mckinsey.com/business-functions/organization/our-insights/delivering-through-diversity>

- Should we offer more of our highly popular onshore programs to international learners, even though finding space can be a challenge?
- Should we establish quotas for certain programs or by country to maintain diversity in the classroom and ensure our ability to offer a genuinely Canadian experience?

About our programs:

- Should we expand profitable onshore education programs such as computer programming?
- Should we offer programs of study to exclusively international students and possibly international students from the same country?
- Should we seek alternative revenue sources to avoid over-dependence on international enrollments? and
- What can we do to diversify offshore offerings to include short-term delivery, international capacity development and more?

About delivery:

- What proportion of our program offerings need to be face-to-face and how much should be online — understanding there are government regulations that inform the answer and many international students want a face-to-face experience as a pathway to immigration into Canada?

WEIGHING THE OPTIONS

Over the course of its work, the International Strategy Advisory Committee reviewed national and provincial data on international education trends, the latest information on international developments at the College, competitive considerations, lessons learned, Canadian and international best practices, and student perspectives. The committee also received financial presentations on the College's new corridor funding model and discussed the impacts of international growth on all areas of the College.

With all of this information in mind, the committee agreed Algonquin College will need flexibility and agility to seize on opportunities that align with its overall strategic goals — scaling capacity up and down in line with demand. Enrolment management and other processes may need to be adjusted so programs have clearer, more advance notice of the numbers of international students they will be expected to support in a given term.

We may have to adopt a more holistic thinking than our current performance measurement approaches allow. For example, it can be a cost to Campus Services to support international students attending summer courses, but that expense may be offset by the tuition revenues generated. There may be situations when certain services could serve as “loss leaders” to obtain greater gains in other areas.

Knowing we want to embed internationalization into our culture and processes and in light of all the above, the International Strategy Advisory Committee identified five potential options for the College:

- **Focus primarily onshore** - Grow international student population to a set percentage
- **Focus on both onshore and offshore** - In all markets, select markets or markets aligned with program excellence or by endorsing an offshore franchising model (following a brand risk assessment)
- **Focus on transnational education opportunities** - Grow offshore partnerships, branch campuses, franchises (e.g., increasing international development projects)
- **Focus on mobility (sending students and faculty abroad)** - Grow study and work abroad to a set percentage
- **Focus on profitable lines of business only** - Onshore, offshore or both (e.g., short-term programming, training of faculty and staff from other institutions)

“We’re passionate about this. We want other people to be excited about it, too. International belongs to everyone.”

**International Strategy Advisory
Committee Member**

THE FUTURE STATE

Expressed through the *Playing to Win* framework, our new strategy will involve the following:

<p>1. What is our winning aspiration?</p>	<p>To develop and empower globally minded learners with the skills and experience to build sustainable, diverse communities.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Exceptional personalized, digitally-connected, experiential experience 2. Sustainable growth 3. Global citizenship
<p>2. Where will we play?</p>	<p>Onshore and Offshore international education — in emerging markets aligned with the Canadian government’s international direction and the College’s academic and research strengths.</p> <p>With a focus on mobility — welcoming international students at all three domestic campuses and increasing the percentage of learners and employees who go abroad.</p>
<p>3. How will we win?</p>	<ul style="list-style-type: none"> • Innovative and entrepreneurial Canadian approach to post-secondary education • Exceptional cross-college international learner experience <ul style="list-style-type: none"> ○ Internationalized curriculum ○ Use of digital technologies and pedagogy ○ Breadth of international Co-op, study and work abroad opportunities ○ Experience supporting indigenous and under-represented communities • Centres of academic and research excellence with a global perspective • Partnership approach that delivers rapid results for all parties • Diversity of our employees
<p>4. What capabilities must we have?</p>	<p>Mindset & Culture – An internationalized innovation and entrepreneurial mindset that includes cross-college appreciation for the value of diversity and a global perspective, as well as personal and corporate agility.</p> <p>Academic Alignment – The capacity to support the rapid expansion of international partnerships, curriculum, and pathways; the ability to predict international capacity; and the ability to mobilize technical and academic expertise within the College community for business development (offshore/transnational education) activities.</p> <p>Cross-College Engagement – A shift from siloed support through one or two units to the internationalization of all College services and departments (academic, student services, finance and administration, human resources, indigenous initiatives, communications and marketing), including a technology and data platform with the capacity to scale.</p> <p>Personalized Support and Training – The ability to reach out to someone when in need of help, regardless of whether a student or an employee. These capabilities extend from cultural awareness to mentoring, from arrival through career.</p>

	<p>Partnership, Business Development & Product Development – Integration of college business development efforts and improved access to emerging markets; Co-op, work and study opportunities for both learners and employees; internationalized communication, marketing and external relations skills; and increased product development and management capacity.</p>
<p>5. What management systems do we need?</p>	<p>Leadership System – An integrated leadership system with clear roles and responsibilities from the Board of Governors to the front line; including:</p> <ul style="list-style-type: none"> • Board of Governors review of the College's offshore franchising model and risk management framework • International Strategic Enrollment Plan and reporting that clarifies international targets and activities • Investigation of the creation of a Chair's position to support International work • Establishment of an Algonquin College International Advisory Committee • Publishing of an International Annual Report, reporting on year end results and highlighting best practices piloted at Algonquin and across the world <p>AC Way – Adoption of the AC Way, Algonquin's unique adaptation of lean management, leading to improvement in the College's policies and processes that:</p> <ul style="list-style-type: none"> • Guide associated program/activity postponement or cancellation • Advance prior learning assessment, credit transfer, and advanced standing • Quantify international demand for programs of study, in support of quality assurance work and new program development • Internationalize curriculum and College-wide adherence to official curricular templates • Expedite articulation agreements, pathways, and institutional partnerships • Promote study abroad and international at home initiative, with a focus on the learner experience <p>Data, Business Intelligence and Technology Systems – Systems that support data informed decision making, including:</p> <ul style="list-style-type: none"> • Use of the Net Promoter Score (Willingness to Recommend) to track daily client satisfaction • Participation on the College's Data Governance Committee • Consistent use of the College's enterprise resource planning systems <ul style="list-style-type: none"> ○ Learning Management System (Brightspace) ○ Customer Relationship Management system (Salesforce) ○ Financial and Human Resources system (Workday) <p>Risk Management – Mechanisms that support the monitoring and real-time response of international risks, including:</p> <ul style="list-style-type: none"> • Changing overseas safety and security situations • Changing domestic policies and direction • Capacity to communicate with students and staff in the event of emergency

WHAT BARRIERS COULD WE FACE?

The following could impede our ability to fulfill this plan:

- Limited ability to respond to fluctuations in international interest and applications
- Lack of strategic international enrolment customized by program and source country
- Domestic-focused program review processes

- Siloed net contribution model that means some divisions may post a loss supporting international activities that are actually an overall gain for the College
- Inconsistent embrace across the College of the importance of developing all learners as global citizens
- Competing departmental business plans that divide resources and limit synergies

TESTS APPLIED

To test the success of our strategy, we needed to confirm that with implementation we will have:

- **Accurate forecasting** — Embedding international applicant demand in initial scoping for new programs through a systematic, thoughtful approach using realistic *pro forma* projections at the program level and based on trends and labour market needs. Forecasting should also confirm our collective commitment to continuous improvement/agility to respond to increased enrolment and sudden, unforeseen fluctuations.
- **Support for mobility** — Making this a goal of senior management, with additional resource and policy support enabled by more flexible electives and credit transfers. This requires costing.
- **Sufficient capacity** — Triggering program reviews if international enrolment in a given program exceeds a set threshold, which will enable considered decisions about the appropriate percentage of international students in any particular program and levels of resourcing for support. Overall, international enrollment may need to be capped to avoid overwhelming College resources.
- **Financial sustainability** — Confirming the College is not dependent on unlimited/unending international enrolment growth. Sustainability also depends on diversifying international revenue sources through strategic business development.
- **Appropriate risk management** — Endorsing further franchising (e.g., the Algonquin College Kuwait model) and offshore program licensing, conditional upon appropriate risk assessment.
- **Institutional support** — Embracing a College-wide net contribution model, sufficient space availability support from academic areas and academic development.

MEASURES OF SUCCESS

By 2022, this plan will see us reach the following goals and measures:

Exceptional personalized, digitally-connected, experiential experience

- International students Willingness to Recommend Algonquin College (actively encourage people to apply to Algonquin College), as measured in the International Student Barometer moves from 45% to 57%, as measured by the International Student Barometer
- International Student Central Net Promoter Score maintained in the +60 to +70%
- International Co-op opportunities grows from 0.7% to 2.5%

Sustainable Growth

- Grow onshore enrolment in post-secondary programs of study from 18% to 30%
- Adjust the International Net Contribution in the following manner:
 - Net Contribution before Revenue Sharing from \$24.2M to \$47.5M
 - Net Contribution from Offshore/Transnational Education from \$458K to \$1.1M
 - International revenue sharing model updated to include both Academic and other impacted Areas

- Employees Willingness to Recommend the International Support and Training available to them

Global Citizens

- The number of domestic students who participate in a College sanctioned international experience from 0.55% to 2.5%
- The number of employees who participate in a College sanctioned international experience from 0.1% to 1.5%

MAKING IT REAL

By implementing this strategy with its refreshed, broader understanding of international education and acknowledgement of the need to develop *all* learners as global citizens, Algonquin College has the opportunity to stand out worldwide as a 21st-century Canadian postsecondary education leader.

The principles of international education set out in this strategy — to be agile, learner-centered, innovative and sustainable — align with the overall aims of Algonquin College's *2017–2022 Strategic Plan*, complementing and enabling the College's mission to transform hopes and dreams into lifelong success.

As this strategy makes clear, "international" is not a separate or isolated function within the College: it is a consideration that touches every part of our organization, both academic and administrative. Achieving our goals will require concerted, collective effort, and a culture that recognizes and values international learning in all its dimensions.

APPENDIX A: INTERNATIONAL STRATEGIC REFRESH ADVISORY COMMITTEE

We are grateful to the following individuals who gave so much of their time, enthusiasm, and knowledge serving on the International Strategic Refresh Advisory Committee.

- Advisory Committee Chair, Director, International - Ernest Mulvey
- Students' Association - Himalay Keekani
- Students' Association - Nikita Persaud
- Faculty - Sherry Poirier
- Faculty - Kerry Surman
- Faculty - Sean Howe
- Faculty - Chris Melmoth
- Support Staff - Brenda Brouwer
- Support Staff - Mark Moses
- Language Institute - Silvia Garcia
- School of Business - Dave Donaldson
- School of Media and Design - Robyn Heaton
- School of Hospitality and Tourism - Altaf Sovani
- Registrar's Office - Krista Pearson
- Student Services - Ben Bridgstock
- Ancillary Services - Brent Brownlee
- International - Nadia Ramseier
- International - Anna Choudhury
- International - Christine Peachey
- Executive Sponsor - Vice President, Innovation and Strategy - Doug Wotherspoon

MEMO

DATE: April 15, 2019

TO: Board of Governors

FROM: Laura Stanbra, Vice President, Student Services
Ben Bridgstock, Director, Student Support Services

SUBJECT: **Summary Report of the Student Voices on Sexual Violence Provincial Survey**

In March 2015, the province of Ontario launched an action plan to stop sexual violence and harassment against women across the province. As part of this plan, all Ontario Colleges collaborated in the development of a common Sexual Assault and Sexual Violence Policy – SA16 at Algonquin College. An additional component of the provincial action plan is the Student Voices on Sexual Violence survey.

In February and March of 2018, over 746,000 full time post-secondary students in Ontario were invited to participate in the provincial Student Voices on Sexual Violence Survey. Over 160,000 students participated in the survey, or 16.3 % of Ontario’s college students. This comprehensive 54-question survey was intended to provide information about how students perceive, understand and respond to sexual violence, as well as how institutions address sexual violence. Sexual violence is defined as “any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent. It includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation” ([Ministry of Training, Colleges and Universities Sexual Violence and Harassment Action Plan Act – Supporting Survivors and Challenging Sexual Violence and Harassment, 2016, S.O. 2016, c. 2 – Bill 132](#)).

The survey results are expected to help post-secondary institutions to:

- Increase awareness of sexual violence,
- Increase awareness of services and support available to students who have experienced unwelcome sexual attention,
- Learn more about how students perceive those services,
- Improve policies and processes for responding to sexual violence,
- Improve services and support offered to survivors,
- Better understand student experiences of sexual violence,
- Better understand how bystanders in the campus community may react to harassment or assault,
- Better understand how students perceive consent to sexual activity, and
- Reflect on social dynamics that contribute to sexual violence.

MEMO

A summary report of the Student Voices on Sexual Violence survey was released on March 19, 2019 by the Ministry of Training, Colleges and Universities. <https://files.ontario.ca/tcu-summary-report-student-voices-on-sexual-violence-survey-en-2019-03.pdf>

In general, Algonquin received results similar to the College average. The categories of the survey include:

College Average	Algonquin College	Category of Student Responses
83.9%	86.4%	Have a good understanding of consent
30.4%	28.9%	Strongly agree of having knowledge of sexual violence supports, services and reporting procedures
49.6%	50.4%	Experienced at least one form of sexual harassment experience
23.0%	23.0%	Experienced one of the five listed types of stalking
17.2%	17.8%	Experienced a non-consensual sexual experience
58.9%	52.7%	Very satisfied with the Institutional response to sexual violence
69.4%	70.1%	Witnessed concerning behaviors and intervened

These results highlight work remains to be undertaken to enhance prevention, awareness and support efforts.

Dr. Merrilee Fullerton, Minister of Training, Colleges and Universities announced the following steps to be taken by the provinces post-secondary institutions, with immediate effect:

- Each institution will create a task force that includes students, devoted to tackling sexual violence on campus. This task force would report to the Board of Governors and the Ministry of Training, Colleges and Universities annually.
- Each institution must review its sexual violence policy before September 2019.
- Measures taken by each institution to tackle sexual violence on campus are to be reported to its Board of Governors annually.
- Institutions Women's Campus Safety Grants (Algonquin College received \$76,273 in 2018-2019), will be doubled moving forward, to be used in supporting institutional efforts to prevent sexual violence.

Board of Governors Responsibilities.

- Receive and review a report from the Algonquin College's sexual violence prevention taskforce, including results of the policy review of the Sexual Assault and Sexual Violence Policy – SA16.
- Review annually activities undertaken by Algonquin College's sexual violence prevention project, Project Lighthouse.

MEMO



President/Board of Governors

The College will adhere to Ministry policy and ensure the stated objectives are completed and reported to the Board of Governors.

MEMO

DATE: April 15, 2019

TO: Board of Governors

FROM: Laura Stanbra, Vice President, Student Services
Krista Pearson, Registrar

SUBJECT: **Tuition and Ancillary Fee Binding Policy Directive Update**

The purpose of this memo is to update the Board of Governors on the Tuition and Ancillary Fees Minister's Binding Policy Directive released by the Minister of Training, Colleges and Universities' on March 29, 2019. There are no proposed changes to fees.

Policy Change Summary

The most significant and relevant changes to the policy pertain to the Tuition fees and the Ancillary fees:

1. The tuition reduction of 10% for 2019-2020 and 2020-2021, already prepared and approved as a part of the Board of Governors' package on February 25, 2019. There are no further changes to this component of the policy.
2. Modification to the calculation of the part-time tuition fees by specifying the calculation of the rate per student contact hour versus a standard part-time rate per program. The full impact of this change is still under review; however, greatest concern is ensuring parity amongst students.
3. The Ancillary fee changes, referred to in media as the Student Choice Initiative, categorizes ancillary fees as essential and non-essential through a new Ancillary Fees Classification Framework.

Ancillary Fee Classification Framework

The key themes for the new framework include transparency, applicability of the service to the broader student body, and emphasis on health, academic support and facilities. For 2019-2020 the Technology Fee is include as essential within the Academic Support classification category.

The Ancillary Fees Classification Framework outlines eleven essential categories: Athletics and Recreation, Career Services, Student Buildings Health and Counselling, Academic Support, Student Achievement and Records, Student Transit Passes, Health and Dental Plans, Student ID Cards, Financial Aid Offices and Campus Safety. Currently, the approved Algonquin College Ancillary Fees

MEMO

align within eight of the eleven categories. This is provided in Appendix A: 2019-2020 Ancillary Fees Classification Framework.

The four fees that have been identified as non-essential and available for student opt-out include: Student Experience – Community and Leadership Programs, Student Clubs, Campus Life – Social Activities, and Students’ Association Membership.

There are no changes to the approved 2019-2020 Ancillary Fees; however, the total fees have been organized into the essential and opt-out categories with the following percentage breakdown:

Essential Fees	88.7%	\$1,512.43 per academic year
Opt-Out Fees	11.3%	\$105.10 per academic year

Students will have the ability to opt-out of fees for the following: Student Experience – Community and Leadership Programs, Student Clubs, Campus Life – Social Activities, and Students’ Association Membership. The ability to opt-out of these ancillary fees will begin with program registration in mid-July and continue until day ten of the semester.

As identified in the 2019-2020 Budget on February 25, 2019, there is an anticipated revenue loss as students opt-out of fee payments. Based on 2019-2020 enrolment projections, there is an estimated revenue loss of \$429,399 to \$1,073,499 for the Students’ Association and \$19,042 to \$47,607 for the College on an opt-out range of 20% to 100%.

Students will have access to information about the ancillary fee opt-out through a website to be launched prior to May 1. Communications to students via email, student portal (ACSIS) and through the College website will provide applicants with the necessary details to make an informed decision.

The proposed Ancillary Fee Classification Framework complies with the new Binding Policy Directives on Tuition and Ancillary Fees as released by the Ministry of Training, Colleges and Universities on March 29, 2019 and in effect September 1, 2019.

Appendix:

Appendix A: 2019-2020 Ancillary Fees Classification Framework

7.4 Appendix A

COMPULSORY ANCILLARY FEES

as at April 2, 2019

ESSENTIAL / NON-ESSENTIAL BREAKDOWN

ESSENTIAL

MTCU CATEGORY	OWNER	DESCRIPTION	AMOUNT PER TERM
<i>Athletics and Recreation</i>			
	SA	Campus recreation, varsity athletics	\$72.63
<i>Career Services</i>			
	SA	Employer Network Fairs	\$1.00
<i>Student Buildings</i>			
	SA	Facility, student centre building, student commons	\$145.47
<i>Health and Counselling</i>			
	SA	Community care centre, food cupboards	\$3.15
	SSS	Wellness Network - peer to peer support providing info and outreach to students in distress	\$4.12
	SSS	Health Services	\$20.00
	SSS	Academic workshops, speaker series, signature events with focus on health and wellness	\$4.30
<i>Academic Support</i>			
	ITS	Technology	\$159.62
	SA	Academic supports - Student representatives on committees; learning enterprises - newspaper, radio, faculty recognition awards; printing/faxing/scanning, study space; Ombudsman; emergency student assistance, SA bursary, graduation funding	\$16.98
	SSS	Academic onboarding supports - AC Start, AC Day 1, Campus Village, Here 2 Help	\$8.30
<i>Student Achievement and Records</i>			
	RO	Transcript (Level 01 only)	\$20.00
	RO	Convocation (Level 01 only)	\$22.00
<i>Student Transit Passes</i>			
	RO	U-Pass admin annual fee	\$5.51
	SA	U-Pass fee	\$212.71
<i>Health and Dental Plans</i>			
	SA	Domestic health plan (annual with coverage opt-out)	\$168.36
	IEC	International health plan (annual)	\$232.00
TOTAL ESSENTIAL ANCILLARY (domestic, first term):			\$864.15

OPT-OUT

MTCU CATEGORY	OWNER	DESCRIPTION	AMOUNT PER TERM
<i>Non-essential</i>			
	SSS	Student Experience - Volunteer Centre, Community Projects, Global Service Learning Program, Student Leadership Program	\$2.28
	SA	Students' Association Membership - Board of Directors and Leadership dev, class rep system, elections process, directors' honoria, board meetings, annual audit, directors and officers insurance, general administration	\$29.04
	SA	Campus Life - concerts, comedy shows, game nights, karaoke, variety shows, celebration of culture, dance shows, spoken word artists, guest speakers, workshops and seminars	\$18.35
	SA	Student Clubs - formation of a club and group as a forum for expressing your views and meeting your academic, social and cultural needs on campus	\$3.38
TOTAL OPT-OUT AVAILABLE:			\$53.05

**Report from the Chair
Board of Governors Meeting
April 15, 2019**

2019 Spring Board of Governors Retreat – March 23, 2019

Board members attended the 2019 Spring Board of Governors Retreat on March 23, 2019. The Retreat focused on The World of Work in 2030. Board members, Foundation Board Chair, the Algonquin College Executive Team, and the Associate Director, Advancement, were in attendance. Generative dialogue and strategic discussions were exercised during the afternoon session to help guide Algonquin College to identify the gaps in our current strategic plan to address for the strategic plan of 2022-2027.

New Governor Recruitment Campaign

The Board Governance Committee launched a governor recruitment campaign in the Ottawa area in February. Governors Nadeau and Waters, members of the Board of Governors since 2013, come to the end of their terms of office as of August 31, 2019. The recruitment campaign ran from February 4 to February 15, 2019, resulting in 41 candidate applications. Candidates were ranked by a sub-group of the Governance Committee, and interviews were held from March 11 to 20, 2019. Three positions on the Board will become vacant in 2020. To avoid the risk of losing excellent candidates and also the additional costs of advertising and interviewing in 2020, the Nominating Committee discussed the formation of a category called Governors in Waiting. This allows qualified candidates to be appointed and attend meetings as observers during the year prior to their term.

The call for nominations for a Student representative went out College-wide on February 4, with the close of nominations on February 13, 2019. The Student representative won by acclamation, and the effective start date for all governors-elect is September 1, 2019. It is anticipated that the governors-elect will join the Board as guests at the June 10, 2019 Board meeting.

Board Performance

The Board Governance Committee coordinated the annual evaluation of the Board, and the governor self-appraisal process. The online evaluation surveys were circulated by the Board Office on the week of April 8. These tools allowed Governors to evaluate their own effectiveness, and the effectiveness of the Board as a whole. The evaluation results will be shared with all Board members.

Colleges and Institutes Canada (CICan) 2019 Conference

The Colleges and Institutes Canada (CICan) 2019 conference is being held in Niagara Falls this year, on May 5 to May 7, 2019. Governors A. Lawrence, J. McLaren, S. Paudel, and V. Sayah will be attending the conference.

President's Year-End Dinner for the Algonquin College Board of Governors and Foundation Board

The President will host a dinner for the Board of Governors to mark the end of the academic year, on the evening of Tuesday, June 25, 2019. Governors are encouraged to bring a guest. Please mark your calendars.

**Report from the President
Board of Governors Meeting
April 15, 2019**

College Day on April 1

This year's College Day celebrations in Ontario took place on April 1. The activities at Queen's Park included the annual meetings between Members of Provincial Parliament, College Presidents, and Board Chairs. Some of the Key Messages included:

- The career-specific programs at Ontario's colleges are developed in close consultation with business and industry leaders throughout the province. These high-quality programs put Ontario at the forefront of the emerging economy.
- Colleges now offer 900 career-specific programs that equip students for some of today's most in-demand fields.
- Colleges help Ontario to be innovative. Each year, colleges work with about 1,200 companies and others on applied research projects that lead to new jobs, higher sales and new efficiencies.
- Colleges continually renew their programs and develop new programs to keep up with changes in the economy and the evolving needs of employers and students.

The evening reception showcased culinary delights prepared by students from across Ontario. Algonquin students, led by Chef Scott Warwick, were in attendance. A morning exhibit featured applied research activities from many colleges.

Amplifying the Voice of the College Sector

College Presidents discussed how colleges can collaborate to publicly promote the sector's priorities, particularly on social media. Presidents considered a number of options to raise awareness of some of the policy priorities in the strategic plan, [Ontario's Colleges: Catalysts for Career Success](#). The discussion included how individual presidents engage with students and the general public on Twitter, and how LinkedIn can be used to promote the sector's priorities.

Colleges Ontario staff will use recommendations from the presidents to create a system-wide social media strategy for approval by presidents and adopted at colleges.

Employment Ontario

David Fulford, Vice President, Research and Policy at Colleges Ontario, provided an update on the government's restructuring of Employment Ontario services. The province announced plans last year to improve the coordination of services to help more people on social assistance find work. The government is developing a multi-year approach that will have service managers overseeing networks of service providers in different geographic locations. Colleges will continue to be among the employment service providers.

The government will be starting with three prototypes that will become the model for the rest of the province. There may be opportunities for colleges to apply to be the service managers in some regions.

The AC Way

Algonquin College staff continue to use lean methodologies to instill a culture of continuous improvement, employee engagement and respect for people at the College. Huddle Boards are visible at all campuses and are used for daily and weekly huddles. Management are receiving requests from other institutions and sectors within Ottawa and across the country to visit and learn how this is being used. The combination of lean with indigenous ways of knowing is unique to Algonquin.

More information on the quantitative benefits of this initiative will be given in reports to the Board.

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: January 2 to March 11, 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"> • Perth Campus staff held a <i>Discovery Evening</i> on January 17, 2019 to inform potential students, their families, and community members about programs and services offered at the campus. • The Canadian Welding Bureau’s “ACORN” (assessment, credentials and recruiting at a national level) curriculum was introduced to the Welding Fabrication students. This digital resource aligns Algonquin College’s program to the Canadian Welding Bureau, along with the top colleges across Canada. • Five students were chosen for the second cohort of the W. Garfield Weston Foundation Scholars from the following programs: two from the Heating Refrigeration and Air-Conditioning, two from the Mechanical Techniques-Plumbing, and one from the Electrical Engineering Technician programs. • The Academic Access Advisors conducted 277 one-on-one meetings with prospective non-direct postsecondary students to discuss their academic goals, and an additional 279 prospective students from the College’s Test Centre. This is an increase of 74% over the same period last year. • Dual Credit enrolment for Winter 2019 is at 487 across all three campuses resulting in 870 student registrants for the 2018-2019 academic year to date. • The Bachelor of Interior Design (Honours) Program Evaluation Committee site visit for the consent renewal was held on January 29, 2019. • Student Success Specialists in the School of Health and Community Studies and the Police and Public Safety Institute collaborated on a number of initiatives to personalize the learning experience for students including AC Start, Intercept, Entering Student Survey preparations for Summer 2019, and delivery of workshops tailored to specific program needs. • The results of the 2018 National Survey of Online and Digital Learning in Canada were released in January, 2019. Algonquin College has the highest number of online course enrolments at a total of 29,600 based on 2016-2017 data across Canadian Colleges.

<p>Communications, Marketing and External Relations</p>	<ul style="list-style-type: none"> • The Communications department supported the Learner Driven Plan Playback Sessions for students and employees by holding feedback sessions aimed at crafting a new plan for personalized learning at Algonquin College. Activities included website content/design, graphic design, and event promotion on all three campuses via social media, websites, and digital screen collateral. These sessions are aimed at soliciting feedback on the themes and ideas that have emerged from over 6,000 pieces of data collected in Fall 2018. A strategy document for the Learner Driven Plan will be presented to the Board of Governors at the June 10, 2019 Board meeting. • Algonquin College announced a ground-breaking new partnership with four other Ontario Colleges on January 17. Under a Memorandum of Understanding signed on January 16, Algonquin College will partner with Northern College, Sault College, and Lambton College to create a framework for collaboration in applied education and services.
<p>Finance and Administration</p>	<ul style="list-style-type: none"> • Card Services staff improved the myPhoto system for photo uploading and implemented card printing capabilities for student and staff at the Pembroke campus. • In November 2018, Retail Services staff introduced a new Course Material Services website that received positive feedback from stakeholders and increased site visits. • The Campus Store staff introduced used books for sale as an option for students looking to purchase affordable course materials.
<p>Indigenous Initiatives</p>	<ul style="list-style-type: none"> • On January 19, Ron McLester, Executive Director, Truth, Reconciliation and Indigenization, was the keynote speaker for Indigenous Knowledge Gathering at Humber College. • Indigenous Initiatives attended the third annual Truth and Reconciliation Conference at Mohawk College on February 19 to 21. Colleges in Ontario are committed to providing a meaningful learning experience focused on Indigenous Education and the planned sharing of best practices involving faculty, staff, academic leaders, elders, and members of the Indigenous Peoples Education Circle.
<p>Innovation and Strategy</p>	<ul style="list-style-type: none"> • Information Technology Services staff created a student grade point average dataset opening the door to creating comprehensive Grade Point Average trend analysis reports for a multitude of initiatives related to students at risk, early warning systems, and predictive analytics. • Over 300 new international students were hosted by the International Education Centre at the International Orientation held on January 12. The event was assisted by 20 international peer mentors, leaders and volunteers and included a service fair with campus and community partners promoting their services. • The International Education Centre hosted a special breakfast on January 23 to welcome over 140 new and returning international students to the College.

	<ul style="list-style-type: none"> The International Education Centre staff hosted immigration workshops and provided information to 30 students on the following topics: extending study permits, obtaining post-graduation work permits, and extending visas.
<p>Student Services</p>	<ul style="list-style-type: none"> A total of 1,885 international student applications were processed with an average turnaround time of 15.5 days. For the same period last year, 1,353 international student applications were processed and the average turnaround time was four to five weeks. This improved processing time is attributed additional human resources, and the reinforcement of dedicated application processing time. The Registrar’s Office processed 5,665 transcript requests compared to 3,714 the same period last year. This represents a 52.5% increase. This increase is attributed to overall enrolment growth, as well as international student enrolment growth. A total of 1,673 credit transfer requests were processed compared to 1,872 for the same period last year. This represents an 11% decrease in credit transfer applications. However, transfer requests processed in the previous reporting period showed a year-over-year increase of 83.1%. This is attributed to communication efforts encouraging students to apply earlier for credit transfer, specifically upon timetable release and before the start of the academic term. The Test Centre had a successful soft launch of Virtual Proctoring. This new service allows for greater freedom in enabling students to choose when and where to complete their admission assessment. In February 2019, 110 students from countries such as Thailand, India, Taiwan, Senegal, Brazil, and Mexico chose the convenience of virtual proctoring for their admission assessment. Early survey responses showed 81% of students will use virtual proctoring again in the future. On January 4, 2019, the Tragic Event Response Team attended training on suicide “postvention” with Andrea Poncia, Co-Chair, Ottawa Suicide Postvention Committee. Members of the Tragic Event Response Team are trained to appropriately respond in the event of a suicide on campus. A postvention response aims to restore routine after a suicide. Counselling Services staff hosted weekly groups for international students including topics on self-care during the Winter and stress management. On January 3, 2019, Counselling Services staff completed a presentation to faculty on “Recognize, Respond, Refer”. As faculty, it is important to become familiar with warning signs that could indicate a student is in distress, to act immediately and respond, and to refer to campus or community mental health services. The Sexual Violence Prevention and Harm Reduction Coordinator hosted and participated in multiple events at the Ottawa campus that included: a Sexual Health Podcast recording, participated in the Campus Village event, international student event on consent in Residence, Project Lighthouse Fair Day, and Calming Jars event to discuss

	<p>how to respond to disclosures of sexual violence. Sean McCann of Great Big Sea was on campus to discuss the effects of sexual violence.</p> <ul style="list-style-type: none"> • The Sexual Violence Prevention and Harm Reduction Coordinators from Algonquin College, the University of Ottawa, Carleton University, and La Cité are working with Campus Village on how to work with people accused of causing sexual violence. • 2019 Winter Term Orientation onboarding events included: AC Start (including Prep Lounge and Webinars), AC Day 1, and Campus Village. A total of 1,983 entry level students registered to attend AC Start and AC Day 1, an increase of 14% compared to 1,702 registered for the 2018 Winter Term Orientation. The 1,983 students registered for AC Start and AC Day 1 represents 85% of first time new students in the 2019 Winter Term for the Ottawa campus. More than 60 volunteers were trained and utilized to assist with welcoming first year students to the Ottawa campus.
<p>INNOVATION AND QUALITY Goal 2: Lead the college system in co-op and experiential learning. Goal 3: Attain national standing in quality, impact and innovation within each school and service.</p>	
<p>Summary Report from:</p>	<p>Activity</p>
<p>Academic</p>	<ul style="list-style-type: none"> • Staff from the Heritage Carpentry and Joinery program at the Perth Campus hosted a workshop on traditional Scandinavian natural linseed oil paints. Attendees included representatives from Parks Canada and other industry leaders. • Third-year Game Development students took part in the Aviation and Space Career Fair on February 26 and 27, 2019 at the Canada Aviation and Space Museum. The line-up to play the student-developed game snaked around the museum and was one of the most popular booths at the event. • A team of Television Broadcasting students provided live coverage of the 2019 Canadian Powerlifting Championships during the week of March 4, 2019. The live stream had 51,315 total views in over 60 countries. • Personal Support Worker students hosted their second annual blood pressure clinic on February 20. Students and employees were invited to have their blood pressure taken during this practice exercise. • Ten students and two faculty travelled to Costa Rica to complete a one-week general education course entitled Rain Forest and Tropical Science, during the February break week. • Second year students in the Bachelor of Science in Nursing program participated in the annual blood pressure/healthy eating clinic at Carlingwood Mall where they saw over 600 community members. It was a success for the students, the older adult community and Carlingwood Mall staff.

<p>Communications, Marketing and External Relations</p>	<ul style="list-style-type: none"> • Staff developed a Communications and Marketing Plan for a new vision for Program Advisory Committees. • Julie Drury, Chair of the Patient and Family Advisory Council, Ministry of Health and Long-Term Care, was the speaker at the Future of Health and Wellness Speaker Series Events held on January 25, 2019. • Social media and web content was launched to promote Algonquin College’s Co-op success for The National Co-op Week that took place on March 18 to 22. • Staff created and executed communication plans to promote four Town Halls in February for the Algonquin College International Strategic Plan Refresh.
<p>Human Resources</p>	<ul style="list-style-type: none"> • Staff hosted a workshop on “Innovating through Diversity”.
<p>Innovation and Strategy</p>	<ul style="list-style-type: none"> • Information Technology Services staff increased email security and threat detection for students and staff across the College to prevent intrusion and exploitation of credentials by implementing multi-factor authentication for email and core applications. • Algonquin College’s Cooperative Education programs have earned national accreditation from Cooperative Education and Work-Integrated Learning Canada. • On Feb. 12, The DARE District staff hosted external stakeholders from the National Research Council, the Canadian Space Agency, Colleges and Institutes Canada and Innovation and Science and Economic Development Canada to stimulate discussion and to promote a greater understanding of Algonquin College’s research capabilities and grant opportunities. • The Digital College Research Lab program staff launched a new project with a new industry partner, Ametros Learning. Three students and two professors are collaborating with the industry partner to develop an interactive simulation with Artificial Intelligence-enabled bots to identify and assist students at risk • Suzannah DiMarco, Process Improvement Consultant, Business Improvement Office and Ernest Mulvey, Director, International, Innovation and Strategy presented Algonquin College’s adaptation of Lean and innovative coaching model at the 12th Annual Languages Canada conference. • The AC Way team hosted two in-class Lean Yellow Belt courses for employees in support of the College’s business plan goal to equip 200 employees with their Yellow Belt certifications.
<p>Student Services</p>	<ul style="list-style-type: none"> • The “Changing Lives” commercial was launched on CTV during the Superbowl and aired in both the one minute and 30-second versions on TSN during the final 20 Ottawa Senators home games. The campaign goals were to improve both perception and awareness of Algonquin College, differentiate Algonquin College from other post-secondary institutions, advance brand recall metrics, and increase application/conversion metrics in the viewer coverage map.

	<p>An estimated 235,000 viewers saw Algonquin College’s advertisement during the Superbowl. The commercial will continue to be used in promotional material in the future.</p> <ul style="list-style-type: none"> • The Algonquin College website performed well with the quantity of page views, an increase of 10.6% for the same period year-over-year. While traffic is down 2.2%, new visitors increased by 6.33% on the website reflecting well on Algonquin College’s market campaigns. The increase is attributed to visitors of the website viewing more pages.
<p>CONNECTED</p>	
<p>Goal 4: Become an integral partner to our alumni and employers.</p>	
<p>Summary Report from:</p>	<p>Activity</p>
<p>Academic</p>	<ul style="list-style-type: none"> • The Ministry of Training, Colleges and Universities and the College successfully negotiated the 2019-2020 Apprenticeship Seat Purchase plan in the amount of \$6.6 million. • Pembroke Campus staff continues to host a very successful Speaker Series that is attracting well known authors and personalities as part of its community outreach programming. Recent speakers have included author and historian Gwynne Dyer on January 21, former CBC journalist Whit Fraser on February 20, and former national transportation safety investigator Larry Vance on March 7. • The Nursing Contract Training Department staff conducted a two-day workshop in the simulation labs where 20 nurses from The Perley and Rideau Veterans Health Centre, as part of their Subacute Frail Elderly Program, participated and learned about intravenous infusion therapy and practiced venipuncture, intravenous insertion and the use of CADD® Solis pumps as well as early identification and assessment of critical incidents.
<p>Communications, Marketing and External Relations</p>	<ul style="list-style-type: none"> • Staff supported the Promotion of Algonquin College Foundation’s Alumni at Work segments on Good Morning Algonquin College.
<p>Indigenous Initiatives</p>	<ul style="list-style-type: none"> • Algonquin College Alumn Mark Marsolais-Nahwegahbow, owner of Birch Bark Coffee Company, was a guest speaker at Coffee House Event on February 12 to speak about how his Ottawa-based social enterpriesis helping to bring clean drinking water to First Nation communities in Canada.
<p>Innovation and Strategy</p>	<ul style="list-style-type: none"> • Cooperative Education staff secured job opportunities with new employers, including: The Patterson Group, Defence Construction Canada, Kanata Research Park Properties, Gowling WLG, BridgeCast, Laurier House – Parks Canada, Rail Construction Program (City of Ottawa) and Landscapes By Day. • Over 450 employers, educators, and employment and training service providers attended the fifth Annual Local Employment Planning event – Building Connections, “Navigating the changing world of work”.

	<ul style="list-style-type: none"> • The Design Centre staff launched projects with eight new community partners working with professors and students in the Interactive Media Design program. These Voucher for E-Business projects are co-funded by the Ontario Centers of Excellence and the School of Media and Design, engaging professors and approximately 50 students per semester. • On March 6, the Research Construction Centre staff hosted CamBIMEvent inviting external clients, to promote awareness and applications surrounding Building Information Modelling for over 90 professionals, faculty and students.
<p>SUSTAINABLE Goal 5: Enhance Algonquin’s global impact and community social responsibility.</p>	
<p>Summary Report from:</p>	<p>Activity</p>
<p>Academic</p>	<ul style="list-style-type: none"> • Nunavut Arctic College purchased the curriculum for two programs from the General Arts and Science department: Pre-Health Advanced and Pre-Health Standard. These programs provide students with the core knowledge, skills and abilities fundamental to academic success in a variety of health science programs. • Pembroke Campus’ second annual Indigenous Celebration, “First Moon, First People”, during the month of January was a success with students and employees participating in the weekly knowledge sharing and hands-on initiatives. The campus also actively worked to align this knowledge sharing with specific program curriculum. • As a result of the Community Studies Department’s collaborative recruitment trip with the International Education Centre to Xinlu Vocational School in China in June 2018, one Xinlu graduate has been registered in the Bachelor of Early Learning and Community Development program. In addition, two teachers from Xinlu are currently at Algonquin College participating in the mentorship program. • Second-year Recreation and Leisure Services students held a fundraising event, Charity Carnival, in the Nawapon Indigenous Centre to support college based charities, including the Student Association Food Bank, Hilarity for Charity, and Relay for Life.
<p>Communications, Marketing and External Relations</p>	<ul style="list-style-type: none"> • Staff arranged The Pulse radio podcast interview with Ron McLester on the College’s Indigenization efforts: http://algqn.co/NWDT30nTdQA
<p>Indigenous Initiatives</p>	<ul style="list-style-type: none"> • On February 7, Indigenous Initiatives staff hosted a Design Thinking session to introduce Burnt Water initiative and identify potential pathways to Indigenization at Algonquin College. Twenty key employee stakeholders participated in the session. • Indigenous Initiatives led a discussion and exploration of Indigenization in Newapon on February 11, looking specifically at the next steps in the Indigenization process.

	<ul style="list-style-type: none"> On January 9 and February 28, Ron McLester and Diamon-Schmidt Architects, facilitated the first of many design consultation and community focus sessions for the new Ottawa Public Library.
<p>Innovation and Strategy</p>	<ul style="list-style-type: none"> Building on Algonquin College’s participation in the Global Affairs Canada Kenya Education for Employment project and existing partnerships in Kenya, International department staff and the School of Health and Community Studies staff participated in a fact finding mission to explore opportunities for supporting community health care services in underserved and remote areas of Kenya. The International department staff welcomed 55 students from Niels Brock Business College, Copenhagen, Demark and 30 students from Shaoxing University, Shaoxing, China for eight weeks and four weeks of short –term study. Two faculty from Xin Lu School, Shanghai, China participated in formal mentorships with fulltime faculty in Early Childhood Education. The Winter 2019 international enrolment into post-secondary programs was 3,664 registered students, representing a 32% increase over the Winter 2018. The Language Institute Government of Canada contract for Occupation-Specific Language Training exceeded its enrolment target for Business blended course by 53% representing an historical number of registrants.
<p>Student Services</p>	<ul style="list-style-type: none"> Student recruiters collected 3% more prospective student leads compared to the same time in 2018 from 899 to 928. This was as a result of a 19% increase in presentations from 225 to 268. This reflects continued efforts to target direct from high school as well as non-direct prospective students. Year-over-year, the Marketing Officer Team has increased leads from Pay Per Click digital campaigns by 305% from 346 to 1400, while reducing the cost per lead by 78% from \$96.91 to \$20.94. The increase in leads can be attributed to continuous adjustments to optimize campaigns. A total of 8,815 bursary applications were received for Winter 2019 and 3,771 bursaries were disbursed, representing 43% of the total bursary applicants. By comparison, in Winter 2018, 8,547 bursary applications were received, with 5,513 bursaries disbursed, representing 65% of total bursary applicants. This difference is a result of the one-time transfer of funds from the Student Strike Relief Fund in Winter 2018 to provide additional financial assistance to students who had been adversely effected by the strike. The Student Financial Support Office staff processed 15,298 active Ontario Student Assistance Program applications as of March 12, 2019, with \$151 million awarded. Of the Ontario Student Assistance Program awarding, \$87 million (57%) was in grant funding. Compared to 2018 at the same time, this is a 13% increase in applications (from 13,589 to 15,298) and 27% increase in funding (from \$119 million to \$151 million). The proportion of grant funding remained constant at 56%. This increase in loan awarding was expected as a result of the Ministry of Training, Colleges, and Universities’ Ontario Student Assistance Program transformation, which included Net Free Tuition.

	<ul style="list-style-type: none"> • • In partnership with the Algonquin Students' Association, the AC Hub brought a total of 31 participants over reading week on service learning trips (called Global Projects) to the Dominican Republic and Guatemala.
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"> • In the lead up to International Women's Day on March 8, the Pembroke Campus profiled employees and students who have had an impact on the College community. This gesture of recognition garnered significant positive dialogue online and enforced the notion that the College's employees are its strength. • The Community and Student Affairs Office at the Pembroke Campus held a full-day planning activity on February 19, 2019. Employees from the City of Pembroke attended a portion of the activities as part of its Town and Gown initiative to build an even stronger relationship with the College's host municipality. Respectful Workplace training was delivered in the afternoon, and support staff employees from other departments were invited to participate.
Communications, Marketing and External Relations	<ul style="list-style-type: none"> • Staff promoted and covered the third annual Women's Day speaker event on March 8, which addressed gender parity with Keynote speaker Laraine Kaminsky. • Staff produced and submitted multiple candidates for Algonquin College candidates identified for the Canadian Council for the Advancement of Education awards. • Staff supported a multi-week Human Resource-led campaign to have 250 male employees sign the HeforShe pledge card. HeforShe encourages individuals to take action against gender bias and discrimination. Participants were encouraged to sign a pledge card online. Numerous pieces of digital content were created to raise awareness.
Finance and Administration	<ul style="list-style-type: none"> • The College Residence Team won the 2019 Faces of Ottawa Award as Ottawa's Favourite Student Living Facility for the second year in a row. • As part of an ongoing re-organization, Risk Management staff welcomed a new Manager Security & Emergency Services to the Department. Michael Laviolette, a retired senior officer from the Ottawa Police Service will be fulfilling this role and will be an excellent fit with the Department and the College.
Human Resources	<ul style="list-style-type: none"> • Staff welcomed 14 new full-time and three part-time support staff, six full-time and two part-time administrative staff, and eight full-time faculty and paired these employees with mentors. • Faculty Learning Program staff welcomed eight new full-time faculty members to the program.

	<ul style="list-style-type: none"> • Eleven Professional Development Workshops were made available to all employees and supported 102 employee registered. These workshops are offered in collaboration with Learning & Teaching Services, Centre for Accessible Learning, Course Material Services, Human Resources (Diversity and Inclusion). • The Management Academy staff offered nine workshops to 78 registrants. • The Support Staff Academy offered four workshops to 57 registrants: Living in Change – A Practical Approach; Financial Literacy; Interpersonal Communications & Relationship Building; and Courageous Conversations. • The Teaching Adult Lifelong Learners - twelve employees successfully completed the <i>Teaching Adults: Getting Started</i>. • Voluntary Retirement Initiative Information Sessions - Two information sessions were provided to all eligible employees. Approximately 70 employees attended. One of the sessions was live streamed and is posted on the Human Resources website. One information session was provided for benefits and pension for approved employees. • Two CAAT Pension sessions were provided to 123 participants on the topics of ‘retirement’ and about ‘your Pension Plan’. One was held at the Ottawa Campus and the other at the Pembroke campus. The topics included. • The Psychological Health & Safety Taskforce has been activated. The Taskforce will implement the 2013 CSA Z1003 National Standard of Canada for Psychological Health and Safety in the workplace. • The Leadership Development for Women – HeForShe Campaign 2019 welcomed 55 registrants to the Gender Equity and Men’s Leadership: A Fireside Chat sponsored by Leadership Development for Women.
Indigenous Initiatives	<ul style="list-style-type: none"> • During Suicide Prevention Week, Mamidosewin Centre and Student Support Services staff hosted a Lantern Making event on February 14 to create awareness and a safer community for individuals. Over 80 learners shared how suicide has impacted their lives and journey.
Student Services	<ul style="list-style-type: none"> • Environmental branding updates took place at all three campuses this period to build on Algonquin College’s past branding work in a sustainable, meaningful and beautiful way. This work was completed to address metrics relating to campus facilities and align all campus space to brand specification. • In February, 2019, the Recruitment and Marketing Teams reorganized to align under one portfolio reporting to the Director of Marketing. This move will further enhance collaboration and streamline planning moving forward. • On February 20, 2019, Registrar’s Office employees participated in a professional development day committed to learning about the AC Way through learn-by-doing activities and exposing employees to the a variety of learner service and academic experiences. This activity supports the development of the Registrar’s Office as an AC Way Model Team, with 97% of participants indicating it was an engaging and interesting experience. • On February 27, 2019, Ben Bridgstock, Director, Student Support Services presented at a Dalhousie University, Nova Scotia event for employees and students on ‘Cannabis – Implications of Legalization on Post-Secondary Institutions

	and Students'. He then took part in a Panel Discussion with Dr. Robert Strang, Chief Medical Officer for Health in Nova Scotia and Dr. Phil Tibio, a Psychiatrist who leads Nova Scotia's Early Psychosis clinic.
STUDENT & EMPLOYEE SUCCESSES:	Activity
Academic	<ul style="list-style-type: none"> Perth Campus and Ottawa Campus staff joined forces to enter the Kiwanis Bed Race as part of Winterlude on February 16, 2019. The team of Tracy McDougall, Trudy Price, Sandra Brancatelli, David Thibodeau and Chris Hahn made it to the semi-finals. Staff in the Algonquin Centre for Construction Excellence held a Women in Skilled Trades Day in partnership with Skills Ontario in February 2019. Ninety-six young women in Grades 10/11 spent the day speaking with 14 mentors who, as women in the trades, are leaders in their field. The participants also engaged in workshops in the plumbing lab and the woodworking lab. Winterfest, the Pembroke Campus annual Winter carnival, was held on February 6, 2019 with many students participating in events such as ice carving, Logger sports and Action Sports demonstrations, and student-staff hockey games. The Community Studies department staff held a Child and Youth Care Fair where 32 agencies and programs from Ottawa were represented. Library and Information Technician program staff held a Meet and Greet Event where 19 employers including all of the major libraries and hospitals in Ottawa attended as well as representatives from government departments and school boards. On January 31, 2019, the School of Hospitality and Tourism staff held the 15th annual Career Fair with over 400 students and 60 vendors in attendance. Close to 300 people attended the Pembroke Campus March Break Open House on March 9. This event is a major recruitment activity for the campus and offers a very personalized approach to student recruitment that includes campus tours, workshops for both students and parents, student panels, information sessions with faculty and tours of the three privately owned and operated student residences. On January 31, 2019, the Bachelor of Hospitality and Tourism Management program staff hosted an industry <i>Meet and Greet</i> in the Restaurant International where industry members and students could network.
Indigenous Initiatives	<ul style="list-style-type: none"> On February 8, the Service Learning in Design & Engineering Lab students completed and launched the first social sector client project, an online line presence for BottleWorks, a Social Enterprise operated by Operation Come Home.

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	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 informaiton 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	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	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