

MEETING OF THE BOARD OF GOVERNORS

MEETING NUMBER FIVE HUNDRED AND THIRTEEN OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON MONDAY, JUNE 10, 2019, FROM 4:00 PM – 6:00 PM, IN T102 A&B, OTTAWA CAMPUS.

AGENDA		Presenter	Time
0.	Celebrating Student Success – Changemaker Award Ontario Skills Winners 2019	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 April 15, 2019	Peter Nadeau	
	3.2 Board Executive Committee Report	Peter Nadeau	0
	3.3 Academic and Student Affairs Committee Report	Jay McLaren	0
	3.4 Audit and Risk Management Committee Report	Kelly Sample	0
	3.5 Governance Committee Report	Jim Robblee	0
	3.6 Foundation (Advancement) Report	Jeff Darwin	0
4.	BUSINESS ARISING FROM THE MINUTES		
	4.1 Learner-Driven Strategy	Claude Brulé Laura Stanbra Darren Karn	20 m.
	4.2 Transforming Indigenization Initiatives – Phase 2	Ron McLester	20 m.
5.	NEW BUSINESS		
	5.1 Strategy for the Perth Campus – Update	Claude Brulé Chris Hahn	15 m.
6.	DECISION ITEMS AND REPORTS		
	6.1 Fourth Quarter 2018-2019 Financial Report	Duane McNair Grant Perry	10 m.
	6.2 2018-2019 Draft Audited Financial Statements <ul style="list-style-type: none"> • Annual Management Discussion and Analysis Report 	Duane McNair	20 m.
7.	ITEMS FOR INFORMATION		
	7.1 Fourth Quarter 2018-2019 Business Plan Performance	Doug Wotherspoon	0
	7.2 Annual Report 2018-2019 and Progress against Strategic Plan 2017-2022	Tracy McDougall	0

	7.3 Applied Research, Innovation & Entrepreneurship 2018-2019 Annual Report	Doug Wotherspoon Cristina Holguin-Pando	0
	7.4 Freedom of Information and Protection of Privacy Act 201-87 Annual Report	Duane McNair	0
	7.5 Report from the Board Chair	Peter Nadeau	5 m.
	7.6 Report from the President	Cheryl Jensen	10 m.
	7.7 Board of Governors Management Summary Report	Executive Team	0
	7.8 2019-2020 Board of Governors Workplan – Review for upcoming Academic Year	Peter Nadeau	0
8.	UPCOMING EVENTS		Date
	• 2019 Spring Convocation – Perth Campus		June 13, 2019
	• Cheryl Jensen’s Farewell Celebration		June 14, 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 New Board of Governors Orientation Part 2		September 15, 2019
	• 2019 Fall Board of Governors Retreat		September 15-16, 2019
	• 2019 Alumni of Distinction Awards		September 26, 2019
	• 2019 Fall Convocation – Ottawa Campus		October 22, 2019
	• Board of Governors Meeting		October 28, 2019
9.	REGULAR MEETING ADJOURNMENT		
10.	IN CAMERA MEETING		
11.	MEETING WITHOUT MANAGEMENT		
12.	MEETING ADJOURNMENT		

DRAFT

BOARD OF GOVERNORS MEETING MINUTES

MINUTES OF THE MEETING NUMBER FIVE HUNDRED AND TWELVE OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON MONDAY, APRIL 15, 2019 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 Jeff Darwin Jim Robblee Krisha Stanton Michael Waters Valerie Sayah Wayne Johnson</p> <p><u>Regrets:</u> Jim Brockbank, Board Vice Chair Kelly Sample Shubham Paudel Steve Barkhouse Laura Stanbra, Vice President, Student Services</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 Ron Deganadus McLester, Executive Director, Truth, Reconciliation, Indigenization Tracy McDougall, Director, President’s Office</p> <p><u>Presenters:</u> Jessica House, Manager, Business Process Review, Innovation and Strategy Ernest Mulvey, Director, International Education Centre Paul Gardner, Senior Manager, Special Projects</p> <p><u>Changemaker Awards:</u> <u>Alumni/Students:</u> Josiah Hartwig Maureen MacMillan Fiona Liedtke Holly Gleason Shania Keuhl Connie Poupore, Professor, Business, Technology and Outdoor Training Jamie Bramburger, Acting Dean, Pembroke Campus</p>
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WELCOME REMARKS

Board Chair P. Nadeau welcomed members and guests to the meeting at 4:02 p.m.

0. CELEBRATING STUDENT SUCCESS – CHANGEMAKER AWARD: Community Champions for Social Issues (Office Administration-Executive Program, Pembroke Campus)

C. Brulé, Senior Vice President, Academic, provided members with an overview of the Community Champions for Social Issues, Office Administration-Executive Program, Pembroke Campus. C. Brulé introduced Connie Poupore, Professor, Business, Technology and Outdoor Training, and Jamie Bramburger, Acting Dean, Pembroke Campus. Five students and alumni from the Office Administration-

Executive Program were present to accept the honour: Josiah Hartwig, Maureen MacMillan, Fiona Liedtke, Holly Gleason and Shania Keuhl. The students work included:

- **Coldest Night of the Year:** February 23 marked the third consecutive year that the Office Administration-Executive Program was invited to support this community fundraising initiative in Pembroke.
- **Project Hope for the Homeless in Renfrew County:** Launched in 2018, this student-led initiative supports putting an end to homelessness in Renfrew County in partnership with The Grind Pembroke.
- **Raise a Red Flag:** This student-led initiative is driven by a passion for mental health. Students from the program have partnered with the Robbie Dean Family Counselling Centre.

Board Chair, P. Nadeau, Academic and Student Affairs Committee Chair, J. McLaren, and President and CEO, C. Jensen presented the students with the Changemaker awards.

1. CONSTITUTION OF THE MEETING & APPROVAL OF THE AGENDA

Board Chair P. Nadeau constituted the meeting at 4:15 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 & M. Waters

THAT the Board of Governors approves the meeting agenda of April 15, 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 February 25, 2019

Approval of the Board of Governors Meeting minutes of February 25, 2019.

RESOLUTION

MOVED & SECONDED: J. McLaren & V. Sayah

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

CARRIED.

3.2 Board Executive Committee Report

Board Chair P. Nadeau provided a verbal report from the Executive Committee meeting held on February 11, 2019.

Members accepted this report for information.

3.3 Academic and Student Affairs Committee Report

Governor J. McLaren, Chair, Academic and Student Affairs Committee provided members with information from the Academic and Student Affairs Committee meeting held on March 21, 2019.

Enrolment updates were highlighted in the report. Members accepted this report for information. Board of Governors approvals were requested for the following:

3.3.1 Cooperative Education Option: Office Administration – Executive, Ontario College Diploma RESOLUTION

MOVED & SECONDED: J. McLaren & J. Robblee

THAT the Board of Governors approves the cooperative education delivery option for the Office Administration - Executive, Ontario College Diploma program, effective Fall 2019.

CARRIED.

3.3.2 Cooperative Education Option: Business - Marketing, Ontario College Diploma RESOLUTION

MOVED & SECONDED: J. McLaren & K. Stanton

THAT the Board of Governors approves the cooperative education delivery option for the Business – Marketing, Ontario College Diploma program, effective Fall 2019.

CARRIED.

C. Jensen verbally provided members and observers with an update on Enrolments for Fall 2019. The College is trending very well on International enrolments which will help to mitigate any potential domestic shortfalls. Algonquin College is currently in the lead for domestic confirmations among large colleges.

3.4 Governance Committee Report

Governor J. Robblee, Chair, Governance Committee provided members with information from the Governance Committee meeting held on March 21, 2019. Members accepted this report for information. Board of Governors approvals were requested for the following:

3.4.1 Audit and Risk Management Terms of Reference – Revised

RESOLUTION

MOVED & SECONDED: J. Robblee & A. Lawrence

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

CARRIED.

3.4.2 Governor Reappointments

RESOLUTION

MOVED & SECONDED: J. Robblee & P. Nadeau

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.

3.5 Foundation Report

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

Members accepted this report for information.

4. BUSINESS ARISING FROM THE MINUTES

4.1 Healthy Living Education Initiative

The report provided members with an update on the Healthy Living Education initiative. 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. 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.

Members accepted this update for information.

5. NEW BUSINESS

5.1 Fourteen-Week Term Model

The report provided members with an update on the implementation of the 14-Week Term Model effective Fall 2019. 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."

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 Summer term, and optimization of full-time faculty productivity. Further reports will be provided to the Board of Governors through the Academic and Student Affairs Committee, as required.

Members accepted this report for information.

6. DECISION ITEMS & REPORTS

6.1 New Governor Appointments 2019-2020

Governor J. Robblee referred members to the New Governor Appointments 2019-2020. The selection Committee interviewed six exceptional candidates. At the March 21 Governance Committee meeting, the Committee recommended the appointment of Ikram Zouari and James McCracken for a three-year term of office effective September 1, 2019. Three of the remaining candidates were recommended for a new category, "Governors in Waiting" as 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 recommended appointments 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.

RESOLUTION

MOVED & SECONDED: J. Robblee & V. Sayah

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.

CARRIED.

Questions from members were answered.

7. ITEMS FOR INFORMATION

7.1 Lean Management Plan – The AC Way

D. Wotherspoon, Vice President, Innovation and Strategy welcomed and introduced the Lean Management team. Jessica House, Manager, Business Process Review, Innovation and Strategy presented the Lean Management Plan, The AC Way. The presentation provided members with an update on the College's efforts and activities on Lean methodologies for daily continuous improvement. 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.

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, Learn By Doing and Thrive Through Creativity. 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.

Questions from members were answered.

Members accepted this report for information.

7.2 Algonquin College International Education Strategic Plan Refresh

D. Wotherspoon provided a brief overview of the International Education Strategic Plan Refresh and introduced Ernest Mulvey to present the Algonquin College International Education Strategic Plan Refresh. The presentation provided members with an update on the development of a refreshed Algonquin College International Strategic Plan. 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. As international enrolment continues to grow, student services as well as training and support for staff and faculty are essential. 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.

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.

Questions from members were answered.

Members accepted this report for information.

7.3 Summary Report of the Student Voices on Sexual Violence Provincial Survey

The Memo provided members with a 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. 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. 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.

Members accepted this report for information.

7.4 Tuition and Ancillary Fee Binding Policy Directive Update

The Memo provided members with an update 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. 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. 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.

Members accepted this update for information.

7.5 Report from the Board Chair

Highlights from the report included:

- The 2019 Spring Board of Governors Retreat (March 23, 2019) focused on The World of Work in 2030.
- Results of the New Governor Recruitment Campaign.

- Board Performance annual evaluation of the Board, and the Governor Self-appraisal process.

Members accepted this report for information.

7.6 Report from the President

Highlights of the report included:

- College Day on April 1 with activities at Queen's Park included the annual meetings between Members of Provincial Parliament, College Presidents, and Board Chairs.
- 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 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.

Members accepted this report for information.

7.7 Management Summary Report

Members accepted this report for information.

7.8 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 5:32 p.m. and observers exited the meeting.

9. IN CAMERA

RESOLUTION

MOVED & SECONDED: J. Robblee & J. Darwin

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

CARRIED.

An In Camera session was held beginning at 5:47 p.m.

RESOLUTION

MOVED & SECONDED: M. Waters & J. Darwin

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

CARRIED.

The In Camera session adjourned at 6:22 p.m.

Management exited the meeting at 6:22 p.m.

10. MEETING WITHOUT MANAGEMENT

The meeting without management was held beginning 6:23 p.m.

11. MEETING ADJOURNMENT

There being no further business, the meeting was adjourned at 6:30 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
Chris Carroll, Communications
Chris Hahn, Dean, Perth Campus
Chris Janzen, Dean, Dean, Faculty of Technology and Trades
Dave Donaldson, Dean, School of Business
Elizabeth Tyrie, Business Improvement Coach, Business Improvement Office
Gordon Stewart, Business Improvement Coach, Business Improvement Office
Jamie Bramburger, Acting Dean, Pembroke Campus
John Tattersall, Interim Director, Physical Resources
Krista Pearson, Registrar
Lois Pollock, Chief Digital Officer, Innovation and Strategy
Maggie Cusson, Dean, Academic Development
Mark Leduc, Executive Director, Academic Operations and Planning
Michael Qaqish, Support Services Officer, President's Office
Patrick Devey, Dean, Centre For Online and Continuing Learning
Peggy Austen, Acting Director, Foundation
Richard Hagemeyer, Part-Time Professor, Information and Communications Technology
Robyn Heaton, Dean, Faculty, Arts, Media and Design, Academic Services
Ruth Dunley, Communications Officer, Public Relations
Suzannah DiMarco, Process Improvement Consultant

MEMO

DATE: June 10, 2019

TO: Board of Governors

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

SUBJECT: **Academic & Student Affairs Committee meeting of May 17, 2019**

Board members can review meeting materials from the May 17, 2019 meeting by accessing the Board of Governors 'Teams site' [Academic and Student Affairs Committee, May 17, 2019 folder](#).

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL

1) Cooperative Education Option: Business Administration, General Major, Ontario College Advanced Diploma

Members were referred to the Cooperative Education Option, Business Administration, General Major, Ontario College Advanced Diploma.

RESOLUTION

MOVED & SECONDED: E. DeFrancesco & S. Paudel

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of a cooperative education delivery option for the Business Administration - General Major, Ontario College Advanced Diploma program, effective Winter 2020.

CARRIED.

ITEMS THE COMMITTEE HAS REVIEWED – FOR INFORMATION TO THE BOARD

1) 2019-2020 New Program and Cooperative Education Option Approval Pipeline – Work Plan
Members were provided a high-level overview of the 2019-2020 New Program and Cooperative Education Option Approval Pipeline – Work Plan. The Academic and Student Affairs Committee can anticipate 12 new program proposals, and the creation of nine cooperative education options for the 2019-2020 academic year.

Members accepted this report for information.

2) Program Launches and Enrolments Summary Report

Members were referred to the Program Launches and Enrolments Summary Report. The report provided an annual report to the Academic and Student Affairs Committee on the enrolment status of new program launches over a two-year timeframe for the period between Fall 2017 and Winter 2019.

Members accepted this report for information.

3) 2017-2018 Strategic Mandate Agreement Annual Report

Members were presented with the 2017-2018 Strategic Mandate Agreement Annual Report. The Strategic Mandate Agreement Annual Report is used by the Ministry of Training, Colleges and Universities to track progress on metric performance on an annual basis. The Annual Report is also an opportunity for institutions to provide contextual information and a narrative associated with metric performance in the shared priority areas. It provides a comprehensive review of the College's performance over the 2017-2018 period.

Members accepted this report for information.

4) Enrolment Update Report

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

Members accepted this report for information.

5) 2018-2019 Students' Associations Annual Priorities - Results Report

D. Simon, President, Algonquin College Students' Association presented the Students' Association 2018-19 Priorities – Results Report. The Students' Association identified seven main priorities, listed in the report in order of importance. They are identified with a goal of enhancing student life, student satisfaction with the Students' Association, and student retention. The goals were developed based on feedback the Students' Association Board received from their members.

Members accepted this report for information.

6) 2019-2020 Review of Academic and Student Affairs DRAFT Workplan

Members were referred to the 2019-2020 Review of Academic and Students Affairs Committee DRAFT Workplan.

Members accepted the workplan for information.

7) 2019-2020 Academic and Student Affairs Committee Meeting Schedule

Members were referred to the 2019-2020 Academic and Student Affairs Committee Meeting Schedule.

Members accepted schedule for information.

Enrolment Update

For the Academic and Student Affairs Committee

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

May 17, 2019

Spring 2019 Enrolment Highlights

(as at May 15, 2019 = Day 8 of term)

- Total of 5,112 registered students to date
 - 99% of budget target for Spring term
 - Increase of 710 students / +16% year-over-year
- International students: 1,402 (27% of total students)
 - 25% ahead of budget target
 - Increase of 410 students / +41% year-over-year
- Domestic students: 3,710
 - Increase of 300 students / +9% year-over-year

On track to achieve Spring 2019 budget target



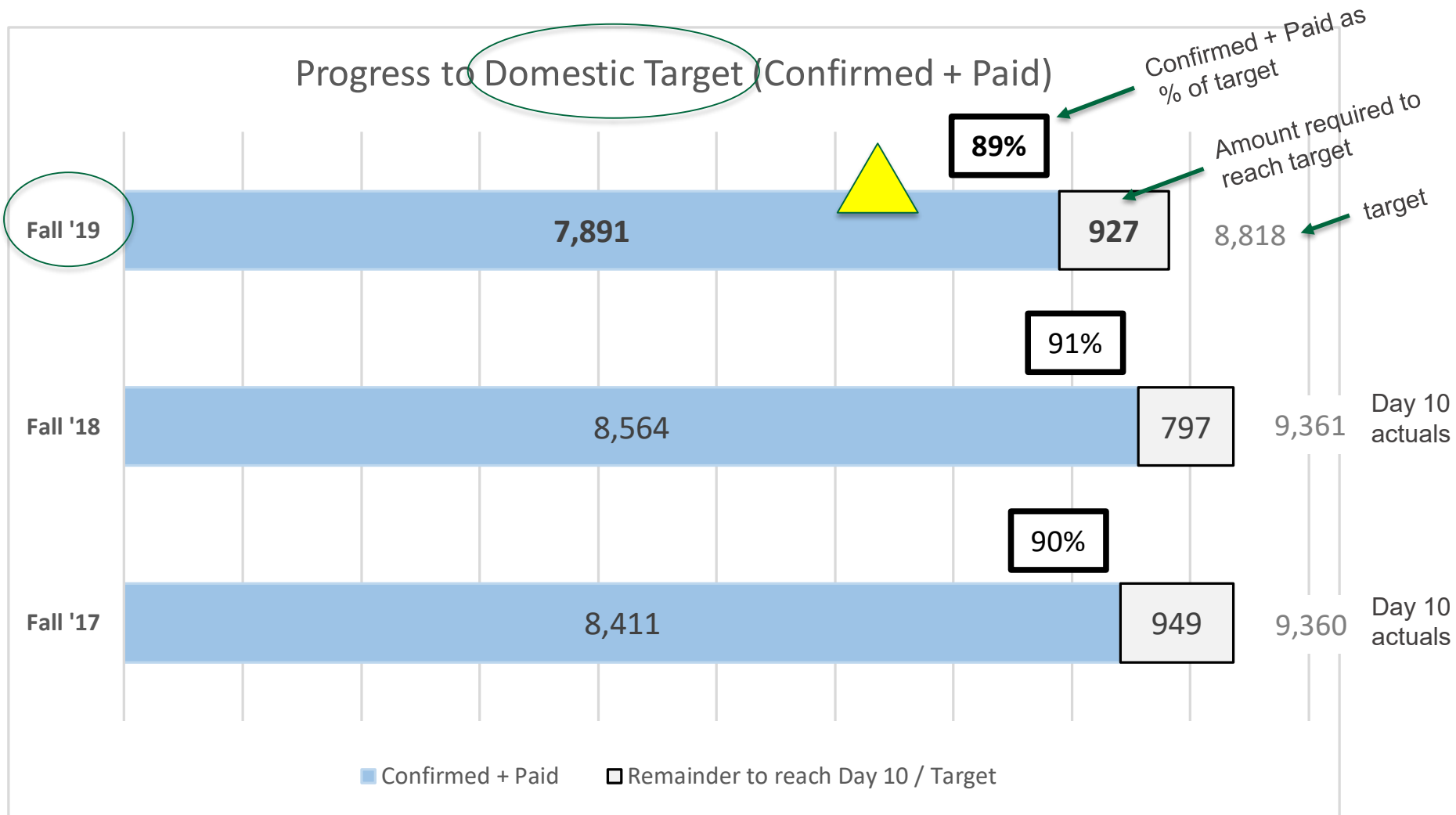
Admission Dashboard – Fall 2019

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

	Actual (at May 15, '19)	Previous Year (at May 16, '18)		Status
		YoY #	YoY %	
Applications (Total)				
Domestic	34,343	(1,177)	(3.3%)	◆
International	5,363	608	12.8%	●
Total	39,706	(569)	(1.4%)	▲
1st Choice				
Domestic	12,879	(647)	(4.8%)	◆
Confirmed / Paid / Reg.				
Domestic	7,891	(673)	(7.9%)	◆
Paid / Registered				
Domestic	1,875	151	8.8%	●
International	1,037	208	25.1%	●
Total	2,912	359	14.1%	●

- Majority of domestic indicators currently at red status year-over-year **however improvement in domestic Paid status versus last year (+ 9%)**
- International trending well - will help to mitigate potential domestic shortfalls.
- SESC analyzing admission metrics and developing conversion strategies targeting prospective students and applicants.
- Important to note that budget for Domestic Level 01 enrolment anticipated a 6% decline compared to Fall 2018
- Domestic results likely influenced by Ontario Gov't announcements re: OSAP / financial aid.

Fall '19 – Progress to Target (as at May 15, 2019)

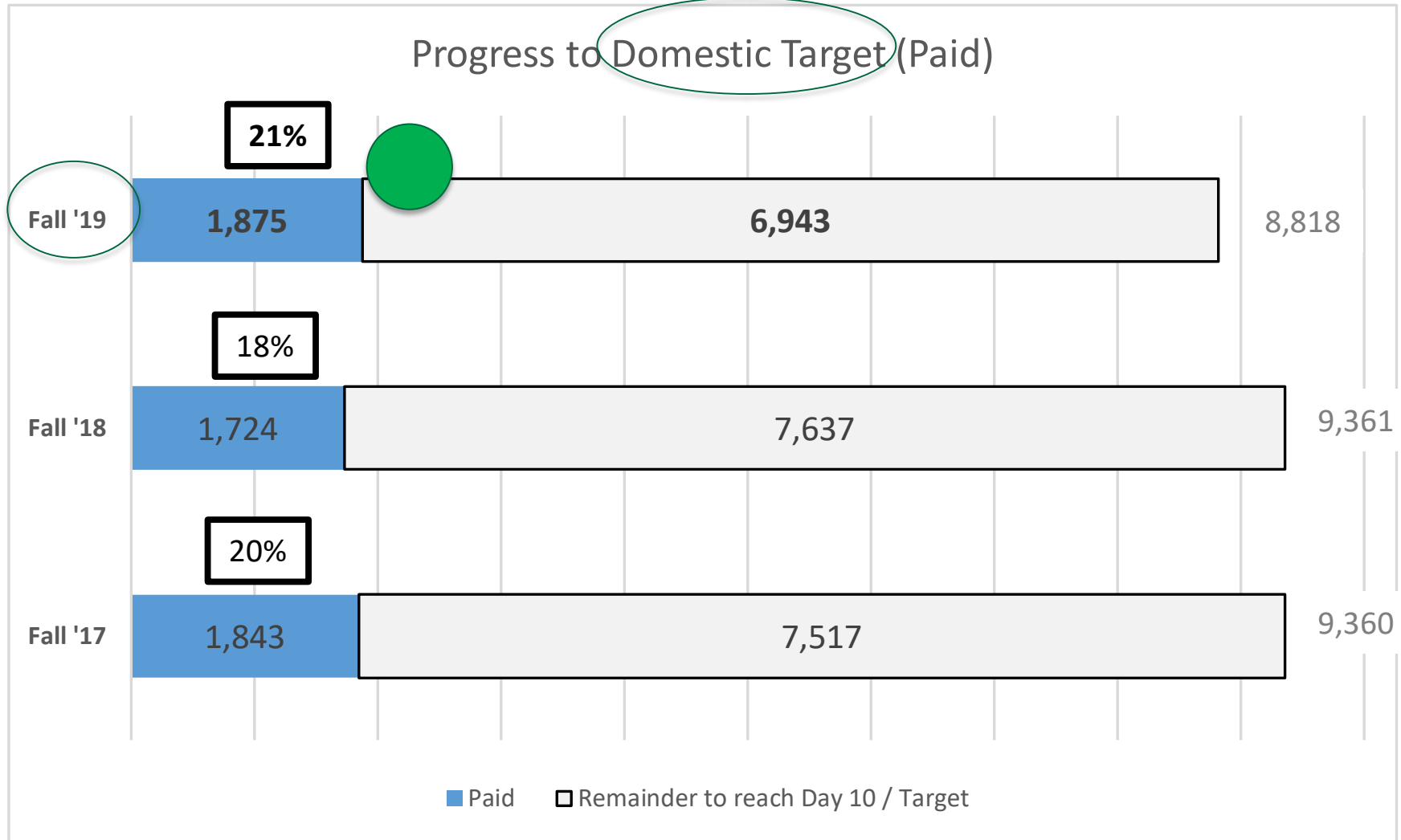


Status Indicator:

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

Fall '19 – Progress to Target (as at May 15, 2019)

Progress to Domestic Target (Paid)



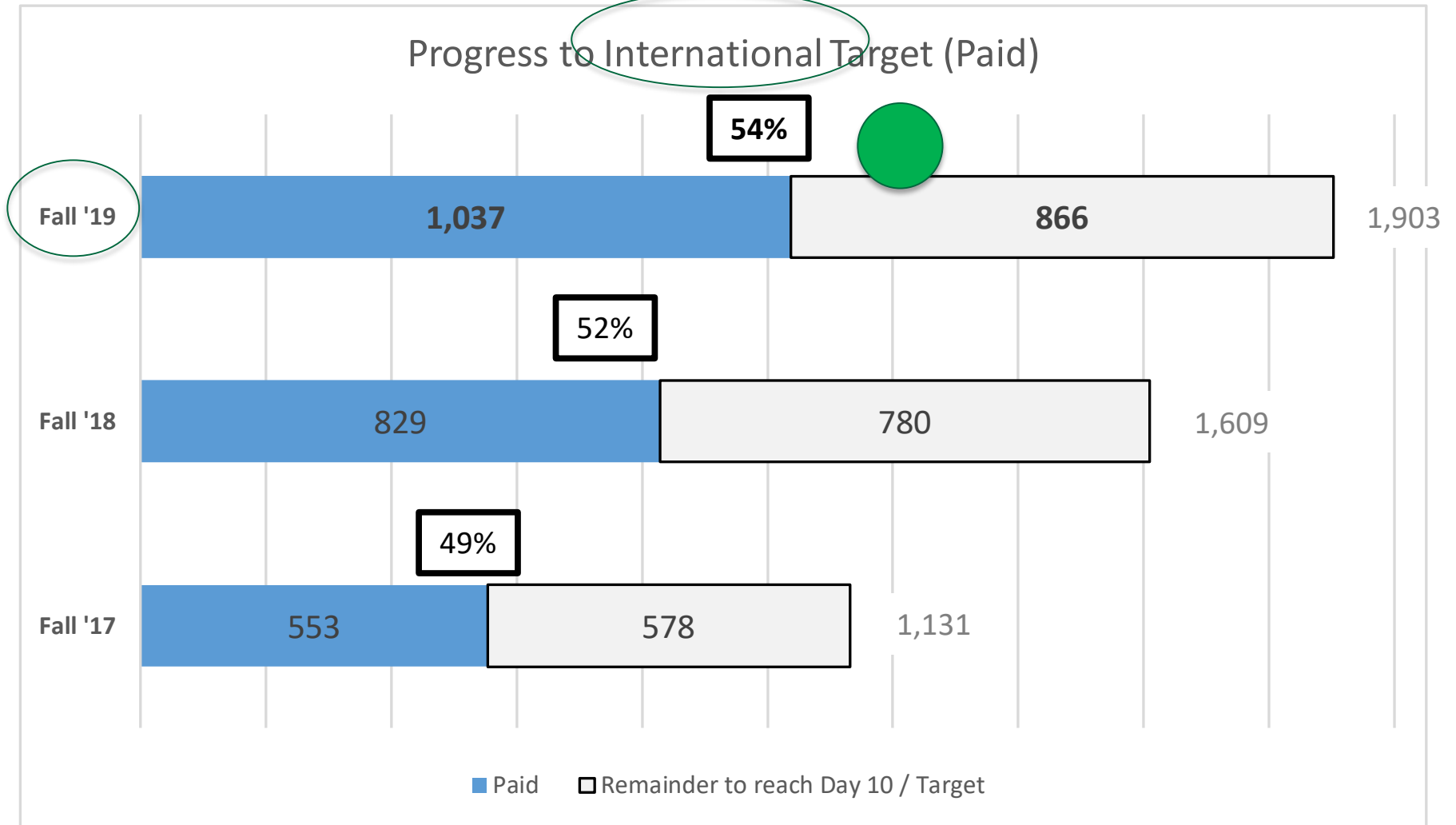
■ Paid □ Remainder to reach Day 10 / Target

Status Indicator:

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

Fall '19 – Progress to Target (as at May 15, 2019)

Progress to International Target (Paid)



Status Indicator:
● On track to achieve target
▲ May be at risk of achieving target
◆ Will not achieve target

MEMO

DATE: June 10, 2019

TO: Board of Governors

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

SUBJECT: **Audit & Risk Management Committee meeting of May 23, 2019**

Board members can review meeting materials from the May 23, 2019 meeting by accessing the Board of Governors 'Teams site' [Audit & Risk Management Committee, May 23, 2019 meeting folder](#).

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL

1) 2018-2019 Draft Audited Financial Statements

Members were referred to the 2018-2019 Draft Audited Financial Statement included in their meeting materials. The report included the draft financial statements for Algonquin College for the year ended March 31, 2019, the draft audited financial statements for the Algonquin College Foundation for the year ended March 31, 2019, and the audited financial statements for 2364193 Ontario Inc. for the year ended March 31, 2019. The financial statements will be presented at the June 10, 2019 Board of Governors meeting under agenda item 6.2 Draft Audited Financial Statement, and will be approved at the June 10, 2019 Annual General Meeting.

RESOLUTION

MOVED & SECONDED: J. Brockbank & C. McKelvie

- a. **THAT** the Audit and Risk Management Committee recommends the approval of the 2018-2019 Draft Audited Financial Statements of Algonquin College (6.2 Appendix A: 2018-2019 Draft Audited Financial Statements – Algonquin College) to the Board of Governors on June 10, 2019,
AND
- b. **THAT** the Audit and Risk Management Committee recommends the approval of the transfer of \$197,538 from internally restricted net assets to unrestricted net assets to the Board of Governors on June 10, 2019,
AND
- c. **THAT** the Audit and Risk Management Committee accepts for information the 2018-2019 Draft Audited Financial Statements of the Algonquin College Foundation (6.2 Appendix B: 2018-2019 Audited Financial Statements – Algonquin College Foundation),
AND
- d. **THAT** the Audit and Risk Management Committee accepts for information the 2018-2019 Audited Financial Statements for 2364193 Ontario Inc. (6.2 Appendix C: 2018-2019 Audited Financial Statements – 2364193 Ontario Inc.).

CARRIED.

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

1) 2018-2019 Management Discussion and Analysis Report

Members were referred to the 2018-2019 Management Discussion and Analysis Report. The report is used primarily in the private sector as an integral part of a company's annual financial statements. The purpose of the Management Discussion and Analysis Report is to provide a narrative explanation, from management's perspective, of how the entity has performed in the past, its financial condition, and its future prospects. The report provides additional information that may not be apparent in the financial statements.

Members accepted this report for information.

2) March 2019 Audit Results and Year-End Communication

Members were referred to the 2019 Audit Results and Year-End Communication report. The auditors informed members that overall, the audit had no major errors. Errors have been corrected by finance staff.

Members accepted this report for information.

3) Athletics and Recreation Centre – Pedestrian Link and Enabling Works

Members were provided with information on the preparation of the proposed budget for the pedestrian link and enabling works from the Athletics and Recreation Centre to the Student Commons. The proposed budget will be presented to the Board of Governors' for approval at the October 28, 2019 Board meeting for approval. The College will be funding these investments from a combination of reserve funds and in-year Strategic Investment Priorities annual budget allocations. Integration involves pedestrian and vehicular traffic plus building systems, services, utilities, and property modifications.

Members accepted this report for information.

4) Fourth Quarter 2018-2019 College Operating Funds Investment Report

Members were referred to the Fourth Quarter 2018-2019 College Operating Funds Investment Report's performance results for the quarter ended March 31, 2019. The fund produced a return of 1.20% for the fourth quarter, over performing the benchmark which returned 1.12%. The operating investments' one-year return was 3.00% compared to the benchmark index which was 2.61%. As at March 31, 2019, the market value of the fund was reported at \$60.7 million, compared to \$66.1 million at March 31, 2018. Details of the report are provided in Appendix A: Fourth Quarter 2018-19 College Operating Funds Investment Report.

Members accepted this report for information.

5) Fourth Quarter 2018-2019 College Endowment Funds Investment Report

Members were referred to the Fourth Quarter 2018-2019 Endowment Funds Investment Report. The Endowment Funds' one-year return as of March 31, 2019 is 7.30% exceeding the

benchmark index of 6.98%. The Endowment Funds are a restricted asset and a component of College capital reported in the Algonquin College audited financial statements. As at March 31, 2019, the market value of the Endowment Fund was reported at \$27.0 million, compared to \$25.5 million at March 31, 2018. Details of the report are provided in Appendix B: Fourth Quarter 2018-19 Endowment Funds Investment Report.

Members accepted this report for information.

6) Fourth Quarter 2018-2019 Financial Report

Members were referred to the Fourth Quarter 2018-2019 Financial Report. The full report will be provided under agenda 6.1 Fourth Quarter 2018-2019 Financial Report.

Members accepted this report for information.

7) Fourth Quarter 2018-2019 Major Capital Projects Report

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

Members accepted this report for information.

1) Fourth Quarter 2018-2019 Enterprise Risk Management Report

Members were presented with the Fourth Quarter 2018-2019 Enterprise Risk Management Report. The report provided an update on the risk mitigation strategies undertaken to manage College risks identified in the Corporate Risk Profile, information on the incidents of fraud and a summary of insurance and legal cases.

Members accepted this report for information.

2) Exemption – Exception Report on 2018-2019 Non-competitive Procurement Activity

The report provided the Audit and Risk Management Committee with an Exemption - Exception Report on Limited Tendering Procurement for purchases with values greater than \$100,000 for the year ended March 31, 2019.

Members accepted this report for information.

3) 2018-2019 Bi-Annual Report on Cyber Security

Members were referred to the 2018-2019 Bi-Annual Report on Cyber Security. This update is in response to a request from the Audit and Risk Management Committee to provide a by-annual update on the state of cyber security. Ernst & Young identified ten key findings with corresponding recommendations, with the goal of improving the College's current state

security maturity rating with a target rating of 2.50 to effectively manage cyber risks. Regular updates will be provided to the Audit and Risk Management Committee.

Members accepted this report for information.

4) Workday Operations Update

Members were provided with an update on Workday Operations and the College's transition from implementation to operations. The shift from go-live to regular operations began in early January 2019. Additional pressures were observed to be causing difficulties with workday deadlines in early April. Given these additional pressures, College management secured the services of PwC Consulting Services to provide additional operational support to the team from May to September 2019.

Members accepted this update for information.

5) 2019-2020 Audit and Risk Management Committee Workplan

Members were referred to the 2019-2020 Workplan and accepted this for information.

6) 2019-2020 Audit and Risk Management Committee Meeting Schedule

Members were referred to the 2019-2020 Audit and Risk Management Committee Schedule and accepted this item for information.

Fourth Quarter 2018-2019 College Operating Funds Investment Report

Period ended March 31, 2019

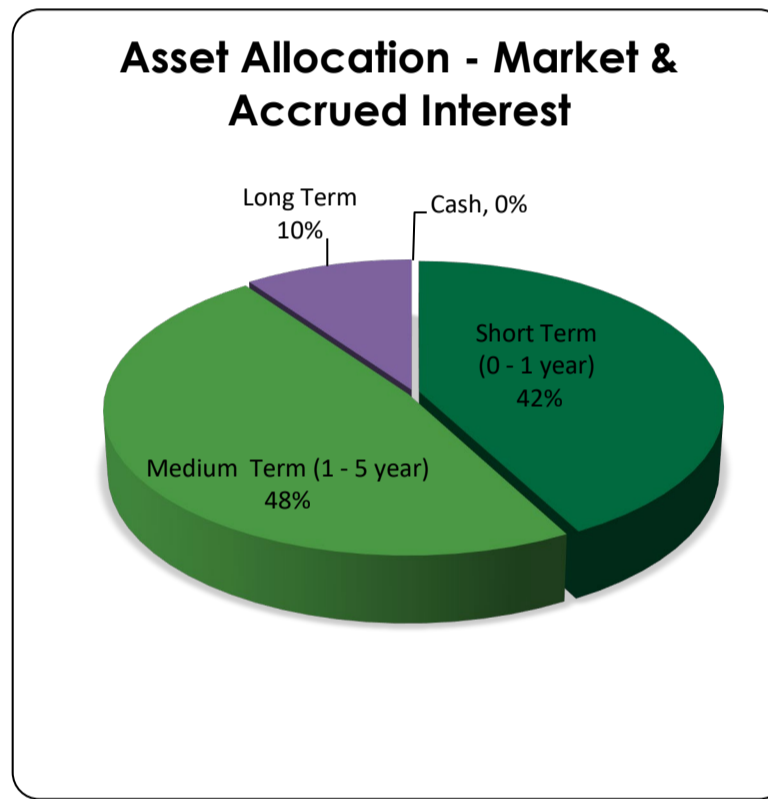
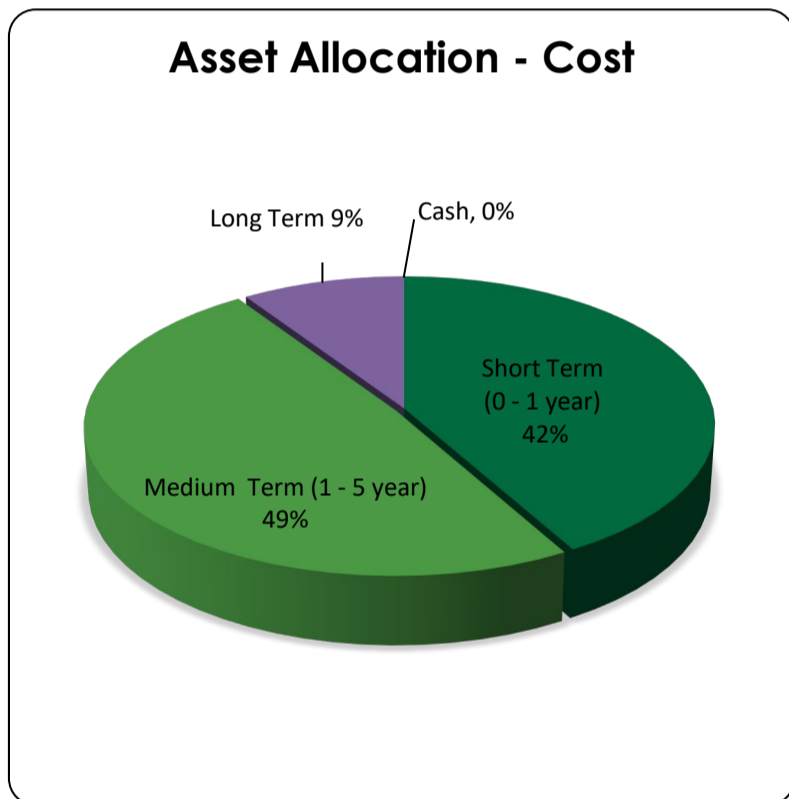
Fund Balance

	Book Value	Market Value*
Fund Balance March 31, 2018	\$ 67,272,471	\$ 66,131,141
Withdrawals	(7,097,368)	(7,097,368)
Accrued Interest from Buys/Sells	47,304	47,304
Fees (YVL, NBCN)	(72,299)	(72,299)
Investment Income (Loss)	1,462,206	1,462,206
Accrued Interest already reported in beginning Market Value	-	(377,270)
Realized Gain/Loss	(802,799)	-
Market Value Gain/Loss	-	649,466
Fund Balance as per Yorkville March 31, 2019	\$ 60,809,515	\$ 60,743,181

* includes accrued interest

Asset Allocation

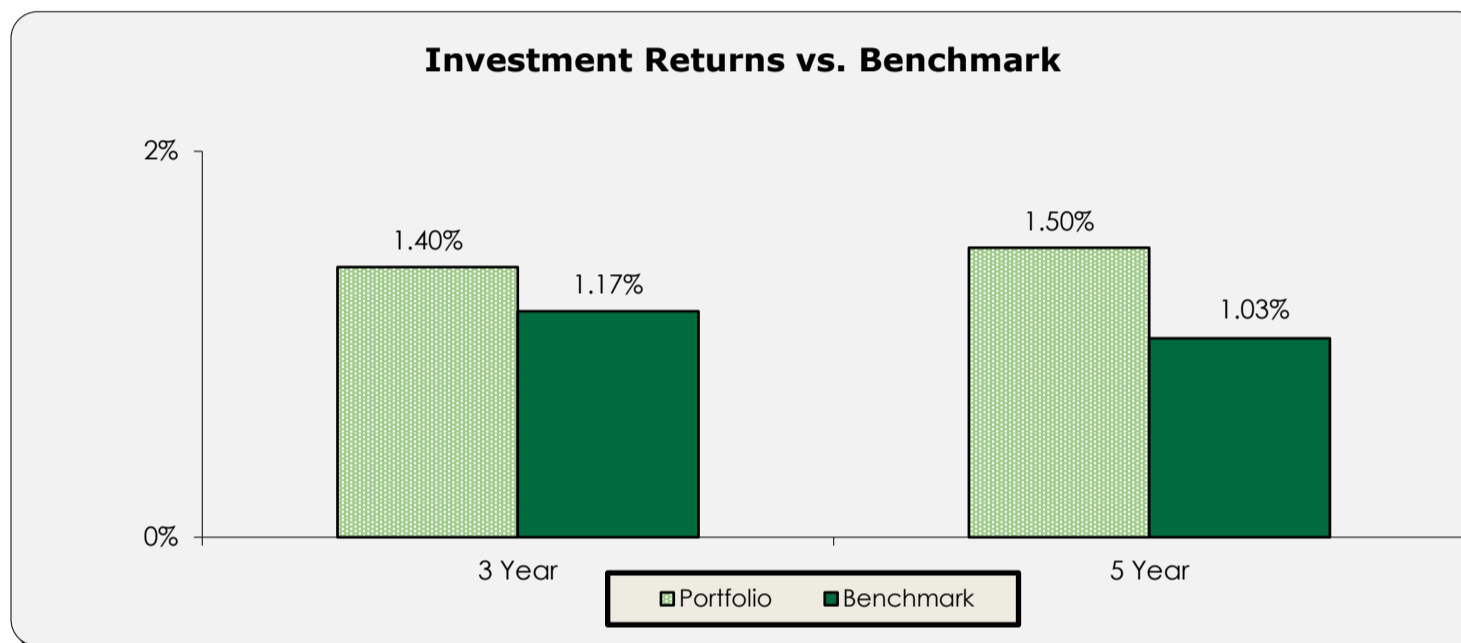
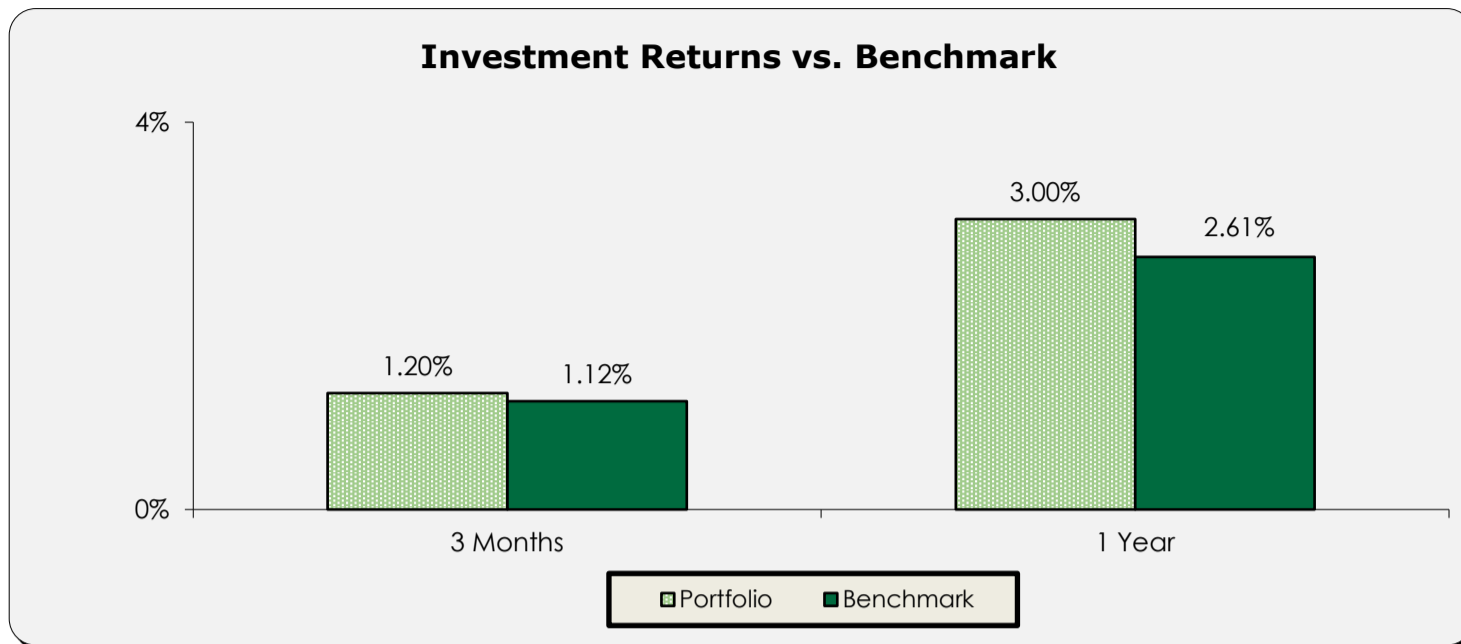
Fund Balance March 31, 2019	Cost	Percentage	Market & Accrued Interest	Percentage	Target	Min/Max
Cash	\$ 24,969	0%	\$ 24,969	0%	0%	n/a
Short Term (0 - 1 year)	25,397,078	42%	25,574,042	42%	50%	40% - 100%
Medium Term (1 - 5 year)	29,676,501	49%	29,158,611	48%	45%	0% - 50%
Long Term (5 - 10 year)	5,710,968	9%	5,985,559	10%	5%	0% - 10%
Total Portfolio	\$ 60,809,515	100%	\$ 60,743,181	100%	100%	



Performance Review

	Portfolio Performance	Benchmark *	Relative Performance
FY 2015	2.00%	2.50%	-0.50%
FY 2016	1.20%	0.86%	0.34%
FY 2017	0.90%	0.91%	-0.01%
FY 2018	0.20%	0.18%	0.02%
Q1 FY 2019	0.40%	0.34%	0.06%
Q2 FY 2019	0.30%	0.07%	0.23%
Q3 FY 2019	1.10%	0.65%	0.45%
Q4 FY 2019	1.20%	1.12%	0.08%
Annual Return			
5-year Compounded Return	1.46%	1.33%	0.14%

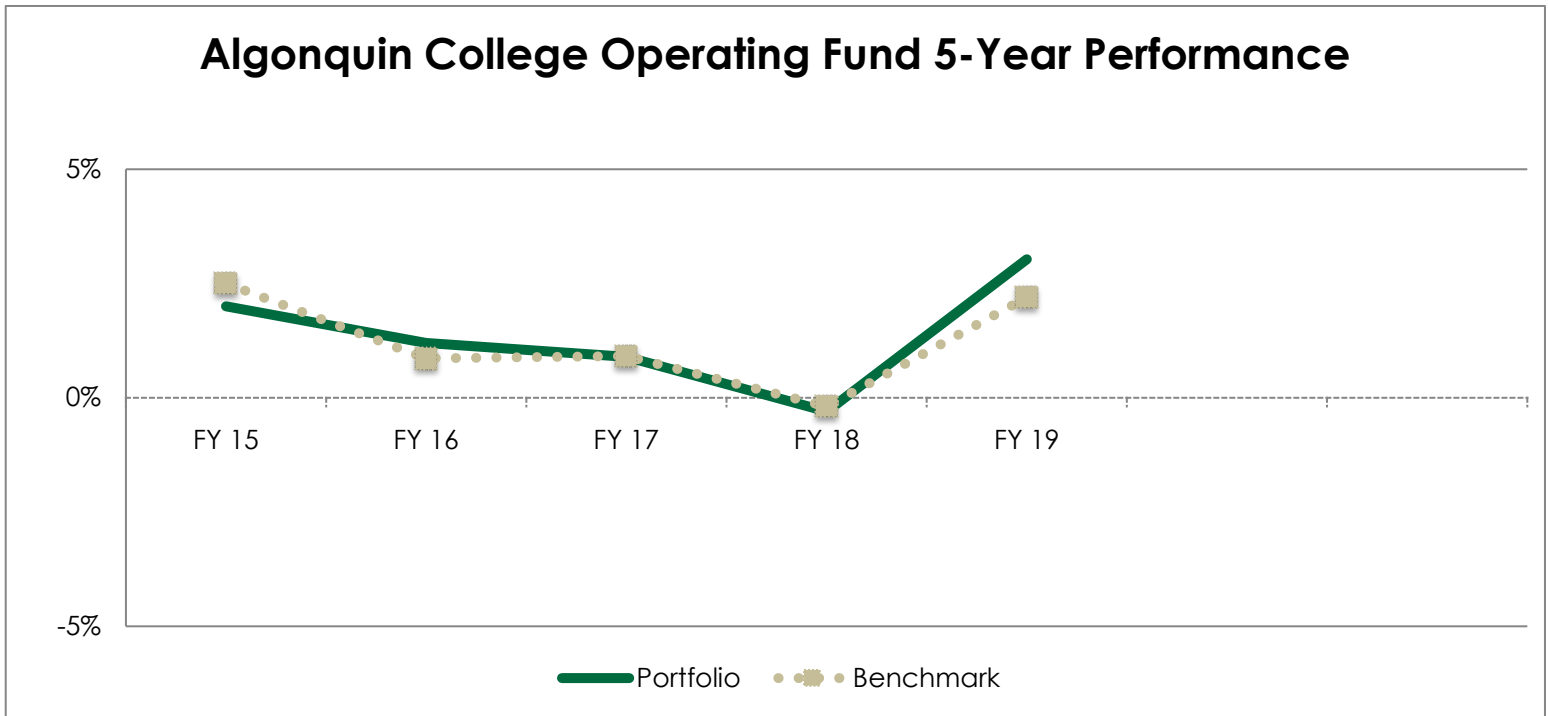
Performance Review



Investment Returns

	3 Months	1 Year	3 Year	5 Year
Portfolio	1.20%	3.00%	1.40%	1.50%
Benchmark*	1.12%	2.61%	1.17%	1.03%

* Compounded Annual Return



Fourth Quarter 2018-2019 College Endowment Funds Investment Report

Period ended March 31, 2019

Fourth Quarter 2018-2019 College Endowment Funds Investment Report

Fund Balance

	Cost	Market*
Fund Balance March 31, 2018	\$ 23,400,518	\$ 25,519,749
Deposits	737,440	737,440
Withdrawals	(982,630)	(982,630)
Investment Fees	(97,112)	(97,112)
Investment Income (Loss)	622,076	1,877,223
Fund Balance as per Yorkville March 31, 2019	<u>\$ 23,680,292</u>	<u>\$ 27,054,669</u>
Fund Balance as per College March 31, 2019	\$ 23,680,292	\$ 27,054,669

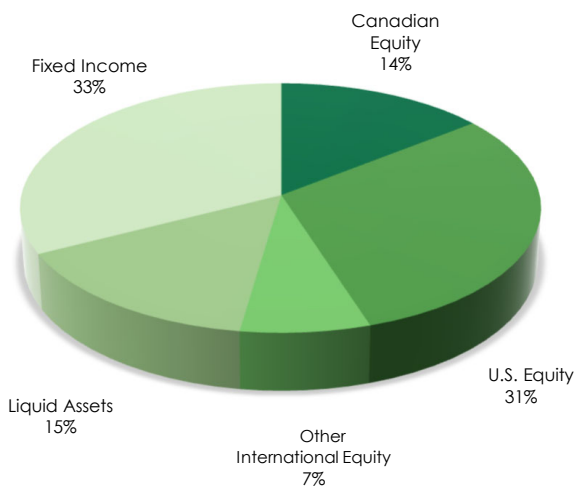
Fund Balance - Breakdown							
March 31, 2019	Cost		Market*		Benchmark	Policy Range	
		% of Cost		% of Market			
Cash	\$ 3,591,979	15%	\$ 3,594,267	13%	3%	0-20%	
Fixed Income	\$ 7,701,330	33%	7,941,402	29%	35%	25-45%	
Canadian Equity	\$ 3,401,661	14%	3,957,871	15%	22%	12-32%	
US Equity	\$ 7,258,155	31%	\$ 9,749,883	36%			
Other International Equity	\$ 1,727,167	7%	1,811,246	7%			
Total Global Equity	8,985,322	38%	11,561,129	43%	40%	30-50%	
Total	\$ 23,680,292	100%	\$ 27,054,669	100%	100%	100%	

* excludes accrued interest

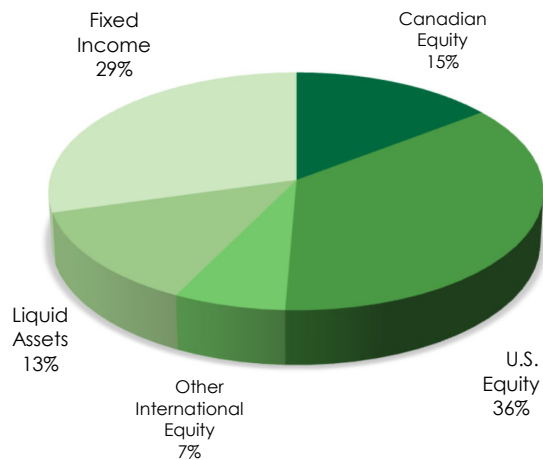
Asset Allocation

	Cost	Percentage	Market	Percentage	Benchmark (effective 04/11/16)
Canadian Equity	\$ 3,401,661	14%	\$ 3,957,871	15%	22.0%
U.S. Equity	\$ 7,258,155	31%	\$ 9,749,883	36%	
Other International Equity	\$ 1,727,167	7%	\$ 1,811,246	7%	
Global Equity	\$ 8,985,322	38%	\$ 11,561,129	43%	40.0%
Total Equity	\$ 12,386,982	52%	\$ 15,519,000	57%	62.0%
Liquid Assets	\$ 3,591,979	15%	\$ 3,594,267	13%	3.0%
Fixed Income	\$ 7,701,330	33%	\$ 7,941,402	29%	35.0%
Total Portfolio	\$ 23,680,292	100.0%	\$ 27,054,669	100.0%	100.0%

Asset Allocation - Cost



Asset Allocation - Market



Fourth Quarter 2018-2019 College Endowment Funds Investment Report

Performance Review

	Cash & Equivalents**	FISE TMX 30-day T-bill	Relative Performance	Fixed Income	FISE TMX Universe	Relative Performance	Canadian Equity	TSX Composite	Relative Performance	Global Equity	MSCI World (ex-Cda)	Relative Performance	Portfolio Totals	Benchmark Totals	Relative Performance
Fiscal 2000 (9 mths)				3.21%	3.21%	0.00%	1.89%	36.40%	-34.51%	0.06%	0.10%	-0.04%	1.92%	18.95%	-17.04%
Fiscal 2001				13.86%	8.70%	5.16%	19.97%	-18.60%	38.57%	10.42%	-17.14%	27.56%	13.18%	-9.18%	22.36%
Fiscal 2002				6.08%	5.09%	0.99%	14.90%	4.87%	10.03%	9.28%	-2.92%	12.20%	9.49%	3.07%	6.42%
Fiscal 2003				9.44%	9.14%	0.30%	-14.44%	-17.60%	3.16%	-27.60%	-29.81%	2.21%	-7.13%	-12.22%	5.09%
Fiscal 2004				10.67%	10.78%	-0.11%	42.25%	37.73%	4.52%	26.40%	30.95%	-4.55%	23.94%	26.10%	-2.16%
Fiscal 2005				4.73%	5.01%	-0.28%	21.28%	13.93%	7.35%	0.44%	2.04%	-1.60%	10.02%	7.51%	2.51%
Fiscal 2006				4.27%	4.86%	-0.59%	25.22%	28.42%	-3.20%	12.18%	13.86%	-1.68%	13.26%	15.91%	-2.64%
Fiscal 2007				5.63%	5.46%	0.17%	14.50%	11.42%	3.08%	15.99%	14.70%	1.29%	11.28%	9.99%	1.29%
Fiscal 2008				4.64%	5.79%	-1.15%	-1.64%	4.00%	-5.64%	-10.56%	-14.75%	4.19%	-1.99%	-0.38%	-1.61%
Fiscal 2009				4.29%	4.93%	-0.64%	-33.19%	-32.43%	-0.76%	-29.23%	-29.49%	0.26%	-20.33%	-20.19%	-0.14%
Fiscal 2010				8.44%	5.14%	3.30%	46.19%	42.15%	4.04%	21.84%	22.75%	-0.91%	27.64%	25.21%	2.43%
Fiscal 2011				5.25%	5.13%	0.12%	14.67%	20.42%	-5.75%	6.70%	8.26%	-1.56%	9.79%	13.20%	-3.40%
Fiscal 2012				8.16%	9.75%	-1.59%	-7.36%	-9.76%	2.40%	8.21%	4.88%	3.33%	0.03%	-0.82%	0.85%
Fiscal 2013*				5.17%	4.54%	0.63%	12.06%	6.12%	5.94%	14.48%	15.02%	-0.54%	10.69%	9.50%	1.19%
Fiscal 2014				0.55%	0.84%	-0.29%	19.74%	15.91%	3.83%	37.95%	31.40%	6.55%	16.82%	17.30%	-0.48%
Fiscal 2015				7.36%	9.86%	-2.50%	21.22%	6.92%	14.30%	34.60%	23.49%	11.11%	20.84%	15.01%	5.83%
Fiscal 2016				0.87%	0.72%	0.15%	3.06%	-6.58%	9.64%	-12.86%	-0.42%	-12.44%	-5.27%	-1.12%	-4.15%
Fiscal 2017	0.40%	0.54%	-0.14%	0.98%	1.48%	-0.50%	9.99%	18.60%	-8.61%	15.46%	18.34%	-2.88%	8.76%	11.78%	-3.02%
Fiscal 2018	0.20%	0.75%	-0.55%	1.68%	1.41%	0.27%	0.13%	1.69%	-1.56%	10.49%	10.12%	0.37%	6.51% ***	4.93%	1.58%
Fiscal 2019	3.13%	1.77%	1.36%	5.66%	4.99%	0.67%	4.36%	8.10%	-3.74%	10.12%	7.82%	2.30%	7.30%	6.98%	0.32%
Annual Return **															
2-year compounded	1.65%	1.26%	0.40%												
19.75 year compounded				5.57%	5.37%	0.20%	9.35%	6.92%	1.31%	6.31%	3.97%	2.01%	7.35%	6.49%	0.54%

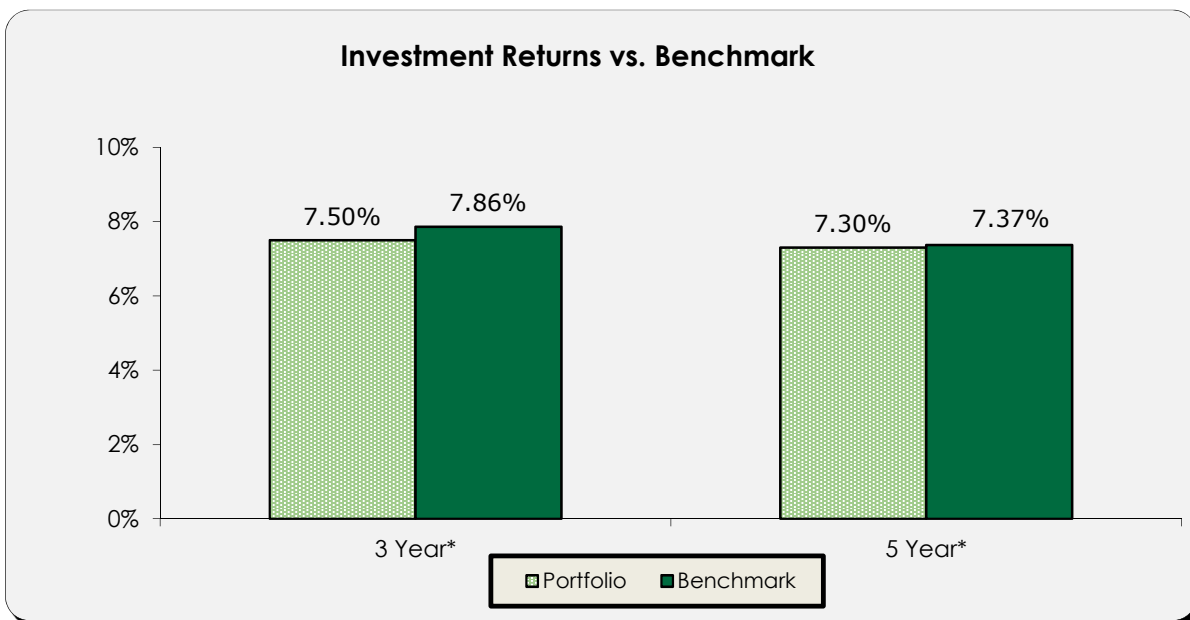
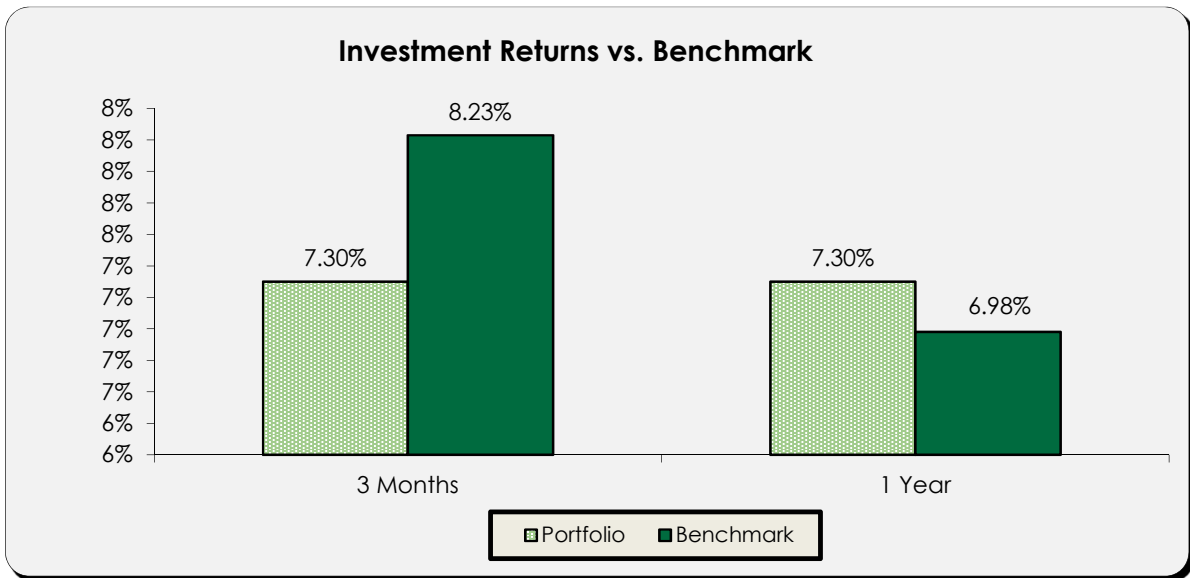
Returns are before fees.

*New benchmark effective 08/31/12

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

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

Performance Review

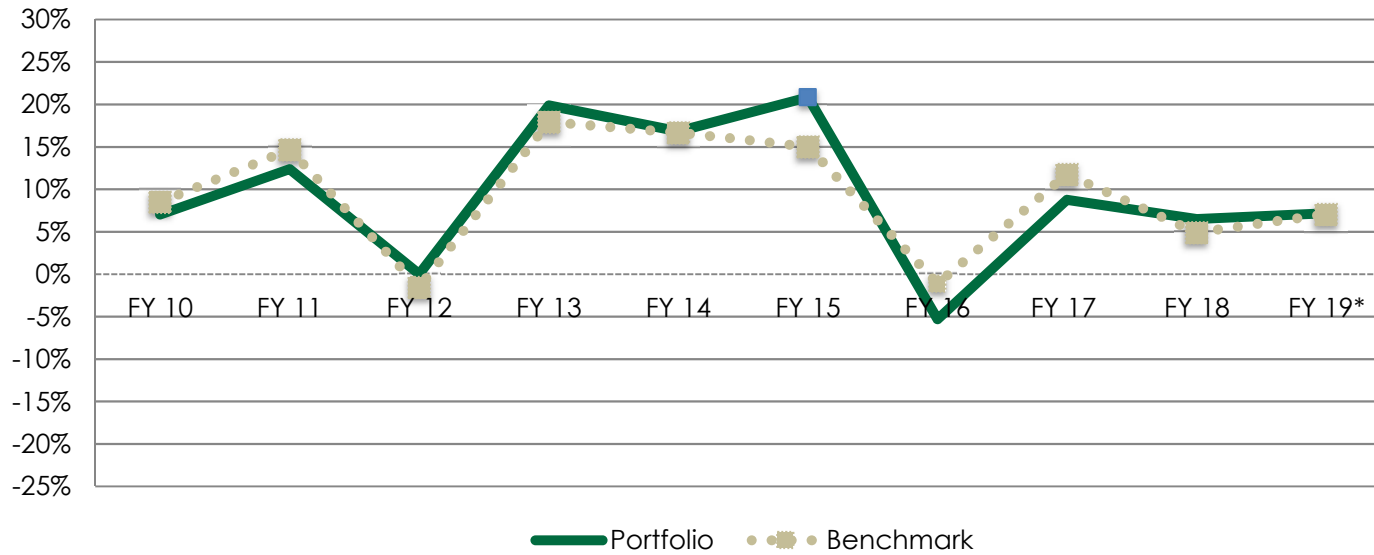


Investment Returns

	3 Months	1 Year	3 Year*	5 Year*
Portfolio	7.30%	7.30%	7.50%	7.30%
Benchmark	8.23%	6.98%	7.86%	7.37%

* Compounded Annual Return

Algonquin College Endowment Fund 10 Year Performance



Sharpe Ratio

Sharpe Ratio Endowment Funds Equity Portfolio vs Benchmark			
Period Ending	1 Year Equity Portfolio Sharpe Ratio	1 Year Equity Benchmark Sharpe Ratio	Relative Performance
30-Jun-17	8.79	7.78	1.00
30-Sep-17	5.98	5.82	0.16
31-Dec-17	4.78	5.66	-0.88
31-Mar-18	2.56	2.24	0.32
30-Jun-18	5.25	6.05	-0.80
30-Sep-18	7.82	5.55	2.27
31-Dec-18	-0.85	-1.01	0.16
31-Mar-19	1.65	0.98	0.67

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

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

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

Fourth Quarter 2018-2019 College Endowment Funds Investment Report

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

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Amount available for future distribution, beginning of year	\$ 530,141	\$ (383,968)	\$ (470,851)	\$ (430,400)	\$ (798,352)	\$ (528,091)	\$ 2,067,205	\$ 2,497,016	\$ 2,699,434	\$ 3,543,474	\$ 4,213,486
Realized investment income/(loss)	\$ (546,374)	\$ 387,189	\$ 594,826	\$ 240,716	\$ 966,012	\$ 3,302,409	\$ 1,363,388	\$ 1,182,259	\$ 1,830,019	\$ 1,703,517	\$ 622,076
Investment fees	\$ (32,735)	\$ (37,072)	\$ (46,260)	\$ (51,690)	\$ (56,572)	\$ (49,974)	\$ (80,721)	\$ (97,448)	\$ (87,257)	\$ (100,539)	\$ (97,112)
Amount distributed	\$ (335,000)	\$ (437,000)	\$ (508,115)	\$ (556,978)	\$ (639,179)	\$ (657,139)	\$ (852,856)	\$ (882,393)	\$ (898,722)	\$ (932,966)	\$ (982,630)
Amount available for future distribution, end of year	\$ (383,968)	\$ (470,851)	\$ (430,400)	\$ (798,352)	\$ (528,091)	\$ 2,067,205	\$ 2,497,016	\$ 2,699,434	\$ 3,543,474	\$ 4,213,486	\$ 3,755,820

Schedule of Unrealized Investment Income/ (Loss)

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Unrealized income/(loss)	\$ (1,316,128)	\$ 1,808,247	\$ 660,041	\$ (237,912)	\$ 738,307	\$ (318,027)	\$ 2,869,617	\$ (2,440,923)	\$ 168,461	\$ (136,038)	\$ 1,255,147

Fund Balance as per Yorkville

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Cash	2%	6%	6%	6%	2%	5%	3%	6%	6%	9%	13%
Fixed Income	33%	29%	29%	30%	32%	39%	37%	38%	27%	29%	29%
Canadian Equity	51%	50%	50%	49%	22%	14%	16%	18%	23%	17%	15%
Global Equity*	14%	15%	15%	15%	44%	43%	44%	37%	44%	45%	43%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

* combined U.S. & internationa

Asset Mix - Market

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Cash	\$ 152,669	\$ 734,213	\$ 876,587	\$ 923,830	\$ 394,277	\$ 933,791	\$ 738,663	\$ 1,396,853	\$ 1,511,625	\$ 2,240,828	\$ 3,594,267
Fixed Income	\$ 2,501,241	\$ 3,378,620	\$ 4,169,647	\$ 4,509,659	\$ 5,674,855	\$ 8,069,566	\$ 9,129,860	\$ 8,747,242	\$ 6,521,153	\$ 7,458,927	\$ 7,941,402
Canadian Equity	\$ 3,902,505	\$ 5,713,231	\$ 7,085,974	\$ 7,336,200	\$ 3,900,716	\$ 2,843,840	\$ 3,844,897	\$ 4,168,105	\$ 5,681,573	\$ 4,453,579	\$ 3,957,871
Global Equity*	\$ 1,077,435	\$ 1,681,417	\$ 2,133,033	\$ 2,299,217	\$ 7,841,598	\$ 8,867,647	\$ 10,830,127	\$ 8,419,248	\$ 10,644,332	\$ 11,366,416	\$ 11,561,129
Total	\$ 7,633,850	\$ 11,507,481	\$ 14,265,241	\$ 15,068,906	\$ 17,811,446	\$ 20,714,844	\$ 24,543,547	\$ 22,731,448	\$ 24,358,683	\$ 25,519,750	\$ 27,054,668

* combined U.S. & internationa

Summary of Major Capital Projects

Page	Project	Board of Governors Approved Project Value \$M	Percentage of Current Major Capital Projects
2	Energy Service Company Project - (ESCO 2)	\$51.1	27%
5	Enterprise Resource Planning (ERP) - Project Workday	18.8	10%
7	DARE District	44.9	24%
9	Algonquin College Students' Association Athletics and Recreation Centre	49.9	27%
11	Pedestrian Bridge to Bus Rapid Transit Station	3.1	2%
13	Student Central	7.2	4%
15	Indigenous Gathering Circle	1.6	1%
17	Net Tuition Project	0.9	1%
19	Solar Photovoltaic Plan	8.0	4%
	Total Approved <u>Current</u> Projects Value	\$185.5	100%
21	Summary of Projects <u>Completed</u> Since Fiscal 2011-2012	\$204.9	

**6.4 APPENDIX A – Fourth
Quarter 2018-2019 Major
Capital Projects Report**

Energy Service Company Project - (ESCO 2)

Reviewed and approved by Algonquin College Executive Team Sponsor: D. McNair
Algonquin College Leadership Team Project Dean/Director: J. Tattersall
Project Manager: L. Trembley (Colliers International)

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

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

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

**6.4 APPENDIX A – Fourth
Quarter 2018-2019 Major
Capital Projects Report**

Energy Service Company Project (ESCO 2) - continued

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

Total Savings (Construction Still in Progress) Realized to Date/Projected	Value
Realized Savings to March 31, 2015	\$0.6 million
Realized Savings in Fiscal Year 2015-2016	1.4 million
Realized Savings in Fiscal Year 2016-2017	2.9 million
Realized Savings in Fiscal Year 2017-2018	2.0 million
Realized Savings in Fiscal Year 2018-2019	3.9 million
Total	\$10.8 million

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

Energy Service Company Project (ESCO 2) - continued

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

G	Governance	Appropriate Project Sponsorship and Governance is in place.
Y	Scope Management	All remaining scope changes have been identified and have been confirmed to fit within project budget and latest approved schedule.
Y	Cost Management	The College and Siemens continue to work through the final scope changes and financial close out of the project to ensure alignment with the original contract and containment of all change orders within the overall budget.
R	Schedule Management	A combination of technical and intentional strategic delays associated with the installation of both cogeneration units and associated infrastructure and equipment has resulted in these last elements of the ESCO2 project to now be commissioned over the coming months with the final elements online by end of Q2 2019-2020. Further delay is probable due to the discovery of asbestos in the dust in the boiler room and tunnels.
G	Project Resources	No significant issue.
Y	Risk Management	All remaining scope changes have now been identified and associated costs have been confirmed through tendering of these remaining scopes of work. This serves to mitigate risks associated with both schedule and capital costs. While some project delays have impacted energy savings commitments, several electricity incentive programs have largely served to mitigate these short term losses until all elements of the ESCO2 project is fully operational.
G	Stakeholder Engagement	Active stakeholder engagement continues on a targeted basis in consideration of the impact of the outstanding construction activities.

**6.4 APPENDIX A – Fourth
Quarter 2018-2019 Major
Capital Projects Report**

Enterprise Resource Planning (ERP) - Project Workday – FINAL PROJECT UPDATE

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

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

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

Project Milestones	Dates
Issuance of Human Resources, Finance, and Payroll Solution Request For Proposals	June 2014
Evaluation determines no compliant bids	October 2014
Notice of Proposed Procurement Issued	May 2015
Re-issuance of Request for Proposals	June 2015
Finalization of Contract Negotiation	December 2015
Finalization of Contract Negotiation with New Implementation Partner	March 2018
Completion of Plan Phase	April 2018
Completion of Design Confirmation Phase 1	May 2018
Completion of Design Confirmation Phase 2	June 2018
Prototype Tenant (1 of 2)	July 2018
Prototype Tenant (2 of 2)	August 2018
End-to-End Testing	September 2018
Parallel Pay Cycle (1 of 2)	October 2018
Parallel Pay Cycle (2 of 2)	November 2018
Cutover to Production Tenant	December 2018
Post Production Support (1 of 2)	January 2019
Post Production Support (2 of 2)	February 2019

**6.4 APPENDIX A – Fourth
Quarter 2018-2019 Major
Capital Projects Report**

Enterprise Resource Planning (ERP) - Project Workday - continued

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

Actual/Projected Project Cost	Value
Expenditures in 2014-2015	\$0.8 million
Expenditures in 2015-2016	1.9 million
Expenditures in 2016-2017	5.9 million
Expenditures in 2017-2018	3.2 million
Expenditures in 2018-2019	6.97 million
Total	\$18.77 million

Total Project Variance	\$0.03 million
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Project Risk and Status Dashboard * Green Good, Red Trouble, Yellow Warning

G	Governance	Appropriate project sponsorship and governance was established and met regularly throughout the project phase.
G	Scope Management	Project scope was defined in the implementation partner contract. Requests to increase scope were discussed and approved by the Workday Project Steering Committee.
G	Cost Management	Board of Governors approved \$6.7M in additional funding at the February 26, 2018 meeting. Contract with new implementation partner includes a milestone-based payment schedule. Project was completed under budget.
Y	Schedule Management	The project officially ended on March 31, 2019. Some work associated with the final milestone was completed in April 2019. This was a result of Workday project team resources being diverted in February and March to support activities related to the email phishing incident.
G	Project Resources	Project resources for the delivery of the Workday Project is no longer a risk. However, the risk of retaining skilled resources on the Workday Support Team remains high. This risk has been transferred to the Support Team operational risk profile, and will now be tracked as part of that initiative.
G	Risk Management	The project risk register was updated to reflect the new project plan and mitigations were developed. Risks were reported to key governance stakeholders including the Project Workday Steering Committee, ACET and the Audit and Risk Management Committee.

**6.4 APPENDIX A – Fourth
Quarter 2018-2019 Major
Capital Projects Report**

DARE District

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

Reviewed and approved by Algonquin College Executive Team Sponsor: D. McNair
Algonquin College Leadership Team Project Dean/Director: J. Tattersall
Project Manager: L. Smith (Colliers International)

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

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

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

**6.4 APPENDIX A – Fourth
Quarter 2018-2019 Major
Capital Projects Report**

DARE District - continued

Project Contingency	Value
Approved project contingency	\$5.7 million
Contingency balance as at March 31, 2019	\$0 million

Actual/Projected Project Cost	Value
Expenditures in 2016-2017	\$6.6 million
Expenditures in 2017-2018	29.3 million
Expenditures in 2018-2019	9.5 million
Total	\$45.4 million

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

G	Governance	Appropriate Project Sponsorship and Governance completed.
G	Scope Management	Final project scope defined and executed.
R	Cost Management	Unanticipated scope including correction and completion of design, and numerous additional College-driven modifications required to complete the project which resulted in a project budget overage.
G	Schedule Management	Project delivered on schedule.
G	Project Resources	No significant issue.
G	Risk Management	Project complete. No outstanding risks.
G	Stakeholder Engagement	No significant issues.
G	Operational Readiness	Space is now occupied and serving its intended purpose.

Algonquin Students’ Association Athletics and Recreation Centre

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

Reviewed and approved by Algonquin College Executive Team Sponsor: D. McNair
Algonquin College Leadership Team Project Dean/Director: J. Tattersall
Project Manager: L. Smith (Colliers International)

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

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

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

Project Contingency	Value
Estimated project contingency	\$7.5 million
Contingency balance as at March 31, 2019	Not applicable

Actual/Projected Project Cost	Value
Fiscal 2018-2019	\$0.4 million
Fiscal 2019-2020	\$13.1 million
Fiscal 2020-2021	\$35.3 million
Fiscal 2021-2022	\$1.1 million
Total	\$49.9 million

Total Project Variance	\$0 million
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**6.4 APPENDIX A – Fourth
Quarter 2018-2019 Major
Capital Projects Report**

Algonquin College Students’ Association Athletics and Recreation Centre (ARC) - continued

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

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

Pedestrian Bridge to Bus Rapid Transit Station

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

Reviewed and approved by Algonquin College Executive Team Sponsor: D. McNair
Algonquin College Leadership Team Project Dean/Director: J. Tattersall
Project Manager: City of Ottawa (lead) – L. Trembley (Colliers International)

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

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

Project Funding	Value
Algonquin College reserve funds	\$3.1 million

Project Contingency	Value
Approved project contingency	Not yet defined
Contingency balance as at March 31, 2019	Not applicable

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

Total Project Variance	\$0.0 million
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Pedestrian Bridge to Bus Rapid Transit Station - continued

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

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

Student Central – FINAL PROJECT UPDATE

This initiative significantly improves the accessibility and usability of student enrolment and retention services by creating a one-stop hub of services based in the lower-level of the DARE District. It incorporates larger and more comfortable waiting areas, service with assistance kiosks, sit-down in-person service desks, reimagined service delivery integration by the six areas identified for co-location in the space, as well as to encourage the increased use of the College’s on-line registration and academic services. The focus of the space offers a learner-focused service experience that shifts from transaction to meaningful interactions based on what students want and need. The space also supports the College’s learner driven goals by maximizing space utilization with 24-7 access.

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

Board of Governors Key Approval Dates	Dates
Meeting #504 – The Board of Governors approves the allocation of up to \$8 million from the College’s reserve fund for future capital expansion to complete the renovation of the lower level of the Building C DARE District and create a learner driven space.	October 2017
Meeting #506 - The Board of Governors approves the budget of \$7.2 million to complete the renovation of the lower level of the Building C DARE District, funded 50% from the Strategic Investment Priorities budget and 50% from the College’s reserve fund for future capital expansion.	February 2018

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

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

Project Contingency	Value
Approved project contingency	\$0.6 million
Contingency balance as at March 31,, 2019	\$0.4 million

Actual/Projected Project Cost	Value
Expenditures in 2017-2018	\$0.2 million
Expenditures in 2018-2019	6.6 million
Total	\$6.8 million

Total Project Variance	\$0.40 million
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**6.4 APPENDIX A – Fourth
Quarter 2018-2019 Major
Capital Projects Report**

Student Central - continued

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

Indigenous Gathering Circle – FINAL PROJECT UPDATE

Located in the Building C inner courtyard, the Indigenous Gathering Circle serves as a modern and respectful interpretation of a significant Indigenous cultural icon. It creates a welcoming venue that is culturally rich and a student experience that can benefit from Indigenous teachings, heritage and history. It provides a space culturally appropriate and inclusive for the entire Algonquin College community.

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

Board of Governors Key Approval Dates	Dates
Meeting #504 – The Board of Governors approves an expenditure of up to \$1.6 million from the College’s Strategic Investment Priorities budget over the fiscal years 2017-2018 and 2018-2019 to fund the landscaping of the Building C inner courtyard with greenspace and native horticulture and to construct an Indigenous Gathering Circle.	October 2017

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

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

Project Contingency	Value
Approved project contingency	\$0.4 million
Contingency balance as at March 31, 2019	\$0 million

Actual/Projected Project Cost	Value
Expenditures in 2017-2018	\$0.3 million
Expenditures in 2018-2019	1.4 million
Total	\$1.7 million

Total Project Variance	\$(0.1) million
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Indigenous Gathering Circle - continued

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

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

6.4 APPENDIX A – Fourth Quarter 2018-2019 Major Capital Projects Report

Net Tuition Project

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

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

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

Project Milestones	Dates
Project start date	August 2016
Environmental Scan completed	April 2017
2017F OSAP Application Campaign launched	July 2018
AC Aid Entrance Bursaries and Scholarships launched	October 2017
Tuition and Fee Estimator launched	April 2018
Smart Money Plan (financial literacy campaign) launched	June 2017
2018F OSAP Application Campaign launched	July 2018
Projected substantial completion date	February 2019
Customer Relationship Management (CRM) system planning kick-off	August 2018
Customer Relationship Management deployment – delayed due to other system priorities; moved forward with no additional expense to complete the project	December 2019

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

Project Contingency	Value
Approved project contingency	\$0
Contingency balance as at March 31, 2019	\$0

Actual/Projected Project Cost	Value
Expenditures in 2016-2017	\$0.03 million
Expenditures in 2017-2018	0.30 million
Expenditure in 2018-2019	0.32 million
Projected Expenditures in 2019-2020	0.19 million
Total	\$0.84 million

Total Project Variance	\$0.06 million
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**6.4 APPENDIX A – Fourth
Quarter 2018-2019 Major
Capital Projects Report**

Net Tuition Project - continued

Risk and Status Dashboard

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

G	Governance	Effective governance of the project was achieved.
G	Scope Management	Scope ladder was utilized throughout the project.
G	Cost Management	Project will be completed on budget. Although no project contingency exists, any change in project scope will be funded through the Ontario government.
Y	Schedule Management	Project will be completed for December, 2019.
G	Project Resources	No significant issues have been identified.
G	Risk Management	No major risks have materialized.
G	Stakeholder Engagement	Stakeholder engagement was completed.
G	Operational Readiness	Operational readiness planning ongoing.

Solar Photovoltaic Plan

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

Reviewed and approved by Algonquin College Executive Team Sponsor: D. McNair
Algonquin College Leadership Team Project Dean/Director: J. Tattersall
Project Manager: L. Smith (Colliers International)

Board of Governors Key Approval Dates	Dates
Meeting #508 – Board of Governors approves the Moving Algonquin College to Net Zero - Solar Photovoltaic Plan project in the amount of \$6,825,060, fully funded from the Ministry of Advanced Education and Skills Development – Greenhouse Gas Campus Retrofit Program (GGCRP) to implement a solar photovoltaic array, battery storage infrastructure, and infrastructure upgrades on the Ottawa campus in 2018-2019.	June 11, 2018
Meeting #511 – Board of Governors approved an additional \$1,200,000 of funding to be contributed by the College in relation to the scope change for the electrification component of the project.	February 25, 2019

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

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

**6.4 APPENDIX A – Fourth
Quarter 2018-2019 Major
Capital Projects Report**

Approved Project Funding	Approved Value
Greenhouse Gas Campus Retrofit Program (GGCRP)	\$6.8 million
Additional College contribution	\$1.2 million
Total	\$8.0 million

Project Contingency	Value
Approved project contingency	0.6 million
Contingency balance as at March 31, 2019	0.0 million

Actual/Projected Funding	Value
Expenditures in 2018-2019	\$ 5.6 million
Projected Expenditures in 2019-2020	\$2.4 million
Total	\$8.0 million

Total Project Variance	\$0.0 million
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Risk and Status Dashboard

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

G	Governance	Appropriate sponsorship and governance implemented with refinement as required during project development.
G	Scope Management	Scope for solar array and battery storage has been defined. Hot water electrification scope currently being designed. Remaining scope changes managed on case-by-case basis with consideration of budget and schedule.
R	Cost Management	College officials have directed Siemens to contain the scope of the project to remain within the \$8.0 million authorized budget.
R	Schedule Management	Solar panels and racking, and battery system have been delivered. Electrification design and installation ongoing to be completed by August 31, 2019.
G	Project Resources	College resources needed to support this project have been identified along with external resources.
Y	Risk Management	The risk of not meeting GHG targets as per the original project submission is being assessed.
G	Stakeholder Engagement	Limited stakeholder engagement has taken place and will continue throughout the life of the project as required considering the scope of this project.
G	Operational Readiness	Operational readiness planning ongoing.

Summary of Projects Completed Since Fiscal 2011-2012

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

MEMO

DATE: June 10, 2019
TO: Board of Governors
FROM: Governor Jim Robblee, Chair, Governance Committee
SUBJECT: Governance Committee meeting May 13, 2019

Board members can review meeting materials from the May 13, 2019 meeting by accessing the Board of Governors 'Teams site' [Governance Committee meeting folder, May 13, 2019 meeting folder](#).

A. ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL

1) 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. The request for Board of Governors approval of the 2019-2020 Board Chair, Board Executive Committee Succession, and Committee memberships will be addressed at the June 10, 2019 Annual General Meeting following the regular Board meeting under agenda item 5.0, and details of the memberships are provided in Appendix A: 2019-2020 Board of Governors Officer Position-Committee Memberships.

RESOLUTION

MOVED & SECONDED: G. Beck & P. Nadeau

THAT the Governance Committee recommends to the Board of Governors approval of the appointment of Officers of the Board and membership on Board Committees with terms beginning September 1, 2019 to August 31, 2020.

CARRIED.

The Committee suggested that the words "at least" be added under the Membership section of the Governance Committee Terms of Reference. The revision is provided in Appendix B: Governance Committee Terms of Reference.

2) Bylaw 1 – Revised Membership under Audit & Risk Management Committee (Section 15.1)
Members were referred to Bylaw 1 revised Membership Section 15.1 under the Audit and Risk Management Committee.

RESOLUTION

MOVED & SECONDED: V. Sayah & G. Beck

THAT the Governance Committee recommends to the Board of Governors approval of the revised Bylaw 1 as presented.

CARRIED.

The revisions to the Terms of Reference of the Audit and Risk Management Committee and Governance Committee have been reflected in Bylaw 1, Section 15.1 Membership under the Audit and Risk Management Committee, and Section 16.1 Membership under Governance Committee. The revisions in Bylaw 1 are provided in Appendix C: Bylaw 1 – revised.

RESOLUTION

MOVED & SECONDED: A. Lawrence & G. Beck

THAT the Governance Committee recommends to the Board of Governors approval of the revised Governance Committee Terms of Reference and revised Bylaw 1 as presented.

CARRIED.

3) Recording of Board of Governors Meetings - Update

Members were referred to the Recording, Live Streaming, and Picture Taking During Board Meetings draft policy and the report on Recording and Live Streaming of Board meetings prepared by Marguerite Donohue, of Donohue Higher Education Consulting. The Draft policy BG I-06 Recording, Live Streaming, and Picture Taking During Board Meetings is provided as Appendix D.

RESOLUTION

MOVED & SECONDED: A. Lawrence & G. Beck

THAT the Governance Committee recommends to the Board of Governors approval of the BG I-06 Recording, Live Streaming, and Picture Taking During Board Meetings Policy effective September 1, 2019.

CARRIED.

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

1) 2019 Spring Board of Governors Retreat March 23 – Survey Results

Members were informed that the 2019 Spring Board of Governors Retreat survey results were positive. Guest speaker Wil Zemp was well received and Governors found his presentation very informative. Governors provided retreat improvement suggestions and will be taken into consideration for future retreat planning.

Members accepted this report for information.

2) 4.4 2018-2019 Board of Governor's Evaluation Survey Results

Members were referred to the 2018-2019 Board of Governors' Evaluation Survey Results. Overall, the survey results were positive, and, that governors understood the board's responsibilities and its leadership. Survey comments were shared with the Committee and will taken under advisement for the upcoming academic year. Details of the survey results are provided in Appendix E: 2018-2019 Board of Governors Evaluation Survey Results.

3) Board Management Summary Report – Discussion and Recommendation

Members were provided with an update on the Board Management Summary Report process. The report structure and process will remain status quo until a new improved process is put in place.

Members accepted this report for information.

4) 2019 CIGan Conference Report Back

Governors Sayah & Lawrence provided members with their 2019 CIGan Conference report back summary. Governors Sayah, Lawrence, McLaren, and Paudel attended the conference in Niagara Falls. Governors found the conference extremely informative and benefited regionally, nationally, and internationally. Governor Sayah noted that the conference was a wonderful opportunity and experience for Governor Paudel, the student representative.

Members accepted this report for information.

5) 2019-2020 Board of Governors Workplan

Governor Robblee referred members to the 2019-2020 Board of Governors Workplan.

Members accepted the workplan for information.

6) Presidential Search Update

Board Chair Nadeau provided members with an update on the Presidential Search for the replacement of President Jensen. President Jensen's term of office ends on August 25, 2019, and this vacancy will be filled following the Presidential Search initiated by the search firm, Boyden.

Members accepted this update for information.

7) 2019-2020 Governance Committee Work Plan

Members were referred to the 2019-2020 Governance Committee Work Plan.

Members accepted the workplan for information.

8) New Governor Orientation Part 1 – DRAFT Agenda
New Governor Orientation Part 2 – DRAFT Agenda

Members were referred to the New Governor Orientation Part 1 and Part 2. Annually, New Governors are invited to the New Governor Orientation Part 1 in August and Part 2 in September. The invitation has been extended to Governors in Waiting and current Governors should they feel the need for a refresher.

Members accepted this for information.

MEMO

9) 2019-2020 Governance Committee Meeting Schedule

Members were referred to the Governance Committee meeting schedule for 2019-2020. Meeting invitations will be sent out to the 2019-2020 Governance Committee Members after the June 10 Board meeting.

Members accepted the Committee schedule for information.

10) April 15, 2019 Board of Governors meeting evaluation results

Members were informed that the April 15, 2019 Board of Governors meeting evaluation results were positive. The only negative feedback relates to the Zoom teleconference technical issues. Overall, the meeting remained on schedule.

Members accepted the evaluation results for information.

ALGONQUIN COLLEGE BOARD OF GOVERNORS
2019-2020 Board Committee Memberships

Governors	2019-20 Executive Committee	2019-20 Governance Chair: Gail Beck	2019-20 ASAC Chair: Jay McLaren	2019-20 ARM Chair: Kelly Sample
BOARD CHAIR	Jim Brockbank	Member	Member	Member
VICE CHAIR	Jim Robblee			
PRESIDENT	VACANT	Member	Member	Member
GOVERNANCE CHAIR	Gail Beck	CHAIR		
ASAC CHAIR	Jay McLaren		CHAIR	
ARM CHAIR	Kelly Sample			CHAIR
ARM VICE CHAIR	Steve Barkhouse			VICE CHAIR
Audrey Lawrence		Member		
Cyril McKelvie			Member	Member
Enrico DeFrancesco			Member	
James McCracken (New)		Member		
Jeff Darwin				Member
Jim Robblee		Member		
Ikram Zouari (New)				Member
Krishna Stanton			Member	
Valerie Sayah		Member		
Wayne Johnson		Member		
Yadwinder Singh (New)			Member	
Governors in Waiting:		BOG Chair – J. Brockbank	BOG Chair – J. Brockbank	BOG Chair – J. Brockbank
Rodney Wilson		President – VACANT	President – VACANT	President – VACANT
John Weerdemburg		+ Up to 5 Governors	+ 3 to 5 Governors	+ at least 4 external Governors
Yusuf Khan		1. G. Beck - Committee Chair	1. J. McLaren - Committee Chair	1. K. Sample - Committee Chair
		2. A. Lawrence	2. C. McKelvie	2. S. Barkhouse - Committee Vice
		3. J. McCracken	3. E. DeFrancesco	3. C. McKelvie
		4. J. Robblee	4. K. Stanton	4. J. Darwin
		5. V. Sayah	5. Y. Singh	5. I. Zouari
		6. W. Johnson		
		Total = 8	Total = 7	Total = 7
Internal Resources >			Laura Stanbra, Claude Brulé	Duane McNair

ALGONQUIN COLLEGE BOARD OF GOVERNORS GOVERNANCE COMMITTEE TERMS OF REFERENCE

The Governance Committee, a standing committee of the Board of Governors (the Board), was established to assist the governors in carrying on the affairs of the College in connection with matters relating to governance (Article 16 of Bylaw 1 of the Board of Governors).

Responsibilities

1. To review and assess Board governance practices and make recommendations to the Board regarding ways in which governance practices can be improved and enhanced by proposing policies to the Board for deliberation and appropriate action.
2. To recommend measures to be employed in assessing the governance performance and the contributions of Board members.
3. To act as the nomination committee for vacancies in the Board and to develop selection criteria and profiles based on the skills matrix for the nomination of Board members.
4. To be responsible for the annual nomination of the Chair, Vice Chair, Secretary (if other than the President), Treasurer (if other than the Vice President, Administration), any other Officers as the Board may determine to be appointed annually, the Chair of the Audit Committee, the Governance Committee, and the Chair of any other standing committees which the Board may constitute which require the annual appointment of a Chair.
5. To oversee and assess the Board's orientation, and the need for professional development activities, and make recommendations for action to the Board, as appropriate.
6. To perform other tasks related to governance performance as assigned by the Board or as deemed necessary by the Governance Committee.

Membership

The Governance Committee shall be composed of **at least** five governors who shall be appointed by the Board, in addition to the Chair of the Board and the President who shall be ex officio members. A majority of members of the Governance Committee shall be external governors.

Term of Appointment

Each Governance 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 Chair of the Governance Committee shall be an external governor.

Vice Chair

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

Vacancy

The Board shall fill a vacancy on the Governance Committee by appointing a new member to the Committee.

Meetings

Any member of the Board is welcome to attend a meeting, with the approval of the Chair.

Frequency of Meeting

The Governance Committee shall meet a minimum of three times each year, or more often as is deemed necessary.

Calling Meetings

Any member of the Governance Committee may call a meeting of the Governance Committee.

First approved:	January 14, 2008
Revised and approved:	May 14, 2012
Revised and approved:	March 7, 2016
Approved at Governance Committee:	April 26, 2017
Approved at Board of Governors Meeting:	June 12, 2017
Revised at Governance Committee Meeting:	March 28, 2018
Approved at Board of Governors Meeting:	April 16, 2018
Revised at Governance Committee Meeting:	May 13, 2019

BYLAW 1

THE BOARD OF GOVERNORS OF THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BE IT ENACTED as a bylaw of THE BOARD OF GOVERNORS OF THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY (herein called the Corporation) for the general conduct of the affairs of the Corporation as follows:

1 INTERPRETATION

1.1 In this bylaw, the following terms shall have the indicated meanings:

1.1.1 “academic staff member”, “administrative staff member”, “support staff member” and “student” shall have the same meanings as defined in the Regulations;

1.1.2 “Act” shall mean the *Ontario Colleges of Applied Arts and Technology Act, 2002*, as amended from time to time;

1.1.3 “Board” shall mean the Board of Governors of the Corporation;

1.1.4 “Regulations” shall mean the regulations made under the “Act”;

1.1.5 “spouse” and “same sex partner” shall have the same meanings as defined in the Regulations.

1.2 In these bylaws and in all other bylaws and special resolutions of the Corporation hereafter passed unless the context otherwise requires, words importing the singular number or the masculine gender shall include the plural number or the feminine gender, as the case may be, and vice-versa, and references to persons shall include firms and corporations.

2 HEAD OFFICE: The Head Office of the Corporation shall be in the City of Ottawa in the Province of Ontario and at such place therein as the governors may from time to time determine.

3 SEAL: The seal, an impression whereof is stamped at the end of this bylaw, shall be the corporate seal of the Corporation.

4 **BOARD OF GOVERNORS**

- 4.1 **Size and Constitution of Board:** Subject to the transition procedure set out in section 4(10) of the current Ontario Regulation 34/03 the Board shall consist of seventeen (17) governors of whom: twelve (12) governors, hereinafter referred to as "external" governors, shall be appointed in the manner provided in section 4.2 below; four (4) additional governors, hereinafter referred to as "internal" governors, shall be elected as provided in section 4.3 below; and the President of the Corporation (who shall for the purposes of the Regulations be regarded as "the President of the College") shall be appointed by the Board pursuant to section 11.5.4 hereof and who shall be a voting member of the Board by virtue of office.
- 4.2 **Appointment of External Governors:** The external governors shall be appointed as follows:
- 4.2.1 Four (4) governors are to be appointed by the Lieutenant Governor in Council ("LGIC"). For each governor to be appointed by the LGIC, the College shall forward to the Colleges Unit of the Ministry of Training, Colleges and Universities, up to three (3) nominees;
- 4.2.2 Eight (8) governors are to be appointed by the members of the Board holding office at the time of appointment;
- 4.2.3 A member of the Board appointed under sections 4.2.1 and 4.2.2 shall not participate in a vote of the Board relating to a renewal or extension of his or her appointment.
- 4.3 **Election of Internal Governors:** The internal governors shall comprise one student, one academic staff member, one administrative staff member, and one support staff member, each of whom shall be elected by the students, academic staff members, administrative staff members and support staff members, respectively, in accordance with the procedures established in Bylaw No. 3 of this Corporation.
- 4.4 **Eligibility Requirements of External Members:** No person shall be eligible for appointment as an external governor if such person is a student or an employee of a College of Applied Arts and Technology.
- 4.5 **Term and Term Limits:**
- 4.5.1 Each external governor and each internal governor (other than the student governor) shall be appointed or elected, as applicable, for a term not to exceed 3 years;
- 4.5.2 Each student governor shall be elected for a term of 1 year;
- 4.5.3 Each governor shall take office on the first day of September in the year of appointment or election;

- 4.5.4 Notwithstanding the length of the term to which an internal governor may be elected, such term shall immediately terminate upon such governor ceasing temporarily or permanently to be a student, academic staff member, administrative staff member or support staff member, as applicable. Provided that a student governor who graduates prior to the expiration of such student governor's term may continue to serve until the 31st day of August in such student's year of graduation;
- 4.5.5 No person shall serve as an external governor or internal governor (other than the student governor) for more than 6 consecutive years provided that after an absence of 2 years such person shall again be eligible for re-election or re-appointment, as applicable, for successive terms not to exceed 6 years;
- 4.5.6 No person shall serve as the student governor for more than 2 consecutive years provided that after an absence of 2 years such person shall again be eligible for re-election for successive terms not to exceed 2 years.

4.6 **Vacancies:**

- 4.6.1 Where a vacancy occurs among the external governors of the Board appointed by the LGIC pursuant to section 4.2.1, the College shall forward to the Colleges Unit of the Ministry of Training, Colleges and Universities (MTCU), up to three (3) nominees for each vacant position in accordance with the direction provided by MTCU in the October 12, 2010, memo from Nancy Naylor, Assistant Deputy Minister providing direction on the New Appointment Processes for Lieutenant Governor In Council-appointed College Governors;
- 4.6.2 Where a vacancy occurs among the external governors of the Board appointed by the Board pursuant to section 4.2.2, the Board shall appoint a person to fill the vacancy;
- 4.6.3 Where a vacancy occurs among the internal governors of the Board, such of the students, academic staff members, administrative staff members, or support staff members as originally appointed the governor whose position is vacant shall elect a person to fill the vacancy; such election to be conducted in accordance with the procedures set forth in Bylaw No. 3;
- 4.6.4 The term of the person appointed or elected pursuant to section 4.6.1 or 4.6.2 shall be for the remainder of the term of the governor whose position became vacant, and shall commence upon such appointment or election and shall terminate on August 31st in the year in which such term expires.

5 **POWERS OF THE BOARD**

- 5.1 The Board shall oversee the direction and management of the College.

- 5.2 The Board may make, or cause to be made, in the Corporation's name any kind of contract which the Corporation may lawfully enter into and, save as hereinafter provided, generally may exercise all such powers and do all such other acts and things as the Corporation is authorized to exercise and do, as provided by any applicable statute or law.
- 5.3 Without in any way derogating from the foregoing, the Board is expressly empowered from time to time to purchase, lease or otherwise acquire, alienate, sell, exchange or otherwise dispose of shares, stocks, rights, warrants, options and other securities, lands, buildings, and other property movable or immovable, real or personal, or any right or interest therein owned by the Corporation for such consideration and upon such terms and conditions as it may deem advisable.

6 MEETINGS OF THE BOARD

- 6.1 **Calling of Meetings:** Except as otherwise required by law, the Board may hold its meetings at such place or places as it may from time to time determine. Governors' meetings may be formally called by the Chair or Vice Chair or by the Secretary or Treasurer on the direction of the Chair, or of the Vice Chair or of any two (2) governors.
- 6.2 **Notice of Meetings:** The Board may appoint a day or days in any month or months for regular meetings of the Board at an hour to be named and in respect of such regular meetings no notice need be given to the governors but notice of the days and times so appointed shall be posted in the foyer of the main administration building. Where urgent conditions prevail, notice of a Board meeting shall be delivered, telephoned or sent by electronic mail to each governor not less than one (1) day before the meeting is to take place or shall be mailed to each governor not less than four (4) days before the meeting is to take place. Notice of all meetings of the Board shall be given to the public by posting of a notice in the foyer of the main administration building concurrent with the giving of notice to the governors. The certificate of the Secretary or Treasurer or Chair that notice has been given pursuant to this bylaw shall be sufficient and conclusive evidence of the giving of such notice. The governors may consider or transact any business, either special or general, at any meeting of the Board.
- 6.3 **Disclosure of Conflict of Interest:** At the opening of each meeting, the Chair shall ask for disclosures of any actual, potential, or perceived conflicts of interest of any governor relating to any agenda item. Any such declared conflicts shall be recorded in the minutes.
- 6.4 **Quorum:** Ten (10) governors shall form a quorum for the transaction of business at any meeting of the Board. No business shall be transacted at any meeting unless the requisite quorum shall be present.
- 6.5 **Meetings to be Public:** Subject to section 6.6 below, meetings of the Board shall be open to the public and no person shall be excluded from such a meeting except for improper conduct as determined and expressed by resolution of the Board.

6.6 **In Camera:** The Board may conduct that part of its meeting in camera as concerns:

6.6.1 Such items as individual personnel matters, strategic labour relations, real and personal property transactions, litigation in which the Corporation is involved and other matters which by their nature require confidentiality so as to preserve the legitimate interests of the Corporation;

6.6.2 Matters of a personal nature concerning an individual unless such individual requests and the Board agree that the matter may be discussed in public.

All governors shall keep all information, discussions and proceedings at in camera sessions of the Board strictly confidential.

6.7 **Adjournments:** Any meeting of governors may be adjourned to any time and from time to time and such business may be transacted at such adjourned meeting as might have been transacted at the original meeting from which such adjournment took place. Such adjournment may be made notwithstanding that no quorum is present. In the event of an adjournment to a future date, notice of the rescheduled meeting shall be given in the same manner as provided in section 6.1.

6.8 **Errors in Notice:** No error or omission in giving such notice for a meeting of governors shall invalidate such meeting or invalidate or make void any proceedings taken or had at such meeting and any governor may at any time waive notice of any such meeting and may ratify and approve of any or all proceedings taken or had thereat.

6.9 **Voting:**

6.9.1 Except for votes to amend or adopt bylaws, questions arising at any meeting of governors shall be decided by a majority vote. Votes to amend or adopt bylaws shall require a two-thirds majority. In the case of an equality of votes, the Chair shall have a second or casting vote;

6.9.2 All votes at any such meeting shall be taken by ballot, if so demanded by any governors present; but if no demand be made, the vote shall be taken in the usual way by assent or dissent.

6.9.3 Unless there is a demand for a recorded vote, a declaration by the Chair that a resolution has been carried or carried unanimously or by a particular majority or lost or not carried by a particular majority, and an entry to that effect in the minutes shall be admissible in evidence as prima facie proof of the fact without proof of the number or proportion of votes recorded in favour of or against such resolution. In the absence of the Chair, the Chair's duties may be performed by the Vice Chair or such other external governor as the Board may from time to time appoint for the purpose.

6.10 **Meetings by Electronic Means:** Meetings of the Board may be held by means of such telephone, electronic, or other communication facilities as will permit all

persons participating in the meeting to communicate with each other simultaneously and instantaneously and a member of the Board participating by such means shall be deemed to be present at that meeting and shall be counted for the purposes of quorum.

7 COMPLIANCE WITH CONFLICT OF INTEREST OBLIGATIONS

The Board of Governors shall comply with the Minister's Binding Policy Directive on Conflict of Interest issued under the Act. Should any provision in this section be in conflict with this Policy Directive or any further Policy Directives issued by the Minister, the conflicting provision shall be ineffective to the extent of such conflict without invalidating the remaining provisions of this section. Notwithstanding the above, any provisions of this section that exceed the minimum requirements contained in the aforementioned Policy Directive are not in conflict with such and shall remain in force.

7.1 Definitions:

7.1.1 **Actual conflict of interest:** a situation where a governor has a private or personal interest that is sufficiently connected to the governor's duties and responsibilities as a governor that it influences the exercise of these duties and responsibilities.

7.1.2 **Internal governor:** For the purpose of this section 7, the president of the college shall be deemed to be an internal governor.

7.1.3 **Perceived conflict of interest:** a situation where reasonably well-informed persons could properly have a reasonable belief that a governor has an actual conflict of interest, even where that is not the case in fact.

7.1.4 **Potential conflict of interest:** a situation where a governor has a private or personal interest that could influence the performance of the governor's duties or responsibilities, provided that the governor has not yet exercised that duty or responsibility.

7.2 Principles

7.2.1 Members of the Board are expected to act honestly and uphold the highest ethical standards.

7.2.2 Members of the Board are obligated to perform their official duties and conduct themselves in a manner that will bear the closest public scrutiny because colleges are part of the broader public sector and are subject to greater public scrutiny than private organizations.

7.2.3 Members of the Board shall not have private interests (other than those permitted pursuant to the Minister's binding policy directive, or applicable

laws, or statutes) that would be affected particularly or significantly by college decisions or actions in which they participate as governors.

7.2.4 When appointed, members of the Board must arrange their private interests to prevent conflicts of interest. If a conflict does arise between the private interests of a governor and the official duties of that individual, the conflict shall be resolved in favour of the public interest.

7.2.5 Each governor (regardless of how the governor becomes a member of the Board) has a responsibility first and foremost to the welfare of the institution and must function primarily as a member of the Board, not as a member of any particular constituency.

7.2.6 All governors shall annually complete the Code of Ethical Conduct and Governor's Agreement being Appendix 1 to the Governor's Code of Ethics in which, among other things, they shall agree to comply with the Minister's Binding Policy Directive on Conflict of Interest issued under the Act and to comply with their obligations respecting the Governor's Code of Ethics and the Code of Ethical Conduct.

7.3 **Minister's Binding Policy Directive**

7.3.1 A conflict of interest arises when a governor's private or personal interest supersedes or competes with that governor's duties and responsibilities as a member of a Board. This could arise from an actual, potential, or perceived conflict of interest of a financial or other nature.

7.3.2 At the beginning of every Board meeting, the Chair of the Board is to ask and have recorded in the minutes whether any member of the Board has a conflict to declare in respect to any agenda item.

7.3.2.1 When the agenda item arises in the open portion of the Board meeting, the member(s) of the Board with an actual conflict of interest may remain in the room for the duration of the discussion and not participate in the vote on this item. The minutes are to record that the member(s) of the Board in conflict of interest remained in the room for the discussion and did not vote on this item. Should the matter occur in the in camera portion of a meeting, the member(s) of the Board shall withdraw while the matter is being discussed or voted on and the minutes should reflect this.

7.3.2.2 When the conflict of interest is perceived or potential, the Board will determine whether the member or members of the Board remain for the discussion and vote on agenda items. The minutes should reflect what takes place.

7.3.3 In cases where a conflict cannot be avoided, a Board member is to declare a conflict of interest at the earliest opportunity and, at the same time, should declare the general nature of the conflict. Where a conflict of interest is

declared prior to a Board meeting, the declaration is to be made to the Chair of the Board and the Board is to be informed.

- 7.3.4 Where a Board member is unsure whether the member is in conflict, the said member is to raise the perceived potential conflict with the Board, and the Board is to determine by majority vote whether or not a conflict of interest exists. The said Board member must refrain from voting on whether or not a conflict of interest exists.
- 7.3.5 Where a conflict of interest is discovered after consideration of a matter, it is to be declared to the Board and appropriately recorded at the first opportunity. If the Board determines that involvement of said member of the Board influenced the decision of the matter, the Board is to re-examine the matter and may rescind, vary, or confirm its decision.
- 7.3.6 Any member of the Board who perceives another member of the Board to be in conflict of interest in a matter under consideration is to raise this concern with the Chair of the Board. The Chair, in turn, is to discuss the matter with the member of the Board who is perceived to be in conflict and, as appropriate, to hold further discussion with the reporting governor. If the discussions do not lead to a resolution, the matter is to be brought to the Board and the Board is to determine by majority vote whether or not a conflict of interest exists. The member of the Board perceived to be in conflict is to refrain from voting.
- 7.3.7 Where there has been a failure on the part of a member of the Board to comply with this binding policy directive, unless the failure is the result of a bona fide error in judgment, the Board is to:
- 7.3.7.1 Issue a verbal reprimand; or
 - 7.3.7.2 Issue a written reprimand; and/or
 - 7.3.7.3 Request that a member of the Board resign; and/or
 - 7.3.7.4 Remove the member of the Board through processes established in Board bylaws.
- 7.4 Without limiting the general application of the Minister's Binding Policy Directive on conflict of interest, the Board shall recognize the following circumstances as an actual conflict of interest requiring the affected Board member to conduct themselves in accordance with s. 7.3.2.1. hereof:
- 7.4.1 President:
- 7.4.1.1 Agenda items relating either directly or indirectly to the President's compensation, perquisites, and/or benefits;

Note: the Board may require certain information from the President to assist their deliberations, but these queries must be of the general nature or relate to providing performance related information concerning the President's success in meeting agreed to objectives and must not in anyway, either directly or indirectly, influence decisions on his or her compensation, perquisites, and/or benefits.

7.4.2 Internal Governors:

- 7.4.2.1 Agenda items relating either directly or indirectly to collective bargaining and/or compensation and terms and conditions of employment and/or academic programs in relation to their constituent group;

Note: this would not apply to agenda items that are of a general nature occurring in the open to the public portion of the Board meeting;

- 7.4.2.2 Agenda items relating to the President's evaluation or performance review;

Note: this does not prevent the Chair or evaluation committee asking for their input as part of a general information-gathering process in preparing the President's evaluation.

7.4.3 Student Governor:

- 7.4.3.1 Agenda items relating to an increase in the tuition fees for the particular program in which the student is enrolled;

- 7.4.3.2 Agenda items relating to the President's evaluation or performance review;

Note: this does not prevent the Chair or evaluation committee asking for their input as part of a general information-gathering process in preparing the President's evaluation;

- 7.4.3.3 Agenda items relating either directly or indirectly to collective bargaining and/or compensation and terms and conditions of employment for college staff.

Note: this would not apply to agenda items that are of a general nature occurring in the open to the public portion of the Board meeting.

7.5 Insignificant Conflicts

The Minister's Binding Policy Directive does not apply where the interest is so remote or insignificant that it cannot reasonably be regarded as likely to influence the Board member or where a pecuniary or other interest is in common with a broad group of which the governor is a member (e.g., students, support staff, academic staff, administrative staff). This Binding Policy Directive does not apply where the issue is one of general or public information.

7.6 **Disclosure of Interests in Contracts**

7.6.1 Every governor who is in any way directly or indirectly interested in a proposed contract or a contract with the Corporation or any subsidiary of the Corporation shall declare the governor's interest and conflict in accordance with the Minister's Binding Policy Directive.

7.6.2 If a governor has made a declaration of his or her interest in a proposed contract or contract in compliance with this section and has not voted in respect of the resolution which awards the contract (or, in the case of a conflict declared in accordance with section 7.3.5 hereof, the governor has not voted on the resolution confirming the award of the contract), the governor is not accountable to the Corporation or to any of its members or creditors for any profit realized from the contract, and the contract is not voidable by reason only of the governor's holding that office or of the fiduciary relationship established thereby.

8 **REMOVAL OF GOVERNORS**

8.1 The Board may remove a governor (other than the President or members of the Board appointed by the Lieutenant Governor in Council) from the Board by a resolution of the governors (enacted pursuant to section 8.2 below) if:

8.1.1 The governor has failed to attend, without leave of the Board, at least 50% of the regular meetings of the Board in any 12 month period or 4 successive meetings of the Board;

8.1.2 The governor has neglected or refused to participate on Board committees and/or to contribute to effective discussion and decision making at the Board;

8.1.3 The governor has failed to comply with the Minister's Binding Policy Directive on Conflict of Interest which is set forth in section 7 of this Bylaw;

8.1.4 The governor has failed to maintain the confidentiality of any and all information, discussions, or proceedings at in camera sessions of the Board;

8.1.5 The governor has failed to observe and perform the governor's fiduciary duty to the Corporation in that the governor has not acted with honesty, in good faith and in the best interests of the Corporation;

-
- 8.1.6 The governor has, in the opinion of the Board, committed one of the following grounds of misconduct and in consequence would, if such governor were to continue as a member of the Board, adversely affect the image and/or operations of the Board or of the College:
- 8.1.6.1 Harassment (including activities that would constitute harassment under College directives);
 - 8.1.6.2 Violence (including activities that would constitute violence under College directives);
 - 8.1.6.3 Conviction of a criminal offense;
 - 8.1.6.4 Conduct unbecoming of a member of the Board;
 - 8.1.6.5 Discrimination as defined under the Ontario Human Rights Code (including activities that would constitute discrimination under College directives).
- 8.1.7 The governor has refused or is unable to comply with the provisions of the Governor's Code of Ethics being Appendix A to this Bylaw #1; and,
- 8.1.8 The governor has failed to observe and comply with the provisions of the Governor's Code of Ethics being Appendix A to this Bylaw #1.
- 8.2 Prior to the Board voting to remove a governor (the "Subject Governor"), the Chair or the Vice-Chair is to discuss the matter with the Subject Governor to explain why the removal is being considered and to seek a satisfactory explanation of or solution to the alleged grounds for removal (the "Grounds"). If the discussions do not result in a satisfactory explanation or solution, the matter is to be brought to the Board in an in camera session, and the Board is to determine by resolution, passed by at least two-thirds of the votes cast, whether the Subject Governor is to be removed. The notice for the in camera session is to specify the intention to pass a resolution removing the Subject Governor and the Grounds therefore. The Subject Governor is to be given an opportunity to respond to the Grounds by addressing the Board at the in camera session, but is to refrain from voting. The Subject Governor is to be clearly notified of the final consideration and decision of the Board and any action that will be taken.
- 8.3 Any person who is removed as a governor from the Board may apply to the Executive Committee to review the decision to remove the person from the Board. As provided in the Regulations, the Executive Committee's review shall be subject to the following:
- 8.3.1 The Executive Committee's review is limited to determining whether the removal was for a reason set out in this Bylaw and in accordance with the procedure established in this Bylaw and does not include a review of whether the Board was correct in removing a governor of the Board;

8.3.2 The Chair of the Board and the President shall sign a written attestation that the removal process was carried out in accordance with this Bylaw;

8.3.3 The decision of the Executive Committee on whether the decision of the Board was made for a reason set out in this Bylaw and in accordance with the procedure established in this Bylaw is final and binding.

8.4 With respect to any member of the Board appointed by the Lieutenant Governor in Council pursuant to section 4.2.1 of this Bylaw, if the Board believes that there exist reasons for justifying the removal of such member from the Board, the Board may set those reasons out in a report to the Minister of Training, Colleges and Universities for referral to the Lieutenant Governor in Council.

9 REMUNERATION OF GOVERNORS AND COMMITTEE MEMBERS

9.1 The governors of the Corporation shall serve without remuneration and no governor shall directly or indirectly receive any profit from his position as such; provided that a governor may be paid reasonable travel and living expenses incurred by him in the performance of his duties.

9.2 The provisions of section 9.1 shall apply equally to all members of committees and subcommittees of the Board.

10 PROTECTION OF GOVERNORS AND OFFICERS

10.1 **Indemnification by Corporation:** Every governor of the Corporation and such governor's heirs, estate trustees, and estate and effects, respectively, and all Senior Officers who report directly to the President shall from time to time and at all times, be indemnified and saved harmless, out of the funds of the Corporation from and against:

10.1.1 All costs, charges and expenses whatsoever which such governor or officer sustains or incurs in or about any action, suit or proceeding that is brought, commenced or prosecuted against such governor or officer in respect of any act, deed, matter or thing whatsoever made, done or permitted by such governor or officer in or about the execution of the duties of such governor's or officer's office.

10.2 No governor or officer for the time being of the Corporation shall be liable for the acts, receipts, neglects or defaults of any other governor or officer or employee or for joining in any receipt or act for conformity or for any loss, damage or expense happening to the Corporation through the insufficiency or deficiency of title to any property acquired by the Corporation for or on behalf of the Corporation or for the insufficiency or deficiency of any security in or upon which any of the moneys of or belonging to the Corporation shall be placed out or invested or for any loss or damage arising from the bankruptcy, insolvency or tortuous act of any person, firm or corporation with whom or which any moneys, securities or effects shall be lodged or deposited or for any other loss, damage or misfortune whatever which

may happen in the execution of the duties of such governor's or officer's respective office or trust or in relation thereto unless the same shall happen by or through such governor's or officer's own wrongful and wilful act or through such governor's or officer's own wrongful and wilful neglect or default.

- 10.3 The governors for the time being of the Corporation shall not be under any duty or responsibility in respect of any contract, act or transaction whether or not made, done or entered into in the name or on behalf of the Corporation except such as shall have been submitted to and authorized or approved by the Board. Subject to compliance with the provisions of section 7 hereof, If any person who is a governor or officer of the Corporation shall be employed by or shall perform services for the Corporation otherwise than as a governor or officer or shall be a member of a firm or a shareholder, director or officer of a company which is employed by or performs services for the Corporation, the fact of such person being a governor or officer of the Corporation shall not disentitle such person or such firm or company, as the case may be, from receiving proper remuneration for such services.

11 OFFICERS OF THE CORPORATION

- 11.1 **Officers:** There shall be a Chair, a Vice Chair, a President, a Secretary and a Treasurer, and such other officers as the Board may determine by resolution from time to time. The Chair and Vice Chair shall be external governors of the Board. The other officers of the Corporation (excepting the President who is a member of the Board by virtue of office) need not be members of the Board.
- 11.2 **Appointment:** At the May or June meeting of the Board each year, the Nominating Committee shall bring forward a recommendation for appointment of the Officers and Committee Chairs requiring annual appointment. Following their appointment by resolution of the Board, the Officers and Committee Chairs will assume their responsibilities on the 1st of September each year. If the Board shall fail to appoint any or all of such officers by September 1st, the incumbents for whom no replacements have been appointed shall continue in office until their successors are appointed except in the case of a Chair or Vice Chair whose term as governor has expired.
- 11.3 **Remuneration:** The governors may, in accordance with, and subject to the obtaining of such approvals as may be required by any applicable statutory provision, fix the remuneration to be paid to Officers of the Corporation.
- 11.4 **Removal:** All Officers, in the absence of agreement to the contrary, shall be subject to the removal from that office of the Corporation by resolution of the Board at any time with or without cause.
- 11.5 **Duties of Officers:** The duties of the Officers are as follows:
- 11.5.1 **Chair.** The Chair shall be appointed annually and shall, when present, preside at all meetings of the Board. He or she shall, together with the

Secretary or other officer appointed for the purpose, sign all bylaws of the Corporation; and he or she shall sign such contracts, documents or instruments in writing as require his or her signature. The Chair shall also have such other powers and duties as may from time to time be assigned to him or her by the Board or as are incidental to his or her office and shall interpret the resolutions of the Board and the intent of the Bylaws.

11.5.2 Vice Chair. The Vice Chair shall be appointed annually and shall have such powers and perform such duties as may be assigned to him or her by the Board, and in the absence or inability to act of the Chair, shall perform all the duties and have all the powers of the Chair and if a Vice Chair, or such other external governor as the Board may from time to time appoint for the purpose, performs any such duty or exercises any such power, the absence, inability or refusal to act of the Chair shall be presumed with reference thereto.

11.5.3 President. The Board shall appoint a President for such term as the Board may consider appropriate from time to time and hereby delegates to the President such authority to manage and direct the business and affairs of the Corporation, except such matters and duties as by law must be transacted or performed by the Board, and further to employ and discharge agents and employees of the Corporation as the President may from time to time decide. He or she shall conform to all lawful orders given to him or her by the Board of the Corporation and/or by the Chair thereof and shall at all reasonable times give to the governors or any of them all information they may require regarding the affairs of the Corporation.

11.5.4 Secretary: The Secretary shall be the President unless the Board shall otherwise determine in which event the Secretary shall be appointed annually. The Secretary shall:

- 11.5.4.1 Be ex-officio clerk of the Board;
- 11.5.4.2 Attend all meetings of the Board and record, or cause to be recorded, all facts and minutes of all proceedings in the books kept for that purpose;
- 11.5.4.3 Give, or cause to be given, all notices required to be given to governors;
- 11.5.4.4 Be the custodian of the corporate seal of the Corporation and of all books, papers, records, correspondence, contracts and other documents belonging to the Corporation which he or she shall deliver up only when authorized by a resolution of the Board to do so;
- 11.5.4.5 Perform such other duties as may from time to time be determined by the Board.

11.5.5 Treasurer. The Treasurer shall be the Vice President, Finance unless the Board shall otherwise determine in which event the Treasurer shall be appointed annually. The Treasurer shall:

- 11.5.5.1 Keep full and accurate accounts of all receipts and disbursements of the Corporation in proper books of account;
- 11.5.5.2 Deposit all moneys or other valuable effects in the name and to the credit of the Corporation in such banks as may from time to time be designated by the Board;
- 11.5.5.3 Disburse the funds of the Corporation under the direction of the Board, taking proper vouchers therefore;
- 11.5.5.4 Render to the Board at the regular meetings thereof or whenever required of him or her, an account of all his or her transactions as Treasurer, and of the financial position of the Corporation;
- 11.5.5.5 Co-operate with the auditors of the Corporation during any audit of the accounts of the Corporation;
- 11.5.5.6 Perform such other duties as may from time to time be determined by the Board.

11.5.6 Other Officers. The duties of all other Officers of the Corporation shall, subject to the provisions of any applicable statute or regulation, be such as the terms of their engagement call for or the Board or the President require of them.

11.6 Vacancies

11.6.1 If the office of the Chair or Vice Chair, or one or more of them, shall become vacant by reason of death, resignation, and disqualification or otherwise, the Board shall appoint one of the external governors to fill such vacancy.

11.6.2 If the office of the Secretary, Treasurer or President, or one or more of them, shall become vacant, such vacancy shall be filled as the Board may appoint.

11.7 **Delegation of Duties of Officers.** In case of the absence or inability to act of the Chair, a Vice Chair or any other Officer of the Corporation or for any other reason that the governors may deem sufficient, the governors may delegate all or any of the powers of such Officer to any other Officer or to any external governor for the time being.

12 EXECUTION OF DOCUMENTS

-
- 12.1 **Cheques, Drafts, Notes, Etc.** All cheques, drafts or orders for the payment of money and all notes and acceptances and bills of exchange shall be signed by such Officer or Officers or person or persons, whether or not Officers of the Corporation, in such manner as the Board may from time to time designate by resolution.
- 12.2 **Contracts, documents or instruments in writing:**
- 12.2.1 Contracts, documents or instruments in writing, required to be signed by the Corporation, may be signed by any two of the Chair, the Vice Chair, the President, the Secretary (where the Secretary is someone other than the President), and the Treasurer and all contracts, documents or instruments in writing so signed shall be binding upon the Corporation without any further authorization or formality;
- 12.2.2 The corporate seal of the Corporation may, when required, be affixed to contracts, documents or instruments in writing signed as aforesaid or by any Officer or Officers, person or persons appointed by resolution of the Board pursuant to section 12.2.5 hereof;
- 12.2.3 The term "contracts, documents or instruments in writing" as used herein shall include deeds, mortgages, hypothecs, charges, conveyances, transfers and assignments, releases, receipts and discharges for the payment of money or other obligations, conveyances, transfers and assignments of shares, bonds, debentures or other securities and all paper writings;
- 12.2.4 In particular without limiting the generality of the foregoing, any two of the Chair, the Vice Chair, the President, the Secretary (where the Secretary is someone other than the President), and the Treasurer are authorized to sell, assign, transfer, exchange, convert or convey any and all shares, bonds, debentures, rights, warrants or other securities owned by or registered in the name of the Corporation in its individual capacity or any other capacity or as trustee or otherwise and to sign and execute (under the corporate seal of the Corporation or otherwise) all assignments, transfers, conveyances, powers of attorney and other instruments that may be necessary for the purpose of selling, assigning, transferring, exchanging, converting or conveying any such shares, bonds, debentures, rights, warrants or other securities;
- 12.2.5 Notwithstanding any provisions to the contrary contained in the bylaws of the Corporation, the Board may at any time by resolution direct the manner in which, and the person or persons by whom, any particular instrument, contract or obligations of the Corporation may or shall be executed.

13 BOOKS AND RECORDS

- 13.1 The Board shall ensure that all necessary books and records of the Corporation required by the bylaws of the Corporation or by any applicable statute or law are regularly and properly kept.
- 13.2 Without limiting the generality of section 13.1 immediately preceding, the Board shall keep minutes and records of its proceedings that accurately reflect the proceedings of the Board.
- 13.3 The Bylaws of the Corporation:
- 13.3.1 Shall be open to examination by the public during the normal office hours of the Corporation; and
- 13.3.2 Whenever possible, shall be available to the public at no charge on the Corporation's website.

14 STANDING COMMITTEES

- 14.1 The Board may, from time to time, appoint committees, consisting of such persons as may from time to time be appointed members thereof by the Board, to act in an advisory capacity to the Board in connection with the particular field of activity referred to each of such committees. The members of such committees shall hold office during the pleasure of the Board, and the Chair and the President shall be ex-officio (voting) members of each such committee.
- 14.2 The Board may fill any vacancies occurring from time to time in such committees and may abolish and from time to time re-appoint any such committee.
- 14.3 The Secretary shall record or cause to be recorded the minutes of the proceedings of any such standing committee which shall be confirmed under the signature of the Chair of that meeting and a report shall be forwarded to the Board. Any such committee so appointed may meet for the transaction of business, adjourn and otherwise regulate its meetings as it thinks fit. The quorum for any such standing committee shall be a majority of the governors on the committee. Questions arising at any meeting of a committee shall be decided by a majority of votes and, in the case of an equality of votes, the Chair of the meeting shall have a second or casting vote.

15 AUDIT AND RISK MANAGEMENT COMMITTEE

- 15.1 The Audit and Risk Management Committee heretofore established by resolution of the Board is hereby confirmed and continued to assist the governors in connection with all matters that may be properly referred to it by the Board. 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.

- 15.2 Each Audit and Risk Management Committee member shall be appointed by the Board for a term of one (1) year, and such term may be extended for one (1) year at a time while the Audit Committee member continues as a governor of the College. The Board shall fill a vacancy on the Audit and Risk Management Committee by appointing a new member to the Committee.

16 GOVERNANCE COMMITTEE

- 16.1 The Governance Committee is established to assist the governors in carrying on the affairs of the Corporation in connection with matters relating to governance performance, the review and assessment of Board governance practices, the recommendation of measures to employ in assessing governance performance, the nomination for vacancies in the Board and the development of selection criteria and profiles for the nomination and performance of Board members as well as the management and assessment of the Board's continuing orientation, education and development activities, and all other matters that may be properly referred to it. The Governance Committee may also be responsible for the annual nomination of the Chair, Vice Chair, Secretary (if other than the President), Treasurer (if other than the Vice President, Finance), such other Officers as the Board may determine are to be appointed annually, Chair of the Audit and Risk Management Committee, Chair of the Governance Committee, Chair of any other standing committees which the Board may constitute and which require the annual appointment of a Chair. The Governance Committee shall be composed of **at least** five governors who shall be appointed by the Board, in addition to the Chair of the Board and the President who shall be ex officio (voting) members. The Chair of the Governance Committee shall be an external governor and a majority of the five members of the Governance Committee shall be external governors.
- 16.2 Each Governance Committee member shall be appointed for a two year term subject to an annual review, removal and renewal by the Board.

17 ACADEMIC AND STUDENT AFFAIRS COMMITTEE

- 17.1 The Academic and Student Affairs Committee, a standing committee of the Board of Governors, was established to assist the Board in fulfilling its Academic and Student Affairs oversight responsibilities.
- 17.2 The Academic and Student Affairs Committee shall be composed of between three and five members of the Board of Governors, optimally, including the Student Governor. The Vice-President Academic and the Vice-President Student Services of the College shall be non-voting members of the Committee. In addition, the Board Chair and the President shall be ex-officio (voting) members of the committee.
- 17.3 Each Academic and Student Affairs Committee member shall be appointed by the Board for a term of one (1) year, and such term may be extended for one (1) year at a time while the Academic and Student Affairs Committee member continues as a governor of the College. The Board shall fill a vacancy on the Academic and Student Affairs Committee by appointing a new member to the Committee.

18 EXECUTIVE COMMITTEE

- 18.1 The Executive Committee, heretofore established by resolution of the Board is hereby confirmed and continued to assist the governors in carrying on the affairs of the Corporation in connection with all matters that may be properly referred to it by the Board. The Committee shall consist of the Chair, the Vice Chair, the Chair of the Audit and Risk Management Committee, the Chair of the Governance Committee, and the Chair of the Academic and Student Affairs Committee, Past Chair, or in the event that there is no Past Chair, this position shall remain vacant. In the event of any such offices other than the Past Chair being vacant, one other external governor will be appointed by the Board to fill such vacancy. In addition, the President shall be an ex-officio (voting) member of the Executive Committee by virtue of office. The Executive Committee is empowered to act on behalf of the Board during the summer as well as on other occasions when a quick decision is required and it is not possible to achieve the requisite quorum of Governors.

18 MEMBERS

- 18.1 The members of the Corporation shall consist of such persons as are from time to time appointed governors of the Corporation in accordance with the provisions of these Bylaws. The interest of a member is not transferable and lapses and ceases to exist when he or she ceases to be a member of the Board of the Corporation by his or her resignation, expiration of his or her term of office as a governor or otherwise in accordance with these Bylaws or as provided by any applicable statute or law.

19 MEETINGS OF MEMBERS**19.1 Annual and Other General Meetings.**

19.1.1 The annual or any other general meeting of the members shall be held at the head office of the Corporation or elsewhere in Ontario as the Board may determine and on such day as the said governors shall appoint.

19.1.2 The annual meeting shall be the meeting at which the audited financial statements are received, in addition to any other business that may be transacted. The members may consider and transact any business either special or general without any notice thereof at any meeting of the members. The Board or the Chair or Vice Chair shall have power to call at any time a general meeting of the members of the Corporation.

19.2 Notice of Meetings

19.2.1 Notice of the time and place of every annual or general meeting of members shall be made by sending notice of the time and place of any such meeting which shall be delivered or telephoned not less than ten (10) days prior to the time fixed for the holding of any such meeting. Provided always that any meeting of members may be held for any purpose at any date and time and any place within Ontario without notice if all the members are present

in person at the meeting or if all the absent members waive notice thereof or otherwise signify in writing their consent to such meeting being held in their absence. Such waiver of notice or consent may be given either before or after the meeting.

19.2.2 No error or omission in giving notice of any annual or general meeting or any adjourned meeting, whether annual or general, of the members of the Corporation shall invalidate such meeting or make void any proceedings taken thereat and any members may at any time waive notice of any such meeting and may ratify, approve and confirm any or all proceedings taken or had thereat.

19.3 Adjournments. Any meeting of the members of the Corporation may be adjourned to any time and from time to time and such business may be transacted at such adjourned meeting as might have been transacted at the original meeting from which such adjournment took place. Such adjournment may be made notwithstanding that no quorum is present. In the event of adjournment a notice of the re-scheduled meeting is required.

19.4 Quorum. Ten (10) governors shall form a quorum for the transaction of business at any meeting of the members. No business shall be transacted at any meeting unless the requisite quorum shall be present.

19.5 Voting

19.5.1 Except for votes to amend or adopt bylaws, questions arising at any meeting of members shall be decided by a majority vote. Votes to amend or adopt bylaws shall require a two-thirds majority. In the case of an equality of votes, the Chair of the meeting shall have a second or casting vote.

19.5.2 All votes at any meeting of members shall be taken by ballot, if so demanded by any members present, but if no demand be made the vote shall be taken in the usual way by assent or dissent. Unless there is a demand for a recorded vote a declaration by the Chair of the meeting that a resolution has been carried or carried unanimously or by a particular majority or lost or not carried by a particular majority and an entry to that effect in the minutes of the Corporation shall be conclusive evidence of the fact without proof of the number or proportion of votes recorded in favour of or against the motion.

19.6 Chair. In the absence of the Chair and the Vice Chair of the Board, the external members present at any meeting of members shall choose one of their members to be Chair of the meeting.

19.7 Polls. If at any meeting a poll is demanded on the election of a Chair of the meeting or on the question of adjournment it shall be taken forthwith without adjournment. If a poll is demanded on any other question it shall be taken in such manner and either at once or later at the meeting or after adjournment as the Chair of the meeting directs. The result of a poll shall be deemed to be the resolution of the

meeting at which the poll was demanded. A demand for a poll may be withdrawn.

20 FINANCIAL YEAR

Unless otherwise ordered by the Board, the fiscal year of the Corporation shall terminate on the 31st day of March in each year.

Enacted this 10th day of June, 2019.

Peter Nadeau
Chair, Board of Governors

Cheryl Jensen
Secretary, Board of Governors

GOVERNOR'S CODE OF ETHICS

BACKGROUND

Since public trust and confidence are vested in the Board of Governors, the Board and individual Governors have a commitment to discharge their responsibilities and duties in a manner that inspires respect and adheres to the highest standards of conduct. This Code of Ethics outlines the specific conduct required of Governors. It is closely linked with sections 7 and 8 of Algonquin College Bylaw #1 and Minister's Binding Policy Directive on Conflict of Interest issued April 1, 2003 under the provisions of the Ontario Colleges of Applied Arts and Technology Act as amended from time to time.

CODE OF ETHICS

1. Governors will consistently comply with the fiduciary duty of a college Governor to act honestly, in good faith, and in the best interest of the college.
2. As representatives of the citizens of Ontario, Governors must avoid conflict of interest with respect to their fiduciary responsibility. Specific provisions regarding conflict of interest are outlined in College Bylaw #1 section 7 and the Minister's Binding Policy Directive on Conflict of Interest issued under the Act.
3. Governors will respect the confidentiality appropriate to issues of a sensitive nature, and all information in-camera must be kept confidential. Subsequent discussions of confidential issues may only involve those participants who attended or who were eligible to attend the original confidential discussions.

Issues determined to be confidential will remain confidential until they are released publicly through appropriate means.

4. Governors will promote Board policies and support Board decisions. Once a decision has been made, the Board will speak with one voice with respect to that decision. Governors will only speak on behalf of the Board when requested to act on behalf of the Chair.
5. Governors will respect each other and the democratic process.
6. Governors are volunteers and are expected to attend all regularly scheduled Board meetings and planning workshops. Notification for unavoidable absence should be provided to the Chair via the Board Secretary before the meeting.

The Chair is responsible for addressing attendance problems. Unacceptable attendance could result in the Chair requesting the Governor's resignation. The following attendance patterns are unacceptable and constitute a breach of the Governor's Code of Conduct:

- missing a total 50% of regular Board meetings in a year or 4 successive meetings of the Board without leave of the Board;
- frequent late arrivals at Board meetings or early departures, unless the reason for the late arrival is deemed justifiable.

Note: Under extenuating circumstances, Board members may submit a written request for a leave of absence which will be considered by the Board in the closed portion of the Board meeting.

7. Governors will not attempt to exercise individual authority within the College. Any interactions with the President or staff must occur in accordance with Board policy and the Role of the Governor. Governors who are approached about operational issues should refer the person/issue to the President.
8. Governors in their interactions with the public, press or other groups must recognize that an individual Governor cannot speak for or represent the Board on Board matters, College business, College administration or College governance without specific authority granted by the Board and that they have no legal or moral authority as an individual outside of Board meetings to represent the Board or comment on Board matters, College business, College administration or College governance except that authority as is specifically granted to the individual Governor by the Board.
9. Each Governor shall annually sign the Code of Ethical Conduct and Governors' Agreement (Attachment 1 hereto).
10. It is the responsibility of the Board Chair to ensure that Governors have had the opportunity to review the Code of Ethical Conduct before the first meeting of the Board in September and to secure their signatures on the Governors' Agreement included in Attachment 1 hereto at that meeting, or before the next scheduled meeting of the Board, at the latest.

Code of Ethical Conduct and Governors' Agreement

Algonquin College of Applied Arts and Technology has an outstanding reputation in the community for its integrity, loyalty, dedication and commitment as well as its high quality training and educational programs. In support of this positive image, it is expected and required that the Governors conduct themselves in a professional, respectful and collegial manner while carrying out their responsibilities as Board Members.

As a Governor of Algonquin College, I hereby commit myself to the highest ethical conduct as an individual and a member of the Board and will strive at all times to:

1. Comply with the Minister's Binding Policy Directive on Conflict of Interest issued under the Act, the Governor's Code of Conduct being Appendix A to Bylaw #1 and this Code of Ethical Conduct.
2. Work with fellow Governors and the College President in a co-operative and respectful manner, remembering that I am accountable to the community as a whole, and not any special interest group(s).
3. Support my fellow Governors in fulfilling ethical, fiscal and professional obligations.
4. Participate actively in Board and committee meetings, respecting the opinions of others.
5. Practice and uphold openness and transparency in the conduct of Board business as demanded by the legislation and regulations governing colleges in Ontario while respecting confidentiality when required by law, regulation or policy.
6. Honour and follow the rules of order and procedure adopted by the Board to facilitate meetings and decision-making.
7. Base my decisions on the facts of each situation, vote with honest conviction, unswayed by any special interests and honour and uphold all majority decisions taken by the Board.
8. Ensure the College's mission, values and strategic plan and objectives are achieved in a democratic and fiscally responsible manner which meets the needs of learners and enables staff to carry out their responsibilities competently and ethically and which enhance the College's public image.
9. Treat my fellow Governors, College staff, students and the general public in a fair and equitable manner, regardless of race, religion, gender, sexual orientation, disabilities, age or national origin.

10. Accept the consequences of any of my actions which violate this Code of Ethical Conduct, the Governors' Code of Conduct or the MTCU Minister's Binding Policy Directives on Conflict of Interest and abide by the resulting decisions.
11. Participate fully in any review conducted under this Code of Ethical Conduct, the Governors' Code of Conduct or the MTCU Minister's Binding Policy Directives on Conflict of Interest and any revisions decided upon.
12. Generally be guided by high ethical standards in my performance of Board responsibilities.

I, _____ hereby acknowledge receipt of a copy of and agree to abide by this Algonquin College Code of Ethical Conduct, the Governors' Code of Conduct and the MTCU Minister's Binding Policy Directives on Conflict of Interest at all times in exercising my responsibilities as a Governor.

Signature of Governor: _____

Date: _____

To ensure that Governors have been duly informed of their obligation and that they understand this obligation and the consequences associated with violating the Code of Ethical Conduct and supporting policies and guidelines, the following written sign off is required:

This is to confirm that a copy of the Code of Ethical Conduct, Governors' Code of Conduct and the MTCU Minister's Binding Policy Directives on Conflict of Interest have been provided, reviewed and explained to _____ who has pledged to honour all obligations under it, and has provided his/her signature as confirmation of that pledge.

Signature of Board Chair: _____

Date: _____

Board Governance Policy

BG I-06 **Recording, Live Streaming, and Picture Taking During Board Meetings**

Policy Category :	Board Process		
Date First Approved:	2019-06-10	Date Last Reviewed	2019-06-10
Board Meeting Number:	513	Mandatory Review Date	2024-06-10

PURPOSE

This policy states the Board position on the use of recording devices and live streaming during Board of Governors.

DEFINITIONS

Word/Term	Definition
Recording device	Includes any equipment that can be used to record, either through photography, videotaping or audio recording, an image, a sound or a conversation and includes cellular phones and cameras.

POLICY

The use of recording devices, videotaping, live streaming and photography during Board of Governors meetings are prohibited unless prior approval from the Board Chair is granted. A formal request to use recording devices, videotaping, live streaming and photography during Board of Governors meetings must be submitted to the Board Chair for his/her approval one week prior to the Board of Governors meeting.

MONITORING

The President shall report the number and type of requests to use recording devices or live stream Board meetings to the Chair of the Board on an annual basis.

PROCEDURE

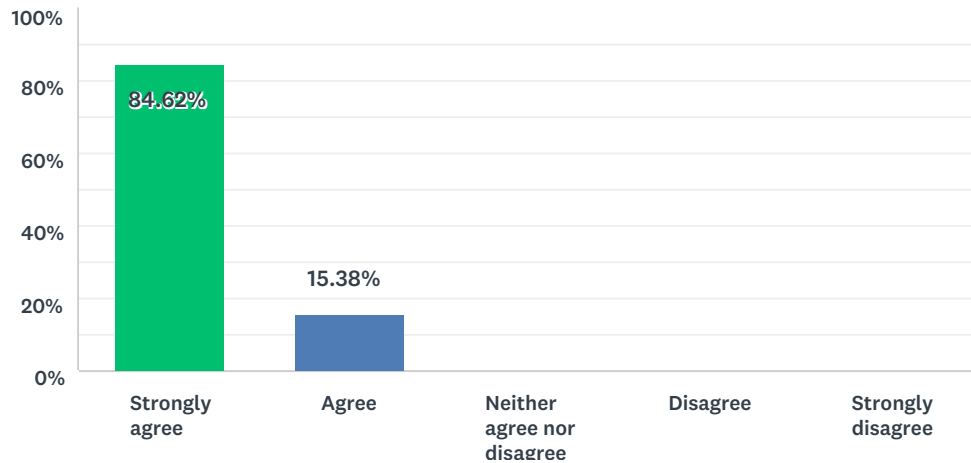
The Board of Governor's office will track requests received from the public to use recording devices or live stream Board meetings and provide this information to the President on an annual basis.

RELATED MATERIALS

Algonquin College By-law #1, Section 6 – Meetings of the Board. Meetings of Algonquin College Board are outlined in the Algonquin College by-law #1, Section 6.

Q1 The Board understands the mandate of Algonquin College.

Answered: 13 Skipped: 0

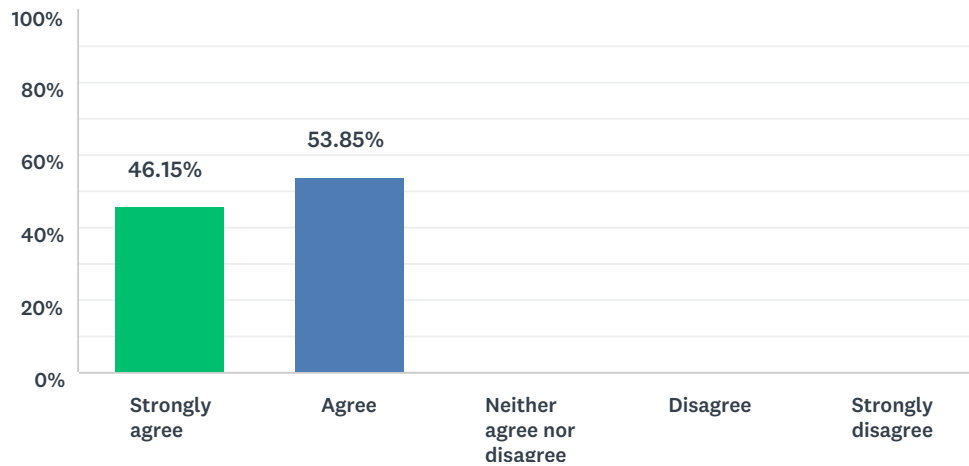


ANSWER CHOICES	RESPONSES	
Strongly agree	84.62%	11
Agree	15.38%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	The general mandate is well understood, but the trades and role in apprenticeship is a weakness.	4/23/2019 11:25 AM
2	This is a very engaged group of individuals that are well focused and understanding of the College mandate.	4/20/2019 11:04 AM

Q2 The responsibilities of the Board and Management are clearly delineated and adhered to.

Answered: 13 Skipped: 0

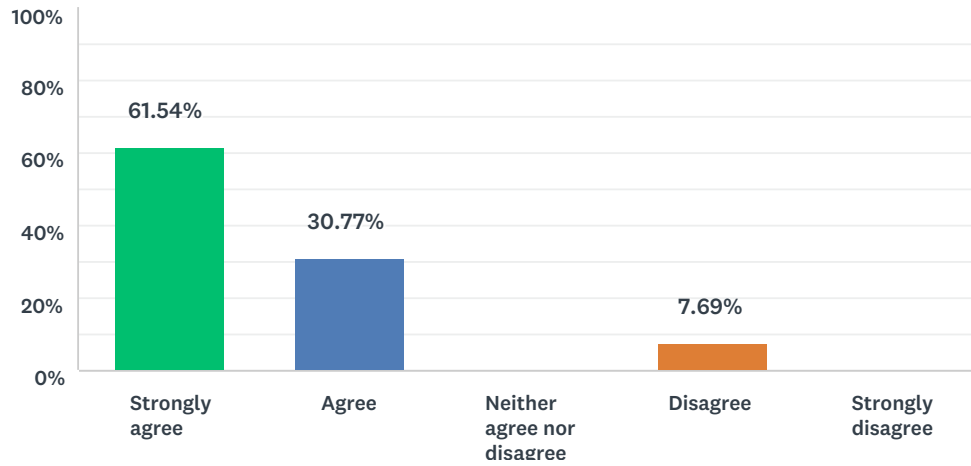


ANSWER CHOICES	RESPONSES	
Strongly agree	46.15%	6
Agree	53.85%	7
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	I think there are areas where Management could "seek" Board input earlier in the decision making process. Most items come to the Board for "final approval" with limited Board input	4/23/2019 12:23 PM
2	There is some overlap, partly due to the requirements of the government re: required policies on sexual harassment and executive compensation. Occasionally, board discussions will drift into management responsibility.	4/23/2019 11:25 AM
3	This is not an area of concern. If an issue is identified, it is clarified as to whether it is a board or an operational issue.	4/16/2019 9:41 AM

Q3 The Board establishes clear objectives and annual work plans for itself.

Answered: 13 Skipped: 0

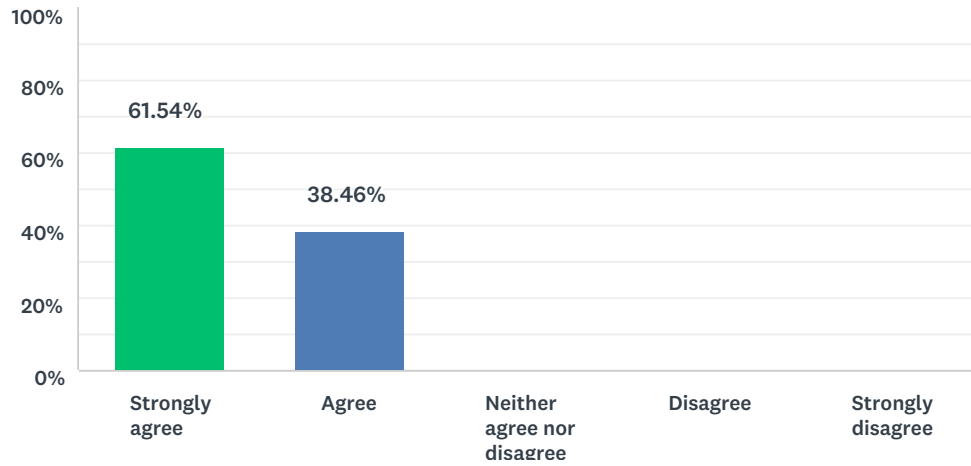


ANSWER CHOICES	RESPONSES	
Strongly agree	61.54%	8
Agree	30.77%	4
Neither agree nor disagree	0.00%	0
Disagree	7.69%	1
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	I have not seen evidence of Board specific objectives	4/23/2019 12:23 PM

Q4 The Board is appropriately involved in establishing strategy for Algonquin College.

Answered: 13 Skipped: 0

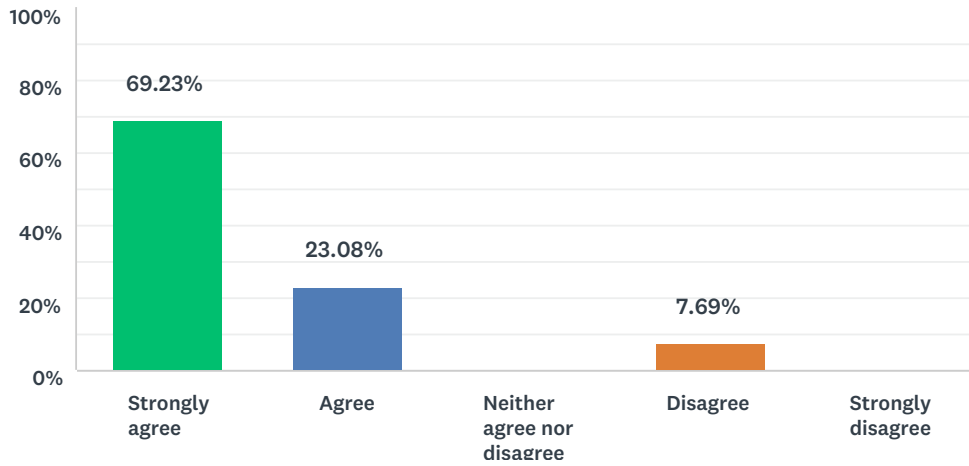


ANSWER CHOICES	RESPONSES	
Strongly agree	61.54%	8
Agree	38.46%	5
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	For the most part people are very keen to keep up with new trends and to be open to information that will serve the board well. Great discussions in board retreats.	4/16/2019 9:41 AM

Q5 The Board ensures that strategy is translated into an annual business plan, operating, and capital budgets and metrics.

Answered: 13 Skipped: 0

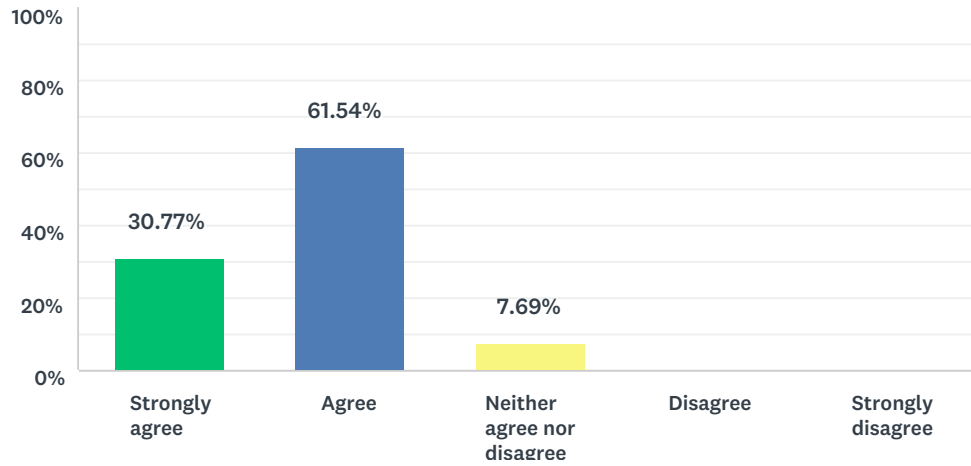


ANSWER CHOICES	RESPONSES	
Strongly agree	69.23%	9
Agree	23.08%	3
Neither agree nor disagree	0.00%	0
Disagree	7.69%	1
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	I don't think the Board has enough influence in the 'metrics" that should be tracked to asses if the college and management are achieving the objectives associated with the strategic plan.	4/23/2019 12:23 PM
2	Board strength. All discussions and action items refer to the appropriate area of the strategic plan.	4/23/2019 11:25 AM
3	Business plan- Although we don't see the human resources pressure in terms of whether the resources are available or if they are overloaded	4/22/2019 2:39 PM
4	Board monitors this area very well and is also open to review and changing due to evolving circumstances. Very student focused.	4/16/2019 9:41 AM

Q6 The Board monitors business performance against the business goals set with Management.

Answered: 13 Skipped: 0

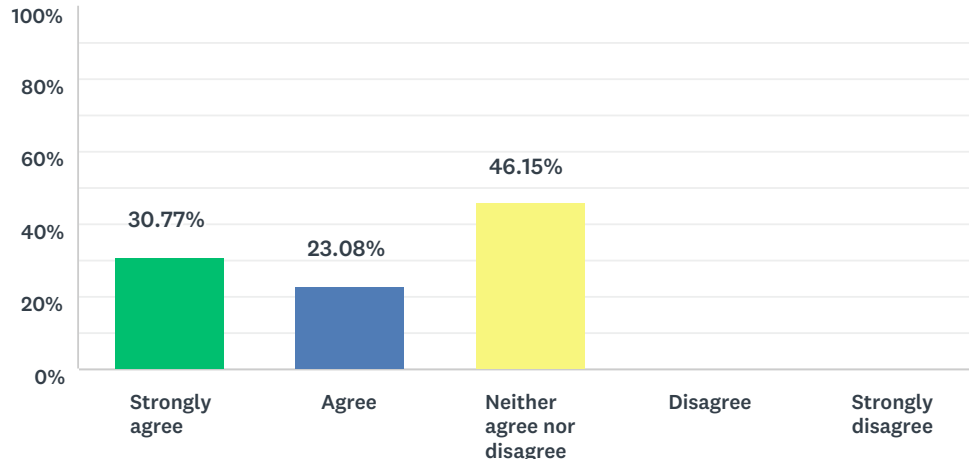


ANSWER CHOICES	RESPONSES	
Strongly agree	30.77%	4
Agree	61.54%	8
Neither agree nor disagree	7.69%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	Agree, but as stated above, I think the Board should exercise more influence over the key metrics	4/23/2019 12:23 PM
2	There is general acceptance of management presentation of business performance.	4/23/2019 11:25 AM
3	Some information comes later than it should to be able to monitor progress ie Workday, Siemens project	4/22/2019 2:39 PM

Q7 The Board sets annual performance objectives effectively with the CEO through the Board Executive Committee, using the Business Plan and Budget process.

Answered: 13 Skipped: 0

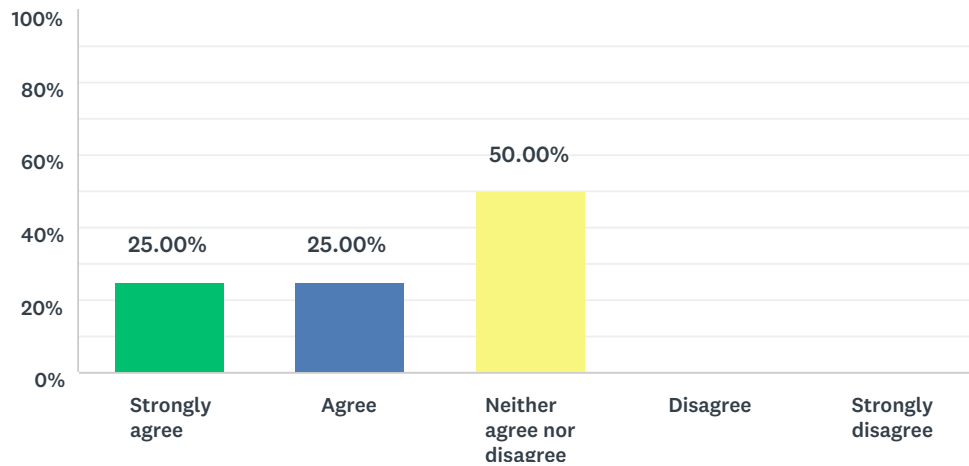


ANSWER CHOICES	RESPONSES	
Strongly agree	30.77%	4
Agree	23.08%	3
Neither agree nor disagree	46.15%	6
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	I am not on the Executive Committee so I would not be able to evaluate.	4/23/2019 5:43 PM
2	I would assume so, however, being that I am not a member of the Board Executive Committee and given that this information is not shared with the fuller Board, I have never seen it and cannot vouch for its effectiveness.	4/16/2019 10:30 AM
3	Not on the Exec Committee so not sure of this process	4/16/2019 9:35 AM

Q8 The Board, through the Board Executive Committee, effectively evaluates the CEO's performance.

Answered: 12 Skipped: 1

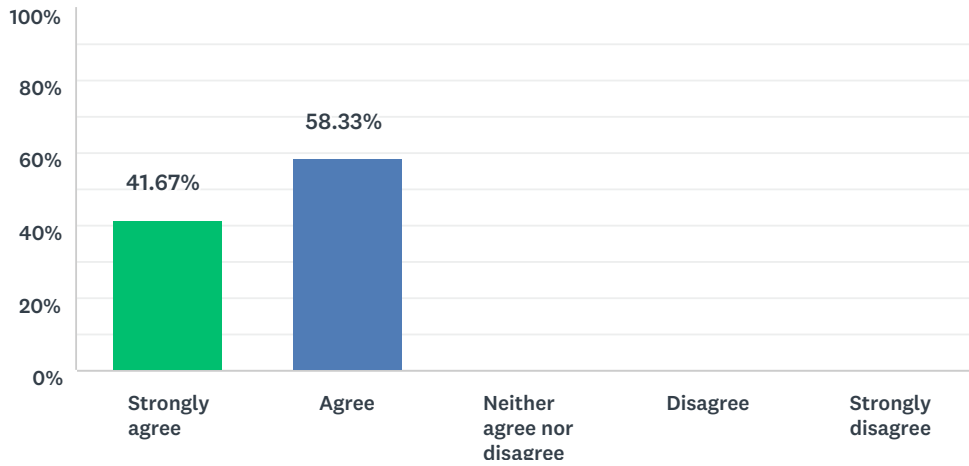


ANSWER CHOICES	RESPONSES
Strongly agree	25.00% 3
Agree	25.00% 3
Neither agree nor disagree	50.00% 6
Disagree	0.00% 0
Strongly disagree	0.00% 0
TOTAL	12

#	COMMENTS	DATE
1	I am not on the Executive Committee so I would not be able to evaluate.	4/23/2019 5:43 PM
2	I am not involved in the EC and have no specific knowledge of the process to manage the CEO's performance	4/23/2019 12:23 PM
3	The Board also consults with Board members who are not on the Executive. This started in 2018 as a result of Board evaluation.	4/23/2019 11:25 AM
4	I assume; I don't actually know what the evaluation looks like or when its done	4/22/2019 2:39 PM
5	Should the CEO's annual performance objectives, once set, not be shared with the FULL board? It would make seem to make sense to do so.	4/16/2019 10:30 AM
6	Information is collected and passed on to other board members.	4/16/2019 9:41 AM
7	Not on the Exec Cttee so can't opine	4/16/2019 9:35 AM

Q9 The Board understands the nature and extent of risks faced by Algonquin College.

Answered: 12 Skipped: 1

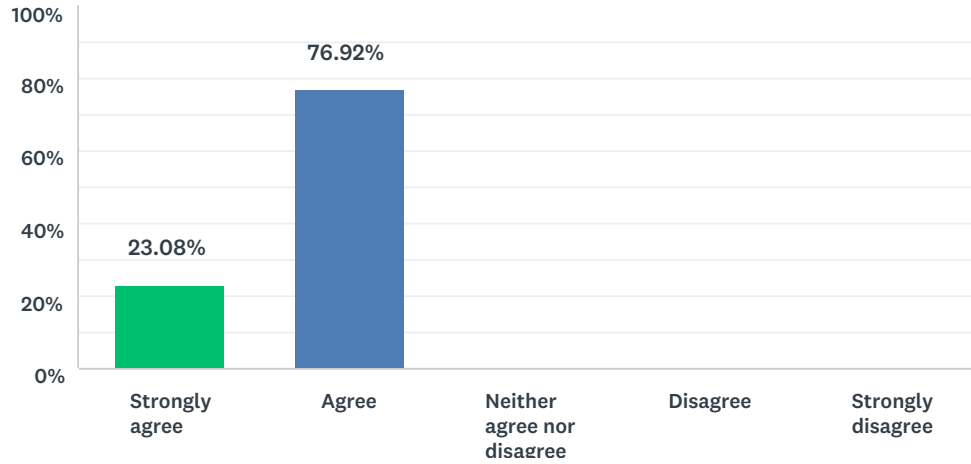


ANSWER CHOICES	RESPONSES	
Strongly agree	41.67%	5
Agree	58.33%	7
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		12

#	COMMENTS	DATE
1	Risks are largely based on management presentations. There are some surprises eg the delay and costs related to Workday and the recent green plan cost overruns.	4/23/2019 11:25 AM
2	The President and senior staff give a good accounting of with is happening with government and with other colleges in the Ontario system as well as other trends nationally.	4/16/2019 9:41 AM

Q10 The Board understands the policies and procedures Algonquin College has in place to identify, monitor and manage risk.

Answered: 13 Skipped: 0

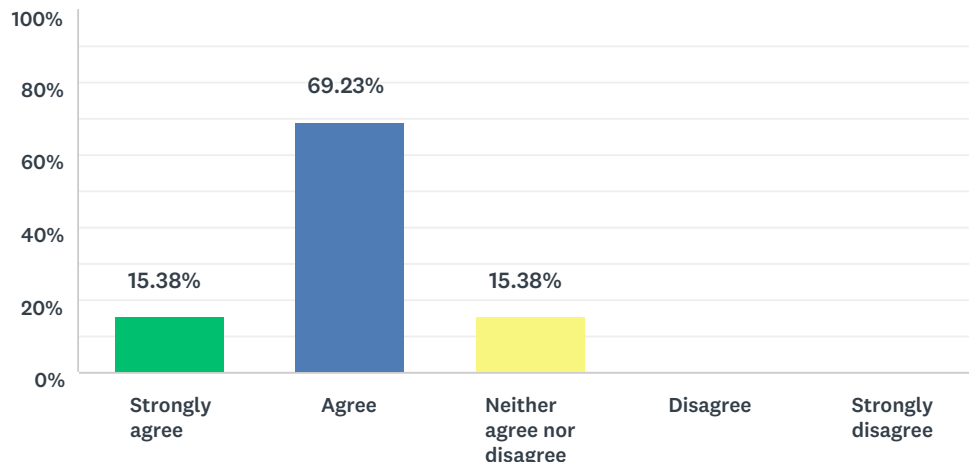


ANSWER CHOICES	RESPONSES	
Strongly agree	23.08%	3
Agree	76.92%	10
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	The risk management activities are well documented and reported to the Board very effectively	4/23/2019 12:23 PM
2	Will this varies, the Risk Mgt committee is very strong and keeps people informed as well as staff as to operational changes in this area. Board members have very good strengths in this competency.	4/16/2019 9:41 AM

Q11 The Board understands the programs that are in place at Algonquin College.

Answered: 13 Skipped: 0

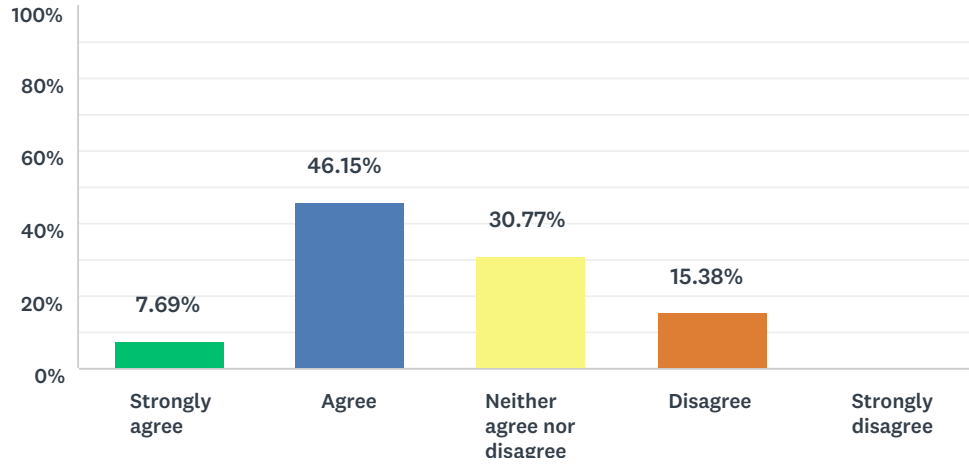


ANSWER CHOICES	RESPONSES	
Strongly agree	15.38%	2
Agree	69.23%	9
Neither agree nor disagree	15.38%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	The ASAC committee analyzes and presents information on new and struggling programs.	4/23/2019 11:25 AM
2	Collectively, very strong but due to high diversity and special conditions at various campuses, it takes time for new board members to have a full appreciation of the programs. Orientation is helpful as well as an indepth look at some programs as they have changes. Having a short educational session on some programs and their challenges could be a helpful educational element. Some boards do have an education session as part of board meetings.	4/16/2019 9:41 AM
3	Huge array of programs. Much of this is conducted by Academic Affairs Cttee of which I am not a member	4/16/2019 9:35 AM

Q12 The Board knows the individuals on the Senior Management Team and is appropriately involved in succession planning.

Answered: 13 Skipped: 0

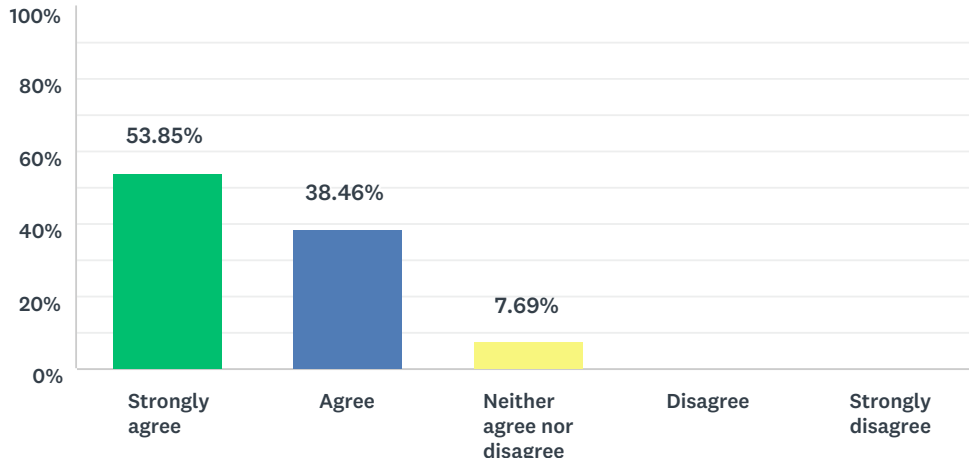


ANSWER CHOICES	RESPONSES	
Strongly agree	7.69%	1
Agree	46.15%	6
Neither agree nor disagree	30.77%	4
Disagree	15.38%	2
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	While the Board relies on the President to manage senior staff and succession planning, I would like to see the Board have a more fulsome discussion on the development plans for senior staff and the succession plan for each of the executives	4/28/2019 9:37 AM
2	I am not aware of any succession planning process at the Sr Management level at the College	4/23/2019 12:23 PM
3	The Board is not aware of succession planning at the Sr mgt level. Talent management is in its infancy at the Board level.	4/23/2019 11:25 AM
4	Not aware of any succession planning for Executive team; but maybe its happening at the executive committee	4/22/2019 2:39 PM
5	If my memory serves me correctly, at this point we have only developed and approved a policy which covers contingency planning in case the President is unexpectedly away for a period of time?	4/16/2019 10:30 AM
6	Knows the members well, but not involved in succession planning	4/16/2019 9:35 AM

Q13 The Board demonstrates leadership in "living" the code of conduct.

Answered: 13 Skipped: 0

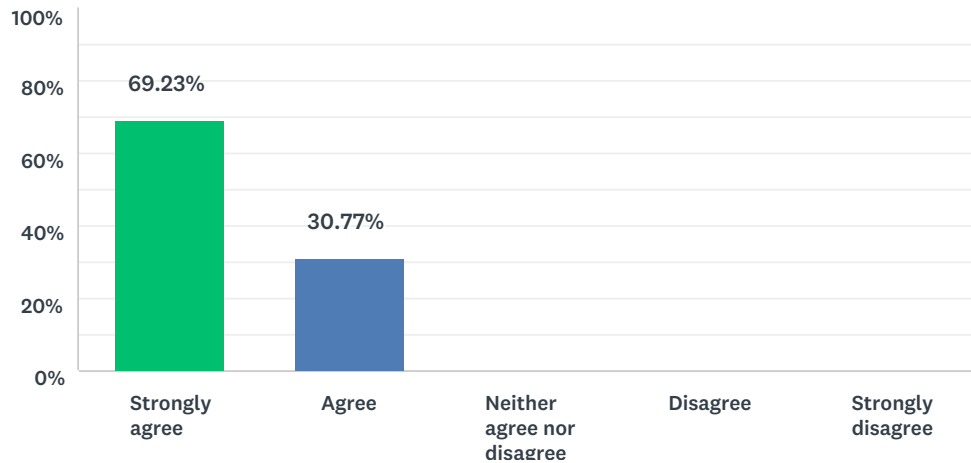


ANSWER CHOICES	RESPONSES
Strongly agree	53.85% 7
Agree	38.46% 5
Neither agree nor disagree	7.69% 1
Disagree	0.00% 0
Strongly disagree	0.00% 0
TOTAL	13

#	COMMENTS	DATE
1	Cant say. dont observe management closely enough	4/16/2019 9:35 AM

Q14 The Board's mandate and work plan are reviewed annually.

Answered: 13 Skipped: 0

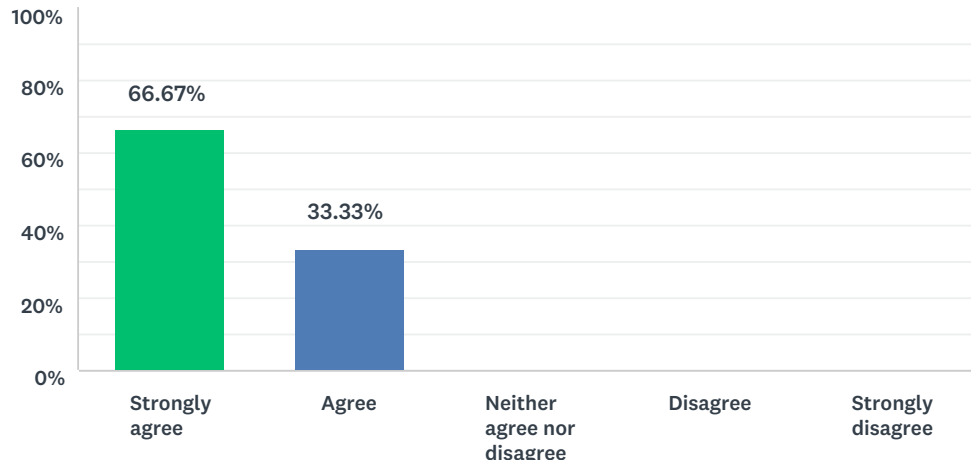


ANSWER CHOICES	RESPONSES	
Strongly agree	69.23%	9
Agree	30.77%	4
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	If not all, then on a regular schedule.	4/16/2019 9:41 AM

Q15 I am satisfied with the performance and information from the Governance Committee.

Answered: 12 Skipped: 1

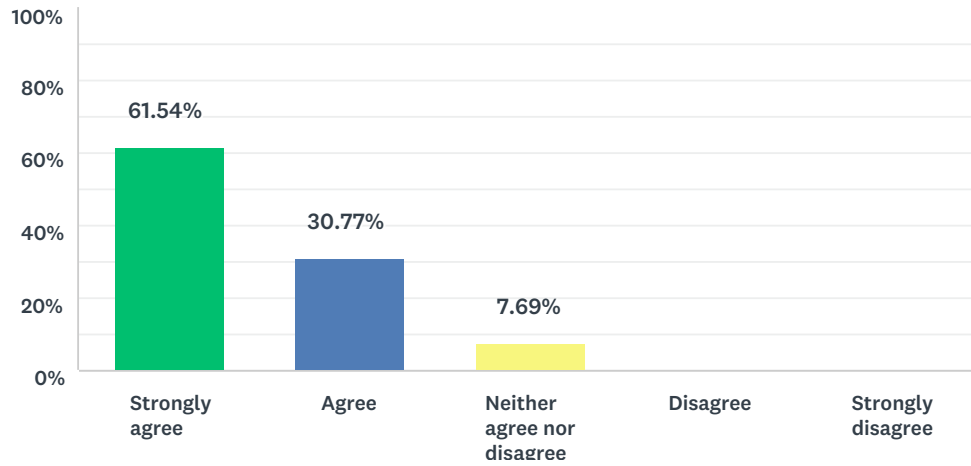


ANSWER CHOICES	RESPONSES	
Strongly agree	66.67%	8
Agree	33.33%	4
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		12

#	COMMENTS	DATE
1	Being on this committee, I would prefer not to answer. I believe reports made to the board are an accurate overall coverage of needed information.	4/16/2019 9:41 AM

Q16 I am satisfied with the performance and information from the Audit & Risk Management Committee.

Answered: 13 Skipped: 0

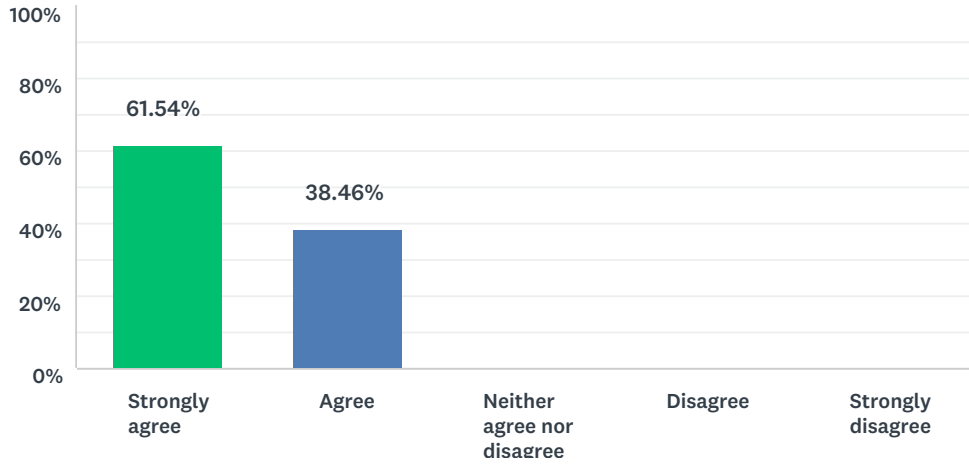


ANSWER CHOICES	RESPONSES	
Strongly agree	61.54%	8
Agree	30.77%	4
Neither agree nor disagree	7.69%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	The 1.2 million extra cost on the Solar Photovoltaic Project was not dealt with properly in my opinion. The extra cost should have been split three ways with the parties involved.	4/20/2019 11:04 AM

Q17 I am satisfied with the performance and information from the Academic and Student Affairs Committee.

Answered: 13 Skipped: 0

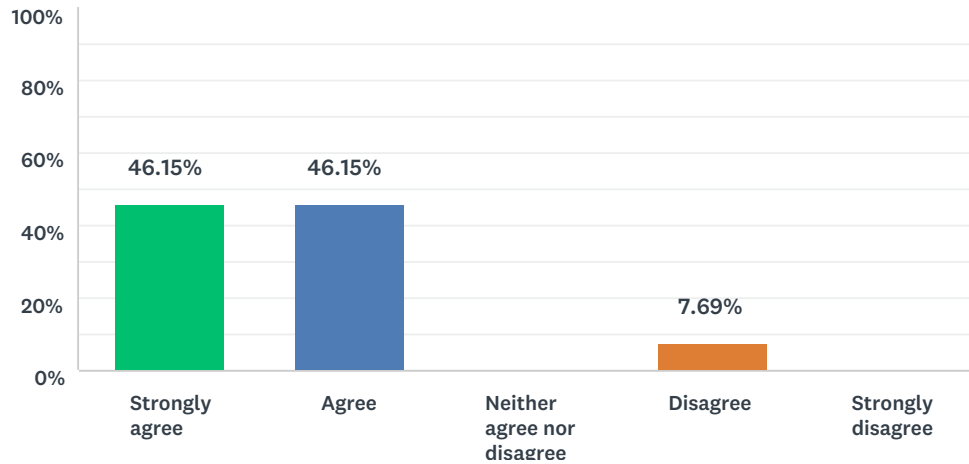


ANSWER CHOICES	RESPONSES	
Strongly agree	61.54%	8
Agree	38.46%	5
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
	There are no responses.	

Q18 The information I receive allows me to monitor results, identify areas of concern, and understand important issues.

Answered: 13 Skipped: 0

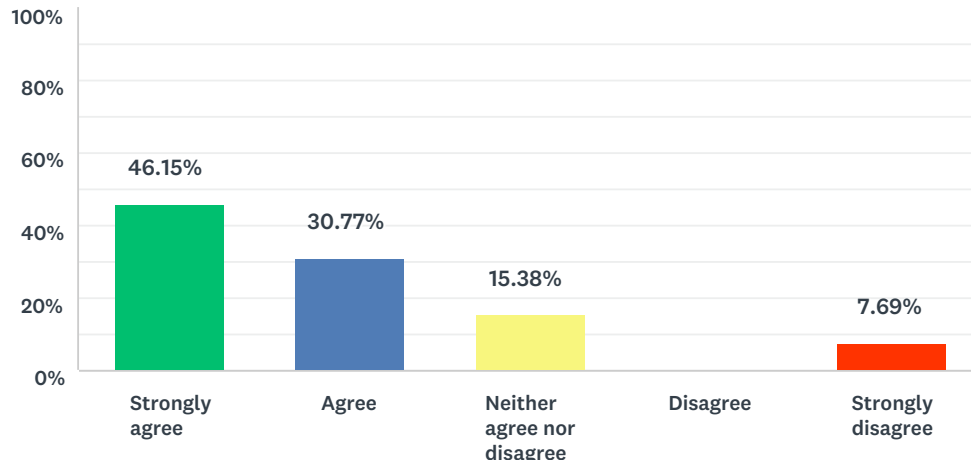


ANSWER CHOICES	RESPONSES	
Strongly agree	46.15%	6
Agree	46.15%	6
Neither agree nor disagree	0.00%	0
Disagree	7.69%	1
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	The information provided to the Board is very comprehensive and is supplied in a very timely fashion. The Board meeting materials however, could be more useful if there was a link between the agenda item and the content...otherwise you have to search through a "mountain" of information.	4/23/2019 12:23 PM
2	For the most part Senior Management do an amazing job of preparing the necessary information for Board review and decision making - Bravo!	4/16/2019 10:30 AM
3	Board information is sent in a timely manner and focuses on the strategic issues at hand. There is a strong learning curve for new members, especially for issues that have an extended history. Dashboard is helpful .	4/16/2019 9:41 AM
4	Way, way too much detail in the written reports - often numbering 300+ pages. Important themes and issues are lost in the detail. The board packages need to be cut way back	4/16/2019 9:35 AM

Q19 I have adequate access to Senior Management outside of Board and Committee meetings.

Answered: 13 Skipped: 0

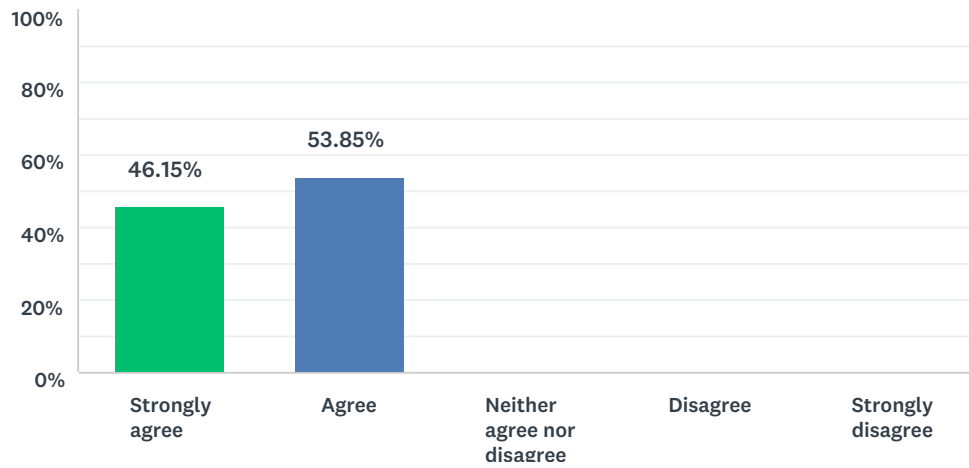


ANSWER CHOICES	RESPONSES	
Strongly agree	46.15%	6
Agree	30.77%	4
Neither agree nor disagree	15.38%	2
Disagree	0.00%	0
Strongly disagree	7.69%	1
TOTAL		13

#	COMMENTS	DATE
1	I have asked to be involved in contact with Sr. Mgt on specific initiatives and have not had any meaningful feedback on these requests	4/23/2019 12:23 PM
2	I do not often need to connect, but always have strong access when needed.	4/16/2019 9:41 AM

Q20 The Board's goals, expectations and concerns are clearly and openly communicated with Management.

Answered: 13 Skipped: 0

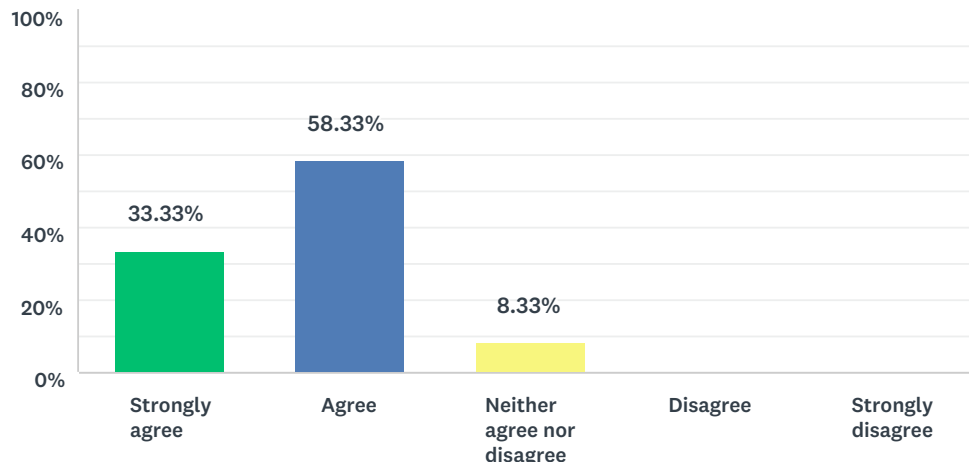


ANSWER CHOICES	RESPONSES	
Strongly agree	46.15%	6
Agree	53.85%	7
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
	There are no responses.	

Q21 The Board is proactive in providing guidance and strategic input to Management.

Answered: 12 Skipped: 1

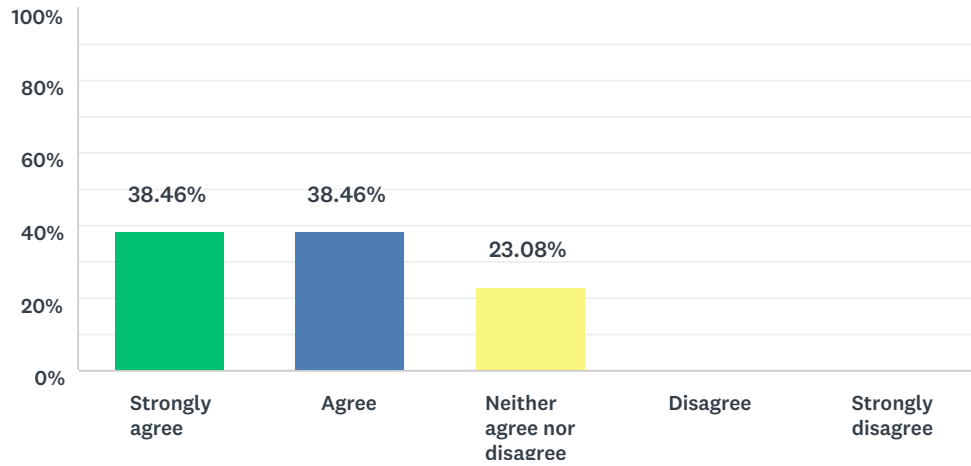


ANSWER CHOICES	RESPONSES	
Strongly agree	33.33%	4
Agree	58.33%	7
Neither agree nor disagree	8.33%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		12

#	COMMENTS	DATE
	There are no responses.	

Q22 The Board holds Management accountable for results and meeting its commitments.

Answered: 13 Skipped: 0

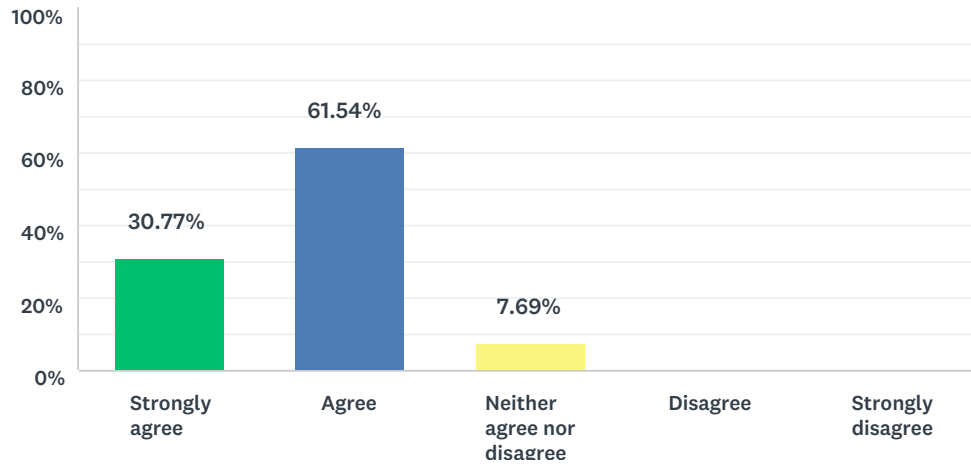


ANSWER CHOICES	RESPONSES	
Strongly agree	38.46%	5
Agree	38.46%	5
Neither agree nor disagree	23.08%	3
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	Does this question refer to the function of the Executive Committee with the CEO?	4/16/2019 10:30 AM
2	This may happen through the Exec Cttee but does not happen at the full Board level. There is no effective means of doing so - the meetings are public and discussion is constrained	4/16/2019 9:35 AM

Q23 Management communicates with the Board in an open, candid and timely manner.

Answered: 13 Skipped: 0

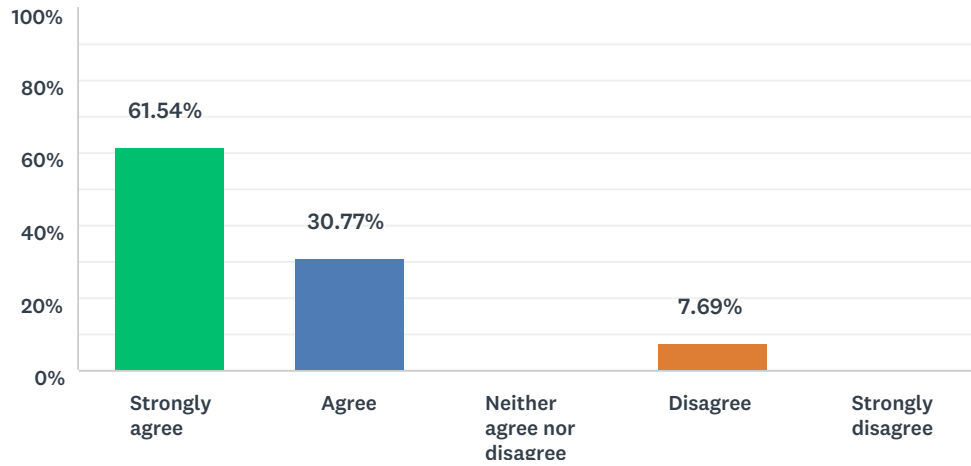


ANSWER CHOICES	RESPONSES	
Strongly agree	30.77%	4
Agree	61.54%	8
Neither agree nor disagree	7.69%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	Board presentations are thorough, comprehensive and effective.	4/23/2019 11:25 AM

Q24 Management is sufficiently responsive to questions and issues raised by the Board.

Answered: 13 Skipped: 0

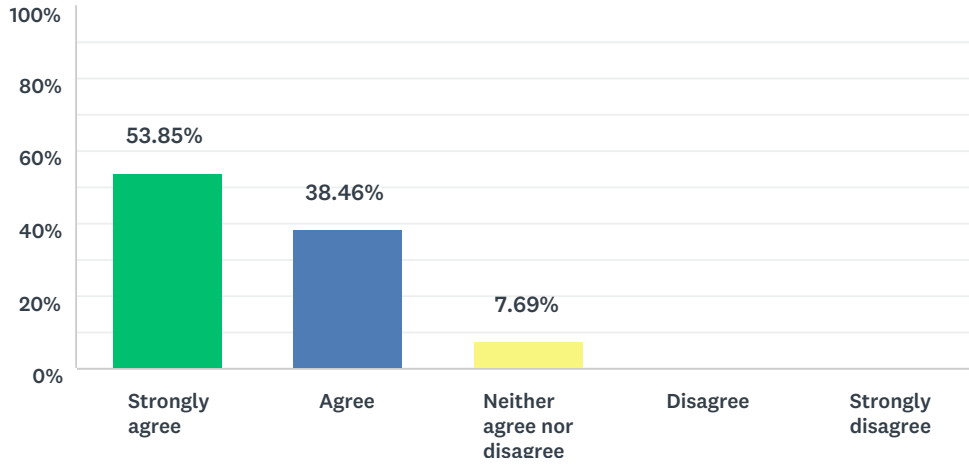


ANSWER CHOICES	RESPONSES	
Strongly agree	61.54%	8
Agree	30.77%	4
Neither agree nor disagree	0.00%	0
Disagree	7.69%	1
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	Again, I have raised questions and offered support...with no response in return	4/23/2019 12:23 PM

Q25 I am satisfied with the Board's current involvement in the identification of candidates for governor positions.

Answered: 13 Skipped: 0

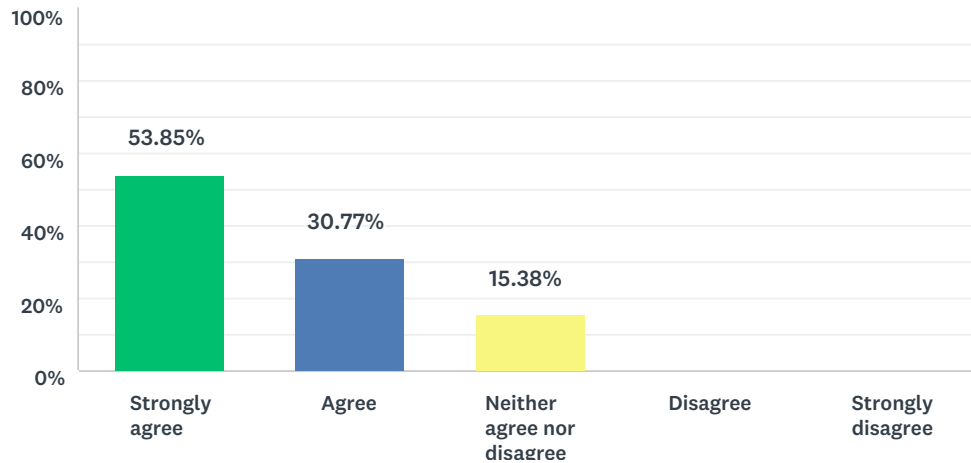


ANSWER CHOICES	RESPONSES	
Strongly agree	53.85%	7
Agree	38.46%	5
Neither agree nor disagree	7.69%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	As an internal member on the Governance Board, I am satisfied that we have effective processes and discussions that allow us to make proactive and good decisions. Decisions take into account reviewing our skills matrix and identifying and hiring to gaps. Efficiency and succession planning is also considered to allow the Board to continue to be skilled and dynamic - in the recent round of hiring we proposed a "Governor in Waiting" status that we felt would allow the Board to maintain good quality hires while also providing an important transition opportunity for new incoming governors.	4/16/2019 10:30 AM
2	Still at early stages, so information is incomplete.	4/16/2019 9:41 AM

Q26 I am satisfied with the process of orientation of new governors.

Answered: 13 Skipped: 0

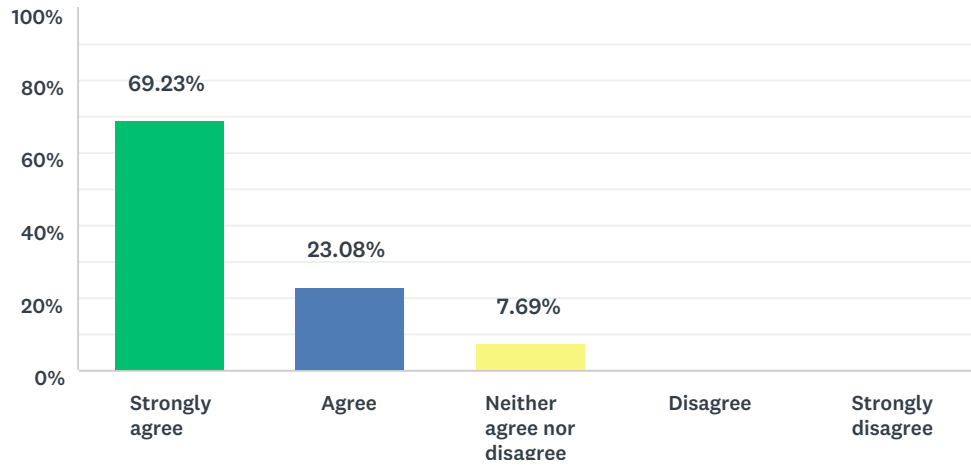


ANSWER CHOICES	RESPONSES	
Strongly agree	53.85%	7
Agree	30.77%	4
Neither agree nor disagree	15.38%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	While orientations always need updating, the information is very good and good answers to questions asked. The retreats are really important to get to know other board members and to discuss information with them. Due to public nature of meetings, board is very formal, so the orientation and retreats are very important linkages not just to knowledge but also for relationship building.	4/16/2019 9:41 AM

Q27 I am satisfied with opportunities for governor education at Algonquin College.

Answered: 13 Skipped: 0

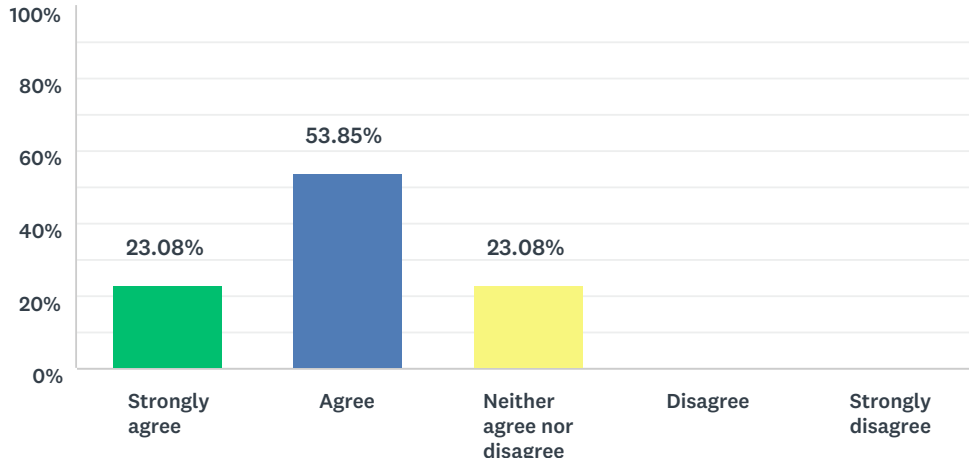


ANSWER CHOICES	RESPONSES	
Strongly agree	69.23%	9
Agree	23.08%	3
Neither agree nor disagree	7.69%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	OTHER (PLEASE SPECIFY)	DATE
1	I believe that Governors should be given the opportunity to enrol in continuing education or professional certificate programs at the college at a subsidized rate. This would provide a better understanding of the AC student experience and if properly approved by their Governor peers, does not constitute a conflict of interest in my view.	4/23/2019 5:43 PM
2	Love this aspect of continuous learning and rich networking. I am very satisfied with the many opportunities I have taken to learn, participate and network.	4/16/2019 10:30 AM
3	The retreats, books and backgrounders, conferences and all very helpful in getting to know the college system as well as trends that are happening.	4/16/2019 9:41 AM

Q28 I am satisfied with the frequency, content and outcomes of in camera meetings for governors.

Answered: 13 Skipped: 0

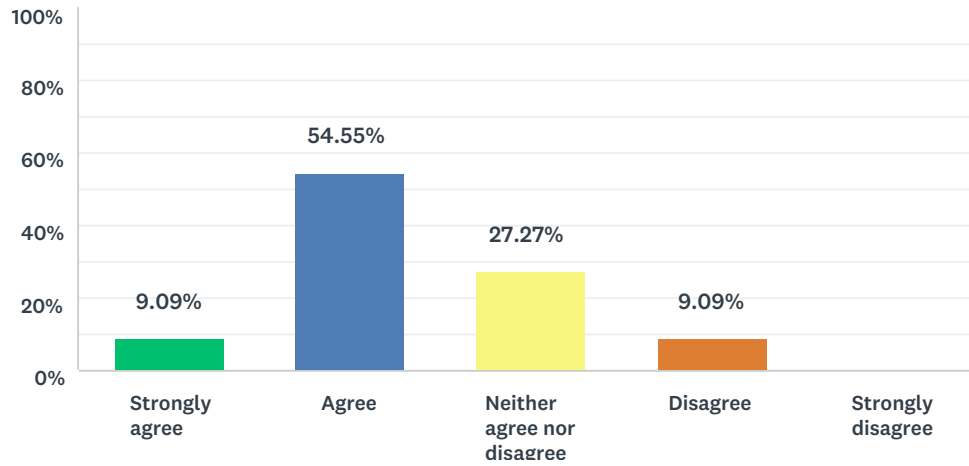


ANSWER CHOICES	RESPONSES	
Strongly agree	23.08%	3
Agree	53.85%	7
Neither agree nor disagree	23.08%	3
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	Some in-camera sessions follow a long, difficult Board meeting. A review of the workplan may alleviate some of the pressure particularly around budget, annual statements and tuition which occur at the same meeting, often followed by an in-camera session.	4/23/2019 11:25 AM

Q29 I receive adequate feedback as a governor about my contribution to Algonquin College.

Answered: 11 Skipped: 2

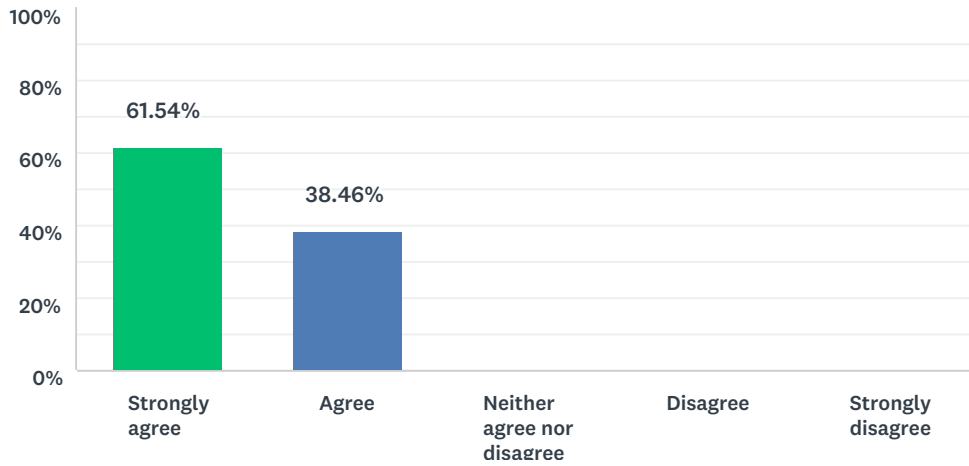


ANSWER CHOICES	RESPONSES	
Strongly agree	9.09%	1
Agree	54.55%	6
Neither agree nor disagree	27.27%	3
Disagree	9.09%	1
Strongly disagree	0.00%	0
TOTAL		11

#	COMMENTS	DATE
1	I would encourage Goevrnors to meet With the chair and seek feedback as required. Also, asking the President and senior staff if the Board is sufficiently supportive and value add to management or if there is more we can do	4/28/2019 9:37 AM
2	The CEO has met with each Governor multiple times and provided candid feedback	4/23/2019 12:23 PM
3	As a first year governor I would have liked some feedback as my integration to the board was immediate. This is why I appreciate the new governors in waiting strategy.	4/20/2019 11:04 AM
4	Why do we not do more of this ? It can serve to build engagement and excellence. I believe that we should also have 'one on one' meetings with our chair, at least annually, as we do with the President.	4/16/2019 10:30 AM
5	I have received no feedback during my tenure on the board	4/16/2019 9:35 AM

Q30 The Chair ensures that the Board agenda contains items of relevance to governors.

Answered: 13 Skipped: 0

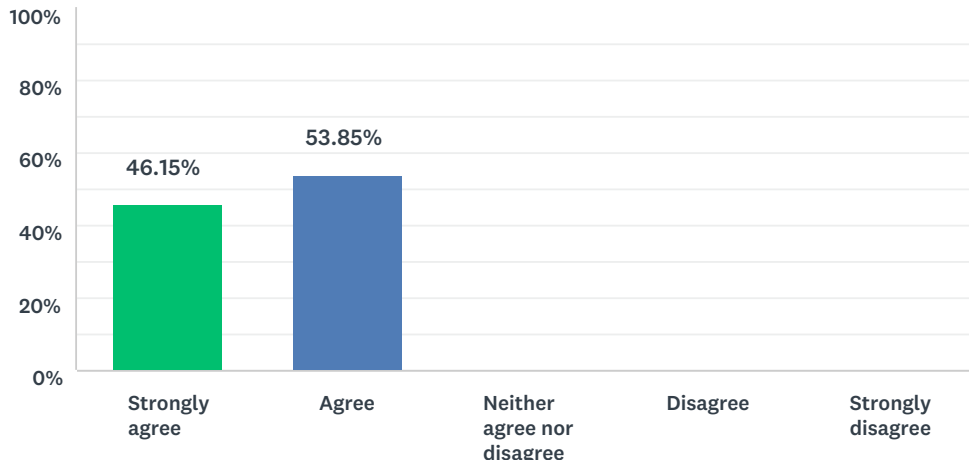


ANSWER CHOICES	RESPONSES	
Strongly agree	61.54%	8
Agree	38.46%	5
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
	There are no responses.	

Q31 The Chair ensures that governors have the information they need to ask the right questions and make informed judgments.

Answered: 13 Skipped: 0

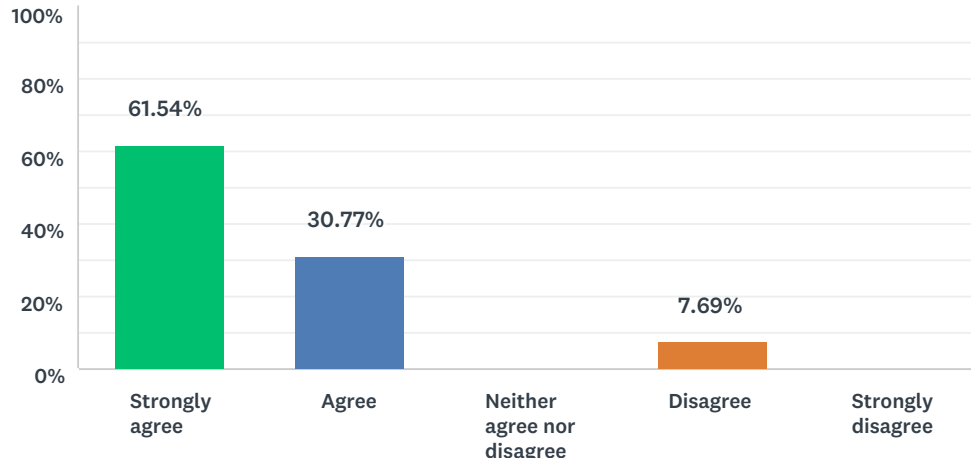


ANSWER CHOICES	RESPONSES	
Strongly agree	46.15%	6
Agree	53.85%	7
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	Need to cut the detail significantly and force management to produce summaries which highlight the biggest issues. Too much can be lost in the huge volume of material that is sent. It feels like management provides tons of detail to avoid missing anything, but their time would be better spent summarizing the key points. "I wanted to write you a short note, but ran out of time..."	4/16/2019 9:35 AM

Q32 The Chair runs Board meetings in an orderly and efficient manner.

Answered: 13 Skipped: 0

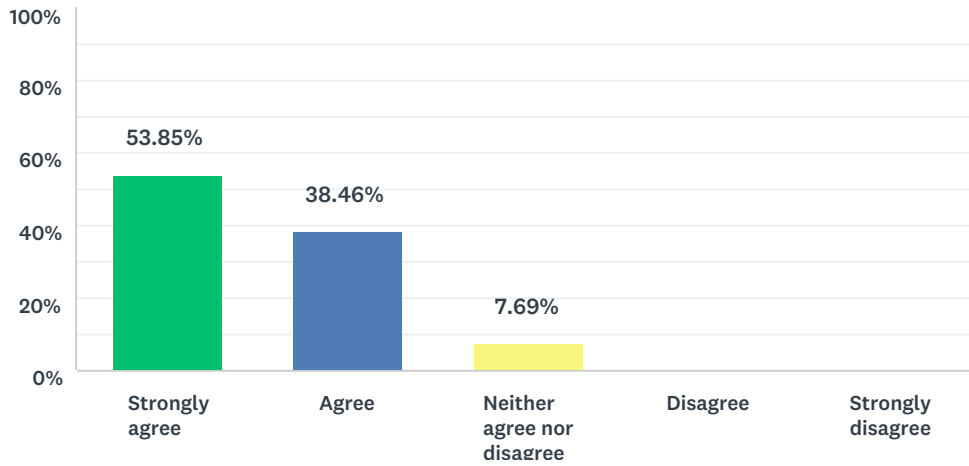


ANSWER CHOICES	RESPONSES	
Strongly agree	61.54%	8
Agree	30.77%	4
Neither agree nor disagree	0.00%	0
Disagree	7.69%	1
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	Meetings are always late in ending. Usually run 30 -60 minutes beyond the agenda scheduled time. Since the content of dialog is important, so consideration should be given to scheduling longer meetings or more frequent meetings	4/23/2019 12:23 PM

Q33 The Chair encourages governors to ask questions and express their views at Board meetings.

Answered: 13 Skipped: 0

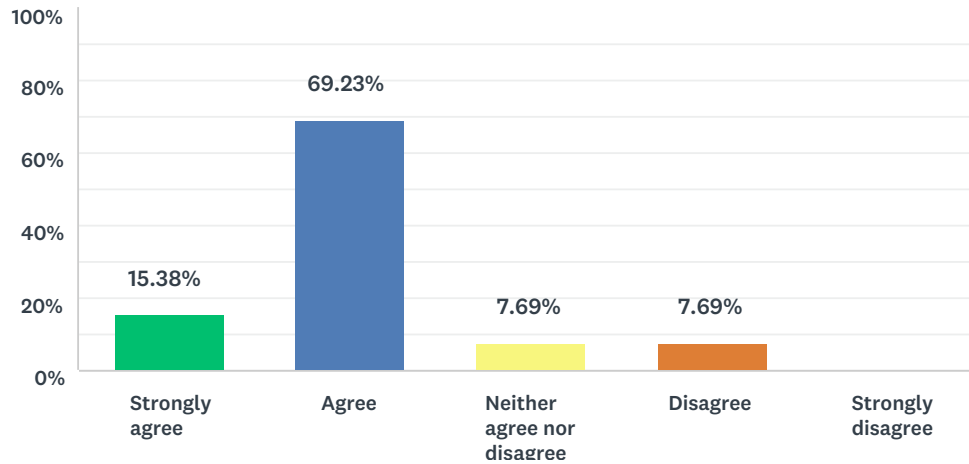


ANSWER CHOICES	RESPONSES	
Strongly agree	53.85%	7
Agree	38.46%	5
Neither agree nor disagree	7.69%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	I believe we could have some more generative discussions at the Board meetings... we need to set it up to allow for more discussion. At the 15 April Board meeting the Chairs of the sub committees gave a really nice summary of the activities/discussions from their Team. Sometimes the updates are too short and does not generate further discussion.	4/16/2019 10:30 AM

Q34 The Chair allocates sufficient time during Board meetings to discuss each item fully.

Answered: 13 Skipped: 0

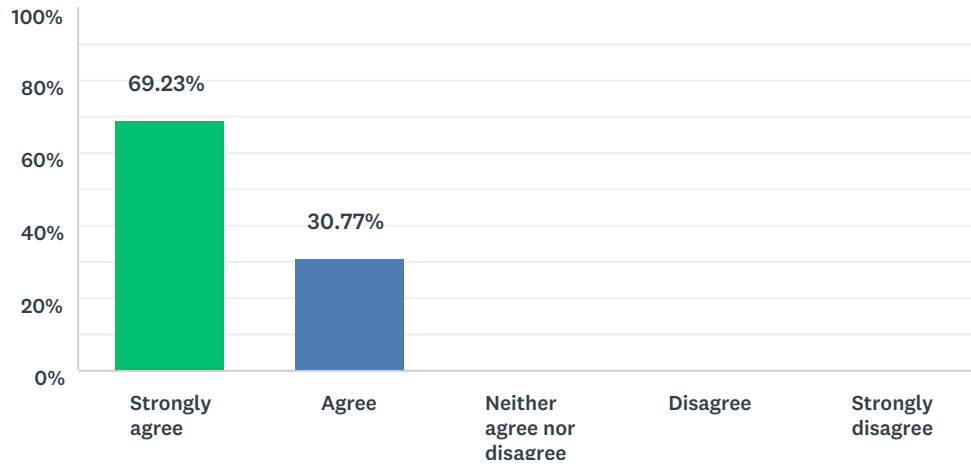


ANSWER CHOICES	RESPONSES	
Strongly agree	15.38%	2
Agree	69.23%	9
Neither agree nor disagree	7.69%	1
Disagree	7.69%	1
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
1	Again, the meetings run past their allotted time, but the dialog is important	4/23/2019 12:23 PM
2	The agenda at some meetings is overwhelming.	4/23/2019 11:25 AM
3	When this has been an issue its because there is too much on the agenda ie budget/business plan should be separate meetings	4/22/2019 2:39 PM
4	I thought the planning of the February meeting was very well done. There was a recognition in advance that the topics were going to take more time than the initial meeting schedule allowed for, to give governors a head's up to be prepared for that and to ensure there was a break in the agenda and there was a chance for governors to refuel and get a bio break. In a 4-5 hour meeting that makes a big difference to staying focused and actively listening.	4/18/2019 11:58 AM
5	For the most part - we can do more of this.	4/16/2019 10:30 AM
6	Some agendas are heavy , but time is always taken when a board member has questions.	4/16/2019 9:41 AM
7	I think the agenda are often too ambitious - too many topics. Would rather focus the agenda on a handful of critical items and leave everything else as an info item.	4/16/2019 9:35 AM

Q35 The Chair ensures that the Board comes to decisions once agenda items have been discussed.

Answered: 13 Skipped: 0

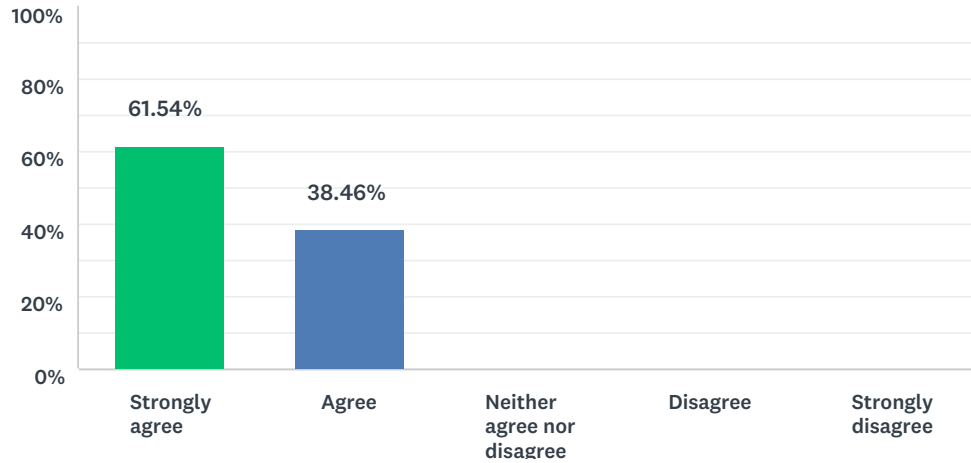


ANSWER CHOICES	RESPONSES	
Strongly agree	69.23%	9
Agree	30.77%	4
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	OTHER (PLEASE SPECIFY)	DATE
1	The Chair and Victoria are good for keeping us 'on track' :)	4/16/2019 10:30 AM

Q36 The Chair ensures that governors are kept informed of the progress Algonquin College is making in implementing strategic and operating plans.

Answered: 13 Skipped: 0

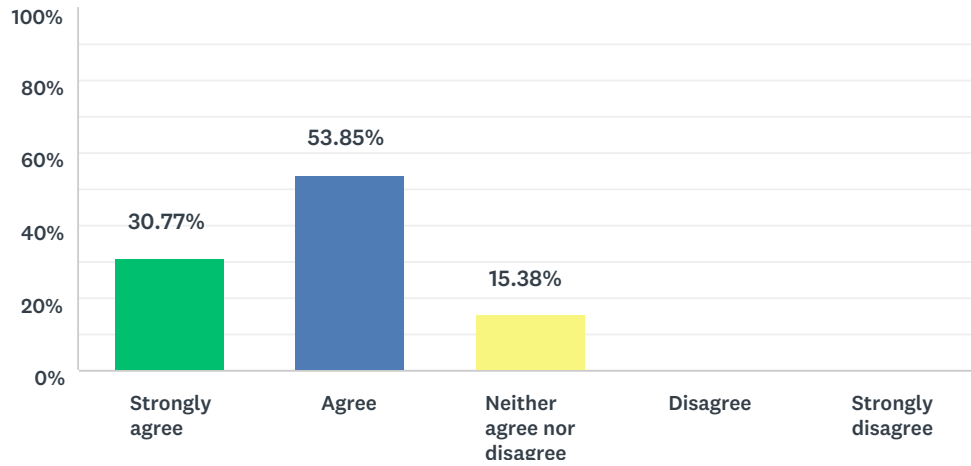


ANSWER CHOICES	RESPONSES
Strongly agree	61.54% 8
Agree	38.46% 5
Neither agree nor disagree	0.00% 0
Disagree	0.00% 0
Strongly disagree	0.00% 0
TOTAL	13

#	COMMENTS	DATE
1	For the most part	4/16/2019 10:30 AM
2	As part of topics on agenda	4/16/2019 9:41 AM

Q37 The Chair ensures that governors' concerns are conveyed to Management.

Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	30.77%	4
Agree	53.85%	7
Neither agree nor disagree	15.38%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		13

#	COMMENTS	DATE
	There are no responses.	

Q38 In my view, the most significant achievement of the Board over the past year has been:

Answered: 12 Skipped: 1

#	RESPONSES	DATE
1	The oversight of workday implementation	4/28/2019 9:37 AM
2	Executing on several campus capital projects once the Provincial became available. Sometimes with short notice.	4/23/2019 5:43 PM
3	Supporting the CEO and the Mgmt team in the implementation of Workday	4/23/2019 12:23 PM
4	1) Managing the abrupt changes in funding and tuition by the government 2) Oversight of Workday to final completion (an update should be forthcoming before the summer recess)	4/23/2019 11:25 AM
5	Supporting fiscal integrity	4/22/2019 2:39 PM
6	risk management	4/21/2019 9:52 PM
7	It is difficult to pick just one achievement. There have been many decisions made and passed by the board this year which will impact the efficiency of the college operation. Even the minor decision will make an impact. Most of these achievements will need some time in order to see their true value.	4/20/2019 11:04 AM
8	Bringing Workday oversight to a conclusion.	4/18/2019 11:58 AM
9	Challenging plans for capital raise, with credit to Michael Waters primarily	4/16/2019 11:39 AM
10	A very engaged group of talented volunteers who contribute in their respective ways and who ensure that we always made quorum for our meetings!!!	4/16/2019 10:30 AM
11	Oversight of the Residence Monitisation project.	4/16/2019 10:09 AM
12	Supporting the Indigenization goals of AC as well as keeping the college in a strong financial position, despite changes in government funding and policies.	4/16/2019 9:41 AM

Q39 In my view, the most important thing the Board could do to improve its effectiveness is:

Answered: 13 Skipped: 0

#	RESPONSES	DATE
1	Asking lots of relevant questions	4/28/2019 9:37 AM
2	Add a 4th Committee to spread the workload.	4/23/2019 5:43 PM
3	Provide more counsel to the Sr. Mgmt team in areas that the Board has specific expertise in. The Sr Management team should use the Board more for the input before decisions are brought to the Board	4/23/2019 12:23 PM
4	Identify meetings that will go beyond a reasonable time frame.	4/23/2019 11:25 AM
5	Have less "management" driven retreats; let the Board set the agenda for what they want to discuss or look at.	4/22/2019 2:39 PM
6	Hire a strong new president	4/21/2019 9:52 PM
7	I believe the effectiveness of the Board is perfect as is. The number of members, meetings and issues are well within the requirements of proper governance. It would be challenging to improve on something that is already very well structured.	4/20/2019 11:04 AM
8	Take lessons learned from past capital projects (delays, cost overruns, etc) for continuous improvement of major capital project oversight and consider how to carry that information forward to incoming governors annually.	4/18/2019 11:58 AM
9	There are no major shortcomings	4/16/2019 11:39 AM
10	One-on-One Chair meetings with members to start to build rapport and provide support, as required. Also, dare I say, an annual high level performance review process, based on high level performance expectations set at the beginning of the year.	4/16/2019 10:30 AM
11	Increase its participation in College activities.	4/16/2019 10:09 AM
12	Keep being future focused and bring in their knowledge of trends in their personal areas of expertise. There will be many challenges in the future (ie. gov't policy and international concerns), so board will need to keep AC resilient in future and to support the new incoming President.	4/16/2019 9:41 AM
13	Cut the size of the Board. It feels more like a parliament than a board. Secondly, all decisions are made in the Committees and particularly the Exec Cttee. The full Board is not really a decision making body.	4/16/2019 9:35 AM

MEMO

DATE: June 10, 2019

TO: Board of Governors

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

SUBJECT: **Foundation (Advancement) Report**

A. FUNDRAISING ACTIVITIES AND RESULTS TO CLOSE OUT FOUNDATION

1) As of March 31, 2019, the Foundation realized \$3,328,463 in fundraising revenue and endowment contributions. This represents 83% of the \$4,100,000 revenue goal for 2018-2019. Unexpected gaps in staffing is a contributory factor for the final percentage of the goal reached. The last major gift received for the 2018-2019 fiscal year was a second of three installments of a bequest from an estate in the amount of \$333,333 on March 26, 2019. The final gifts-in-kind of the fiscal year was over \$43,000 of equipment from Promise Technology for the Applied Research Department, and \$28,000 worth of simulation equipment from Bruce Power LP for use in the Applied Nuclear Science and Radiation Safety program.

2) The Advancement Office is at \$127,614 or 5% towards the 2019-2020 target goal of \$2.5M of new gifts. Donations of note from this year include a \$25,000 gift from the Princess Auto Foundation. David Shnider, a retired Vice President of the Princess Auto Group and Director of the Princess Auto Foundation came from Winnipeg on May 7, 2019 to present a \$25,000 cheque to support ten new bursaries in the trades for 2019 including Welding, Aircraft Maintenance, Motive Power Technician, Motive Power Technician-Diesel and HVAC. David Shnider was joined by Dean Chris Hahn and Vice President, Student Services, Laura Stanbra, and Graham Thompson, Manager Student Success and Planned Giving for a special visit to the new Princess Auto store in Kanata.

3) Recognition activities:

The Family Enterprise Xchange (FEX) Ottawa celebrates the Family Business community in Ottawa each year with the Family Enterprise of the Year Award & Arnie Vered Honourary Dinner that recognizes the vital role business families play in the health of our local economy and the well-being of our community. On May 9, 2019, three local family businesses were also recognized for their support and leadership in the areas of education, health, and social services.

In 2018, the Algonquin College Foundation honoured Barb and Len Farber. This year, the owners of 'Chances R' Restaurant, Brian and Judy Kilrea and Nick, Mariel and Mike Bouris were honoured. 'Chances R' Restaurant has been Algonquin College's neighbour and long-time

MEMO

supporter for the past 43 years. Their support included:

- sponsorship for the annual golf tournament for the past 26 years
- two bursary funds that have supported more than 55 students facing financial barriers to their education, and
- donation of countless numbers of gift certificates to support Algonquin College events.

Jeff Darwin, Board of Governor liaison with the Foundation gave a brief speech at the FEX Dinner as to the special connection that this family business has with Algonquin College.

4) The School of Hospitality and Tourism hosted their annual student awards event on March 25, 2019 in the Restaurant International. More than 24 donors attended the event to meet student recipients and celebrate academic success and accomplishments. This year marked the first time that the ceremony took place during lunch and the new format resonated very well with donors and students alike. One donor commented, *“thank you again for all your hard work that made Monday's Awards ceremony such a great success. I was very happy with the new format (reception after the Awards). It gave us a better opportunity to meet and talk with the recipient of the award and others. It was a lovely event from start to finish. Already looking forward to next year's event.”*

B. ADVANCEMENT PLAN

1) The new Advancement Plan for fundraising and alumni engagement was presented to the Algonquin College Executive Team, Foundation employees, members of the Foundation Board of Directors, and members of the Alumni & Friends Network. Following the discussions at the Board of Governors meeting on February 25, 2019, the following key recommendations of the Advancement Plan are being implemented:

- Plans in motion to evolve the governance model from a Foundation to an Advancement operation;
- Recruitment plans for the Vice President, 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.

C. FOUNDATION (ADVANCEMENT) UPDATE

1) The Algonquin College Foundation Board of Directors unanimously approved a motion to voluntarily dissolve The Algonquin Foundation on March 7, 2019. As of the June 6, 2019 Annual General Meeting, the Foundation will officially dissolve the existing governance structure and move to the new Advancement model as outlined in the Three-Year Advancement Plan. After successfully passing a clean audit, the Foundation will distribute all remaining funds from the Foundation to Algonquin College Advancement where they will be administered going forward.

MEMO

All Foundation Board of Directors from 2004 – 2019 will be invited to a celebratory event in the Fall, 2019 to maintain their engagement with Algonquin College.

D. ALUMNI & FRIENDS NETWORK

1) On March 12, the Annual Advertising Program 3rd Portfolio Review and Alumni/Industry Mixer had students and alumni enjoy a great evening connecting at Summerhays Grill. Close to 60 industry guests attended, and 45 were Algonquin College graduates (75%).

2) This year’s Business Marketing Networking Event was held at the Canadian Tire Centre to watch an Ottawa Senators game on March 14. Of the 53 people attending the event, over half of them were graduates of the program.

3) Students from the Biotechnology program had the chance to meet with industry professionals and more than 46 alumni at the annual Biotechnology Networking Event, which was held at the Ottawa campus in the Marketplace Food Court on March 19.

4) An Alumni at Work event occurred on April 11 for the Academic Success Centre at the Ottawa campus. The Academic Success Centre encompasses the teams from Student Retention and Academic Success, and from Pathways and Prior Learning Assessment and Recognition. 100% of their staff are alumni who graduated from a diverse range of programs.

5) The Alumni & Friends Network hosted their latest Alumni at Work event on May 3 at McDonald Brothers Construction – General Contractor in the Ottawa area servicing the Industrial, Commercial and Institutional (ICI) Sectors. What started out as two brothers with a passion for building has quickly grown into an established construction firm servicing the Ottawa region. Both brothers – Paul and Patrick McDonald are Algonquin College alumni from the Electrical Engineering and Construction Engineering programs. The majority of the office team are also Algonquin College graduates, many from the Architectural Technology program.

UPCOMING ADVANCEMENT EVENTS

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	5:00pm-10:00pm	Algonquin Commons Theatre

Report title:	Learner-driven Strategy
Report to:	Board of Governors
Date:	June 10, 2019
Author/Presenter:	Claude Brulé, Senior Vice President, Academic Laura Stanbra, Vice President, Student Services Darren Karn, Senior Research Associate Rotman School of Management, University of Toronto

1. RECOMMENDATION:

THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to present the Learner-driven Strategy. The strategy is defined in the 2018-2019 College Business Plan as a document that *“defines and measures personalized learning and the College experience, developed in a peer-led and cross-college collaborative model involving all categories of employees and students and delivered to the Board of Governors by the Fourth Quarter”*.

3. BACKGROUND:

The Learner-driven Strategy is a key element in support of the 2017-2022, 50+5 Strategic Plan. Specifically, Goal 1 of the Strategic Plan states, *“establish Algonquin College as the leader in personalized learning across all Ontario Colleges”*. The intent of the strategy is to recommend transformative initiatives that can be implemented over time that will differentiate Algonquin College as a leader in personalized learning and a personalized college experience.

A comprehensive update was provided to the Board for information at the February 25, 2019 meeting. Since then, through myAC and social media posts, the College community was encouraged to review the data/information in the Learner Driven Plan website: <https://www.algonquincollege.com/learnerdriven/ideas/>. Regular updates were also presented at Town Hall meetings. Once the input gathering consultation stage was completed and the data was categorized and tagged for review, the “Playing to Win” methodology was used to develop recommendations, test theories, and determine what would need to be true to ensure final recommendations had been appropriately evaluated for successful implementation.

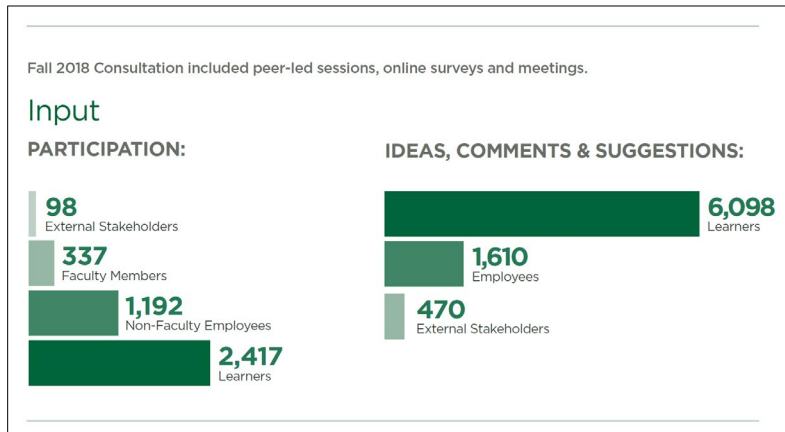
The Learner-driven Strategy Working Group members developed four strategic themes and tested components within each theme for achievability, sustainability and impact on improving the learner experience at Algonquin College. The full strategy document is provided in Appendix A: Learner-driven Strategy.

4. DISCUSSION:

The strategic theme of “Flexibility” emerged as the primary direction of the strategy. This focus will help ensure the most significant impact on the learner experience, have the highest positive impact on the Algonquin College brand, and the greatest impact on achieving the college retention and graduation rate objectives. The strategic direction will allow a transformational opportunity for the college. The other three themes will also play a significant supporting role in the Strategy.

Full endorsement of the strategy direction was received by the Algonquin College Leadership Team.

The following chart illustrates the wide-range of consultation that took place and the amount of input received on the topic of personalized learning and the personalization of the college experience for learners.



The implementation planning will run from May to October and will be presented to the Board of Governors at the December 16, 2019 meeting.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN Goal One	<input checked="" type="checkbox"/>	CONNECTED Goal Four	<input checked="" type="checkbox"/>

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

6. STUDENT IMPACT:

The Learner-driven Strategy provides students the greatest opportunity for ongoing success in achieving their educational goals.

7. FINANCIAL IMPACT:

The financial impact will be assessed and presented in the implementation stage of the plan and incorporated into the budget planning process.

8. HUMAN RESOURCES IMPACT:

A qualitative and quantitative assessment of the impact on human resources will be completed.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

There are no current government, regulatory or legal impact identified at this time.

10. COMMUNICATIONS:

Building on the broad and extensive communication plan deployed during the stakeholder consultation stage, a detailed communication plan for the implementation stage is under development. A peer-led approach to communication will continue to help ensure learners, all employees and our external partners are updated on the progress of implementation and seek feedback during the implementation process.

11. CONCLUSION:

The Learner-driven Strategy deliverables set out in the 2018-2019 Business Plan have been completed. Implementation planning has begun and will be presented at the December 16, 2019 meeting.

College stakeholders and the community in general are excited to see Algonquin emerging as the leader in personalized learning across all Ontario colleges.

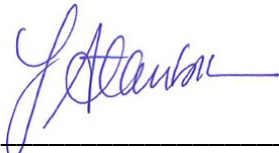
Respectfully submitted:

Approved for submission:



Claude Brulé
Senior Vice President, Academic

Cheryl Jensen
President and CEO



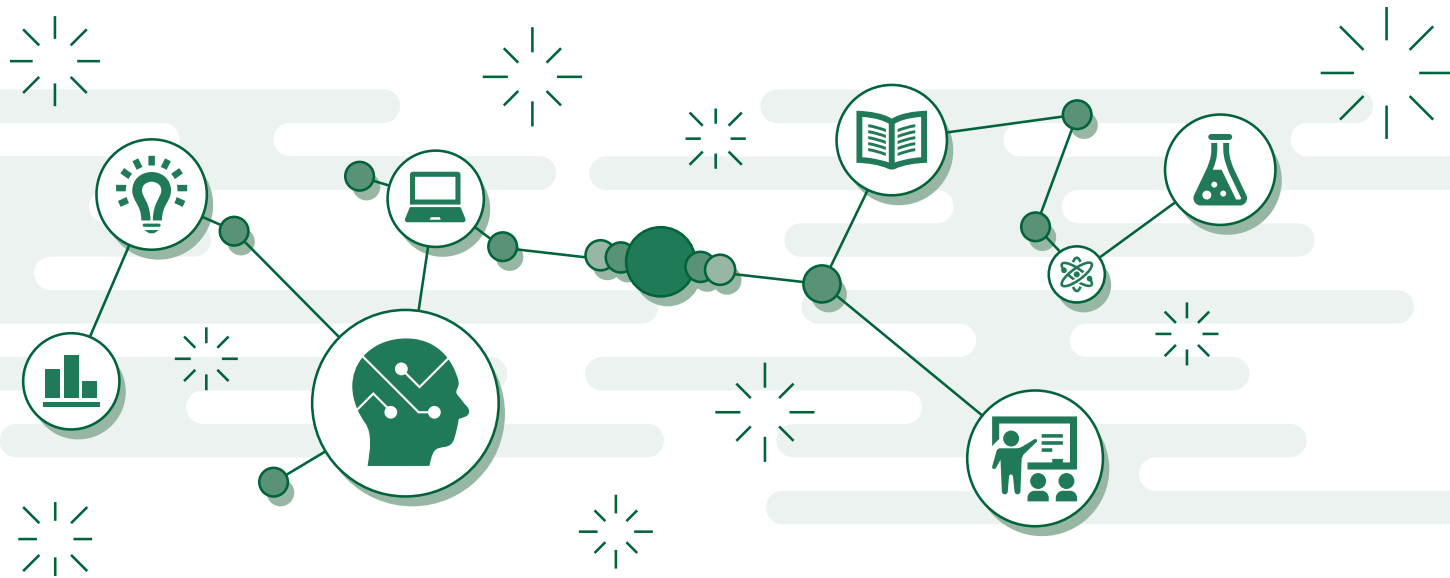
Laura Stanbra
Vice President, Student Services

Appendices:

Appendix A: Learner-driven Strategy

The Algonquin Difference

**CHANGING LIVES WITH A
PERSONALIZED COLLEGE EXPERIENCE**



The Algonquin College
Learner-driven Strategy

ALGONQUIN
COLLEGE

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CONTEXT SETTING

This strategy aims to make Algonquin College the leader in personalized education among Ontario colleges. Its strategic directions are the result of College-wide collaboration with students, employees as well as alumni, employers, industry professionals and other external stakeholders.

This document presents the process and thinking behind the chosen strategic direction that will transform the learner and employee experience at Algonquin College. A full implementation plan for Algonquin College's Learner-driven Strategy will follow by October 2019.

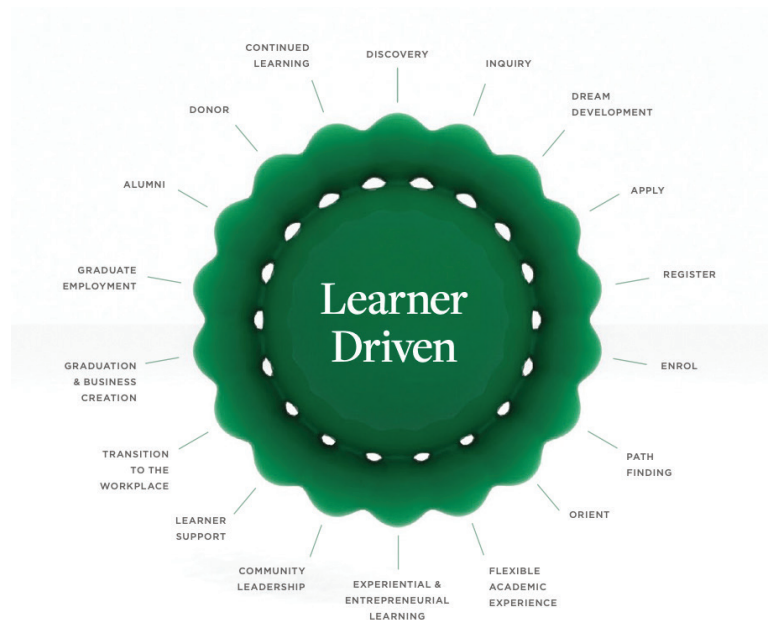
The primary and supporting themes selected for this strategy will be powered by people and enabled by technology to provide students a redefined, more personalized, learner experience.

An enhanced highly personalized education, both in and out of the classroom will provide a compelling differentiation for Algonquin College to be recognized as the "College of Choice".

The strategy is designed to provide substantive impact to; the student and employee experience as learners, the overall brand reputation of the College, student enrolment, retention and graduation rates.

A learner-driven approach is one of the core beliefs outlined in the College's *2017-2022 Strategic Plan, 50+5*, which recognizes that, "The time has come to transition from the traditional one-size-fits-all era of education to a new age, focused on personalized experiential learning." With its potential to promote lifelong learning — the ultimate goal of a learner-driven direction (see Figure 1) — personalized education is also supportive of our College's mission: "To transform hopes and dreams into lifelong success."

FIG. 1. THE STUDENT LIFECYCLE



The *2017-2022 Strategic Plan, 50+5* was based upon 18 months of consultation that culminated in a vision of being learner-driven in a very distinctive way. This is what the College's internal and external stakeholders wanted, and this is why a learner-driven plan was developed.

WHO TODAY'S LEARNERS ARE

As illustrated in Figures 2, 3 and 4, the Algonquin learner demographic continues to evolve and with this changing demographic, comes the need for a transformative approach to meet the new expectations.

FIG. 2. LEARNER DEMOGRAPHICS AT ALGONQUIN COLLEGE

Students

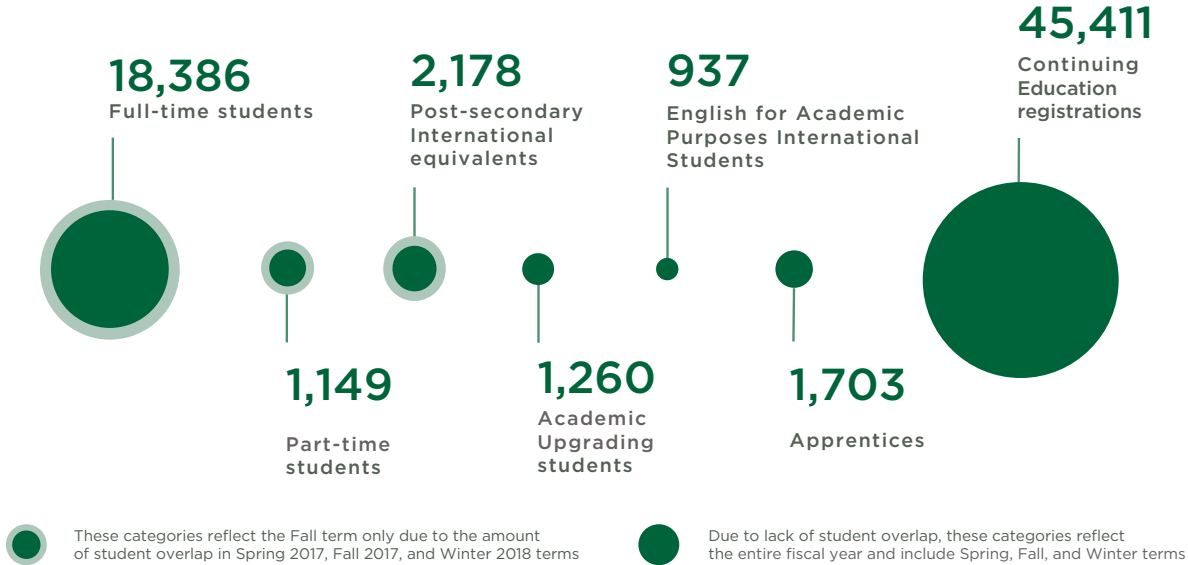
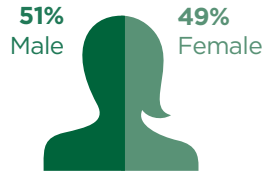


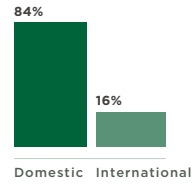
FIG. 3. LEARNER DEMOGRAPHICS AT ALGONQUIN COLLEGE

Learner Demographics

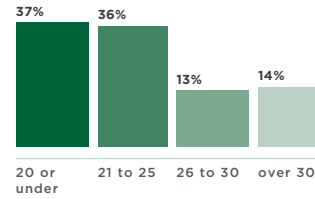
Gender



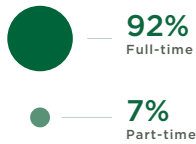
Country



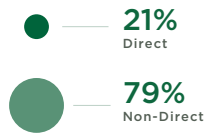
Age



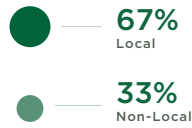
Status



Type



Catchment



Base: Gender, Status, Country, Age, Type, Catchment: total students 2018-19 n=21,663.
Data set: Fall 2018, terms, full-time or part-time registrations as of Day 10 (September 17, 2018).
Excludes collaborative programs and apprenticeship programs.

FIG. 4. GROWTH IN INTERNATIONAL STUDENT ENROLMENTS AT ALGONQUIN COLLEGE PROJECTED TO 2022



THE LEARNER-DRIVEN COLLEGE EXPERIENCE

What does an exceptional college experience look like? It depends on who you ask. Every learner comes to campus with their own needs, interests, aspirations and backgrounds. So how can we empower learners to shape the college experience around themselves?

Personalization can enhance programs, credentials, delivery, content, services, policies, and enrolment. It stands to enrich the experiences of students, faculty and staff. It stands to promote a sense of belonging that contributes to student success, with higher rates of retention, program completion and enrolment. For employees — learners in their own right — personalization can create new opportunities for development through career-building sessions, new modes of teaching or delivering services and other enhancements.¹

Providing an unbeatable personalized learner experience with true learner mobility builds on the Algonquin goals of changing lives and changing futures.

Algonquin College has the opportunity to be a leader in personalized education, standing out among Ontario colleges with a unique, learner-driven approach.

WHAT WE MEAN BY PERSONALIZATION

The College's *2017-2022 Strategic Plan, 50+5* presents the following, broad definition of personalization, adapted from the Glossary of Education Reform:

...**personalization**, refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations or culture backgrounds of individual students.²

The Learner-driven Strategy Working Group modified this definition with the addition:

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

¹ [The Future of the Student Experience Is Personal](#). Gartner, 2017.

² [Personalized learning](#). The Glossary of Education Reform, 2015.



Demographics are changing. Expectations are changing. Technology is changing. We must change, too. We must become more innovative and entrepreneurial.

- From Algonquin College's 2017-2022 Strategic Plan, 50+5

WHY WE NEED A STRATEGY

For Algonquin College, moving to a personalized education model is a proactive step. Today, the College is thriving. Full-time enrolments passed a record-breaking 20,000 in 2018 — a nearly seven-percent jump from 2017.³ Algonquin College has the highest online enrolments of all colleges in Canada with 29,600 online course registrations.⁴ International students from more than 100 countries have chosen Algonquin College as their study destination, and the number of international students on campus continues to grow year to year (see Figure 4).

But the post-secondary sector is changing. A personalized college experience is increasingly what students expect based on the customization they enjoy in everyday life — which makes providing one a competitive necessity for institutions. Colleges and universities are under growing pressure to transform their approaches and go beyond the traditional “one-size-fits-all” model.

To determine the best way to meet learners' expectations for a personalized college experience, a group of stakeholders from across the College embarked on a strategic process of consultation and deliberation with the goals of:

- Introducing more personalization in the classroom and into the online learning environment
- Introducing more personalization outside the classroom, e.g., into supports, services and facilities
- Improving the learner's individual College experience from a technology perspective

Ultimately, the question the College set out to answer was: How might Algonquin College establish itself as the leader in personalization across all Ontario colleges? The Learner-driven Plan Working Group considered a number of strategic possibilities to find the answer.

In the end, it was determined that Algonquin College can differentiate itself through **a new kind of flexibility**, one shaped by proactivity and responsiveness, stronger connections, and supportive of employee excellence. Our Learner-driven Strategy is **people-driven** and **supported by technology**.

This strategic document describes the process that led to that conclusion. It outlines, at a high level, the capabilities, management systems and resources that would need to be put in place to realize our vision of a personalized College experience. A detailed implementation plan will follow in October 2019 and unfold over the next several years.

³ [Record enrolment at Algonquin College](#). Algonquin College, 2018.

⁴ [Algonquin College ranked first in Canada in online enrolments](#). Algonquin College, 2019.

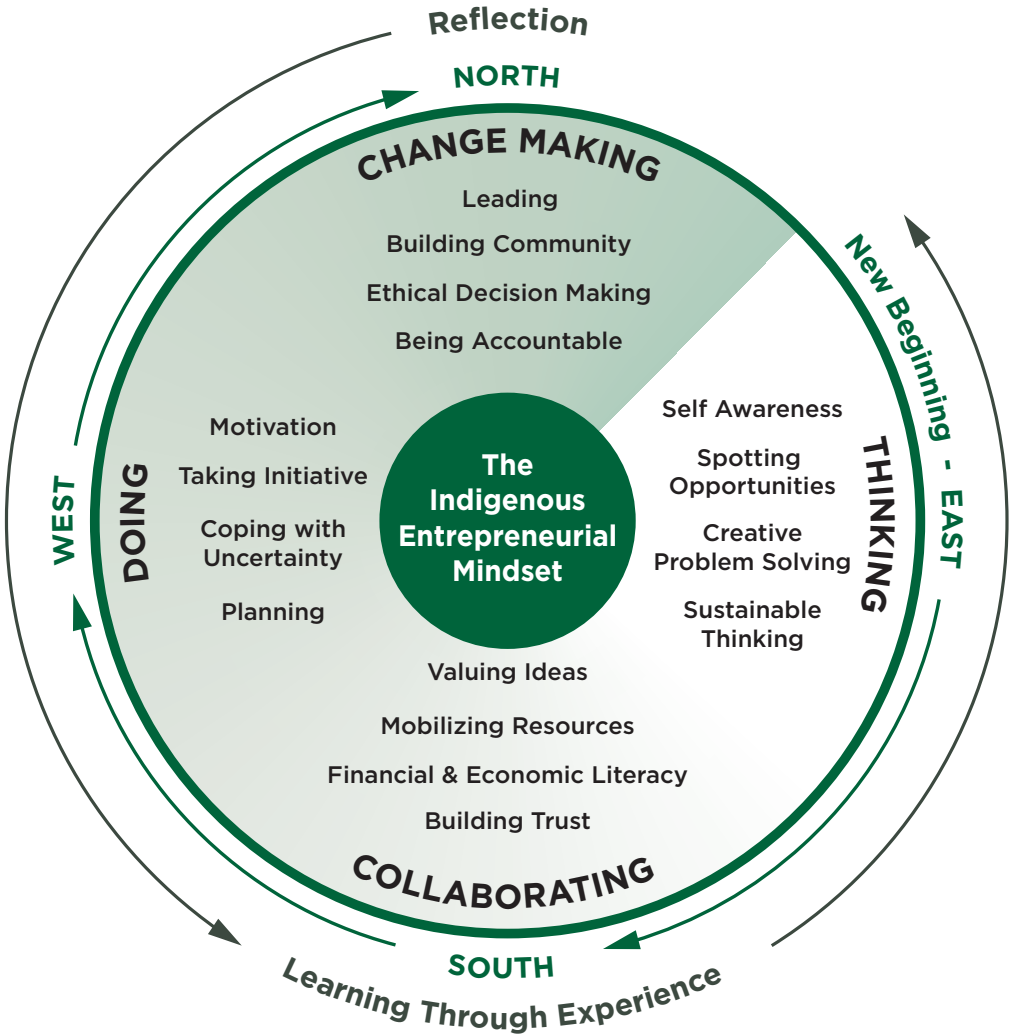
OUR STRATEGIC CONTEXT

This strategy fits into the broader strategic framework presented in *Algonquin College's 2017-2022 Strategic Plan, 50+5*, with goals to be learner-driven, innovative, connected, sustainable, and an exceptional place to work. The Learner-driven Strategy must align with these College-wide ambitions, and complement and support our other strategic plans, including the:

- People Plan
- International Strategy
- Transforming Indigenization Initiatives Plan
- Discovery, Applied Research and Entrepreneurship Plan
- Information Technology Modernization Plan

Given that our College is named after the Algonquin people who lived on this land long before Europeans settled here, Algonquin College recognizes the importance of respecting that heritage and making Indigenous values part of how the College operates. To that effect, our Learner-driven Strategy will be informed by Indigenous Knowledge, demonstrated by a framework inspired by the medicine wheel in Figure 5.

FIG. 5. STRATEGY INFORMED BY INDIGENOUS KNOWLEDGE



WHAT TODAY'S LEARNERS EXPECT

The world around us is more personalized than ever before. Individuals have more choice and control over myriad aspects of their lives — for instance, how to communicate, how to access information, how to shop, how to bank, how to book travel and get around. Digital tools supported by data analytics and machine learning recommend content, products and services just for them, based on individual preferences and interests. As a result of all this, today's learners don't merely welcome personalized experiences: they expect them.

As Gartner observed:

Students... are less tolerant of mass-market, generic and industrialized services (which are the norm on many campuses). They will no longer be satisfied or even comply with antiquated processes and mass-target services.... The academy can no longer hide behind the gates of the institution, but rather must meet students where they are, whether that is in the digital or virtual world, or at the local coffee shop. The institution must now do business on the students' terms, not its own.⁵

This is especially true of “digital natives” — the generation that grew up with digital platforms, devices and tools — who expect easy access to services, information and the latest technologies.

Barnes & Noble College research suggests these expectations are only going to persist and intensify as a new generation of learners sets foot on campuses.⁶ Dubbed “Generation Z”, these learners crave engaging experiences and want to be empowered to make their own decisions.⁷

Over the next 10 years, the number of older, career-focused learners in Ontario — those aged 25 to 44 — will rise by one to two percent yearly.⁸

Cheryl Jensen, President

I will ensure that the Board of Governors knows the significance of implementation of the Learner-driven Strategy to Algonquin's future success as they search for the next President.

⁵ [The Future of the Student Experience Is Personal](#). Gartner, 2017.

⁶ [Getting to Know Gen Z: Exploring Middle and High Schoolers' Expectations for Higher Education](#). Barnes & Noble College, 2017.

⁷ Ibid.

⁸ [Ontario's Long-Term Report on the Economy](#). Ontario Ministry of Finance, 2017.

DEMOGRAPHICS ARE CHANGING

In Ontario, the number of people aged 25 to 44 will grow by one to two percent a year over the next 10 years.⁹ The number of people aged 15 to 24 — our traditional cohort — will either hold steady or possibly decline.¹⁰

These projections suggest our student population could become older and more career-focused. That's because success in today's job market often calls for workers to upskill or reskill to become more versatile or move into a new position. Many of these mid-career learners do so through post-secondary programs. This trend will only intensify as the nature of work continues to evolve.

Mature learners have high need for a personalized college experience: their circumstances often differ from the traditional, just-out-of-high-school cohort most post-secondary programs are structured around. Many mature learners have decades of career experience, inflexible schedules and family obligations (see the mature student learner personas in Appendix B). Personalization can help us take factors like these into account and “meet students where they are” — for example, by offering micro-credentialing, online education and worksite training.

A personalized college experience appeals as much to these mature, career-focused learners as it does to digitally native millennials. Generation Z learners also want their experiences and goals to be considered in their education.

In the coming years, new Canadians will make up a predominant and rising share of Ontario's population growth.¹¹ The College's student population will continue to diversify, further reinforcing the need for personalized experiences.

Claude Brulé, Senior Vice President, Academic

I commit to ensuring that the voice of the faculty continues to inform and contribute to the development of the Learner-driven Strategy, in particular as it pertains to personalization in the learning environment to foster greater learner success.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Ibid.

The future of the student experience is personal.

By 2021, more than 50% of higher education institutions will begin redesigning their student experience with the goal of making it more integrated and personalized.¹²

- Gartner

THE COMPETITION FOR LEARNERS IS ON

Post-secondary institutions aren't standing by in the midst of all this change. Many are exploring how to better meet the demand for personalized, technology-enhanced experiences. Some have created director- and vice-chancellor-level roles dedicated to the student experience.¹³

According to the 2018 Sodexo University Trends Report:

Universities are already building a strong foundation with mobile apps, innovative spaces, and personalized interactions. We can expect these efforts to continue playing a prominent role as universities extend digital thinking throughout a student's lifecycle — from pre-arrival to post-graduation — to gain a distinct competitive edge.¹⁴

Research by Gartner suggests post-secondary institutions are fighting for a smaller pool of domestic students and that a good student experience attuned to students' needs can have a positive impact on enrolment and retention.¹⁵

The competition for today's digitally minded, diverse and personalization-craving student body is underway. In no time, learners will have numerous domestic and international options for their post-secondary education. Now is the time to commit to a strategy that will make Algonquin College a leader in personalized learning and a personalized College experience.

Our Core Beliefs

As outlined in our *2017-2022 Strategic Plan, 50+5*, Algonquin College aims to be:

- Learner-driven
- Connected
- People oriented
- Innovative and quality focused
- Sustainable

¹² [The Future of the Student Experience Is Personal](#). Gartner, 2017.

¹³ Ibid.

¹⁴ [2018 Sodexo University Trends Reports: 5 Trends Set to Impact the Student Journey and Campus Experience](#). Sodexo, 2018.

¹⁵ [The Future of the Student Experience Is Personal](#). Gartner, 2017.

PRIMED FOR PERSONALIZATION

Personalization isn't a new concept at Algonquin College. It's enshrined in our vision — “to be a global leader in personalized, digitally connected, experiential learning”¹⁶ — and embedded in our strategic goal to establish Algonquin College as a leader in personalized learning across all Ontario colleges.

There are many examples of personalization inside and outside the classroom at Algonquin College today. Academic advisors and student support specialists guide individual student experiences. Several College programs already give learners options such as modularized math courses, accelerated or flexible delivery, monthly intakes and online learning opportunities. Some workshops let students submit feedback and make adjustments throughout the term. Faculty can see how often their students log in to the College's learning management system, and as a result, some send personalized messages to learners who haven't been online in a while to check in. Learners' experiences are factored in Prior Learning Assessment and Recognition, and internal and external credit transfer processes.

From a service perspective, the College provides personalized outreach and messaging during the admission process. Student orientations are customized based on programs of study and specific start-up needs (e.g., international students, technology needs). The Pembroke Campus organizes “First Contact” meetings with program coordinators to get to know new students early. Algonquin College provides support based on financial circumstances and medical needs. Students have a wide range of extracurricular activities to take part in according to their interests, age and culture.

The College has a strong foundation of personalization to build on. Through this strategy, Algonquin College has the potential to reshape the student and employee experience, differentiate our enrolment process, boost retention and graduation rates, and enhance our reputation province-wide and around the world.

COMMITTED TO A LEARNER-DRIVEN DIRECTION

The prospect of deepening personalization at the College has the full support of the Algonquin College Leadership Team. Leaders from across the College's campuses have committed to supporting the Learner-driven Strategy by championing it among faculty and staff, building its recommendation into their plans and priorities and supporting its ongoing evaluation. See Appendix C for the full list of commitments.

¹⁶ [2017-2022 Strategic Plan, 50+5](#). Algonquin College, 2017.

WHAT INFORMED THIS STRATEGY

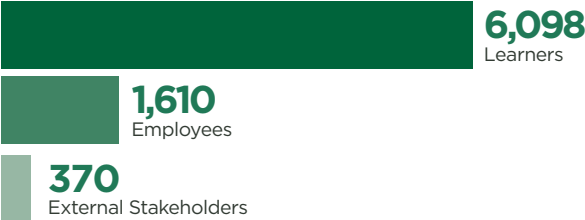
Broad input from across the College and wider community informed the proposed actions in this strategy. Algonquin College students, faculty, staff and external stakeholders submitted more than 8,000 comments through in-person sessions, online surveys, town hall meetings and other forums — a strong indicator of interest in the concept of personalized learning and a personalized College experience.

FIG. 6. INPUT COLLECTED SUMMER AND FALL 2018
8,178 SUGGESTIONS, RECOMMENDATIONS AND OPINIONS COLLECTED AND DOCUMENTED

PARTICIPATION:



IDEAS, COMMENTS & SUGGESTIONS:



GATHERING PERSPECTIVES

“Internal stakeholders” included faculty, support staff, administrators, Board members and learners. “External stakeholders” included:

- Alumni
- Employers
- Industry professionals
- Program advisory councils
- Prospective students and parents
- Students who left the College without graduating
- High school teachers and counsellors
- High school boards
- Other post-secondary institutions

With support from the working group, five student interns from Algonquin College’s Market Research and Business Intelligence program reviewed and tagged each idea submitted by students and employees. This work helped identify trends to inform the strategy.

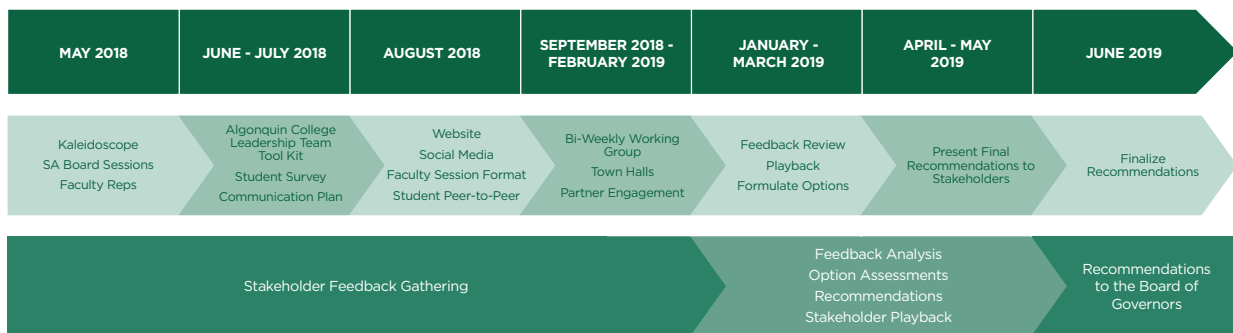
The College also held 14 “playback” sessions with internal stakeholders in March and April 2019 to validate key themes emerging from a year-long consultation process.

This timeline notes activity and progress of the development of the Learner-driven Strategy to date.

STUDENT INTERNS: BRHANU DERBEW, MISHIKA JAISWAL, VAISHALI SINGH, BRYAN STRAHMAN, NGOC TAN HUYNH



FIG. 7. LEARNER-DRIVEN STRATEGY DEVELOPMENT TIMELINE



STUDENT INPUT

A synthesis of student inputs on personalization revealed five top trends and topics:

- 1. Course delivery:** Learners shared ideas about how personalization could enhance course delivery at the College. These include customized workloads and alerts (such as more spread-out assessment and homework due dates for online students) and more hands-on, practical experience to support visual learners.
- 2. Learning management system:** Students suggested ways to improve the College's current learning management system, including merging platforms like the Algonquin College Student Information System, Brightspace and Outlook for a more seamless experience. Another theme was to make the learning management system easy to use for students in all courses and schools.
- 3. Student support services:** A number of students suggested that services, groups and supports for students at the College aren't advertised in a way that captures their attention. "Making me more aware of them would put me on the right path," wrote one learner. Improving quality and widening access to services also came up, including more services and activities for students who are on campus during evenings and weekends.
- 4. Faculty:** Many student respondents want faculty to be more accessible (through office hours and other means within and outside classroom time), participate in professional development opportunities to hone their teaching skills and further support student success, and provide more meaningful and timely feedback on assignments.
- 5. Online services:** Student input included more online tools (e.g., self-service and self-planning tools, audio versions of textbooks, recorded lectures, videos with practical tips for studying), mobile apps for ACSIS and Brightspace, and greater access to industry-standard software.



Teachers should always use online resources to inform the students about changes in the schedules or different events. For many with a learning disability, having a written document contributes to their success.

- Student Input



It would help to be able to personalize your schedule. Being a working student and not having any options makes it very difficult to work and go to class.

- Student Input

FACULTY AND STAFF INPUT

A total of 337 faculty members (full- and part-time faculty at all three campuses) took part in peer-led consultation sessions over the Fall 2018 term. Faculty shared their thoughts on personalizing the College experience and made recommendations for the Learner-driven Strategy.

The trends that emerged from these consultations included:

- Ideas for making the classroom more conducive to learning, including smaller class sizes and improved technology
- Requests for opportunities to teach in a variety of modes (e.g., through Universal Design for Learning) and use flexible assessment options — with professional development opportunities provided to enable this
- Suggestions for enhancing relationships between faculty and students and encouraging engagement — e.g., more opportunities for faculty and students to get to know each other, which would help teachers personalize the experience in their classrooms
- Ways to use personalization to improve the student experience, such as:
 - more flexible class schedules
 - the ability for students to take courses outside their current program
 - an enhanced academic advising centre that partners each student with an advisor
 - more opportunities to engage with faculty
 - more exposure to and opportunities to network with industry leaders

The trends that emerged from non-academic employee feedback included:

- Broadening access to and availability of services through online self-service and extended in-person hours
- Enhancing Algonquin College's technology ecosystem to meet learner and employee needs for greater functionality and flexibility
- Reducing silos between departments to enable further integration and data sharing, which would promote greater understanding of student needs and abilities
- Improving promotion and proactivity of College services and supports
- Retooling program offerings and intakes to allow the greater flexibility characteristic of personalized education

GUIDING THE STRATEGY

All of these inputs informed the working group's use of the Playing to Win framework to generate, define, test and shortlist strategic possibilities for leadership through a personalized College experience.



I feel like I've been leading to this moment ever since I first started here. I can't wait!

- Faculty Input



Students will be more engaged. It will be learner-driven because they will be motivated.

- Faculty Input

EXPLORING THE POSSIBILITIES

A working group of cross-College representatives led the development of this Learner-driven Strategy. The working group met throughout early 2019 to review strategic options, recommend approaches, identify key ingredients for success and test possible barriers.

Playing to Win was developed by A.G. Lafley, Roger Martin and Jennifer Riel.¹⁷ The framework was used to identify strategic options and define the key ingredients for the College's success.

Playing to Win follows six steps:

1. Understanding our current context and defining the problem

Who is winning today? What is our most pressing issue?

2. Exploring the possibilities

What are some strategic approaches to addressing this problem?

3. Asking what would have to be true

What needs to be in place to realize these possibilities?

4. Identifying barriers

What are the barriers/risks?

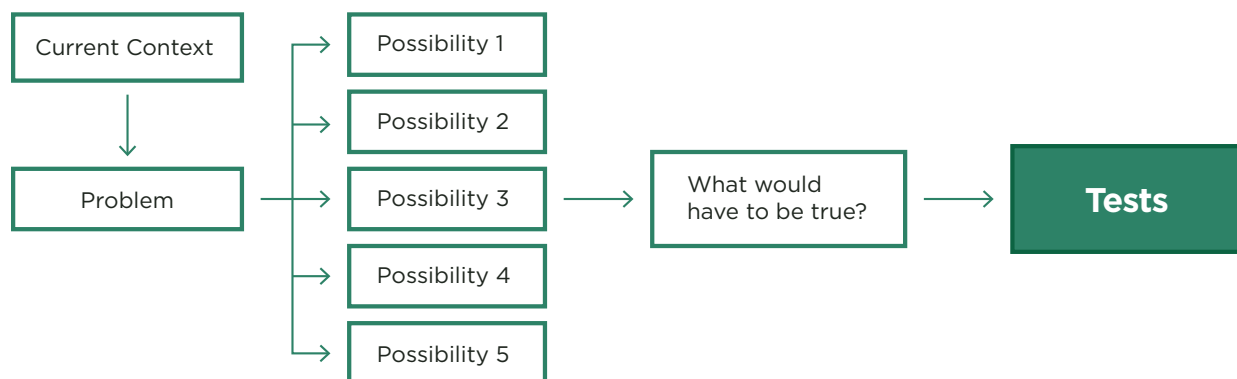
5. Testing the barriers

Are the barriers real?

6. Choosing the winning possibility

Where we are best positioned to play and how will we win?

FIG. 8. THE PLAYING TO WIN FRAMEWORK



¹⁷ 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.

The working group drew on the Playing to Win expertise of Darren Karn, a Senior Research Associate at the University of Toronto's Rotman School of Management. Karn led the working group sessions and guided participants through the framework.

The working group's initial brainstorming generated a broad range of ideas for engendering a personalized College experience, including:

- One online portal
- Immediate availability of class video
- Coaching at every stage
- Care and support culture (survey, key resource profile)
- A coach for every learner
- Accessibility (support for complex functional limitations)
- Universal Design for Learning (designing curriculum for the variety of delivery and assessment methods)
- Rolling admissions for greater flexibility
- Increased value of general education courses (building a minor)
- Program fit, self-assessment pre-application
- Recognition of existing success (credit at admission)
- Mid-career flexible credentialing, modular programs
- Consistency and community across employees
- Faculty tools, time and training
- Greater focus on professional development for staff
- Choice of schedule/timetable

LEARNER-DRIVEN PLAN WORKING GROUP



To help determine the best course for Algonquin College’s Learner-driven Strategy, the working group reviewed the extensive input from stakeholders. This input helped members further define the possibilities, which were grouped into four strategic themes (see Figure 10).

FIG. 9. LEARNER-DRIVEN PLAN DEVELOPMENT FUNNEL



Jamie Bramburger, Acting Dean, Pembroke Campus

I am committed to being a champion for the Learner-driven Strategy at the Pembroke Campus by helping and guiding our employees to fully understand this strategic direction and, more importantly, encouraging them to provide the best possible personalized learning experience for our students.

FIG. 10. THE FOUR STRATEGIC THEMES AT A GLANCE



WHAT THE POSSIBILITIES MEAN



Proactive and Responsive

It isn't always clear when a learner is struggling with course material or the demands of college life. Some might seek support services or take advantage of faculty office hours, but others don't — or fall too far behind before they realize they're struggling.

What if, with the help of technology, College faculty and staff could determine when a learner needed academic support — before even the learner realized it? What if the College had the capacity to do so instantly, remotely and across the College population?

Having those kinds of capabilities would allow College employees to intervene swiftly and help struggling learners get back on track. A sufficiently advanced system would even be able to respond proactively before a student started struggling based on patterns identified through data analytics.

All of this would promote students' success in the classroom, leading to higher retention and graduation rates. Learners across all campuses would have access to the support they need when they need it, with easy, remote access to a wealth of online resources.

Such proactivity and responsiveness could be enabled through **an advanced technology ecosystem** along with **training that enables employees to use it effectively**. This ecosystem could incorporate a convenient, **single-portal solution** that provides desktop and mobile access to students and interfacing with administrative databases to track indicators of success and a positive post-secondary experience.

Ron McLester, Vice President of Truth, Reconciliation and Indigenization

My commitment is to ensure that Indigenous knowledge / ways of knowing are embedded into the Learner-driven Strategy. I commit to caring for the spirit of the Learner-driven Strategy.



Forging Connections

Transitioning to college can be challenging for learners. They have to choose which post-secondary institution to apply to and decide which programs suit their talents and interests. They have to navigate the complex and intimidating admission and enrolment processes. Once their program starts, they face a whole new set of challenges — inside and outside the classroom.

What if every student had a personal guide and reference point for their post-secondary experience?

In such a scenario, learners would meet regularly with their guides — in person or remotely — for support, connection and to get the most out of their College experience. These relationships would start before enrolment, with learners having access to someone on campus who can advise them on program selection and help them navigate College processes.

These connections will help every learner feel that they belong at Algonquin College. Done correctly, learners won't be able to see themselves anywhere else — leading to higher enrolment, retention and graduation rates, and overall student satisfaction.



Flexibility

Every learner who enters Algonquin College comes with unique experiences, abilities and circumstances. Some have previous work experience or certifications or unique learning requirements. Others simply need more time to complete an entire program. All have life experience. Yet the traditional, one-size-fits-all approach to post-secondary education doesn't always — or holistically — take these things into account. Programs start at the same time each year. Credentials require the same courses, which are held during fixed hours and include standard assignments.

What if Algonquin College could customize course offerings based on learners' backgrounds?

With the right mechanisms, the College could transform some program components into brand-new certificates or certifications and reward learners for exploring secondary passions. Upfront, learners would get a clear view of what their custom program would look like, complete with “pre-approved” credits, anticipated course requirements and course scheduling — all through an easy online tool.

This would put the College in prime position to achieve its goal of leading in personalized learning, boosting enrolment and promoting post-graduation job placements for alumni.



Employee Excellence

Things like strong classroom management, how well online courses align with in-person courses, and effective promotion of services can have a big impact on the quality of the College experience for students. Learners stated that the consistent application of best practices in areas like these are important to them.

Algonquin College's academic and non-academic employees already deliver high-quality education and services. **What if, by encouraging and incentivizing professional development and lifelong learning, Algonquin could offer even more, and deliver a truly unparalleled personalized College experience?**

This would create excitement around personalized learning and a personalized College experience — while enabling them. Students and faculty would be more engaged and students would review courses and staff more favourably in their feedback. Algonquin College would become more widely recognized for its high-calibre employees.

ASSESSING THE POSSIBILITIES

The working group's next step was to consider what would have to be true to realize the possibilities of each strategic theme. Participants identified potential barriers and carried out tests to determine the viability of each aspect of College's proposed personalization strategy.

PUTTING THE POSSIBILITIES TO THE TEST

Working group members identified success factors for each possibility. Members then tested those deemed to pose a more significant barrier to achievement. The conclusions of that process were:



Proactive and Responsive

TEST: All of our systems can be integrated or can be transitioned to other systems that are capable of being integrated

Working group members reviewed 115 different College systems that could be integrated into GeneSIS, the College's current student information system (SIS), evaluating how difficult integration might be. Based on these tests, the group was confident integration is technically feasible. With the adoption of Brightspace as the College's Learning Management System, and other solutions, the College is already moving in a direction that supports system integration. There are concerns unrelated to technology, however, about the College's current lack of a unified approach to student support processes and practices. A dedicated team could help identify and facilitate multi-departmental projects with the aim of enabling more proactivity and responsiveness.



Forging Connections

TEST: Algonquin College can scale coaching on a one-to-one basis for every student

This would involve securing the funding, space, talent and Information Technology (IT) tools to deliver coaching services to 20,000 students. A cost calculation of different coaching models was performed to determine the viability of this possibility. Based on those calculations, a hybrid artificial intelligence (AI)/employee coaching model was determined to be most scalable. York University's recently launched an AI-based academic and personal guidance system that combines in-person services with real-time information to deliver 24/7 support. This system could serve as a good proof of concept.

TEST: Students have the ability to be engaged learners, want a guide in their College journey and value mandated coaching

A search of the student feedback database and Orientation, Student Support Services and Counselling Services inputs revealed a number of trends, including that many students don't know where to find services. Other comments noted a lack of services for some students, including those on campus during evenings or weekends and mature students who have been out of school for a while. The research indicated that mandated coaching would clearly not be well received: students want choice. However, learners would value a guide to help them through their post-secondary experience. The real challenge would be in hiring and training the number of people needed, as well as securing funding for this.



Flexibility

TEST: Algonquin College can provide resourcing to support this flexibility across more hours of the service cycle

College employees in Academic Advising, the Registrar's Office and academic departments confirmed their current structures and staffing. A comparison of how each department handles academic advising, including number of hours spent, along with a review of the student feedback database found significant interest (over 400 comments) regarding greater access to staff and academic advisors. Based on the working group's assessment, the College could reallocate resources to better support flexibility and the needs of individual learners. More resources will be needed to deliver custom programming for learners who value it, as well as a significant shift in our approach to learner support.

TEST: Algonquin College can implement a system for upfront assessment

Academic Development, which manages Pathways and Prior Learning Assessment and Recognition (PLAR), and the Registrar's Office have expressed interest in exploring a system for upfront assessment. Exempting courses or approving PLAR credits for certain courses at the admission stage would require a pre-assessment process, a more robust database and additional staff to manage. George Brown College in Toronto already offers credits on admission, making it a good model for Algonquin College to consider.

TEST: Distinguish Algonquin College among other post-secondary institutions through flexibility

Testing this potential barrier involved an environmental scan of post-secondary institution websites along with in-depth, one-on-one interviews with representatives from Carleton University, the University of Ottawa and La Cité to get a sense of overall branding and evidence of flexible programs and services. All the institutions studied promoted flexibility to varying degrees of effectiveness. Private career colleges in Ontario promoted accelerated program completion (under one year), job readiness and employer connections. Algonquin College has an advantage over these offerings with its broader range of credentials and delivery modes, lower tuition fees, and the potential to differentiate itself with a "one-portal" experience. Based on the scan, Algonquin College could stand out in the short or medium term if first to market with a unique branding strategy for flexible programs and services.

Grant Perry, Director, Finance

My commitment is for our team to provide full support to our students as directed through our Learner-driven Strategy, to ensure that all students have the opportunity to succeed in their academic achievements and in their contributions to their communities.



Employee Excellence

TEST: How excellence is defined must matter to students and influencers of enrolment

A review of inputs from students, guidance counsellors, parents and school boards revealed a broad range of opinions on what makes employees excellent. For faculty specifically, top values included teaching quality and approach, consistency of the classroom experience, and faculty responsiveness to emails and in marking assignments. Students also expressed interest in how the College trains, hires and ensures consistency across teaching staff. The College's current course evaluation surveys could be revisited to determine if learners have the opportunity to provide feedback on areas they value most.

TEST: Develop in-house, or outsource, professional development programs that promote employee excellence

Academic Development, which is responsible for faculty development through Learning and Teaching Services, is already considering personalized professional development days. Along with effective programs, the College will also need to prioritize the professional development of staff, including by making sure time is available for employees to attend sessions and pursue additional learning. A messaging and communication strategy that reinforces the value of professional development and lifelong learning could help facilitate this. A large financial commitment, including more funding for Learning and Teaching Services, would also be required.

TEST: Have a measurable indicator of employee excellence

An external scan of provincial and national sources related to employee excellence was conducted. A review of relevant literature suggests the primary indicators of faculty excellence are student ratings, peer reviews, self-evaluations and teaching awards. No single, measurable indicators of faculty excellence among other colleges was found, and broad measures of employee excellence like *Maclean's* annual university rankings can't be quantified. An internal scan of faculty awards, the faculty performance development program and student course feedback at the College revealed these instruments aren't adequate for this purpose. In conclusion: measuring employee excellence in post-secondary education is difficult and subject to debate. There may be ways to introduce a recognition program to support this strategy.

TEST: Course feedback from students could inform professional development plans

At present, there is no endorsement from the Faculty Union regarding linking faculty professional development to student course feedback. It may be possible to explore how student course feedback is reviewed to enable this if it were deemed important to the Learner-driven Strategy.

STUDENTS' PERSPECTIVE

In addition to the tests, the College surveyed students about which themes were most important to them. That process ranked the four options as follows:

FIG. 11. STUDENT SURVEY FINDINGS



Flexibility earned the highest total score, though the other possibilities ranked closely in their importance to students. Through further discussion, the working group confirmed flexibility as the priority theme, as it would have the most impact on current and future students while helping distinguish Algonquin College from other colleges in Ontario.

TABLE 1. DETAILED STUDENT RANKINGS (BASED ON 1,242 RESPONSES)

Theme	First Choice	Second Choice	Third Choice	Fourth Choice	Total	Score
Proactive and Responsive	33.74% 388	23.57% 271	25.22% 290	17.48% 201	1,150	2.74
Forging Connections	14.29% 165	27.79% 321	24.85% 287	33.07% 382	1,155	2.23
Flexibility	31.68% 365	27.26% 314	27.52% 317	13.54% 156	1,152	2.77
Employee Excellence	17.93% 217	20.83% 252	23.55% 285	37.69% 456	1,210	2.19

WHAT THE TESTING REVEALED

The testing of the strategic themes highlighted intersections between them. First, it was clear that any new method of program delivery — whether competency-based or modular — would require professional development and support for employees to enable delivery at a province-leading level. Second, to understand how to forge connections between the College and learners, faculty and staff would need access to better and more consistent learner data. This would enable a more proactive approach to learner support.

In light of all the findings, the working group identified **flexibility** as the dominant or primary winning strategy for personalization of learning and for personalizing the overall college experience for learners.

What does a focus on flexibility mean?

- The College will live this proposition in all of its undertakings, embracing and embodying a culture of learner-driven excellence.
- The promise of flexibility at Algonquin will be so compelling that someone contemplating studying at the post-secondary level will not be able to imagine going anywhere else but to Algonquin College for their education and training.
- The appeal will be widespread across multiple audiences, whether they are a direct-entry student from high school, a mature learner looking to enhance their knowledge and skills, or someone looking at reskilling for new employment.
- The College will meet learners when, where and how they wish to engage to achieve their educational goals.
- Faculty and all employees will have the tools and support needed to transform the College in its journey toward a truly unparalleled learner-driven experience.



This flexible approach is the most compelling strategic choice for the College to differentiate itself from its peers and deepen its relationships with learners. That said, initiatives identified under the other strategic themes will deliver meaningful support to the core strategic direction.

FLEXIBILITY: HOW WE WILL WIN THROUGH A PERSONALIZED COLLEGE EXPERIENCE

The learner-driven opportunity is here. Algonquin College can set itself apart with a unique post-secondary experience — one that offers pre-enrolment assessments and credentialing options along with rolling admissions, modular programs and multiple delivery methods that respond to learners' circumstances and preferences.

Algonquin College will become the **College of choice** by customizing programs and services to each learner's needs, schedule, and past educational, professional and life experiences. Students will be more engaged because course offerings will be tailored to them, while those who prefer a defined structure will still have the option of enrolling into predetermined programs. The College will see higher, more stable enrolment, better attendance, engagement and learner satisfaction, and earn a reputation as the **number-one place for personalized learning in Ontario**.

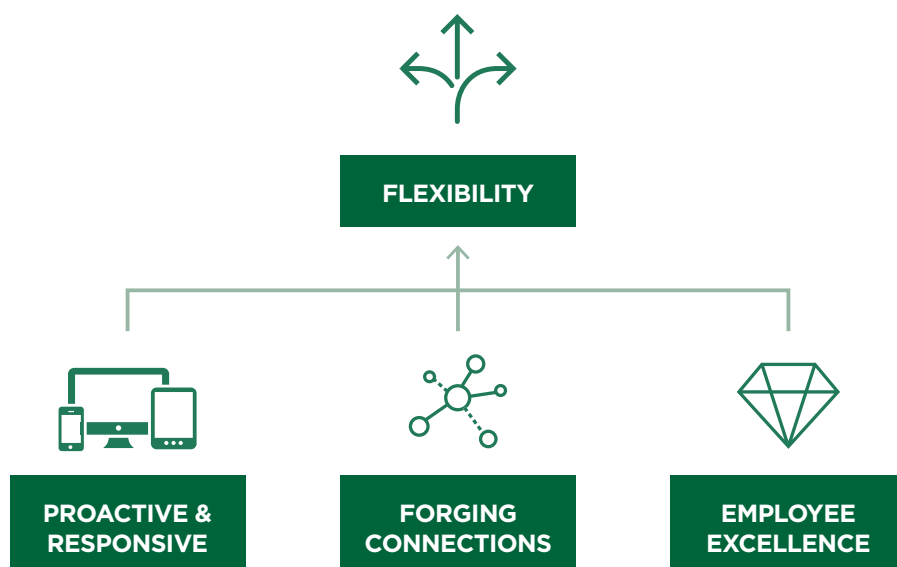
This will be enabled by robust professional development and support that equip employees to deliver on the vision of flexibility and personalization — along with the necessary enabling organizational structure, Information Technology infrastructure and automation capabilities.

While flexibility is at the core of this strategy, elements of the other strategic themes considered will be key to realizing its full potential.

Ben Bridgstock, Director, Student Support Services

I commit to support all Student Support Services employees in their Learner-driven Strategy journey towards greater flexibility, service delivery redesign and truly student-focused services and programming.

FIG. 12. THE ULTIMATE STRATEGY AND ITS ENABLERS



THE STRATEGY AT A GLANCE

Expressed through the Playing to Win framework, the College's personalization strategy involves:

1. What is this possibility all about?

Algonquin College will add flexibility to its programs and services to deepen its relationships with learners — an exchange that will enable the learner experience to be increasingly tailored. With flexibility comes the ability to accept new students at any time in the academic year, as well as gradually moving toward rewarding competencies instead of seat-time. Such flexibility would differentiate the College's offering in the province and enhance the experience for students.

2. What's our winning aspiration?

Algonquin College will build the strongest relationship with learners among Ontario colleges by having the most flexible programming and student services. Key success metrics are: Student satisfaction and experience survey content; enrolment numbers, retention and graduation rates; and employee satisfaction.

3. Who does it apply to?

The strategy applies to all learners from pre-application through to graduation. Specifically, it targets learners seeking a personalized relationship with the College, those enrolling directly from high school, and those who want their prior learning and experiences recognized so they can be their most effective self during and after college. The strategy applies to all categories of employee at the College — faculty, support staff and administrators — in its aim to promote lifelong learning and rewarding career development opportunities.

4. What capabilities must we have?

The required capabilities are:

- Professional development to prepare faculty and staff to deliver on the promise of a flexible offering (organizational changes, managing feedback, competency-based and modular learning, Universal Inclusive Design [UID])
- Mobile-first design, meeting the learners where, when and how they wish to engage
- Information technology system integration and user experience design to deliver the seamless experience of flexible programming and services
- Innovation and entrepreneurial mindset that includes:
 - Cross-college appreciation for the value of diversity and global perspectives
 - Openness to change, agility
 - Cross-college continuous improvement focus
- A new organizational structure to support personalized learning

5. What management systems do we need?

Optimal flexibility will require:

- A new Student Information System as the foundation for all digital enhancements
- Integration of the Learning Management System with a broader overall learning and development framework
- A new, automated system for understanding and granting credit based on previous learner experiences
- Cross-college learner support systems to ensure success across customized programs
- Timely student, faculty and staff feedback collection, management and follow-through systems to help build a culture of continuous improvement (and contribute to student support and employee excellence)
- Standardization of customer relationship management tools and software and training in these for all business units
- Continued adoption of a lean management style that promotes service excellence and continuous improvement (for instance, use of Net Promoter Score [Willingness to Recommend] to track learner satisfaction on a frequent basis)

MAKING IT REAL

A detailed implementation plan will follow this strategic document. A measuring system will be part of that plan and will help the College measure the impacts of personalization on the student and employee experiences at the College, its brand reputation, as well as enrolment, retention and graduation rates.

By implementing this strategy, Algonquin College has the opportunity to stand out among Ontario colleges through a personalized College experience. The end goal — to enable learners to shape their own College experience — aligns with the overall aims of Algonquin College’s *2017–2022 Strategic Plan, 50+5*, complementing and enabling the College’s mission to transform hopes and dreams into lifelong success.

The Learner-driven Strategy also takes into consideration other College-wide plans, for example *The People Plan, The International Strategy, Transforming Indigenization Initiatives Plan, The Discovery, Applied Research and Entrepreneurship Plan and The Information Technology Modernization Plan*. The intent is that all College plans will cumulatively work in a coherent, complementary and seamless delivery of the College’s overall Strategic Plan.

The Learner-driven Strategy is designed to provide substantive impact to the student and employee experience as learners and will deliver on the Colleges’ aspiration of an unparalleled personalized experience.

“Algonquin wants to be the place where learners can’t imagine going anywhere else to transform their hopes and dreams into lifelong success – to be The College of Choice”.

Making this vision a reality will require concerted, collective transformational effort, and a culture that recognizes and values the concept of a personalized College experience.



APPENDIX A: WORKING GROUP MEMBERS

Project management

- Claude Brulé, Senior Vice President Academic
- Laura Stanbra, Vice President Student Services
- Lynn Schumann, Project Manager, Learner-driven Strategy

Student Association representatives

- Karl Houlihan, Director, Students' Association
- Madeleine Mei, Director, Students' Association

Faculty representatives

- Dr. Kathlyn Bradshaw, Professor, School of Business
- Carolyn Côté, Professor, Applied Science & Environmental Technology
- Valerie Hill, Professor, Marketing and Management Studies
- Stephanie Lee, Coordinator, Personal Support Worker Program, Perth Campus
- Rob Sullivan, Part-time Professor, School of Business

College representatives

- Jeff Agate, Associate Director, Student Support Services
- Max Figueredo, Acting Manager, Business Intelligence, Reporting & Analytics
- David Hall, Manager, Cooperative Education
- Anne Kalil, Manager, Student Recruitment, Registrar's Office
- Christine Kelsey, Assistive Technologist, Student Support Services - Center for Accessible Learning and President, Support Staff Union
- Sandra Larwill, Academic Manager, Centre for Continuing and Online Learning
- Mara Lowrey, Marketing and Communications Manager, Campus Services
- Abhay Sharma, Web Team Lead, Marketing and Part-time Professor
- Rebecca Volk, Manager, Centre for Organizational Learning



APPENDIX B: LEARNER PERSONAS

The Learner-driven Strategy Steering Committee developed eight personas to characterize different types of learners who would benefit from a personalized College experience (more personas will be developed as part of the implementation plan):

1. Mature student (job ready credential)
2. International student
3. Domestic applicant
4. At-risk student
5. Mature student (retraining for new career)
6. Indirect student
7. Faculty member
8. Apprentice student



#1 MATURE STUDENT, NANCY

NAME AND DETAILS

Nancy

- 51 years old
- 3 children, 1 grandchild
- Divorced, wants a job ready credential
- Starting a graduate certificate in September
- Computer literate
- Lives in Stittsville where she volunteers

GOALS

- To upgrade and fine-tune her skills to help her join a professional organization
- To expand her social and professional networks

NEEDS

- Ability to access from home
- Information at the click of a button
- Strong system reliability
- Real-time help

PAIN POINTS

- Can't use her credit card to pay for her program
- # of screens she has to navigate
- Paying for parking as well as a bus pass
- Needs to have her schedule now to plan her life
- Has some commitments during the week
- Can't get technical support after 5pm
- Feels a bit overwhelmed by the pace of the college

IDEAL EXPERIENCE

- Pay options are user-friendly — not College convenient — and all options are clearly articulated
- Chat box is easily accessible to Nancy so she can have her questions answered 24/7
- Nancy receives her timetable and exam schedule with her offer of admission
- Nancy is given the option to pick her courses that suit her life schedule
- Providing Nancy with a more flexible schedule will reduce the number of times she needs to drive to the campus
- Technical support is available 24/7
- Assign Nancy a mentor/coach to allow her to build her social network



#2 INTERNATIONAL STUDENT, PRISHA

NAME AND DETAILS

Prisha

- 19 years old
- In Canada on a study permit
- Parents and her 2 younger sisters live in Pune, India
- Completed Level 2 of 3 year program, returning this September

GOALS

- To complete an Advanced Diploma in Computer Engineering Technology and return home to start a career
- To obtain a work position
- Ultimately to emigrate

NEEDS

- Support system inside and outside the classroom
- After-hours support
- Peer tutoring
- Study group space
- Strong system reliability
- To feel a sense of community
- On-campus job opportunities

PAIN POINTS

- Does not see many social supports for international students
- Struggles to find tutoring support
- Understands the course content but struggles with language
- Feels isolated

IDEAL EXPERIENCE

- Path to employment
 - Has ready access to employment supports
 - Knows how to shake hands, talk to an employer
 - Customized support – specialized VISA services, post-grad work permits, career
- Is not lonely
 - Feels connected to friends and family through Zoom video-conference
 - Seamless transition from life in India to life in Canada
 - Are we a commuter campus or a community campus (evening and weekend and holiday connections continue)
- Flexibility to complete program slower or faster
- Food options from “home”
- Affordable housing – simple and straightforward



#3 DOMESTIC STUDENT, JAKE

NAME AND DETAILS

Jake

- 17 years old
- Attends Sir Robert Borden High School (Ottawa)
- Parents: Robert (Grade 4 teacher), Gale (CRA employee), 2 younger siblings
- Received an acceptance from Algonquin College and Seneca for the Child and Youth Care Program

GOALS

- To complete the Child and Youth Care program and work with troubled teens in Ottawa or Toronto
- To make a positive impact on society and help others

NEEDS

- Loves soccer, volleyball and basketball and wants to join a team at the college level
- Wants some independence from his parents
- Balances work and school and will continue to work part time
- Is looking for state-of-the-art systems to support his learning
- Stays connected with his extensive social network online and in person
- Needs support and resources to help him deal with personal issues

PAIN POINTS

- Many of his friends are selecting Toronto for post-secondary, he is still on the fence
- He finds our ACSIS portal clumsy and worries if this is a sign of outdated technology throughout
- Feels the website is not maintained, so many 404 errors and out-of-date information
- He worries about Financial Aid options
- Wonders if an Algonquin College credential can be helpful if he wants to get a degree someday
- Wants to learn more about placements before he decides where to go

IDEAL EXPERIENCE

- Focus on improving multimedia, online experience that builds community and sense of belonging
- Personalized digital viewbook generated from prospect inquiry
- Interactive, comprehensive online preview of program experience (not just a list of courses), program page as “main page” with links to the experiential/service component
 - Coupled with online social media links for other prospects for the same program
 - Details on cost with estimation of loans, grants, awards, bursaries based on personalized need
 - Career opportunities – including links to pathways
 - Flexible schedule preview for study, sports & work planning
 - On-site / campus visit option with like-minded or same-program prospects along with current students
- Chat option (evening/weekends) with generalist advisor
- Placement shadow opportunity
- Online app for sports – to be followed up with personal athletic outreach
- Advance support service at prospect/intake
 - Invite to campus for activities, not just tours and sales
 - Invite local high school students to come see a varsity game for free



#4 AT-RISK STUDENT, KELLY

NAME AND DETAILS

Kelly

- 23 years old
- Struggling in level 2 of the Hairstyling program
- Single parent to 3-year old Jessie
- Had attended Algonquin College, Business Admin direct from high school but dropped out in level 3
- Currently receiving Financial Aid

GOALS

- To graduate with a diploma in Hairstyling and join a salon owned by her aunt in Ottawa

NEEDS

- Flexible hours to allow her time with her son
- Online options
- Help with tests and assignments (she struggles with time management and deadlines)
- Needs understanding when there are issues with daycare
- A social support network

PAIN POINTS

- She is financially stretched and worries there will not be enough money for her to complete school
- Feels some of the courses she completed in her first program at Algonquin College are the same as those she is taking now
- She had an Individualized Education Program in high school and graduated with honors, but sees no help available at Algonquin College
- Has to drive to daycare and school and feels it unfair that she is charged for a U-Pass

IDEAL EXPERIENCE

- Credit for previous courses taken – this should be automatic upon application
- Must be linked in with Centre for Accessible Learning for support
- Options to take courses online or part-time – delivery modalities, flexible scheduling
- Set her own pace at number of courses – flexibility of course load
- Need financial aid to cover Upass
- On-campus daycare service
- Tutoring support for level 2
- Social support network for single parents
- Integrate paid co-op experience into program to help with financial struggles
- Credit received while in program for work experience
- Re-visit Work Integrated Learning



#5 MATURE STUDENT, ED

NAME AND DETAILS

Ed

- 47 years old
- Married with 2 teenaged children
- Recently laid off from his lifelong job as a factory foreman in Oshawa
- Wife starting a new job as a nurse at the Queensway Carleton Hospital
- Family just moved to rental home in Bells Corners
- Using 1-year severance to help fund his return to school

GOALS

- To graduate with a diploma (Motive Power Technician) quickly and then secure a management position in the automotive retail industry

NEEDS

- To be in and out of school as quickly as possible
- Wants to study at home and online as much as possible; he is not here for social interaction, his family is at home
- To find connections in the Ottawa industry; being new to Ottawa, he wants to career network asap
- With his wife working shifts, he want to be home for his children as much as possible

PAIN POINTS

- Feels his 20 years in the industry should count as something
- Hopes he gets value for this huge investment of time and money
- Not sure why he needs to buy a computer
- Is ready to start now, in May, and disappointed the program starts in September
- Feels everything outside the class is focused on the 19-year old student

IDEAL EXPERIENCE

- “Turbo Tax” like interview up front to gather wants and needs
- Present a tailored proposal to meet needs and services in which he might be interested (i.e., loaner computer, co-op, Work Integrated Learning, bursaries, mentorship to classmates, career networking, Prior Learning Assessment and Recognition, employment services)
- Provide on-line and hybrid options
- Teaching style suited towards his experience
- Any support and/or assistance that can be provided to his family? Opportunity for the two teenage children to be impacted to an Algonquin College experience.



#6 INDIRECT STUDENT, CHRIS

NAME AND DETAILS

Chris

- 24 years old
- Single, lives with 2 roommates
- Was at Carleton for 2 years in Journalism
- Wants to get his life back on track, lack of discipline in the past caused poor academic results in the past

GOALS

- To graduate with a diploma – Broadcast Radio
- Wants to work on air, produce audio content and launch his own podcast

NEEDS

- To work with industry-leading equipment
- Needs support to keep him on track and give him quick advice and support if he is slipping
- A social network with strong work ethic – he can be led away from study easily
- Flexibility to allow him to keep his part-time retail job
- Financial Aid
- Support after hours
- Able to take courses online and off peak times

PAIN POINTS

- Getting feedback when it's too late to change or improve
- Could not get online transfer credit application to work
- Long lines for support and help
- Long waits for telephone service
- Working late on campus with little or no food options
- Can never find anything online
- Wonders if he can take a course to help him manage money

IDEAL EXPERIENCE

- Warmly greeted and welcomed so that he feels well supported (messaging needs to convey that) and part of the Algonquin College community
- He has a support team that he knows by name and they know him by name (team would include student ambassador)
- He explains his issue or pain point to one person and then the support team does the “running around”
- Letter of Offer needs to contain all possible course credits, exemptions etc., resulting in customized program
- Ability to pre-order his food for late-night classes / working late (e.g., “Skip the Dishes”)
- Seamless ability to mix and match online and face-to-face courses
- Has choices in his electives that allow him to take a money management course for credit



#7 FACULTY, MARIE

NAME AND DETAILS

Marie

- Lives in Barrhaven with her husband and two teenaged children
- Likes technology
- Faculty in Community Studies
- Just received her 10-year recognition pin from the college

GOALS

- To have highly engaged students
- To feel motivated, valued, and innovative
- To successfully implement Learner-driven Strategy in a way that is meaningful to both her and her students
- Eager to take on new challenges
- Seeks new PD opportunities

PAIN POINTS

- Wants autonomy to apply strategies as fits her students
- Concerned about “one-size-fits-all” approaches and worries about students with unquiet needs in the classroom
- Technology in the classroom is inconsistent and unreliable
- Feels disconnect between big plans and her individual goals
- Finds that support isn't always what she would want it to be
- When big plans and big changes promised never materialise

IDEAL EXPERIENCE

- Support is tailored and personalized – one-on-one, on-demand
- An engaged student environment with current technology, industry connections, accessible student supports
- Guidance provided by Learner-driven Strategy framework, but lots of flexibility to implement as she sees fits
- Complements her strengths and existing teaching
- Support from management – can try new approaches and not be afraid to fail
- Relevant, accessible and exciting professional development offered online, in-person or combined on demand



#8 APPRENTICE STUDENT, TONY

NAME AND DETAILS

Tony

- 26, single, living in Kemptville, working with an electrical contractor who wishes to sponsor his apprenticeship
- Has a high school diploma
- Struggles with dyslexia
- Finances are very tight
- Enjoys building and construction

GOALS

- To become an electrician and secure full-time, permanent employment with his current employer
- Get married one day, buy a house near his parents' farm 100 kilometres south of Ottawa

PAIN POINTS

- The many steps in applying for the program, through MTCU and then to register and pay Algonquin
- Heard something about special funding for commuters and possible other funding
- Knows there is support and money available for his learning disability, does not know how that works
- Hopes he doesn't get invited to an intake during his bosses busy time
- The 2-week delay for Employment Insurance benefits once registered for class

IDEAL EXPERIENCE

- To be able to select the intake he wants to attend
- There is no delay in receiving his Employment Insurance or other benefits
- Emergency bursary/loan is available for apprentices in tough financial situations
- To sign up with Centre for Accessible Learning and additional support (tutoring) prior to the first day of school

APPENDIX C: ALGONQUIN COLLEGE LEADERSHIP TEAM COMMITMENTS

On Wednesday, April 24, 2019, the Algonquin College Leadership Team participated in a Learner-driven Strategy interactive session. During this session, each member developed and documented their personal commitment statement to the Algonquin College Learner-driven Strategy.

Colin Bonang, Director, Risk Management

I will ensure success of the Learner-driven Strategy by nurturing a commitment to its principles across our entire team and demonstrating this commitment through the implementation of the learner-driven approach in the services we provide.

Jamie Bramburger, Acting Dean, Pembroke Campus

I am committed to being a champion for the Learner-driven Strategy at the Pembroke Campus by helping and guiding our employees to fully understand this strategic direction and more importantly, encouraging them to provide the best possible personalized learning experience for our students.

Ben Bridgstock, Director, Student Support Services

I commit to support all Student Support Services employees in their Learner-driven Strategy journey towards greater flexibility, service delivery redesign and truly student focused services and programming.

Brent Brownlee, Director, Campus Services

My commitment is to the learner-driven journey. Leading our people to focus on the data and discussions that will lead to our learners' success.

Claude Brulé, Senior Vice President, Academic

I commit to ensuring that the voice of the faculty continues to inform and contribute to the development of the Learner-driven Strategy, in particular as it pertains to personalization in the learning environment to foster greater learner success.

Maggie Cusson, Director, Academic Development

I commit to ensuring the Learner-driven Strategy is a central focus of my business plan and the services under my leadership. It will guide what I prioritize and where I contribute with my colleagues.

Patrick Devey, Dean, Centre for Continuing and Online Learning

I commit to being an advocate for identifying, collaborating, and acting on ways to bring a tailor-made Algonquin College learning experience to you. Convenient, flexible, personalized.

Dave Donaldson, Dean, School of Business

I commit to support the development and ongoing evolution of the Learner-driven Strategy and ensure my faculty and staff are provided with the opportunity to understand and to be engaged in the process.

Barbara Folds, Dean, Faculty of Health, Public Safety and Community Studies

The Learner-driven Strategy is at the core of my work on a day to day basis.

Chris Hahn, Dean, Perth Campus and the Algonquin Centre for Construction Excellence

To focus my energy on the student experience in the learning environment, with my team/for my team, that maximizes learning transfer from student to employer.

Robyn Heaton, Dean, Faculty, Arts, Media and Design

I commit to incorporate the findings of the Learner-driven Strategy into the framework for the proposed School of Liberal Arts and Academic Pathways. This will be done by assisting learners with options for their journey that meet their unique needs and circumstances.

Cristina Holguin-Pando, Director, Applied Research, Innovation and Entrepreneurship

I will passionately ensure my team and I understand and act upon our promise to learners, by promoting emphasis on initiatives that promote and raise the importance of the Learner-driven Strategy towards the fulfillment of our mission “to transform hopes and dreams into lifelong success”. I commit to empower, support and celebrate our achievement towards this goal.

Chris Janzen, Dean, School of Advanced Technology

The Learner-driven Strategy is the core of Algonquin’s existence. I will nurture the plan and process for the betterment of all learners that make up the Algonquin College community.

Cheryl Jensen, President

I will ensure that the Board of Governors knows the significance of implementation of the Learner-driven Strategy to Algonquin’s future success as they search for the next President.

Jim Kyte, Dean, School of Hospitality

As a leader at Algonquin College, I am a change agent. I commit to enacting the Learner-driven Strategy through positivity, providing support, coaching and creating a culture where it's OK to fail in our quest of innovation to create the magic in the classroom.

Erin Langevin, Director, Labour Relations

I commit to continuous improvement and a personal willingness to change and learn with collaboration and focus on “who” are the learners. I commit to a personal reminder to think about all of our stakeholders but especially to focus on our employees and students.

Mark Leduc, Executive Director, Academic Operations and Planning

I commit myself and my team to support the development, implementation and ongoing evolution of the Learner-driven Strategy. It will be my key priority in my annual performance contract.

Diane McCutcheon, Vice President, Human Resources

My commitment to the Learner-driven Strategy is to work with my peers to focus, explore, enrich and re-imagine the employee Learner-driven Strategy. Commit to the spirit of the Learner-driven Strategy.

Alanna McDonell, Director, Marketing and Recruitment

I am committed to supporting our learners, employees and community members in the development and future evolutions of the Learner-driven Strategy.

Tracy McDougall, Director, President's Office and Communications

I commit to support the implementation of the Learner-driven Strategy among my peers, my team and the Algonquin College community and to keep our students as a focus of this priority so that they can transform their hopes and dreams into lifelong success however, wherever and whenever they best learn.

Ron McLester, Vice President of Truth, Reconciliation and Indigenization

My commitment is to ensure that Indigenous knowledge / ways of knowing are embedded into the Learner-driven Strategy. I commit to caring for the spirit of the Learner-driven Strategy.

Duane McNair, Vice President, Finance and Administration

Our Learner-driven Strategy will provide the foundation of our actions, attitudes and beliefs as we carry out the mission of the College.

Ernest Mulvey, Director, International Education Centre

To convey passionate support for the Learner-driven Strategy to the International Education Centre/Language Institute team and implement both practical and visionary goals into our operational and business plans to support the Learner-driven Strategy.

Andre O’Bonsawin, Manager, Indigenous Initiatives

I commit to learn from my peers and shape my knowledge to better support all of Algonquin College’s learners on their educational or professional journeys.

Krista Pearson, Registrar

I am committed to the Learner-driven Strategy. I will move and lead in a way that reflects the values of the plan (personalized learning and flexibility), collaborate with colleagues on the plan, and support and coach my team to achieve the goals of the plan.

Grant Perry, Director, Finance

My commitment is for our team to provide full support to our students as directed through our Learner-driven Strategy, to ensure that all students have the opportunity to succeed in their academic achievements and in their contributions to their communities.

John Tattersall, Director, Physical Resources

I’m reminded of Wayne McIntyre’s generosity to allow me to roll with him for two hours. That changed me forever. I commit to examining physical infrastructure issues from both a College-vision-and-mission perspective and from a learner-experience perspective.

Laura Stanbra, Vice President, Student Services

Develop an implementation plan in consultation with Algonquin College Leadership Team and our learners. Ensuring we have the right cadence and capacity to implement a transformative plan that supports our learners and employees.

Doug Wotherspoon, Vice President, Innovation and Strategy

Champion the Learner-driven Strategy, internally and externally, in a bid to inspire, educate and activate a collective commitment to this transformational plan.

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ALGONQUIN
COLLEGE

Report title:	Transforming Indigenization Initiatives – Phase 2
Report to:	Board of Governors
Date:	June 10, 2019
Authors/Presenters:	Ron McLester, Vice-President, Truth, Reconciliation and Indigenization

1. RECOMMENDATION:

THAT the Board of Governors accepts this update for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide the Board of Governors with an update based on the comprehensive work that was undertaken since the December 10, 2018 Board of Governors report on Indigenization and the work that has been done to advance the creation of the Algonquin College Indigenization Plan.

3. BACKGROUND:

On December 10, 2018, the Board approved the *Transforming Indigenization Initiatives Plan*. The plan was based on an Environmental Scan of 43 Canadian postsecondary institutions. The report highlighted that over the next two years, the Indigenous Initiatives group will undergo an organizational realignment to ensure Indigenous Knowledge continues to take root within the institution. The report also identified the need for ongoing exploration and development of an Indigenous entrepreneurial entity. Indigenous Initiatives staff will take on a leadership role with the Algonquin College Leadership Team in order to identify, explore and embed traditional Indigenous Knowledge into its governance systems. Additionally, staff will work with this research and recommendations to further entrench Indigenous ways of knowing into the very fabric of Algonquin College. Key considerations for the future of Indigenization at Algonquin College are given in Appendix A: Key considerations for the future of Indigenization at Algonquin College.

4. DISCUSSION:

Since the December 10, 2018 board meeting, a number of engagement sessions were undertaken by the Office of Truth, Reconciliation and Indigenization. The Office conducted a

series of outreach activities and five College community playback sessions to advance the development of a new and innovative approach to Indigenization at Algonquin College.

In February 2019, College stakeholders, collaborators and independent consultants met to participate in a Design Thinking Session facilitated by a third-party Indigenous organization. The interactive session explored Indigenous entrepreneurship, Truth and Reconciliation, and Indigenization. This resulted in testing a new concept called Burnt Water to generate ideas and a future vision for what Burnt Water could become.

In summary, this initial planning session supported two main conclusions:

1. Participants were keen to develop an institutional Reconciliation Model or Reconciliation Action Plan that would advance both the internal reconciliation and to move the College toward becoming a national leader in Indigenization and Reconciliation.
2. That Burnt Water could be developed as a College-wide enterprise that would oversee the incubation, design, and execution of Algonquin College’s overall Indigenization and reconciliation initiatives.

Based on the comprehensive report and the themes that emerged from the above Design Thinking Session, a team was established to advance the preliminary thinking and to undertake further research and development of a prototype concept. The team held a series of four additional design and planning sessions to develop a prototype concept for Burnt Water that could be further tested.

Details and the definition of the Burnt Water are provided in Appendix B: Summary Report for Burnt Water.

5. LINK TO STRATEGIC PLAN:

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

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

Until very recently, Indigenous Initiatives have been focused on specialized support services for Indigenous learners. Algonquin College subscribed to the same operational structure as nearly every post-secondary institution in Canada. Over the last two years, college staff has begun to understand that Indigenous Knowledge represents unrealized opportunities within every executive division. As staff continue to embed Indigenous ways of knowing deeper into the organization. Students will be directly impacted by:

- a) Supporting the overall exposure to Calls to Action within the Truth and Reconciliation Commission and the 94 recommendations.
- b) Additional investments in Indigenous Knowledge transmission and acquisition, renovations and adaptations, to learning spaces and investment in Indigenous pedagogy.

7. FINANCIAL IMPACT:

The implementation of the Transforming Indigenization Initiatives Plan will require a modest investment of financial resources over the next two to three years. Staff are currently working to identify the resources needed to proceed in a stage-gated approach. There is opportunity to recover these costs and undertake initiatives in the near future that will generate a financial return to the College.

8. HUMAN RESOURCES IMPACT:

As part of the development and refinement of the business case for the Indigenization Plan implementation of phase two, both a qualitative and quantitative assessment of the impact on human resources have been completed. Resulting from this work, Indigenous Initiatives staff will reduce duplication of activities caused by the current staffing model. New partnerships with executive peers have been formed and realignments are in process. The new model will increase support staff connections with peers from across the College and reduce duplication of tasks while maintaining or increasing service provision to learners.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

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

10. COMMUNICATIONS:

Quarterly College community play-back sessions will provide updates in a town-hall format that is consistent with Indigenous governance models. The Indigenization Plan will also become a standing agenda item at the Indigenous Education Council meetings. Additionally, every Algonquin College Leadership Team meeting will continue to focus, to varying degrees, on Indigenization and Truth and Reconciliation.

11. CONCLUSION:

This body of work helps to understand the promising practices that exist within Canada as they relate to Indigenization. The research also provides a tactical list of next steps that College staff is taking in order to maintain its leadership position within the Indigenous Education sector. Most importantly, it provides tangible examples of true Indigenization that will benefit the college as a whole.

Lastly, staff will continue to embed Indigenous Knowledge into the AC-Way and explore new opportunities for revenue generation.

Respectfully submitted:



Ron McLester
Executive Director – Truth, Reconciliation
& Indigenization

Approved for submission:



Cheryl Jensen
President and CEO

Appendices:

Appendix A: Key considerations for the future of Indigenization at Algonquin College Appendix B: Summary Report for Burnt Water
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Transforming Indigenization Initiatives – Phase 2

Key considerations for the future of Indigenization at Algonquin College

The *Transforming Indigenization Initiatives Plan* identified the following items as key considerations for the future of Indigenization at Algonquin College:

- The design and implementation of an Indigenous Leadership Academy housed in and delivered by an enhanced Mamidosewin Centre.
- The integration of Indigenous student services employees within their respective work units.
- Development of a bold recruitment strategy to increase awareness and interest in Algonquin College which will target both on-reserve and off-reserve Indigenous learners within a larger radius.
- Strengthen onboarding and career clarity activities.
- Ensure the employment of an academic leader for Indigenization.
- Launching a faculty-peer network to support Indigenization.
- Develop a new elective course.
- Launch an Indigenous Employee Awareness and Development Program.
- Invest in its own Indigenous employees – moving away from 100% ministry supported salary dollars.
- Support the social and economic sustainability and prosperity of Indigenous communities.
- Launch a Centre for Truth and Reconciliation as a core activity at the College.
- Strengthen relationships with Indigenous communities by hiring a new employee responsible for engagement with Indigenous communities.

Transforming Indigenization Initiatives – Phase 2

Summary Report for Burnt Water

Defining Burnt Water

Burnt Water is conceived of as an Indigenous entrepreneurial enterprise that Algonquin College is testing to determine the merits of a new approach to engaging staff and industry partners in an innovative approach to Truth and Reconciliation.

The above planning sessions resulted in the identification of 1) Critical Mission Themes; 2) Focus of Services; and 3) Potential Services:

1. Critical Mission Themes

- There need to be teachings, learning, access to Elders, territory and nation sensitivities
- Governance models/approaches need to be central
- 3 sisters, medicine wheel, 4 directions teachings
- Embrace similarities/commonalities and recognize differences
- We cannot colonize in the process of decolonizing
- Fee-for-service model
- It is a process and requires commitment
- Must be scalable

Burnt Water Statement of Purpose:

Burnt Water is the community vessel that connects us on our journey. It provides an opportunity to learn and grow and creates hope – building trust allowing us to dream and envision a shared path towards reconciliation.

2. Focus of Services

- A service, an organization that supports people in taking up and responding to the Calls to Action in the TRC
- It is a Centre of Excellence
- It is an approach that can be applied to problem-solving that helps society
- It helps build corporate citizenship
- It will result in cultural change

President/Board of Governors

- Access cultural assets in Ottawa and embassies, museums, access, geography, gathering place
- It helps organizations grow and encourages new ways of thinking and doing – grounded in Indigenous Knowledge

3. Potential Consulting Services

- Needs assessment and organizational readiness (i.e. evaluation) services to understand where an organization is in terms of its TRC journey and offer custom solutions
- Co-Design and facilitation of organizational TRC action plans
- It will help organizations develop a plan to access Indigenous communities in a positive way.
- It will offer access to Algonquin spaces and expertise in designing authentic transformative experiences for individuals and teams
- On-site experience for organizations that want to experience a credible Indigenous Knowledge exchange in their work place
- Design and delivery of packaged and custom Professional Development sessions and curriculum

The prototype concept was shared with cross section of stakeholders, Indigenous knowledge carriers, the Indigenous Education Council and potential partners guided by the Academica Group. Having completed this phase of community engagement, further buy-in and support for the concept was established.

After defining several potential product concepts and prototypes, the next phase of planning involved a competitive environmental scan. The environmental scan was undertaken to examine the competitive landscape and apparent demand for the main product/service concepts. The study, conducted by Academica Group (an independent research firm), revealed that there were 21 organizations offering competitive programs and services at either a national or provincial level across Canada. Of this number, six to eight organizations were particularly well developed, credible, and offer very similar services.

Environmental Scan Conclusions

The above reviews reinforced that there is a strong appetite for this type of product/service both internally at AC and externally across many corporate and not-for-profit organizations.

The competitive landscape reinforced the need for a cautious approach to the external business design and development. The research reinforced the need for further product

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demand research with sample organizations where the prototype concept will be further tested using a proof of concept approach. However, beyond these caveats the research also revealed a number of clear and distinct value propositions and competitive advantages that Algonquin College could build on and use to differentiate Burnt Water services. Some of the most important advantages are:

- Algonquin as college has credibility as a national college that none of the private competitors can claim.
- The fact that Algonquin College has invested heavily in the building of new and spectacular Indigenous themed spaces and buildings enables AC to leverage these physical assets to provide a different and truly immersive approach that none of the competitors cannot match.
- The college can identify and establish partnerships with other institutions, national associations, and non-profits that other competitors cannot readily accomplish. It should be noted that upon further review, the Bundled Arrows concept from Indigenous Knowledge was considered and is recommended for adoption. Basically it suggests that “one arrow is weak and many are strong” – this would suggest that a collaborative approach and an exploration of how to partner with these or other organizations that want to advance the goals of the Truth and Reconciliation Commission should be pursued.
- Finally, being located in the nation’s capital offers various distinct advantages including ready access to Canadian associations, members of parliament, and embassies from around the world as well as many corporate offices and headquarters.

This work and subsequent discussion within the leadership team led to the realization that it would be essential to secure the input and support of senior level Indigenous community leaders and traditional knowledge carriers external to the college. This broad-based buy-in and support was determined to be a pre-cursor to the further research with industry leaders. This conclusion led to the idea to establish a new Indigenous Advisory Circle with a broader reach and to invite a small group of Indigenous leaders to an initial gathering and ultimately to serve as ongoing advisors to the Burnt Water enterprise. To this end, a draft invitation has been designed and some key Indigenous leaders have already agreed to explore this opportunity with Algonquin. In particular, one key Indigenous Knowledge Keeper was identified by the team and approached by the Vice-President. This leader has agreed to come on board and will bring a high degree of credibility to the design and launch of the initiative. It will also significantly add to Algonquin’s leadership positioning and reputation.

Recommendations – Indigenization and the Truth and Reconciliation Calls to Action in Motion

The concept of Indigenization was also explored at these sessions as well as the college’s approach to Truth and Reconciliation. Burnt Water will serve to deliver on a number of the

President/Board of Governors

key considerations that were presented to the Board at the December 2018 meeting. It will serve as an Indigenous entrepreneurial enterprise, a hub for student, faculty, staff, alumni and industry engagement surrounding Indigenous education and issues. It will serve as a Centre for Truth and Reconciliation and a gathering place for dialogue helping to build an understanding and mutual respect. Burnt Water will offer a range of services that will create a revenue source for the college lessening the reliance on government funding in a time of great uncertainty. It will play a crucial role in developing curriculum and securing important historical information. Finally, using the AC Way, Burnt Water will be the vessel by which the college explores and embeds the traditional framework of the Haudenosaunee Thanksgiving Address into the annual operations of the college.

Armed with this new insight, the Office of Truth, Reconciliation and Indigenization is proposing a major realignment of Indigenous Initiatives as well as strategic investment to ensure its success and critical role within the AC Way.

In order to accomplish exploring, understanding and embedding the Thanksgiving Address relational framework into the college, and simultaneously with the work to advance Burnt Water through further research, the Vice-President Truth, Reconciliation and Indigenization is engaging in important discussions with senior leaders across the college. These conversations are designed to examine ways that each executive leader can advance a college-wide approach to Indigenization that moves action to each unit with governance, support, quality assurance and authenticity being the focus of the Office of Truth, Reconciliation and Indigenization.

These discussions will continue with each Vice President. Amongst the most critical is the how to engrain curriculum within the academic area and central to this will be the development of a post graduate certificate or an aspirational Masters of Indigenous Leadership program.

Summary and Vision Statement

Overall, the preliminary research and development phase found that Algonquin College is well-positioned to create an internal social enterprise that leverages institutional resources in order to provide organizational training, process development, and consulting with respect to truth and reconciliation and Indigenous cultural competency training. Algonquin's Office of Truth, Reconciliation, and Indigenization has both the human resources and basic infrastructure to succeed in this endeavor, along with the research capacity to develop the best possible business plan to ensure the sustainability of the proposed social enterprise. The possibilities for specific products and services to be offered by this social enterprise are wide-ranging, and it is through research and discussion that Algonquin will work to hone these offerings for maximum impact.

The Burnt Water product design team have envisioned a bold product concept. It's designed to leverage both the unique benefits of being a national college initiative and at the same to

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build an enterprise that fully embraces the academic community and mission of the institution. The Indigenous Leadership Academy would provide a permanent home within the college while it would also provide a major resource to fuel the development of the next generation of Indigenous leaders. The Academy and the Burnt Water Enterprise can be developed in unison. Each supporting the activities and growth of other. In this way it would represent a truly applied program designed both to cultivate next generation of leaders while working with companies to advance our national truth and reconciliation objectives.

Proposed Next Steps

This enterprise strategy will require major research and development (R&D) resources and it hinges on several important assumptions about market interest and demand. We are recommending three further projects.

First: Will convene a panel of Indigenous community leaders to gather input and feedback about the both the Leadership Academy and the corporate product plan.

Second: Test and gather feedback from prospective employers on the core product plan as discussed above. Regarding the corporate product plan, the focus will be on developing a deeper understanding of the Indigenous views concerning the desired outcomes to be achieved with the Burnt Water enterprise strategy.

Third: Burnt Water will work with the Algonquin College Leadership Team to better understand the Haudenosaunee Thanksgiving Address teachings and through a consensus-based approach, build a framework for inclusion and operationalization. This framework will be a solid example of how traditional Indigenous Knowledge can be weaved into the fabric of the organization resulting in clear examples of changes in our behavior and how we conduct ourselves.

The Indigenization Plan continues to be in development and will focus on engaging leaders across the college to advance the goals of Truth and Reconciliation in partnership with the Office of Truth, Reconciliation and Indigenization and the new Burnt Water initiative. These goals have been included in the Vice-President's mandate.

Report title:	Strategy for the Perth Campus - Update on the Development
Report to:	Board of Governors
Date:	June 10, 2019
Authors/Presenters:	Claude Brulé, Senior Vice President, Academic Chris Hahn, Dean, Perth Campus and the Algonquin Centre for Construction Excellence

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 progress of strategies for the Perth Campus as discussed during the September 2018 Board retreat.

3. BACKGROUND:

At the September 17, 2018 Board of Governors Retreat, a generative discussion was held. Members provided feedback regarding a series of possible options for the future of the Perth Campus. These options examined assumptions and conditions for long-term sustainability of the campus. The strategies presented included:

- new programs for Fall 2019
- potential delivery of an international cohort
- continued expansion of the Heritage Institute through programs and new partnerships
- consideration of the Perth Campus as a destination campus
- non-academic or mixed use of the facilities, and
- other scenarios if financial sustainability within a defined period was unachievable.

4. DISCUSSION:

Since the Board retreat, the following activities have taken place:

Program Suspensions and Additions

The Board of Governors approved two program suspensions at the December 10, 2018 meeting:

- Carpentry and Renovation Technician Ontario College Diploma
- Masonry – Heritage and Traditional Ontario College Diploma

The program suspensions were subsequent to the program intake suspensions for Fall 2018.

In addition, program intake suspensions occurred for the following three programs:

- Social Service Worker Ontario College Diploma
- Office Administration Ontario College Certificate
- Office Administration – Executive Ontario College Diploma

The Board of Governors approved two new programs at the June 11, 2018 Board of Governors meeting:

- Business Fundamentals, Ontario College Certificate
- Business – Agriculture, Ontario College Diploma

The status of the two new programs that were approved for delivery at the Perth Campus is as follows:

Program	Budgeted Enrolment	Projected Enrolment	Status
Business Fundamentals	10	0	Intake Suspended due to low applicant demand
Business – Agriculture	18	30	Intake expected to exceed target
Total	28	30	Intake expected to meet budget

New program opportunities for the Perth campus include:

- Ontario Graduate Certificate - Net Zero Design and Detailing (Targeted Launch Fall 2020)
- Joint Collaborative degree with Carleton University - Bachelor of Technology in Built Heritage (Targeted Launch Fall 2021)
- Pre-apprenticeship and apprenticeship programs in the trades sector (no set target date as industry consultations continue).

International Education

In collaboration with the International Education Centre, the Registrar’s Office, and the School of Advanced Technology, the Computer Programmer, Ontario College Diploma program (standard delivery) started May 2019 with 23 international students, all from India. A second cohort is planned for Spring 2020, and additional international cohorts for other programs of interest are under discussion for spring and fall 2020.

In consultation with the International Education Centre and the recruiting agency in India, consideration was given to local housing options, transportation to and from the campus, and access to part-time employment options. Management decided that a shuttle bus between the Ottawa and Perth campuses four days per week would be a favourable option to a prospective

student to give them the best opportunities for housing, employment, and to address potential transportation issues. Given that this is a first-time initiative, College management expects that students and the community will continue to adapt to each other with refinements to housing and accommodations, transportation, and employment services to future cohorts.

Expansion of the Heritage Institute

In addition to the Bachelor of Technology in Built Heritage, Perth Campus and the Applied Research and Innovation department staff are collaborating on the development of an application for a Faculty Research Chair. Funding is being sought for Fall 2020. This would fund a dedicated full-time faculty or a full-time equivalent to conduct applied research for up to five years. These operational funds would help offset costs of existing efforts, and importantly help create work and education opportunities in built heritage for students. This will enhance the national standing of the Perth Campus’ Heritage Institute and augment curriculum delivery in Heritage Carpentry and Joinery, and the planned Bachelor of Technology degree program in Built Heritage.

Potential Partnerships

Over 50 stakeholders from local business, education, economic and social development, municipalities, health care, and tourism participated in a community stakeholder consultation on November 14, 2018 at the Perth Campus. This led to the creation of a Campus Advisory Committee to provide feedback on a shared vision of the Campus and to explore potential partnerships in programming and mixed-use opportunities at the Campus. This committee meets quarterly (December 2018, March, June and October 2019)

The committee members provided good suggestions regarding data acquisition for decision-making. The members also provided input on enrolment prospects for new and existing programming. Most notably, members provided input regarding the welcoming of international students in the community, and what the community can do to support these plans going forward. The Chair of the committee, Richard Schooley, is a well-respected member of the community, and with the committee, will help shape future planning for the advisory committee’s work.

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 achievement of these strategies will diversify the programming and create more opportunities and choice for students.

7. FINANCIAL IMPACT:

These initiatives must bring the Perth Campus to the expected level of financial sustainability of 10% contribution by 2023.

8. HUMAN RESOURCES IMPACT:

Any Human Resources impacts will follow the appropriate Collective Agreements.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

There is no material impact on specific government or regulatory requirements.

10. COMMUNICATIONS:

Updates at future Academic and Student Affairs Committee meetings, Board of Governors meetings and Campus and College Town Halls will occur regularly as progress continues.

11. CONCLUSION:

The Dean of the Perth Campus will report regularly to the Algonquin College Executive Team and the Board of Governors in order to ensure awareness of the progress toward achieving a financially sustainable plan for the Perth Campus.

Respectfully submitted:



Claude Brulé
Senior Vice President, Academic

Approved for submission:



Cheryl Jensen
President and CEO

Report title:	Fourth Quarter 2018-2019 Financial Report
Report to:	Board of Governors
Date:	June 10, 2019
Author/Presenter:	Duane McNair, Vice President, Finance and Administration Grant Perry, Director, Finance and Administrative Services

1. RECOMMENDATION:

THAT the Board of Governors accepts the Fourth Quarter 2018-2019 Financial Report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

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

3. BACKGROUND:

When the annual budget is approved, some factors must be estimated because of unknown elements affecting the revenue and expenditure forecasts. The quarterly financial reporting process provides updated projections based on current information. The Fourth Quarter 2018-2019 Financial Report is a final summary of these cumulative projection adjustments.

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

4. DISCUSSION:

The Fourth Quarter 2018-2019 Financial Report reports a \$20.5 million increase to the net contribution of Algonquin College over the Approved Annual Budget. This is reflected as an increase to the Approved Annual Budget net contribution of \$(5.5) million, to a revised net contribution of \$15 million as outlined in this report. While there are a number of minor

adjustments identified during the quarterly review process, the majority of the \$20.5 million increase in net contribution is achieved through strong (22%) International student enrolment growth above the Approved Annual Budget. This is in addition to a 3.7% increase in domestic student enrolment above the Approved Annual Budget. During the second quarter, the College was also able to refine the estimated impacts resulting from the amendments to the Employment Standards Act, reducing the estimated impacts by \$10 million from the original estimate of \$25 million to an adjusted estimate of \$14.7 million. Also contributing to the increase in net contribution is a one-time Provincial grant of \$4 million under the Supporting Quality Programs and Student Outcomes Programs, and various smaller grants received after the approval of the Annual Budget such as an additional \$1 million received under the Facilities Renewal Program.

Identified changes have been included in Appendix A: Fourth Quarter 2018-2019 Financial Report. Moderate changes, changes greater than \$500,000, that impact the projected net contribution of the College are discussed below in the sections titled: **Revenue Variances** and **Expenditure Variances**. In addition to these changes, the Capital Grants Recorded as Deferred Capital Contributions under Non-Cash Revenue Adjustments has increased due to additional Capital Grants announced by the Province after the Approved Annual Budget 2018-2019 was finalized.

Revenue Variances (moderate):

- The International Education Centre has increased revenue by \$5.8 million as a result of a 22% increase in enrolment over the 2018-2019 Approved Annual Budget. This is partially offset by an increase in related expenditures, which includes a transfer of an additional \$3.1 million of international premiums to Funded Activity.
- Full-time tuition fees have increased by \$5.4 million as a result of enrolment growth (domestic and international) above the Approved Annual Budget.
- Post-Secondary Activity revenue has been reduced by \$1.3 million due to refinements to the Core Operating Grant calculation, as well as an adjustment to the International Student Recovery Fee to align with the Ministry calculations based on final 2017-2018 enrolment.
- Contract Educational Services revenue increased by \$1.9 million as a result of increased enrolment in collaborative programs and other educational contracts, including the Bachelor of Nursing, and the Bachelor of Information Technology – Information Resource Management programs.
- Investment income had an increase of \$799,000 due to increased cash balances coupled with higher than projected investment income.
- Contract and Other Non-Funded Activity Revenue has decreased by \$849,000 primarily due to lower than projected Applied Research and Innovation grant and industry partner contributions revenue.

- Revenue has increased in Strategic Investment Priorities by \$15.7 million primarily as a result of:
 - Receipt of a Greenhouse Gas Campus Retrofit grants of \$8.1 million announced by the Province after the Annual Budget was prepared. The grant is offset by equivalent expenditures;
 - Receipt of a Supporting Quality Programs and Student Outcomes one-time grant of \$4 million announced by the Province after the budget was prepared;
 - Funding of \$4.2 million to be recognized in 2018-2019 under the Post-Secondary Institutions Strategic Investment Fund as contributions to the DARE District. This is an adjustment from the 2017-2018 fiscal year as actual construction costs were lower than projected resulting in a carryforward of these revenues to the 2018-2019 fiscal year;
 - A reduction in recognized revenue from the Students' Association in the amount of \$2.7 million for the deferral of expenses related to the Athletics and Recreation Centre; and
 - Additional \$1.9 million in funding announced by the Province in February 2019 for the Facilities Renewal Grant and the College Equipment Renewal Fund Grant.

Expenditure Variances (moderate):

- Salaries and Benefits have been reduced by \$5.7 million due to a \$10 million refinement to the estimated impacts of the Employment Standards Act amendments offset by the following:
 - an additional \$1.8 million increase in expenses to support programs and services due to enrolment growth; and
 - \$3.6 million in additional expenses related to the execution of the 2018-2019 Voluntary Retirement Incentive program.
- Mandated Student Aid reflects reduced expenditures in the amount \$824,000 due to reduced spending on Student Access Guarantee Bursaries and College Student Employment Program.
- Contingency budgets have been lowered by \$2 million to reflect reduced requirements.
- Contract Services has increased by \$1.7 million primarily due to temporary employment backfill for vacant full-time positions, as well as additional facilitator costs for increased enrolment in Distance Education programs.
- Expenditures related to Information Technology increased by \$530,000 primarily due to unplanned increases in software licenses and support for systems such as Workday and Adaptive Insights planning software.
- Contracts and Other Non-Funded Activity Expenses have decreased by \$1.2 million, primarily due to savings within the Language Institute from the cessation of the Language Instruction for Newcomers (LINC) program and Employment Standards Act impacts not as significant as originally projected.

- The expenditures related to the Strategic Investment Priorities have increased by \$18.3 million. This is primarily because of:
 - \$5.6 million increase to reflect the approval of the Solar Photovoltaic Project;
 - \$2.4 million increase in other greenhouse gases reduction projects fully funded from Provincial grants;
 - \$7.4 million increase in expenditures for the DARE District project. This is due to timing of construction related expenditures from the 2017-2018 to 2018-2019 fiscal year, as well as \$500,000 more in additional expenses than previously projected;
 - \$2.6 million decrease in expenses for the Athletics and Recreation Centre to be deferred to 2019-2020;
 - \$1.6 million increase in expenditures in the Student Central Project. This is due to timing of construction related expenditures from the 2017-2018 to 2018-2019 fiscal year;
 - \$1.5 million increase in space adaptations expenditures;
 - \$1.2 million in expenses for the refresh of computer and audio visual equipment in 275 classrooms and three labs on the Ottawa campus;
 - \$630,000 deferral of expenditures related to the Pedestrian Bridge to Bus Rapid Transit Station;
 - \$304,000 increase in expenditures in Academic Equipment;
 - \$219,000 increase for development and implementation of a new budgeting solution; and
 - \$1.3 million in increases in other estimated expenditures across a number of Strategic Investment Projects as well as new projects.

Compliance:

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

5. LINK TO STRATEGIC PLAN:

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

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

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

7. FINANCIAL IMPACT:

The Fourth Quarter 2018-2019 Financial Report results in a positive impact on the College’s financial position, operations, cash flow, and net assets.

8. HUMAN RESOURCES IMPACT:

The 2018-2019 Approved Annual Budget and the Fourth Quarter 2018-2019 Financial Projection provides required funding for all existing full-time permanent staff complement positions and other than permanent positions. There are also provisions for professional development and training for College employees.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

In compliance with both the Board of Governors’ Financial Management Policy and the Ministry of Training, Colleges and Universities’ Business Plan Operating Procedure Directive, the Fourth Quarter 2018-2019 Financial Report maintains a positive accumulated surplus position and the College’s commitment to balancing government funded operating activities with expenditures.

10. COMMUNICATIONS:

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

11. CONCLUSION:

The Algonquin College Fourth Quarter 2018-2019 Financial Report is provided to present actual results compared to budgeted revenues and expenses supporting the Annual Business Plan and Strategic Plan.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Cheryl Jensen
President and CEO

Appendices:

Appendix A – Fourth Quarter 2018-2019 Financial Report
Appendix B – Fourth Quarter 2018-2019 Compliance Schedule



FOURTH QUARTER 2018-2019 FINANCIAL REPORT



Presentation to the Board of Governors
June 10, 2019

Fourth Quarter 2018-2019 Financial Report

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**Fourth Quarter 2018-2019 Financial Report
SUMMARY**

(all figures in \$ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs. Approved Variance Favourable/ (Unfavourable)	Variance as % of Budget
Funded Activity/College Operations							
Revenue	\$ 251,673	\$ 259,048	\$ 259,683	\$ 259,075	\$ 263,264	\$ 11,591	5%
Expenditures	249,157	249,589	242,377	245,277	243,960	5,197	2%
Net Contribution	2,516	9,459	17,306	13,798	19,304	16,788	667%
Contracts & Other Non-Funded Activity							
Revenue	29,549	29,917	30,257	30,114	28,700	(849)	-3%
Expenditures	28,612	28,980	29,250	29,216	27,367	1,245	4%
Net Contribution	937	937	1,007	898	1,333	396	42%
Campus Services							
Revenue	44,407	44,407	44,412	44,171	44,053	(354)	-1%
Expenditures	36,342	36,192	36,450	36,284	35,843	499	1%
Net Contribution	8,065	8,215	7,962	7,887	8,210	145	2%
International Education Centre							
Revenue	36,437	43,319	43,939	43,104	42,193	5,756	16%
Expenditures	25,708	29,461	30,584	30,044	27,854	(2,146)	-8%
Net Contribution	10,729	13,858	13,355	13,060	14,339	3,610	34%
Strategic Investment Priorities							
Revenue	5,410	22,974	23,014	22,987	21,098	15,688	290%
Expenditures	42,932	62,034	64,628	65,696	61,277	(18,345)	-43%
Net Contribution	(37,522)	(39,060)	(41,614)	(42,709)	(40,179)	(2,657)	-7%
Non-Cash Revenue Adjustments							
Capital Grants recorded as Deferred Capital Contributions	(4,700)	(11,400)	(7,700)	(5,500)	(10,744)	(6,044)	-129%
Amortization of Deferred Capital Contributions	8,500	7,600	7,500	7,700	7,366	(1,134)	-13%
Non-Cash Expenditure Adjustments							
Expenditures to be Capitalized	22,200	32,400	29,000	24,500	30,323	8,123	37%
Amortization Expense	(16,400)	(14,900)	(15,100)	(15,000)	(14,733)	1,667	10%
Change in Vacation, Sick Leave & Post-Employment Benefits	150	150	150	150	(259)	(409)	-273%
Net Contribution as per Public Sector Accounting Standards (PSAS)	\$ (5,525)	\$ 7,259	\$ 11,866	\$ 4,784	\$ 14,960	\$ 20,485	371%

	Year-End Actual March 31, 2018	March 31, 2019 Approved Annual Budget	March 31, 2019 Q1 Projected	March 31, 2019 Q2 Projected	March 31, 2019 Q3 Projected	Year-End Actual (Unaudited)	Year-End vs. Approved Variance
ASSETS							
Current Assets							
Cash	\$ 55,204	\$ 37,245	\$ 37,047	\$ 38,661	\$ 46,407	\$ 82,238	\$ 44,993
Accounts Receivable	25,803	19,000	22,000	22,000	22,000	22,979	3,979
Inventory	1,544	1,600	1,550	1,550	1,550	1,548	(52)
Prepaid Expenses	2,807	2,300	2,500	2,500	2,500	2,463	163
	85,358	60,145	63,097	64,711	72,457	109,228	49,083
Investments	66,505	55,868	68,806	71,802	60,500	61,766	5,898
Endowment Assets	26,020	25,895	26,620	26,620	26,620	27,470	1,575
Capital Assets	288,608	299,859	306,108	306,108	296,583	304,413	4,554
TOTAL ASSETS	\$ 466,491	\$ 441,767	\$ 464,631	\$ 469,241	\$ 456,160	\$ 502,877	\$ 61,110
LIABILITIES & NET ASSETS							
Current Liabilities							
Accounts Payable & Accrued Liabilities	\$ 29,544	\$ 27,000	\$ 27,000	\$ 27,000	\$ 27,000	\$ 37,332	\$ 10,332
Accrued Salaries & Employee Deductions Payable	10,009	8,900	10,000	10,000	10,000	9,767	867
Deferred Revenue	39,709	31,000	32,000	32,000	32,000	50,433	19,433
Current Portion of Long Term Debt	3,107	3,298	3,298	3,298	3,298	3,298	-
	82,369	70,198	72,298	72,298	72,298	100,830	30,632
Long Term Debt	45,168	41,870	41,870	41,870	41,870	41,870	-
Vacation, Sick Leave & Post-Employment Benefits	18,979	18,613	18,829	18,829	18,829	19,238	625
Deferred Capital Contributions	161,728	160,960	165,528	165,528	159,528	165,222	4,262
Interest Rate Swaps	5,732	5,108	5,732	5,732	5,732	5,280	172
Net Assets							
Unrestricted	1,000	1,000	1,000	1,000	1,000	1,000	-
Investment in Capital Assets	78,606	93,731	95,412	95,412	91,887	94,023	292
Vacation, Sick Leave & Post-Employment Benefits	(18,979)	(18,613)	(18,829)	(18,829)	(18,829)	(19,238)	(625)
Internally Restricted	73,186	49,767	63,489	68,099	64,543	72,988	23,221
Endowment Fund	26,020	25,895	26,620	26,620	26,620	27,470	1,575
	159,833	151,780	167,692	172,302	165,221	176,243	24,463
Accumulated Remeasurement Losses	(7,318)	(6,762)	(7,318)	(7,318)	(7,318)	(5,806)	956
	152,515	145,018	160,374	164,984	157,903	170,437	25,419
TOTAL LIABILITIES & NET ASSETS	\$ 466,491	\$ 441,767	\$ 464,631	\$ 469,241	\$ 456,160	\$ 502,877	\$ 61,110

(all figures in \$ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs. Approved Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS						
Grants						
Post Secondary Activity	\$ 107,558	\$ 107,582	\$ 106,506	\$ 106,241	\$ 106,215	\$ (1,343)
Apprentice	5,148	5,148	5,202	5,202	5,403	255
Flow-Through Student Aid	1,659	1,659	1,726	1,726	1,702	43
TOTAL GRANTS	114,365	114,389	113,434	113,169	113,320	(1,045)
Tuition Fees						
Full-Time Post Secondary	79,922	83,384	84,726	84,726	85,366	5,444
Part-Time	10,257	10,257	10,230	10,230	10,062	(195)
Adult Training	1,026	1,026	1,126	1,126	1,060	34
Student Technology Fees	7,629	7,975	7,976	7,976	7,645	16
TOTAL TUITION FEES	98,834	102,642	104,058	104,058	104,133	5,299
Contract Educational Services						
Corporate & Other Programs	4,853	4,891	4,903	4,903	6,806	1,953
TOTAL CONTRACT EDUCATIONAL SERVICES	4,853	4,891	4,903	4,903	6,806	1,953
Other						
Early Learning Centre	1,029	1,029	1,029	1,029	1,064	35
Student Ancillary Fees	6,283	6,409	6,358	6,358	6,389	106
Investment Income	1,285	1,285	1,235	1,235	2,084	799
Transfer from International Education Centre ¹	12,332	14,891	15,222	14,879	15,429	3,097
Miscellaneous	12,692	13,512	13,444	13,444	14,039	1,347
TOTAL OTHER	33,621	37,126	37,288	36,945	39,005	5,384
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	251,673	259,048	259,683	259,075	263,264	11,591
CONTRACTS & OTHER NON-FUNDED ACTIVITY	29,549	29,917	30,257	30,114	28,700	(849)
CAMPUS SERVICES	44,407	44,407	44,412	44,171	44,053	(354)
INTERNATIONAL EDUCATION CENTRE	36,437	43,319	43,939	43,104	42,193	5,756
STRATEGIC INVESTMENT PRIORITIES	5,410	22,974	23,014	22,987	21,098	15,688
TOTAL REVENUE	\$ 367,476	\$ 399,665	\$ 401,305	\$ 399,451	\$ 399,308	\$ 31,832

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



Fourth Quarter 2018-2019 Financial Report

REVENUE SCHEDULE

Variance Analysis (all figures in \$ 000's)

Description	Variance Favourable/ (Unfavourable)	Comments
Post Secondary Activity	\$ (1,343)	Unfavourable variance of (\$1.0M) due to refinements of the Core Operating Grant calculation under the corridor funding model, (\$265K) Reduction in revenue due to an increase in the International Student Recovery Fee to align with Ministry calculations based on final 2017-18 International enrolment, (\$78K) Other minor variances.
Apprentice	\$ 255	Favourable increase due to increased enrolment in apprenticeship programs over the Approved Annual Budget.
Full-Time Post Secondary Tuition Fees	\$ 5,444	Increased Full-Time Post Secondary Tuition Fees as a result of the enrolment increases of 22% for international enrolment and 3.7% for domestic enrolment over the Approved Annual Budget.
Part-Time Post Secondary Tuition Fees	\$ (195)	(\$130K) Unfavourable variance due to lower than anticipated Continuing Education Incidental Fees in part-time programs, (\$78K) Unfavourable variance due to decreased enrolment from the Approved Annual Budget in Part-Time Funded Programs, \$13K Other minor variances.
Corporate & Other Programs	\$ 1,953	Favourable variance of \$1.6M due to increased enrolment in collaborative programs, including higher than anticipated returning students (Bachelor of Nursing, Bachelor of Information Technology - Information Resource Management, and other collaborative programs), \$363K Favourable variance in other contracts.
Investment Income	\$ 799	Favourable variance is a result of an increase in cash balances coupled with higher than anticipated interest earned on bank balances and short-term investments.
Transfer from International Education Centre	\$ 3,097	Increased International Fee Premiums allocated to Funded Activity as a result of an 22% increase in International Student enrolment over the Approved Annual Budget.



Fourth Quarter 2018-2019 Financial Report

REVENUE SCHEDULE

Variance Analysis (all figures in \$ 000's)

Description	Variance Favourable/ (Unfavourable)	Comments
Miscellaneous	\$ 1,347	\$1.1M Favourable variance due to anticipated insurance recovery revenue related to information technology security incidents in 2018-2019 (offset by additional expenditures).
Contract and Other Non-Funded Activity	\$ (849)	(\$1.5M) Unfavourable variance from Approved Annual Budget due to reduced Applied Research and Innovation contract revenue, \$465K Favourable variance for new Diagnostic Cardiac Sonography Program funded by Immigration, Refugees and Citizenship Canada (IRCC) (offset by additional expenditures), \$186K Other minor variances.
Campus Services	\$ (354)	Unfavourable variance due to an unplanned decrease in sales (partially offset by a decrease in expenditures) for events and retail operations within Food and Conference Services as well as lower than planned fourth quarter hardware sales which resulted in a decrease to the Bookstore's revenue as compared to the Approved Annual Budget (partially offset by a decrease in expenditures).
International Education Centre	\$ 5,756	An unbudgeted increase of 22% in international student enrolment resulted in increased international fee premiums to the International Education Centre. Of this amount, an additional \$3.1M over Approved Annual Budget is transferred to Funded Activity as identified above.
Strategic Investment Priorities	\$ 15,688	See <i>Strategic Investment Priorities Variances</i> page for details.
Total Explained Variances	\$ 31,598	
Other Minor Variances	\$ 234	
Total Variance	\$ 31,832	



**Fourth Quarter 2018-2019 Financial Report
EXPENDITURES SCHEDULE**

(all figures in \$ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs. Approved Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS						
TOTAL SALARIES & BENEFITS	\$ 179,220	\$ 179,220	\$ 171,050	\$ 174,450	\$ 173,555	\$ 5,665
Other Operating Costs						
Mandated Student Aid	6,892	6,892	6,892	6,892	6,068	824
Contingencies	7,630	7,130	6,630	6,130	5,645	1,985
Long Term Debt Interest	774	774	774	774	770	4
Contract Services	10,511	10,611	12,222	12,222	12,277	(1,766)
Instructional Supplies & Equipment	4,573	4,673	4,941	4,941	4,444	129
Information Technology	7,920	7,920	7,746	7,746	8,450	(530)
Promotion	2,168	2,328	2,392	2,392	2,205	(37)
Building Maintenance & Utilities	13,854	13,854	13,843	13,843	13,959	(105)
Flow-Through Student Aid	1,659	1,659	1,659	1,659	1,628	31
Cost of Goods Sold	1,078	1,078	1,004	1,004	1,043	35
Other	12,878	13,450	13,224	13,224	13,916	(1,038)
TOTAL OTHER OPERATING	69,937	70,369	71,327	70,827	70,405	(468)
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	249,157	249,589	242,377	245,277	243,960	5,197
CONTRACTS & OTHER NON-FUNDED ACTIVITY	28,612	28,980	29,250	29,216	27,367	1,245
CAMPUS SERVICES	36,342	36,192	36,450	36,284	35,843	499
INTERNATIONAL EDUCATION CENTRE	25,708	29,461	30,584	30,044	27,854	(2,146)
STRATEGIC INVESTMENT PRIORITIES	42,932	62,034	64,628	65,696	61,277	(18,345)
TOTAL EXPENDITURES	\$ 382,751	\$ 406,256	\$ 403,289	\$ 406,517	\$ 396,301	\$ (13,550)



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

Description	Variance Favourable/ (Unfavourable)	Comments
Salaries and Benefits	\$ 5,665	Net favourable variance is due to the following: \$10.0M Reduction in salary and benefit costs as a result of the refinement of the estimated Employment Standards Act impacts, (\$3.6) Additional costs as a result of the implementation of the Voluntary Retirement Incentive program, (\$1.8M) Estimated additional labour costs due to increased enrolment over Approved Annual Budget, (\$370K) Additional workers compensation expense as a result of annual assessment of the College's 2017-2018 claims activity, \$755K decrease in Information Technology Services in labour costs due to vacancies, offset in Contract Services, \$680K Other minor variances.
Mandated Student Aid	\$ 824	Lower than projected spending on Student Access Guarantee Bursaries and College Student Employment Program.
Contingencies	\$ 1,985	Lower than projected Contingency requirements.
Contract Services	\$ (1,766)	Unfavourable variance is due to the following: (\$625K) Increase in contract services relating to backfill for vacant positions within various departments such as Information Technology and Human Resources, (\$585K) Increase in expenses related to additional facilitator costs for the Distance Education programs related to Full Time Post Secondary enrolment increase (offset by additional Host Fee revenue), (\$119K) Increase in contract services relating to various Ontario Online Learning Consortium programs such as eCampus, Digital Inclusion and Interactive Media Management and Nunavut security training (all offset by additional revenue), (\$55K) Increase in Information Technology contract services relating to data centre analysis project for Ontario Colleges Application Service, (\$382K) Other minor variances within various departments.



Fourth Quarter 2018-2019 Financial Report

EXPENDITURES SCHEDULE

Variance Analysis (all figures in \$ 000's)

Description	Variance Favourable/ (Unfavourable)	Comments
Information Technology	\$ (530)	Net unfavourable variance is due to the following: \$174K As a result of the cost refinement of various services provided by Information Technology Services to the College, (\$593K) Increase in software licenses/support primarily for Workday, (\$111K) Other minor variances.
Other	\$ (1,038)	Net unfavourable variance is primarily the result of an increase in various expenses due to unbudgeted flow-through program expenses supporting student initiatives (offset by additional revenues).
Contract and Other Non-Funded Activity	\$ 1,245	Net favourable variance is primarily due to savings within the Language Institute from the ending of the Language Instruction for Newcomers (LINC) program, Employment Standards Act impacts not being as significant as originally predicted, changes in delivery and the moving/reclassification of some positions.
Campus Services	\$ 499	Net favourable variance due to lower than budgeted food costs within Food Services and lower cost of goods sold for fourth quarter hardware sales within the Bookstore. The Bookstore also saw reduced salary costs as a result of the realignment of staffing requirements.
International Education Centre	\$ (2,146)	Increased expenditures required to support an estimated 22% unbudgeted increase in international student enrolment. The variance amount includes the transfer of an additional \$3.1M over Approved Annual Budget to Funded Activity revenue.
Strategic Investment Priorities	\$ (18,345)	See <i>Strategic Investment Priorities Variances</i> page for details.
Total Explained Variances	\$ (13,607)	
Other Minor Variances	\$ 57	
Total Variance	\$ (13,550)	

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs. Approved Variance Favourable/ (Unfavourable)
SOURCE OF FUNDS:						
Facilities Renewal Grant	\$ 980	\$ 980	\$ 980	\$ 980	\$ 1,980	\$ 1,000
College Equipment Renewal Fund Grant	560	560	560	560	1,483	923
Greenhouse Gas Campus Retrofit Grant	-	9,294	9,294	9,294	8,091	8,091
Apprenticeship Enhancement Fund Grant	1,000	1,000	1,040	1,040	1,037	37
Supporting Quality Programs and Student Outcomes Grant	-	4,000	4,000	4,000	4,000	4,000
Post-Secondary Institutions Strategic Investment Fund (PSISIF) Grant	-	4,092	4,092	4,092	4,254	4,254
Students' Association Contribution	2,870	3,048	3,048	645	100	(2,770)
Gain on Sale of March Road Land	-	-	-	2,375	-	-
Miscellaneous	-	-	-	-	153	153
TOTAL SOURCE OF FUNDS	5,410	22,974	23,014	22,987	21,098	15,688
EXPENDITURES:						
Major Capital Projects						
DARE District	2,123	8,994	8,994	9,494	9,510	(7,387)
Indigenous Gathering Circle	1,105	1,279	1,279	1,439	1,426	(321)
Student Central	5,000	7,009	7,009	7,009	6,580	(1,580)
Pedestrian Bridge to Bus Rapid Transit Station	646	646	646	16	20	626
Solar Photovoltaic Plan	-	6,825	6,825	6,825	5,622	(5,622)
ESCO2	1,928	2,323	2,323	2,323	1,563	365
Ontario Student Assistance Program (OSAP) Transformation and Net Tuition Project	300	521	521	521	322	(22)
Learning Management System Implementation and Modernization	300	916	916	916	753	(453)
Workday Implementation	7,000	7,000	6,984	6,984	6,971	29
Athletics and Recreation Centre	3,000	3,200	3,200	500	364	2,636
Total Major Capital Projects	21,402	38,712	38,696	36,026	33,131	(11,729)
Other						
College Technologies	890	1,104	1,477	3,049	2,217	(1,327)
College Space & Infrastructure	3,292	7,091	7,020	7,020	6,449	(3,157)
Initiatives & Opportunities	3,655	4,483	5,428	6,047	5,069	(1,414)
Campus Services	448	498	935	1,085	1,434	(986)
Appropriations	100	-	-	-	-	100
Apprenticeship Enhancement Fund (AEF)	1,000	1,000	1,040	1,040	1,037	(37)
Recurring Annual Investments	8,745	8,911	10,173	11,101	9,791	(1,046)
Employment Standards Act	3,000	3,000	3,000	3,197	1,445	1,555
Net Contribution Surplus Carryover	400	300	736	1,008	704	(304)
Adjustment for Anticipated Underspend	-	(3,065)	(3,877)	(3,877)	-	-
Total Other	21,530	23,322	25,932	29,670	28,146	(6,616)
TOTAL EXPENDITURES	42,932	62,034	64,628	65,696	61,277	(18,345)
TOTAL NET CONTRIBUTION	\$ (37,522)	\$ (39,060)	\$ (41,614)	\$ (42,709)	\$ (40,179)	\$ (2,657)

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

Description	Variance Favourable/ (Unfavourable)	Comments
Facilities Renewal Grant	\$ 1,000	Additional Facilities Renewal Grant funding not originally included in 2018-2019 Approved Annual Budget announced in February 2019.
College Equipment Renewal Fund Grant	\$ 923	Additional College Equipment Renewal Fund Grant funding from the Ministry of Training, Colleges and Universities announced in February 2019.
Greenhouse Gas Campus Retrofit Grant	\$ 8,091	New grant funding secured after the 2018-2019 Approved Annual Budget had been finalized.
Supporting Quality Programs and Student Outcomes Grant	\$ 4,000	Additional one-time funding announced by the Ministry of Training, Colleges and Universities after the 2018-2019 Approved Annual Budget had been finalized.
Post-Secondary Institutions Strategic Investment Fund (PSISIF) Grant	\$ 4,254	Grant funding adjusted to reflect changes to 2018-2019 estimated spending for the DARE District project, due to changes in the timing of construction costs.
Students' Association Contribution	\$ (2,770)	Students' Association contribution adjusted to reflect changes to 2018-2019 spending for the Athletics Recreation Centre.
Miscellaneous	\$ 153	Variance due to multiple sources of revenue to offset current projects costs not included in the budget (such as Workday rebate, donation from Alumni Affinity Fund, International Women' Day event, etc.).
DARE District	\$ (7,387)	Variance due to timing of construction costs deferred from 2017-2018 and additional cost increases.
Indigenous Gathering Circle	\$ (321)	Variance due to timing of construction costs deferred from 2017-2018 and additional cost increases.
Student Central	\$ (1,580)	Variance due to timing of construction costs deferred from 2017-2018.
Solar Photovoltaic Plan	\$ (5,622)	Variance due to new program to implement a solar energy and power storage facility funded from the new Greenhouse Gas Campus Retrofit Grant identified above.
ESCO2	\$ 365	Reflects lower than projected project costs.
Learning Management System Implementation and Modernization	\$ (453)	Additional project expenditures approved by the Board of Governors in February 2018 for the migration to the new Learning Management System.
Athletics and Recreation Centre	\$ 2,636	Variance due to timing of construction and design costs deferred to 2019-2020.



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

Description	Variance Favourable/ (Unfavourable)	Comments
College Technologies	\$ (1,327)	Reflects revised project costs and carry forward budgets from projects in progress at the end of fiscal year 2017-2018. Also includes new projects approved during 2018-2019.
College Space & Infrastructure	\$ (3,157)	\$(2.4M) increase reflects project costs related to Greenhouse Gas Campus Retrofit projects. Balance of increase due to revised project costs and carry forward budgets from projects in progress at the end of fiscal year 2017-2018.
Initiatives & Opportunities	\$ (1,414)	Reflects revised project costs and carry forward budgets from projects in progress at the end of fiscal year 2017-2018. Also includes new projects approved during 2018-2019.
Campus Services	\$ (986)	Reflects carry forward budgets from projects in progress at the end of fiscal year 2017-2018. Also includes new projects approved during 2018-2019.
Appropriations	\$ 100	Reduction of unutilized appropriation budgets.
Recurring Annual Investments	\$ (1,046)	Additional funding for the Human Resources Program Envelope, Space Adaptations Envelope and Academic Equipment Envelope.
Net Contribution Surplus Carryover	\$ (304)	(\$304K) unfavourable variance reflects increased spending due to decision in Q3 to lift the freeze on spending originally part of the Employment Standards Act mitigations.
Total Explained Variances	\$ (4,845)	
Other Minor Variances	\$ 2,188	
Total Variance	\$ (2,657)	

	Year-End Actual March 31, 2018	Actual In-Year Use of Funds (2018-2019)	Actual Year-End Adjustments (2018-2019)	Year-End Actual March 31, 2019
Appropriations	\$ 100	\$ -	\$ -	\$ 100
Specific Reserves:				
Other Projects & Initiatives	27,215	12,575	14,096	28,736
Campus Services Reserve Fund	5,209	819	570	4,960
Employment Stabilization Funds	570	-	6	576
	<u>32,994</u>	<u>13,394</u>	<u>14,672</u>	<u>34,272</u>
Contingency Reserve Fund	8,890	-	870	9,760
Reserve Funds:				
Future Capital Expansion	31,202	4,720	2,374	28,856
TOTAL INTERNALLY RESTRICTED NET ASSETS*	\$ 73,186	\$ 18,114	\$ 17,916	\$ 72,988
TOTAL UNRESTRICTED NET ASSETS	\$ 1,000			\$ 1,000
Investment in Capital Assets	78,606		15,417	94,023
Vacation, Sick Leave & Post-Employment Benefits	(18,979)		(259)	(19,238)
Interest Rate Swaps	(7,318)		1,512	(5,806)
Endowment Fund	26,020		1,450	27,470
TOTAL NET ASSETS	\$ 152,515	\$ 18,114	\$ 36,036	\$ 170,437

* Budgeted balances of Internally Restricted Net Assets and Unrestricted Net Assets includes the impact of budgeted expenditures from Appropriations, Specific Reserves and Reserve Funds, and contributions to Reserve Funds for the fiscal year 2018-2019. The Board of Governors Financial Management Policy requires that the Board of Governors approve any spending from Reserve Funds.

	Academic			Administrative			Support			Total		
	Positions	Staffed	Vacant	Positions	Staffed	Vacant	Positions	Staffed	Vacant	Positions	Staffed	Vacant
President & Board of Governors												
President's Office	-	-	-	4	4	-	-	-	-	4	4	-
Communications ⁴	-	-	-	4	2	2	4	3	1	8	5	3
Indigenous Services & Partnerships	1	1	-	2	1	1	2	2	-	5	4	1
Total	1	1	-	10	7	3	6	5	1	17	13	4
Human Resources												
Vice-President's Office ¹	-	-	-	2	2	-	-	-	-	2	2	-
Labour Relations	-	-	-	4	4	-	-	-	-	4	4	-
Talent Management & Organizational Development ¹	1	1	-	10	9	1	2	2	-	13	12	1
Wellness, Compensation & Benefits ¹	-	-	-	10	8	2	-	-	-	10	8	2
Total	1	1	-	26	23	3	2	2	-	29	26	3
Finance and Administration												
Vice-President's Office	-	-	-	3	2	1	1	-	1	4	2	2
Campus Services	-	-	-	16	16	-	73	72	1	89	88	1
Finance & Administrative Services	-	-	-	11	9	2	25	23	2	36	32	4
Risk Management	-	-	-	8	8	-	1	1	-	9	9	-
Physical Resources	-	-	-	11	8	3	34	31	3	45	39	6
Total	-	-	-	49	43	6	134	127	7	183	170	13
Student Services												
Vice-President's Office	-	-	-	2	2	-	-	-	-	2	2	-
Student Support Services	19	18	1	12	10	2	46	44	2	77	72	5
Algonquin College Foundation	-	-	-	3	2	1	3	3	-	6	5	1
Marketing & Recruitment ⁴	-	-	-	2	2	-	25	25	-	27	27	-
Registrar	-	-	-	8	8	-	61	53	8	69	61	8
Total	19	18	1	27	24	3	135	125	10	181	167	14
Innovation and Strategy												
Vice-President's Office	-	-	-	4	4	-	-	-	-	4	4	-
International & Strategic Planning	20	18	2	14	11	3	10	9	1	44	38	6
Applied Research & Development	-	-	-	7	1	6	3	3	-	10	4	6
Business Development & Corporate Training	-	-	-	4	3	1	9	8	1	13	11	2
Information Technology Services	-	-	-	16	9	7	89	82	7	105	91	14
Total	20	18	2	45	28	17	111	102	9	176	148	28



Fourth Quarter 2018-2019 Financial Report
SUMMARY OF FUNDED POSITIONS

	Academic			Administrative			Support			Total		
	Positions	Staffed	Vacant	Positions	Staffed	Vacant	Positions	Staffed	Vacant	Positions	Staffed	Vacant
Academic Services												
Vice-President's Office	2	-	2	3	3	-	-	-	-	5	3	2
Academic Operations and Planning	-	-	-	3	3	-	4	4	-	7	7	-
Academic Development ²	7	4	3	5	5	-	9	9	-	21	18	3
Faculty of Arts, Media & Design	126	111	15	7	6	1	32	31	1	165	148	17
Faculty of Health, Public Safety & Community Studies	125	112	13	9	8	1	31	30	1	165	150	15
School of Business	90	84	6	6	5	1	8	8	-	104	97	7
School of Hospitality & Tourism	44	44	-	3	3	-	9	7	2	56	54	2
Algonquin Centre for Construction Excellence ³	64	60	4	2	2	-	11	11	-	77	73	4
School of Advanced Technology ³	109	92	17	6	5	1	16	13	3	131	110	21
Algonquin College Heritage Institute	7	7	-	4	4	-	11	10	1	22	21	1
Algonquin College in the Ottawa Valley	30	29	1	7	7	-	33	31	2	70	67	3
Centre for Continuing and Online Learning	-	-	-	8	8	-	19	16	3	27	24	3
Personal Development Institute	-	-	-	-	-	-	1	1	-	1	1	-
Total	604	543	61	63	59	4	184	171	13	851	773	78
Strategic Investment Priorities												
College Technologies Committee	-	-	-	2	1	1	-	-	-	2	1	1
Initiatives and Opportunities	-	-	-	4	2	2	-	-	-	4	2	2
Total	-	-	-	6	3	3	-	-	-	6	3	3
COLLEGE TOTAL	645	581	64	226	187	39	572	532	40	1,443	1,300	143

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

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

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

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

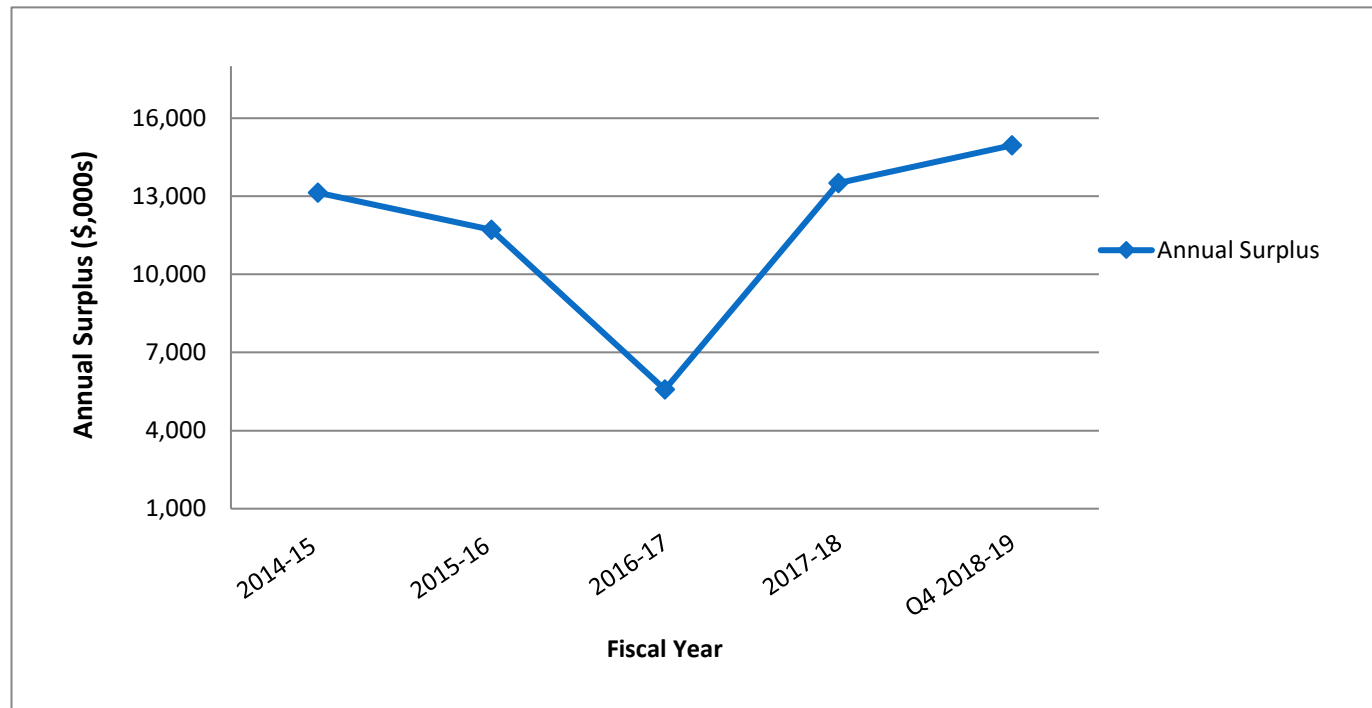
3 - Faculty of Technology and Trades re-organization resulted in the creation of the School of Advanced Technology sector and the Algonquin Centre for Construction Excellence sector.

4 - Communications, Marketing and External Relations re-organization resulted in the reallocation of the Communications sector to President and Board of Governors and the Marketing sector to Student Services.



Fourth Quarter 2018-2019 Financial Report
Financial Health Indicators

Operating Results: Annual Surplus



Objective:

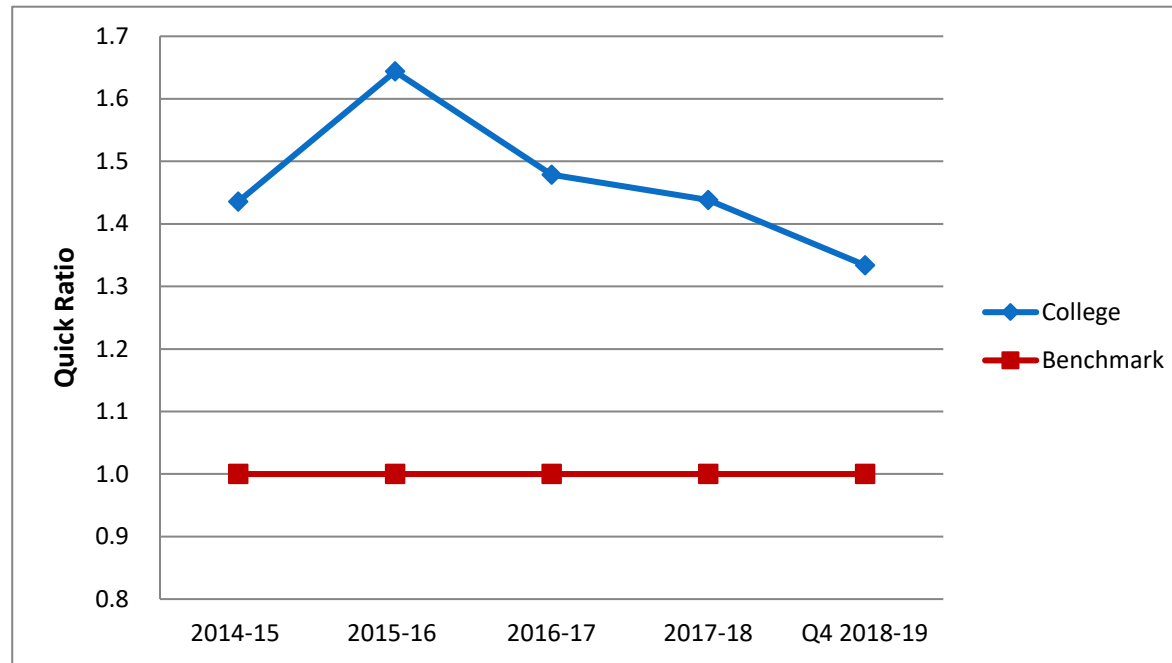
Measures the excess of revenues over expenses in a given year.

Benchmark:

Must be greater than \$0.

Rationale:

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

Measuring Liquidity: Quick Ratio

Objective:

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

Benchmark:

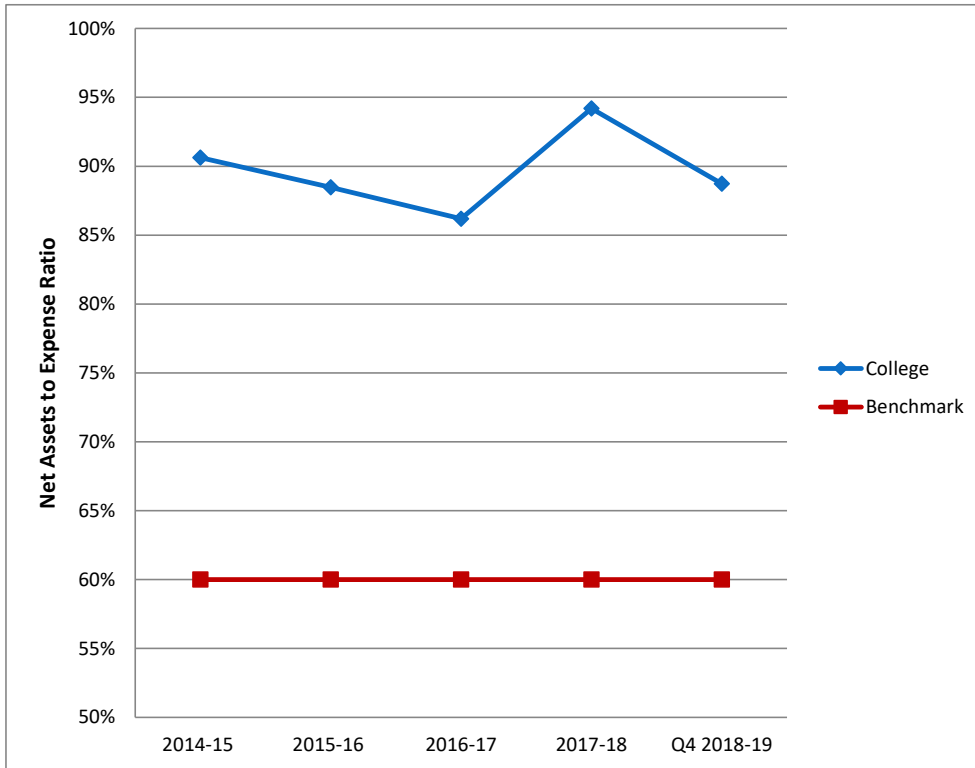
A ratio of 1 or higher indicates that a college should be able to meet its short-term obligations.

Rationale: A ratio of 1 is a typical business standard. Less than 1 may indicate that a college is not able to meet its short-term obligations. When including surplus cash invested in longer term investments (greater than 1 year) Algonquin's Quick Ratio was at 1.70 for Q4 2018-2019.



Fourth Quarter 2018-2019 Financial Report
Financial Health Indicators

Operating Results: Net Assets to Expense Ratio



Objective:

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

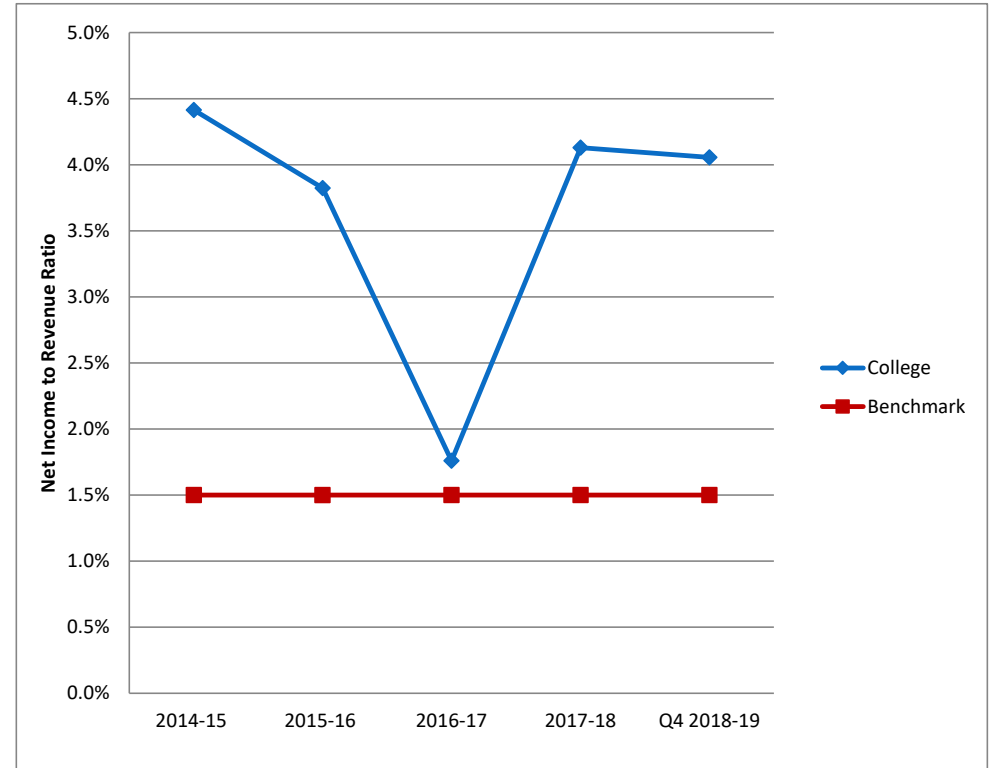
Benchmark:

60% or higher.

Rationale:

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

Operating Results: Net Income to Revenue Ratio



Objective:

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

Benchmark:

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

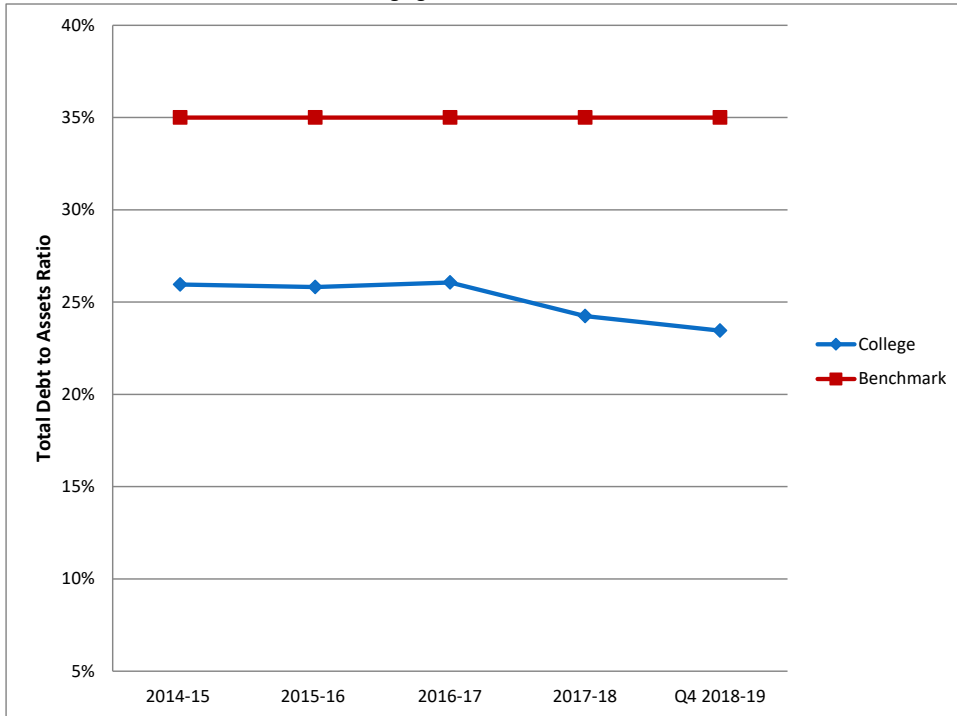
Rationale:

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



Fourth Quarter 2018-2019 Financial Report
Financial Health Indicators

Managing Debt: Total Debt to Assets Ratio



Objective:

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

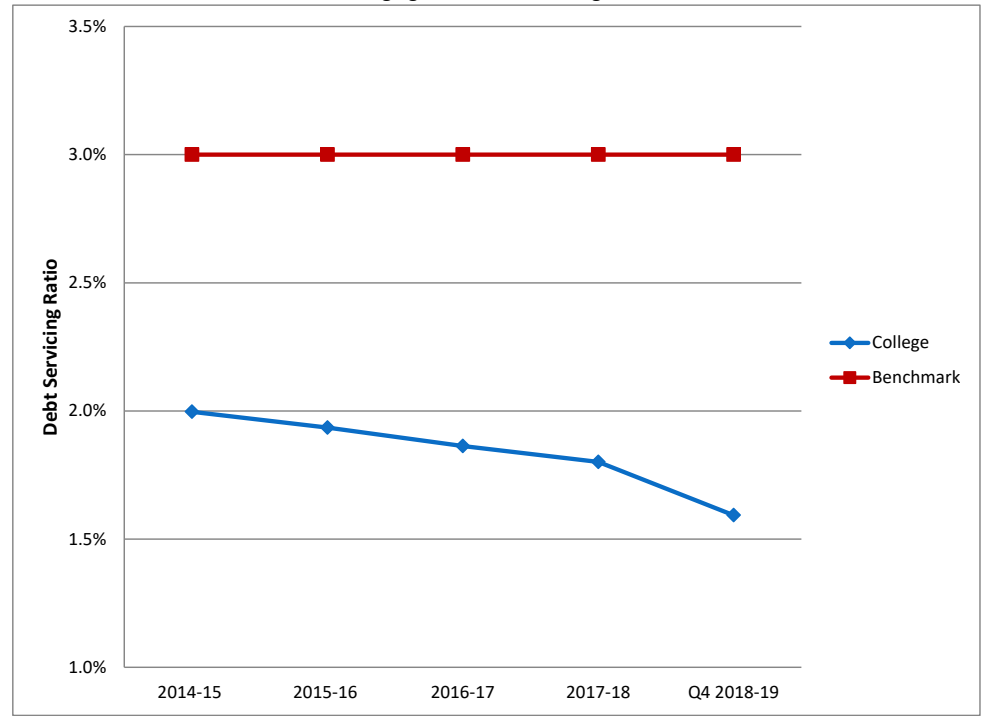
Benchmark:

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

Rationale:

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

Managing Debt: Debt Servicing Ratio



Objective:

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

Benchmark:

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

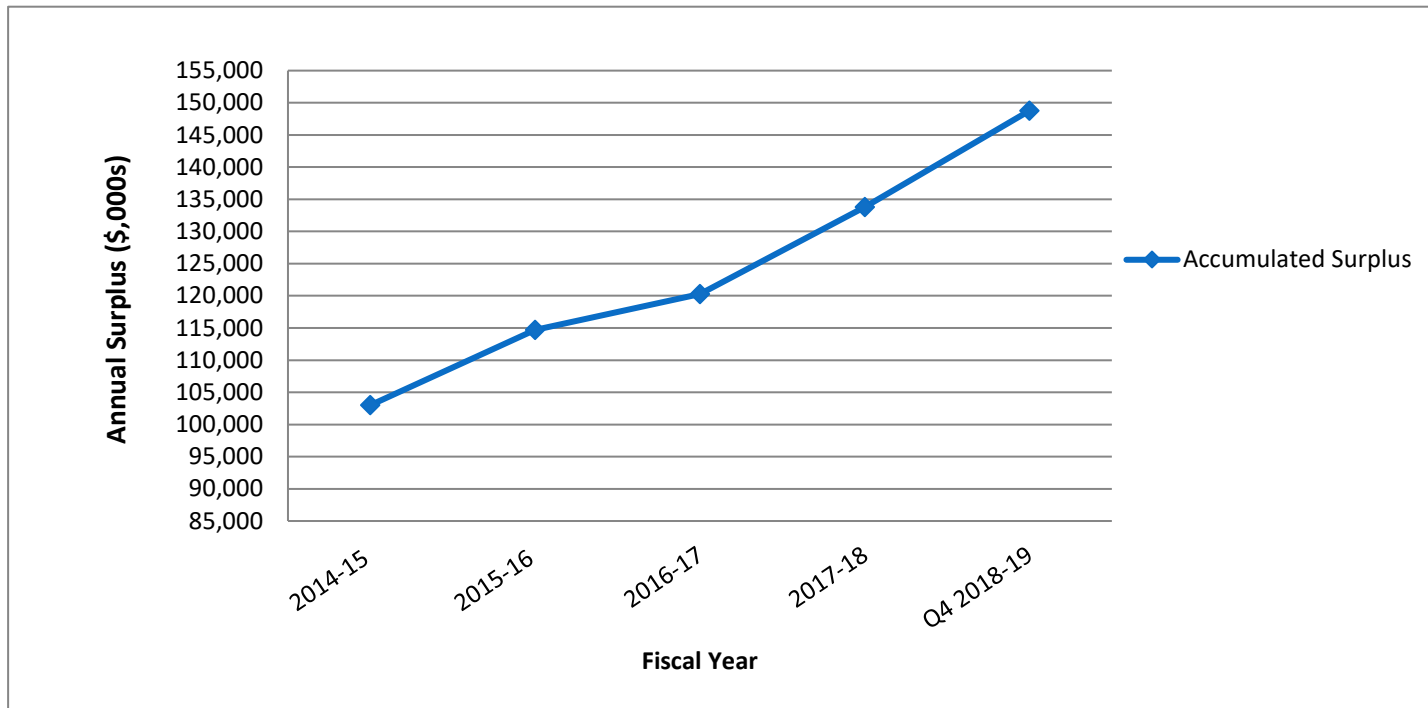
Rationale:

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



Fourth Quarter 2018-2019 Financial Report
Financial Health Indicators

Accumulated Surplus/(Deficit)



Objective:

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

Benchmark:

Must be greater than \$0.

Rationale:

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

ANNUAL BUDGET AND QUARTERLY FINANCIAL PROJECTIONS COMPLIANCE SCHEDULE

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

Report title:	2018-2019 Draft Audited Financial Statements
Report to:	Board of Governors
Date:	June 10, 2019
Author/Presenter:	Duane McNair, Vice President, Finance and Administration

1. RECOMMENDATION:

- a. **THAT** the Board of Governors approves the 2018-2019 Draft Audited Financial Statements of Algonquin College (Appendix A: 2018-2019 Draft Audited Financial Statements – Algonquin College),
AND
- b. **THAT** the Board of Governors approves the transfer of \$197,538 from internally restricted net assets to unrestricted net assets,
AND
- c. **THAT** the Board of Governors accepts for information the 2018-2019 Audited Financial Statements of The Algonquin College Foundation (Appendix B: 2018-2019 Audited Financial Statements – Algonquin College Foundation),
AND
- d. **THAT** the Board of Governors accepts for information the 2018-2019 Audited Financial Statements for 2364193 Ontario Inc. (Appendix C: 2018-2019 Audited Financial Statements – 2364193 Ontario Inc.),
AND
- e. **THAT** the Board of Governors accepts for information the 2018-2019 Management Discussion and Analysis Report (Appendix D: 2018-2019 Management Discussion and Analysis Report).

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is:

- a. To present the 2018-2019 Draft Audited Financial Statements of Algonquin College,
AND
- b. To request approval for the transfer of \$197,538 from internally restricted net assets to unrestricted net assets,
AND
- c. To present, for information, the 2018-2019 Audited Financial Statements of the Algonquin College Foundation,
AND

- d. To present, for information, the 2018-2019 Audited Financial Statements of 2364193 Ontario Inc.,
AND
- e. To present, for information, the 2018-2019 Management Discussion and Analysis Report.

3. BACKGROUND:

Colleges are consolidated into the Province of Ontario's financial statements. Colleges are required to submit their financial statement details to the Ministry of Training Colleges and Universities no later than May 15, 2019. The Ministry permits adjustments to the submitted financial statement information up to June 17, 2019.

The Draft Audited Financial Statements of Algonquin College are prepared in a format required by the Ministry of Training Colleges and Universities that complies with financial reporting standards set by the Public Sector Accounting Board.

The College's audit firm, BDO, LLP, has substantially completed the audit of Algonquin College's financial statements for the fiscal year ending March 31, 2019. These financial statements are presented in draft form to the Audit and Risk Management Committee each year in May, with a subsequent year-end report to the Board of Governors in June accompanied with the final financial statements. The financial statements remain "draft" until formally approved by the Board of Governors on June 10, 2019.

The Financial Statements of the Algonquin College Foundation and of 2364193 Ontario Inc. have also been audited by the College's audit firm, BDO, LLP. The statements of the Algonquin College Foundation were approved by the Foundation Board of Directors on June 6, 2019. The statements of 2364193 Ontario Inc. were approved by its Board of Directors on May 23, 2019. The Audited Financial Statements for the Algonquin College Foundation and the Audited Financial Statements for 2364193 Ontario Inc. are being presented to the Board of Governors for information.

4. DISCUSSION:

The following is a brief overview of the Draft Audited Financial Statements for The Algonquin College of Applied Arts and Technology. The full statements can be found in Appendix A: 2018-2019 Draft Audited Financial Statements – Algonquin College.

Statement of Financial Position

Current assets have increased by \$16.0 million primarily due to an increase in accounts receivables, and cash holdings.

Long-term assets have increased by \$20.4 million primarily due to increases in the net book value of capital assets, most notably in buildings and site improvements.

Current liabilities have increased by \$18.5 million primarily due to an increase in accounts payable, accrued liabilities, and deferred revenue.

These cumulative changes to the Statement of Financial Position have resulted in a quick ratio of 1.33 compared to 1.44 for the prior year. This ratio is used to measure an entity's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). Algonquin College's benchmark quick ratio is equal to or greater than 1.00. Therefore, our quick ratio remains strong.

Statement of Operations

The College has realized an excess of revenue over expenses of \$15.0 million for the year ended March 31, 2019. The Statement of Operations provides further details of revenues and expenditures. Schedule A in Appendix A of the financial statements provides a detailed listing of revenues, and Schedule B provides details related to Campus Services' financial results.

Consolidated Statement of Changes in Net Assets

The Consolidated Statement of Changes in Net Assets provides a summary of activities processed through the College's various accounts. Net assets increased from \$159.8 million to \$176.2 million. Note 15 (Capital Disclosures) Internally Restricted Net Assets provides a detailed listing of the balances within this account.

Algonquin College Foundation

The Audited Financial Statements for the Algonquin College Foundation for the year ended March 31, 2019 are included in Appendix B: 2018-2019 Audited Financial Statements – Algonquin College Foundation. The Foundation Board of Directors approved the Draft Audited Financial Statements on June 6, 2019. Note 3, Related Party transactions of the financial statements provides the details of operations between the Foundation and the College.

2364193 Ontario Inc.

The Audited Financial Statements for 2364193 Ontario Inc. for the year ended March 31, 2019 are included in Appendix C: 2018-2019 Audited Financial Statements – 2364193 Ontario Inc. The Audited Financial Statements were approved by its Board of Directors on May 23, 2019. The only remaining holding of the corporation is \$100 of share capital.

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:

Expenditures realized for this past year will ensure that students benefit from additional investments in information technology infrastructure, renovations, and adaptations to learning spaces, maintenance of existing learning spaces, investment in new program development, academic equipment, and an increased provision for mandated student aid.

7. FINANCIAL IMPACT:

The College is assessed as being in good financial health with an increase of over \$16 million in net assets that will provide opportunities to invest in future strategic projects and fund student financial aid.

8. HUMAN RESOURCES IMPACT:

These audited financial statements do not have a direct impact on human resources. Costs for employee salaries, benefits, and pension plan contributions are reflected in these financial statements.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

In accordance with the Ministry of Training Colleges and Universities directives, the College was required to submit draft financial statement information to the Ministry by May 15, 2019.

The College must submit Final Audited Financial Statements, approved by the Board of Governors, to the Ministry of Training Colleges and Universities by June 17, 2019.

10. COMMUNICATIONS:

The audited statements will be posted to the College's website once formally approved by the Board of Governors.

11. CONCLUSION:

The College has concluded the 2018-2019 fiscal year with overall positive financial results as reflected in the Draft Audited Financial Statements. The College maintains good financial health and is well positioned to invest capital in strategic and student-focused initiatives.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Cheryl Jensen
President and CEO

Appendices:

Appendix A: 2018-2019 Draft Audited Financial Statements – Algonquin College
Appendix B: 2018-2019 Draft Audited Financial Statements – Algonquin College Foundation
Appendix C: 2018-2019 Audited Financial Statements – 2364193 Ontario Inc.
Appendix D: 2018-2019 Management Discussion and Analysis Report

Consolidated financial statements of

**The Algonquin College of Applied
Arts and Technology**

March 31, 2019

DRAFT - SUBJECT TO CHANGE

The Algonquin College of Applied Arts and Technology

March 31, 2019

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Supplementary information – Campus Services operations summary - Schedule B	32

DRAFT - SUBJECT TO CHANGE

Independent Auditor's Report

To the Board of Governors of The Algonquin College of Applied Arts and Technology

Opinion

We have audited the consolidated financial statements of The Algonquin College of Applied Arts and Technology (the College), which comprise the consolidated statement of financial position as at March 31, 2019, and the consolidated statements of operations, the consolidated changes in net assets, the consolidated cash flows and the consolidated remeasurement gains and losses for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of the College as at March 31, 2019, and its consolidated results of operations, its consolidated cash flows, and its consolidated remeasurement gains and losses for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Consolidated Financial Statements* section of our report. We are independent of the College in accordance with the ethical requirements that are relevant to our audit of the consolidated financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Matter

The consolidated financial statements of The Algonquin College of Applied Arts and Technology for the year ended March 31, 2018 were audited by another auditor who expressed an unmodified opinion on those consolidated financial statements on June 11, 2018.

Responsibilities of Management and Those Charged with Governance for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the College's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the College or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the College's financial reporting process.

Independent Auditor's Report (Continued)

Auditor's Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the College's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the College to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Group to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

Independent Auditor's Report (Continued)

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

BDO Canada LLP
Chartered Professional Accountants, Licensed Public Accountants

Mississauga, Ontario
May 23, 2019

DRAFT - SUBJECT TO CHANGE

**The Algonquin College of
Applied Arts and Technology**
Consolidated statement of financial position
as at March 31, 2019

	2019	2018
	\$	\$
Assets		
Current assets		
Cash and cash equivalents	82,237,781	55,203,492
Short-term investments (Note 3)	25,275,967	33,128,280
Accounts receivable (Note 4)	22,979,043	25,803,450
Inventory (Note 5)	1,547,807	1,543,971
Prepaid expenses	2,463,197	2,806,656
	134,503,795	118,485,849
Investments (Note 3)	36,489,999	33,376,750
Endowment assets (Note 7a)	27,469,921	26,020,415
Capital assets (Note 8)	304,412,969	288,608,412
	502,876,684	466,491,426
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	37,075,026	29,030,427
Accrued salaries and employee deductions payable	9,766,716	10,008,613
Algonquin College - Saudi Arabia (Note 6a)	257,032	514,063
Deferred revenue (Note 9)	50,433,479	39,709,456
Current portion of long-term debt (Note 10a)	3,298,244	3,106,940
	100,830,496	82,369,499
Long-term debt (Note 10a)	41,869,559	45,167,804
Interest rate swaps (Note 10b)	5,279,707	5,731,931
Vacation, sick leave and post-employment benefits (Note 11)	19,237,801	18,978,843
Deferred capital contributions (Note 12)	165,222,307	161,727,635
	332,439,871	313,975,712
Commitments, guarantees and contingencies (Note 13)		
Net assets (deficiency)		
Unrestricted	1,000,000	1,000,000
Investment in capital assets (Note 14)	94,022,852	78,606,032
Vacation, sick leave and post-employment benefits (Note 11)	(19,237,801)	(18,978,843)
Internally restricted (Note 15)	72,988,225	73,185,760
Endowment fund (Note 7b)	27,469,921	26,020,415
	176,243,197	159,833,364
Accumulated remeasurement losses	(5,806,384)	(7,317,650)
	170,436,813	152,515,714
	502,876,684	466,491,426

Approved by the Board

Chairman

Member

The Algonquin College of Applied Arts and Technology

Consolidated statement of operations

year ended March 31, 2019

	2019	2018
	\$	\$
Revenue (Schedule A)		
Grants and reimbursements	116,335,685	110,472,446
Student tuition fees	143,914,193	117,551,296
Contract educational services	40,296,899	38,331,944
Campus Services operations (Schedule B)	37,188,621	34,192,308
Other	23,730,096	19,807,635
Amortization of deferred capital contributions (Note 12)	7,365,994	6,972,816
	368,831,489	327,328,445
Expenses		
Salaries and benefits	198,190,945	177,731,829
Building maintenance and utilities	24,947,086	16,360,081
Instructional supplies and equipment	6,616,353	7,328,983
Bursaries and other student aid	7,963,403	9,938,157
Investment loss - Algonquin College - Saudi Arabia	-	2,349,966
Interest	769,825	817,103
Amortization and write-down of capital assets (Notes 8, 14)	18,216,201	13,301,219
Campus Services operations (Schedule B)	28,812,847	26,905,411
Other	68,095,544	59,049,532
	353,612,205	313,782,281
Change in vacation, sick leave and post-employment benefits liabilities (Note 11)	258,958	31,301
	353,871,163	313,813,582
Excess of revenue over expenses	14,960,326	13,514,863

See accompanying notes to the consolidated financial statements.

The Algonquin College of Applied Arts and Technology

Consolidated statement of changes in net assets
year ended March 31, 2019

	Unrestricted	Investment in capital assets	Vacation, sick leave and post-employment benefits	Internally restricted	Endowment fund	2019	2018
	\$	\$	\$	\$	\$	\$	\$
		(Note 14)	(Note 11)	(Note 15)	(Note 7)		
Net assets (deficiency), beginning of year	1,000,000	78,606,030	(18,978,843)	73,185,763	26,020,415	159,833,365	144,693,453
Excess of revenue over expenses	14,960,326	-	-	-	-	14,960,326	13,514,863
Change in vacation, sick leave and post-employment benefits liabilities (Note 11)	258,958	-	(258,958)	-	-	-	-
Internally imposed restrictions	197,538	-	-	(197,538)	-	-	-
Net change in investment in capital assets (Note 14)	(15,416,822)	15,416,822	-	-	-	-	-
Endowment contributions and investment income (Note 7)	-	-	-	-	1,449,506	1,449,506	1,625,049
Net assets (deficiency), end of year	1,000,000	94,022,852	(19,237,801)	72,988,225	27,469,921	176,243,197	159,833,365

See accompanying notes to the consolidated financial statements.

The Algonquin College of Applied Arts and Technology

Consolidated statement of remeasurement gains and losses
year ended March 31, 2019

	2019	2018
	\$	\$
Accumulated remeasurement losses, beginning of year	(7,317,650)	(10,126,018)
Unrealized gains (losses) attributable to:		
Fair value decline in investments	(526,676)	(1,585,719)
Realization of prior year unrealized losses	1,585,719	1,654,333
Interest rate swaps	452,224	2,739,754
	1,511,266	2,808,368
Accumulated remeasurement losses, end of year	(5,806,384)	(7,317,650)

DRAFT - SUBJECT TO CHANGE

The Algonquin College of Applied Arts and Technology

Consolidated statement of cash flow year ended March 31, 2019

	2019	2018
	\$	\$
Operating activities		
Excess of revenue over expenses	14,960,326	13,514,864
Items not affecting cash		
Amortization of capital assets	14,723,321	13,287,769
Write-down of capital assets	3,492,880	13,450
Amortization and adjustment of deferred capital contributions	(7,365,994)	(7,314,579)
Investment loss Algonquin College Saudi Arabia	-	2,349,966
Change in vacation, sick leave and post-employment benefits liabilities (Note 11)	258,958	31,301
	26,069,491	21,882,771
Changes in non-cash operating working capital items (Note 17)	21,690,747	3,731,551
	47,760,238	25,614,322
Financing activities		
Principal repayments of long-term debt	(3,106,940)	(2,927,055)
Net Contributions to Endowment Fund	(129,182)	1,761,273
	(3,236,122)	(1,165,782)
Capital activities		
Capital asset additions (Note 14)	(33,904,324)	(38,119,215)
Capital contributions received (Note 12)	10,744,234	20,451,322
	(23,160,090)	(17,667,893)
Investing activities		
Liability in Algonquin College - Saudi Arabia	(257,031)	(2,940,800)
Disposal of investments	45,216,596	41,491,959
Purchases of investments	(39,418,482)	(41,099,681)
Disposal of endowment investments	19,539,201	17,786,208
Purchases of endowment investments	(19,410,019)	(19,547,481)
	5,670,265	(4,309,795)
Increase in cash and cash equivalents	27,034,291	2,470,852
Cash and cash equivalents, beginning of year	55,203,490	52,732,635
Cash and cash equivalents, end of year	82,237,781	55,203,487
Interest paid in the year	2,768,728	2,967,754

See accompanying notes to the consolidated financial statements.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

1. Description of the College

The Algonquin College of Applied Arts and Technology (the "College") was incorporated as a College in 1966 under the laws of the Province of Ontario. The College is dedicated to providing post-secondary education.

The College is a registered charity and therefore is exempt, under Section 149 of the Income Tax Act, from payment of income taxes.

2. Significant accounting policies

The consolidated financial statements have been prepared by management in accordance with Canadian public sector accounting standards for government not-for-profit organizations ("PSAS") and include the following significant accounting policies:

a) Basis of presentation

These consolidated financial statements include the accounts of the College and its controlled for-profit entities:

- 2364193 Ontario Inc., which is fully consolidated in these consolidated financial statements, and
- Algonquin College - Saudi Arabia, which is accounted for on a modified equity basis. Information concerning this entity is presented in the notes to these financial statements.

The College does not consolidate in its financial statements the results and financial position of its controlled not-for-profit organization, Algonquin College Foundation. Information concerning this entity is presented in the notes to these financial statements.

These consolidated financial statements do not reflect the assets, liabilities and results of operations of the various student organizations at the College, as these Organizations are not controlled by the College.

b) Revenue

The College uses the deferral method of accounting for contributions for government not-for-profit organizations.

- Unrestricted contributions are recognized as revenue when received or receivable. Contributions externally restricted for purposes other than endowment are deferred and recognized as revenue in the period in which the related expenses are recognized. Contributions to endowment funds are recognized as direct increases in net assets in the period received.

Operating grants are recorded as revenue in the period to which they relate. Grant amounts relating to future periods are deferred and recognized in the subsequent period when the related activity occurs. Grants approved but not received are accrued or deferred.

- Contributions received for capital assets are deferred and amortized into revenue over the same term and on the same basis as the related capital asset. Contributions of land are recognized as direct increases in investment in capital assets in the period received.
- Student tuition fees are recorded in the accounts based on the academic period of the specific courses. Tuition fees are deferred to the extent that the courses extend beyond the fiscal year of the College.
- Contract educational services are recorded in the accounts based on the services provided in the College's fiscal year on a percentage-of-completion basis.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

2. Significant accounting policies (continued)

b) Revenue (continued)

- v. Unrestricted investment income is recognized as revenue on an accrual basis. All unrealized gains or losses in the fair value of unrestricted investments are recognized in the consolidated statement of remeasurement gains and losses; once realized, these gains and losses are recognized in the consolidated statement of operations.

c) Employee benefit plans

The College accrues its obligations for employee benefit plans. The cost of non-pension post-retirement and post-employment benefits earned by employees is actuarially determined using the projected benefit method pro-rated on services and management's best estimate of retirement ages of employees and expected health care costs.

The College is an employer member of the Colleges of Applied Arts and Technology Pension Plan, which is a multi-employer, defined benefit pension plan. The College has adopted defined contribution plan accounting principles for this plan because insufficient information is available to apply defined benefit plan accounting principles.

d) Financial instruments

All financial instruments reported on the consolidated statement of financial position of the College are classified as follows:

Cash and cash equivalents	Fair value
Short-term investments	Fair value
Accounts receivable	Amortized cost
Investments	Fair value
Endowment assets	Fair value
Accounts payable and accrued liabilities	Amortized cost
Accrued salaries and employee deductions payable	Amortized cost
Long-term debt	Amortized cost
Interest rate swaps	Fair value

Fair value for investments is determined at quoted market prices. The College has designated its fixed income securities that would otherwise be classified into the amortized cost category at fair value as the College manages and reports the performance on a fair value basis.

i. Cash and cash equivalents

Cash and cash equivalents is comprised of the net amount of: cash on hand and short-term investments, if any, which are highly liquid, subject to insignificant risk of changes in value and have a short maturity term of less than 90 days from the date of acquisition.

ii. Investments

Purchases of investments are recorded on the settlement date. Transaction costs related to the acquisition of investments are expensed. Short-term investments are fixed-term investments maturing within the next fiscal year.

Unrealized gains or losses on investments are recorded in the consolidated statement of remeasurement gains and losses; once realized, they are derecognized from the consolidated statement of remeasurement gains and losses and recognized in the consolidated statement of operations.

iii. Endowed investments

Realized investment income and unrealized gains or losses from the change in fair value are recorded in the consolidated statement of changes in net assets. Sales and purchases of endowed investments are recorded on the settlement date. Transaction costs related to the acquisition of endowed investments are recorded against the realized investment income of the Endowment Fund.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

2. Significant accounting policies (continued)

d) *Financial instruments (continued)*

iv. *Foreign currency*

Investments denominated in foreign currencies are translated using rates of exchange in effect at the consolidated statement of financial position date.

v. *Interest rate swaps*

The College is party to interest rate swap agreements used to manage the exposure to market risks from changing interest rates. The College's policy is not to utilize derivative financial instruments for trading or speculative purposes.

Unrealized gains or losses on interest rate swaps are recorded in the consolidated statement of remeasurement gains and losses; once realized, they are derecognized from the consolidated statement of remeasurement gains and losses and recognized in the consolidated statement of operations.

e) *Other financial instruments*

The College records accounts receivable, accounts payable and accrued liabilities, accrued salaries and employee deductions payable and long-term debt at amortized cost using the effective interest method. Transaction costs are added to the carrying value of the instrument.

f) *Inventory*

Inventory is valued at the lower of cost and net realizable value. Cost is determined on a first in, first out basis.

g) *Capital assets*

Purchased capital assets are recorded at cost less accumulated amortization. Contributed capital assets are recorded at fair value at the date of contribution. Repairs and maintenance costs are charged to expense. Betterments that extend the estimated life of an asset are capitalized. Capital assets are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. When a capital asset no longer contributes to the College's ability to provide services, or the value of the future economic benefits associated with the capital asset is less than its net book value, the carrying value of the capital asset is reduced to reflect the decline in the asset's value.

- i. Furniture and library holdings are charged to expenses in the year of acquisition.
- ii. Land originally acquired at the Ottawa campus is recorded at a nominal value of \$1 with subsequent additions recorded at cost. Land is not amortized due to its infinite life.
- iii. Works of Art are recorded at a fair market value appraisal. These capital assets are not subject to amortization as it is assumed that they will retain their value over time.
- iv. Donated capital assets are recorded at the value of the receipt issued to the donor, which reflects estimated fair value of the capital asset at the time of the donation.
- v. Construction in progress is not amortized until the project is complete and the facilities are available for use.
- vi. Assets under development are not amortized until the asset is complete and ready for use.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2019

2. Significant accounting policies (continued)

g) *Capital assets (continued)*

Capital assets are capitalized on acquisition and amortized on a straight-line basis over their useful lives, which has been estimated to be as follows:

Buildings	40 years
Site improvements	10-20 years
Parking lots	10 years
Computers and equipment	5 years
Automotive equipment	5 years
Software	3-10 years

When a capital asset no longer contributes to the College's ability to provide services its carry amount is written-down to its residual value.

h) *Expenses*

In the consolidated statement of operations, the College presents its expenses by object, except for Campus services which are presented by function.

Expenses are recognized in the year incurred and are recorded in the applicable function to which they are directly related. The College does not allocate expenses among functions after initial recognition.

i) *Contributed services*

Volunteers contribute an indeterminable number of hours per year to assist the College in carrying out its service delivery activities. Because of the difficulty of determining their fair value, contributed services are not recognized in these consolidated financial statements.

j) *Taxes*

The College uses the taxes payable method to account for all income taxes related to its controlled for-profit entities.

k) *Use of estimates*

The preparation of these consolidated financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, as well as the reported amounts of revenues and expenses during the period. Actual results could differ from these estimates. These estimates are reviewed periodically and, as adjustments become necessary, they are reported in the periods in which they become known. The most significant estimates used in preparing these consolidated financial statements include assumptions used in determining the fair value of investments and interest rate swaps, the allowance for doubtful accounts, the amount of certain accrued liabilities, the estimated useful lives and impairment of tangible capital assets and the assumptions underlying the post-employment benefit liabilities calculations.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

3. Investments

Short-term investments of \$25,275,967 (2018 - \$33,128,280) consist entirely of fixed income securities that will be maturing within a year. Long-term investments consist of the following:

	2019	2018
	\$	\$
Fixed income securities	35,091,015	31,985,303
Equity	1,398,984	1,391,447
	36,489,999	33,376,750

The College's fixed income securities have effective interest rates ranging from 0.75% to 5.68% and maturity dates ranging from April 2019 to December 2021 (2018 - 0.75% to 5.68% and maturity dates ranging from April 2018 to December 2021).

4. Accounts receivable

	2019	2018
	\$	\$
Government of Ontario	5,027,668	9,351,097
Harmonized Sales Tax receivable	1,574,831	1,304,558
Trade	3,239,343	4,418,478
Students	8,202,178	6,397,090
Other	7,534,724	6,161,845
Allowance for doubtful accounts	(2,599,701)	(1,829,618)
	22,979,043	25,803,450

Details on due dates for receivables are as follows:

	2019				
	0-30 days	31-60 days	61-90 days	Over 90 days	Total
	\$	\$	\$	\$	\$
Government of Ontario	5,027,668	-	-	-	5,027,668
Harmonized Sales Tax receivable	1,574,831	-	-	-	1,574,831
Trade	2,491,028	150,220	99,700	498,395	3,239,343
Students	104,487	5,129,214	-	2,968,477	8,202,178
Other	7,528,045	979	653	5,047	7,534,724
Allowance for doubtful accounts	(17,763)	(871,966)	-	(1,709,972)	(2,599,701)
	16,708,296	4,408,447	100,353	1,761,947	22,979,043

	2018				
	0-30 days	31-60 days	61-90 days	Over 90 days	Total
	\$	\$	\$	\$	\$
Government of Ontario	9,351,097	-	-	-	9,351,097
Harmonized Sales Tax receivable	1,304,558	-	-	-	1,304,558
Trade	3,323,366	538,012	217,770	339,330	4,418,478
Students	383,110	3,895,904	-	2,118,076	6,397,090
Other	5,979,542	3,032	1,016	12,402	5,995,992
Allowance for doubtful accounts	(65,129)	(662,304)	-	(936,332)	(1,663,765)
	20,276,544	3,774,644	218,786	1,533,476	25,803,450

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

5. Inventory

	2019	2018
	\$	\$
Bookstore	1,219,535	1,221,525
Food services	286,228	281,620
Publishing centre	20,498	21,649
Hospitality	21,546	19,177
	1,547,807	1,543,971

The amount of inventory expensed during the year is \$14,381,114 (2018 - \$13,597,598).

6. Controlled entities

a) Investment in Algonquin College - Saudi Arabia

Algonquin College - Saudi Arabia is a limited liability company, incorporated on June 26, 2013 under the laws of the Kingdom of Saudi Arabia, as a for-profit entity with an August 31 year-end. It is a subsidiary of Algonquin College of Applied Arts and Technology. The due to Algonquin College - Saudi Arabia is without defined terms of repayment and is non-interest bearing.

	2019	2018
	\$	\$
Investment, beginning of year	-	(1,104,896)
Net loss for the year	-	(2,342,397)
Contribution of capital	-	3,447,293
Investment (liability) before the undemoted	-	-
Due to Algonquin College - Saudi Arabia as at March 31	(257,032)	(514,063)
Net investment (liability), end of year	(257,032)	(514,063)

As at August 31, 2016, Algonquin College - Saudi Arabia terminated the relationship with the Colleges of Excellence in Saudi Arabia. A final settlement agreement was reached in February 2018, and the amount due to Algonquin College - Saudi Arabia represents the remaining value due to the Colleges of Excellence in Saudi Arabia.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

6. Controlled entities (continued)

The financial position of Algonquin College - Saudi Arabia and the results of its operations and its cash flows as at and for the year ended March 31, 2019 is as follows:

	2019	2018
	\$	\$
Financial position		
Assets	257,032	514,063
Liabilities	257,032	514,063
Deficit		
Foreign currency translation adjustment	-	-
Shareholders' equity (deficiency)	-	-
	257,032	514,063
Results of operations		
Revenue	-	-
Expenses	257,031	2,342,397
Net loss	(257,031)	(2,342,397)
Cash flows		
Operating activities	-	(3,021,003)
Capital activities	-	-
Financing activities	-	2,933,230
Net cash outflow	-	(87,773)

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The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

6. Controlled entities (continued)

b) Algonquin College Foundation

The College controls the Algonquin College Foundation by virtue of a Memorandum of Agreement between the two parties. The objectives of the Foundation are to solicit, receive, manage and distribute money and other property to support education at the College. The Foundation was incorporated without share capital on December 4, 1995 under the Ontario Corporations Act and is exempt from income taxes.

The College provides administrative services to the Foundation which includes: financial accounting, human resources, and information systems services. In addition, the College funds the direct operating costs of the Foundation. The total value of these expenses (before offsetting the 1% and 5% fees noted in 7 b)) is \$715,642 (2018 - \$762,214), which includes salaries and benefits of \$525,177 (2018 - \$585,476) and operating costs of \$190,465 (2018 - \$176,739). These expenses are recorded in the College's consolidated financial statements, and are not recorded as expenses in the Foundation's financial statements.

During the year, the College received \$2,381,628 (2018 - \$2,596,490) from the Foundation consisting of:

	2019	2018
	\$	\$
Endowed contributions	603,784	1,026,150
Deferred capital contributions	157,695	21,410
Other restricted contributions	1,620,149	1,548,930
	2,381,628	2,596,490

The summarized assets, liabilities and results of operations for the Foundation for the year ended March 31, 2019 is as follows:

Financial position		
Total assets	262,384	408,862
Liabilities and fund balances		
Accrued liabilities	54,737	150,985
Deferred revenue	9,500	23,935
Fund balances	198,147	233,942
Total liabilities and fund balances	262,384	408,862
Results of operations		
Revenue	2,518,582	2,773,165
Expenses	2,554,377	2,864,902
Deficiency of revenue over expenses	(35,795)	(91,737)
Cash flow		
Operating activities	(145,880)	69,301
Net cash inflow (outflow)	(145,880)	69,301

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

7. Endowment assets

- a) Endowment assets represent funds held or receivable by the College which have been permanently endowed. The carrying value of endowed investments is recorded at fair value.

The endowment assets consist of the following:

Fair value

	2019	2018
	\$	\$
Endowed investments		
Cash equivalents	4,009,519	2,741,493
Fixed income securities	7,941,402	7,458,927
Equities	15,519,000	15,819,995
	27,469,921	26,020,415

Cost

	2019	2018
	\$	\$
Endowed investments		
Cash equivalents	4,007,292	2,739,600
Fixed income securities	7,701,330	7,523,892
Equities	12,386,983	13,637,881
	24,095,605	23,901,373

Endowed investments are managed by investment managers under an investment policy approved by the Board of Governors. The investment policy limits investments to Canadian and foreign equities traded on a public market, Canadian and the United States government bonds, corporate bonds with a minimum credit rating of BBB, and cash equivalents.

The fixed income securities have effective interest rates of 1.0% to 7.35% and maturity dates ranging from May 2019 to December 2043 (2018 - 1.80% to 7.35% and maturity dates ranging from September 2018 to December 2048).

The College regularly reviews endowed investments to determine whether unrealized losses represent temporary changes in fair value or are a result of other than temporary impairments. The consideration of whether an investment is other than temporarily impaired is based on a number of factors which include, but are not limited to, the financial condition of the issuer and the length and magnitude of the unrealized loss and specific credit events.

The College also considers its intent and ability to hold an investment for a sufficient period of time for the value of the unrealized loss to recover.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

7. Endowment assets (continued)

- b) Endowed funds consist of external contributions that either the donor or the College has designated as a permanent endowment. The endowed funds cannot be expended by the College. The annual income earned on the endowed funds may be expended only for the externally restricted purpose specified by the donor or the College. The changes during the year in the Endowment Fund / Assets are as follows:

	2019	2018
	\$	\$
Opening balance	26,020,415	24,395,366
Contributions	652,025	1,091,262
Realized investment income	524,964	1,602,978
Distributions	(982,630)	(932,966)
Net contribution to Endowment Fund	194,359	1,761,274
Change in unrealized gains (losses) due to changes in fair value of endowment assets	1,255,147	(136,225)
Net change in Endowment Fund	1,449,506	1,625,049
Ending balance	27,469,921	26,020,415

The College's endowment policy is to annually distribute investment income equal to 5% of the Endowment Fund's book value at the end of the preceding fiscal year. The policy requires 4% to be distributed as student financial aid and 1% to cover a portion of fundraising expenses. The purpose of this policy is to allow the College to distribute a consistent amount of income from the endowed funds on an annual basis regardless of the investment income actually earned in the fiscal year.

The total value of administrative fees charged by the College, to recover a portion of the costs of fundraising expenses incurred by the College on behalf of the Foundation, for the year was \$233,774 (2018 - \$202,390), which includes:

- 1% of the Endowment Fund's book value (based on the original donation value) at the end of the previous year, which amounts to \$196,506 (2018 - \$185,596); and
- 5% of new major gifts, which amounts to \$31,613 (2018 - \$16,794).
- 8% of new capital campaign donations, which amounts to \$5,655 (2018 - \$80).

As at March 31, 2019, the Endowment Fund / Assets included a balance of \$3,755,820 (2018 - \$4,213,486) which represents the cumulative realized investment income in excess of amounts distributed. The changes during the year are as follows:

	2019	2018
	\$	\$
Amount available for future distribution, beginning of year	4,213,486	3,543,474
Realized investment income	524,964	1,602,978
Amount distributed	(982,630)	(932,966)
Amount available for future distribution, end of year	3,755,820	4,213,486

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

8. Capital assets

			2019
	Cost	Accumulated amortization	Net book value
	\$	\$	\$
Land	6,895,284	-	6,895,284
Buildings	365,333,010	115,643,657	249,689,353
Assets under development	5,980,374	-	5,980,374
Site improvements	40,118,924	19,639,314	20,479,610
Parking lots	926,213	766,152	160,061
Computers and equipment	39,142,884	31,792,282	7,350,602
Automotive equipment	410,476	242,523	167,953
Software	14,057,711	431,479	13,626,232
Works of Art	63,500	-	63,500
	472,928,376	168,515,407	304,412,969

			2018
	Cost	Accumulated amortization	Net book value
	\$	\$	\$
Land	6,895,284	-	6,895,284
Buildings	320,040,687	107,142,479	212,898,208
Assets under development	49,249,281	-	49,249,281
Site improvements	28,518,814	16,909,536	11,609,278
Parking lots	926,213	673,529	252,684
Computers and equipment	57,515,512	49,954,822	7,560,690
Automotive equipment	355,249	212,262	142,987
	463,501,040	174,892,628	288,608,412

Assets under development are comprised of construction in progress and software under development. During the year the College recorded a write-down to software assets of \$3,481,840 (2018 - \$nil).

9. Deferred revenue

Details of the year-end balance are as follows:

	2019	2018
	\$	\$
Student tuition fees	40,458,810	28,667,604
Grant and reimbursements	1,861,636	2,849,243
Contract education services	2,426,089	3,200,231
Student aid	1,188,183	1,277,632
Miscellaneous projects	4,498,761	3,714,746
	50,433,479	39,709,456

Student tuition fees are for academic courses which extend beyond the fiscal year of the College.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

9. Deferred revenue (continued)

Grants and reimbursements are unexpended externally restricted grants to be spent on future specific projects, including improvements and investments in the College's campus facilities, equipment and programs.

Contract education services represent prepayments for courses to be held in future years.

Student aid represents the unexpended donations and interest to be spent on student scholarships and bursaries in future years.

Miscellaneous projects include contributions, deposits and prepayments related to small, miscellaneous activities of the College.

10. Long-term debt and interest rate swaps

a) Long-term debt

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

	2019	2018
	\$	\$
Residence I building loan, bearing interest at prime plus 1.00% maturing in 2025, with average monthly payments of \$96,153	5,825,595	6,491,133
Residence II building loan, bearing interest at prime plus 0.25% maturing in 2027, with average monthly payments of \$122,219	8,952,339	9,775,126
Residence III building loan, bearing interest at prime plus 0.25% maturing in 2029, with monthly payment of \$124,496	10,302,816	11,051,055
Police and Public Safety Institute loan, bearing interest at prime plus 1.00%, maturing in 2025, with average monthly payments of \$35,359 (2018 - \$67,833)	2,164,394	2,415,196
Student Commons loan, bearing interest at 4.008%, maturing in 2037, with semi-annual payments of \$678,301	17,922,659	18,542,234
	45,167,803	48,274,744
Less: current portion	(3,298,244)	(3,106,940)
	41,869,559	45,167,804

Interest is payable on a monthly basis. The principal of the loans is payable as follows:

	\$
2020	3,298,244
2021	3,501,708
2022	3,718,123
2023	3,948,332
2024	4,193,234
Thereafter	26,508,161
	45,167,802

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

10. Long-term debt and interest rate swaps (continued)

b) *Interest rate swaps*

The College has interest rate swap agreements to manage the volatility of interest rates. The College converted a net notional \$59.0 million of floating rate long-term debt relating to the three phases of the Residence and the Police and Public Safety Institute. The fixed rates received under the interest rate swaps range from 5.97% to 6.95%. The maturity dates of the interest rate swaps are the same as the maturity dates of the associated long-term debt, ranging from 2025 to 2029.

The fair value of the interest rate swaps is \$5,279,707 (2018 - \$5,731,931).

11. Employee benefits plans

a) *Pension plan*

Substantially all of the employees of the College are members of the Colleges of Applied Arts and Technology ("CAAT") Pension Plan (the "Plan"), which is a multi-employer defined benefit pension plan available to all eligible employees of the participating members of the CAAT. Plan members will receive benefits based on the length of service and on the average of annualized earnings during the highest five consecutive years prior to retirement, termination, or death. The College makes contributions to the Plan equal to those of the employees. Contribution rates are set by the Plan's governors to ensure the long-term viability of the Plan. Since the Plan is a multi-employer plan, the College's contributions are accounted for as if the plan were a defined contribution plan with the College's contributions being expensed in the period they come due.

Pension assets consist of investment grade securities. Market and credit risk on these securities are managed by the Plan by placing Plan assets in trust and through the Plan investment policy.

Any pension surplus or deficit is a joint responsibility of the members and employers and may affect future contribution rates. The College does not recognize any share of the Plan's pension surplus or deficit as insufficient information is available to identify the College's share of the underlying pension assets and liabilities. The most recent actuarial valuation filed with pension regulators as at January 1, 2019 indicated an actuarial surplus of \$2.6 billion (2018 - \$2.3 billion).

Contributions to the Plan and its associated retirement compensation arrangement made during the year by the College on behalf of its employees amounted to \$16,792,398 (2017 - \$14,477,678) and are included in salaries and benefits in the consolidated statement of operations.

b) *Post-employment benefits*

The College provides extended health care, dental insurance and life insurance benefits to certain of its employees under a multi-employer plan under CAAT. This coverage may be extended to the post-employment period. The most recent actuarial valuation of post-employment benefits was completed by the Plan's Actuary as at January 1, 2017 and was extrapolated for accounting purposes to March 31, 2019.

Variances between actuarial funding estimates and actual experience may be material and any differences are generally to be funded by the participating members. The College recognizes as expense for current services the amount of its required contribution in a given year and the change in the accrued benefit liability in the year.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

11. Employee benefits plans (continued)

b) Post-employment benefits (continued)

The significant actuarial assumptions adopted in estimating the College's accrued benefit liability are as follows:

	2019	2018
	%	%
Discount rate	2.2%	2.6%
Dental benefits cost and premium escalation	4.0%	4.0%
Medical benefits cost escalation		
Hospital and other medical	4.0%	4.0%
Vision/hearing	4.0%	4.0%
Drugs	8.0% in 2019 decreasing to 4.0% by 2040	8.0% in 2018 decreasing to 4.0% by 2034
Medical premium escalation	6.8% in 2019 decreasing to 4.0% by 2040	6.8% in 2018 decreasing to 4.0% by 2034
Expected return on assets	2.2% per annum	2.0% per annum

The composition of the vacation, sick leave and post-employment net asset deficiency is as follows:

	2019	2018
	\$	\$
Post-employment benefits	2,762,170	2,812,535
Vacation	10,970,631	10,488,308
Sick leave	5,505,000	5,678,000
	19,237,801	18,978,843

The employee future benefit liability change for the year ended March 31, 2019 is an increase of \$258,958 (2018 - increase of \$31,301). This amount is comprised of:

	2019	2018
	\$	\$
Current year service cost	433,000	183,000
Interest expense on accrued benefit obligation	178,000	136,000
Amortization of actuarial loss (gain)	(38,000)	30,000
Benefit payments made by the College during the year	(314,042)	(317,699)
	258,958	31,301

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2019

12. Deferred capital contributions

Deferred capital contributions represent the unamortized amount of donations and grants received for the purchase and construction of capital assets. Investment income earned on government contributions received is also included in deferred capital contributions. The amortization of the deferred capital contributions is recorded as revenue in the consolidated statement of operations.

In 2008, the Foundation launched building campaigns to raise \$7 million for the construction of the Algonquin Centre for Construction Excellence (ACCE), \$2.5 million for the expansion of the Pembroke campus, and \$1 million for the expansion of the Perth campus. Total cumulative contributions received up to March 31, 2019 amounted to \$9,650,944 (2018 - \$9,639,966). The campaigns have concluded but collections of outstanding pledged donations are ongoing.

In 2017, the Algonquin College Foundation launched a campaign to raise \$2 million for the construction of the DARE District, for which construction began in 2017 and is scheduled to be substantially complete by April 2018. Total net cumulative contributions received up to March 31, 2019 amounted to \$217,132 (2018 - \$75,970).

DRAFT - SUBJECT TO CHANGE

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

12. Deferred capital contributions (continued)

The changes in the deferred capital contributions balance are as follows:

	2019	2018
	\$	\$
Balance, beginning of year	161,727,635	148,259,857
Less amortization of deferred capital contributions	(7,365,994)	(6,972,816)
Amounts relating to a decrease in deferred capital contributions		
Less prior year over contribution to deferred capital relating to Algonquin Centre for Construction Excellence	-	(341,763)
	154,361,641	140,945,278
Add capital contributions received:		
Industry and Individual contributions		
Pembroke campus relocation	10,978	20,360
DARE District	141,162	50,970
Welding Lab	-	75,000
Government contributions		
Other capital projects	6,082,614	1,142,281
Apprenticeship Enhancement Fund	317,102	2,442,480
Facilities renewal	-	1,462,482
Post Secondary Institutions Strategic Investment Fund	4,092,378	15,057,749
Contributions from the Students' Association	100,000	200,000
Contributions received before donated equipment	10,744,234	20,451,322
Donated equipment	116,432	331,035
	10,860,666	20,782,357
Balance, end of year	165,222,307	161,727,635

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

13. Commitments, guarantees and contingencies

Commitments

The College has committed to make the following future minimum payments under various vehicle, premises rental, equipment leases, and subscription agreements:

	\$
2020	1,338,753
2021	1,153,955
2022	618,334
	3,111,042

Letters of credit

The College is contingently liable under letters of credit amounting to \$653,506 (2018 - \$653,506), which have been issued in the normal course of business.

Guarantees

In the normal course of business, the College has entered into lease agreements for premises and equipment. It is common in such commercial lease transactions for the College, as the lessee, to agree to indemnify the lessor's liabilities that may arise from the use of the leased assets. The maximum amount potentially payable under the foregoing indemnities cannot be reasonably estimated. The College has liability insurance that relates to the indemnifications described above.

Contingencies

The College is involved with pending litigation and claims which arise in the normal course of operations. In the opinion of the administration, any liability that may arise from such contingencies would not have a significant adverse effect on the consolidated financial statements of the College. Please refer to Note 6 a) for additional information regarding Algonquin College - Saudi Arabia.

14. Investment in capital assets

The investment in capital assets consists of the following:

	2019	2018
	\$	\$
Capital assets	304,412,965	288,608,411
Less amounts financed by		
Deferred capital contributions - used (Note 12)	(165,222,308)	(161,727,635)
Long term debt	(45,167,805)	(48,274,744)
	94,022,852	78,606,032

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

14. Investment in capital assets (continued)

The net change in investment in capital assets is calculated as follows:

	2019	2018
	\$	\$
Capital asset additions		
Total additions	34,020,756	38,450,250
Less		
Donated equipment	(116,432)	(331,035)
Additions net of donated equipment	33,904,324	38,119,215
Less		
Building/construction in progress financed with donations	(152,140)	(146,330)
Building/construction in progress financed with contributions from the Students' Association	(100,000)	(200,000)
Other capital assets financed with capital contributions	(10,492,094)	(21,066,991)
Capital assets purchased with College funds	23,160,090	16,705,894
External financing and other		
Decrease in long-term debt	3,106,939	2,927,055
Amortization of deferred capital contributions	7,365,994	6,972,816
Amortization of capital assets	(14,723,321)	(13,287,769)
Write-down of capital assets	(3,492,880)	(13,450)
Amounts relating to a decrease in deferred capital contributions		
Over contribution related to Algonquin Centre for Construction Excellence	-	341,763
Net change in investment in capital assets	15,416,822	13,646,309

15. Capital disclosures

Capital

The College considers its operating capital to consist of long-term debt including the interest rate swaps, net assets invested in capital assets, internally restricted net assets, and unrestricted net assets. The College's overall objective for its capital is to fund capital assets, future projects, and ongoing operations. The College manages its capital by appropriating amounts to internally restricted net assets for anticipated future projects, contingencies, and other capital requirements as disclosed below.

The College also considers its endowments, as disclosed in Note 7 as part of its capital. The College's objective with regard to endowments is to grow the endowment principal and maximize investment income to increase funding for student aid.

The College may not incur an accumulated deficit without the approval of the Minister of Advanced Education and Skills Development of Ontario. The College would be required to eliminate any accumulated deficit within a prescribed period of time.

The College is not subject to any other externally imposed capital requirements and its approach to capital management remains unchanged from the prior year.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

15. Capital disclosures (continued)

Internally restricted net assets

Internally restricted net assets are funds restricted by the College for future projects to improve and invest in the College's campus facilities, information systems, equipment, programs, student aid, and employee retraining.

Internally restricted net assets consist of the following:

	\$	\$
Appropriations	100,000	100,000
Specific reserves		
Other projects and initiatives	28,736,411	27,215,089
Campus Services reserve fund	4,960,500	5,208,589
Contingency reserve fund	9,760,000	8,890,000
Employment stabilization funds	575,566	569,893
Reserve fund		
Future capital expansion	28,855,748	31,202,189
Balance, end of year	72,988,225	73,185,760

16. Financial instruments

Interest rate risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The College is exposed to interest rate risk with respect to its interest-bearing investments, long-term debt and interest rate swaps.

As at March 31, 2019, a 1% increase in nominal interest rates would result in a decline of investments of approximately \$924,539 (2018 - \$970,843) and an appreciation of the interest rate swap's fair value of approximately \$1,253,862 (2018 - \$1,510,759). Conversely, a 1% decrease in nominal interest rates would result in an increase of investments of approximately \$969,273 (2018 - \$1,004,018), and a decrease of the interest rate swap's fair value of approximately \$1,331,573 (2018 - \$1,613,622). These amounts do not include other variables such as convexity.

Price risk

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices (other than those arising from interest rate risk or currency risk), whether those changes are caused by factors specific to the individual financial instrument or its issuer, or factors affecting all similar financial instruments traded in the market. The College is exposed to price risk with respect to its equity investments.

As at March 31, 2019, a 5% increase in price would result in an increase of endowment assets of approximately \$775,950 (2018 - \$791,000).

Currency risk

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The College believes that it is not exposed to significant currency risks arising from its financial instruments.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

16. Financial instruments (continued)

Credit risk

Credit risk arises from the potential that a counterparty to an investment will fail to perform its obligations. The College is exposed to credit risk on its accounts receivable and its investments. The maximum exposure to credit risk is the carrying value reported in the consolidated statement of financial position. Credit exposure is minimized by dealing mostly with creditworthy counterparties such as government agencies and public companies. The College also enforces approved collection policies for student accounts.

Concentrations of accounts receivable are described in Note 4. Credit risk on endowment investments is also mitigated by the College's investment policy as described in Note 7. Primary credit portfolio concentrations on investments are detailed in Notes 3 and 7.

Liquidity risk

Liquidity risk is the risk that the College will not be able to meet all cash flow obligations as they come due. The College mitigates this risk by monitoring cash activities and expected outflows through extensive budgeting and cash flow analysis. The College has the following financial liabilities as at March 31, 2019:

	Net book value	2020	2021	2022 and after
	\$	\$	\$	\$
Accounts payable and accrued liabilities	37,075,033	37,075,033	-	-
Accrued salaries and employee deduction payable	9,766,716	9,766,716	-	-
Long-term debt	45,167,801	3,298,244	3,501,708	38,367,849
Interest rate swaps	5,279,707	-	-	5,279,707
	<u>97,289,257</u>	<u>50,139,993</u>	<u>3,501,708</u>	<u>43,647,556</u>

The College is also exposed to liquidity risk in relation to its commitments as disclosed in Note 13.

Fair values

The carrying values of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities, accrued salaries and employee deductions payable, approximate their fair value due to the relatively short periods to maturity of the instruments.

The carrying value of long-term debt including the interest rate swaps approximates fair value.

Fair value hierarchy

Financial instruments are grouped into Levels 1 to 3 based on the degree to which fair value is observable:

- Level 1 fair value measurements are those derived from quoted prices (unadjusted) in active markets for identical assets or liabilities;
- Level 2 fair value measurements are those derived from inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e., as prices) or indirectly (i.e., derived from prices); and
- Level 3 fair value measurements are those derived from valuation techniques that include inputs for the asset or liability that are not based on observable market data (unobservable inputs).

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

16. Financial instruments (continued)

Fair value hierarchy (continued)

The fair value hierarchy requires the use of observable market inputs whenever such inputs exist. A financial instrument is classified to the lowest level of the hierarchy for which a significant input has been considered in measuring fair value.

The following table presents the financial instruments recorded at fair value in the consolidated statement of financial position, classified using the fair value hierarchy described above:

				2019
	Level 1	Level 2	Level 3	Total
	\$	\$	\$	\$
Cash and cash equivalents	82,237,781	-	-	82,237,781
Short-term investments	-	25,275,967	-	25,275,967
Long-term investments	1,398,984	35,091,015	-	36,489,999
Endowment assets	19,528,519	7,941,402	-	27,469,921
Interest rate swaps	-	5,279,707	-	5,279,707
	103,165,284	73,588,091	-	176,753,375

				2018
	Level 1	Level 2	Level 3	Total
	\$	\$	\$	\$
Cash and cash equivalents	55,203,492	-	-	55,203,492
Short-term investments	-	33,128,280	-	33,128,280
Long-term investments	1,433,527	31,943,223	-	33,376,750
Endowment assets	18,561,488	7,458,927	-	26,020,415
Interest rate swaps	-	5,731,931	-	5,731,931
	75,198,507	78,262,361	-	153,460,868

17. Changes in non-cash operating working capital items

	2019	2018
	\$	\$
Decrease (increase) in accounts receivable	2,824,406	(7,886,781)
Increase in inventory	(3,836)	(16,582)
Decrease (increase) in prepaid expenses	343,459	(653,836)
Increase in accounts payable and accrued liabilities	8,044,610	4,118,372
Increase (decrease) in accrued salaries and employee deduction payable	(241,897)	717,192
Increase in deferred revenue	10,724,023	7,453,192
	21,690,765	3,731,557

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2019

18. Subsequent event

Subsequent to year-end the College sold vacant land (720–740 March Road, Kanata, Ontario) with a net book value of \$1,524,658. The estimated gain on the sale of \$2,347,000 will be reflected in the College's March 31, 2020 consolidated financial statements.

19. Comparative figures

Certain comparative figures have been reclassified to conform with the current year's presentation.

DRAFT - SUBJECT TO CHANGE

The Algonquin College of Applied Arts and Technology

Supplementary information - Revenue - Schedule A
year ended March 31, 2019

	2019	2018
	\$	\$
Grants and reimbursements:		
Post secondary activity	109,229,936	104,061,145
Apprentice programs	5,403,404	4,677,139
Special bursaries	1,702,345	1,734,162
	116,335,685	110,472,446
Student tuition fees:		
Full-time post secondary	121,246,677	95,946,275
Full-time non-funded	1,749,768	1,801,425
Part-time	12,212,232	12,010,021
Adult training	1,060,258	890,707
Student information technology fees	7,645,258	6,902,868
	143,914,193	117,551,296
Contract educational services:		
Provincially funded programs	20,615,705	19,975,766
International programs	2,022,152	1,767,199
Corporate and other programs	17,659,042	16,588,979
	40,296,899	38,331,944
Campus services operations (Schedule B)	37,188,621	34,192,309
Other:		
Early Learning Centre	1,064,470	1,009,719
Student ancillary fees	6,447,576	5,647,688
Investment income	2,084,036	759,832
Foreign currency translation adjustment	-	-
Miscellaneous	14,134,014	12,390,396
	23,730,096	19,807,635
Amortization of deferred capital contributions (Note 12)	7,365,994	6,972,816
Total revenue	368,831,489	327,328,446

The Algonquin College of Applied Arts and Technology

Supplementary information - Campus Services operations summary - Schedule B
as at March 31, 2019

	2019							
	Gross revenue	Internal revenue	Net revenue	Expenses	Internal expenses	Net expenses	Contribution including internal transactions	Contribution net of internal transactions
	\$	\$	\$	\$	\$	\$	\$	\$
Food services	10,309,973	(538,875)	9,771,098	10,089,096	(538,875)	9,550,221	220,877	220,877
Bookstore	15,802,006	(4,456,950)	11,345,056	14,626,067	(4,456,950)	10,169,117	1,175,939	1,175,939
Parking and lockers	5,566,801	(80,288)	5,486,514	1,835,775	(26,477)	1,809,298	3,731,027	3,677,217
Publishing centre	1,877,608	(1,787,643)	89,965	1,530,735	(1,457,391)	73,344	346,872	16,620
Residence	10,339,936	-	10,339,936	8,342,155	-	8,342,155	1,997,781	1,997,781
Director's office	156,052	-	156,052	659,788	-	659,788	(503,736)	(503,736)
Overhead allocation	-	-	-	-	(1,791,077)	(1,791,077)	-	1,791,077
Total	44,052,376	(6,863,756)	37,188,621	37,083,617	(8,270,769)	28,812,847	6,968,760	8,375,774

	2018							
	Gross revenue	Internal revenue	Net revenue	Expenses	Internal expenses	Net expenses	Contribution including internal transactions	Contribution net of internal transactions
	\$	\$	\$	\$	\$	\$	\$	\$
Food services	9,218,559	(533,136)	8,685,423	9,470,800	(533,136)	8,937,665	(252,241)	(252,241)
Bookstore	14,347,373	(3,814,433)	10,532,940	13,774,973	(3,814,433)	9,960,540	572,400	572,400
Parking and lockers	4,796,805	(462,390)	4,334,414	1,379,587	(132,986)	1,246,601	3,417,218	3,087,814
Publishing centre	1,698,248	(1,609,301)	88,947	1,468,452	(1,391,541)	76,911	229,796	12,036
Residence	10,382,807	-	10,382,807	7,786,937	-	7,786,937	2,595,870	2,595,870
Director's office	167,777	-	167,777	612,658	-	612,658	(444,881)	(444,881)
Overhead allocation	-	-	-	-	(1,715,900)	(1,715,900)	-	1,715,900
Total	40,611,569	(6,419,260)	34,192,308	34,493,407	(7,587,995)	26,905,411	6,118,162	7,286,897

See accompanying notes to the consolidated financial statements.

Financial statements of
The Algonquin College Foundation

March 31, 2019

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Statement of operations and changes in fund balances	4
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Independent Auditor's Report

To the Members of The Algonquin College Foundation

Opinion

We have audited the financial statements of The Algonquin College Foundation ("the Foundation"), which comprise the statement of financial position as at March 31, 2019, and the statements of operations and changes in fund balances and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Foundation as at March 31, 2019, and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Foundation in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Matter

The financial statements of The Algonquin College Foundation for the year ended March 31, 2018 were audited by another auditor who expressed an unmodified opinion on those financial statements on June 7, 2018.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Foundation's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Foundation or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Foundation's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Independent Auditor's Report (continued)

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Foundation's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Foundation to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

BDO Canada LLP
Chartered Professional Accountants, Licensed Public Accountants

Mississauga, Ontario
[Report Date]

The Algonquin College Foundation

Statement of financial position

As at March 31, 2019

	Notes	2019	2018
		\$	\$
Assets			
Cash		261,662	407,542
Prepaid expenses		722	1,320
		262,384	408,862
Liabilities			
Accrued liabilities		54,737	150,985
Deferred revenue		9,500	23,935
		64,237	174,920
Fund balances			
Restricted	5	198,147	233,942
		262,384	408,862

The accompanying notes are an integral part of the financial statements.

On behalf of the Board

_____, Director

_____, Director

The Algonquin College Foundation

Statement of operations and changes in fund balances

Year ended March 31, 2019

Notes	Restricted fund		Endowment fund		Capital fund		Total	
	2019	2018	2019	2018	2019	2018	2019	2018
	\$	\$	\$	\$	\$	\$	\$	\$
Revenue								
Donations	555,259	619,077	603,784	1,026,150	258,725	142,434	1,417,768	1,787,661
Lotteries	29,885	26,950	—	—	—	—	29,885	26,950
Alumni	93,662	110,306	—	—	—	—	93,662	110,306
Bursary Golf Tournament	65,780	77,635	—	—	—	—	65,780	77,635
Girls' Night Out	-	31,415	—	—	—	—	—	31,415
Donations-in-kind	345,382	418,742	—	—	—	—	345,382	418,742
Special projects	566,105	320,456	—	—	—	—	566,105	320,456
	1,656,073	1,604,581	603,784	1,026,150	258,725	142,434	2,518,582	2,773,165
Direct fundraising expenses								
Lotteries	15,862	15,050	—	—	—	—	15,862	15,050
Alumni	128,300	201,225	—	—	—	—	128,300	201,225
Bursary Golf Tournament	27,557	41,568	—	—	—	—	27,557	41,568
Girls' Night Out	-	10,569	—	—	—	—	—	10,569
Capital campaigns	-	—	—	—	1,030	—	1,030	—
	171,719	268,412	—	—	1,030	-	172,749	268,412
Excess of revenue over expenses before disbursements	1,484,354	1,336,169	603,784	1,026,150	257,695	142,434	2,345,833	2,504,753
Disbursements to The Algonquin College of Applied Arts and Technology	3							
	1,520,149	1,427,906	603,784	1,026,150	257,695	142,434	2,381,628	2,596,490
Excess (deficiency) of revenue over expenses and disbursements	(35,795)	(91,737)	—	—	—	—	(35,795)	(91,737)
Balance, beginning of year	233,942	325,679	—	—	—	—	233,942	325,679
Balance, end of year	198,147	233,942	—	—	—	—	198,147	233,942

The accompanying notes are an integral part of the financial statements.

The Algonquin College Foundation

Statement of cash flows

Year ended March 31, 2019

	2019	2018
	\$	\$
Operations		
Excess of revenue over expenses and disbursements	(35,795)	(91,737)
Changes in non-cash working capital		
Increase (decrease) in deferred revenue	(14,435)	23,935
Increase (decrease) in accrued liabilities	(96,248)	136,605
Decrease in prepaid expenses	598	498
	(145,880)	69,301
Cash, beginning of year	407,542	338,241
Cash, end of year	261,662	407,542

The accompanying notes are an integral part of the financial statements.

1. Description of the Foundation

The Algonquin College Foundation (the "Foundation") was incorporated without share capital on December 4, 1995 under the Ontario Corporations Act. The Foundation was established to receive and maintain a fund or funds and to apply all or part of the income and capital therefrom, from time to time, to the benefit of The Algonquin College of Applied Arts and Technology (the "College").

The Foundation is a registered charity under the Income Tax Act and as such is exempt from income taxes and may issue charitable donation receipts.

2. Significant accounting policies

The financial statements have been prepared in accordance with Canadian public sector accounting standards for government not-for-profit organizations and include the following significant accounting policies:

(a) Fund accounting

The accounts of the Foundation are maintained in accordance with the principles of fund accounting. Resources received and expended are classified for accounting and reporting purposes into funds according to objectives specified externally by donors or internally by the Board.

(i) Restricted fund

The restricted fund includes those resources to be used for the ultimate benefit of the College as specified externally by donors or internally by the Board (Notes 3, 5).

(ii) Endowment fund

The endowment fund includes those resources for which the donor has stipulated that the funds be maintained permanently (Note 3).

(iii) Capital fund

The capital fund includes those resources to be used for funding of the expansion of The Algonquin College of Applied Arts and Technology.

The College administers the restricted, endowment and capital funds on behalf of the Foundation.

(b) Revenue recognition

The Foundation follows the restricted fund method of accounting for contribution revenue. Donations are recorded as revenue when cash is received.

Designated donations are recorded as revenue of the restricted fund, the endowment fund or the capital fund.

Investment income is recognized as revenue of the fund in which the investment is held when earned.

Other sources of revenue are recorded on the accrual basis of accounting.

(c) Donations-in-kind

Donations of materials and services are recorded at fair value when received.

2. Significant accounting policies (continued)

Use of estimates

The preparation of financial statements in conformity with Canadian public sector accounting standards for government not-for-profit organization requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the period. The most significant estimate used in the preparation of these financial statements is the fair value of donations in-kind. Actual results could differ from these estimates. These estimates are reviewed periodically, and, as adjustments become necessary, they are reported in revenues in the year in which they become known.

Expenses

Expenses are recorded on the accrual basis of accounting.

Cash

Cash is recorded at fair value and is a Level 1 hierarchy.

3. Related party transactions

The Foundation is controlled by The Algonquin College of Applied Arts and Technology (the "College") by virtue of a Memorandum of agreement between the two parties.

Externally restricted endowment contributions received by the Foundation for the benefit of the College are transferred to the College. The College is responsible for the preservation of the related endowments, the investment of the funds and the distribution the income thereon. In 2019, the Foundation collected and transferred Endowment contributions of \$603,784 (\$1,026,150 in 2018) to the College.

The College provides administrative services to the Foundation which includes: financial accounting, human resources, and information systems services. In addition, the College funds the direct operating costs of the Foundation. The total value of the expenses for the year is \$715,642 (\$762,214 in 2018), which includes salaries and benefits of \$525,177 (\$585,476 in 2018) and operating costs of \$190,465 (\$176,739 in 2018). The College does not charge these expenses to the Foundation and, as such, no related expenses are recorded in the Foundation's financial statements.

The College assesses administrative fees to recover a portion of the costs of fundraising expenses incurred by the College on behalf of the Foundation at the following pre-determined rates:

- 1% of the Endowment Fund's book value (based on the original donation value) at the end of the previous year, which amounts to \$196,506 (\$185,596 in 2018);
- 5% of new major gifts which amounts to \$31,613 (\$16,714 in 2018); and,
- 8% of new capital campaign donations, which amounts to \$5,655 (\$80 in 2018).

The total value of these administrative fees charged by the College during the year was \$233,774 (\$202,390 in 2018). Excess amounts of revenue over expenses of the Foundation are disbursed to the College and the College deducts this administrative charge from these funds.

4. Capital campaigns

In 2008, the Foundation launched building campaigns to raise funds for various capital projects on the College's three campuses. The following amounts have been raised by the Foundation up to March 31, 2019:

	Donations received during the year	Donations received in prior years	Outstanding pledges	Total 2019	Total 2018
	\$	\$	\$	\$	\$
Constructing our Future Capital Campaign	100,000	6,992,589	12,857	7,105,446	7,196,446
Pembroke expansion	11,058	2,214,365	202,000	2,427,423	2,427,839
Perth expansion	-	554,036	-	554,036	554,036
DARE District Capital Campaign	146,637	76,050	98,554	321,241	76,050
	257,695	9,837,040	313,411	10,408,146	10,254,371

5. Restricted fund balance

Funds restricted by the Foundation for future initiatives.

	2019	2018
	\$	\$
Alumni relations	197,541	232,178
Other	606	1,764
	198,147	233,942

6. Subsequent Event

Subsequent to year-end, The Board of Governors of The College passed resolutions to terminate the Memorandum of Agreement between the College and the Foundation and to wind up the operations of the Foundation. Prior to the wind up, the Foundation's net assets will be transferred to the College.

Financial statements of
2364193 Ontario Inc.

March 31, 2019

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Statement of financial position	3
Statement of operations and accumulated surplus	4
Statement of cash flows	5
Notes to the financial statements	6

Independent Auditor's Report

To the Board of Directors of 2364193 Ontario Inc.

Opinion

We have audited the financial statements of 2364193 Ontario Inc. ("the Company"), which comprise the statement of financial position as at March 31, 2019, and the statements of operations and accumulated surplus and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Company as at March 31, 2019, and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Company in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Matter

The financial statements of 2364193 Ontario Inc. for the year ended March 31, 2018 were audited by another auditor who expressed an unmodified opinion on those financial statements on June 11, 2018.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Company or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Company's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Independent Auditor's Report

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Company to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

BDO Canada LLP
Chartered Professional Accountants, Licensed Public Accountants

Mississauga, Ontario
[Report Date]

2364193 Ontario Inc.

Statement of financial position as at March 31, 2019

	2019	2018
	\$	\$
Assets		
Current Assets		
Due from Algonquin College	100	100
	100	100
Liabilities		
Current liabilities		
Due to Algonquin College	-	-
	-	-
Net debt and accumulated deficit	100	100
Consists of:		
Unrestricted (deficiency)	-	-
Share capital (Note 3)	100	100
	100	100

Approved by the Board of Directors

_____ Director

_____ Director

2364193 Ontario Inc.

Statement of operations and accumulated surplus year ended March 31, 2019

	Budget	2019	2018
	\$	\$	\$
Revenue	-	-	-
Expenses			
Professional fees	-	-	3,300
Miscellaneous expenses	-	-	-
	-	-	3,300
Operating deficit	-	-	(3,300)
Foregiveness of debt due to Algonquin College		-	34,514
Suplus (deficit)			31,214
Accumulated deficit, beginning of year	-	-	(31,214)
Accumulated deficit, end of year	-	-	-

The accompanying notes are an integral part of the financial statements.

2364193 Ontario Inc.

Statement of cash flows year ended March 31, 2019

	2019	2018
	\$	\$
Operating activities		
Surplus (deficit)	-	31,214
Variations in statement of financial position:	-	-
Increase in due from Algonquin College	-	(100)
Increase (decrease) in due to Algonquin College	-	(31,114)
Increase in cash	-	-
Cash, beginning of year	-	-
Cash, end of year	-	-

2364193 Ontario Inc.

Notes to the financial statements

March 31, 2019

1. Description of the organization

Authorities

2364193 Ontario Inc. (the "Company") was incorporated in March 2013 under the laws of the Province of Ontario. Its purpose is to hold a 5% interest in Algonquin College - Saudi Arabia, which provided post-secondary education in the Kingdom of Saudi Arabia; the remaining interest in Algonquin College Saudi - Arabia is held by the Algonquin College of Applied Arts and Technology (the "College").

The Company is subject to income taxes under the provisions of the Income Tax Act.

2. Significant accounting policies

Basis of presentation

The Company's share capital is controlled by the College. The Company is deemed another government organization per the Introduction to Public Sector Accounting Standards ("PSAS") and has elected to prepare these financial statements in accordance with Canadian PSAS. The Company's significant accounting policies are as follows:

Revenue

Investment income is recorded on the accrual basis of accounting.

Expenses

Expenses are recorded on the accrual basis of accounting.

Investment in Algonquin College Saudi Arabia

The Company's investment in Algonquin College - Saudi Arabia was fully written-down in a prior year.

Financial instruments

The Company's financial instruments consist of due from Algonquin College. All financial instruments are carried at amortized cost.

Unless otherwise noted, it is management's opinion that the Company is not exposed to significant interest, currency or credit risk arising from this financial instrument. Unless otherwise disclosed in these financial statements, management estimates that the carrying values of the financial instruments approximate their fair value due to their short-term maturity.

Income taxes

The Company has unused income tax losses of \$35,086 (2019 - loss of \$35,086) is available for future years.

Measurement uncertainty

The preparation of financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, revenues and expenses reported in the financial statements. At the time of preparation of these financial statements, management believes that its estimates and assumptions, as well as those provided by others, to be reasonable. However, actual results may differ from these estimates. Therefore, estimates and assumptions are reviewed periodically and, as adjustments become necessary, they are recorded in the financial statements in the year they become known.

2364193 Ontario Inc.

Notes to the financial statements

March 31, 2019

3. Share capital

The Company is authorized to issue an unlimited number of common shares. As at March 31, 2019, 100 shares were issued at a nominal value of \$1 each.

DRAFT

Management Discussion and Analysis

2018-2019



Management Discussion and Analysis Overview

The following Management Discussion and Analysis report is intended to give context to the results of operations and the financial health of Algonquin College. The report is provided as a supplement to the College's audited financial statements and accompanying notes.

The report is an overview of the financial results achieved in the fiscal year ending March 31, 2019, and offers a detailed discussion and analysis of the following:

1. Operating Environment
2. Financial Results
3. Net Assets
4. Capital Planning
5. Areas of Financial Risk

Operating Environment

Algonquin College marked its 50th anniversary in 2017, as well as the implementation of a new strategic plan, 50+5. Over the past decade, Algonquin has continued to carefully manage operations and to build restricted net assets to invest in the continued success of students.

In 2017, the Ministry of Training, Colleges and Universities announced a new funding formula for the college sector. The new corridor funding formula provides stability in terms of budgeting and forecasting, and is not driven by enrolment growth. The results of this change have yet to be fully realized. However, government grant revenue is expected to remain relatively flat while expenditures will continue to increase with inflation. Therefore, the college sector will continue to experience financial pressures.

On January 1, 2018, the first amendments (Bill 148) to the Employment Standards Act in Ontario came into effect. The impacts of the increase to the provincial minimum wage and some initial changes to part-time compensation for statutory holidays affected the 2017-2018 financial results. On October 23, 2018, the Ontario government introduced Bill 47, Making Ontario Open for Business Act, 2018, which repealed many of the initiatives of Bill 148. After implementing Bill 148 earlier in the year, the College determined that they would honour the changes and commitments made to our employees and would not roll back the salaries and benefits afforded under Bill 148 to part-time staff and faculty.

On January 17, 2019, the Ontario government announced a 10% reduction in student tuition fees for all colleges and universities for the 2019-2020 academic year, and then be frozen for the following year. Further changes were also announced to student ancillary fees, making a

number of fees optional for students, as well as changes to the Ontario Student Assistance Program (OSAP). While these changes did not impact the 2018-2019 fiscal year results, they will have significant impacts on the College's operating budget in 2019-2020.

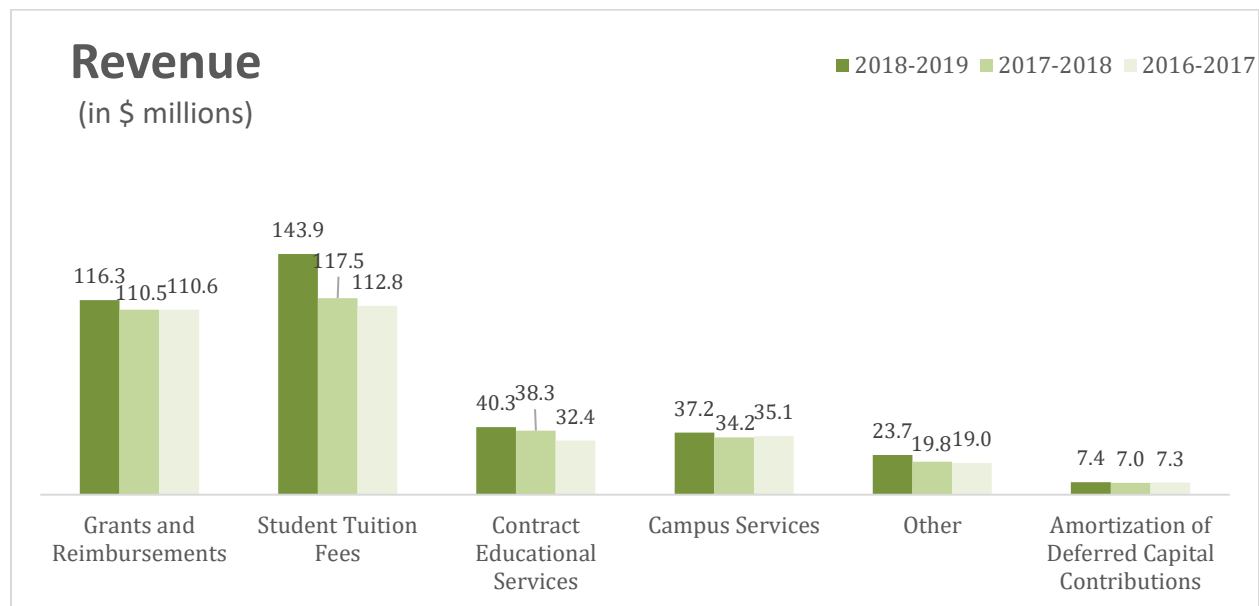
As at March 31, 2019, Algonquin has internally restricted net assets of \$73.0 million. College management anticipates that the goals set out in the strategic plan and annual business plans are achievable through careful budgeting and the prudent use of these funds.

Financial Results

In the fiscal year ended March 31, 2019, the College realized an operating surplus of \$15 million compared to a budgeted \$5.5 million deficit. The \$20.5 million positive variance is primarily due to an overestimation of the impacts of Bill 148 of approximately \$10 million, and significant enrolment growth for both domestic and international students. A portion of this surplus will be used to fund some of the College’s Strategic Investment Priorities pending approval by the Board of Governors. This balance has been added to the College’s restricted net assets to fund future investments. These reserves will be instrumental in addressing the risks and challenges facing the College. More information on these challenges can be found on page 12 under the section Areas of Financial Risk.

Revenues

For the year ended March 31, 2019, the College recorded \$368.8 million in revenues representing an increase of \$41.5 million (12.7%) over the prior year. Detailed explanations of this increase follow in this report.



Grants and Reimbursements

The College operating grant from the Ontario Ministry of Training, Colleges and Universities has remained relatively stable for the past three years. This trend is expected to continue as the college sector has moved to a corridor funding model, though the impacts of Strategic Mandate Agreement 3, which is currently in discussions with the Ministry, are currently unknown. The increase in grants and reimbursements in 2018-2019 was due to a one-time \$4 million Supporting Quality Programs and Student Outcomes grant, as well as a one-time increase in the College Equipment Renewal Fund and the Facilities Renewal Grant. Apprenticeship funding increased slightly in 2018-2019 by \$726,000 over 2017-2018, however, the 2017-2018 funding was negatively affected by the five-week work stoppage.

Student Tuition Fees

Student tuition fees increased by \$26.4 million in 2018-2019 over 2017-2018. This increase was driven primarily by a \$10.8 million increase in international student premiums over the prior year. Full-time post-secondary tuition fees also increased by \$14.5 million due to an overall 9.3% increase in enrolment over 2017-2018 and a budgeted 3% increase in tuition costs. Student information technology fees were also higher in 2018-2019 by \$742,000 due to the increase in enrolment growth over the prior year.

Contract Educational Services

Contract educational services experienced \$2.0 million increase in revenues in 2018-2019. The largest contributor to this increase included a one-time \$2.5 million contract from the provincial government for the Green House Gas Campus Retrofit Program. Other revenue increases included a \$936,000 increase in collaborative programs, a \$395,000 increase in Corporate Training programs, and \$255,000 in international offshore contract revenue. These increases were offset by a \$1.0 million decrease in E-Campus contract funding, a \$900,000 decrease in the School-College Work Initiative funding, and a \$300,000 decrease in Second Career contract funding.

Campus Services

Campus Services revenues increased by \$3.0 million over 2018-2019. The 2017-2018 revenues reported by Campus Services were significantly impacted by the five-week Academic work stoppage. The recovery of these revenues in addition to the enrolment growth in 2018-2019 resulted in a \$1.1 million increase in Food Services revenues, \$812,000 increase in Bookstore revenues, and \$1.1 million in Parking Services revenues.

Other

Other revenues consists of a variety of revenue sources such as student application fees, international student insurance premiums, distance education hosting fees, HST and other

tax adjustments and rebates from the College’s corporate credit card program. These revenues increased by \$3.9 million in 2018-2019.

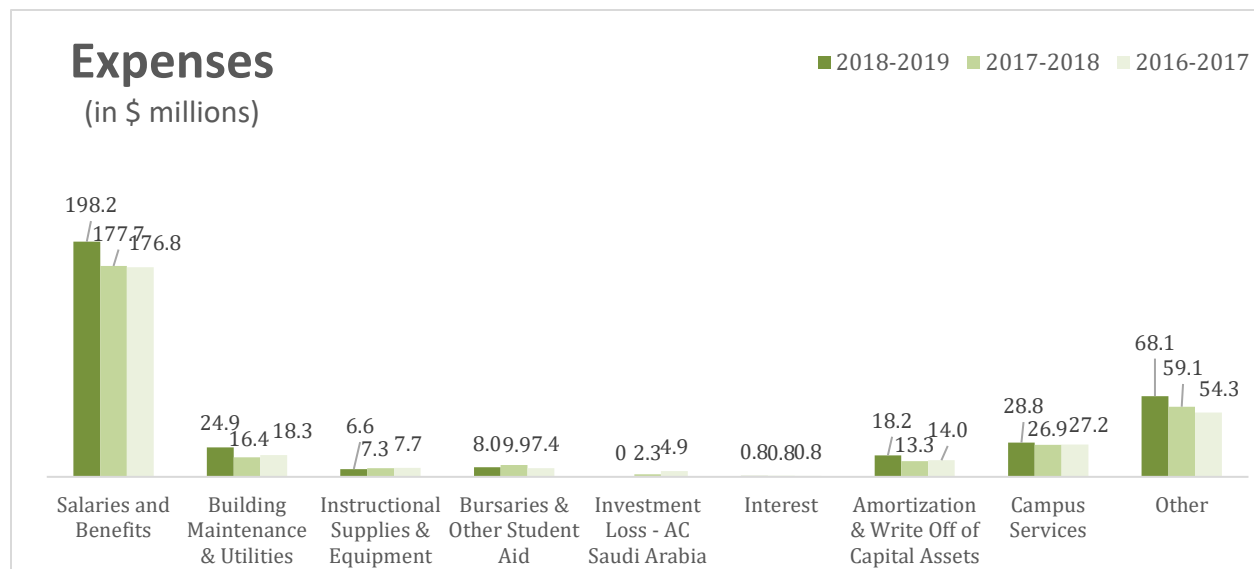
The number of International students at Algonquin surpassed fiscal year targets. International student activity accounted for \$1.5 million of the revenue increase in international insurance premiums (a new process in 2017-2018). Investment income increased by \$1.3 million year over year due an adjustment in 2017-2018, which had a lowered investment income in that year. An increase in student ancillary fees of \$800,000 over 2017-2018 was the other major contributor to the increase in other revenues as a result of the significant increase in both international and domestic student enrolments over 2017-2018.

Amortization of Deferred Capital Contributions

Amortization of deferred capital contributions increased by \$393,000 from 2017-2018. This increase was primarily the result of the completion of the DARE District in 2018-2019.

Expenses

For the fiscal year ending March 31, 2019, the College recorded \$353.6 million in expenses, representing an increase of \$39.8 million (12.7%) over the prior year.



Salaries and Benefits

Salaries and benefits represent the largest expense category for the College. In 2018-2019 the College spent \$198.2 million on salaries and benefits, an increase of \$20.5 million over 2017-2018.

The College realized an increase in salaries and benefits of \$10.3 million due to the changes in the Employment Standards Act (Bill 148) which came into effect in April 2018. Despite the repeal of many of the changes by the incoming provincial government in October 2018, the College maintained the increases put into effect earlier in the year. Additionally, \$7.5 million of the \$21.9 million year over year increase was due to lower than anticipated salaries in 2017-2018 as a result of the five-week academic work stoppage. In December 2018, College management announced a voluntary retirement incentive program for all staff and faculty. The execution of the voluntary retirement incentive program resulted in a one-time \$3.6 million cost which is reflected in 2018-2019 salaries and benefits.

Building Maintenance and Utilities

Building maintenance and utilities expenditures increased by \$8.6 million in 2018-2019. Expenditures related to ESCO2 energy savings increased by \$2.0 million from 2017-2018 due to the completion of the work on second co-generation engine. A five-year re-roofing plan was also implemented in 2018-2019, with \$2.0 million in roofing expenses. An additional \$4 million was invested in replacement of aging infrastructure required to support our thermal network.

Instructional Supplies and Equipment

Instructional supplies and equipment expenditures decreased by \$713,000 from the prior year. Reductions in expenditures were mainly seen in contract activity. Youth Job Connect direct supports were reduced by \$240,000 from 2017-2018, Information Technology small equipment purchases were \$455,000 less than the previous year.

Bursaries and Other Student Aid

Bursaries and other student aid disbursements decreased by \$2.0 million in 2018-2019. 2017-2018 disbursements of student aid were higher than normal as a result of a \$1.1 million in additional student aid released by the College to support students impacted as a result of the five-week academic work stoppage. 2018-2019 also saw \$824,000 in lower than expected expenditures in Student Access Guarantee Bursaries and the College Student Employment Program.

Interest

Interest expense continues to remain constant. College management continues to make regular payments on long term debt and did not assume any additional debt in 2018-2019.

Campus Services

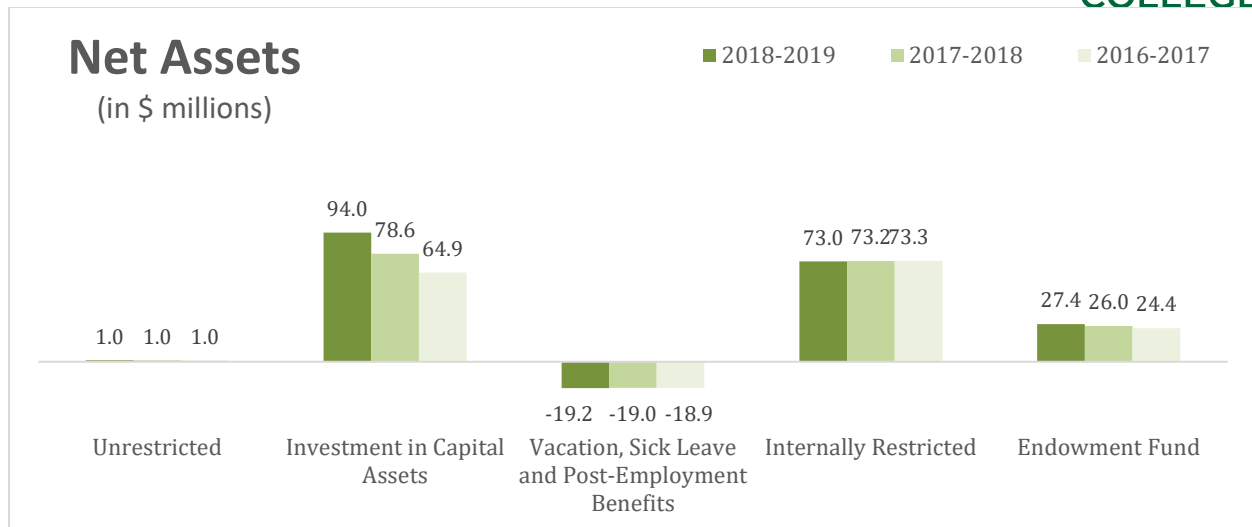
Campus Services expenses increased by \$1.9 million over the prior year. Food Services, and the Bookstore saw significantly lower expenses in 2017-2018 due to the five-week Academic work stoppage. Expenses in these areas increased by \$613,000 and \$208,000 respectively. Residence and Parking Services expenses increased by \$555,000 and \$563,000 over the previous year due to increased strategic investment priorities project spending.

Other Expenses

Other expenses increased by \$9.0 million in 2018-2019 over 2017-2018. Significant changes include a \$1.4 million increase in contract services attributable to the data breaches and cyber security responses. Small dollar, equipment expenses increased by \$5.4 million over the previous year, primarily the result of information technology renewal projects (\$2.0 million), \$1.2 million in classroom equipment refreshes, and \$390,000 in equipment for the DARE District. Administrative furniture expenses increased by \$2.1 million for one-time projects, including \$1.2 million for the DARE District, and \$464,000 for Student Central. Referral fees for international student recruitment increased by \$1.0 million over 2017-2018 supporting the year over year international student enrolment growth of 39%.

Net Assets

The College's net asset balance is an important indicator of financial health. The College's net assets increased by \$16.4 million in 2018-2019.



Major changes to net assets in 2018-2019 were the result of the College’s investment in capital assets:

- Completion of construction of the DARE District,
- The implementation of Workday™, and
- Student Central.

All of these contributed to the College’s increase in investment in capital assets in fiscal year 2018-2019.

Capital Planning

The College continues to invest significantly in major capital projects to increase the capacity of the College, enhance the learning experience for students, and to continually improve internal processes. The College spent \$32.4 million on major capital projects in 2018-2019. The following outlines the progress made on major capital projects during the fiscal year:

Energy Service Company Project (ESCO2)

During 2018-2019, work on phase four of this project continued with a focus on the installation of the underground thermal network pipeline. \$5.9 million of construction was completed during the fiscal year of which \$1.6 million was contributed from College reserves. The project is expected to be completed in 2019-2020 with the tie-in of the thermal network to the associated mechanical systems. Once completed, the project is expected to save the College approximately \$3.8 million annually in energy savings.

Enterprise Resource Planning – Project Workday

The Workday™ Enterprise Resource Planning system implementation was completed in 2018-2019 with a final year investment of \$7.0 million. The system was implemented in two phases, Human Resources and Payroll was implemented in December 2018, and the Financial System in January 2019. The total value of the completed project was \$18.8 million.

DARE District

Construction began on the DARE District initiative in the fall of 2016 to transform existing space in the College and add an additional floor for a state of the art library. A new centre for indigenous entrepreneurship is included in the renovation. The project was declared substantially complete on April 30, 2018. The transformed space allows students, researchers and entrepreneurs to come together to collaborate and spark economic growth. The overall budget of the project of \$44.9 million was slightly exceeded with actual expenditures of \$45.4 million. The project was completed on schedule.

Student Central

Opened in October 2018, this renovation project improved the accessibility and usability of student enrolment and retention services by creating a one-stop hub of services. The project came in slightly under the budget of \$7.2 million, at \$6.8 million.

Indigenous Gathering Circle

Located in the inner courtyard of the Ottawa campus, the Indigenous Gathering Circle is a modern and respectful interpretation of a significant Indigenous cultural icon. It creates a welcoming venue that is culturally rich, and students can benefit from Indigenous teachings, heritage and history. It will provide a culturally appropriate and inclusive space for the entire Algonquin College community. The Indigenous Gathering Circle was formally opened in December 2018, and came in slightly over the budget of \$1.6 million, at \$1.7 million.

Net Tuition Project

In spring 2016, the Government of Ontario announced a major redesign of the Ontario Student Assistance Program (OSAP) to be implemented in 2017-2018. The major changes to OSAP will provide students with access to financial assistance through bursaries and grants at the start of the semester to reduce the upfront costs to students. As a result, the Ministry of Training, Colleges and Universities introduced the OSAP Transformation and Net Tuition Project, and required College staff to produce a view for students so that they can see the total cost of tuition and the potential funding options. This \$0.9 million project will be completed in 2019-2020.

Algonquin College Students' Association Athletics and Recreation Centre

In collaboration with the Algonquin College Students' Association, the College will lead the construction of a new Athletics and Recreation Centre. To be located on the north-west corner of the College's main parking lot (Lot 8). This facility will increase the physical capacity of student fitness, increase athletic opportunities, and offer students unlimited access to state-of-the-art recreational facilities. The College has committed \$5.5 million towards the construction of this facility, with the Students' Association committed to funding the remainder of the total project budget of \$49.9 million. Substantial completion of this project is estimated for May 2021.

Pedestrian Bridge to Bus Rapid Transit Station

In partnership with the City of Ottawa, the College has committed to support the construction of an above-grade pedestrian bridge that would link the Algonquin Centre for Construction Excellence (ACCE) facility with a new OC Transpo rapid transit station being built as part of the Light Rail Transit Stage 2 Project. The pedestrian bridge will provide a safe passage for crossing College Avenue and an efficient link for transit riders to enter Algonquin College's Ottawa campus. The College's portion of the construction cost of the pedestrian bridge is \$3.1 million, with a tentative substantial completion date of 2023.

Solar Photovoltaic Plan

Algonquin College aims to become carbon neutral and be a leader in the education, research and in the adoption of environmentally sustainable practices. Moving Algonquin College to Net Zero, the Solar Photovoltaic Plan represents a behind-the-meter solar energy and power storage facility, and the targeted electrification of building infrastructure currently using natural gas as fuel that will be an integral part of the Algonquin College's energy management plan (in development since 2012). This \$8.0 million project is expected to be completed in August 2019.

Future Projects

A number of additional major capital projects have been approved by the Board of Governors and are scheduled to begin in 2019-2020. These include:

- Student Information System Replacement (Phase 1). This first phase of the replacement of the current Student Information System will complete the Analyze, Strategize and Plan, Architect, and Select phases (including completing a Request for Proposals). This phase of the project, budgeted at \$3.1 million, is expected to be completed in the 2019-2020 fiscal year.

The College continues to look forward and plan for the future. College management maintains a five-year major capital investments plan to help ensure a strong financial

position, and important investments in the future. These projects are submitted to the Board of Governors for approval only when appropriate funding has been found to support the initiative. Some of the future projects currently being reviewed include additional enabling works to support the Athletics and Recreation Centre, a new Healthy Living Education Initiative and enhancements to the Customer Relationship Management system.

Areas of Financial Risk

Government of Ontario 10% Rollback in Tuition Fees

On January 17, 2019, the Ontario government announced a reduction in post-secondary tuition fees across the province beginning in September 2019. As of September 2019, tuition fees are reduced by 10% from the 2018-2019 levels and will remain frozen for the 2020-2021 fiscal year. This reduction was estimated to impact Algonquin College's tuition revenues by \$13 million in 2019-2020. Further to this announcement, the Government of Ontario also announced that a number of student ancillary fees will be made voluntary for students beginning in September 2019. Details of which student ancillary fees would remain mandatory versus those that would become voluntary are still being determined, and while the College feels that this is a low risk at this time, government announcements are being closely watched.

Also in January 2019, the Government of Ontario announced changes to the Ontario Student Assistance Program (OSAP), repealing some of the changes made by the previous provincial government. Under the revisions announced in January 2019, students would be eligible for fewer bursaries, and more low-interest loans would be made available by the government to support students pursuing post-secondary education. The impacts of this change on future student enrolment is unknown, however, enrolments for the fall semester beginning in September 2019 are being closely monitored.

Deferred Maintenance

Each year the College invests millions of dollars in the maintenance of the College's physical and digital infrastructure. However, due to the age of many of the College buildings, the speed at which technology develops and inadequate funding for maintenance, the College has incurred a significant deferred maintenance liability. In 2014, the College's deferred physical maintenance liability was independently estimated at \$87.3 million. Using modest inflation rates, within two years, the estimated deferred liability maintenance value increased to \$93.2 million as of December 2016. Algonquin College is not alone. A report on the Fiscal Sustainability of Ontario Colleges provided to Colleges Ontario by Price Waterhouse Coopers LLP, states, "...we note that on a system wide basis, deferred maintenance is projected to

increase from \$1.217 billion in 2015-16 to \$3.544 billion in 2024-25.”¹ This situation poses significant risk to the College’s annual budget as the College addresses immediate maintenance issues while balancing demand for limited funding with strategic initiatives.

Budgetary Pressures

The corridor-funding model was introduced by the Ministry of Training, Colleges and Universities for the college sector effective fiscal year 2017-2018. This model was developed to address the issue of the changing demographics in Ontario, which will see a decline across the province of the traditional pool of college-age students (typically between 18 and 24 years of age). The new funding formula aims to provide a steady level of funding to colleges. Previous funding formulas were based on domestic enrolment growth and provided additional funding for realized growth. As a result, through the current corridor-funding model, the College will receive no additional operating grant funding. Through 2018-2019 domestic enrolment for Algonquin grew by 4.4% over 2017-2018. With the reduction of tuition fees for 2019-2020 and a freeze on these fees for 2020-2021, the College budget is under increased pressure and it will become increasingly challenging to maintain the current high level of student satisfaction, a key priority for all College employees at all campuses. The College is about to enter into negotiations with the Ministry of Training Colleges and Universities regarding our third Strategic Mandate Agreement. This agreement, in alignment with the Ministry’s direction will aim to create strong ties between the College’s funding and key performance indicators. While not expected to have a negative impact on the College’s grant revenue, this remains an area of uncertainty.

¹ Price Waterhouse Coopers, LLP, (2017). “Fiscal Sustainability of Ontario Colleges” [Online]. Available: <http://collegesontario.org/policy-positions/position-papers/Fiscal%20Sustainability%20of%20Ontario%20Colleges%20Final%2004.01.16.pdf>

Report title:	Fourth Quarter 2018-2019 Business Plan Update
Report to:	Board of Governors
Date:	June 10, 2019
Author/Presenter:	Doug Wotherspoon, Vice President, Innovation and Strategy

1. RECOMMENDATION:

THAT the Board of Governors accepts this update for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The Board of Governors is responsible for monitoring the College’s progress against key metrics and performance outcomes related to the institution’s strategic directions. The annual business plan is a tool used by management to set the direction for the College to achieve annual goals and targets in the context of the Strategic Plan.

3. BACKGROUND:

The Board of Governors is provided with quarterly updates on progress being made against the annual Business Plan using a Business Plan Dashboard and Exceptions Report. The Business Plan Dashboard for the Fourth Quarter covers the period January 1 through to March 31, 2019, and is provided in Appendix A: Fourth Quarter 2018-2019 Business Plan Dashboard.

Dashboard

The legend for the dashboard reads as follows:

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

Exceptions Report

The Exceptions Report for the Fourth Quarter covers the period January 1 through to March 31, 2019, is provided in Appendix B: Fourth Quarter 2018-2019 Business Plan Exceptions Report.

4. DISCUSSION:

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

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

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

7. FINANCIAL IMPACT:

There is no current financial impact identified at this time.

8. HUMAN RESOURCES IMPACT:

There is no current human resources impact identified at this time.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

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

10. COMMUNICATIONS:

The fourth quarter update is made available to the public on the Board of Governors website prior to the Board of Governors June 10, 2019 meeting.

11. CONCLUSION:

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

Respectfully submitted:



Doug Wotherspoon
Vice President, Innovation and Strategy

Approved for submission:



Cheryl Jensen
President and CEO

Appendices:

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

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

Improve Student Retention

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

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

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

- AS 1.1 a) Feedback methods developed for different modalities (in person, online) and varied topics within the Learner Driven Plan by Q1.
- AS/SS 1.1 b) Learner Driven plan that defines and measures personalized learning and other college experience developed in a peer-led and cross-college collaborative model involving all categories of employees and students delivered to the Board of Governors by Q4.

- AS/SS 1.1 c) Quarterly town halls held for stakeholder consultation and input.
- AS/SS 1.1 d)

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

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

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

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

Improve student and employee satisfaction of critical Learner Driven platforms

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

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

Grow the percentage of students registered in Co-op

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

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

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

Legend

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

ACET Sponsor

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

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

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

- IS 3.0 a) Lean/Continuous Improvement A3-Plan Do Study Adjust Plan updated, with two countermeasures identified for implementation by Q2.
- IS 3.0 b) Two new departments (Registrar's Office and Indigenous Initiatives) on boarded into the Lean Continuous Improvement program
- IS 3.0 c) 1,000 employees certified at Lean white belt level and 200 at yellow belt level by Q4.

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

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

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

Student One Stop Space Project

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

Library Services

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

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

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

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

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

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

Improve Alumni Engagement

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

Alumni leads passed to the Algonquin College Foundation

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

Goal 5: Enhance Algonquin's financial sustainability

Net Contribution % Net Contribution \$

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

Grow international activity and enrolments

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

Increase applications to the Ontario Student Assistance Program (OSAP)

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

Grow Algonquin Foundation revenue

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

Goal 6: Improve Algonquin's stewardship of the environment

Reduce Algonquin's greenhouse gas emissions

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

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

Grow student, employee and community member participation in Indigenization initiatives

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

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

Raise Employee Engagement

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

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

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

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

7.1 Appendix B

2018-19 Business Plan

Fourth Quarter Exceptions Report

	2017-22 Strategic Goals	2018-19 Metric	2018-19 Target	2018-19 Initiative/Leveraged Action	ACET Member	Status	Comments for Second Quarter
1.4	Innovation and Quality Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges	Improve student and employee satisfaction of critical Learner Driven platforms	Benchmark to be established	b) Information Technology Modernization Plan presented to Algonquin College Executive Team by Q2.	D. Wotherspoon		b) Not completed. Additional interviews with students and employees were undertaken from January to March, to obtain feedback regarding strategic options. Primarily as a result of this additional effort, the plan was not finalized by March 31. An update will be provided to the Board of Governors at the October 2019 meeting.
5.0	Sustainability Goal #5: Enhance Algonquin's financial sustainability	Net contribution % Net contribution \$	1.9% -\$5.5M	a) In progress but delayed due to additional time required to fully assess all options. Preferred proponent and option presented to ARM on September 26, 2018.	D. McNair		a) Not completed. Pursuing Section 28 approval with the MTCU and approval under entrepreneurial activities. Anticipated completion at Q1 2019-2020.
5.0	Sustainable Goal #5: Enhance Algonquin's financial sustainability	Net contribution % Net contribution \$	1.9% -\$5.5M	b) New budget planning module, integrated with Workday financial information system, implemented by Q4	D. McNair		b) Not completed. Timelines impacted by Workday implementation. Anticipated completion in Q2 2019-2020.
5.3	Sustainable Goal #5: Enhance Algonquin's financial sustainability	Grow Algonquin Foundation revenue	\$4.1M	b) First year of donor stewardship plan implemented by Q4	L. Stanbra		b) Not completed. The draft donor stewardship plan has been developed by KCI as part of 3-year fundraising plan.
5.3	Sustainable Goal #5: Enhance Algonquin's financial sustainability	Grow Algonquin Foundation revenue	\$4.1M	c) Donor satisfaction benchmark established by Q4.	L. Stanbra		c) Not completed. The donor satisfaction benchmark will be revised for implementation in 2019-2020.

	2017-22 Strategic Goals	2018-19 Metric	2018-19 Target	2018-19 Initiative/Leveraged Action	ACET Member	Status	Comments for Second Quarter
5.3	Sustainable Goal #5: Enhance Algonquin's financial sustainability	Grow Algonquin Foundation revenue	\$4.1M	d) Existing annual fund donor renewals increased from 96% to 98% by Q4.	L. Stanbra		d) Not completed. Final renewal rate is 87% of the 98% goal. General attrition rate of this amount can be attributed to the upsurge in DARE campaign focus fall-off and the cancelling of matched funding for Ontario bursaries. This represents mostly one-time, \$500 donors and did not have a large effect on revenue as a whole. Going forward, tracking of lapsed donors and retention efforts to re-engage will be put in place.
6.0	Sustainable Goal #6: Improve Algonquin's stewardship of the environment	Reduce Algonquin's greenhouse gas emissions	5.0%	b) Storm Water Management Pond completed on time and on budget by Q2.	D. McNair		b) Not completed. Landscape contract has been tendered and is pending award. Anticipated completion in Q1 2019-2020.
6.0	Sustainable Goal #6: Improve Algonquin's stewardship of the environment	Reduce Algonquin's greenhouse gas emissions	5.0%	c) Greenhouse Gas Emission Reduction A3-Plan Do Study Adjust Plan exercise, to determine the College's most effective behavioural initiatives to achieve reductions, completed by Q3.	D. McNair		c) Not completed. Deferred to 2019-2020. This A3 exercise was put on hold due to the departure of key Physical Resources staff undertaking the work. Anticipated completion in Q2 2019-2020.
8.0	People Goal #8: Be recognized by our employees and the community as an exceptional place to work	Raise Employee Engagement	59%	f) Performance Feedback tool for Part Time Administrators and Support Staff developed by Q4.	D. McCutcheon		f) Not completed. This initiative has been deferred to 2019-2020 fiscal year. The technology support for performance feedback for part-time administrators and support staff will be added as increased functionality into Workday post launch and stabilization period.

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
1.0	Goal #1: Learner Driven	Student Retention	Percentage of eligible Post-Secondary Education students enrolled at the College Day 10 of the Fall term who remain enrolled Day 10 in the following term across all levels. Eligible students are domestic and international full-time and part-time students registered in certificate, diploma, advanced diploma, degree and graduate certificate programs.	Term	GeneSIS, Term_ Comp Report from RO	Sr. VP Academic	ED Academic Operations and Planning
1.1	Goal #1: Learner Driven	At-risk Learners Supported	Percentage of unique at-risk students who are supported over the total number of at-risk students identified. <ul style="list-style-type: none"> At-risk learner is defined as a level 01 (first term) student who self-identifies or whose administrator and/or faculty identifies as more likely than typical students to withdraw from Algonquin during their first term. Supporting - defined as an interaction in which an institutional representative gives insight, advice, or direction to a student about an academic or professional development matter. The nature of this interaction may be to inform, counsel, coach or mentor. 	Weekly	A. At-risk learner attributes may include (but not limited to): a) High school English and math grades (OCAS-Cognos) b) Program choice (OCAS - Cognos) c) AC Start and AC Day 1 orientation attendance (data system / source TBD) d) Class attendance (Learning Management System - attend value) e) Learning Management System login activity (LMS - last login) f) Grades for assignments (Learning Management System - grade) g) Fees outstanding or financial encumbrance (GeneSIS) C. Reporting of counselling events (TBD - currently there is no system to track and report counselling events. Possible options are Salesforce or a future student success and retention system).	Sr. VP Academic	ED Academic Operations and Planning
1.2	Goal #1: Learner Driven	Learning Management System (LMS) Logins	The ratio of students who entered their user name and password to login to the Learning Management System as a whole (not just to access the Learning Management System for a particular class / course) compared to the total number of students, expressed as a percentage.	Weekly	Learning Management System (for faculty), COGNOS (for Administrators) Fact_Students_LMS_user_access	Sr. VP Academic	ED Academic Operations and Planning
1.3	Goal #1: Learner Driven	Class Attendance	The sum of the individual percentage of class attendance divided by the total classes for the day. <ul style="list-style-type: none"> A Class is a scheduled activity or event (irrespective of length of time) for a course section. Class registrations are the number of FT & PT students registered in a course section. Attendance is the percentage of FT & PT students who attended a class compared to the total class registration. 	Daily	Learning Management System (Fact_Student_Attendance via BlackBoard) Syllabus (Software used by RO for timetabling)	Sr. VP Academic	ED Academic Operations and Planning
2.0	Goal #2: Quality and Innovation	Students Enrolled in Co-op	Percentage of all Full-time students who are registered in certificates, diplomas, advanced diplomas, degrees and graduate certificates with a co-op option.	Monthly	Cognos Business Intelligence Tools / Genesis	VP Innovation and Strategy	Manager Co-op Education
2.1	Goal #2: Quality and Innovation	Programs with a Co-op stream	Number of post-secondary vocational programs that have one or more co-operative education semester(s) as part of, or a stream of the program of study.	Term	GeneSIS, Field "03" in Program Code (e.g. 0150X03FWO)	Sr. VP Academic	Dean Academic Development
2.2	Goal #2: Quality and Innovation	Enrolled Co-op Students Completing a Work Term within the Year	Percentage of all Full-time students registered in certificates, diplomas, advanced diplomas, degrees and graduate students with a co-op option who completed a minimum of one co-op work term within the year.	Monthly	Cognos Business Intelligence Tools / Genesis	VP Innovation and Strategy	Manager Co-op Education
2.3	Goal #2: Quality and Innovation	Employer Leads Passed on to the Co-op Office by College Employees	Number of Co-op leads passed on to Co-op Office by College employees.	Monthly	Cognos Business Intelligence Tools. ITS to support creation of tracking tool for use in 2017/18.	VP Innovation and Strategy	Manager Co-op Education
3.0	Goal #3: Innovation & Quality	Willingness to Recommend (Net Promoter Score)	Recorded annually as part of the Colleges Ontario Key Performance Indicators (KPI) survey.	Annually	COGNOS, Report KPI0001	Sr. VP Academic	ED Academic Operations and Planning
3.1	Goal #3: Innovation & Quality	Process Improvements Implemented	Number of process improvements submitted as implemented to the Lean Office	Daily	ITS to support creation of tracking tool for use in 2017/18.	VP Innovation and Strategy	Manager Business Process Review
3.2	Goal #3: Innovation & Quality	Value Stream Maps Completed	Number of Value Stream Maps submitted to the Lean Office	Daily	ITS to support creation of tracking tool for use in 2017/18.	VP Innovation and Strategy	Manager Business Process Review

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
4.0	Goal #4: Connected	Alumni Engagement	Percentage of Alumni with contactable data with whom the College interacts, including; <ul style="list-style-type: none"> ● On-campus (meetings, visits, committees, lectures/panels, events) ● Off-campus (meetings, events, activities, ad hoc discussion) ● Donations, pledges or sponsorship ● College initiated outreach (feature story, award nomination, etc.) ● Alumni Customer Service –interaction from alumni through web, twitter, LinkedIn, phone, drop in when they are looking for information or support 	Daily	1) Raiser's Edge is possible 2) Raiser's Edge is possible 3) Raiser's Edge 4) Raiser's Edge, Marketo, Outlook, Phone 5) Excel, Raiser's Edge	VP Student Services	Manager Alumni Relations
4.1	Goal #4: Connected	Alumni Contacts Passed on to the Alumni Office by College Employees	Number of Alumni contacts passed on to Alumni Office - A combination of: Names, year of graduation, email, work address etc. <ul style="list-style-type: none"> ● Self-declaration (contact us to provide their information) ● College initiated information (a department or an employee provides found information) 	Daily	1) Raiser's Edge 2) Raiser's Edge	VP Student Services	Manager Alumni Relations
5.0	Goal #5: Sustainable	Net Contribution	Operating revenues less operating expenditures on a modified cash flow basis. *Under a modified cash flow basis the following cash outflows are treated as expenditures: - principal portion of debt service payments - contributions to reserves - purchases of assets that will be capitalized on the balance sheet The following cash inflows are treated as revenues: - capital grants that will be recorded as deferred capital contribution on the balance sheet The following items are excluded from the calculation: - depreciation expense, amortization of deferred capital contributions, change in vacation liability, impact of capitalizing assets and capital grants *NOTE: this portion of the definition is required for Finance Dept. staff only - applies at the College roll-up level, not required knowledge for other administrators	Monthly	Cognos Business Intelligence Financial Reporting Tool: - Funded Activity - College Ancillary Services - International Education Centre - Contract and Other Non-Funded Activity	VP Finance and Administration	Director Finance and Administrative Services
5.1	Goal #5: Sustainable	Domestic Post Secondary Education Enrolments	Full-Time students registered in certificates, diplomas, advanced diplomas, degrees and graduate certificates, whose status in Canada is Citizen, Landed Immigrant, Diplomat, or any other status requiring Canadian fees assessment. This excludes part-time, apprenticeship, tuition short (or equivalent) and joint collaborative degree program student registrations.	Daily	GeneSIS, RO Report Reg001	Sr. VP Academic	ED Academic Operations and Planning
5.2	Goal #5: Sustainable	Aboriginal Post Secondary Education Enrolments	Full-Time students registered in certificates, diplomas, advanced diplomas, degrees and graduate certificates, who self identify as Aboriginal. This excludes part-time, apprenticeship, tuition short (or equivalent) and joint collaborative degree program student registrations.	Daily	GeneSIS, RO Report	ED Indigenous Initiatives	Manager, Indigenous Initiatives
5.3	Goal #5: Sustainable	International Post Secondary Education Enrolments	Full-Time students registered in certificates, diplomas, advanced diplomas, degrees and graduate certificates whose status in Canada is International Student, Temporary Visitor, or any other status requiring Non-Canadian fees assessment. This excludes part-time, apprenticeship, tuition short (or equivalent) and joint collaborative degree program student registrations.	Daily	GeneSIS, RO Report Reg001	VP Innovation and Strategy	Director International Education Centre
5.4	Goal #5: Sustainable	Revenues	Operating revenues associated with: - Funded Activity - College Ancillary Services - International Education Centre - Contract and Other Non-Funded Activity	Daily	Cognos Business Intelligence Financial Reporting Tool: - Funded Activity - College Ancillary Services - International Education Centre - Contract and Other Non-Funded Activity	VP Finance and Administration	Acting Director Finance and Administration
5.5	Goal #5: Sustainable	Foundation Revenue	Funds received from: - cash donations - fair market value of in-kind donations - endowment revenues - sponsorship revenues from Foundation events - affinity partner revenue	Daily	Raiser's Edge	VP Student Services	Executive Director, Algonquin College Foundation
6.0	Goal #6: People	Employees Engagement	Percentage of engaged employees as measured in the employee engagement survey (AON Hewitt)	Every 2 years (Annually being explored)	Engaged employees are those whose average response to the six specific questions (which assess "Say, Stay, Strive") in AON Hewitt survey is 4.5 or more (i.e., on average, they agree or strongly agree with the six questions).	VP Human Resources	Manager Organizational Effectiveness

#	Goal	Metric	Definition	Cadence	Data System and Field Source	ACET Responsibility	Manager Responsibility
6.1	Goal #6: People	Annual Performance Reviews Completed On-time, Including the Development of Professional Development Plans	Percentage of all eligible Administrative employees who have an annual performance review completed on-time, including the development of professional development plans (Note: In the first year the focus will be on Administrative employees, expanding to Support Staff and Faculty in future years).	Quarterly	Tracking of Admin employees in Halogen for first half of 2017-18, transitioning to all employees in Workday in Q3 2017/18.	VP Human Resources	Manager Organizational Effectiveness
6.2	Goal #6: People	Employee Communication Matrix	Matrix measure combining number of MyAC posts & time on posts	Monthly	The number of myAC posts submitted by employees as tracked through Salesforce Communities	ED Communications, Marketing and External Relations	ED Communications, Marketing and External Relations
		Metrics for future consideration <ul style="list-style-type: none"> ● Case response time ● Productivity ● Time saved ● Daily Huddles held ● Daily Huddles employee satisfaction 					

Report title:	Annual Report and Progress Against Strategic Plan 2017-2022
Report to:	Board of Governors
Date:	June 10, 2019
Author/Presenter:	Tracy McDougall, Director, President's Office and Communications

1. RECOMMENDATION:

THAT the Board of Governors approves the 2018-2019 Algonquin College Annual Report.

2. PURPOSE / EXECUTIVE SUMMARY:

The Board of Governors fulfills its annual requirement to the Ministry of Advanced Education and Skills Development by submitting an Annual Report. This report charts the College's achievement of the operational outcomes established in the business plan for the year, including audited financial statements.

3. BACKGROUND:

Each year, the College is required under the Ministry of Advanced Education and Skills Development Binding Policy Directive on Governance and Accountability to prepare an annual report. The report must be approved by the Board of Governors and submitted to the Ministry. It also must be made available to the public.

Further guidance for the Annual Report content and prescribed layout is provided in the Ministry of Advanced Education and Skills Development Annual Report Operating Procedure. This Procedure is given in Appendix B: Ministry of Advanced Education and Skills Development Annual Report Operating Procedure.

4. DISCUSSION:

The Annual Report creation and assembly provides a summary of the College's achievements and success for the past year. College staff from all areas of the College provide accountability on the business plan goals and highlight efforts supporting student and employee success. The draft Annual Report is attached as Appendix A: 2018-2019 Draft Annual Report.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

In alignment with Ministry guidelines, the report historically includes Key Performance Indicator data on student satisfaction, graduate satisfaction, employer satisfaction, graduate employment, and graduation rate, however this information has not yet been made available, with no anticipated release date announced. The report also contains a section on improving the student experience and contains the following elements:

- Relocating and centralizing student services to improve student life,
- Implementing a three term, 14-week teaching model to increase access. A study break is now included in each term as requested by students, to help address mental health issues.
- Attracting more women into targeted technology programs with the “We Saved You a Seat” program.

7. FINANCIAL IMPACT:

Ministry guidelines require College staff to include audited financial statements as well as a narrative on College financial sustainability efforts.

8. HUMAN RESOURCES IMPACT:

The Annual Report highlights the College’s efforts to:

- become a leader in personalized learning in the Ontario College system with the Learner Driven Plan

- embed traditional Indigenous knowledge into our programs and organization through consensus-building and community engagement, and
- foster an entrepreneurial mindset through the centres located in the DARE District

It also outlines student and alumni success, employee awards, and Learning Management System updates. Notably, the fact that the College has been named a top 25 employer of the National Capital Region for the sixth consecutive year is included.

Charts included in the report identify the following 2018-2019 College staff:

- Algonquin College Executive Team
- Algonquin College Leadership Team
- Chairs Council
- College Academic Council

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The Annual Report has been prepared in compliance with the Ministry's Binding Directive Policy on Governance and Accountability and Annual Report operating procedures.

10. COMMUNICATIONS:

Upon approval, the Annual Report will be posted to the reporting section of the College's website and posted to myAC, the College's internal communications portal, for review by employees and community stakeholders.

11. CONCLUSION:

The Annual Report summarizes the accomplishments and operational activities of the College.

Respectfully submitted:



Tracy McDougall
Director, President's Office and Communications

Approved for submission:



Cheryl Jensen
President and CEO

Appendices:

Appendix A: 2018-2019 Draft Annual Report

Appendix B: Ministry of Advanced Education and Skills Development Annual Report
Operating Procedure

Ministry of Advanced Education and Skills Development,
formerly



Ministry of Training, Colleges and Universities

Colleges of Applied Arts and Technology
Policy Framework

1.0 Governance and
Accountability

Annual Report

Operating Procedure

Annual Report

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Purpose and Application

Section 4 of the *Ontario Colleges of Applied Arts and Technology Act, 2002* (the OCAAT Act) authorizes the Minister of Training, Colleges and Universities to issue binding policy directives to colleges. Pursuant to that authority, the Minister has issued a Binding Policy Directive on Governance and Accountability. Section 8 of O. Reg. 34/03 made under the OCAAT Act requires each college to prepare an annual report, make it available to the public, and submit the report to the Minister. Part B of the Binding Policy Directive on Governance and Accountability requires the annual report to be prepared in accordance with the Annual Report Operating Procedure. This is that Operating Procedure and forms part of the Binding Policy Directive.

The annual report charts the college's achievement of the operational outcomes established in the business plan for the year and includes the audited financial statements. An annual report may traditionally serve a variety of purposes including those related to accountability, marketing, and promotion. A key purpose of a college annual report is accountability to the public and to the government, with particular reference to how a college is meeting its Multi-Year Accountability commitments (see Appendix B for details). Additionally, the information provided in the colleges' annual reports is used by the Ministry of Training, Colleges and Universities to advise and inform government planning and policy-making.

Further, colleges may improve their efficiency and effectiveness by comparing their results with those of other colleges with similar characteristics. Annual reports that establish consistent data reported in a consistent format will allow for such comparisons.

This operating procedure, which applies to all colleges, sets out the minimum requirements for college annual reports.

Due Dates

June 15: The College's audited financial statement is due to the Colleges Finance Unit June 15 of each year (see the operating procedure on audited financial statements).

July 31: Each college is to submit an annual report including a copy of the audited financial statement and the required appendices.

Supplementary Information:

June 30: The college's business plan is due June 30 of each year (refer to operating procedure on business plans for details.)

Content

The annual report is to include, at a minimum, the following information:

- A detailed report on the extent to which the college achieved the outcomes for the year, as set out in the college's strategic plan and the business plan of the previous year. Colleges will follow the content guidelines in Appendix A.
- If any of those outcomes were not achieved, the college is to identify the reasons and outline the steps that the college plans to take to achieve or redefine the outcomes. It may also be appropriate to reference significant changes that have occurred in the college's environment that required in-year changes.
- A copy of the audited financial statements for the college, its subsidiary corporations, and foundation (as applicable) for the year accompanied by the auditor's report (see the operating procedure on audited financial statements for detailed instructions regarding the preparation of these statements).
- An analysis of the college's financial performance.
- A report-back on the commitments in the college's Multi-Year Accountability Agreement using the template and guidelines provided by the Ministry in each reporting year. As part of this review process, colleges will complete the report-back as an addendum to the annual report, describing the college's results in each of the indicated areas. (See Appendix B for details.)
- As required in the Framework for Programs of Instruction Binding Policy Directive, a summary of complaints regarding advertising and marketing of college programs, in accordance with the requirements set out in Appendix C.

Format

Format of the annual report is outlined in Appendix A of this Operating Procedure.

Physical Format:

- 8 ½" x 11"
- Portrait page set-up (no brochures, no fold-outs)
- To be posted on college website in one pdf file (not separate chapters.)

Submission of the Annual Report

Once approved by the board of governors, the college's annual report is to be e-mailed to the Director of the Postsecondary Accountability Branch, Ministry of Training, Colleges and Universities at colleges.branch@ontario.ca by July 31 of each year. This email is to include the location of the annual report on the college's web site.

Complete copies (with audited financial statements and appendices) of the annual report are also to be provided to the Higher Education Quality Council of Ontario.

For further information regarding this operating procedure consult with the ministry contact listed in the Contacts section on the web site.

Publication of the Annual Report

Pursuant to O. Reg. 34/03 each college must ensure that the annual report is available to the public. At a minimum, colleges shall post the report on their college web site **and on request provide individuals** who do not have Internet access with a copy of the report at no cost.

Summary of Responsibilities

Colleges of Applied Arts and Technology

The board of governors is responsible for:

- Ensuring that the annual report fulfills the requirements of the **Minister's Binding Policy Directive on Governance and Accountability, which includes fulfilling the requirements of** this operating procedure
- Approving the annual report, including financial statements, and reports required by Appendices B and C.
- Ensuring that the annual report is submitted to the Minister as directed by this operating procedure by July 31 of each year.
- Ensuring that the annual report is made available to the public.

Ministry of Training, Colleges and Universities

The Ministry is responsible for:

- Reporting information to the government on the colleges' achievements as they relate to government objectives.
- Using annual reports to advise and inform government planning and policy-making.
- Working with colleges, either individually or collectively, to facilitate corrective action where provincial priorities or expected outcomes are not being achieved.

Appendix A: College Annual Reports – Table of Contents and Guidelines*

Message from Board Chair	[general comments, changing developments / environment]
Message from President	[theme of this year's annual report; detailed comments, perhaps to include enrolment trends, KPI highlights, MYAA update, partnerships, community initiatives, international activities, fundraising, financial strengths / challenges, other highlights]
Vision, Mission and / or Commitment Statements	[reference to strategic plan here. Why is the college doing what it is doing]
Report on Previous Years Goals	[discussion of previous performance targets achieved / not achieved; actions to be taken; explicit references to previous business plan and strategic plan]
Analysis of College's Operational Performance	[define other major college achievements; what has changed as a result of the college's activities over the last year:

Analysis of College's Financial Performance

[High level summary of financials: sources of revenues / expenditures; multi-year trends; graphics as appropriate; details will be in appendix B]

Subsidiaries and Foundations

[list each subsidiary or foundation; describe activities; provide consolidated financial statements; indicate availability of subsidiary annual report]

ATTACHMENTS TO ANNUAL REPORT

Attachment 1: Multi-Year Accountability Agreement Report Back

Attachment 2: Audited Financial Statements

Attachment 3: KPI Performance Report

Attachment 4: Summary of Advertising and Marketing Complaints Received

Attachment 5: List of Governors [include when first appointed and when current term expires; indicate internal governors and their affiliation]

(*Note: Material in square brackets is suggestive only; colleges may vary depending on their particular needs and circumstances.)

Appendix B: Multi-Year Accountability Agreement Report Back

2008-09 MYAA Report Back

As outlined in original Multi-Year Accountability Agreement for Colleges 2006-07 to 2008-09 agreement, the MYAAs are to be reviewed annually to ensure that colleges remain focused on our shared goals for postsecondary education in Ontario. As in the case of the 2007-08 allocation, the release of each college's 2008-09 allocation will be conditional on the college confirming, through Appendix B: Multi-Year Agreement Action Plan for colleges, that the Ministry has indicated that the college is on track for meeting its stated commitments, or that the college has been given approval on an improvement plan by the Ministry.

For 2008-09, colleges are asked to complete the 2008-09 MYAA Report Back Template provided to each college. The Report Back provides colleges with an opportunity to outline institutional progress in meeting the commitments outlined in your Multi-Year Action Plan for this reporting year and to confirm your full participation in the Student Access Guarantee (SAG). The ministry will also provide each institution with a copy of its 2008-09 Tuition/Book Shortfall Aid table to assist them in completing this section of the Report Back template. MYAA Report Back template is due to the Ministry July 31, 2009.

MYAA Transition Year 2009-10

MTCU is extending the current MYAA for one year in 2009-10. This action re-affirms the commitments made under the Reaching Higher Plan. 2009-10 will be a transition year as we move from the commitments made under the Reaching Higher Plan into a re-aligned accountability framework that reflects priorities for postsecondary education in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol, providing information to assist HEQCO with its research on access and quality, and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU is not requiring colleges to set additional targets in 2009-10. The 2009-10 Report-Back Template provides space for colleges to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10. Colleges are also asked to outline how each institution will continue to monitor the impact of these access and quality improvements over the transition year.

A summary of each institutions consolidated access and quality improvement strategies developed from the previous Report-Back years is appended to the 2009-10 Report Back Template that was forwarded to each college. The expectation is that by strategically aligning

activities and focusing on the evaluation of outcomes your 2009-10 year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

For further information regarding the MYAA report-back process and reporting guidelines, consult with the ministry contact listed in the Contacts section on the web site.

Report-Back Template and Guidelines

See web link for details.

Appendix C: Summary of Advertising and Marketing Complaints Received

Appendix D to the Minister's Binding Policy Directive on the Framework for Programs of Instruction sets out college program advertising and marketing guidelines. These include preparing an annual complaint summary to be included in the college's Annual Report.

The summary shall be prepared in accordance with this Appendix.

1. For the purposes of compiling the summary, a complaint:
 - a. is any written (signed and dated) or emailed communication from a student regarding the advertising or marketing of a college program in which they are enrolled and addressed to the designated college official; and,
 - b. must be received no later than six months from when the student leaves the program in question.

2. The annual summary which shall cover the same period as the annual report shall summarize the complaints received, reviewed and responded to within that period.

3. If no complaints are received the College shall file a nil report.

4. The summary shall be prepared using the following format:

Nature of Complaint	Date Received	How Resolved/addressed	Date Resolution Communicated to Student	# of working days to Resolve

Total number of complaints:

Average number of working days to resolution:

O:\POSTSECONDARY ACCOUNTABILITY BRANCH\Colleges
Unit\Initiatives\Achieving Operational Excellence\Phase Two\Drafts of Revised MBPD &
OperPros\Annual Report\05a - Draft Annual Report Eng Jan 8 2010 format changes.doc

Report title:	Applied Research, Innovation & Entrepreneurship 2018-2019 Annual Report
Report to:	Board of Governors
Date:	June 10, 2019
Author/Presenter:	Cristina Holguin-Pando, Director, Applied Research, Innovation and Entrepreneurship Doug Wotherspoon, Vice President, Innovation and Strategy

1. RECOMMENDATION:

THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this document is to act as a comprehensive report on Applied Research, Innovation and Entrepreneurship activities and financial performance over the 2018-2019 fiscal year, compared against the 2017-2018 fiscal year, to standardize annual reporting on the performance of the area.

3. BACKGROUND:

This effort is part of a multi-pronged effort to increase accountability internally and increase awareness for the area’s activities externally. Additionally, this effort sets a baseline for reporting to internal College stakeholders about Applied Research, Innovation and Entrepreneurship’s operations. The Applied Research, Innovation and Entrepreneurship Annual Report 2018-2019 aligns with the ongoing efforts to define and deploy the Discovery, Applied Research, and Entrepreneurship (DARE) Visioning, moving towards embedding an Innovation and Entrepreneurship mindset in all our learners enhanced by Indigenous knowledge.

4. DISCUSSION:

The proposed final version is provided as Appendix A: Applied Research, Innovation and Entrepreneurship Annual Report 2018-2019.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022			
LEARNER DRIVEN Goal One	<input checked="" type="checkbox"/>	CONNECTED Goal Four	<input checked="" type="checkbox"/>

Establish Algonquin as the leader in personalized learning across all Ontario colleges.		Become an integral partner to our alumni and employers.	
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 advantage of Algonquin College’s focus on innovation, applied research and entrepreneurship is that it offers students both work-integrated and experiential learning opportunities. Students put learning into action in actual workplaces, bolstering their skills and building connections. In addition, more local businesses come to view Algonquin as a valuable resource for advancing enterprises.

7. FINANCIAL IMPACT:

Applied Research and Innovation funds can be leveraged from governmental sectors other than the Ministry of Training Colleges and Universities. This allows diversification of funding for experiential learning and capital expenses.

8. HUMAN RESOURCES IMPACT:

Growth in Applied Research activity and the funds it brings to the college results in an increased ability to engage more faculty members. Over 80% of the funding received by the College’s Applied Research efforts is invested in salaries for industry subject matter expertise and student research work.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

A strong reputation in innovation, applied research and entrepreneurship builds credibility and thought leadership with many sectors of provincial and federal governments.

10. COMMUNICATIONS:

The Applied Research, Innovation and Entrepreneurship office will liaise with the Communications team to develop a plan for the release of the report to the wider College community.

11. CONCLUSION:

This report is the next logical step in the evolution of the applied research, innovation and entrepreneurship activities at the College, to ensure that meaningful metrics are determined and measured. Future reports will develop from the feedback received from the college and external communities.

Respectfully submitted:



Doug Wotherspoon
Vice President, Innovation and Strategy

Approved for submission:



Cheryl Jensen,
President and CEO

Appendices:

Appendix A: Applied Research, Innovation and Entrepreneurship Annual Report 2018-2019



Applied Research, Innovation
& Entrepreneurship

**Annual Report
2018-2019**

algonquincollege.com/ARIE



FIELD RESEARCH IN PEMBROKE

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For general information, please visit our website: algonquincollege.com/ARIE



[@AlgonquinARIE](https://twitter.com/AlgonquinARIE)



[@ACResearch](https://www.instagram.com/ACResearch)



[Algonquin College - ARIE](https://www.linkedin.com/company/Algonquin College - ARIE)



A Message from the President

One of Algonquin College's strategic goals is to lead the college system in experiential learning. The office of Applied Research, Innovation & Entrepreneurship (ARIE) has clearly taken those words to heart.

Case in point. Algonquin College was rated No. 1 in research partnerships in Infosource's annual ranking of Canada's Top 50 Research Colleges.

These dynamic client partner projects are at the heart of ARIE and the lifeblood of our seven Applied Research Centres – which put Algonquin at the forefront of everything from construction and design to environmental science and resource management. Collaborations between industry clients, organizations, students, and faculty lead to cutting-edge products and services, and foster community building.

In fact, ARIE is helping instil a creative, innovative, and entrepreneurial mindset in all that we do as a College. Algonquin proudly focuses on providing its learners with the tools and personalized education that will allow them to gain the knowledge, skill, and experience they need to be successful in their chosen fields.

To deliver on that purpose, key components of ARIE, including the new MakerSpace, the Data Analytics Centre, and the Innovation and Entrepreneurship Centre, moved into our new DARE (Discovery, Applied Research, and Entrepreneurship) District in mid-2018.

DARE is a profound statement about who we are as an institution. This transformative, multidisciplinary learning space makes flights of imagination and innovation possible. It is a place where Algonquin's students, employees, researchers, and business can collaborate and innovate. So it's no coincidence that ARIE is front-and-centre in DARE.

One great example of the College's forward-thinking approach is the MakerSpace, a hands-on hub where students learn to make and make to learn. Using cutting-edge technology, students can hack, tinker, and craft to bring their innovative projects to life. The space is one in which ideas ignite, creativity rules, and exploration happens – which makes it symbolic of Algonquin as a whole.

The College is dedicated to delivering a hands-on, experiential, learner-driven education. Tellingly, our tri-annual RE/ACTION: Applied Research Showcase continues to grow with more projects, students, faculty and industry partners involved every year.

If Algonquin College is on a transformative journey, the ARIE team is clearly helping lead us there – with plenty of wonders to be discovered along the way.

Sincerely,

CHERYL JENSEN, PRESIDENT, ALGONQUIN COLLEGE

"Innovation helps better the lives of people everywhere on the planet. We've had projects that helped our community be better and safer, locally and also internationally. I'm really proud of that."

**Claude Brule,
Senior Vice President, Academics**

"Innovation is positive change. It creates value for a client or stakeholder. Change is the constant; if you're not moving forward, you're actually in retreat."

**Doug Wotherspoon,
Vice President,
Innovation & Strategy**

"Innovation is about influencing change for the better. At Applied Research, we do just that, bettering students, faculty, community and industry through research."

**Cristina Holguin-Pando,
Director, Partnerships, Applied Research,
Innovation & Entrepreneurship**

"We are excited by the opportunity to work with the students at Algonquin College to find innovative solutions that improve health outcomes and value in health care."

**Dr. Jack Kitts, President and CEO,
The Ottawa Hospital**

"Our Digital College study was a part of this real-time project that brushed up my modeling skills as well as collaboration skills. We have applied all stages of an existing condition modeling process from scanning to 3D modeling throughout the project. It was a great achievement for me to see how to process in each step that I might not see in other projects."

**Ozge Kuden,
Student, Building Information Modelling -
Life-cycle Management program**

"ARIE plays an important role in our local innovation ecosystem. It's a key enabler of Canadian economic prosperity."

**Tina Zhou,
Business Development Manager, Ontario
Centres of Excellence**



RE/ACTION - DECEMBER 2018 1ST PLACE WINNING PROJECT
Drive-By-Wire Conversion for Autonomous Patrol Vehicle
Bernardo Maldonado; Adam Cordick; Riccardo Brun Del Re; Ala' Qadi; Nasseh Khodaie

2018-2019 Applied Research, Innovation & Entrepreneurship Year at a Glance

COMMUNITY MEMBERS ENGAGED

6,980

* Represents community involved through centres, schools independently and RE/ACTION Showcase

Students Participating in ARIE Activities

1321



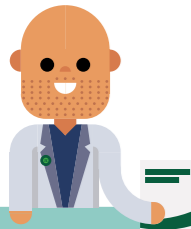
APPLIED RESEARCH PROJECTS

177

FACULTY & STAFF ENGAGED

91

* Represents faculty from Centres, Schools and RE/ACTION Showcase attendance.



Non-faculty institutional staff seconded/engaged as researchers

22

SUMMIT WORKSHOPS

30



ENTREPRENEURSHIP MENTEES

88



PRIVATE SECTOR AND NOT FOR PROFIT INVESTMENT

\$269,533

TOTAL INVESTMENT IN APPLIED RESEARCH, INNOVATION AND ENTREPRENEURSHIP

\$1,800,800

PROGRAMS ENGAGED

18



INDUSTRY PARTNERSHIPS

189



GRANT FUNDING

\$1,531,199

INSTITUTIONAL INVESTMENT

\$40,475

Transforming Hopes & Dreams into Lifelong Success

The pace of change is accelerating. This assertion means it is more important than ever for Algonquin College to better align itself with its industry partners and the communities it serves. Education that includes applied research and entrepreneurship is vital to helping Algonquin strengthen these connections and maintain a competitive edge.

One of the many advantages of Algonquin's focus on applied research and entrepreneurship is that it offers students both work integrated and experiential learning opportunities. Students put their learning into action within the workplace which bolsters their skills and helps them make career-building connections. At the same time, more local businesses come to view Algonquin as a valuable resource for advancing their enterprises.

Realizing the potential of applied research and entrepreneurship at Algonquin is a significant component of the college's People Plan 2017-2022 and supports the goal of being an exceptional employer that empowers educators to guide students to success. By increasing the level of engagement between students, faculty and Industry partners in Applied Research and entrepreneurship, we can achieve our 50+5 Strategic Plan priority: becoming the leader in personalized, experiential learning that helps students become the leaders of tomorrow.



EXTERIOR PHOTO OF DARE DISTRICT



DARE DISTRICT - 2ND FLOOR

Embedding an Innovation and Entrepreneurial Mindset in all our Learners, enhanced by Indigenous Knowledge

Algonquin College is located on the traditional, unceded territory of the Algonquin people, and the College has committed itself to Indigenize its institutional fabric. The Institute for Indigenization, located on DARE's second floor, focuses on how to include and embed Indigenous Knowledge and values throughout the college organization, including areas such as entrepreneurship.

We can share many lessons from Indigenous Knowledge on how to foster an entrepreneurial spirit and a mindset of innovation. The historical resiliency of Indigenous peoples is reflected by their proven ability to deal with challenges and adapt to change.

Their culturally distinctive concepts focus on community benefits over the individual success. This way of thinking offers rich insights on how to create a more sustainable and equitable planet.

Algonquin College prioritizes ingraining Indigenous knowledge in its entrepreneurship education, projects and activities. This ensures that we apply teachings and community-minded approaches when conceptualizing, validating and implementing entrepreneurial ventures.

DARE District

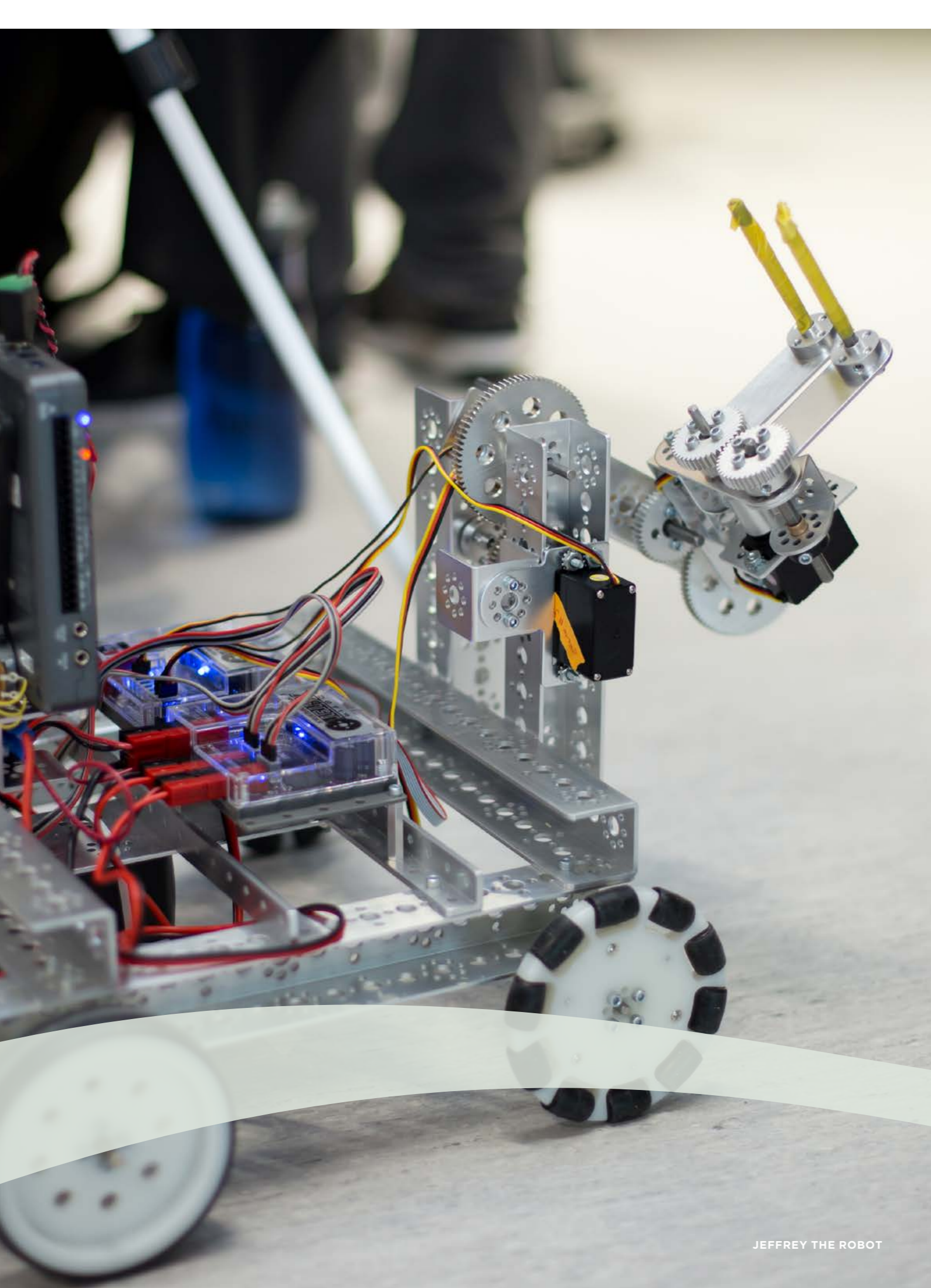
Algonquin College's new DARE District is ARIE's main engine for generating innovative ideas, nurturing startup enterprises and driving cutting-edge education. This facility is designed to ignite innovative thinking and action, not only at Algonquin College, but among the local communities we serve.

The DARE District is a multidisciplinary environment in which students, employees, industry and community can engage in a broad range of applied research and entrepreneurship activities. Learners will have opportunities to pursue projects with industry partners, collaborate with their peers, build product prototypes, launch entrepreneurial ventures and more. It will be home to new training and test facilities for high-demand job sectors, a multimedia production facility and expanded ARIE initiatives and centres.

Indigenous Knowledge, methodology and imagery are embedded throughout the DARE District's design, identity and purpose. They include the Indigenous Commons gathering place, the Institute of Indigenization, Ishkodewan — the Indigenous outdoor courtyard, and an area in the third floor library that serves as a repository for traditional Indigenous Knowledge.

The DARE District will be pivotal to enhancing the innovative and entrepreneurial spirit throughout Algonquin's academic schools. By supporting experiential education for students, development opportunities for faculty and staff, and productive industry partnerships, the DARE District is helping to promote regional economic and social growth.

For more information, please visit our website: algonquincollege.com/DARE



JEFFREY THE ROBOT

Starting with Discovery

Learning starts with discovery — doors opening to new knowledge, insights and ideas, to different ways of doing and being. We typically understand discovery as an external pursuit of knowledge — investigating the world and everything in it. But that outer exploration ignites inner discovery — greater awareness of ourselves and our place within the world. All discovery plants the seeds for growth and transformation.

At Algonquin College, our focus is on providing meaningful opportunities for discovery through personalized, relevant and experiential education. By cultivating a learner-driven environment that emphasizes quality, innovation, connection and sustainability, we support a rich discovery process that helps students transform their hopes and dreams into lifelong success.

EXPLORING DIVERGENT THINKING

On May 3, 2018 Algonquin College committed to facilitating rich opportunities for exploration by launching the Discovery, Applied Research and Entrepreneurship (DARE) District. This multidisciplinary hub is a catalyst for cutting-edge education that includes facilities such as a wired library, a Social Innovation Lab, a MakerSpace, a business incubator, a User experience Lab and a Data Analytics Centre. As President Cheryl Jensen noted at

the building's grand opening, "It's a place to wonder, to dream and, of course, to dare. So much of learning is about discovery, and our DARE District has created the space for that to happen."

HANDS-ON LEARNING

Discovery at Algonquin is bolstered by applied research and entrepreneurship. Practical, hands-on learning activities conducted in partnership with businesses and communities let students discover what their classroom education means in a real-world context. It's an exploration process that helps learners build their knowledge, exercise their skills and expand their understanding of their chosen field. These eye-opening experiences bring theoretical learning to life and equip learners to shape the futures they want.

The Office of Applied Research, Innovation and Entrepreneurship at Algonquin is dedicated to supporting opportunities for discovery that lead to growth and transformation for learners, teachers and industry partners. By building connections between Algonquin and the local community, we help learners explore their career pathway, empower educators to excel and create solutions that benefit local businesses and the community.

Applied Research Overview

Applied research is a powerful tool for progress; it facilitates the development of new and useful products, services and processes that address modern business challenges. The outcomes of applied research help stimulate economic growth and advance social progress.

Algonquin College's Office of Applied Research, Innovation and Entrepreneurship is a valuable resource that provides solutions to industry and community problems. ARIE connect diverse external partners — from startups to large companies, locally and across Canada, in a wide range of sectors — with students and professors to collaborate on applied research projects that:

- Support the social, cultural and economic growth of the local community
- Prepare students for the workplace
- Enhance faculty and staff development
- Enrich student learning
- Improve student retention

LEARNER IMPACT

ARIE's seven research centres work together with faculty and industry to support student education that is impact driven, experiential, connected, sustainable and people-centred. Collaborative work spaces, specialized resources and tools, and mentorship allows learners to build their knowledge and skills, work in interdisciplinary environments and connect with employers in a positive way.

Learners engage in applied research activities such as:

- Product prototype development
- Data analysis
- Manufacturing
- Software design and development
- Environmental research

LEADING PARTNERSHIPS

ARIE is actively involved in helping local businesses and communities thrive — the numbers speak for themselves:

- Since it was established in 2010, ARIE has led approximately 2,177 successful business and community projects.
- Algonquin College was rated No. 1 in research partnerships in Research Infosource's annual ranking of Canada's Top 50 Research Colleges.
- Algonquin is one of only two colleges in Canada that has won five CCI Innovation Enhancement grants.

The Office of Applied Research, Innovation and Entrepreneurship helps fulfill Algonquin College's vision of being a global leader in personalized, digitally connected experiential learning.

Applied Engineering Centre

The Applied Engineering Centre connects faculty members and students in engineering-related disciplines with local industry partners. Established in 2011 under an NSERC IE Grant as the Full Spectra Centre, its aim is to help partner companies conceptualize, develop, adopt and commercialize their innovations.

The Applied Engineering Centre supports research and development projects in the fields of WiMAX and wireless communications, mechanical engineering technology, electrical engineering technology, optics and robotics. In addition to collaborating with industry, the centre also supports the preparation of grant proposals for projects in STEM-related disciplines and trades.

Through its applied research projects, the Applied Engineering Centre helps to connect the College with the local engineering sector while providing valuable experiential learning and professional networking opportunities for students and professors.

HIGHLIGHTS

- Awarded NSERC Applied Research and Development grant for \$281,250 with professor Ali Elwafi and Uponor Ltd. of Mississauga.
- Submitted a \$150,000 grant proposal to NSERC Applied Research Tools and Instruments for equipment to enhance college capabilities in surface science and materials engineering.
- College was included as a partner in two consortium grant proposals with Hydro Ottawa Limited (pending).

"ARIE opened a window for collaborative research funding with industrial partners allowing our students to gain "real-life" hands-on experience and an opportunity for staff to do cutting edge applied research."

Ilya Golub, Professor, BIT Photonics Engineering Technology, Algonquin College

CENTRE METRICS	2017/18 Actual	2018/19 Actual
Schools Engaged	4	4
Students Engaged	24	17
Students Employed	8	6
Faculty Engaged	8	4
Industry Partners	6	4
Events Held	0	0
Events Participated	2	3
In-Class Projects	4	3
Stand-Alone Projects	5	4
Grants	\$255,000	\$124,695
Client Cash Contribution	\$41,000	\$25,000
In-Kind Contribution	\$200,000	\$81,455
Expenditures	\$200,000	\$92,502

FUNDING AGENCIES



MANAGING DIRECTOR
RICCARDO BRUN DEL RE

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Riccardo Brun del Re is a scientist and inventor. He has authored scientific papers in semiconductor physics, and has patents in the fields of human locomotion and bio-electrode design. He was a founder and chief technology officer of local startup company Advanced Bioelectric Corporation, which operated from 1998 to 2005. Riccardo has a PhD in physics from the University of Ottawa, and an MSc in physics from Carleton University.

Tour the Applied Engineering Centre
algonquincollege.com/arie/about/centres/#aec

Construction Research Centre & Perth Campus

The Construction Research Centre was established in 2014 to connect Canadian companies with faculty-led student teams to develop innovative solutions. The Centre secured a significant grant for equipment and infrastructure from the Canada Foundation for Innovation for a total investment of \$3.15 M consisting of \$1.6 M of grant funding and of \$1.55 M of industry contributions. Further funding from the Natural Sciences and Engineering Research Council of \$2.3 M is dedicated to supporting operations of the Centre in the form of collaborative research projects with industry partners.

The primary focus is to assist industry to adopt digital technology and improve collaboration within a sector that has great opportunity to transition from more traditional, analog or manual approaches and that also typically involves organizations that vary greatly in size and scale. There is a strong emphasis on 3D technology workflows including tools and techniques to digitally scan entire buildings into computer models which can then be analyzed in terms of performance, modified to improve efficiency, 3D printed into models for communication or testing, and rendered in an immersive 3D visualization environment to let designers actually see the final forms of their design in high fidelity.

Companies can benefit from access to sophisticated tools and expertise to assist their development work and students gain experience from working with professionals and developing their communication and 'soft' skills. Faculty can also keep apprised with the latest techniques and technologies to maintain their curriculum.

The heritage trade aspect of the Perth campus - for carpentry and masonry techniques, as well as the focus on renewal and renovations, is well aligned with the goals of the Construction Research Centre. The campus boasts a dedicated research facility, the Building Innovation Research Lab, built through grant funding, to host research projects, collaborative events and to be a living lab itself by logging building performance information. The maintenance and upkeep demands of Heritage buildings is a perfect candidate for the application of advanced efficiency techniques that maintain the traditional status to preserve our history while minimizing the expense.

HIGHLIGHTS

- Collaboration with The Université du Québec en Outaouais to apply artificial intelligence analysis techniques on building data from the Algonquin Centre for Construction Excellence
- New initiative to digitally scan the entire Woodroffe Campus to create a 3D digital version of the College as a Building Information Model to enable Smart City, Internet of Things, and other research areas

"Regarding the Digital College project, it was a great opportunity to learn, test and improve my skills, by not only applying what we have learned during the program but also researching specific content to fit project goals and objectives."

Luciano Gomes Jr., Student, Algonquin College

CENTRE METRICS	2017/18 Actual	2018/19 Actual
Schools Engaged	3	4
Students Engaged	186	24
Students Employed	44	8
Faculty Engaged	17	8
Industry Partners	12	6
Events Held	4	0
Events Participated	4	3
In-Class Projects	17	4
Stand-Alone Projects	5	5
Grants	\$535,000*	\$219,487
Client Cash Contribution	\$93,649	\$9134
In-Kind Contribution	\$280,948	\$151,373
Expenditures	\$599,821	\$336,020

*Portion of NSERC funds withheld due to administrative review.

FUNDING AGENCIES



Data Analytics Centre

Established in 2017, the 'Data Analytics Centre' connects faculty members and students in data-technology related areas with industry organizations to pursue projects that can help small- and medium-sized enterprises use data to expand their businesses.

The First of its kind in Canada, the Data Analytics Centre helps local and regional companies acquire, analyze and derive insights from large distributed data-sets to help solve their business challenges and improve their operations. It is funded by the Natural Sciences and Engineering Research Council, Algonquin College and the Ontario Centres of Excellence. The Centre collaborates with data analytics providers and adopters and offers expertise in areas such as: machine learning for predictive analysis, deep learning techniques, natural language processing, cloud computing, SaaS, applied data engineering, data visualization and the Internet of Things.

Students use the latest data science techniques, tools and technologies to develop and test new products and services to support companies that use data analytics to advance their business. At the same time, faculty members and students participating in applied research projects acquire new, in-demand skills in applied data science and engineering. These research projects help drive the success of the local data technology sector, while providing valuable experiential learning and professional networking opportunities for students and enhancing the College's community profile.

HIGHLIGHTS

- Scoped, funded, launched and led 14 research projects, with 10 different companies. Eight of these companies were newcomers who never partnered with the Centre before.
- Significant computing capacity was built in the Centre: 1) high-end desktops equipped with the latest multicore Intel-I9 CPUs, multi-GPUs, 64 GB of memory and ample solid-state storage space, 2) internal cluster of virtualizable high-end Hyperflex IBM/Cisco servers.
- The very dynamic startup Cheetah Networks joined the Centre as an 'incubating' partner. During the period 2018-19 this company's workforce grew from three to twelve researchers.
- Several partnering companies - contextere, Cheetah Networks, Fanshare Sports - secured contracts with domestic and international customers. Some of these contracts were signed with major telecom and defence equipment manufacturers.
- A team of students trained at the Centre submitted a solution to the prestigious international Kaggle 2019 completion in "Histopathologic Cancer Detection"

"The Data Analytics Center (DAC) and Applied Research (AR), both important elements of the DARE District have provided invaluable assistance to Cheetah Networks Inc. The open collaborative environment enables Cheetah Networks to address a number of customer challenges in creative and time-effective methods that would not have been possible without the neighbourly relationship that was provided by Algonquin."

Michael McCallen, Chief Executive Officer, Cheetah Networks

CENTRE METRICS	2017/18 Actual	2018/19 Actual
Schools Engaged	2	3
Students Engaged	31	92
Students Employed	31	31
Faculty Engaged	6	8
Industry Partners	9	10
Events Held	10	12
Events Participated	10	14
In-Class Projects	4	8
Stand-Alone Projects	14	15
Grants	\$500,000	\$552,960
Client Cash Contribution	\$56,500	\$60,615
In-Kind Contribution	\$205,000	\$286,200
Expenditures	\$413,340	\$499,784

FUNDING AGENCIES



MANAGING DIRECTOR
ALEX YANG
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Alex Yang has been a project manager in Algonquin's Office of Applied Research, Innovation & Entrepreneurship since 2012. He facilitates applied research projects that can support the operating needs and success of regional companies in construction-related disciplines. Alex previously worked as a lead researcher and construction trades professor at Algonquin. He has also been a systems integration engineer for an energy communications company. Alex holds a Bachelor of Applied Science from the University of Toronto.

Tour the Construction Research Centre
algonquincollege.com/arie/about/centres/#construction



MANAGING DIRECTOR
THEO MIRTCHEV
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Theo Mirtchev is an experienced researcher, manager and educator with a long record of impressive achievements in many interrelated areas of applied engineering, scientific computing and training. He has worked at Algonquin College since 2006 in roles such as researcher, professor and project manager, and has been leading the Data Analytics Centre since its inception in January 2018. Theo holds a PhD in Applied Laser Physics from Sofia University in California.

Tour the Data Analytics Centre
algonquincollege.com/arie/about/centres/#dataanalytics

Design Centre

Established in 2009, the Design Centre connects faculty members and students in digital technology-related areas with industry organizations to pursue projects that make advancements in User Experience (UX) design. Funded by the Ontario Centres of Excellence, the Design Centre partners with local technology companies to conceptualize, develop, implement and commercialize innovations that advance their businesses and provide users of their technologies with more enjoyable experiences. Through leading-edge UX design, we provide a user-centric approach to technical solutions. The centre has expertise to support research and development tasks such as: product definition, product research, product analysis, user interface design and product validation. The Design Centre is currently developing a Digital College Research Lab that will explore emerging technologies in the educational technology sector. The lab's initial project is a collaboration with IBM and Salesforce, which will apply IBM Watson machine learning algorithms to develop an early-warning system for students at academic risk.

Faculty members and students participating in Design Centre applied research projects assist with work such as: conducting user experience research, creating user personas, establishing customer journeys, developing user scenarios and creating project task flows. Design Centre research projects help drive the success of local user experience design businesses while providing valuable experiential learning and professional networking opportunities for students and enhancing the college's community profile.

HIGHLIGHTS

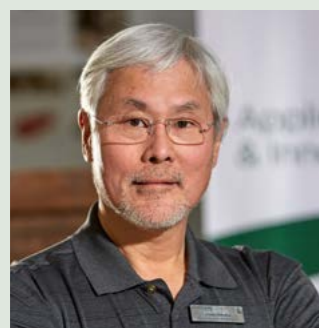
- Launched the first project for the Digital College Research Lab program - 'Student at Risk Detection' project. This research project is a collaboration with IBM. The research objective is to apply the data analytics capabilities of IBM Watson to do early detection of students at risk. This will enable early interventions to increase student success and increase the college's retention rates.
- 6 industry partners engaged as clients for the Voucher for E-Business in-class projects, working with students and professors in the Interactive Media Design (IMD) program in Spring/Summer 2018 semester.
- Launched the second project for the Digital College Research Lab program - MasterpieceVR Educator's Edition project. This project's goal is to add annotation, collaboration and animation features to the MasterpieceVR 3D Virtual Reality content creation platform for use in collaborative educational applications and creative game design and animation studio.
- Fall VEB projects launched - 25 clients lined up working with approximately 100 students in the Graphic Design and IMD programs on the School of Media and Design.
- Fall 2018 phase of the Student at Risk Detection (w/IBM) completed predictive analysis of 1st-year cohort from the Fall 2017/Winter 2018 intake in Business Administration program. 72 students with elevated risk out of a cohort of 500 students were identified and presented to the School of Business.

"Ametros Learning is very pleased with our work to date with Algonquin College. Our team thinks very highly of your students and is enjoying working with them."

Cathy Pillar, Chief Executive Officer,
Ametros Learning

CENTRE METRICS	2017/18 Actual	2018/19 Actual
Schools Engaged	2	3
Students Engaged	104	178
Students Employed	0	28
Faculty Engaged	8	9
Industry Partners	34	54
Events Held	3	3
Events Participated	4	7
In-Class Projects	32	50
Stand-Alone Projects	2	4
Grants	\$525,000	\$227,835
Client Cash Contribution	\$171,000	\$60,799
In-Kind Contribution	\$389,000	\$217,712
Expenditures	\$275,000	\$257,728

FUNDING AGENCY



MANAGING DIRECTOR JOHN OMURA

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An applied research managing director at Algonquin since 2006, John Omura is skilled in project management research and development, user experience, educational technology, entrepreneurship, strategic planning and business development. John holds an MAsc in electrical/computer engineering from the University of Waterloo, a graduate certificate in design from Algonquin College and a BEng in mechanical/electrical engineering from the former General Motors Institute (now Kettering University).

Tour the Design Centre
algonquincollege.com/arie/about/centres/#design

Health & Wellness Research Centre

Established in 2012, the Health & Wellness Research Centre connects faculty members and students in design and engineering areas with industry organizations to pursue projects that can help the local health and wellness sector thrive.

Funded by the Natural Sciences and Engineering Research Council, the centre partners with local hospitals, research institutes and wellness-focused companies to conceptualize, develop and commercialize innovations: digital technology products, services and processes that can have a positive impact on individual and collective health. Students use leading-edge techniques, tools and technologies to assess health and wellness industry business problems and develop impactful evidence-based solutions. Faculty members and students participating in applied research projects assist with work such as concept analysis, product design, product prototyping and product testing.

Health & Wellness Applied Research Centre projects help drive the success of the local health and wellness industries while providing valuable learning and networking opportunities for students and enhancing the college's community profile.

HIGHLIGHTS

- Officially opened The Ottawa Hospital at Algonquin College - A digital health lab on campus furthering the level of collaboration by our institutions.
- 2018 also saw the completion of the \$2.3 million Health and Wellness Research Centre applied research program funded through the College and Community Innovation (CCI) Program, supported by Canada's research tri-council agencies, made up of the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC) and the Social Sciences and Humanities Research Council (SSHRC).
- Surpassed our first goal of 1,500 new registrations for Algonquin's institutional campaign for organ donation "The Best Gift Ever" campaign leads all Colleges in Ontario with this initiative.
- The InsightScope Crowd Sourcing Systematic Review Platform built by Algonquin students completed its first event based trial proving the technology by completing 90% of the work of a midsize review over a single weekend.
- Launched a new prize for Innovation in Aging at Hacking Health Ottawa #HIP613 Hackathon through the support of the Garbarino Girard Centre for Innovation in Seniors Care
- In collaboration with a CHEO clinician and IBM developed a prototype app for Juvenile Idiopathic Arthritis to provide families a curated personalized recommendation for treatments based on available evidence. Work continues to assess and refine the app.

"My tenure at Applied Research helped me to gain valuable experience. It led to an increase in my knowledge both personally and professionally. These experiences helped me to succeed in the real world. I will always be grateful for the opportunity."

Sanket Patel, Student,
Algonquin College

CENTRE METRICS	2017/18 Actual	2018/19 Actual
Schools Engaged	4	2
Students Engaged	15	3
Students Employed	17	10
Faculty Engaged	5	2
Industry Partners	7	2
Events Held	20	1
Events Participated	12	8
In-Class Projects	4	1
Stand-Alone Projects	8	2
Grants	\$264,977	\$158,785
Client Cash Contribution	\$29,816	\$38,096
In-Kind Contribution	\$116,365	-
Expenditures	\$422,051	\$126,760

FUNDING AGENCY



MANAGING DIRECTOR KEVIN HOLMES

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Kevin Holmes has been leading Algonquin's Health & Wellness Research Centre since its inception in 2012. Kevin is also the managing director of the Social Innovation Lab at Algonquin's DARE District, and oversees its SLIDE project, which supports community organizations in the area of digital technology. Kevin holds a cross appointment to the Ottawa Hospital Research Institute as an affiliate investigator (Clinical Epidemiology program).

Tour the Health & Wellness Research Centre
algonquincollege.com/arie/about/centres/#health

Pembroke Campus

The Pembroke Campus Applied Research Centre collaborates with industry and community to deliver on forward thinking initiatives relevant and practical to regional needs while providing students with exceptional work-integrated learning opportunities that challenge, empower, and prepare students for future career success. Our centre has expertise to support research and development projects in environmental monitoring, agriculture, forestry, health care, outdoor adventure tourism, rural entrepreneurship and skilled trades.

The Pembroke Campus houses an advanced lab for conducting controlled experiments in the environmental and health sciences. The centre's lab and field capabilities have supported projects in water quality and quantity monitoring, agricultural best management practice implementation, biomass analysis, algae harvest and biofuel extraction prototyping, and more. The research process involves building strong, productive relationships with external partners to develop evidence-based solutions that positively impact the community.

The Pembroke Campus Applied Research Centre is a hub for rural innovation, also offering valuable experiential learning and professional networking opportunities for students and enhancing the college's community profile.

HIGHLIGHTS

- Hosted a faculty engagement session - 17 faculty attending - in June 2018, incorporating Playing-to-Win methodology.
- NRCan video "Green Jobs" Science and Technology Internship Program on Applied Research at AC Pembroke C/Can internship with Martyna Tomczynski
- Completed draft strategy for Applied Research at AC Pembroke.

"Working with the Office of Applied Research has been an amazing experience. The knowledge and abilities they share with our organization have brought us many steps closer to better water quality for our watershed."

**Karen Coulas, Chair,
Muskrat Watershed Council**

CENTRE METRICS	2017/18 Actual	2018/19 Actual
Schools Engaged	N/A	N/A
Students Engaged	70	45
Students Employed	5	3
Faculty Engaged	5	20
Industry Partners	5	7
Events Held	1	2
Events Participated	2	3
In-Class Projects	5	5
Stand-Alone Projects	3	2
Grants	\$52,997	\$9,837
Client Cash Contribution	\$3,500	\$5,480
In-Kind Contribution	\$125,000	\$25,503
Expenditures	\$154,425	\$15,323

FUNDING AGENCIES



Social Innovation Lab

The Social Innovation Lab provides opportunity for our students, staff and faculty to work with our community for the public good. The Lab is a key element of Algonquin College's response to a 2017 report published by the J.W. McConnell Family Foundation's RECODE initiative and Simon Fraser University entitled: "Maximizing the capacities of advanced education institutions to build social infrastructure for Canadian communities." The foundation of the work of Social Innovation Lab revolves around the United Nations (UN) Sustainable Development Goals (SDGs) for 2030. The lab provides opportunities for the Algonquin College community to broadly engage in social innovation practices toward the global goals.

The inaugural program of the Social Innovation Lab is SLiDE (Service Learning in Design & Engineering) and is intended to harness the talents of Algonquin College students from the Schools of Media and Design and Advanced Technology. SLiDE provides support to community-based organizations (service agencies, charities, non-profits, social enterprise, etc.) in the area of digital technology. Partners include representatives from IBM Centre for Advanced Studies, Impact Hub Ottawa, Centre for Social Enterprise Development, Ottawa Community Foundation, Carleton University and the Ottawa Hospital Research Institute. The SLiDE program was established in part through a grant from the College and Community Social Innovation Fund funded by the Social Sciences and Humanities Research Council of Canada (2018-2020).

HIGHLIGHTS

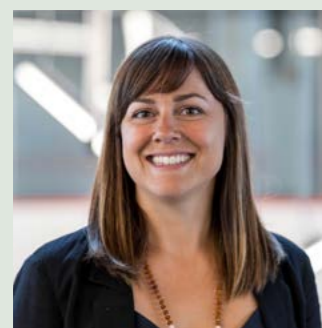
- SLiDE (Service Learning in Design & Engineering) the inaugural initiative of the Social Innovation Lab was funded by the Social Sciences and Humanities Research Council of Canada through the College and Community Social Innovation Fund (\$239,977 over two years)
- Seven founding IBM/SLiDE interns were hired and developed all that SLiDE would become by defining the mission as "Empowering our community by sharing student creativity and technological knowledge to drive social change".
- The lab officially opened in the Showcase Zone of the College's new DARE District in June and launched its online presence — www.slidelab7.com
- SLiDE students highlighted their activities at the C/Can (Colleges and Institutes Canada) Symposium - Accelerating Innovation through Applied Research on Parliament Hill. Special thanks to Canada's Minister of Science, MP Kirsty Duncan, for the shout out to SLiDE during her symposium remarks.
- As we ended year 1, we would welcome guests from the United Nations and host a one-day training conference for students on the UN Sustainable Development Goals (SDGs). The SDGs, after, all are the foundational pillars of the Social Innovation Lab.

"Working with SLiDE Innovation Lab was one of the most effortless and helpful opportunities that we have ever experienced as a social enterprise. They took the time to really understand our needs and the sky was the limit! The team was friendly and went above and beyond. It was a team of professionals who gave us a professional website with virtually no speed bumps along the way. Thank you!"

**Lynda Franc, Director of Development,
Operation Come Home**

CENTRE METRICS	2017/18 Actual	2018/19 Actual
Schools Engaged	N/A	2
Students Engaged	N/A	67
Students Employed	N/A	7
Faculty Engaged	N/A	8
Industry Partners	N/A	12
Events Held	N/A	7
Events Participated	N/A	11
In-Class Projects	N/A	1
Stand-Alone Projects	N/A	7
Grants	N/A	\$110,670
Client Cash Contribution	N/A	\$28,500
In-Kind Contribution	N/A	\$120,278
Expenditures	N/A	\$127,170

FUNDING AGENCY



MANAGING DIRECTOR
JULIE SYLVESTRE
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Julie Sylvestre chose to settle her roots in Pembroke, Ont., where she was born and raised, after living in various places throughout Canada for the better part of 10 years. Her love for the outdoors and wildlife lured her back, and through her work with ARIE at Algonquin College, she is able to pay it forward to her community through projects and programs that promote environmental and social sustainability. She holds a Master of Arts in the Humanities from the University of Ottawa, and a Master in Resource and Environmental Management from Dalhousie University

Tour the Pembroke Campus
algonquincollege.com/pembroke/applied-research-pembroke/



MANAGING DIRECTOR
KEVIN HOLMES
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Kevin Holmes has been leading Algonquin's Health & Wellness Research Centre since its inception in 2012. Kevin is also the managing director of the Social Innovation Lab at Algonquin's DARE District, and oversees its SLiDE project, which supports community organizations in the area of digital technology. Kevin holds a cross appointment to the Ottawa Hospital Research Institute as an affiliate investigator (Clinical Epidemiology program).

Tour the Health & Wellness Research Centre
algonquincollege.com/arie/about/centres/#health

Innovation & Entrepreneurship Centre

The Canadian workforce is in transition. The days of lengthy careers in a single occupation are behind us and there is an increasing shift towards more opportunities for self employment. Algonquin College's Innovation and Entrepreneurship Centre is responding to this societal shift, working to foster excitement around the power of this change by bringing together the best of Algonquin College and the local community.

The Centre is open to students, faculty, staff and alumni and offers access to office and meeting space as well as connections to a wide variety of entrepreneurial resources from both within the College and from the broader regional ecosystem. These offerings support the efforts of our entrepreneurs and open new industry partnerships that are the lifeblood of Algonquin College's commitment to applied research.

HIGHLIGHTS

- Since the beginning of the 2018 Fall semester, the Centre has hosted and/or sponsored more than 80 events, including tours, speaker series, trade shows, lunch-and-learn sessions, and workshops, and connected more than 2,075 College students and employees.
- Supported the development of five inaugural curriculum based projects through the MakerSpace.
- Entered into partnerships with Invest Ottawa/ Bayview Yards and L-Spark (in partnership with the School of Business) to ensure our active role in the regional entrepreneurial ecosystem.
- Established a robust new industry outreach program to ensure relevant and engaging content delivery for our learners as well as industry specific mentorship opportunities.
- The Centre's Entrepreneurs in Residence held 135 mentorship meetings with 88 entrepreneurs and participated in various learning sessions around the Ottawa Campus.
- 20 College professors conducted 90 classes, attracting more than 695 students.

"The Makerspace gave LiT the tools we needed to make our idea a reality. This was through both the machines/ materials that made our physical product, and the community we were able to share our ideas with."

Ryan Kowtecky, Co-Founder
LiT

FUNDING AGENCIES



CENTRE METRICS	2017/18 Actual	2018/19 Actual
Students Employed	1	6
Faculty Engaged	26	59
Industry Partners	16	22
Events Held	29	29
In-Class Projects	N/A	N/A
Stand-Alone Projects	N/A	N/A
Grants	\$117,000	\$39,708
Client Cash Contribution	\$230,000	\$700
In-Kind Contribution	\$115,000	\$116,907
Expenditures	\$312,266	\$162,183
Entrepreneurs Mentored	126	88
In-Class Presentations	30	17
In-Class Students Reached	925	669
WIL Students	15	2
WIL Hours	166	190
SUMMIT Workshops	62	30
SUMMIT AC Staff Facilitators	18	15
SUMMIT AC Industry Facilitators	18	12
Community Reached	N/A	2,358

INNOVATION & ENTREPRENEURSHIP CENTRE

entrepreneurship@algonquincollege.com

The Office creates and provides an ecosystem of people, programs, partnerships and resources that offers students, faculty, staff, alumni, and community members experiential learning with a focus on igniting their innovation skills and entrepreneurial endeavours. We offer co-working space, workshops, events, mentorship and connections to the Algonquin and Ottawa community with the goal of creating a community of empowered, innovative entrepreneurs.

Find us at Algonquin College's Ottawa Campus in Room C272, Dare District

Tour the Innovation and Entrepreneurship Centre:
algonquincollege.com/IE

Entrepreneurship Overview

A snapshot of some programs and services available through the Innovation and Entrepreneurship Centre:

DARE INCUBATOR

The Discovery, Applied Research and Entrepreneurship (DARE) Incubator was launched to provide aspiring and established entrepreneurs with the resources, guidance and training to develop their ideas into viable businesses or side hustles.

After a full year of operation, the Incubator programming is being fine-tuned to align with the College's mandate of embedding an entrepreneurial and innovative mindset in all of its learners (students, staff, faculty and Alumni). Through the learnings of the past 12 months and a thorough review of what the College's role should be in the regional entrepreneurial ecosystem, the focus will shift towards a programming and events model designed to broaden the impact of the space and make a tangible difference in developing the hard and soft entrepreneurial competencies that are needed to be successful in all walks of life.

It will continue to offer business development workshops as part of the programming, as well as mentorship sessions with established local entrepreneurs, but will open its doors even wider to allow all learners to explore the power of what entrepreneurship can mean to them

DARE MAKERSPACE

Our new MakerSpace in the DARE District provides opportunities for learners to work on practical projects and share ideas and knowledge with their peers. Offering a wide range of maker equipment, the space provides innovators with a place to conceptualize, experiment and build. Open to the entire Algonquin community and external partners, these facilities are designed to foster creativity, collaboration and innovation.

The space provides makers of all types with a broad selection of tools and technologies, including 3D printers, virtual reality stations, musical equipment, sewing machines and a host of design software. Additionally, Lab technician's conducts technology demonstrations and help users put their ideas into both physical and virtual forms.

SUMMIT SUMMER INTENSIVE

SUMMIT is a hands-on training and support program to help young entrepreneurs develop their business idea. This summer intensive runs each year in May and June and offers workshops, guidance and funding to help participants conceptualize and establish their ventures.

Participants take part in more than 40 workshops to help develop not only their business skills, but the foundation and innovation skills that are so necessary for entrepreneurs, such as communication, collaboration, experimentation and resiliency.

SUMMIT is much more than just a move-your-business-forward program. We provide our grads with the ability to envision, imagine and create. We introduce them to the world of entrepreneurship, give them insight into their capabilities, and provide the confidence to move forward.

MENTORSHIP

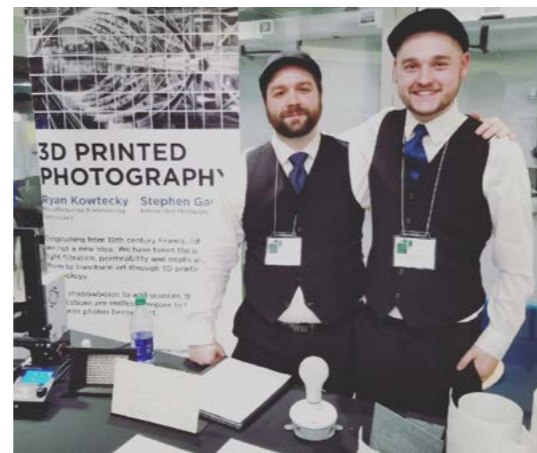
Mentorship@AC is a program designed to provide entrepreneurs with mentorship from successful entrepreneurs and experts in their field who can offer them the guidance, knowledge and support they need to move their business idea or existing business forward.

RE/ACTION Showcase

Our tri-annual research event, RE/ACTION Showcase, held three times a year in April, August and December, is a venue for students to showcase their hard work in the company of faculty and industry partners. Since 2007, students and clients alike are positively impacted by sharing common project goals. It is also a great place for companies to find the best new talent, as it allows them to see concrete examples of student capabilities.

RE/ACTION is an important networking opportunity for Algonquin students, educators, and local professionals excited about innovative research. It's also a means of interconnecting the Applied Research Centres. With students and faculty working so hard on their projects, this celebratory showcase allows people to see what others have been doing in labs for months at a time. Sharing ideas and seeing the reactions of other innovators is rewarding for everyone involved.

For more information visit: algonquincollege.com/arie/appliedresearchshowcase



9 Years at a Glance

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Sponsored Applied Research Inputs									
Federal Government	\$1,355,515	\$380,029	\$2,000,272	\$1,699,954	\$2,503,518	\$1,566,570	\$991,970	\$1,827,235	\$1,095,766
Provincial Government	\$475,000	\$279,991	\$194,075	\$140,396	\$115,000	\$889,985	\$301,508	\$269,982	\$395,725
Municipal Government	\$-	\$-	\$1,000	\$1,897	\$-	\$-	\$-	\$-	\$-
Private Sector and Not-For-Profit Funding	\$1,100,000	\$991,712	\$1,451,372	\$2,438,760	\$698,000	\$1,710,420	\$817,748	\$1,556,524	\$268,833
Institutional	\$310,000	\$336,426	\$206,152	\$78,108	\$25,000	\$20,000	\$300,000	\$440,000	\$40,475
International	\$-	\$-	\$-	\$-	\$-	\$64,800	\$-	\$-	\$-
TOTAL	\$3,240,515	\$1,988,158	\$3,852,871	\$4,359,115	\$3,341,518	\$4,251,775	\$2,411,226	\$4,093,741	\$1,800,800
Sponsored Innovation & Entrepreneurship Centre Inputs									
Provincial Government	N/A	N/A	N/A	N/A	N/A	N/A	\$102,500	\$86,917	\$39,708
Institutional	N/A	N/A	N/A	N/A	N/A	N/A	\$276,000	\$230,000	\$-
Private Sector and Not-For-Profit Funding	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$700
TOTAL	N/A	N/A	N/A	N/A	N/A	N/A	\$378,500	\$316,917	\$40,408
Total ARIE Sponsored Inputs									
TOTAL	\$3,240,515	\$1,988,158	\$3,852,871	\$4,359,115	\$3,341,518	\$4,251,775	\$2,789,726	\$4,410,658	\$1,531,199
Companies & Clients Served									
Industry Partner Applied Research	150	200	209	280	313	399	300	362	167
Industry Partner Innovation & Entrepreneurship	N/A	N/A	N/A	N/A	N/A	N/A	11	16	22
Applied Research Projects During The Year - Active and Completed									
Number of Projects	100	120	410	241	391	339	269	362	177
Faculty and Staff Engaged in Applied Research									
Faculty involved in supervising capstone applied research projects	0	19	26	22	20	23	45	34	17
Faculty seconded/engaged as researchers	0	40	22	21	23	24	21	16	17
Non-faculty institutional staff seconded/engaged as researchers	0	0	10	13	13	13	13	14	22
Students Engaged									
Applied Research	350	517	610	754	1,035	1,497	1,082	1,353	652
Prototypes Developed									
Prototypes Developed	60	120	154	121	104	150	160	180	177
Collaborative Projects									
Collaborative Projects	3	14	1	1	10	5	0	0	120
Total Collaborators	2	86	53	50	140	178	123	100	167

Our People

The Office of Applied Research, Innovation & Entrepreneurship is a growing operation. In 2018-19 we added 5 new positions to the group bringing the office to a total of 24 core employees. Our growing group continues to bring a diverse range of experiences and expertise in supporting applied research, innovation and entrepreneurship. In addition to our core staff, we have also hired 189 Algonquin College students to support our research initiatives.

With a number of our research centres now operating from within the DARE District, our people are better positioned to connect with the college community and are becoming personally recognized for their efforts. These personal interactions are positively impacting the understanding of applied research and entrepreneurship as a whole, allowing us to engage more faculty and support a diverse range of projects and programs.

We also represent Algonquin in the external community through partnerships with institutions and industry. These partnerships often go beyond research, and a number of our employees hold positions within Ottawa institutions and organizations such as the Ottawa Hospital Research Institute and the Ottawa City Woodshop.

DOUG WOTHERSPOON, VP OF INNOVATION & STRATEGY
CRISTINA HOLGUIN-PANDO, DIRECTOR,
APPLIED RESEARCH, INNOVATION & ENTREPRENEURSHIP

“Our capable and diverse team is committed to bringing Algonquin’s students, faculty and community partners together in the pursuit of economic prosperity, community growth and innovation.”

Cristina Holguin-Pando



Research Ethics Board

The Office of Applied Research, Innovation & Entrepreneurship ensures all applied research projects strictly follow the standards of Algonquin College's Research Ethics Board (REB). The REB requires that all research involving human participants is conducted in ways that safeguard their rights and well-being. ARIE employs an ethics coordinator who reviews all research projects to ensure compliance with the REB's standards.

ALL ARIE APPLIED RESEARCH PROJECTS FOLLOW REB'S GUIDING PRINCIPLES

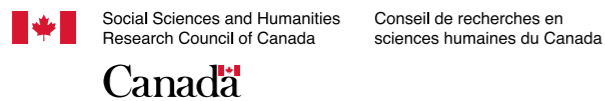
- Respect for human dignity;
- Respect for free and informed consent;
- Respect for vulnerable persons;
- Respect for privacy and confidentiality;
- Respect for justice and inclusiveness; and
- Balancing harms and benefits - minimizing harm, maximizing benefit.

The standards of the REB are informed by the standards of the Tri-Council, which consists of the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council, and the Social Sciences and Humanities Research Council. The board is authorized by the college president to operate independently in its decision-making, and can approve, reject, propose modifications to or terminate any proposed or ongoing research involving human subjects conducted under the auspices of the college.

algonquincollege.com/research-ethics-board

Acknowledgements

Our efforts would not be possible without the continued support of our partner companies, our great college and our amazing funders, including the Natural Sciences and Engineering Research Council of Canada, the Social Sciences and Humanities Research Council of Canada, the Ontario Centers of Excellence, and others who support our mission.



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ALGONQUIN
COLLEGE | Applied Research, Innovation
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[@AlgonquinARIE](https://twitter.com/AlgonquinARIE)



[@ACResearch](https://www.instagram.com/ACResearch)



[Algonquin College - ARIE](https://www.linkedin.com/company/Algonquin-College-ARIE)

Report title:	Freedom of Information and Protection of Privacy Act - 2018 Annual Report
Report to:	Board of Governors
Date:	June 10, 2019
Author/Presenter:	Duane McNair, Vice President, Finance and Administration

1. RECOMMENDATION:

THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to present the Board of Governors with a summary of the Freedom of Information activity for 2018. This report typically includes the Year-End Statistical Report submitted to the Information and Privacy Commissioner of Ontario each year. The Year-End Statistical Report has not been prepared this year due to Algonquin College not being included in the Privacy Commissioner's call for year-end reports for 2018. The Risk Management Department has consulted with the Information and Privacy Commissioner to identify this issue and the College has been advised that this was due to administrative error and that there is no requirement for Algonquin to report this year. The circumstances that led to this oversight have been corrected for next year. An internal summary has been prepared to replace this report and is presented only to the Board of Governors.

3. BACKGROUND:

The Vice President, Finance and Administration, acts as the College's Freedom of Information Coordinator on behalf of the Head of the organization, the Chair of the Board of Governors. The Freedom of Information and Protection of Privacy Act provides the right to request access to recorded information held by government organizations subject to specific exemptions.

4. DISCUSSION:

In 2018, there were seven Freedom of Information requests received and one ongoing request from 2017. Of those requests received, five were processed within the statutory time limit and two requests were not processed within the statutory time limit due to the large volume and complexity of the records requested. This was communicated appropriately to

the requestors. Details of the report are provided in Appendix A: 2018 Freedom of Information Requests Summary Report.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

This activity does not have any direct student impact.

7. FINANCIAL IMPACT:

There is no material financial impact arising from Freedom of Information requests. A net total of \$180 in fees have been collected from requestors, including \$5 in waived fees. Fees cover only a portion of the costs associated with responding to requests.

8. HUMAN RESOURCES IMPACT:

There is no significant Impact to human resources.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The standard report addresses the regulatory requirement for the Freedom of Information and Protection of Privacy Act. The completion of the Information and Privacy Commissioner’s Year-End Statistical Report is mandatory.

10. COMMUNICATIONS:

The Information and Privacy Commissioner’s Year-End Statistical Report for all institutions is

available to the public on the Information and Privacy Commissioner's of Ontario website at <https://www.ipc.on.ca>.

11. CONCLUSION:

Algonquin College's 2018 – Freedom of Information Requests Summary Report, attached as Appendix A, has been prepared internally, for information. This report is presented annually 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: 2018 Freedom of Information Requests Summary Report

Request Number	Date Requested	Request Topic	Information Requested	Fees Received	Processed within 30 days	File Status
LGL-2017-06-00128	20-Jun-17	Massage Therapy Injury	Request for all notes, records, emails by the Requestor and concerning the Requestor; adverse event reports by any individual about the Requestor; and records of events post incident	\$ 5.00	No	Requestor appealed College decision to deny all records requested, however, College has since released most records excluding personal opinions of the event. The College and Requestor has undergone mediation, and it will be determined in due course the Information Privacy Commission's decision regarding the release of remaining College emails. Ongoing
LGL-2018-01-00008	2-Jan-18	Student's own medical records	All medical records	\$ 5.00	Yes	All documents were released. Completed
LGL-2018-01-00059	8-Jan-18	Labour Relations documentation	Annual Reports produced by the College Employer Council which were provided to the President, including communications	\$ 5.00	Yes	Due to the broad scope of the request, College requested further clarification with a defined scope in order to proceed with the request. No response or appeal from Requestor. Completed
LGL-2018-06-00168	27-Jun-19	Student's own counselling records	Request for records from Student Services.	\$ -	Yes	All documents were released. Completed
LGL-2018-01-00013	3-Jan-18	Internationally-trained Nursing program	Contracts and records relating to the Internationally-trained Nurses Program, dating back to 2003, including the eligibility criteria for student admissions, and provincial funding of the program	\$ 5.00	No	Complex request as much information requested would be generated by the College of Nurses of Ontario, however after a lengthy appeal by the Requestor to receive remaining documents, the Information Privacy Commission ruled that the information already released was sufficient. Completed
LGL-2018-08-00090	15-Aug-18	Labour Relations documentation	All records of communication relating to Requestor's interview for full-time faculty position, including the evaluation process and College's accommodation preparations prior to the interview.	\$ 5.00	Yes	All records were withheld. No appeal. Completed Complex Case - matter was transferred to Labour Relations relating to subsequent Human Rights Tribunal complaint.
LGL-2018-12-00116	14-Dec-18	Academic Documents	Records relating to Requestor's admissions application and course registrations.	\$ 5.00	No	All documents were released. Completed
LGL-2018-12-00131	20-Dec-18	Student's own medical records	Former Student launching action against third party for injuries sustained in 2015. Requestor authorized College to release his clinical records to the Defendant's lawyer, dating back to 2013.	\$ 150.00	Yes	All documents were released. Costs incurred were due to the need to pull the archived records from Iron Mountain file storage service provider. Completed

**Report from the Chair
Board of Governors Meeting
June 10, 2019**

2019 Colleges and Institutes Canada (CICan) Conference (May 5-7, 2019)

Algonquin College was well represented at the 2019 CICan Conference in Niagara Falls. Governors A. Lawrence, V. Sayah, J. McLaren, and S. Paudel attended the information-packed conference. Algonquin College received two Awards of Excellence at the conference, honouring Barbara Foulds, Dean of the School of Health and Community Studies, with a Silver Leadership Excellence Award for managerial staff. Erin Stitt-Cavanagh, Chair, Allied Health Programs, Faculty of Health, Public Safety and Community Studies accepted the award on behalf of Barbara Foulds. Ron (Deganadus) McLester, Vice President, Truth, Reconciliation & Indigenization, and Andre O’Bonsawin, Manager of Indigenous Initiatives, accepted the Indigenous Education Excellence Award on behalf of the College.

“I want to congratulate Barb for this excellent achievement,” said President Cheryl Jensen. *“Her leadership in our College community, and her ability to bring forward innovative ideas to better serve our learners is an inspiration to us all.”* She also extended her congratulations to McLester and his team. *“The recognition they gain with this award is well deserved. Ron’s leadership and commitment to Indigenization has ensured that our College remains at the forefront of Canada’s journey to Reconciliation.”*

Skills Ontario 2019 Competition

The 30th annual Skills Ontario competition wrapped up on Wednesday, May 8, with Algonquin representatives bringing home medals in eight different trades, including gold in Horticulture and Landscaping for the second year in a row. The College’s medal count includes one gold, two silver and five bronze medals, distributed between nine extremely skilled Algonquin College student participants.

“I’m just so proud of everyone at Algonquin. We did really well in terms of medals but more importantly we brought a real top-notch team here,” Cheryl exclaimed. *“They did extremely well and showed such Algonquin pride, and I’m so proud of them.”*

REMINDERS:

- **President’s Year-End Dinner for the Algonquin College Board of Governors**

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. We look forward to celebrating the contributions of our Board members at this event.

- **2019 Spring Convocation Ceremonies**

Convocation dates are as follows:

Pembroke – June 7

Perth – June 13

Ottawa – June 17, 18, 19, 2019. I thank all Governors in advance for their active participation in these important student and family celebrations.

- **September Board Retreat - September 15-16, 2019**

Governors are reminded of the September Board Retreat, which will be held in Perth, Ontario. The Retreat will begin at midday on Sunday, September 15 and will end at approximately 4:00 p.m. on Monday, September 16. The Board Office will book overnight accommodation for Governors at the Best Western Inn and Conference Centre.

- **Colleges Ontario 2019 Higher Education Summit**

The 2019 Higher Education Summit will be in Toronto at the Sheraton Centre Hotel from November 30 to December 2, 2019. The College Centre for Board Excellence will be hosting their Governor Orientation Session prior to the conference on November 30. Governors will be provided with additional information as it becomes available, as well as the professional development application form.

2019-2020 Board Meeting Schedule & Events

The schedule of Board meetings from September 2019 to June 2020 will be posted on the Board’s SharePoint site. The 2019-2020 Board meetings, retreats and special events are as follows:

Meeting Schedule		
Date	Location	Time
Monday, October 28, 2019	T102 A&B	4:00 – 6:00 pm
Monday, December 16, 2019	T102 A&B	4:00 – 6:00 pm
Monday, February 24, 2020	T102 A&B	4:00 – 6:00 pm
Monday, April 20, 2020	T102 A&B	4:00 – 6:00 pm
Annual General Meeting & Board Meeting Monday, June 08, 2020	T102 A&B	4:00 – 6:00 pm

Event Schedule	
Board of Governors’ Fall Retreat	Sun. Sep. 15 & Mon. Sep. 16, 2019
Board of Governors Holiday Dinner	Mon. Dec. 9, 2019
Board of Governors’ Spring Retreat	Sat. Mar. 28, 2020 (Tentative)
President’s End-of-Year Dinner	Tue. Jun. 23, 2020

RECOGNITION OF RETIRING GOVERNORS

I would like to take the opportunity to thank all of our retiring Governors for their dedicated service to the College and Board of Governors:

Michael Waters (2013-2019) was elected to the Board of Governors in 2013, completing a six-year term of office. Michael served as a member of the Audit and Risk Management Committee from 2013-2019 and was also the Governor representative to the Foundation Board of Directors from 2017-2018. We thank Michael for his in-depth contribution to the Board and to the Audit and Risk Management Committee.

Shuham Paudel (2018-2019) was elected to the Board as the student representative in September 2018. Shubham ensured that the student’s voice was heard at the Board table and we thank Shubham for his service to our Board and to the College community.

A BIG Thank you to you both!

Thank you President Cheryl Jensen

Cheryl Jensen was appointed President and CEO on August 25, 2014. In her five years, as President and CEO of Algonquin College, she and her Executive team successfully accomplished an exhaustive list of the College's major capital projects such as the DARE District, the implementation of the Workday project, the Learning Management System (Brightspace), and the Student Central Space, to name a few. Join us in a Farewell Celebration on June 14, 2019, and for the opportunity to commemorate her legacy.

Over the Summer

The Board Executive Committee will be holding a Retreat on July 9 to develop the agenda for the September Board Retreat. The Governance Committee will finalize the Orientation Sessions for new Governors, scheduled for August 22 and September 15, and the Board Office will be busy with logistics for the Board and Committee meetings and activities that occur throughout the year.

**Report from the President
Board of Governors Meeting
June 10, 2019**

The following items were discussed at recent Committee of Presidents meetings:

- **Free Speech Policy Generated National Headlines**

Colleges Ontario's 2018-19 annual report now online

The prominent national media coverage of the Ontario colleges' new free speech policy is among the highlights captured in Colleges Ontario's [2018-19 annual report](#), which is now available online. The report documents the sectors' achievements last year fulfilling the goals from Colleges Ontario's previous strategic plan, [Fueling Prosperity](#). Other highlights in the report include the sector's successes promoting key policy priorities during last year's provincial election. The sector is now working to advance the goals in the new strategic plan, [Ontario's Colleges: Catalysts for Career Success](#).

- **Province Meeting on Employment Ontario**

The Ministry of Training, Colleges and Universities held a market-sounding meeting in Toronto on May 15 and 16 for potential vendors in the new system that is being developed for Employment Ontario. The meeting is to gather feedback and discuss ways to innovate the delivery of employment services. It is part of the Ontario government's plan to transform the 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. More details on the Toronto meeting can be [found online](#).

- **Government Approvals of Programs**

The Committee of Presidents endorsed recommendations developed by Colleges Ontario in consultation with the vice-presidents, academic, on how the province can streamline the approvals process for new college programs. The recommendations will be submitted to the Ontario government. If supported by the government, the changes would allow colleges to respond more quickly to rapid advancements in the economy.

- **Procurement Policies**

The Committee of Presidents endorsed a proposal to have Colleges Ontario create a working group that will look for new opportunities to collaborate on shared procurements of goods and services. The sector currently collaborates on purchases in a number of areas such as the products and services purchased through the Ontario Education Collaborative Marketplace. The search for new opportunities responds to the Ontario government's plan to find \$1 billion in savings over the next five years through a centralized procurement service for the broader public sector.

- Ontario's colleges continue to lobby the provincial government to give colleges the option to offer their own stand-alone nursing degree programs. Currently, colleges that wish to offer nursing degrees are required to partner with a university. However, the sector is recommending that colleges acquire the option to deliver stand-alone programs that are independent of any university involvement.

Colleges Ontario will consult with the sector on a staged implementation strategy that could be presented to government that would identify which colleges are ready to offer their own programs. C. Jensen has assured Mr. Jacques Fremont, President of the University of Ottawa, that there is no intent for Algonquin to offer a stand alone Nursing Degree, and that any decision to alter the current agreement and partnership would be a collaborative one.

Board of Governors Chair, Peter Nadeau – End of Six Year Term (2013-2019)

August 31 marks the end of the Algonquin College Board of Governors Chair role for Peter Nadeau. Peter joined the Board of Governors in 2013 and became Chair of the Governance Committee in 2014. In 2016, he held the Vice Chair position of the Board of Governors and since 2017, he has been the Chair of the Board of Governors.

Peter has left a legacy at the College. Notably, Peter elevated the importance of good governance at every meeting during his tenure, advocating for Board education and generative discussion. Peter has attended and has spoken at many College events, in Ottawa and Toronto, demonstrating to the College and external committee the Board's dedication to the stewardship of Algonquin.

On a personal note, I am grateful for Peter's sage advice and constant encouragement. The College's governance structure is stronger because of Peter. The relationships Peter has fostered with College supporters and partners will ensure the future prosperity of Algonquin College.

I know that the entire College community and all members of the Board of Governors join me in thanking Peter for his dedication to the College.

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: March 12 to May 6, 2019

LEARNER DRIVEN

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

Summary Report from:	Activity
Academic	<ul style="list-style-type: none"> • The Early Learning Centre had 400 student observation visits and six student placements from the Early Childhood Education program. There were four student placements and one internship from the Bachelor of Early Learning and Childhood Development program, and one Academic Assistance for Adults with Developmental Disabilities student placement. • The Centre for Continuing and Online Learning achieved course level enrolments for the 2018-2019 academic year with an increase of 18.0% compared to last year. • On April 11, 2019, Event Management students hosted the <i>Wish Wrap Up Event</i> in celebration of raising over \$60,000.00 with a zero budget. • Academic Development staff assisted 63 students with credit transfers, 36 students with externals pathways, and 88 Prior Learning Assessment and Recognition applications. • The Perth Campus staff held an Intercultural Communications Workshop for all campus staff and faculty on May 1, 2019. The workshop helped attendees increase their understanding of intercultural communication while expanding their thinking to understand the barriers that newcomers to Canada face as the campus prepared to welcome a cohort of twenty-two students from India on May 13, 2019.
Communications, Marketing and External Relations	<ul style="list-style-type: none"> • The Communications department staff continued to support the development of the Learner Driven Plan, including participation in the research and development of material for the Learner Driven Plan Strategy Document. Department staff also developed a communication strategy plan to support awareness and feedback on the Strategy Document. Activities will include website content, graphic design, and event promotion on all three campuses via social media, websites, and digital screen collateral. • External Relations staff participated in the first provincial budget lockup for the Ford Government on March 25, 2019. • Media Relations staff participated in the RE/ACTION Applied Research Showcase, including CTV Morning stories on three different projects by students involved in Applied Research.

Finance and Administration	<ul style="list-style-type: none"> Physical Resources staff procured and deployed \$500K worth of common area furniture in various locations throughout the Ottawa Campus, replacing worn out furniture. The new furniture supported learning outside the classroom for both individuals and group collaboration.
Human Resources	<ul style="list-style-type: none"> Human Resources staff launched the faculty training program “Teaching to Support Females in Tech Classrooms”. The first cohort of women were welcomed on campus through the “We Saved you A Seat program”.
Indigenous Initiatives	<ul style="list-style-type: none"> On May 6, 2019, Algonquin College was recognized by Colleges and Institutes Canada with the 2019 Bronze Indigenous Education Excellence Award at the 2019 Conference recognition event. On April 27, 2019 Algonquin College staff hosted the 11th Annual Indigenous Graduate Honouring Ceremony Algonquin College’s Nawapon. Approximately 50 Indigenous graduates from the University of Ottawa, Carleton University, La Cité, St-Paul University, and Algonquin College were honoured along with their family and friends.
Innovation and Strategy	<ul style="list-style-type: none"> As part of the commitment to helping international students share their culture with other students, staff hosted a Ukrainian Pancake Celebration (Maslenitsa), for 40 students. In partnership with Student Support Services and the Students’ Association, the International Education Centre staff hosted the annual Celebration of Cultures, showcasing over 30 different countries to hundreds of attendees. With assistance from the International Peer Mentors and Leaders, the International Education Centre invited visitors to mark their country of origin or affiliation on a large map of the world to demonstrate how many countries and cultures are represented at Algonquin College. Candy and desserts from around the world were shared with the attendees. The Digital College Research Lab program launched a new project with a new industry partner – Blindside Networks. Three students and one professor are collaborating with the industry partner to develop a closed captioning feature to improve accessibility to their web video conferencing software for education. The Ministry of Training Colleges and Universities entered into a one-year agreement with Algonquin College to be the Lead Organization in a Skills Advance Ontario pilot project for Eastern Ontario steel and aluminum manufacturing, and metal fabrication sector. Algonquin College, through its Corporate Training unit, will lead an Eastern Ontario College Consortium comprised of Algonquin College, La Cité Collegiale, Sir Sandford Fleming College, St. Lawrence College, and Loyalist College. These Colleges will provide workforce training and development support for the College sector. On May 2, 2019, the AC Way team hosted a site visit for external stakeholders from Conestoga College, the University of Waterloo, and Statistics Canada who were interested in learning about Algonquin College’s journey with Lean Management. Our guests were welcomed by President and CEO, Cheryl Jensen. The external stakeholders were

	introduced to the AC Way by visiting huddles, observing a Rapid Improvement Event, and engaging with the College community about their experience with the AC Way.
Student Services	<ul style="list-style-type: none"> • A total of 1,430 international student applications were processed with an average turn-around time of nine days. • By implementing new strategies to monitor and resource the Registrar’s Office Call Centre, call abandonment rates dropped by 14% compared to the same reporting period (from 38% of calls in 2018 to 24% of calls in 2019). • In-person service at the Registrar’s Office in Student Central has increased 18.2% compared to the same time last year (from 9,988 to 11,803). This increase is attributed to Algonquin College’s enrolment increase compared to the same time last year, including a 16.9% increase in spring registrations. • Harm Reduction Week was hosted at the Ottawa Campus from March 12 to March 16, 2019. Harm Reduction Week events included a presentation by Sean McCann in the AC Hub with 100 students in attendance. Sean McCann is a former member of the band Great Big Sea who shared his story of how he overcame being sexually abused and problematic alcohol use. During the Harm Reduction Fair, 800 student were in conversations, and 400 students attended the St. Patrick's Day event. • On March 31, 2019, funding for the Umbrella Project concluded. The Umbrella Project was initiated in 2015 to develop and implement a comprehensive awareness, education, and harm reduction strategy for substance use at Algonquin College and beyond. It was funded through a grant from the Mental Health Innovation Fund. Since this grant has now concluded, funding to further advance the Umbrella Project has been sought through a grant from Health Canada. Staff is awaiting a response from Health Canada on this grant application. • A total of 661 entry level students registered to attend AC Start and AC Day 1, an increase of 45% compared to 455 registered for the 2018 Spring Term Orientation. This increase may be partially attributed to the 100% increase to Level 01 enrolment projections from the 2018 Spring Term to the 2019 Spring Term, and to the virtual Orientation Webinar platform that was introduced for the 2019 Spring Term. The 661 students registered for AC Start and AC Day 1 represented 68% of first time new students in the 2019 Spring Term for the Ottawa campus. More than 30 volunteers were trained and utilized to assist with welcoming first year students to the Ottawa campus.
INNOVATION AND QUALITY	
Goal 2: Lead the college system in co-op and experiential learning.	
Goal 3: Attain national standing in quality, impact and innovation within each school and service.	
Summary Report from:	Activity
Academic	<ul style="list-style-type: none"> • Second year Heritage Carpentry and Joinery students finished a one-week work placement at the historic St. Patrick’s Church in Ferguson’s Falls, one of the oldest wooden churches in Ontario.

	<ul style="list-style-type: none"> • Students in the Computer Systems Technician program at the Pembroke Campus hosted a free Help Desk to students and employees during the month of March. The experience gave students and opportunity to showcase their technical skills. • On April 18, 2019, students in the Urban Forestry – Arboriculture program competed in an International Society of Arboriculture Tree Climbing Competition. Local employers and community members attended to watch students demonstrate their skills. • On April 26, 2019, students in the Outdoor Adventure program made presentations about their final expeditions. Family, college staff and members of the community attended. Destinations this year included Scotland and Belize. • Learners in the Victimology Program spent March to May volunteering for Ottawa’s vulnerable sector including work with homeless youth, crime victims; both in and out of crisis, and children/youth from adoption services.
<p>Communications, Marketing and External Relations</p>	<ul style="list-style-type: none"> • Staff continued the implementation of a communications and marketing Plan for a new vision for Program Advisory Committees. • The Communications Department staff developed a variety of material in support of the launch of a new training initiative being pioneered by five community colleges (Algonquin College (lead), La Cité Collegiale, St. Lawrence College, Sir Sandford Fleming and Loyalist College) partnered as the Eastern Ontario College Consortium. Algonquin College is the lead on the initiatives, and its Communication and Marketing departments have been assigned to develop a microsite and guidelines for the other colleges.
<p>Human Resources</p>	<ul style="list-style-type: none"> • Staff hosted two employee workshops on “Innovating through Diversity”.
<p>Student Services</p>	<ul style="list-style-type: none"> • The Algonquin College website continued to perform well with page views up 4.87%, new visitors up 4.5%, new sessions up 13.25%, and session traffic up 6.53% over this period last year. Web leads are also up 26.4% (3,442 vs. 2,723). • New websites were created for the Learning Enterprises including the Early Learning Centre, Savoir-Fare, the Massage Clinic, the Dental Clinic, and the AC Salon, Spa and Boutique. • A Program Pathway web tool and site was completed sharing a building database of pathway options for prospects and learners. • Neilson Technologies completed an audit on the Registrar’s Office Call Center on March 27, 2019. The report included recommendations to improve the client experience while reducing call volume, call abandonment rates, and wait times. There were also recommendations to streamline processes and training that will positively impact the employee experience. Findings in the report are being actioned.
<p>CONNECTED</p>	

Goal 4: Become an integral partner to our alumni and employers.	
Summary Report from:	Activity
Academic	<ul style="list-style-type: none"> The Business-Agriculture program at Perth was well represented at the Ottawa Farm Show at the Ernst and Young Centre in Ottawa on March 14, 2019. This is one of the largest agriculture shows in Eastern Ontario. The Perth Community Employment Services staff held a community job fair on March 21, 2019. This event was open to job seekers of all ages and employers were present from a range of sectors. This event was very successful with over 200 job seekers in attendance and positive employer survey results with many employers reporting on-the-spot hiring or interview scheduling.
Communications, Marketing and External Relations	<p>Staff</p> <ul style="list-style-type: none"> supported the Promotion of Algonquin College Foundation’s Alumni at Work segments on Good Morning Algonquin College. researched and interviewed nominees to obtain information for profile development for the 2019 Alumni of Distinction Awards. developed advertorial story content for a future edition of CAPITAL magazine produced by the Ottawa Chamber of Commerce, focused on the Algonquin Centre for Construction Excellence and benefits of hiring Algonquin trades graduates and being part of Program Advisory Committees. developed a Communications plan to support and recruit new members (especially alumni) to Program Advisory Committees
Innovation and Strategy	<ul style="list-style-type: none"> Applied Research’s Design Centre staff hosted the Blindside Networks Software Developer Summit XIV attracting 25 open-source developers from around the world including Brazil, Germany, Tunisia and the United States. The Design Centre staff selected 15 new industry partners to collaborate with the Voucher for E Business in-class project course in the Interactive Media Development program.
Student Services	<ul style="list-style-type: none"> The Employment Support Centre hosted the 2019 Health Care Job Fair on March 22, 2019. Employers from hospitals and community health care organizations were on campus to recruit students from health care programs. There were 20 employers and 132 students in attendance at the event. This represented an 81% increase in employers attendance and a 288% increase in students attendance compared to the previous year. The lower than normal attendance in 2018 was due to the work stoppage in the Fall of 2017.
SUSTAINABLE	
Goal 5: Enhance Algonquin’s global impact and community social responsibility.	
Summary Report from:	Activity

Academic	<ul style="list-style-type: none"> • During the month of April, there was extensive flooding throughout Renfrew County. The Pembroke Campus management team worked closely with the College Risk Management and Physical Resources departments to monitor water levels on the Ottawa River and to develop mitigation strategies in the event action needed to be taken to protect the campus from the flooding risk. The College also supported the City of Pembroke after it declared a state of emergency as a result of flooding, by offering help through student and staff volunteerism. • A day-long professional development session entitled “Understanding Human Trafficking” and “Supporting Caregivers” was held on March 26 at the Pembroke Campus, presented by A New Day in Ottawa, a transition home for women who have been trafficked. Participants learned about the signs, challenges and ways to support those who have been affected by human trafficking.
Communications, Marketing and External Relations	<ul style="list-style-type: none"> • Media Relations staff organized a CBC interview with Ron McLester, Vice President, Truth, Reconciliation, and Indigenization, Jeff Turner, Manager, Indigenous Services and Partnerships, and Algonquin College students for the landscaping initiative around the Indigenous Gathering Circle. • Media Relations staff supported the CBC and CTV coverage for the new Esthetics for New Canadians program. • External Relations staff completed a number of meetings with the Perley Rideau and Veterans Centre stakeholders. Members of Provincial Parliament and Members of Parliament will continue to advocate for the Healthy Living Education project.
Indigenous Initiatives	<ul style="list-style-type: none"> • Indigenous Initiatives led campus-wide sessions focused on the exploration of Indigenization at Algonquin College Ottawa Campus, Pembroke Campus, and Perth Campus. The playback effort was to “re-engage people’s minds” on Indigenization and engage the community on next steps.
Innovation and Strategy	<ul style="list-style-type: none"> • The International Education Centre recently hosted two delegations from Kenya associated with Algonquin College’s participation in the Global Affairs Canada, Colleges and Institutes Canada administered Kenya Education for Employment Program. The first delegation included senior leadership from Kenya’s Technical and Vocational Education and Training Authority, National Curriculum Development Approval, and Certification Council, met with Algonquin College representatives to discuss Algonquin’s Academic Pathways and Quality Assurance policies and procedures and potential pathways to Canadian programs of study for graduates of Kenya’s national polytechnics. The second delegation, included the Head Principal and Civil Engineering Technology Head of Department of Algonquin’s partner in Kenya, and the Eldoret National Polytechnic. All attended the Colleges and Institutes Canada conference in Niagara Falls for activities related to the Kenya Education for Employment Program and two days of training and project planning at Algonquin’s Ottawa campus. • The International Education Centre with support from the Language Institute, Student Support Services, Experienced Workers Centre and Ottawa Employment Hub responded to the Immigration, Refugees and Citizenship Canada 2019

	<p>Request for Proposal by submitting a \$3.0 million proposal for the Newcomers Youth Language and Employment Preparation Program. The Newcomers Youth Language and Employment Preparation Program, if won, would provide language training, job coaching, peer-to-peer mentorship and postsecondary education pathways to over 600 newcomer youth over a five year period. The college recruited other partners to be part of the bid including the YMCA, La Cité Collegiale, Ottawa-Carleton District School Board and Local Employment Planning Council. The results of the bid will likely be announced by late summer or early fall of this year.</p>
<p>Student Services</p>	<ul style="list-style-type: none"> • The Spring Open House was held on March 16, 2019. This event is to encourage student prospects to apply before the May 1st confirmation date. There were 1,202 prospects pre-registered for the event. An Open House at the Perth Campus also took place during the reporting period on April 13, 2019. • Leads generated through the various marketing campaigns (PPC, Display, Social, Call Centre) increased by 58% (from 8,443 to 13,488) year-over-year. The cost per lead decreased by 39% (from \$35.21 to \$21.47). The increase in leads can be attributed to continuous adjustments to optimize campaigns. • This year, the Marketing department managed the Facebook/Instagram campaigns instead of using a vendor. Executing the campaign internally, Marketing was able to monitor and adjust advertisements based on metrics which led to a 52% increase in leads (from 615 to 1,279). • The Financial Aid and Student Awards Office had a 13% increase in active Ontario Student Assistance Program applications compared to the same time last year (from 13,984 to 15,816); this represents a 26% increase in funds awarded to the Algonquin College students (from \$122 million to \$154 million). This increase was anticipated with the 2017 changes to the provincial financial assistance program still in effect; however, with the new Government of Ontario constraints on financial aid eligibility, effective September 1, 2019, the Ontario Student Assistance Program application rate is expected to decrease in the upcoming terms.
<p>PEOPLE</p>	
<p>Goal 6: Be recognized by our employees and the community as an exceptional place to work.</p>	
<p>Summary Report from:</p>	<p>Activity:</p>
<p>Communications, Marketing and External Relations</p>	<p>Staff:</p> <ul style="list-style-type: none"> • Supported the Kaleidoscope event with social media strategy and daily myAC content from May 14 to 15. • Provided internal media coverage and communications campaign for the Employee Awards held on May 27, 2019. • Coordinated the official guidelines, standards, templates and new strategy proposal for the Employee Email Guidelines and Strategy as a result of January’s phishing attack. • Continued rollout, coordination and promotion of Algonquin’s new dog therapy program launched in January 2019.

	<ul style="list-style-type: none"> • Implemented the 14-Week Term Model website with communications material, content, and myAC posts: https://www.algonquincollege.com/14weekterm/ • Supported ongoing work with the Information Technology Services department to promote new cyber security measures such as Safe Links and the Phish Me icon in Outlook email. These new tools are making our employees more secure and Communications is helping Information Technology Services educate employees on how and when to use them.
<p>Finance and Administration</p>	<ul style="list-style-type: none"> • Campus Services staff engaged the entire department with a year end celebration of success. Some of the year end achievements that were highlighted included: <ul style="list-style-type: none"> ○ Food Services served over 1.5 million customers ○ Residence achieved 100% occupancy at move in and maintained 95% occupancy over the fall and winter semester ○ Employed over 120 students within Campus Services ○ Over 130,000 Course Materials provided ○ Achieved financial targets including over \$44M in revenue
<p>Human Resources</p>	<ul style="list-style-type: none"> • Phase I and II of the 360-degree feedback program for the Algonquin College Leadership Team was completed with Phase III underway. • Staff developed a communications strategy and plan in collaboration with the Communications Department to solicit employee contributions for the development of a new culture book. This will look at employee memories, takeaways and impressions of what it means to work at Algonquin College. • Staff hosted a Lunch and Learn session on interviewing people with disabilities. Attendees were job seekers with disabilities who were asked to participate in skills development speed interview sessions. The session was conducted in collaboration with Community partner “Employment Accessibility Resource Network”. • The Inclusion and Diversity Circle identified two priority areas of action for 2019-2020 to address employment barriers for visible minorities and indigenous people. • The Psychological Health & Safety Taskforce drafted a policy, finalized membership and terms of reference. • Eleven employees graduated from the Algonquin Leadership in Education Institute ALEI 3 - Organizational Leadership program. • The Support Staff Academy offered one workshop to 14 registrants. • The Teaching Adult Lifelong Learners program offered the <i>Presentation Skills</i> to 11 registrants. • The <i>Learning Theory and Managing the Learning Environment</i> was offered to 12 registrants, and <i>The Teaching Practicum</i> was offered to 15 registrants.

	<ul style="list-style-type: none"> On March 28, staff hosted a Celebration of Service for our Long Service Employees and Retirees from 2018. Staff offered five Part-time Support Staff Collective Agreement information workshops from March to April 2019. A document guide with highlights of the changes to facilitate Managers was produced. The themes for the 17th Annual 2019 Kaleidoscope Conference were: <i>Defining Excellence in our Service Delivery; Teaching and Learning Practices; Health & Wellness, and Collaboration & Partnerships</i>. The Planning team received 38 workshop poster proposals from employees to lead workshops and/or poster presentations. The Conference program featured a variety of <i>Applied Learning Showcases, Workshops and Posters and Social</i>, with the following opening keynote address by Teri Kingston: <i>“The Power of Connecting Through Storytelling”</i> and Dr. Bill Howatt: <i>“Mastering Mental Health through Resiliency and Coping Skills”</i>.
Innovation and Strategy	<ul style="list-style-type: none"> The Applied Research Construction Centre developed a new collaboration with Université du Québec en Outaouais to apply Data Analytic techniques for the Algonquin College Centre of Excellence to improve efficiency.
STUDENT & EMPLOYEE SUCCESSES:	Activity
Academic	<ul style="list-style-type: none"> On April 3, 2019, Tammie Vallee, Professor, Construction Engineering Technician/Civil Engineering Technology programs led student volunteers in the 3rd Annual Algonquin Centre for Construction Excellence Networking event. Hundreds of students and upwards of 130 employers gained valuable face to face time with each other to network, share resumes and employment opportunities, and learn about emerging trends in construction. Students in the Heritage Carpentry and Joinery program banded together to help build a new animal shelter for the Lanark Animal Welfare Society. Amanda Ruthman, Student Success Specialist, Experienced Worker Centre, completed her Masters of Counselling and Spirituality. Students from the Esthetician program decorated faces for a Night in the Enchanted Forest charity event on April 2, 2019 hosted at Restaurant International. Congratulations to Anna Verozub, Bachelor of Hospitality and Tourism Management student, who was the recipient of the 2019 Ottawa Tourism Award. Under the guidance of Professor James Waller, the Bachelor of Hospitality and Tourism Management graduating students raised over \$26,000.00 for six different charities and a scholarship for future students as part of their capstone Food and Beverage projects course.

Communications, Marketing and External Relations	<ul style="list-style-type: none"> Algonquin College won eight medals at the Skills Ontario 2019 Competition. Four stories of the competition were filed by myAC freelance correspondent. The correspondent provided non-stop photo material for Communications to promote on social media.
Indigenous Initiatives	<ul style="list-style-type: none"> On May 1st, Indigenous Initiatives staff in partnership with the Horticulture program launched an initiative where students will assist with the planning of the Indigenous Gathering Circle – Ishkodewan. Students and staff gathered by the fire first and learned about the significance of the space and their contributions towards caring for it. Approximately 30 people attended.
Innovation and Strategy	<ul style="list-style-type: none"> The Student Project “Immunity Warriors” focused on immunization for children was highlighted in the Globe and Mail April 12 edition. A team of Algonquin students that were trained at the “Data Analytics Centre” submitted computer code entry to the prestigious international “Kaggle 2019” competition in Data Science. The challenge was to find a deep learning solution for early “Detection of Histopathologic Cancer” in medical images.
Student Services	<ul style="list-style-type: none"> Krishna Stanton, Associate Registrar, Enrolment and Student Financial Support, completed the Master of Business Administration degree program through Athabasca University. Anna Choudhury, Manager, International Student Integration and Krista Pearson, Registrar, presented on “The Creation of Student Central” at the Colleges and Institutes Canada Conference, held May 5 to 7, 2019.

2019-2020 BOG Work Plan

ROLE OF THE BOARD	RESPONSIBLE AREA /PERSON	MEETING DATES				
		28-Oct 2019	16-Dec 2019	24-Feb 2020	13-Apr 2020	8-Jun 2020
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.						
2020-2021 Budget Assumptions, Three-Year Pro Forma, 2020-2021 Business Plan	D. McNair, L. Stanbra		X			
Applied Research Plan (Information)	D. Wotherspoon	X				X
Approval of 2020-2021 Budget and Business Plan	D. Wotherspoon, L. Stanbra, D. McNair			X		
ARM Report to BOG (Major Capital Projects, Endowment Fund and Operating Fund Investment Reports, etc.)	D. McNair	X	X	X		X
ASAC Report to BOG (New/ Suspended and Cancelled Academic Programs)	J. McLaren, C. Brulé	X	X	X	X	X
Executive compensation	President			X	X	
Executive Compensation Framework	President, D. McCutcheon		X			
Five Year Capital Investment Plan	D. McNair		X			
Healthy Living Education Initiative	C. Brulé		X		X	
Innovation and Entrepreneurship Plan (Presentation) <i>removed from June 10, 2019 meeting, move to October 28, 2019</i>	D. Wotherspoon	X				
International Education Strategic Plan Refresh	D. Wotherspoon		X			X
IT Modernization Plan	D. Wotherspoon				X	
Key Performance Indicators Report Back (included in ASAC Report)	C. Brulé	X				
Lean Management Plan (Information or Presentation)	D. Wotherspoon				X	
People Plan	D. McCutcheon	X				
Strategic Mandate Agreement 3.0 – (in 2017, update presented at April 2017 BOG, then to the 2017 Fall BOG Retreat	C. Brulé					
Student Information System - Update ***Doug to advise which meeting to provide updates	D.Wotherspoon			X		
Transforming Indigenization Initiatives ***Ron to remove if no further updates to BOG are required	R. McLester		X			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 2019-2020 and progress against Strategic Plan 2017-2022	T. McDougall					X
Quarterly 2019-2020 Business Plan Update	L.Stanbra	Q1	Q2	Q3		
Fourth Quarter 2019-2020 Business Plan performance	L.Stanbra					Q4
Program Advisory Committee’s Annual Report (ASAC Report)	C. Brulé			X		

ROLE OF THE BOARD	RESPONSIBLE AREA /PERSON	28-Oct 2019	16-Dec 2019	24-Feb 2020	13-Apr 2020	8-Jun 2020
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.						
2020-2021 Budget Assumptions and three-year pro forma	D. McNair		X			
2020-2021 Tuition and Fees Schedules	L. Stanbra		X			
Banking Officers’ resolution (AGM agenda)	D. McNair					X
Colleges of Applied Arts & technology (CAAT) Retirement Compensation Annual Report to Sponsors <i>(distribute separately to BOG)</i>	President					X
Quarterly 2019-2020 Financial Projection	D. McNair	Q1	Q2	Q3		
Fourth Quarter Financial Results						Q4
Appointment of auditors (AGM agenda)	D. McNair					X
Draft Audited Financial Statements and Annual Management Discussion and Analysis Report (AGM agenda)	D. McNair					X
RISK IDENTIFICATION AND OVERSIGHT – The Board oversees management’s risks program, and identifies unusual risks in the organization and ensures plans are in place to manage and prevent such risks.						
Corporate Risk Profile <i>(only present every 2-3 years when updated)</i>	D. McNair					
Freedom of Information Annual Report	D. McNair					X
STAKEHOLDER COMMUNICATION AND ACCOUNTABILITY – The Board ensures the organization appropriately contributes to strong stakeholder relationships, and advocates on behalf of College stakeholders in support of the mission, vision, values and strategic directions.						
YourAC - included in Board Management Summary	T. McDougall	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)	J. Brockbank					
Structure of Effective Board Meetings generative discussion (Discussed at Orientation Part 1)	J. Brockbank					
Board Committee reports (Academic & Student Affairs; Audit & Risk Management; Governance)	V. Tiqui-Sanford	X	X	X	X	X
Advancement Report (ARM Report)	L. Stanbra (until new VP Advancement hired)	X	X	X		X
Appointment of new Governors for 2020-2021	J. Brockbank				X	
Governance Committee Report to include Board Officer and Committee Appointments; BGI-01 Report Card; Governor Reappointments	G. Beck				X	
BOG Officer & Committee Memberships (AGM agenda)	G. Beck					X
BOG Evaluation (include in Governance Committee Report to the Board)	G. Beck					X
Approval of previous year AGM Minutes	J. Brockbank					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	Q1&2		Q3	Q4	