

MEETING OF THE BOARD OF GOVERNORS

MEETING NUMBER FIVE HUNDRED AND EIGHTEEN OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON MONDAY, JUNE 8, 2020 FROM 4:00 PM – 6:30 PM, BY ZOOM VIDEO/TELECONFERENCE CALL:

Register in advance for this meeting:

https://algonquincollege.zoom.us/meeting/register/tJYpd-mvrzsrG9ZBunjDndibf-zw_1lw8y75

AGENDA		Presenter	Time
1.	Constitution of the Meeting and Approval of the Agenda	Jim Brockbank	1 m.
2.	Declarations of Conflict of Interest	Jim Brockbank	1 m.
3.	APPROVAL OF PREVIOUS MEETING MINUTES AND THE CONSENT AGENDA		
	3.1 Minutes of the Board of Governors’ meeting of April 20, 2020	Jim Brockbank	1 m.
	3.2 Board Executive Committee Report	Jim Brockbank	5 m.
	3.3 Academic and Student Affairs Committee Report Appendix A: Enrolment Update	Jay McLaren	10 m.
	3.4 Audit and Risk Management Committee Report Appendix A: Fourth Quarter 2019-20 College Operating Funds Investment Report Appendix B: Fourth Quarter 2019-20 Endowment Funds Investment Report Appendix C: Fourth Quarter 2019-20 Major Capital Projects Report	Kelly Sample	5 m.
	3.5 Governance Committee Report Appendix A: 2020-21 Board of Governors Officer Position - Committee Memberships Appendix B: BG I-07 - Board Succession Planning Policy Appendix C: 2019-20 Board of Governors Evaluation Survey Results	Gail Beck	15 m.
4.	BUSINESS ARISING FROM THE MINUTES		
	4.1 College Response to COVID-19 and Financial Risk Assessment	Duane McNair Colin Bonang Grant Perry	30 m.
5.	NEW BUSINESS		
	5.1 Integrated College Development Planning (ICDP) Framework Principles Appendix A: Imagine 2030 Integrated College Development Planning Framework Update Report	Duane McNair Ryan Southwood	15 m.

6.	DECISION ITEMS AND REPORTS		
	6.1 2019-20 Draft Audited Financial Statements Appendix A: 2019-20 Draft Audited Financial Statements – Algonquin College Appendix B: 2019-20 Draft Audited Financial Statements - 2364193 Ontario Inc.	Duane McNair	20 m.
7.	ITEMS FOR INFORMATION		
	7.1 Fourth Quarter 2019-20 Business Plan Performance Appendix A: Fourth Quarter 2019-20 Business Plan Dashboard & Exceptions Report Appendix B: Fourth Quarter 2019-20 Business Plan Scorecard Metrics	Laura Stanbra	10 m.
	7.2 Annual Report 2019-20 and Progress against Strategic Plan 2017-2022 Appendix A: 2019-2020 Draft Annual Report Appendix B: Ministry of Training, Colleges and Universities Annual Report Operating Procedure (last revised September, 2010)	Tracy McDougall	10 m.
	7.3 Freedom of Information and Protection of Privacy Act 201-87 Annual Report Appendix A: 2019 Freedom of Information Requests Summary Report Appendix B: Year-End Statistical Report for the Information and Privacy Commissioner of Ontario	Duane McNair	0
	7.4 People Plan Appendix A: Algonquin College People Plan 2017-22	Diane McCutcheon	0
	7.5 Report from the Board Chair	Jim Brockbank	5 m.
	7.6 Report from the President	Claude Brulé	5 m.
	7.7 Board of Governors Management Summary Report	Executive Team	0
	7.8 2020-21 Board of Governors Workplan - Review for upcoming Academic Year	Jim Brockbank	0
	7.9 2020-21 Board of Governors Meeting Schedule	Jim Brockbank	0
8.	UPCOMING EVENTS	Date	
	• President's End of Year Dinner – For the Board June 22, 2020	<i>(Postponed)</i>	
	• 2020 Spring Convocation - June 23 to 25, 2020	<i>(Postponed - Fall)</i>	
	• Board Executive Committee Retreat - July 7, 2020	<i>(Possible virtual)</i>	
	• Board of Governors Meeting	July 13, 2020	
	• AC Vision Event - August 20, 2020	<i>(To be Confirmed)</i>	
	• 2020 New Board of Governors Orientation Part 1 - August 20, 2020	<i>(To be Confirmed)</i>	
	• 2020 New Board of Governors Orientation Part 2 - September 13, 2020 morning	<i>(To be Confirmed)</i>	
	• 2020 Fall Board of Governors Retreat - September 13 & 14, 2020	<i>(To be Confirmed)</i>	
9.	REGULAR MEETING ADJOURNMENT		
	ANNUAL GENERAL MEETING OF THE BOARD		

DRAFT

BOARD OF GOVERNORS MEETING MINUTES

MINUTES OF THE MEETING NUMBER FIVE HUNDRED AND SEVENTEEN OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON MONDAY, APRIL 20, 2020 AT 4:00 PM, BY ZOOM VIDEO/TELECONFERENCE:

VIDEO: <https://algonquincollege.zoom.us/j/98798043466?pwd=bzBoaEJMK3hxOUVSVzA1T2dYSFBvUT09>

TELECONFERENCE: TOLL FREE 1(855) 703-8985 MEETING ID: 987 9804 3466 PASSWORD: 013724

<p><u>Present:</u> Jim Brockbank, Board Chair Claude Brulé, President & CEO Jim Robblee (Board Vice Chair) Audrey Claire Lawrence Cyril McKelvie Enrico DeFrancesco Gail Beck Ikram Zouari Jamie McCracken Jay McLaren Jeff Darwin Kelly Sample Krisha Stanton Stephen Tudor Steve Barkhouse Valerie Sayah Wayne Johnson</p> <p><u>Regrets:</u> Yadwinder Singh</p>	<p><u>Algonquin College Executive Team:</u> Chris Janzen, Senior Vice President, Academic Diane McCutcheon, Vice President, Human Resources Duane McNair, Vice President, Finance & Administration Laura Stanbra, Vice President, Student Services Mark Savenkoff, Vice President, Advancement Ron Deganadus McLester, Vice President, Truth, Reconciliation and Indigenization Tracy McDougall, Director, Communications & President's Office</p> <p><u>Presenters/Guests:</u> Colin Bonang, Director, Risk Management Grant Perry, Chief Financial Officer Krista Pearson, Registrar Lois Pollock, Chief Digital Officer</p> <p><u>Recorder:</u> Victoria Tiqui-Sanford, Board Assistant</p>
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WELCOME REMARKS

Governor Brockbank, Board Chair welcomed members and observers to the meeting at 4:00 p.m.

1. CONSTITUTION OF THE MEETING & APPROVAL OF THE AGENDA

Governor Brockbank constituted the meeting at 4:03 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: S. Tudor & J. Robblee

THAT the Board of Governors approves the meeting agenda of April 20, 2020.

CARRIED.

2. DECLARATION OF CONFLICT OF INTEREST

Governor Brockbank 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 24, 2020

Approval of the Board of Governors Meeting minutes of February 24, 2020.

RESOLUTION

MOVED & SECONDED: A. Lawrence & V. Sayah

THAT the Board of Governors approves the February 24, 2020 meeting minutes.

CARRIED.

3.2 Board Executive Committee Report

No verbal report was provided.

3.3 Academic and Student Affairs Committee Report

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

Cooperative Education Option: Project Management, Ontario College Graduate Certificate

RESOLUTION

MOVED & SECONDED: J. McLaren & J. McCracken

THAT the Board of Governors approves the cooperative education delivery option for the Project Management, Ontario College Graduate Certificate program, effective Fall 2020.

CARRIED.

Title Change: Photonics and Laser Technology, Ontario College Advanced Diploma

RESOLUTION

MOVED & SECONDED: J. McLaren & A. Lawrence

THAT the Board of Governors approves the program title change from Photonics and Laser Technology, Ontario College Advanced Diploma to Optical Systems and Sensors, Ontario College Advanced Diploma, effective Fall 2019.

CARRIED.

Revised 2020-21 Compulsory Ancillary Fee Schedules

RESOLUTION

MOVED & SECONDED: J. McLaren & V. Sayah

THAT the Board of Governors approves the revised 2020-21 Compulsory Ancillary Fee Schedules.

CARRIED.

Program Proposal: Computer Systems Technician – Networking, Ontario College Diploma

RESOLUTION

MOVED & SECONDED: J. McLaren & K. Stanton

THAT the Board of Governors approves of the Computer Systems Technician – Networking, Ontario College Diploma effective Fall 2020.

CARRIED.

3.4 Audit and Risk Management Committee Report

Members accepted this report for information. Agenda items discussed at the April 8, 2020 Audit and Risk Management Committee meeting will be presented later in the agenda.

3.5 Governance Committee Report

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

BG1-06 Recording, Live Streaming, and Picture Taking During Board Meetings – Updated version

RESOLUTION

MOVED & SECONDED: G. Beck & J. McCracken

THAT the Board of Governors approves the amended BG I-06 Recording, Live Streaming, and Picture Taking during Board Meetings Policy as presented.

CARRIED.

External Governor Reappointments

RESOLUTION

MOVED & SECONDED: G. Beck & J. Robblee

THAT the Board of Governors approves the reappointment of Governors Gail Beck, Audrey Lawrence, Cyril McKelvie, and Steve Barkhouse to the Board of Governors for a second three-year term of office, effective September 1, 2020.

CARRIED.

4. BUSINESS ARISING FROM THE MINUTES

There is no business arising from the minutes.

5. NEW BUSINESS

5.1 College Response to COVID-19 and Financial Risk Assessment

Governor Brockbank congratulated President Brulé and the Algonquin College Executive Team for their prompt response to the COVID-19 pandemic, and commended the College for its ongoing efforts in communicating updates to College employees and learners. President Brulé noted that the College's top priorities were ensuring safety and well-being of the Board of Governors, employees, learners, and seeing to the academic continuity for learners and student success. President Brulé took the opportunity to commend college employees for their efforts in adapting to a rapidly evolving situation in an unprecedented and challenging time period. D. McNair, Vice President, Finance and Administration provided an overview of the steps taken in the development and implementation of academic plans for learners, employee safety, and in identifying potential financial impacts to the College due to the pandemic.

C. Bonang, Director, Risk Management presented members with an update on the measures the College has taken to date in response to the pandemic. Operationalization commenced with the production of regular situational awareness reports on January 19 and communications to the College community on January 28. The College has progressively increased its focus on the pandemic, with continued monitoring of the outbreak and the ongoing guidance being provided by Global Affairs Canada, the Ontario Ministry of Health, and Public Health agencies at the national, provincial and municipal levels. The College operationalized the following objectives:

- Infection Control / Infection Prevention Measures

- Academic Planning / Human Resources Planning
- Communications
- Risk Assessment
 - Financial Risk Assessment
 - Strategic Enrolment Steering Committee, Finance, International Education Centre

College management is making daily decisions to respond to the COVID-19 pandemic and its potential impacts on College enrolment, operations and financial position. The decision to move away from in-person instruction to reduce the potential spread of the disease, and the efforts taken to shift to an online delivery posture for the remainder of the 2020 Winter Term were made on March 13, and with the intentions of mitigating health risk as well as being able to maintain focus on providing academic continuity.

Questions from members were answered.

G. Perry, Chief Financial Officer presented the preliminary high level impacts on the 2020-21 annual budget due to the COVID-19 pandemic. He noted that the pandemic will affect both domestic and international enrolment projections. He presented three high-level scenarios based on enrolment assumptions: Best Case; Moderate Case; and Significant Impact Case. The total projected enrolment for 2020-21 was 47,724, and in the Best case scenario, the number of enrolments drops to 39,688, Moderate case scenario to 29,255, and Significant case to 12,157. Members were presented with potential impacts on the College's statement of financial position. A cost-benefit analysis is underway to assess options in response to the COVID-19 pandemic and its impacts to the College's operational activities which will include a review of staffing models. The finance team will be leading the College through a comprehensive first quarter review exercise that will be presented to the Board of Governors at the July 13, 2020 Board meeting.

Questions from members were answered. Members accepted this report for information.

Governor I. Zouari joined the meeting at 5:09 pm.

6. DECISION ITEMS & REPORTS

There was no decision items or reports.

7. ITEMS FOR INFORMATION

7.1 2019 Employee Engagement Survey Results

D. McCutcheon, Vice President, Human Resources provided a verbal presentation of the 2019 Employee Engagement Survey Results. The overall participation rate for 2019 was 58% (2,287 completed surveys), representing a 1% increase over 2017 (1,864 completed surveys).

In June 2019, the college undertook a comprehensive Request for Proposal process and ultimately contracted with Metrics@Work as the new survey partner for the College. The survey launched November 26, 2019 and ended on December 10, 2019. Results were delivered to the Algonquin College Executive Team on January 22, 2020, to the Algonquin College Leadership Team on January 26, 2020 and to the College Community on February 26, 2020.

Questions from members were answered. Members accepted this report for information.

7.2 Executive Compensation

President Brulé informed members that there is no update on the Executive Compensation.

7.3 Report from the Board Chair

Highlights from the report included:

- 2020 Election of Internal Members to the Board of Governors – Results
- 2019-20 Board Performance

Members accepted this report for information.

7.4 Report from the President

Highlights from the report included:

- Meetings with key external contacts and community leaders;
- Future of Health and Wellness Speaker Series – March 6, 2020
- March 12 Mayor’s Breakfast
- Highlights from the March 2020 Committee of Presidents meeting.

Members accepted this report for information.

7.5 Management Summary Report

Members accepted this report for information.

7.6 2019-20 Board of Governors Workplan

Members accepted the 2019-20 Board of Governors Workplan for information.

7.7 Confirmation of Mandatory Government Remittances

Members accepted the Confirmation of Mandatory Government Remittances for information.

8. UPCOMING EVENTS

Board Chair Brockbank informed members that some upcoming events have been cancelled or postponed until the College returns to normal operations.

9. REGULAR MEETING ADJOURNMENT

There being no further business, the motion to adjourn the meeting was moved by Governor V. Sayah. The regular meeting adjourned at 5:43 p.m.

10. IN CAMERA

RESOLUTION

MOVED & SECONDED: W. Johnson & G. Beck

THAT the Board of Governors moves into an In Camera session at 5:55 p.m.

CARRIED.

Algonquin College Executive Team and presenters exited the In Camera meeting at 7:05 p.m.

APPENDIX A: Observers:

Adam Shane, Chair, Applied Science & Environmental Technology
Alanna McDonell, Director of Marketing
Altaf Sovani, Chair, Hospitality and Tourism Department
Amanda Carmichael, Horticulturalist
Andre O'Bonsawin, Director, Indigenization
Angela Peterson, Associate Chair, School of Advanced Technology
Annette Bouzi, Local President, OPSEU Local 415 (Academic union)
Aruna Dilawri, Talent and Performance Advisor
Brent Brownlee, Director, Campus Services, Finance and Administration
Brianna Sutton, Labour Relations Specialist
Bruce Hickey, Support Officer, Communications
Bryan Eburne, Manager, Fees, Curriculum and Reporting
Carolyn McCluskey, Senior Financial Analyst, Academic Operations and Planning
Catalina Sepulveda, Talent and Performance Advisor
Chantal Dube, Budget Officer Academic Department
Chris Lackner, Communications Officer
Christine Kelsey, Union President, OPSEU Local 416 (support staff union)
Christine Tremblay, Contractor
Christopher Hahn, Dean, Perth Campus
Claire Ramsay, Manager, Workday Support
Craig Delmage, Manager, Information Security
Cristina Holguin-Pando, Director, Applied Research, and Innovation
Cristy Montgomery, Manager, Academic Operations and Planning
Dan Melone, Contractor
Daniel Kelly, Clerk, Applied Science & Environmental Technology
Debbie McGrath, Sales Associate, Retail Store Operations (Connections)
Doreen Jans, Acting Manager, Financial Services
Emily Woods, Associate Director, Finance
Eric Marois, Chair, Electrical, Civil and Building Science, Dean, Algonquin Centre for Construction Excellence
Erin Langevin, Director, Labour Relations
Erin Sample, Administrative Assistant and Financial Officer
Ernest Mulvey, Director, International
Eva Morrison, Part-Time Academic, Post-Secondary Partial Load Professor
Fatima Matar, Executive Assistant, Truth, Reconciliation & Indigenization
Fiona Murray, Manager, School of Advanced Technology
Greg Mapp, Full-Time Professor, Mechanical & Transportation Technology
Heba Teamah, Full-Time Professor, Electrical, Civil and Building Science
Helen Ens, Labour Relations Specialist
James Mwangi, Full-time Professor, Computer Engineering Technology
Jamie Bramburger, Manager, Community and Student Affairs
Jane Trakalo, Dean, Faculty of Health, Public Safety and Community Studies
Janet Hunter, Communications Manager
Jaswinder Kaur, Part-Time Academic - Post-Secondary Professor, Marketing, Entrepreneurship and Office Studies

Jeff Turner, Manager, Indigenous Services and Partnerships
Jennifer Lexmond, Part-Time Academic - Post-Secondary Partial Load Professor, Applied Science & Environmental Technology
Jennifer Thurston, Supervisor, Enrolment and Student Financial Support
Jessica House, Manager, Business Process Review
Jessica Scallen, Registered Educator, Early Childhood Education
Jiani Weng, Controller, Campus Services
Jim Panchuk, Part-Time Academic - Non-Teaching, Allied Health
Joanne Guibord, Support Specialist, Comparator, Academic Manager
Jodi Jaffray, Chair, Community Studies
John Hefler, Registered Educator, Early Childhood Education
John Omura, Project Manager, Applied Research, Innovation and Entrepreneurship
John Tattersall, Executive Director, Facilities Management
John Weerdenburg (Governor in-waiting)
Jordan Wong, Improvement Coach
Julia Fortey, Acting Associate Chair, Algonquin Centre for Construction Excellence
Julie Beauchamp, Dean, School of Business
Kathryn Leroux, Manager, Business Development
Kellea Cole, Change Manager
Kelly Irwin, Business Solutions Advisor - Workday
Keltie Jones, Dean, Algonquin College, Pembroke
Kevin Holmes, Project Manager, Applied Research, Innovation and Entrepreneurship
Ling Zhang, Part-Time Academic - Non-Teaching, Allied Health
Lisa Inderwick, Prospect Researcher and Data Analyst, Development and Fundraising
Lori-Lynn Slowey, Manager, Allied Health
Louise Boudreault, Full-Time Professor, Nursing Studies
Lynn Cummings, Full-Time Professor, Academic Development, Chair's Office
Maggie Cusson, Dean, Academic Development
Mark Leduc, Executive Director, Academic Operations and Planning
Mary Baxter, General Manager, Food Service Operations
Maureen Castella, Manager, Total Compensation
Michael Nauth, Full-time Professor, Construction Trades and Building Systems
Michael Qaqish, Manager, Government Relations and Special Advisor to the President
Michelle Tait Eburne, Manager, Digital Strategy
Muriel Ong, Part-Time Academic - Post-Secondary Instructor, Culinary Arts
Muriel Richards, Manager, Corporate Training Centre
Nancy Tremblay, Executive Assistant to the Vice President, Academic
Natasha Wood, Part-Time Coordinator, Hospitality and Tourism
Olu Senbore, Senior Information Security Analyst, Information Technology Services
Paula Neumann, Clerk Financial Academic
Penny Dockrill, Manager, HR Programs, Talent & System Reporting
Ralph Hatem, Labour Relations Officer
Rebecca Volk, Manager, Centre for Organizational Learning
Richard Hagemeyer, Partial Load Professor, School of Advanced Technology
Richard Peever, Full-time Professor, Department of Architecture
Robert Harvey, Full-time Professor, General Arts and Science
Robyn Heaton, Dean, Faculty, Arts, Media and Design

Rodney Wilson (Governor in-waiting)
Saif Terai, Full-Time Professor, School of Advanced Technology
Sam Law, Associate Director, Information Technology Operations
Sandra Brancatelli, Chair, Information and Communications Technology
Sandra Larwill, Acting Leadership and Organizational Learning Manager, Centre for Organizational Learning
Sandra Robles Cruz, Part-Time Academic - Post-Secondary Professor, Applied Science & Environmental Technology
Shaideh Mogharrabin, Senior Planning Analyst
Shawn Pentecost, Full-Time Professor Health and Community Studies
Sherryl Fraser, Chair, Design Studies
Sophia Bouris, Events Manager
Steve Meier, Audio Visual Technician
Susan Mainse, Manager, Risk Management
Suzannah Dimarco (Roy), Business Improvement Coach
Tamara O'Connor, Support Services Officer
Teri Kinnunen, Manager, Corporate Budgeting
Terra (Close captioned), External observer
Trish Beals, Administrative Assistant-Dean

MEMO

DATE: June 8, 2020

TO: Board of Governors

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

SUBJECT: **Academic & Student Affairs Committee (ASAC) meeting of May 21, 2020**

Board members can review meeting materials from the May 21, 2020 meeting by accessing the Board of Governors [‘Teams site’ Academic & Student Affairs Committee – May 21, 2020](#).

A. ITEMS REQUIRING BOARD OF GOVERNORS’ APPROVAL

1) Program Title Modification and Cooperative Education Delivery Option: Marketing Research and Business Intelligence, Ontario College Graduate Certificate

The School of Business plans to offer a cooperative education delivery option of the Marketing Research and Business Intelligence program to students beginning in Fall 2021, in place of the existing unpaid internship/work projects semester currently required in the final level of the program. A cooperative education option, allowing students to complete one cooperative education work term, will be created to meet the demand of employers and students. Students who select and qualify for the cooperative education option will engage in real-world employment in the marketing research field.

In addition to the cooperative education work term, the School of Business has also undertaken a review of the program title, based on consistent feedback from the Program Advisory Committee, faculty, and students. The proposed title modification, from Marketing Research and Business Intelligence to Marketing Research and Analysis, better communicates the unique nature of the program to students, applicants, industry employers, and other stakeholders.

RESOLUTION

MOVED & SECONDED: E. DeFrancesco & J. Brockbank

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of a cooperative education delivery option for the Marketing Research and Business Intelligence, Ontario College Graduate Certificate program, effective Fall 2021.

CARRIED.

AND

RESOLUTION

MOVED & SECONDED: C. McKelvie & J. Brockbank

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the program title modification from Marketing Research and Business Intelligence,

Ontario College Graduate Certificate to Marketing Research and Analysis, Ontario College Graduate Certificate, effective Fall 2021.

CARRIED.

2) Program Proposal: Drawing Foundations for Animation and Illustration, Ontario College Certificate

The General Arts and Science offers 15 Ontario College Certificates that serve as pathways to a variety of programs across the College. These pathway programs are designed for students who wish to acquire an academic base and to explore educational and career goals. Upon completion of a General Arts and Science certificate, students may apply to a diploma program or continue their studies in the General Arts and Science - Year II diploma program.

This one-year Drawing Foundations for Animation and Illustration, Ontario College Certificate helps students develop the strong drawing skills that are necessary for their development as an artist to further their education in various creative visual art programs. The Drawing Foundations for Animation and Illustration, Ontario College Certificate program fills a need for foundational skills and knowledge for a variety of professionals in the design industry.

RESOLUTION

MOVED & SECONDED: J. Brockbank & K. Stanton

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Drawing Foundations for Animation and Illustration, Ontario College Certificate effective Fall 2021.

CARRIED.

3) Program Proposal: Design Foundations, Ontario College Certificate

This one-year Design Foundations, Ontario College Certificate allows students to develop fundamental design skills and to explore a range of design-related disciplines in order to discover where their strengths and interests are. Throughout the program, students develop foundational knowledge and skills used in a variety of design elements such as principles of design and layout, typography, drawing and sketching, perspective, colour theory, 3D structure, time management, web design, and industry-standard software. This program fills a need for foundational skills and knowledge for a variety of professionals in the design industry. Students have an opportunity to explore core competencies and increase their opportunities for further lateral and advanced study.

RESOLUTION

MOVED & SECONDED: K. Stanton & C. McKelvie

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Design Foundations, Ontario College Certificate effective Fall 2021.

CARRIED.

4) Program Proposal: Music, Media and Film Foundations, Ontario College Certificate

This one-year program will help students develop their interests in music, media and film production. They explore career opportunities in the music, media and film industry and develop foundational

skills to prepare them for further postsecondary study in film, radio, television or music industry arts. They build fundamental techniques in audio and video production and apply them within a studio environment. In this program, they work collaboratively to create media assets, learning the many roles that function together in the music, media and film industry.

Questions from members were answered.

RESOLUTION

MOVED & SECONDED: J. Brockbank & K. Stanton

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Music, Media and Film Foundations, Ontario College Certificate effective Fall 2021.

CARRIED.

5) Program Proposal: Human Services Foundations, Ontario College Certificate

This one-year program allows students to explore career opportunities within human services and prepare for the most appropriate academic and professional pathway. Students examine how different Human Services professionals collaborate to contribute to a better society. This program fills a need for foundational skills and knowledge for a variety of professionals in the human services industry. Students have an opportunity to explore core competencies and increase their opportunities for further lateral and advanced study.

RESOLUTION

MOVED & SECONDED: C. McKelvie & K. Stanton

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Human Services Foundations, Ontario College Certificate effective Fall 2021.

OPPOSED: E. DeFrancesco

CARRIED.

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

1) 2020-21 New Program Approval Pipeline – Workplan

Members were provided a high-level overview of the 2020-21 New Program Approval Pipeline – Workplan. Two Initial Scoping meetings were scheduled in the 2019-20 academic year: November 22, 2019 and May 22, 2020. As a result of decreased capacity due to COVID-19 mitigation planning, the meeting scheduled in May has been postponed to August 21, 2020. The Academic and Student Affairs Committee can anticipate six new program proposals for the 2020-21 Academic year pending outcome of Initial Scoping on August 21, 2020.

Members accepted this report for information.

2) 2020-21 Academic and Student Affairs Committee Workplan for upcoming Academic Year

Members were referred to the 2020-21 review of the Academic and Students Affairs Committee DRAFT Workplan for information.

3) Enrolment Update Report

The report provided an update on Spring 2020 and Fall 2020 terms. Details of the Enrolment Update are provided in Appendix A: Enrolment Update.

Members accepted this report for information.

4) 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 2018 and Winter 2020.

Members accepted this report for information.

5) Students' Associations Annual Priorities - Year-End Update

The Students' Association identified six 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 the members.

Members accepted this report for information.

6) 2020-21 Academic and Student Affairs Committee Meeting Schedule

Members were referred to the 2020-21 Academic and Student Affairs Committee Meeting Schedule for information.

7) 2019-20 Academic and Student Affairs Committee Workplan

Members were referred to the current 2019-20 Academic and Student Affairs Committee Workplan for information.

Enrolment Update

Academic and Student Affairs Committee

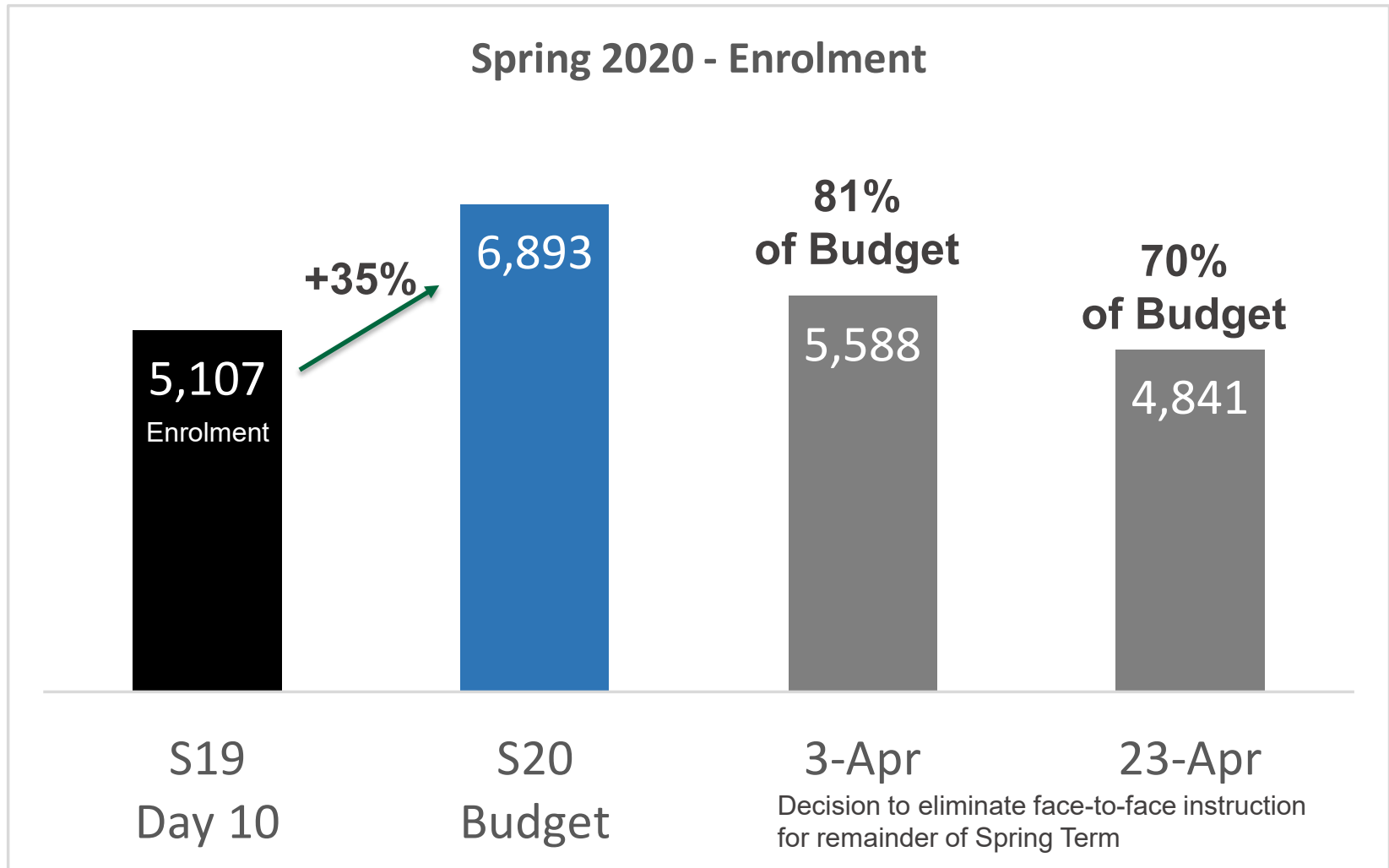
May 21, 2020

Academic Operations and Planning
and the Registrar's Office



Spring 2020

Context - Spring 2020 Program Level Decisions



Note: budgeted enrolment numbers are used for reference purposes only and do not reflect current enrolment projections

Enrolment Dashboard Spring 2020 (May 19, 2020)

COLLEGE ENROLMENT - 2020 SPRING

(Post Secondary & Graduate Certificates)

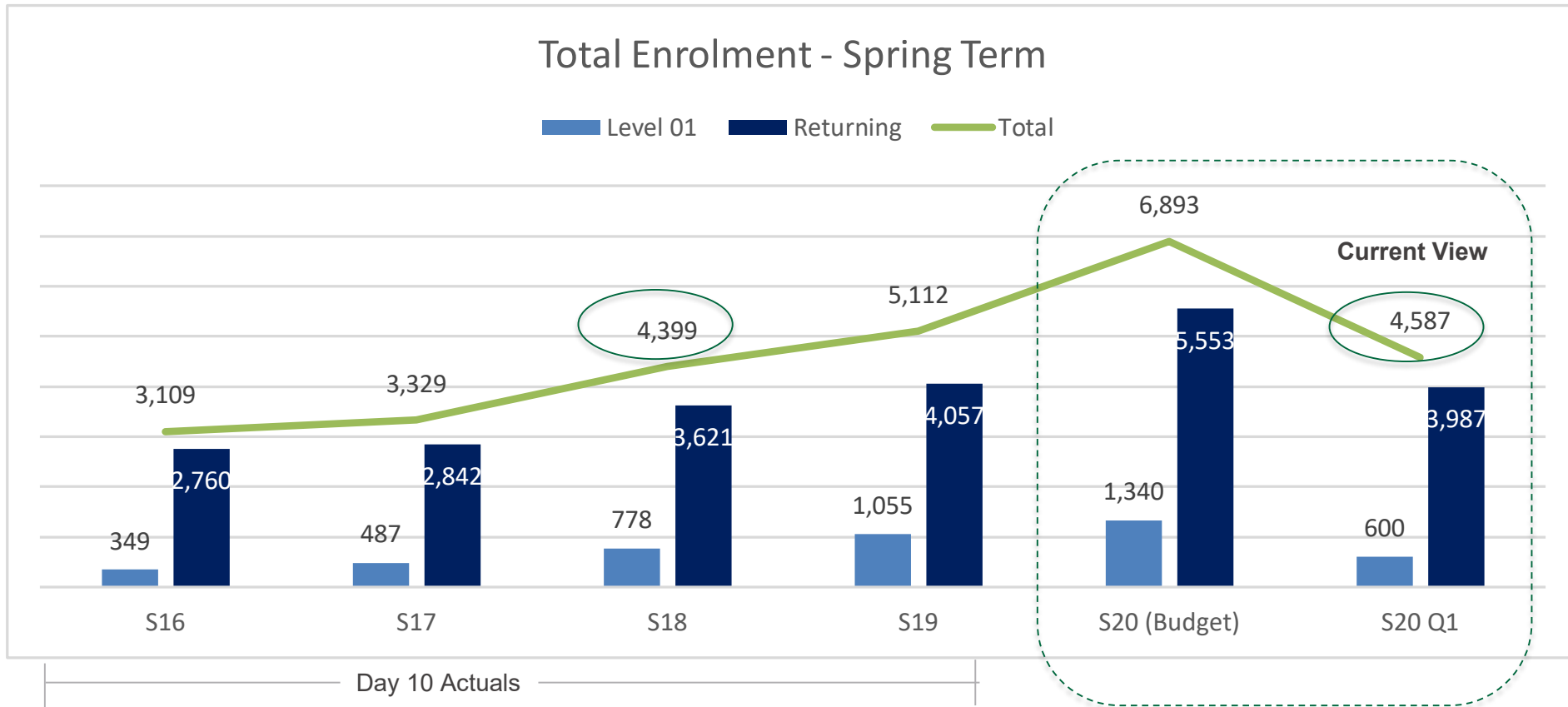
	Actual (at May 19, '20)	% of Approved Budget	Previous Year (at May 6, '19)		
			YoY #	YoY %	Status
Total Registered	4,473	65%	(496)	(10%)	◆
Level 01	551	41%	(438)	(44%)	◆
Returning	3,922	71%	(58)	(1%)	▲
Domestic	3,145	66%	(444)	(12%)	◆
International	1,328	62%	(52)	(4%)	◆
Withdrawals	126		(60)	(32%)	
As % of Total Registered	3%			(1%)	●

Note: given revised Spring 2020 start of term, previous year comparison date selected to provide similar number of business days to start of term.

Status Indicator:

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

Spring 2020 Current View (as at May 20, 2020)



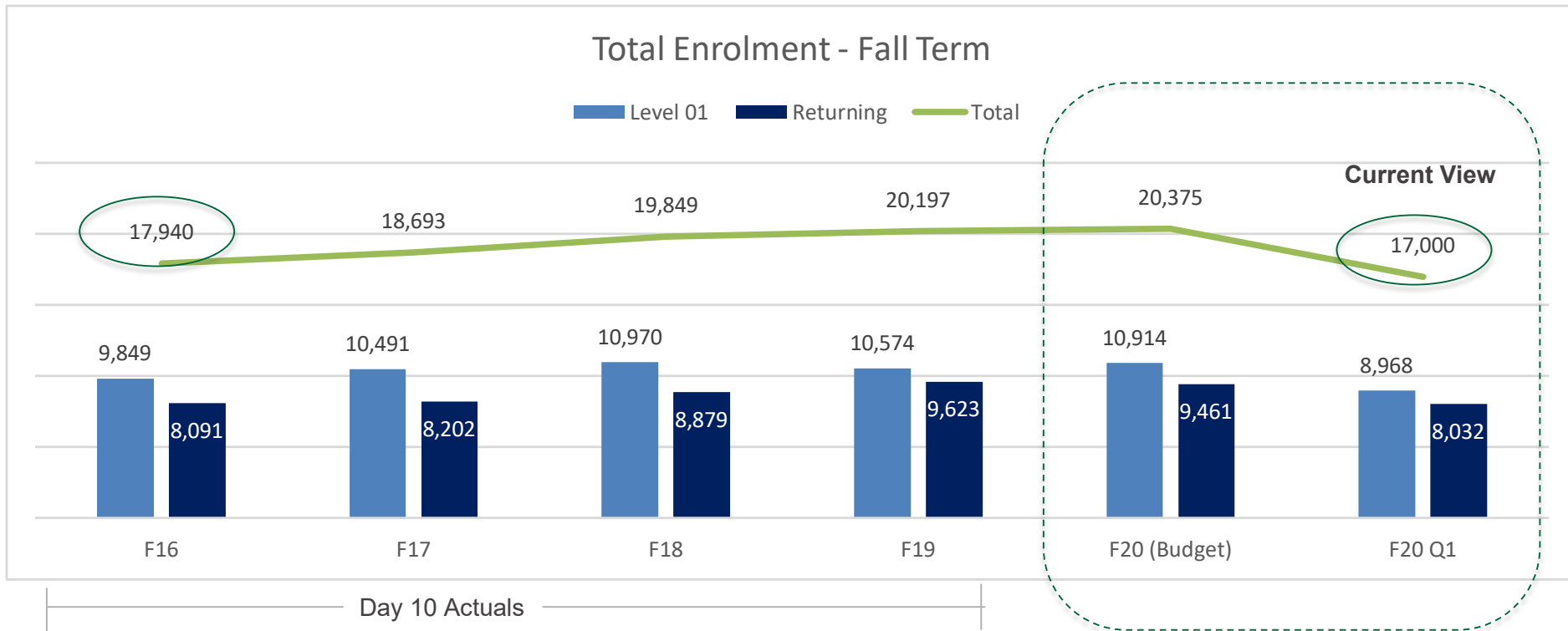
[See slides 7 to 9 for further details](#)

- Current view = 67% of original budget
- ~ 95% of available program level original budget
- Similar to Spring '18 levels



Fall 2020 Details

Fall 2020 Current View (as at May 20, 2020)



- Current view = 83% of original budget
- Similar to Fall 16 levels

[See slides 10 to 13 for further details](#)

Admissions Dashboard Fall 2020 (May 19, 2020)

COLLEGE ENROLMENT - 2020 FALL (Intake) (Post Secondary & Graduate Certificates)

Previous Year
(at May 13, '19)

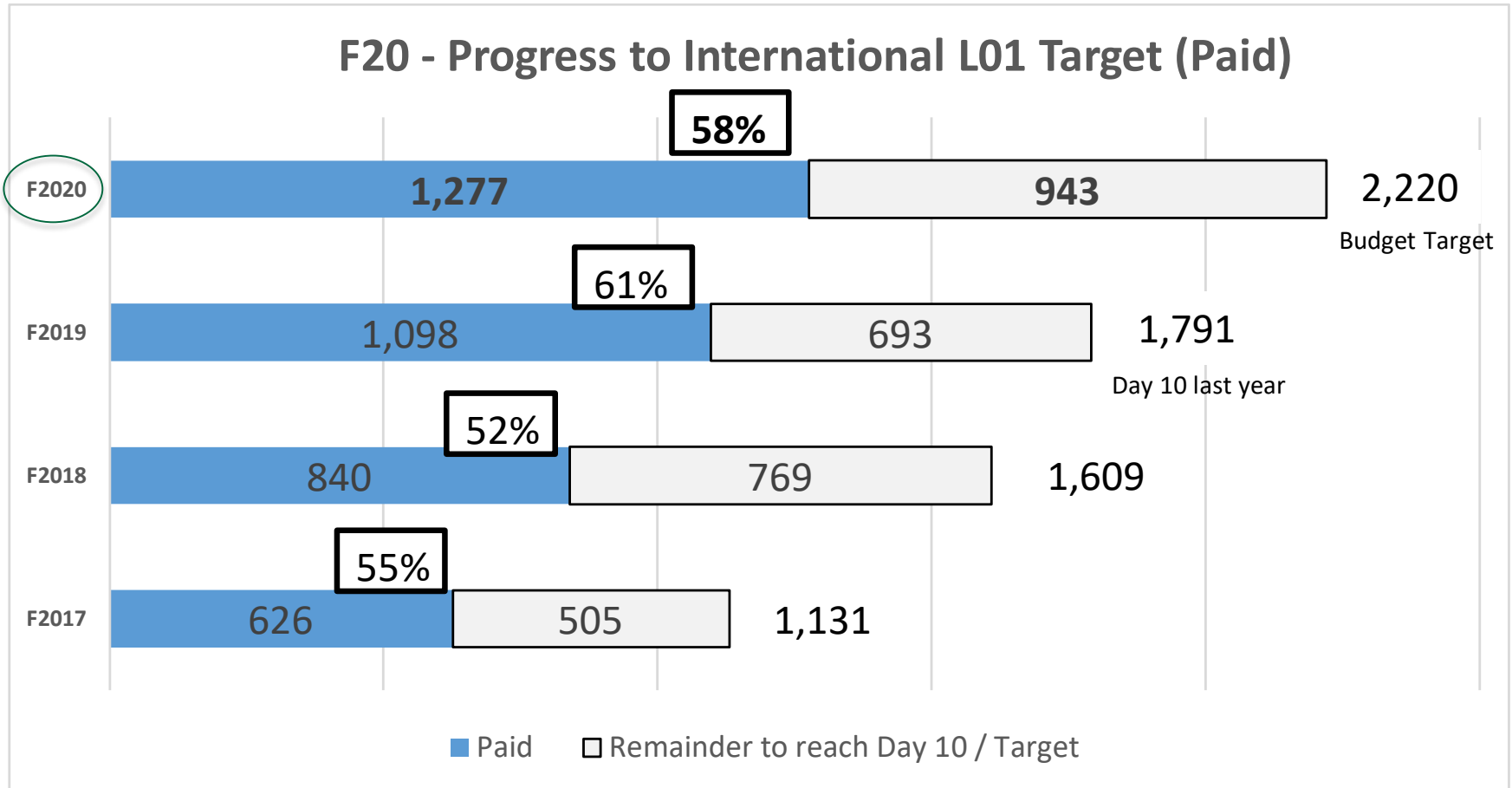
Status Indicator:

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

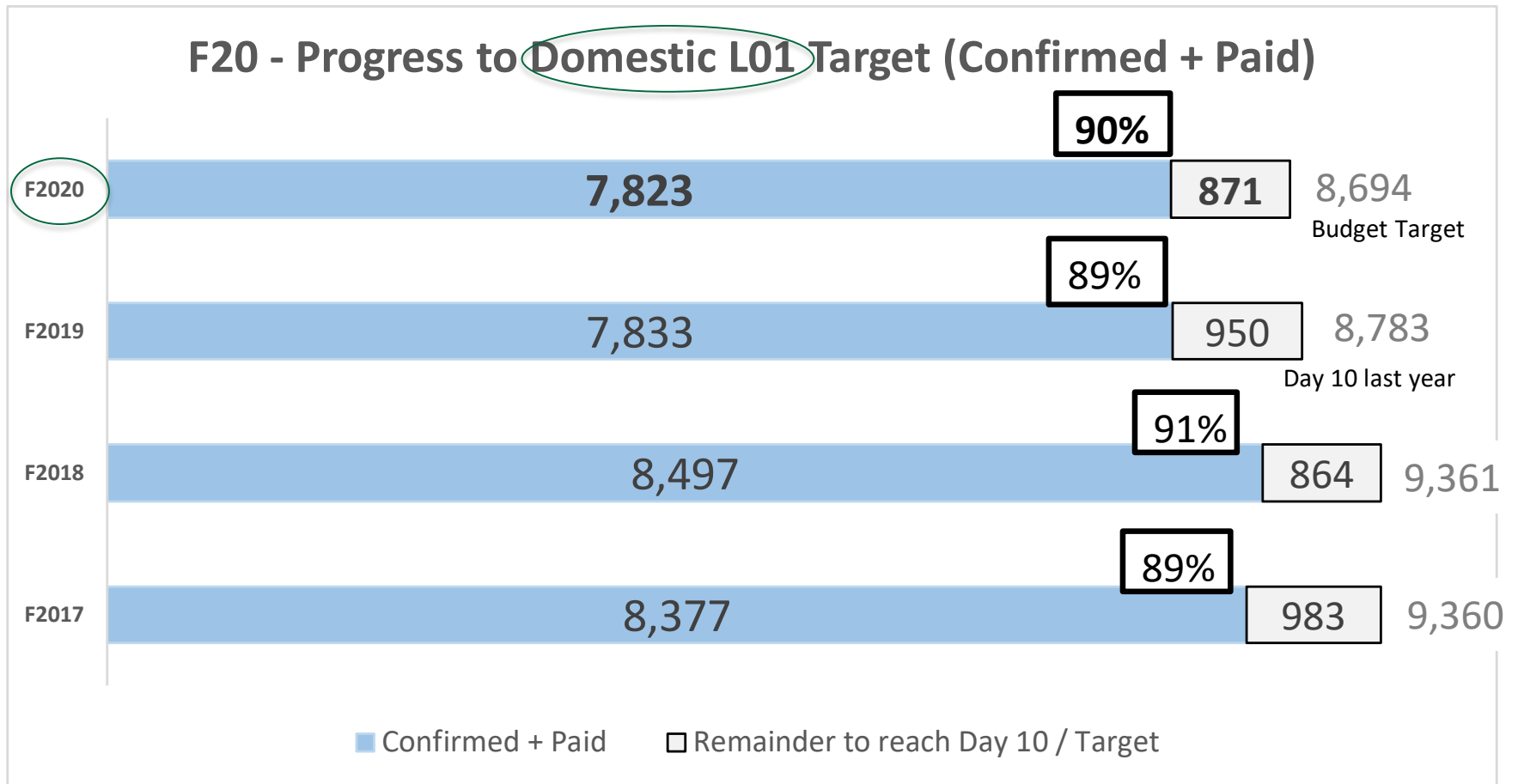
	Actual (at May 19, '20)	YoY #	YoY %	Status YoY
Applications (Total)				
Domestic	33,856	(268)	(0.8%)	▲
International	4,728	(613)	(11.5%)	◆
Total	38,584	(881)	(2.2%)	◆
Distinct Applicants				
Domestic	19,290	694	3.7%	●
International	3,999	(331)	(7.6%)	◆
Total	23,289	363	1.6%	●
1st Choice				
Domestic	12,792	34	0.3%	●
Confirmed / Paid / Reg.				
Domestic	7,823	(10)	(0.1%)	▲
Paid (Full / Partial) / Reg.				
Domestic	1,689	(108)	(6.0%)	◆
International	1,277	179	16.3%	●
Total	2,966	71	2.5%	●



Fall Term Level 01 – Progress to Target (May 19)



Fall Term Level 01 – Progress to Target (May 19)



MEMO

DATE: June 8, 2020

TO: Board of Governors

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

SUBJECT: **Audit & Risk Management (ARM) Committee meeting of May 26, 2020**

Board members can review meeting materials from the May 26, 2020 meeting by accessing the Board of Governors [‘Teams site’ Audit & Risk Management Committee, May 26, 2020 meeting folder](#).

A. ITEMS REQUIRING BOARD OF GOVERNORS’ APPROVAL

1) 2019-20 Draft Audited Financial Statements

Members were referred to the 2019-20 Draft Audited Financial Statement included in their meeting materials. The report included the draft audited financial statements for Algonquin College for the year ended March 31, 2020 and the audited financial statements for 2364193 Ontario Inc. for the year ended March 31, 2020. The financial statements will be presented at the June 8, 2020 Board of Governors meeting under agenda item 6.1 2019-20 Draft Audited Financial Statements, and will be approved at the June 8, 2020 Annual General Meeting.

RESOLUTION

MOVED & SECONDED: S. Tudor & I. Zouari

- a. **THAT** the Audit and Risk Management Committee recommends the approval of the 2019-20 Draft Audited Financial Statements of Algonquin College (Appendix A: 2019-20 Draft Audited Financial Statements – Algonquin College) to the Board of Governors on June 8, 2020,
AND
- b. **THAT** the Audit and Risk Management Committee recommends the approval for the transfer of \$15,832,871 from unrestricted net assets to internally restricted net assets to the Board of Governors on June 8, 2020,
AND
- c. **THAT** the Audit and Risk Management Committee accepts for information, the 2019-20 Audited Financial Statements for 2364193 Ontario Inc. (Appendix B: 2019-20 Audited Financial Statements – 2364193 Ontario Inc.).

CARRIED.

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

1) Athletic and Recreation Centre - Project Update

Members were presented with an update on the project since its last update at the February 11, 2020 Audit and Risk Management Committee meeting. Due to the COVID-19 pandemic,

construction site activities were halted on April 4, 2020. On May 1, the Provincial Government announced that construction could be re-started on May 4. Some of the project's major milestones have been delayed, but overall, the project remains on schedule for the soft opening May 2021.

Members accepted this update for information.

2) College Response to the COVID-19 pandemic and Financial Risk Assessment

Members were presented with an update since the last update at the April 8, 2020 Audit and Risk Management Committee meeting. The update focused on the current implementation of recovery efforts. A flexible framework and recovery plan has been developed in order to be able to effectively respond to a phased approach to re-opening by the provincial government and to incorporate adjustments based on ongoing recommendations from Public Health Agencies, as well as College system influences from the Ministry of Colleges and Universities, College Employer Council and Colleges Ontario. The framework establishes an occupational health and safety approach and draws on customary processes for the development of a policy and guidelines for implementation.

Members accepted this update for information.

3) March 2020 Audit Results and Year-End Communication

Members were referred to the 2020 Audit Results and Year-End Communication report. The auditors informed members that overall, their completion of the audit remotely worked better than expected given the pandemic situation. College management addressed all auditors' findings in a timely manner.

Members accepted this report for information.

4) Fourth Quarter 2019-20 College Operating Funds Investment Report

Members were referred to the Fourth Quarter 2019-20 College Operating Funds Investment Report. The fund produced a return of 2.20% for the fourth quarter, over performing the benchmark which returned 1.38%. The operating investments' one-year return was 3.40% compared to the benchmark index which was 2.69%. As at March 31, 2020, the market value of the fund was reported at \$62.8 million, compared to \$60.7 million at March 31, 2019. Details of the report are provided in Appendix A: Fourth Quarter 2019-20 College Operating Funds Investment Report.

Members accepted this report for information.

5) Fourth Quarter 2019-20 College Endowment Funds Investment Report

Members were referred to the Fourth Quarter 2019-20 Endowment Funds Investment Report. The endowment funds produced a return of -5.80%, over performing the benchmark that returned

-9.29%. The Endowment Funds' one-year return as of March 31, 2020 is 0.40% exceeding the benchmark index of -2.93%. 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, 2020, the market value of the Endowment Fund was reported at \$26.6 million, compared to \$27.0 million at March 31, 2019. Details of the report are provided in Appendix B: Fourth Quarter 2019-20 College Endowment Funds Investment Report.

Members accepted this report for information.

6) Fourth Quarter 2019-20 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 2019-20. College management committed to reporting continuing progress on existing projects such as the Athletics and Recreation Centre (ARC), the Student Information System replacement project, and various infrastructure renewal projects. A summary of Major Capital Projects is provided in Appendix C: Fourth Quarter 2019-20 Major Capital Projects Report.

Members accepted this report for information.

7) Fourth Quarter 2019-20 Enterprise Risk Management Report

Members were presented with the Fourth Quarter 2019-20 Enterprise Risk Management Report. The report provided a status update on enterprise risks, legal and insurance cases, the bi-annual report on incidents of fraud, and a summarized of developments related to the internal control framework.

Members accepted this report for information.

8) 2020-21 Audit and Risk Management Workplan for Upcoming Academic Year

Members were referred to the 2020-21 Audit and Risk Management Committee Workplan and accepted it for information.

Members accepted this report for information.

9) 2019-20 Audit and Risk Management Workplan

Members were referred to the 2019-20 Audit and Risk Management Committee Workplan for information.

Fourth Quarter 2019-2020 College Operating Funds Investment Report

Period ended March 31, 2020

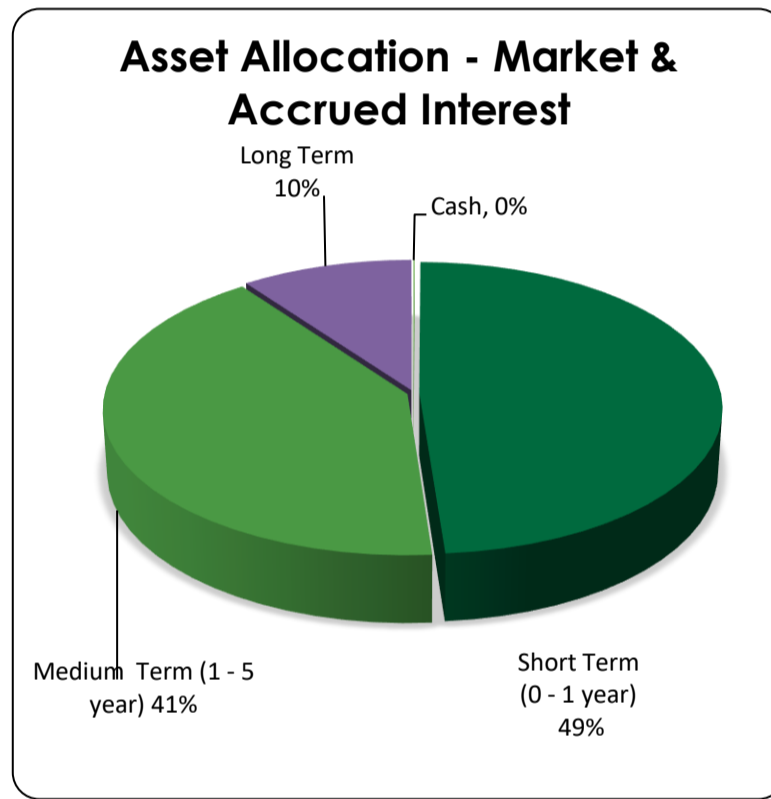
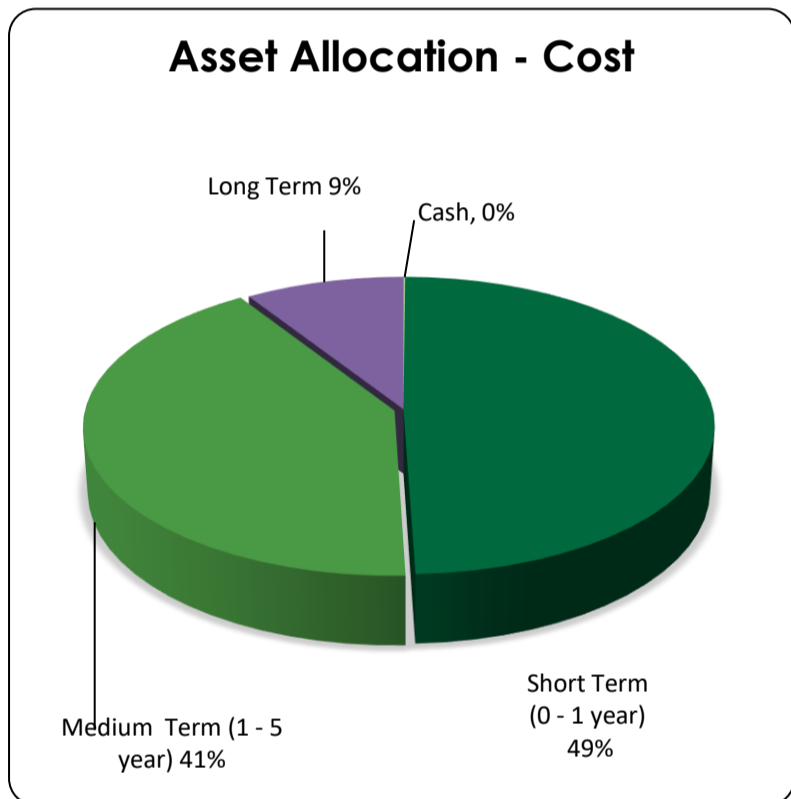
Fund Balance

	Book Value	Market Value*
Fund Balance March 31, 2019	\$ 60,809,515	\$ 60,743,181
Withdrawals	-	-
Accrued Interest from Buys/Sells	(12,584)	(12,584)
Fees (YVL, NBCN)	(72,733)	(72,733)
Investment Income (Loss)	1,431,936	1,431,936
Accrued Interest already reported in beginning Market Value	-	(902,416)
Realized Gain/Loss	(40,489)	-
Market Value Gain/Loss	-	1,562,629
Fund Balance as per Yorkville March 31, 2020	\$ 62,115,644	\$ 62,750,012

* includes accrued interest

Asset Allocation

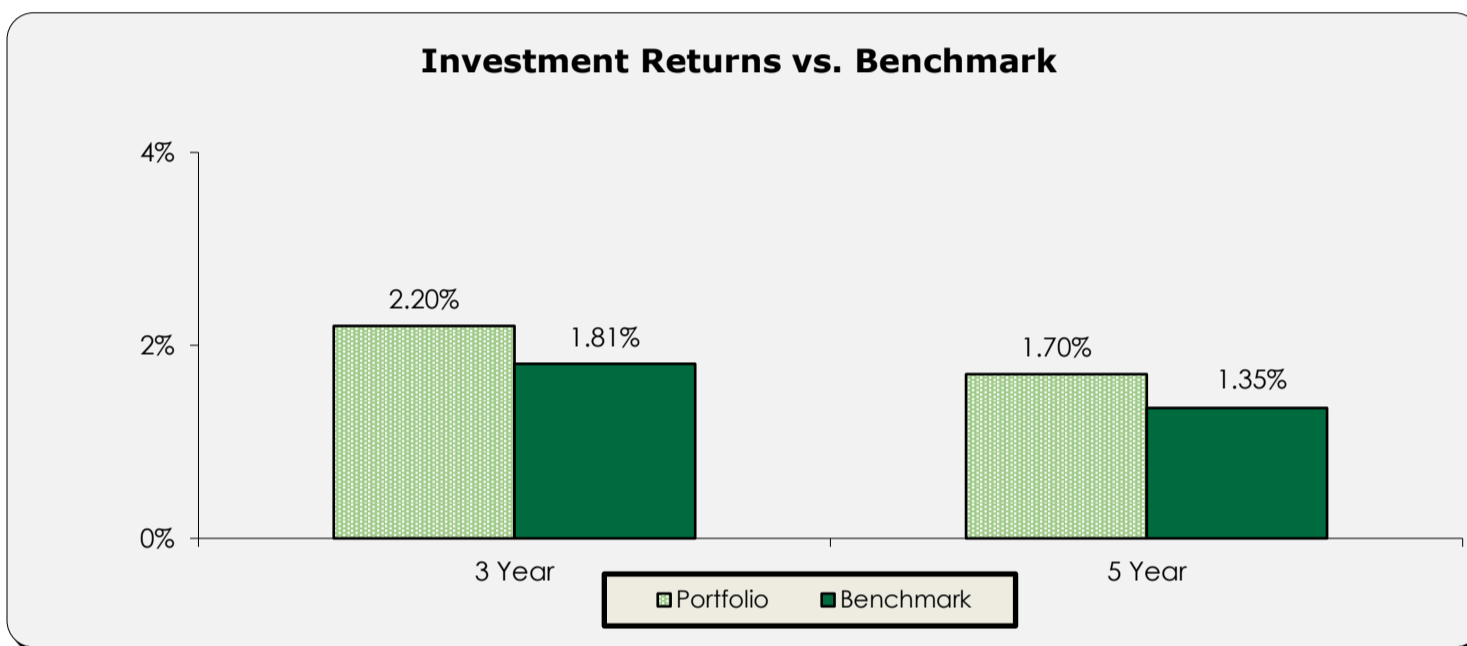
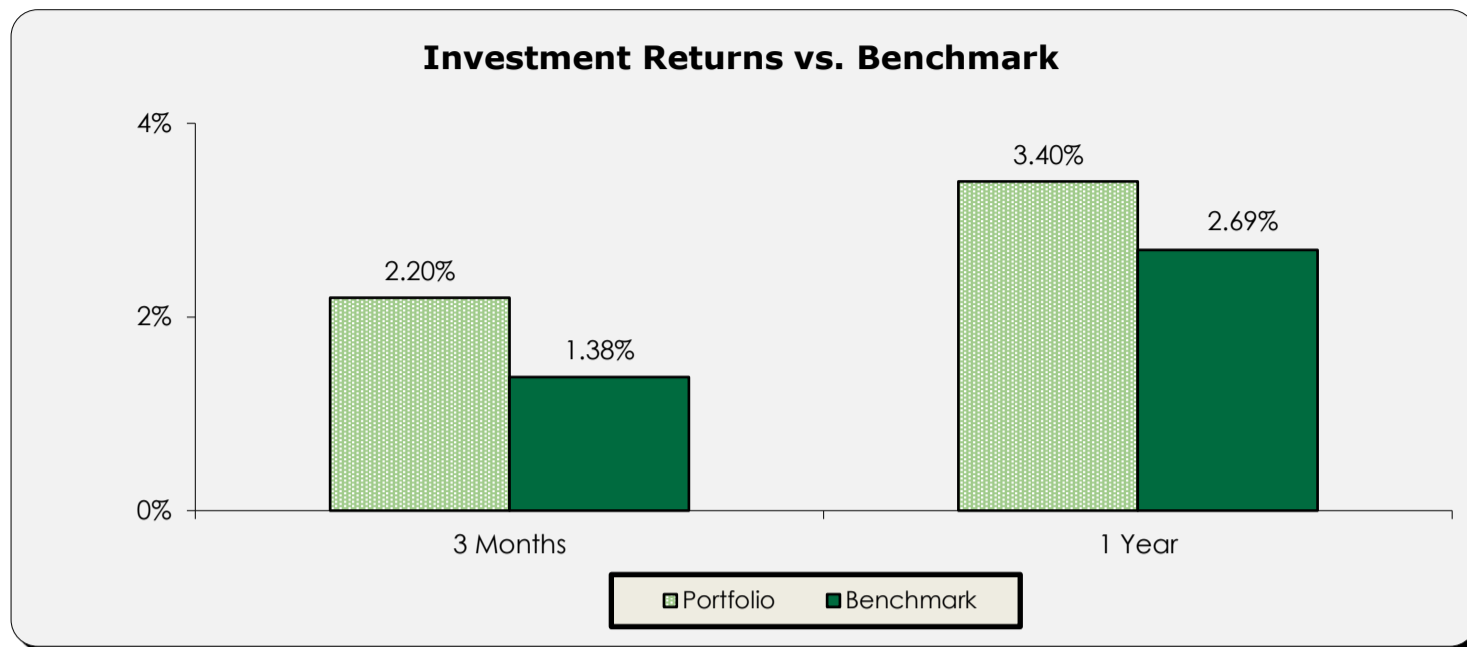
Fund Balance March 31, 2020	Cost	Percentage	Market & Accrued Interest	Percentage	Target	Min/Max
Cash	\$ 37,495	0%	\$ 37,495	0%	0%	n/a
Short Term (0 - 1 year)	30,659,110	49%	30,562,173	49%	50%	40% - 100%
Medium Term (1 - 5 year)	25,698,022	41%	25,794,054	41%	45%	0% - 50%
Long Term (5 - 10 year)	5,721,017	9%	6,356,291	10%	5%	0% - 10%
Total Portfolio	\$ 62,115,644	100%	\$ 62,750,012	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%
FY 2019	3.00%	2.61%	0.39%
Q1 FY 2020	0.70%	0.67%	0.03%
Q2 FY 2020	0.50%	0.32%	0.18%
Q3 FY 2020	0.10%	0.29%	-0.19%
Q4 FY 2020	2.20%	1.38%	0.82%
Annual Return			
6.0-year Compounded Return	1.80%	1.62%	0.18%

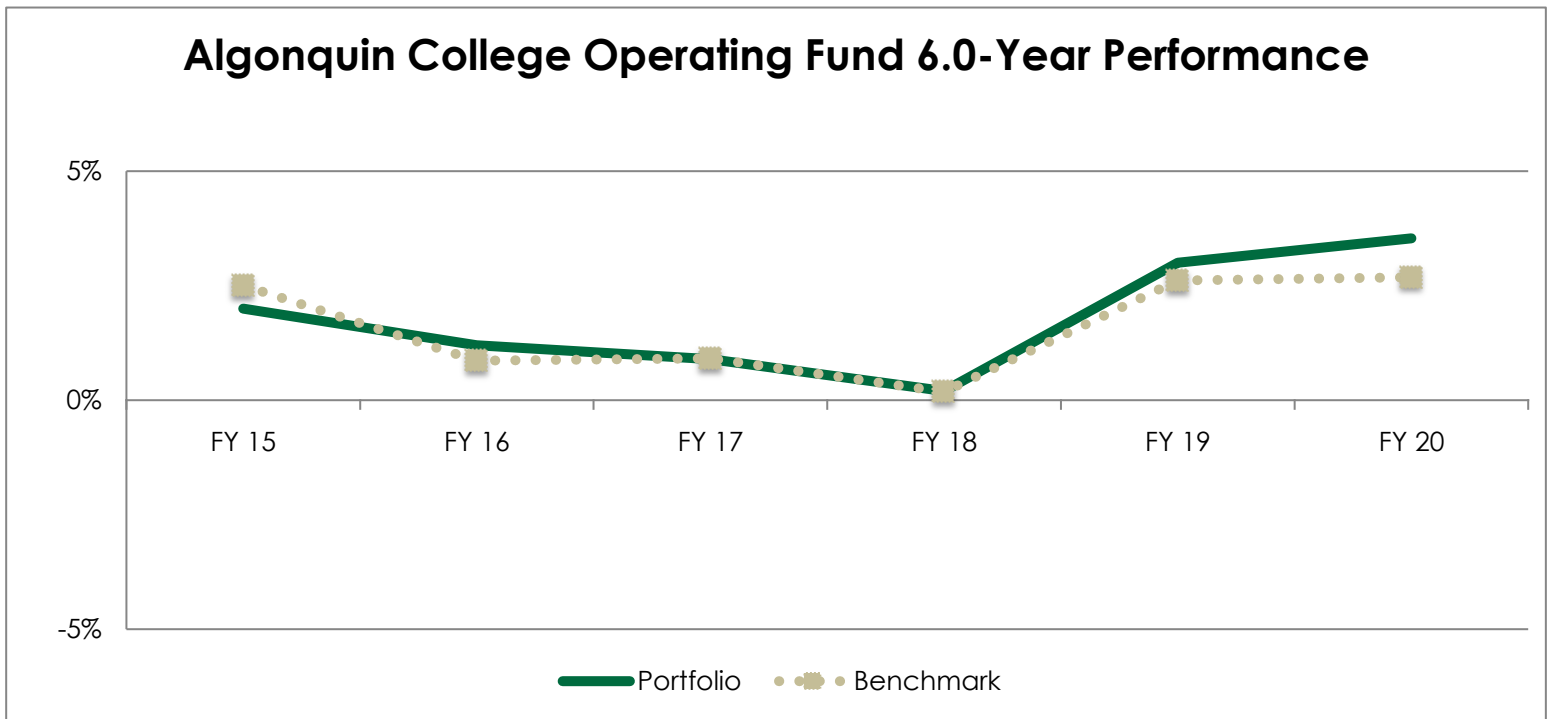
Performance Review



Investment Returns

	3 Months	1 Year	3 Year	5 Year
Portfolio	2.20%	3.40%	2.20%	1.70%
Benchmark*	1.38%	2.69%	1.81%	1.35%

* Compounded Annual Return



Fourth Quarter 2019-2020 College Endowment Funds Investment Report

Period ended March 31, 2020

Fourth Quarter 2019-2020 College Endowment Funds Investment Report

Fund Balance

	Cost	Market*
Fund Balance March 31, 2019	\$ 23,680,292	\$ 27,054,669
Deposits	502,910	502,910
Withdrawals	(1,043,837)	(1,043,837)
Investment Fees	(126,534)	(126,534)
Investment Income (Loss)	1,792,398	209,067
Fund Balance as per Yorkville March 31, 2020	\$ 24,805,228	\$ 26,596,274
Fund Balance as per College March 31, 2020	\$ 24,805,228	\$ 26,596,274

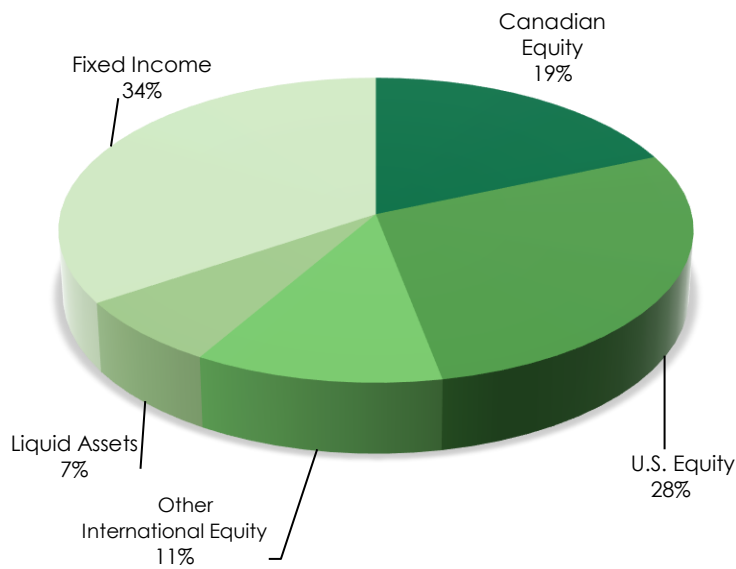
Fund Balance - Breakdown							
March 31, 2020	Cost		Market*		Benchmark	Policy Range	
		% of Cost		% of Market			
Cash	\$ 1,779,246	7%	\$ 1,780,221	7%	3%	0-20%	
Fixed Income	\$ 8,525,201	34%	8,851,991	33%	35%	25-45%	
Canadian Equity	\$ 4,599,817	19%	4,428,934	17%	22%	12-32%	
US Equity	\$ 7,050,297	28%	8,681,455	33%			
Other International Equity	\$ 2,850,668	11%	2,853,673	11%			
Total Global Equity	9,900,965	40%	11,535,128	43%	40%	30-50%	
Total	\$ 24,805,228	100%	\$ 26,596,274	100%	100%	100%	

* excludes accrued interest

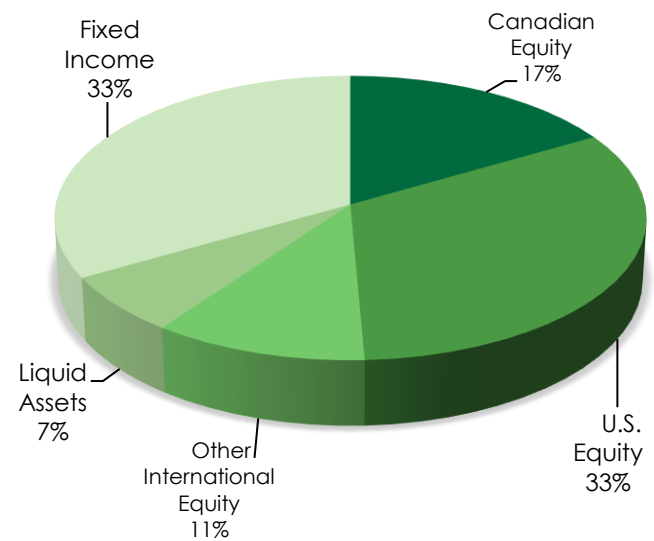
Asset Allocation

	Cost	Percentage	Market	Percentage	Benchmark (effective 04/11/16)
Canadian Equity	\$ 4,599,817	19%	\$ 4,428,934	17%	22.0%
U.S. Equity	\$ 7,050,297	28%	\$ 8,681,455	33%	n/a
Other International Equity	\$ 2,850,668	11%	\$ 2,853,673	11%	n/a
Global Equity	\$ 9,900,965	40%	\$ 11,535,128	43%	40.0%
Total Equity	\$ 14,500,781	58%	\$ 15,964,062	60%	62.0%
Liquid Assets	\$ 1,779,246	7%	\$ 1,780,221	7%	3.0%
Fixed Income	\$ 8,525,201	34%	\$ 8,851,991	33%	35.0%
Total Portfolio	\$ 24,805,228	100.0%	\$ 26,596,274	100.0%	100.0%

Asset Allocation - Cost



Asset Allocation - Market



Fourth Quarter 2019-2020 College Endowment Funds Investment Report

Performance Review

	Cash & Equivalents**	FTSE TMX 30-day T-bill	Relative Performance	Fixed Income	FTSE TMX Universe	Relative Performance	Canadian Equity	TSX Composite	Relative Performance	Global Equity	MSCI World (ex-Cda)	Relative Performance	Portfolio Totals	Benchmark Totals	Relative Performance
Fiscal 2000 (9 mths)				3.21%	3.21%	0.00%	1.89%	36.40%	-34.51%	0.06%	0.10%	-0.04%	1.92%	18.95%	-17.04%
Fiscal 2001				13.86%	8.70%	5.16%	19.97%	-18.60%	38.57%	10.42%	-17.14%	27.56%	13.18%	-9.18%	22.36%
Fiscal 2002				6.08%	5.09%	0.99%	14.90%	4.87%	10.03%	9.28%	-2.92%	12.20%	9.49%	3.07%	6.42%
Fiscal 2003				9.44%	9.14%	0.30%	-14.44%	-17.60%	3.16%	-27.60%	-29.81%	2.21%	-7.13%	-12.22%	5.09%
Fiscal 2004				10.67%	10.78%	-0.11%	42.25%	37.73%	4.52%	26.40%	30.95%	-4.55%	23.94%	26.10%	-2.16%
Fiscal 2005				4.73%	5.01%	-0.28%	21.28%	13.93%	7.35%	0.44%	2.04%	-1.60%	10.02%	7.51%	2.51%
Fiscal 2006				4.27%	4.86%	-0.59%	25.22%	28.42%	-3.20%	12.18%	13.86%	-1.68%	13.26%	15.91%	-2.64%
Fiscal 2007				5.63%	5.46%	0.17%	14.50%	11.42%	3.08%	15.99%	14.70%	1.29%	11.28%	9.99%	1.29%
Fiscal 2008				4.64%	5.79%	-1.15%	-1.64%	4.00%	-5.64%	-10.56%	-14.75%	4.19%	-1.99%	-0.38%	-1.61%
Fiscal 2009				4.29%	4.93%	-0.64%	-33.19%	-32.43%	-0.76%	-29.23%	-29.49%	0.26%	-20.33%	-20.19%	-0.14%
Fiscal 2010				8.44%	5.14%	3.30%	46.19%	42.15%	4.04%	21.84%	22.75%	-0.91%	27.64%	25.21%	2.43%
Fiscal 2011				5.25%	5.13%	0.12%	14.67%	20.42%	-5.75%	6.70%	8.26%	-1.56%	9.79%	13.20%	-3.40%
Fiscal 2012				8.16%	9.75%	-1.59%	-7.36%	-9.76%	2.40%	8.21%	4.88%	3.33%	0.03%	-0.82%	0.85%
Fiscal 2013*				5.17%	4.54%	0.63%	12.06%	6.12%	5.94%	14.48%	15.02%	-0.54%	10.69%	9.50%	1.19%
Fiscal 2014				0.55%	0.84%	-0.29%	19.74%	15.91%	3.83%	37.95%	31.40%	6.55%	16.82%	17.30%	-0.48%
Fiscal 2015				7.36%	9.86%	-2.50%	21.22%	6.92%	14.30%	34.60%	23.49%	11.11%	20.84%	15.01%	5.83%
Fiscal 2016				0.87%	0.72%	0.15%	3.06%	-6.58%	9.64%	-12.86%	-0.42%	-12.44%	-5.27%	-1.12%	-4.15%
Fiscal 2017	0.40%	0.54%	-0.14%	0.98%	1.48%	-0.50%	9.99%	18.60%	-8.61%	15.46%	18.34%	-2.88%	8.76%	11.78%	-3.02%
Fiscal 2018	0.20%	0.75%	-0.55%	1.68%	1.41%	0.27%	0.13%	1.69%	-1.56%	10.49%	10.12%	0.37%	6.51% ***	4.93%	1.58%
Fiscal 2019	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%
Q1 2020	0.40%	0.40%	0.00%	2.20%	2.54%	-0.34%	3.70%	2.58%	1.12%	2.80%	1.70%	1.10%	2.30%	2.15%	0.15%
Q2 2020	0.40%	0.39%	0.01%	1.30%	1.18%	0.12%	2.20%	2.48%	-0.28%	1.00%	1.86%	-0.86%	1.20%	1.71%	-0.51%
Q3 2020	0.40%	0.42%	-0.02%	-1.60%	-0.84%	-0.76%	2.10%	3.16%	-1.06%	8.20%	6.45%	1.75%	3.00%	3.00%	0.00%
Q4 2020	0.60%	0.90%	-0.34%	5.40%	1.47%	3.93%	-15.40%	-20.90%	5.50%	-9.50%	-13.09%	3.59%	-5.80%	-9.29%	3.49%
Fiscal 2020	1.81%	2.17%	-0.36%	7.37%	4.39%	2.98%	-8.46%	-14.22%	5.76%	1.67%	-4.16%	5.83%	0.45%	-2.93%	3.38%
Annual Return **															
2.0 year compounded	2.47%	1.97%	0.50%												
20.75 year compounded				5.65%	5.32%	0.33%	8.42%	5.79%	2.63%	6.08%	3.56%	2.51%	7.01%	6.01%	1.00%

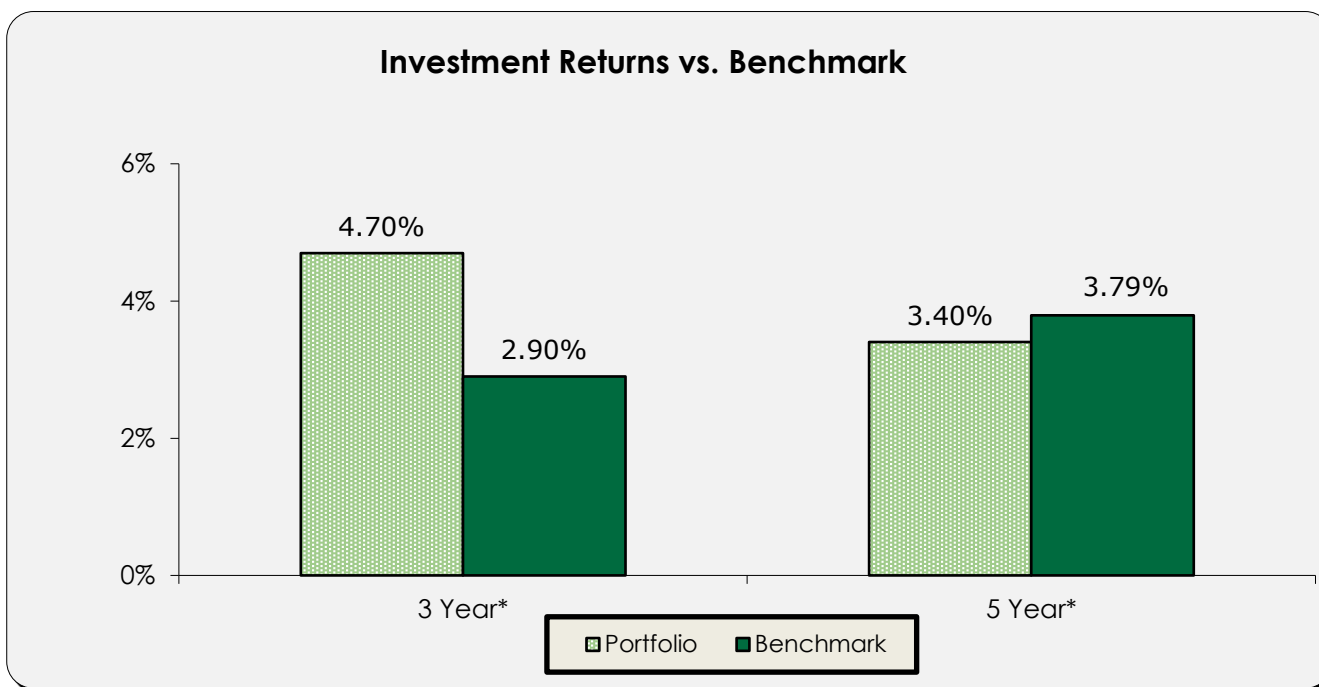
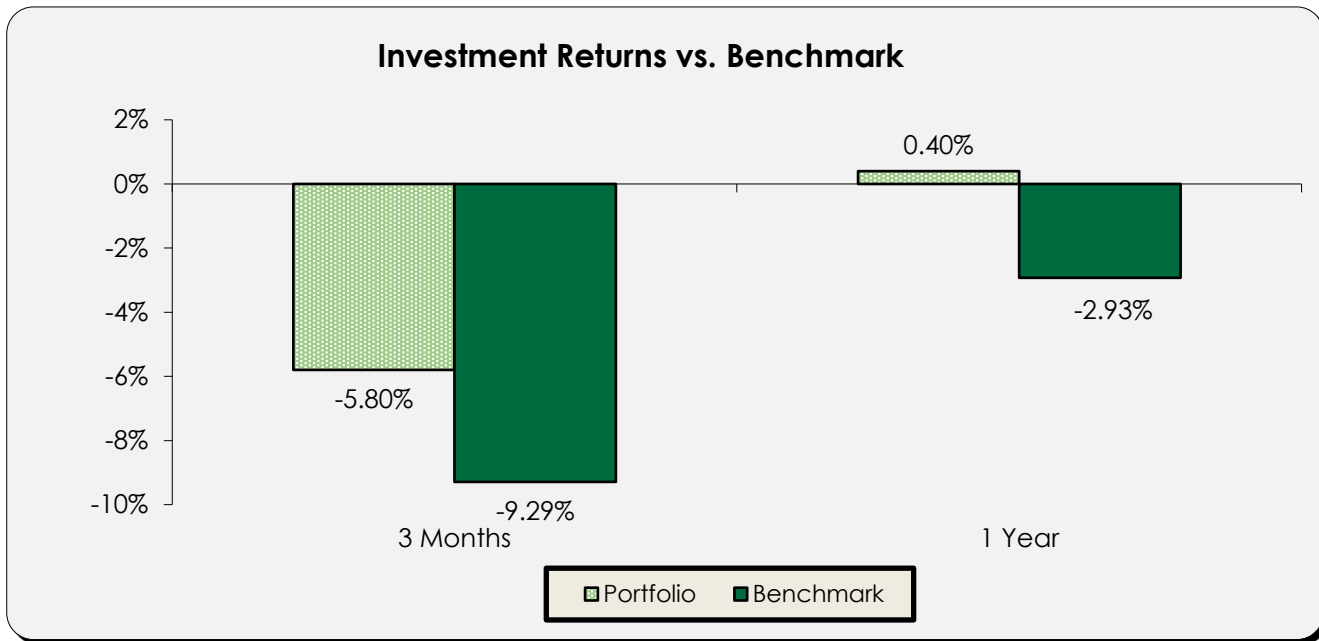
Returns are before fees.

*New benchmark effective 08/31/12

** Cash & Equivalent target added on approved investment policy as of June 11, 2018. Cash & Equivalents compounded return for 1.25 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

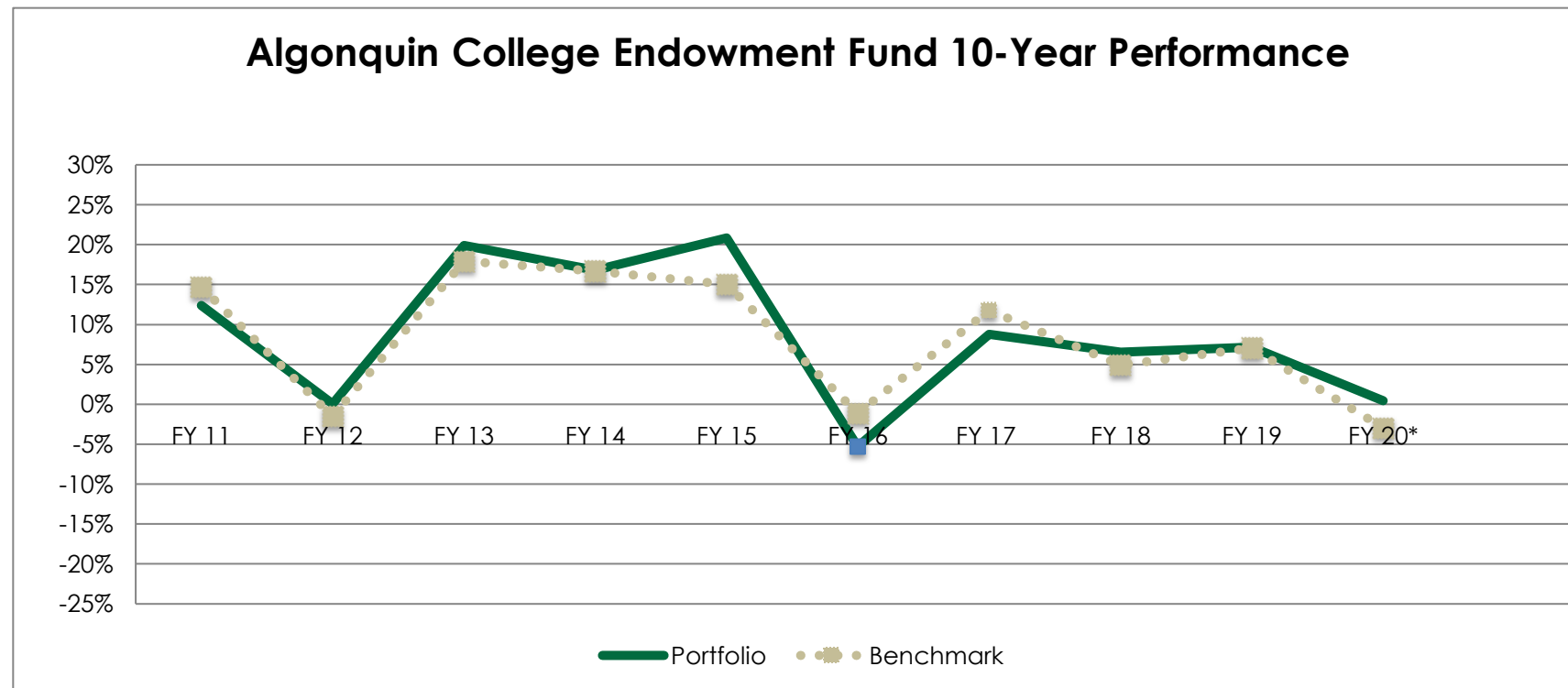


Investment Returns

	3 Months	1 Year	3 Year*	5 Year*
Portfolio	-5.80%	0.40%	4.70%	3.40%
Benchmark	-9.29%	-2.93%	2.90%	3.79%

* Compounded Annual Return

Fourth Quarter 2019-2020 College Endowment Funds Investment Report



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
30-Jun-19	0.76	0.98	-0.22
30-Sep-19	0.00	0.48	-0.48
31-Dec-19	8.27	4.82	3.45
31-Mar-20	-0.62	-0.98	0.36

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 2019-2020 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	2020
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	\$ 3,755,820
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	\$ 1,792,398
Investment fees	\$ (32,735)	\$ (37,072)	\$ (46,260)	\$ (51,690)	\$ (56,572)	\$ (49,974)	\$ (80,721)	\$ (97,448)	\$ (87,257)	\$ (100,539)	\$ (97,112)	\$ (126,534)
Amount distributed	\$ (335,000)	\$ (437,000)	\$ (508,115)	\$ (556,978)	\$ (639,179)	\$ (657,139)	\$ (852,856)	\$ (882,393)	\$ (898,722)	\$ (932,966)	\$ (982,630)	\$ (1,043,837)
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	\$ 4,377,847

Schedule of Unrealized Investment Income/ (Loss)

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
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	\$ (1,583,331)

Fund Balance as per Yorkville

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Cash	2%	6%	6%	6%	2%	5%	3%	6%	6%	9%	13%	7%
Fixed Income	33%	29%	29%	30%	32%	39%	37%	38%	27%	29%	29%	33%
Canadian Equity	51%	50%	50%	49%	22%	14%	16%	18%	23%	17%	15%	17%
Global Equity*	14%	15%	15%	15%	44%	43%	44%	37%	44%	45%	43%	43%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

* combined U.S. & international

Asset Mix - Market

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
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	\$ 1,780,221
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	\$ 8,851,991
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	\$ 4,428,934
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	\$ 11,535,128
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	\$ 26,596,274

* combined U.S. & international

**3.4 APPENDIX C –
Fourth Quarter 2019-20
Major Capital Projects Report**

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	40%
5	Algonquin Students' Association Athletics and Recreation Centre (ARC)	61.8	47%
8	Pedestrian Bridge to Bus Rapid Transit Station	3.1	2%
10	Solar Photovoltaic Plan	8.0	6%
13	Student Information System	7.1	5%
	Total Approved <u>Current</u> Projects Value	\$131.1	100%
15	Summary of Projects <u>Completed</u> Since Fiscal 2011-12	\$278.44	

**3.4 APPENDIX C –
Fourth Quarter 2019-20
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/Executive Director: J. Tattersall
Project Manager: A. Waked

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 2016-17)	April 2018
Installation of underground thermal pipeline network completed (revised date from original: Winter 2016-17). 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.	October 2019
Heating loop construction completed.	March 2020

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	20.0 million
Total	\$60.5 million	\$9.4 million	\$51.1 million

**3.4 APPENDIX C –
Fourth Quarter 2019-20
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 2015-16	1.4 million
Realized Savings in Fiscal Year 2016-17	2.9 million
Realized Savings in Fiscal Year 2017-18	2.0 million
Realized Savings in Fiscal Year 2018-19	3.9 million
Realized Savings in Fiscal Year 2019-20	3.5 million
Total	\$14.3 million

Total Payments to Manulife (Construction Still in Progress)	Value
Actual Payments to March 31, 2015	\$0 million
Actual Payments in Fiscal Year 2015-16	1.5 million
Actual Payments in Fiscal Year 2016-17	2.8 million
Actual Payments in Fiscal Year 2017-18	3.2 million
Actual Payments in Fiscal Year 2018-19	3.4 million
Actual Payments in Fiscal Year 2019-20	3.5 million
Total	\$14.4 million

**3.4 APPENDIX C –
Fourth Quarter 2019-20
Major Capital Projects Report**

Energy Service Company Project (ESCO 2) - continued

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

G	Governance	Appropriate Project Sponsorship and Governance is in place.
G	Scope Management	The first cogeneration plant was restarted on November 1, 2019. The second cogeneration plant is operating based on demand for electricity.
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, containment of all change orders within the overall budget, finalizing close out discussions, and resolving any cost increases related to risk mitigation.
G	Schedule Management	A combination of technical and intentional strategic delays associated with the installation of both cogeneration units and associated infrastructure and equipment resulted in these last elements of the ESCO2 project to be completed in Q3 of 2019-20. Further delay occurred due to the discovery of asbestos in the dust in the boiler room and tunnels which the College addressed with Siemens and its sub-contractors. The College and Siemens successfully worked together and achieved a November 1, 2019 completion date.
G	Project Resources	Asbestos cleaning has been completed in areas related to project scope. The College is working with Siemens to close out the project.
Y	Risk Management	The discovery of asbestos containing materials in the plant area has increased project and financial risk. While these project risks 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 are fully operational.
G	Stakeholder Engagement	Active stakeholder engagement continues on a targeted basis in consideration of the impact of the operation of the cogeneration plants.

**3.4 APPENDIX C –
Fourth Quarter 2019-20
Major Capital Projects Report**

Algonquin Students’ Association Athletics and Recreation Centre (ARC)

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 a size of approximately 122,800 gross square feet. The proposed recreation centre will replace current recreation infrastructure in an area of the College constructed in the early 1960s. This new facility will significantly increase the physical capacity of student fitness, increase athletic opportunities, and offer students unlimited access to state-of-the-art recreational facilities. The 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/Executive Director: J. Tattersall
Project Manager: A. Waked (Algonquin College) & L. Smith (Colliers Project Leaders)

Board of Governors Key Approval Dates	Dates
<p>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:</p> <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
<p>Meeting #514 – The Board of Governors approves the construction of an Athletics and Recreation Centre, pedestrian link and related enabling works on the Ottawa campus with a 50-year land lease to the Algonquin Students’ Association, and the transaction structure and the associated governing implementation agreements, with a total cost of construction up to \$61.8 million over the fiscal years 2019-20 to 2021-22. This project will be financed as follows:</p> <ul style="list-style-type: none"> • Algonquin College will contribute \$5.5 million to the construction costs of the Centre from College reserves in 2019-20; and • Algonquin College will contribute up to \$11.9 million to the construction costs of the pedestrian link and enabling works funded 50% from College reserves and 50% from the College’s Strategic Investments Priorities budgets in fiscal years 2019-20 to 2021-22; and • Algonquin Students’ Association will contribute \$30.5 million financed from a major Canadian bank loan and \$13.9 million from the Association’s reserves. <p>Final approval of this construction project is contingent on the following conditions being met:</p> <ul style="list-style-type: none"> • The College meeting all regulatory and legislative requirements including Section 28 of the Financial Administration Act; and • The Algonquin Students’ Association acquiring suitable loan financing. 	October 2019

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

**3.4 APPENDIX C –
Fourth Quarter 2019-20
Major Capital Projects Report**

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

Project Funding	Value
Algonquin College reserves	\$11.45 million
Strategic Investment Priorities Budget allocation, 2019-20 & 2020-21 funding	5.95 million
Algonquin Students' Association reserves	13.9 million
Algonquin Students' Association loan financing	30.5 million
Total	\$61.8 million

Project Contingency	Value
Estimated project contingency	\$3.6 million
Contingency balance as at March 31, 2020	\$1.9 million

Actual/Projected Project Cost	Value
Expenditures in Fiscal 2018-19	\$0.4 million
Expenditures in Fiscal 2019-20	10.6 million
Fiscal 2020-21	49.8 million
Fiscal 2021-22	1.0 million
Total	\$61.8 million

Total Project Variance	\$0 million
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**3.4 APPENDIX C –
Fourth Quarter 2019-20
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 established. Terms of reference for Committee finalized and approved by the Steering Committee. Regular Steering Committee meetings and updates to the Audit and Risk Management Committee and Algonquin College Executive Team are ongoing. Agreements between the Students’ Association and College were approved. Section 28 submissions have been made to the Ministry, and is in the final stage of approval.
G	Scope Management	Final functional program validated against the original program concept. Project scope being managed within allowed budget using value engineering, scope ladders and deferral of works to SA accounts. Final detailing of various building elements is ongoing. Approval of pedestrian link elements is ongoing with design development.
Y	Cost Management	Final budget confirmed and Students’ Association financing is in place. Currently tracking to initial forecast after successful application of cost reduction strategies. The College continues to work with the Students’ Association to identify remaining items for deferred scope. Strategy for potential shortfall with design of pedestrian link being developed for cost reductions, value engineering, and allocation of enabling funds. COVID-19 Force Majeure costs to be confirmed (estimated at \$250K). Construction activities resumed May 4, 2020.
Y	Schedule Management	Baseline schedule developed with consideration for due process and stakeholder engagement. Currently tracking to overall substantial completion milestone despite estimated impacts of COVID-19 on construction site activities. Integration between project timelines and Algonquin College/Students’ Association agreements completed. Construction activities resumed May 4, 2020.
G	Project Resources	Campus Development Consortium developed functional program. Project Manager, Prime Design Consultant, Construction Manager and various other technical service providers retained. Approximately 90% of trade contractors retained for ARC building and portions of pedestrian link. Student’s Association and College resources identified. As possible, materials were sourced and secured ahead of potential supply chain challenges due to COVID-19.
Y	Risk Management	A project risk register has been developed for ongoing update with input from various team members. Risks are being reviewed with the Steering Committee on an ongoing basis. The ongoing COVID-19 pandemic is the highest risk on the list and is being monitored closely.
G	Stakeholder Engagement	The Algonquin Students’ Association performed extensive engagement with key stakeholders, the students. The Project Vision Principles were finalized. Detailed consultation has taken place with stakeholders during development of the design. Design Project Review Team meetings are conducted on a monthly basis. <i>Algonquin Wolves</i> branding was chosen.
G	Operational Readiness	Planning for the commissioning and operation of building systems started. Athletics operations formed part of the Prime Design Consultant scope.

**3.4 APPENDIX C –
Fourth Quarter 2019-20
Major Capital Projects Report**

Pedestrian Bridge to Bus Rapid Transit Station

In partnership with the City of Ottawa, this investment will construct an above-grade pedestrian bridge that will 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 (LRT2) 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/Executive Director: J. Tattersall
Project Manager: City of Ottawa (lead) – TBD (Colliers Project Leaders)

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
Project start date	2019
Anticipated construction start date	2022
Substantial completion date	2023

Project Funding	Value
Algonquin College reserve funds	\$3.1 million

Project Contingency	Value
Approved project contingency	Not required

Actual/Projected Project Cost	Value
Expenditures in Fiscal 2018-19	\$0.02 million
Expenditures in Fiscal 2019-20	0.66 million
Fiscal 2021-22	1.26 million
Fiscal 2022-23	1.16 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 has been negotiated and is defined through a formal agreement with the City of Ottawa.
G	Scope Management	Scope for each party has been identified and is formalized in the agreement.
G	Cost Management	College contribution has been defined and has been 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.

**3.4 APPENDIX C –
Fourth Quarter 2019-20
Major Capital Projects Report**

Solar Photovoltaic Plan

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

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

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 2018-19.	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 & 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	January 2019

Execution	
Installation of Solar Panels Substantially Completed	March 2019
Selected Building Upgrades Completed	August 2019
Battery Energy Supply System Installation	October 2019
Hot Water Electrification Substantially Complete (Modified Scope)	October 2019
Close-out	April 2020

**3.4 APPENDIX C –
Fourth Quarter 2019-20
Major Capital Projects Report**

Solar Photovoltaic Plan - continued

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, 2020	0.0 million

Actual/Projected Project Cost	Value
Expenditures in Fiscal 2018-19	\$ 5.6 million
Expenditures in Fiscal 2019-20	1.8 million
Fiscal 2020-21	0.6 million
Total	\$8.0 million

Total Project Variance	\$0 million
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Solar Photovoltaic Plan – continued

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 defined previously. Remaining scope changes managed on case-by-case basis with consideration of budget, schedule and code compliance for the battery storage component. Portion of specific electrification works scope deferred to ensure total cost compliance with budget. Hydro-Ottawa coordination ongoing to assure all requirements are captured. Electric Safety Authority engaged for successful completion of requirements. Fewer Ottawa Hydro requirements and identified deficiencies are outstanding.
G	Cost Management	To ensure the project budget remains within the approved limit of \$8.0 million, the scope of electrical conversion to heat water has been reduced from the previously reported approximate 12 building locations and the central plant to approximately 4 building locations and central plant. Any deferred maintenance items previously defined within scope of this project will be addressed through the College’s Facilities Renewal Project.
Y	Schedule Management	Solar system installation is complete. Battery Energy Storage System with batteries installed. Electrification substantially completed. Existing plant room constraints resolved. Approvals, in whole or part, from Electrical Safety Authority and Ottawa Hydro received. Work held to July-August 2020 until confirmation of final utility requirements, to avoid rework and additional cost. Available Building Automation Systems and MicroGrid programming underway for commissioning later in 2020. Delayed MicroGrid implementation due to ESCO2 project mitigated.
G	Project Resources	College resources needed to support this project have been identified along with external resources. Restrictions on foreign travel to Algonquin for commissioning due to COVID-19 restrictions is possible.
G	Risk Management	Project substantial completion date of October 31, 2019 was achieved.
G	Stakeholder Engagement	Required internal stakeholder engagement has taken place and will continue throughout the life of the project as required considering the scope of this project. Engagement with external stakeholders continues as required for approvals.
G	Operational Readiness	Operational readiness planning and implementation continues.

**3.4 APPENDIX C –
Fourth Quarter 2019-20
Major Capital Projects Report**

Student Information System Project

Algonquin College’s current Student Information System, GeneSIS, is over 25 years old and is based on a programming language that is no longer supported. As a result, the ongoing use of GeneSIS poses a significant resource, development, maintenance and security risk. The requested funding supported the Request for Proposal stage including the preparation of business architecture, identity and access management, as well as data governance to support long-term enterprise architecture. This initial investment is to complete the Analyze, Strategize and Plan, Architect, and Select Phases. The Request for Proposal process completed was at the end of the 2019-20 fiscal year.

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

Board of Governors Key Approval Dates	Dates
Meeting #511 – Board of Governors approves \$3.1 million for the Student Information System, with 50% of funding from the College’s internally restricted net asset account and 50% from the Strategic Investment Priorities budget in Fiscal year 2019-20.	February 25, 2019
Meeting #517 – Board of Governors approves a \$4 million expenditure to continue development of the business architecture, identity and access management and data governance required to support implementation of a new Student Information System. These project expenditures will be funded 50% from the College’s internally restricted net asset accounts and 50% from the Strategic Investment Priorities budget in fiscal year 2020-21.	April 20, 2020

Project Milestones	Dates
Project start date	May 1, 2019
Board of Governors to approve selection of implementation vendor and financial commitment	October 20, 2020

Approved Project Funding	Approved Value
Internally Restricted Net Assets	\$3.55 million
Strategic Investment Priorities Budget allocation, 2019-20 and 2020-21 funding	\$3.55 million

Project Contingency	Value
Approved project contingency	\$0.4 million
Contingency balance as at March 31, 2020	\$0.4 million

Actual/Projected Project Cost	Value
Expenditures in Fiscal 2019-20	\$2.5 million
Fiscal 2020-21	\$4.6 million
Total	\$7.1 million

Total Project Variance	\$0 million
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Student Information System Project - continued

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

G	Governance	Steering Committee active and expanded to include Communications Officer. Working Group also active and expanded to include additional technical resources.
G	Scope Management	Project deliverables identified with timeline and critical path.
G	Cost Management	Budget actuals and commitments on track.
G	Schedule Management	Schedule is on track.
G	Project Resources	Project Team established and secure, looking to expand the project team next quarter to initiate the identity and access management as well as data governance streams.
G	Risk Management	All potential risks and issues monitored and mitigated; no current risks to completion of fiscal year deliverables.
G	Stakeholder Engagement	Communications officer now engaged 100% for this project. Communications planning and stakeholder engagement activity development are continuing.
G	Operational Readiness	Change management plan to be developed during the fiscal year for implementation phase; advance preparation through process documentation and communications.

**3.4 APPENDIX C –
Fourth Quarter 2019-20
Major Capital Projects Report**

Summary of Projects Completed Since Fiscal 2011-12

Project	Final Project Value \$M	Fiscal Year Completed
Algonquin Centre for Construction Excellence (ACCE)	\$77.0	2011-12
Student Commons	51.0	2012-13
Pembroke Campus	34.0	2012-13
Perth Campus	12.0	2011-12
Digital College	12.0	2014-15
Healthy Living Education Phase 1A – Renovations	6.0	2014-15
B Building Window Replacement	1.1	2016-17
F Building Renovation	1.6	2016-17
Equipment Renewal and Electrical Lab Alterations Project in ACCE	2.3	2017-18
Welding Lab Project at the College’s Transportation Technology Centre – Building S	2.8	2017-18
Transformer Replacement Project	2.1	2017-18
Learning Management System	3.0	2018-19
Enterprise Resource Planning (ERP) – Project Workday	18.8	2018-19
Student Central	6.8	2018-19
Indigenous Gathering Circle	1.7	2018-19
DARE District	45.4	2019-20
Net Tuition Project	0.84	2019-20
Total	\$278.44	

MEMO

DATE: June 8, 2020
TO: Board of Governors
FROM: Governor Gail Beck, Chair, Governance Committee
SUBJECT: **Governance Committee meeting May 25, 2020**

Board members can review meeting materials from the May 25, 2020 meeting by accessing the Board of Governors [‘Teams site’ Governance Committee meeting folder, May 25, 2020 meeting folder](#).

A. ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL

1) 2020-21 Board Chair, Board Executive Committee Succession, and Committee membership Follow up

Appendix A: 2020-21 BOG Officer Position - Committee Memberships

Appendix B: BG I-07 - Board Succession Planning Policy

Members were referred to Appendix B: BG I-07 Board Succession Planning Policy. The purpose of this policy is to set out the process by which the Board, with the advice and assistance of the Governance Committee, approves appointments of External Governors to Board Leadership positions and Governors to Standing Committees at the Annual General Meeting.

RESOLUTION

MOVED & SECONDED: V. Sayah & J. McCracken

THAT the Governance Committee approves BG I-07 - Board Succession Planning Policy as presented.
CARRIED.

Members were referred to the Board Chair, Board Executive Committee Succession, and Committee memberships. The request for Board of Governors approval of the 2020-21 Board Chair, Board Vice Chair, Board Executive Committee Succession, and Committee memberships will be addressed at the June 8, 2020 Annual General Meeting following the regular Board meeting under agenda item 5.0 2020-21 Board of Governors Officers and Committee Membership Appointments. Details of the memberships are provided in Appendix A: 2020-21 Board of Governors Officer Position-Committee Memberships.

RESOLUTION

MOVED & SECONDED: J. McCracken & W. Johnson

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, 2020 to August 31, 2021.

CARRIED.

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

1) 2019-20 Board of Governors Evaluation Survey Results

Members were referred to the 2019-20 Board of Governors Evaluation Survey Results. Overall, the survey results were positively strong, and, that governors understood the board's responsibilities and its leadership. Survey comments were shared with the Committee and will take under advisement for the upcoming academic year. Details of the survey results are provided in Appendix C: 2019-20 Board of Governors Evaluation Survey Results.

2) 2020-21 Board of Governors Workplan for upcoming Academic Year.

Members were referred to the 2020-21 Board of Governors Workplan for the upcoming Academic Year. Members accepted the workplan for information.

3) 2020-21 Governance Committee Workplan for upcoming Academic Year.

Members were referred to the 2020-21 Governance Committee Workplan for the upcoming Academic Year. Members accepted the workplan for information.

4) 2020 Fall Board of Governors Retreat – September 13 & 14

Members were referred to the 2020 Fall Board of Governors Retreat draft agenda. The plan is to hold the retreat locally instead of the usual alternating location between Pembroke and Perth. This year would have been Pembroke. Further updates will be communicated as more details become available as reflective of the COVID-19 pandemic situation.

Members accepted this update for information.

5) New Governor Orientation Part 1 – DRAFT Agenda

6) New Governor Orientation Part 2 – DRAFT Agenda

Members were referred to the New Governor Orientation Part 1 and Part 2. Annually, new and current Governors are invited to the New Governor Orientation Part 1 in August and Part 2 in September. Based on the 2018-19 Board of Governors Evaluation survey results, the order of which the orientation sessions are held have been reversed. In addition, a tour of the College will follow the Orientation Part 1 session.

Members accepted this update for information.

7) 2020-21 Governance Committee Meeting Schedule

Members were referred to the Governance Committee meeting schedule for 2020-21. Meeting invitations will be sent out to the 2020-21 Governance Committee Members after the June 8, 2020 Board meeting.

Members accepted the Committee meeting schedule for information.

MEMO

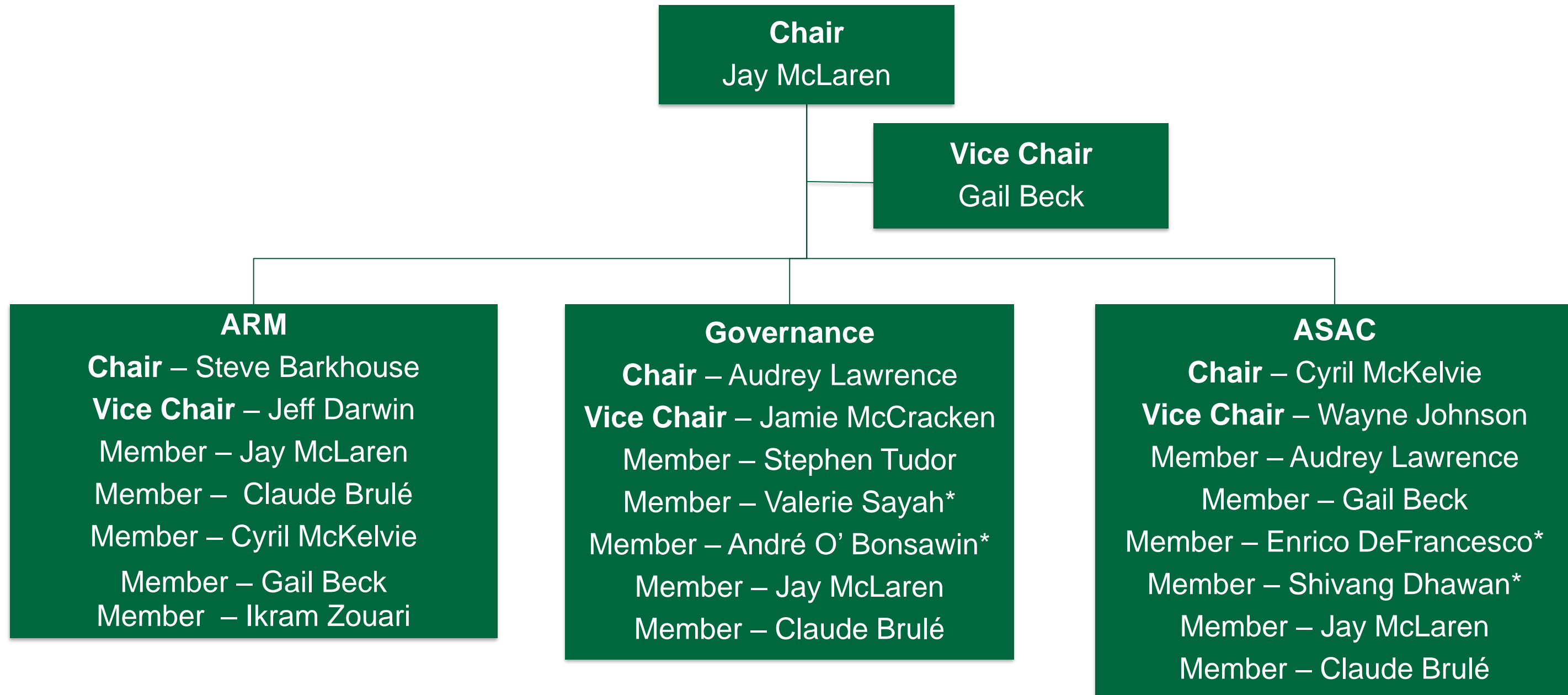
8) April 20, 2020 Board of Governors meeting evaluation results

Members were informed that only two Board meeting evaluation results were received and members accepted the evaluation results for information.

9) Closing remarks from the Committee Chair

Governor Beck thanked members and Governor Brockbank, Chair, Board of Governors for their dedication, commitment, and the expertise they brought to the Committee. She thanked President Brulé for his guidance and leadership of the College.

2020-21 BOG Officer Position - Committee Memberships



Internal Resource:
VP Finance & Administration,
Duane McNair

Internal Resources:
SVP Academic, Chris Janzen
VP Student Services, Laura Stanbra

*Internal

3.5 Appendix B

Board Governance Policy

BG I-07	Board Succession Planning		
Policy Category :	Board Process		
Date First Approved:	2020-06-08 (yyyy-mm-dd)	Date Last Reviewed	2020-06-08 (yyyy-mm-dd)
Board Meeting Number:	518	Mandatory Review Date	2023-06-12 (yyyy-mm-dd)

PURPOSE

The purpose of this policy is to set out the process by which the Board, with the advice and assistance of the Governance Committee, approves appointments of External Governors to Board Leadership positions and Governors to Standing Committees at the Annual General Meeting.

POLICY

1. The Governance Committee is responsible for the ongoing succession planning of the Board leadership positions.
2. The Governance Committee will establish and codify by way of Policy, the process by which the positions of Board Chair, Vice-Chair, Secretary, Treasurer, Standing Committee Chairs, Vice Chairs (if required) and members of the Board’s Standing Committees will be selected and appointed annually at the Annual General Meeting.
3. An external member of the Board of Governors may at any time during their term of office express their interest in the position of Board Chair or Vice Chair to the incumbent Board Chair and/or President & CEO.
4. Normally, an external member of the Board who is interested in the position of Board Chair would have held the position of Board Vice Chair and/or served as a Board Committee Chair for two years in total prior to assuming the role of Board Chair. This governance experience provides the member of the Board with an enhanced understanding of the Board Chair role.
5. The Board Chair is approved annually at the Annual General Meeting and typically serves for two years during the last two years of their Board membership.
6. The Board Vice Chair is approved annually at the Annual General Meeting and typically serves a one-year term.
7. Normally, an external member of the Board who is interested in the position of Vice Chair will have served as a Standing Committee Chair for at least one year.

MONITORING

The Governance Committee shall review this policy on an annual basis and provide recommendations to amend this policy or related materials.

PROCEDURE

Each year, the Chair of the Governance Committee will issue, via the Board Secretary, a “Call for Interest” to all external Governors for expressions of interest in the leadership positions of the Board and Committee membership. The Call for Interest occurs annually in January or February.

Based on the expressions of interest, skill sets, experience and the needs and requirements of the positions to be filled, the Governance Committee will prepare a list of potential qualified candidates for each noted position.

Chair¹

1. The Governance Committee will confirm that the Vice Chair, normally the intended successor to the Chair position, wishes to be considered for the Chair position. Upon confirmation they will review the performance of the Vice-Chair.
2. Where one or more other Governors has expressed interest in the pending vacancy in the Chair position, the Governance Committee will determine if the Governor qualifies for the Chair position.
3. The Governance Committee will canvass the remaining Governors to obtain views (on a voluntary basis) on the perceived strengths and competencies of each of the qualified candidates.
4. The candidate(s) will then be interviewed by the Board Chair and the Chair of the Governance Committee.
5. Candidates for the Board Chair position who are members of the Governance Committee will excuse themselves from all committee duties and deliberations regarding the nomination process.
6. In an In-Camera Board meeting prior to the Annual General Meeting, the Chair of the Governance Committee will invite each candidate to make a short presentation to the Board regarding their skills, competencies, and interests in assuming the role of the Chair.
7. The Chair of the Governance Committee will invite the Candidates to step out of the In-Camera meeting and provide the Board with a short briefing note (including an assessment of each of the candidate's skills and competencies) and a recommendation for the Board's consideration.
8. A vote will then be taken. All Governors will be required to vote either in person or by absentee vote. Where there are two or more qualified candidates, the vote is by means of a secret ballot to be administered by the Board Secretary.
9. Subsequently, the Board Chair will meet with the candidate(s) who was(were) not selected to provide feedback regarding the Board's decision.

Vice Chair

1. The Governance Committee will canvass the External Governors for expressions of interest in being considered for the Vice-Chair position.
2. Based on the information received, the Governance Committee will prepare a list of qualified candidates.
3. The Governance Committee will canvass the remaining Governors to obtain views (on a voluntary basis) on the perceived strengths and competencies of each of the qualified candidates.
4. The candidate(s) will be interviewed by the Board Chair and the Chair of the Governance Committee.
5. Candidates for the Board Vice Chair position who are members of the Governance Committee will excuse themselves from all committee duties and deliberations regarding the nomination process.
6. In an In-Camera Board meeting prior to the Annual General Meeting, the Chair of the Governance Committee will invite each candidate to make a short presentation to the Board regarding their skills, competencies, and interests in assuming the role of Vice Chair.
7. The Chair of the Governance Committee will invite the Candidates to step out of the In-Camera meeting and provide the Board with a short briefing note (including an assessment of each of the candidate's skills and competencies) and a recommendation for the Board's consideration.

¹ Where the incumbent Chair will not seek re-election or the normal two-year term is completed such that a new Governor must be appointed to the position.

8. A vote will then be taken. All Governors will be required to vote either in person or by absentee vote. Where there are two or more qualified candidates, the vote is by means of a secret ballot to be administered by the Board Secretary.
9. Subsequently, the Board Chair will meet with the candidate(s) who was(were) not selected to provide feedback regarding the Board's decision.

Standing Committee Chairs and Vice Chairs

1. Annually, the Governance Committee will canvass all External Governors to obtain expressions of interest in being considered for Standing Committee Chair and/or Vice Chair positions.
2. In selecting specific External Governors for Standing Committee Chair and Vice-Chair positions as required, the Governance Committee, in consultation with the Chair and the Vice-Chair, will take into consideration: preferences of Governors; skills and expertise; knowledge of Committee purpose; opportunity for each Governor to serve on a least two to three Board Standing Committees over the six-year term on the Board; needs and requirements of the Board; and, any other relevant criteria determined by the Board.
3. The Chair of the Governance Committee will provide the Board with a short briefing note and a recommendation of Standing Committee Chair and/or Vice Chair assignments for the Board's consideration and approval.

Standing Committee Members

1. Annually, the Governance Committee will canvass all Governors to obtain expressions of interest in serving on specific Board Standing Committees.
2. The Governance Committee will try to ensure that each External Governor has an opportunity to serve on two to three of the Standing Committees during his/her six-year term on the Board, and that each Internal Governor has an opportunity to serve on one or two of the Standing Committees during his/her three-year term on the Board (one-year term for the Student Representative).
3. In selecting specific Governors for assignment to a Standing Committee, the Governance Committee, in consultation with the Chair and the Vice-Chair, will take into consideration: preferences of Governors; skills and expertise; knowledge of Committee purpose; opportunity for each Governor to serve on a number of Board Standing Committees over their entire term on the Board; needs and requirements of the Board; and, any other relevant criteria determined by the Board.
4. The Chair of the Governance Committee will provide the Board with a short briefing note and a recommendation of Standing Committee assignments for the Board's consideration and approval.

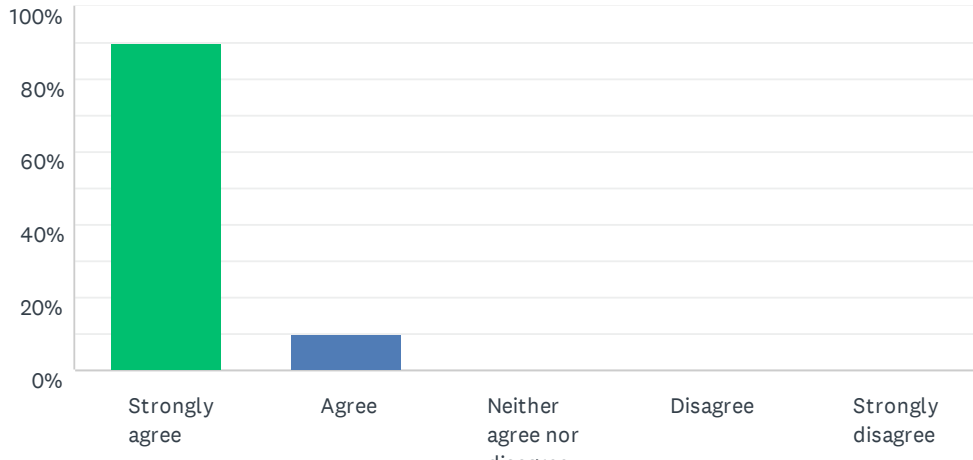
RELATED MATERIALS

Algonquin College By-law #1, Section 4- Board of Governors

Board Governance Policy BG I-05, Election of Internal Members to the Board of Governors

Q2 The Board understands the mandate of Algonquin College.

Answered: 10 Skipped: 0

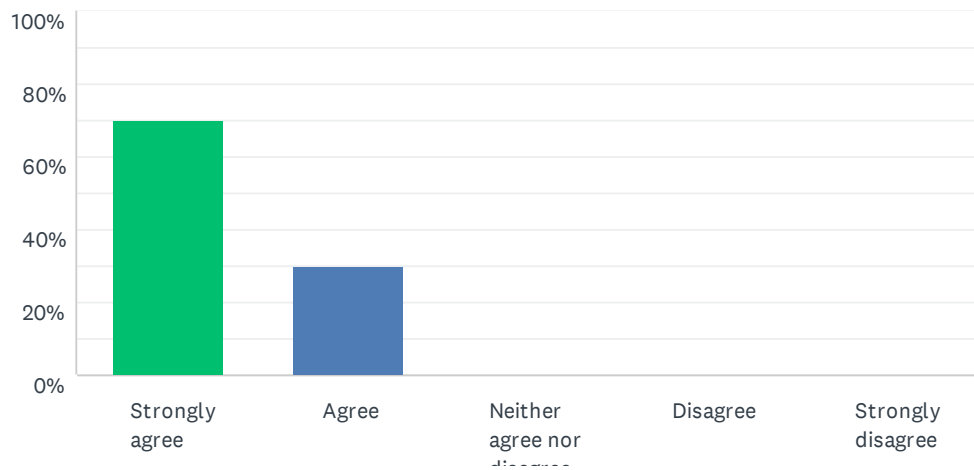


ANSWER CHOICES	RESPONSES	
Strongly agree	90.00%	9
Agree	10.00%	1
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	The Board has participate and is kept well informed about the Strategic Plan for Algonquin College. Our training and professional development through Colleges Ontario ensures that we are clear about the college's mandate.	5/12/2020 1:02 PM

Q3 The responsibilities of the Board and Management are clearly delineated and adhered to.

Answered: 10 Skipped: 0

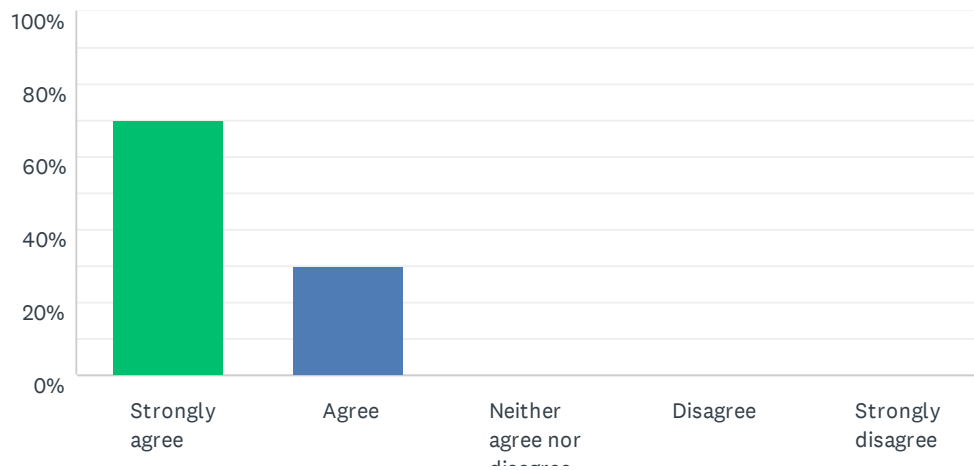


ANSWER CHOICES	RESPONSES	
Strongly agree	70.00%	7
Agree	30.00%	3
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	We are very fortunate to have an excellent management team at Algonquin College. The responsibilities of both the Board and Management are clearly provided.	5/12/2020 1:02 PM
2	For the most part, I agree. However, I think there are occasions where we wander into management issues perhaps a little too much, especially in the in camera discussions.	5/8/2020 11:13 AM
3	We all have clear direction although I do find the operational limitation challenging as it can encroach in governance due to its budgetary implications.	5/8/2020 10:55 AM

Q4 The Board establishes clear objectives and annual work plans for itself.

Answered: 10 Skipped: 0

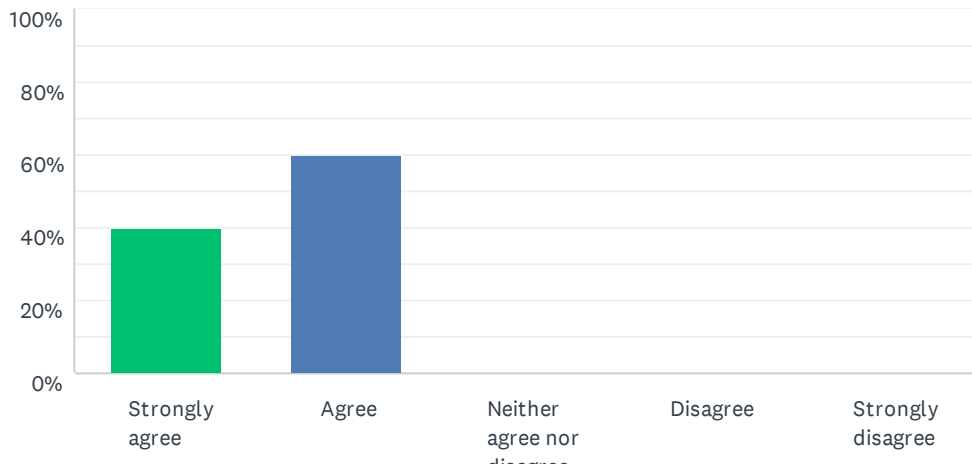


ANSWER CHOICES	RESPONSES	
Strongly agree	70.00%	7
Agree	30.00%	3
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	The Board and each Board Committee have a clearly defined and regularly reviewed annual Work Plan.	5/12/2020 1:02 PM
2	The fall Board retreat every year allows the Board with the help of the president and the executives an opportunity to establish a proper work plan for the year.	5/8/2020 10:55 AM

Q5 The Board is appropriately involved in establishing strategy for Algonquin College.

Answered: 10 Skipped: 0

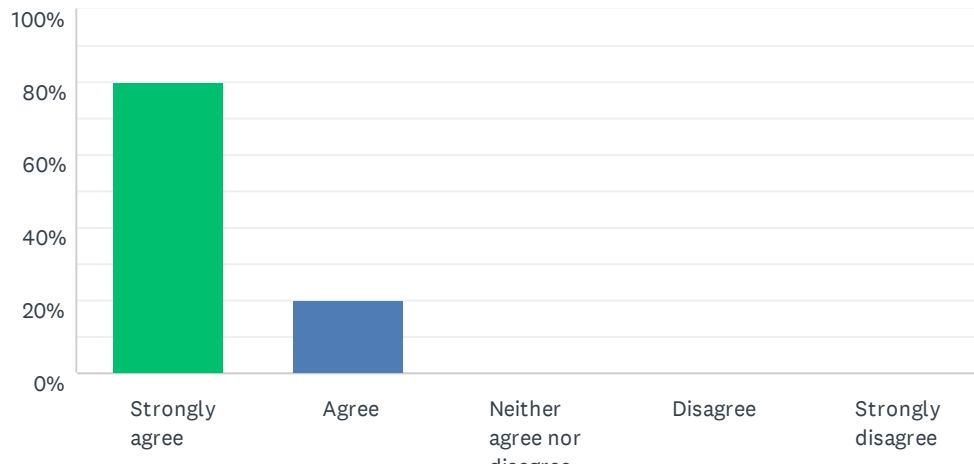


ANSWER CHOICES	RESPONSES	
Strongly agree	40.00%	4
Agree	60.00%	6
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	The Board was intimately involved with the creation of the Five Year Strategic Plan for Algonquin College. And we regularly review the continuing evolution of that Plan.	5/12/2020 1:02 PM
2	I believe the ARM committee plays a big part in this. I am not a member of this committee but I am sure they do a good job at advising in the college strategy. I know that at ASAC we play a part in the academic strategy.	5/8/2020 10:55 AM
3	Although the Board is involved/exposed to the AC strategy development, I do feel the BoG could provide more valuable input to this process. As a small example, AC has identified increased coop participation as a key objective...but the BoG has had limited involvement in how to best involve the broader business community in this objective and to better promote the AC initiative	5/7/2020 2:31 PM

Q6 The Board ensures that strategy is translated into an annual business plan, operating, and capital budgets and metrics.

Answered: 10 Skipped: 0

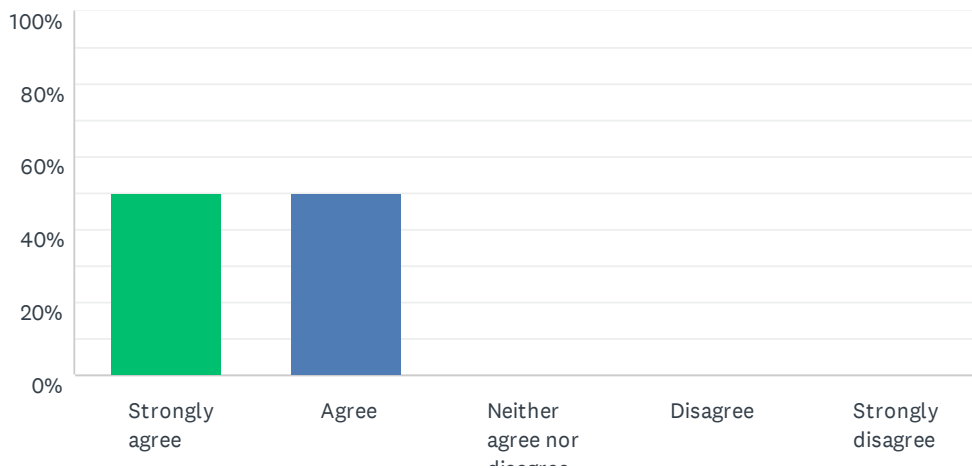


ANSWER CHOICES	RESPONSES	
Strongly agree	80.00%	8
Agree	20.00%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	Yes, all of that plus the review and introduction of new academic programs. Practically every proposal presented to the Board, includes a verification that it meets the expectations of the Strategic Plan.	5/12/2020 1:02 PM
2	This has been the process for the two years I have been with the Board.	5/8/2020 10:55 AM
3	The objectives established by the AC management team could benefit from more BoG input. There are too many objectives established in the annual plan.	5/7/2020 2:31 PM

Q7 The Board monitors business performance against the business goals set with Management.

Answered: 10 Skipped: 0

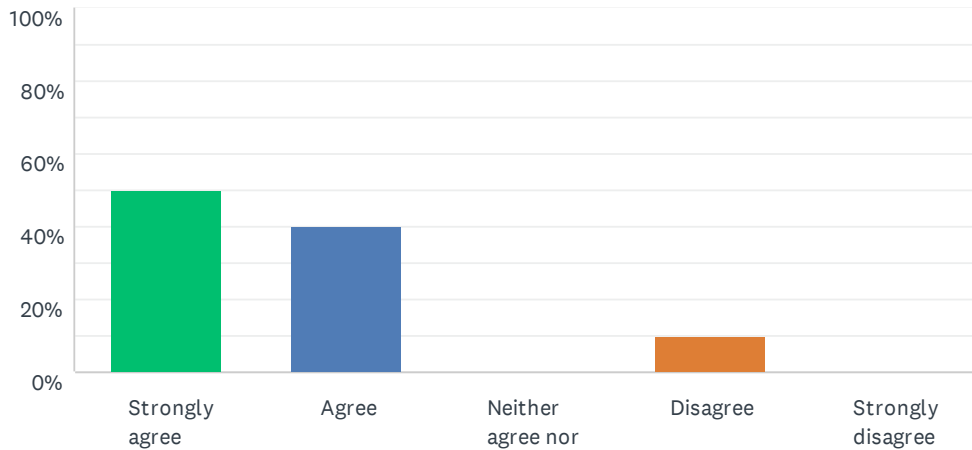


ANSWER CHOICES	RESPONSES
Strongly agree	50.00% 5
Agree	50.00% 5
Neither agree nor disagree	0.00% 0
Disagree	0.00% 0
Strongly disagree	0.00% 0
TOTAL	10

#	COMMENTS	DATE
1	ARM ensures this on behalf of the Board, but does the entire Board understand the business elements well? I think the Board has a reasonable grasp of the performance, but, with the risks that will emerge because of COVID-19, I worry that the full Board's understanding of the College's business model may not be as strong as it needs to be.	5/12/2020 7:34 PM
2	We receive a quarterly report on business, academic and financial goals. These reports include budget, capital projects, registration, status of programs, student satisfaction and many others.	5/12/2020 1:02 PM
3	The ARM committee monitors closely the business performance of the college.	5/8/2020 10:55 AM

Q8 The Board sets annual performance objectives effectively with the President/CEO using the Strategic Plan, annual Business Plan and annual Budget process.

Answered: 10 Skipped: 0

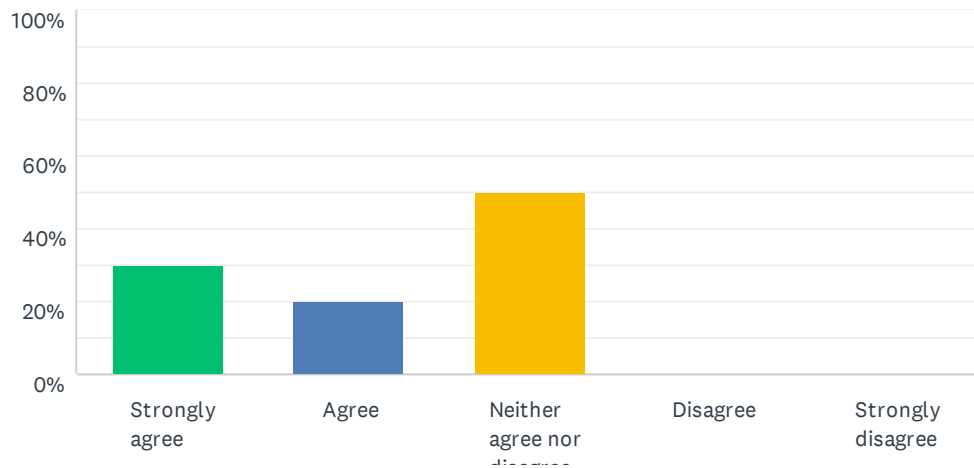


ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	5
Agree	40.00%	4
Neither agree nor disagree	0.00%	0
Disagree	10.00%	1
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	This has improved significantly since I joined the Board.	5/12/2020 7:34 PM
2	Not only sets these objectives but reviews the progress of these goals.	5/12/2020 1:02 PM
3	I think there is still work to be done in this area. We have not landed on an effective template for this process.	5/8/2020 11:13 AM
4	The performance objectives are very detailed and intricate and relate directly to the strategic Plan, annual Business Plan annual Budget process.	5/8/2020 10:55 AM
5	I feel that the performance objectives are to great and lack focus.	5/7/2020 4:03 PM
6	As stated above, too many objectives established....more BoG input would be beneficial	5/7/2020 2:31 PM

Q9 The Board effectively evaluates the President/CEO's performance.

Answered: 10 Skipped: 0

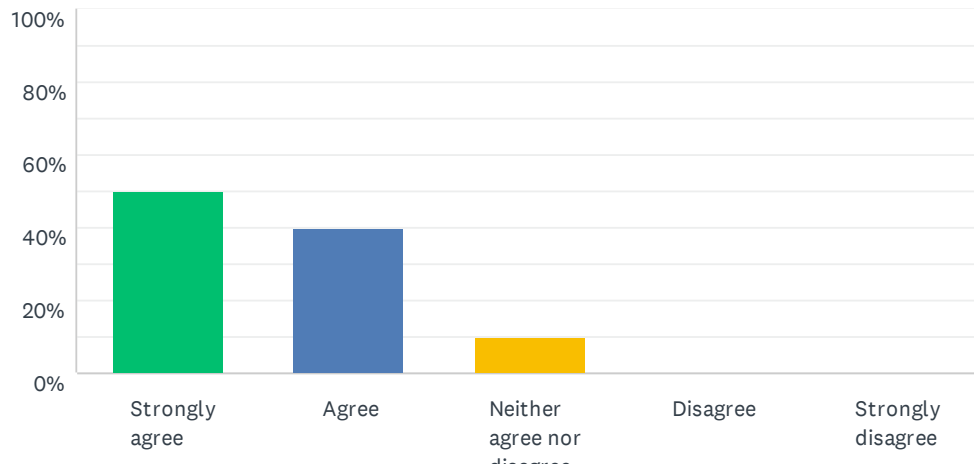


ANSWER CHOICES	RESPONSES	
Strongly agree	30.00%	3
Agree	20.00%	2
Neither agree nor disagree	50.00%	5
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	I am aware it is done but do not have enough information or detail to say if its effective	5/15/2020 8:27 AM
2	I do not feel this can be judged until the process has completed one or two cycles and this will be a difficult time to evaluate this.	5/12/2020 7:34 PM
3	See comment above	5/8/2020 11:13 AM
4	On of the more difficult responsibilities of the board.	5/8/2020 10:55 AM
5	I have not been a part of this exercise.	5/7/2020 4:03 PM
6	We are working toward a framework in this regard	5/7/2020 1:42 PM

Q10 The Board understands the nature and extent of risks faced by Algonquin College.

Answered: 10 Skipped: 0

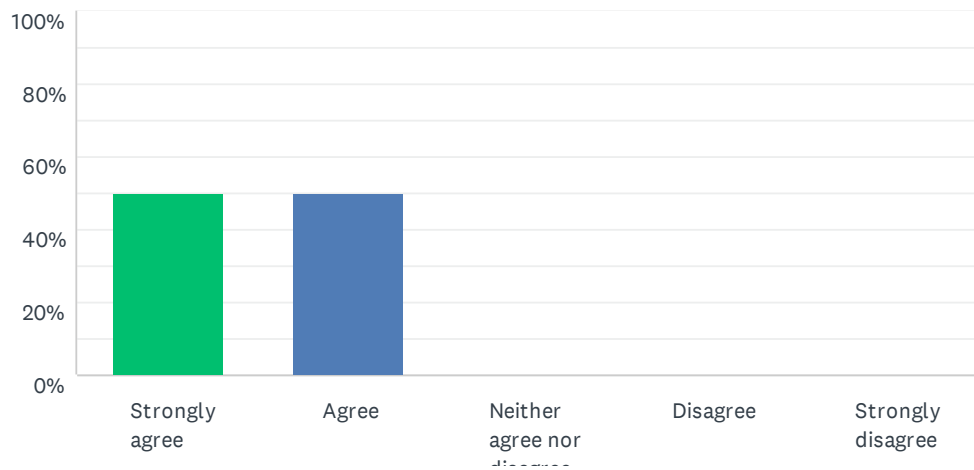


ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	5
Agree	40.00%	4
Neither agree nor disagree	10.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	There are risks emerging from COVID-19 that may not have been accounted for - this still needs to be determined, I believe.	5/12/2020 7:34 PM
2	Every capital, academic, and business proposal includes an evaluation of the risk.	5/12/2020 1:02 PM
3	There is effective monitoring of risk management by the board.	5/8/2020 11:13 AM
4	I feel as a board we did not recognized the risk implication with focusing the international student recruitment to two specific countries and having low academic levels for admission. Although the international direction was financially required, I believe the overall strategy could have been better planed.	5/8/2020 10:55 AM

Q11 The Board understands the policies and procedures Algonquin College has in place to identify, monitor and manage risk.

Answered: 10 Skipped: 0

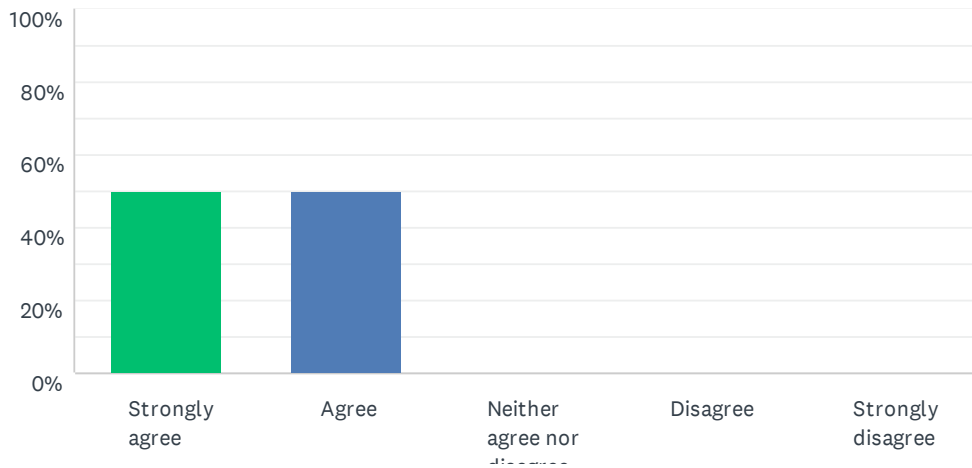


ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	5
Agree	50.00%	5
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	And, we receive a regular report from ARM Committee of the Board.	5/12/2020 1:02 PM
2	Again the ARM committee would have a better understanding of the policies and procedures.	5/8/2020 10:55 AM
3	This is communicated and managed by AC very effectively. Communication to the BoG is very effective and complete.	5/7/2020 2:31 PM

Q12 The Board understands the programs that are in place at Algonquin College.

Answered: 10 Skipped: 0

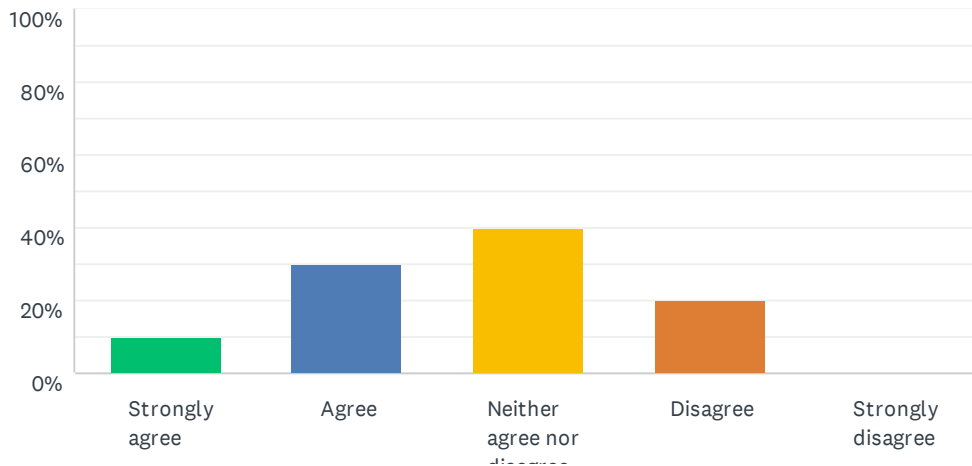


ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	5
Agree	50.00%	5
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	A significant amount of statistics and analysis are received concerning all aspects of Academic Programs and learner success.	5/12/2020 1:02 PM
2	As a faculty member I personally understand the programs in place at Algonquin. I cannot speak for the other governors.	5/8/2020 10:55 AM

Q13 The Board knows the individuals on the Senior Management Team and is appropriately involved in succession planning.

Answered: 10 Skipped: 0

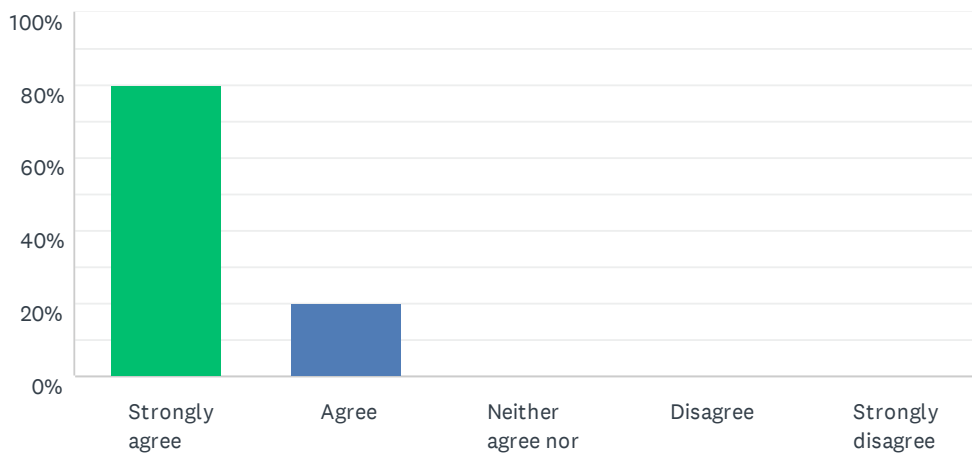


ANSWER CHOICES	RESPONSES	
Strongly agree	10.00%	1
Agree	30.00%	3
Neither agree nor disagree	40.00%	4
Disagree	20.00%	2
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	I am unaware of succession planning involvement with the board, but it may be happening	5/15/2020 8:27 AM
2	Senior Management members attend and report to the Board on a regular basis. The Board is intricately involved with the selection and oversight of the President and CEO.	5/12/2020 1:02 PM
3	Apart from the succession of the CEO, I am not sure of the process used in monitoring succession planning for senior management.	5/8/2020 11:13 AM
4	I do not recall being involved in a succession plan for the Senior Management Team.	5/8/2020 10:55 AM
5	I am not aware of any involvement	5/7/2020 4:03 PM
6	Limited visibility of succession planning at the BoG	5/7/2020 2:31 PM

Q14 The Board demonstrates leadership in "living" the code of conduct.

Answered: 10 Skipped: 0

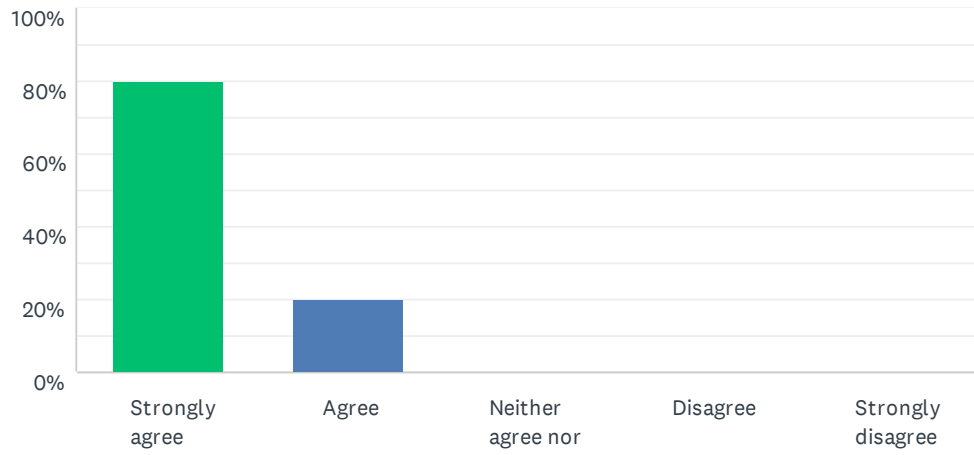


ANSWER CHOICES	RESPONSES	
Strongly agree	80.00%	8
Agree	20.00%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	The Code of Conduct is reviewed annually by the Board to ensure that all members are following the expectations.	5/12/2020 1:02 PM

Q15 The Board's mandate and work plan are reviewed annually.

Answered: 10 Skipped: 0

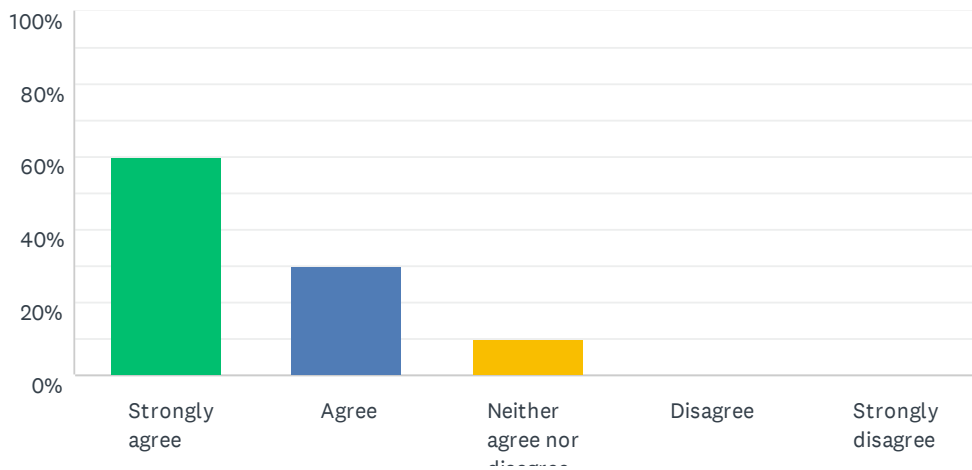


ANSWER CHOICES	RESPONSES	
Strongly agree	80.00%	8
Agree	20.00%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	Yes. And each subcommittee reviews their work plan at each committee meeting.	5/12/2020 1:02 PM

Q16 I am satisfied with the performance and information from the Governance Committee.

Answered: 10 Skipped: 0

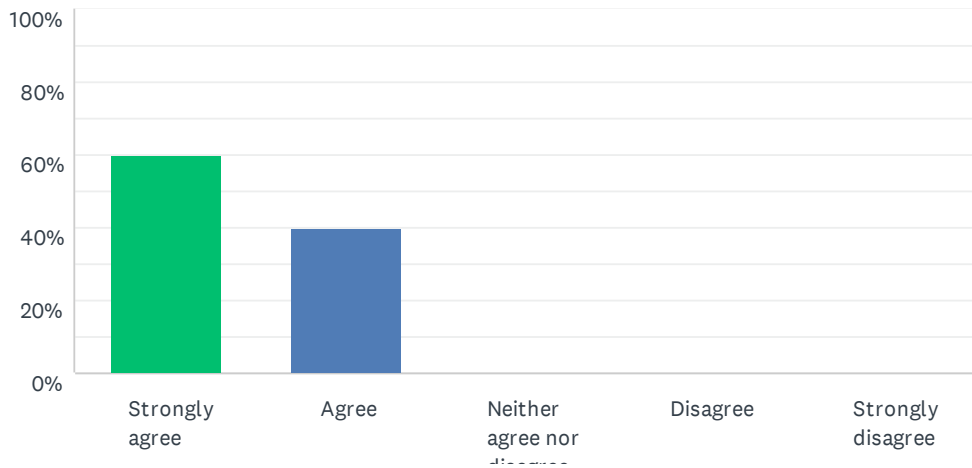


ANSWER CHOICES	RESPONSES	
Strongly agree	60.00%	6
Agree	30.00%	3
Neither agree nor disagree	10.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	The Board receives a report from Governance Committee at each Board meeting.	5/12/2020 1:02 PM
2	I had made a suggestion for an overlapping election process for internal governors and student governors in order to give them a change to learn and integrate the Board a year before taking on their position as governors. The out going governor would be a mentor to the in coming governor.	5/8/2020 10:55 AM
3	my only concern is board succession	5/7/2020 4:03 PM

Q17 I am satisfied with the performance and information from the Audit & Risk Management Committee.

Answered: 10 Skipped: 0

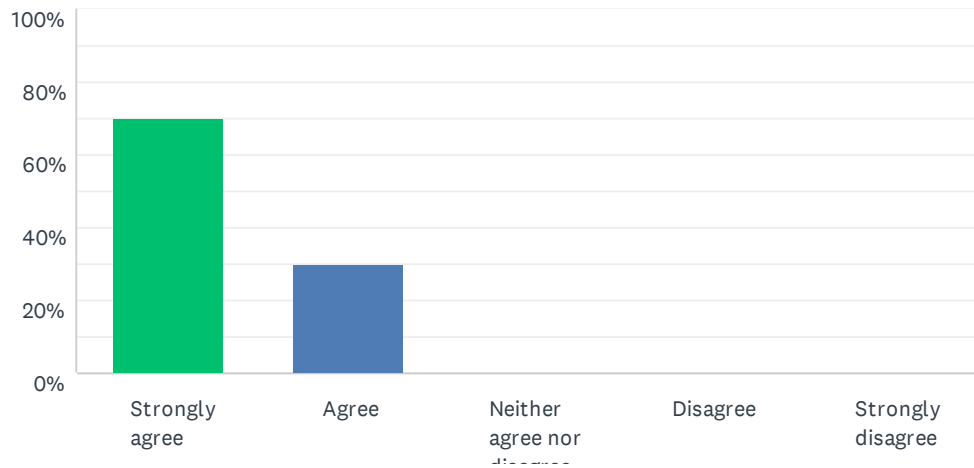


ANSWER CHOICES	RESPONSES	
Strongly agree	60.00%	6
Agree	40.00%	4
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	I observed a few of these meetings and found that it really helped provide context. The ARM committee information is fine but there is so much around financial and risk factors that I feel attending the meetings helped and in some cases was necessary for my comfort level of preparation for board meetings, especially around budget	5/15/2020 8:27 AM
2	I worry that this is such a strong committee that the Board may rely on it too heavily.	5/12/2020 7:34 PM
3	The Board receives a report from ARM at each Board meeting.	5/12/2020 1:02 PM
4	I personally should be more involved with the ARM committee. This is something I plan for my last year of governance.	5/8/2020 10:55 AM

Q18 I am satisfied with the performance and information from the Academic and Student Affairs Committee.

Answered: 10 Skipped: 0

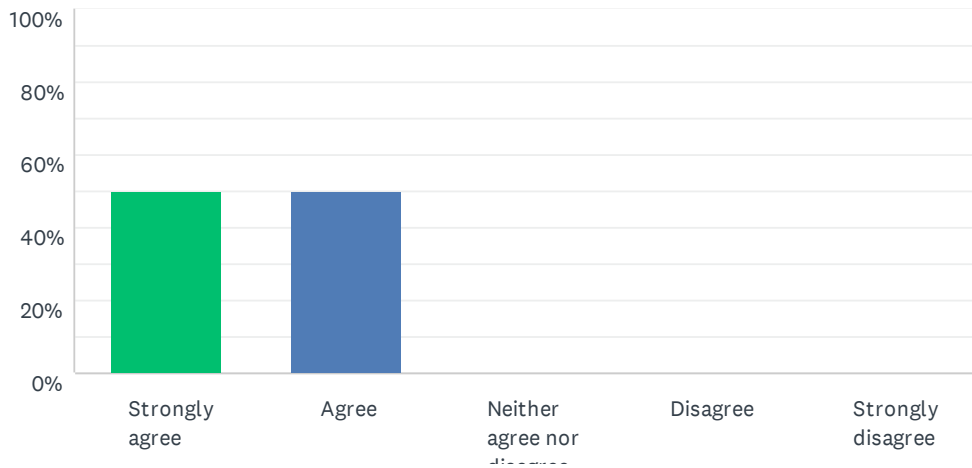


ANSWER CHOICES	RESPONSES	
Strongly agree	70.00%	7
Agree	30.00%	3
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	The Board receives a report from ASAC at each Board meeting. Board members are encouraged to attend as observers.	5/12/2020 1:02 PM
2	As a member I feel confident of our performance as well as the information we bring forward to the Board.	5/8/2020 10:55 AM

Q19 The information I receive allows me to monitor results, identify areas of concern, and understand important issues.

Answered: 10 Skipped: 0

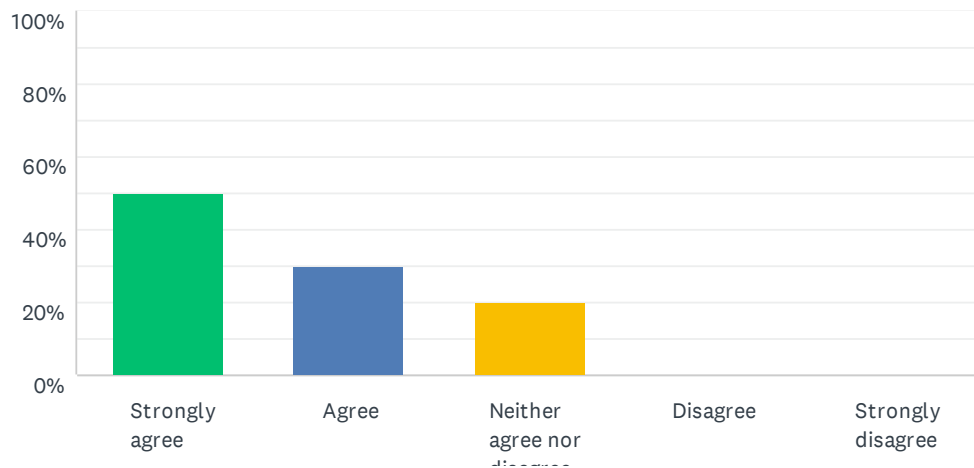


ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	5
Agree	50.00%	5
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	Board members receive volumes of detail and data for every decision made by the Board.	5/12/2020 1:02 PM
2	In most cases I believe all committees did their job properly allowing us to identify areas of concern and understand important issues.	5/8/2020 10:55 AM

Q20 I have adequate access to Senior Management outside of Board and Committee meetings.

Answered: 10 Skipped: 0

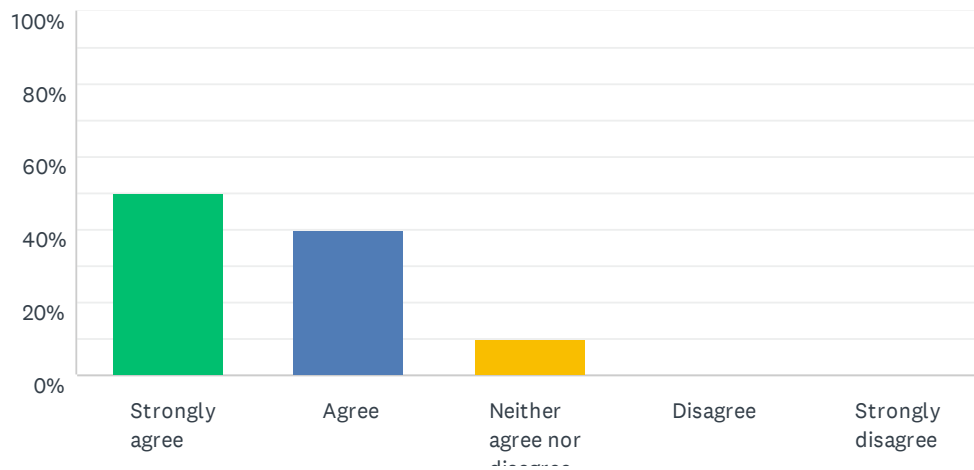


ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	5
Agree	30.00%	3
Neither agree nor disagree	20.00%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	Members of the Board have an excellent rapport with all members of the Senior Management Team. We are regularly encouraged to get in touch with Senior Managers. They attend every Board meeting.	5/12/2020 1:02 PM
2	All Senior Managers are accessible and happy to meet if needed.	5/8/2020 10:55 AM
3	Reach out to Sr. Mgt at AC has been "hit or miss". On occasions, phones calls, e-mails not returned	5/7/2020 2:31 PM

Q21 The Board's goals, expectations and concerns are clearly and openly communicated with Management.

Answered: 10 Skipped: 0

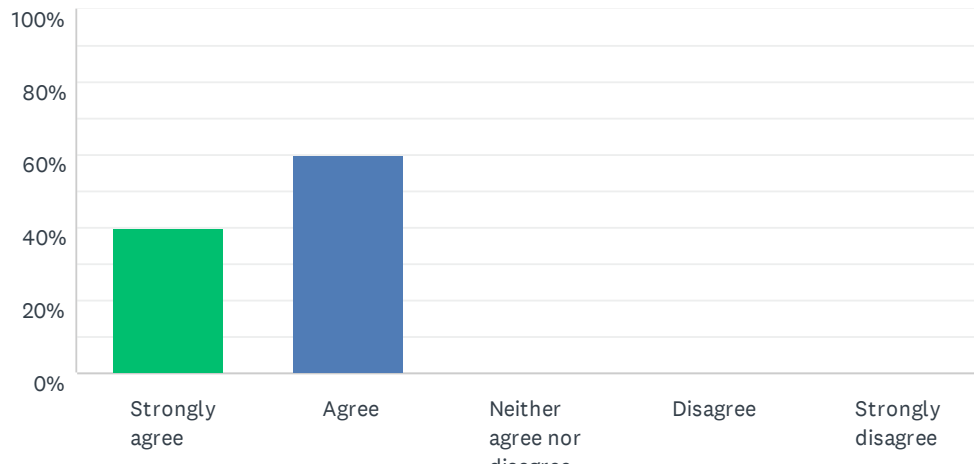


ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	5
Agree	40.00%	4
Neither agree nor disagree	10.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	Management attend our Board meetings and communication between each manager and the board is very healthy and frequent.	5/12/2020 1:02 PM
2	I fear that board members do not express all concerns	5/7/2020 4:03 PM

Q22 The Board is proactive in providing guidance and strategic input to Management.

Answered: 10 Skipped: 0

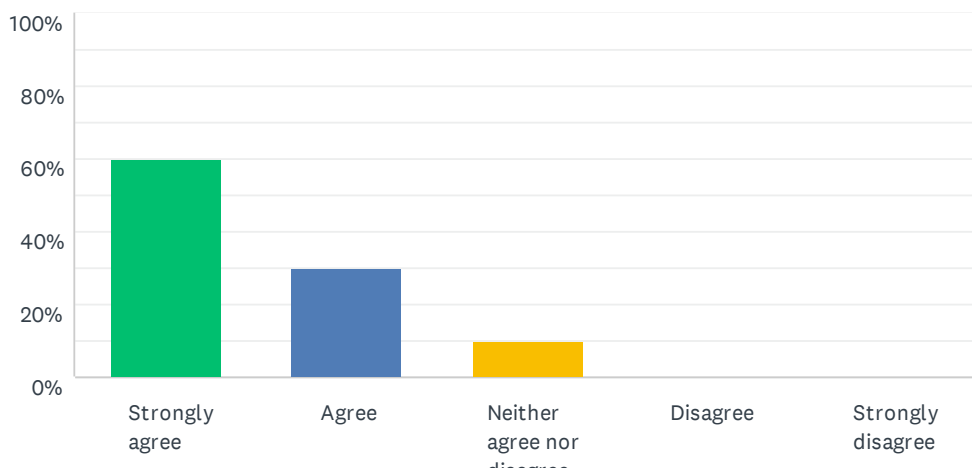


ANSWER CHOICES	RESPONSES	
Strongly agree	40.00%	4
Agree	60.00%	6
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	Questions of the Management team by Board members are always treated with respect and knowledgeable response.	5/12/2020 1:02 PM
2	Most of our guidance takes place at the committee level and presented at Board meetings.	5/8/2020 10:55 AM
3	There could be more BoG involvement in this process.	5/7/2020 2:31 PM

Q23 The Board holds Management accountable for results and meeting its commitments.

Answered: 10 Skipped: 0

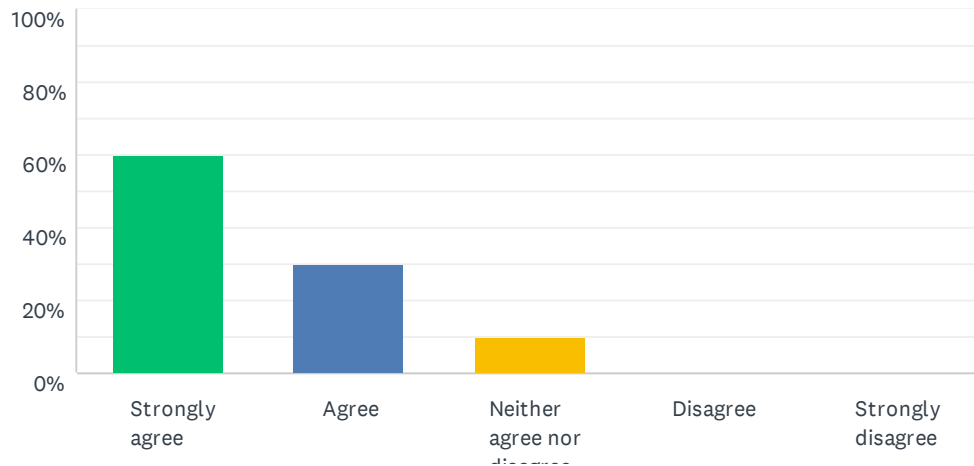


ANSWER CHOICES	RESPONSES	
Strongly agree	60.00%	6
Agree	30.00%	3
Neither agree nor disagree	10.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	We expect update reports on all management commitments.	5/8/2020 10:55 AM

Q24 Management communicates with the Board in an open, candid and timely manner.

Answered: 10 Skipped: 0

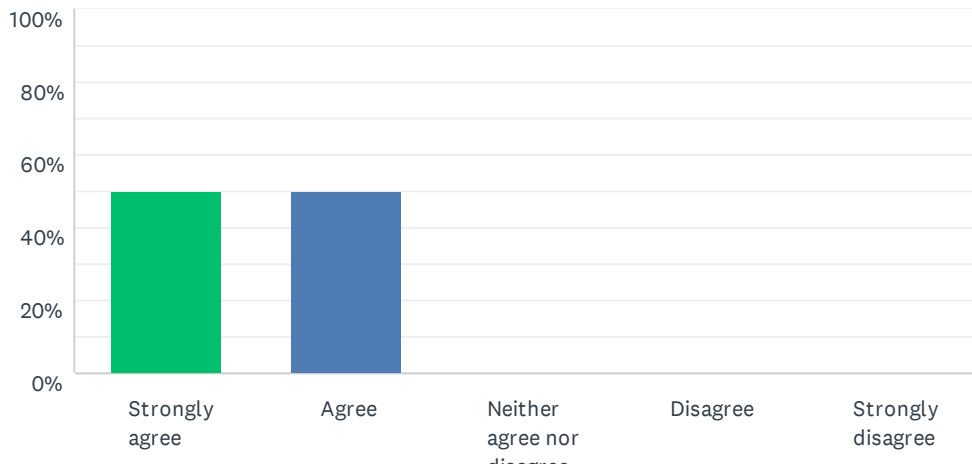


ANSWER CHOICES	RESPONSES	
Strongly agree	60.00%	6
Agree	30.00%	3
Neither agree nor disagree	10.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	This has been a difficult year but Claude has kept the Board well-informed.	5/12/2020 7:34 PM
2	Yes, including at Board meetings and at Board Committee meetings.	5/12/2020 1:02 PM
3	Presentations at board meetings are clear and well done.	5/8/2020 11:13 AM
4	There is a consistent level of communication with the board.	5/8/2020 10:55 AM

Q25 Management is sufficiently responsive to questions and issues raised by the Board.

Answered: 10 Skipped: 0

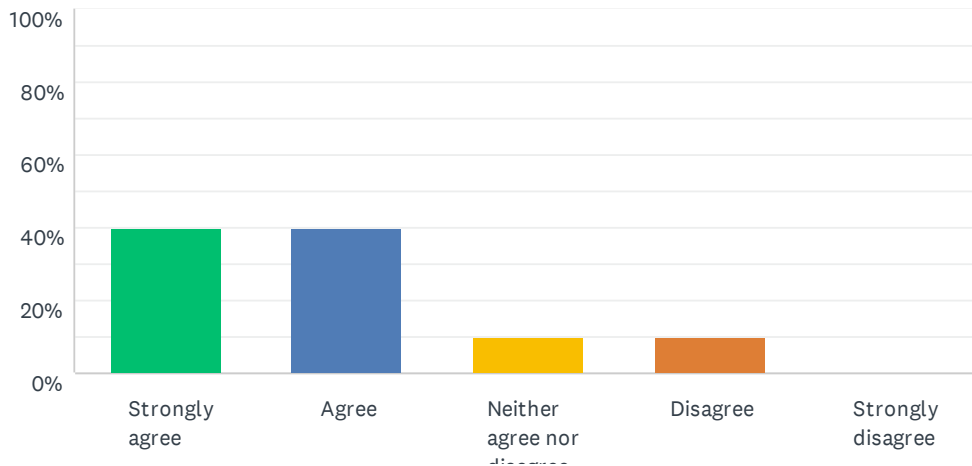


ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	5
Agree	50.00%	5
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	If the answer is not available there is a follow up.	5/8/2020 10:55 AM
2	AC management very responsive to BoG requests	5/7/2020 2:31 PM

Q26 I am satisfied with the Board's process for the identification, selection and approval of candidates for governor positions.

Answered: 10 Skipped: 0

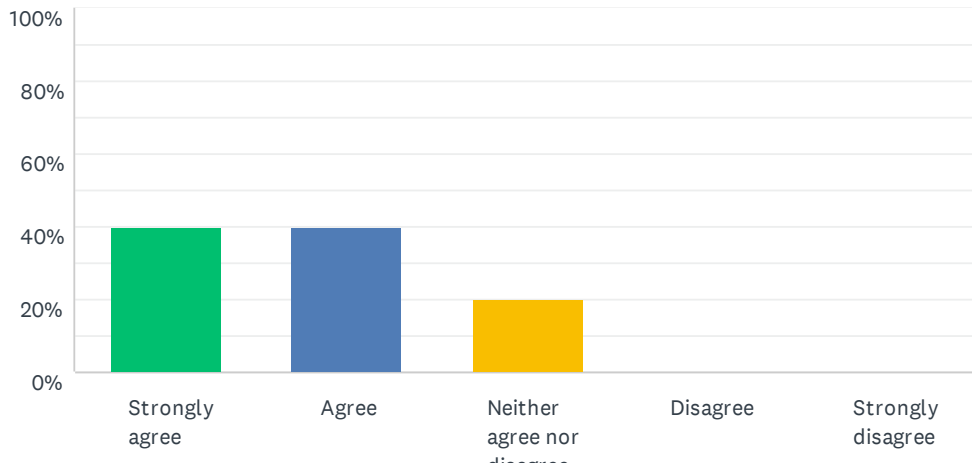


ANSWER CHOICES	RESPONSES	
Strongly agree	40.00%	4
Agree	40.00%	4
Neither agree nor disagree	10.00%	1
Disagree	10.00%	1
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	This process falls within the responsibility of the Governance Committee of the Board.	5/12/2020 1:02 PM
2	I have not been well connected with the governance process of governor selection. I feel comfortable that the proper steps are taken to identify the right person and skill level for the position.	5/8/2020 10:55 AM
3	we find ourselves in a difficult position currently for succession of some board positions.	5/7/2020 4:03 PM
4	Excellent process for selecting new BoG members and the on-boarding of new members	5/7/2020 2:31 PM

Q27 I am satisfied with the process of orientation of new governors.

Answered: 10 Skipped: 0

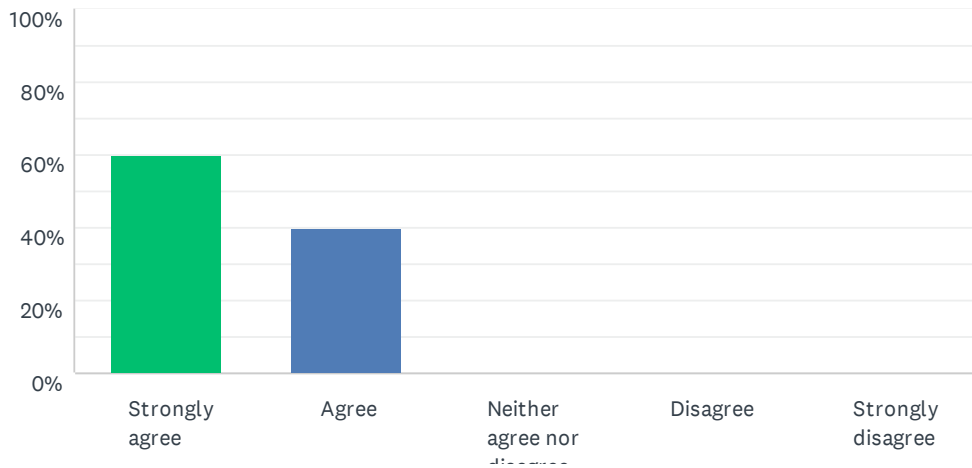


ANSWER CHOICES	RESPONSES	COUNT
Strongly agree	40.00%	4
Agree	40.00%	4
Neither agree nor disagree	20.00%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	Some observations from previous years need to be implemented, e.g. recommendations regarding the order of presentations to the new members.	5/12/2020 7:34 PM
2	This is done annually at a two phased orientation session at a retreat.	5/12/2020 1:02 PM
3	I think this process could be improved in a number of areas that I have mentioned in previous surveys regarding orientation.	5/8/2020 11:13 AM
4	I have attended this process twice. I did feel that last year's day one orientation was too quick and scheduled at the wrong time (afternoon) after the president's college welcome session making it a long day.	5/8/2020 10:55 AM
5	- room for improvement	5/7/2020 4:03 PM

Q28 I am satisfied with opportunities for governor education at Algonquin College.

Answered: 10 Skipped: 0

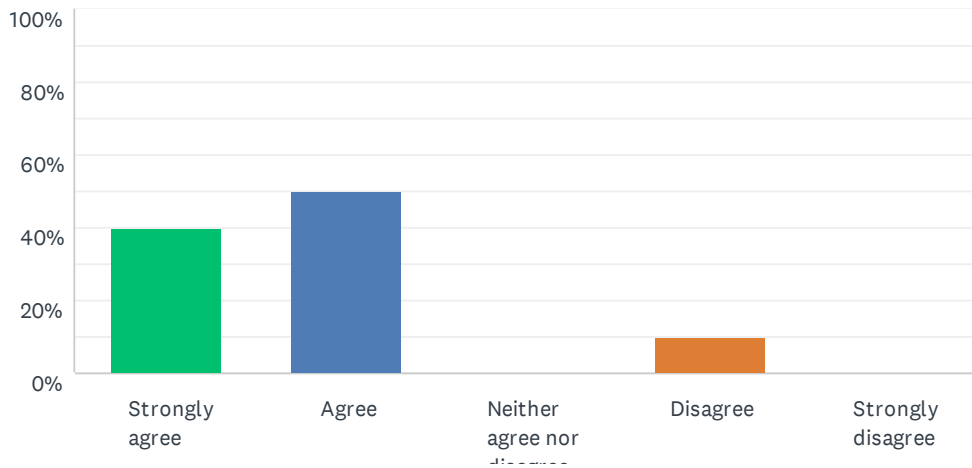


ANSWER CHOICES	RESPONSES	
Strongly agree	60.00%	6
Agree	40.00%	4
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	OTHER (PLEASE SPECIFY)	DATE
1	The Board could benefit from more generative discussions throughout the year.	5/12/2020 7:34 PM
2	We are provided with a schedule and schedule of educational and training opportunities within the Board but also through Colleges Ontario.	5/12/2020 1:02 PM
3	I have had challenges as many opportunities occurred during the same time as I had classes.	5/8/2020 10:55 AM

Q29 I am satisfied with the frequency, content and outcomes of in camera meetings for governors.

Answered: 10 Skipped: 0

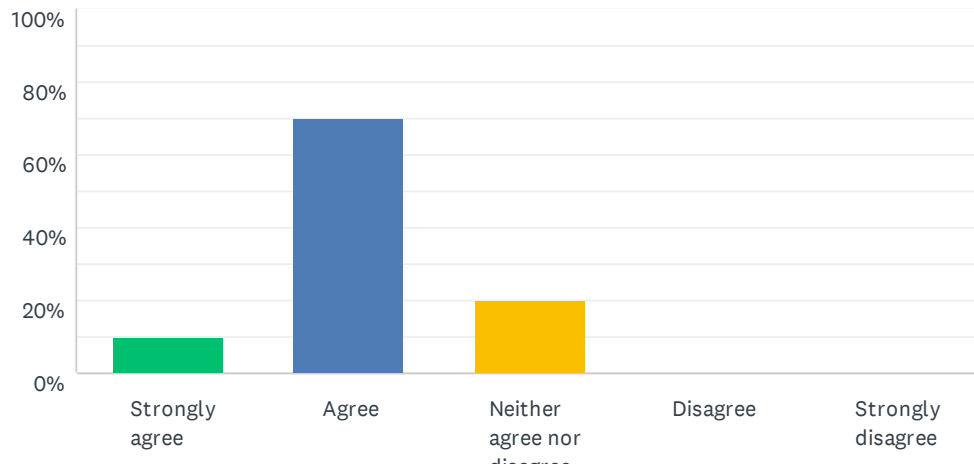


ANSWER CHOICES	RESPONSES	
Strongly agree	40.00%	4
Agree	50.00%	5
Neither agree nor disagree	0.00%	0
Disagree	10.00%	1
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	Yes. These meetings follow the regular Board meetings.	5/12/2020 1:02 PM
2	I am generally satisfied with the content of the in camera meetings. Although I feel that we wander from the agenda at times.	5/8/2020 11:13 AM
3	Important part of governance. Makes for a long meeting but it is an important component of proper governance.	5/8/2020 10:55 AM
4	I believe there is opportunity to have more discussion in camera which would encourage input from governors in a more safe environment (especially new governors).	5/7/2020 4:03 PM

Q30 I am satisfied that should I request it, I receive adequate feedback as a governor about my contribution to Algonquin College.

Answered: 10 Skipped: 0

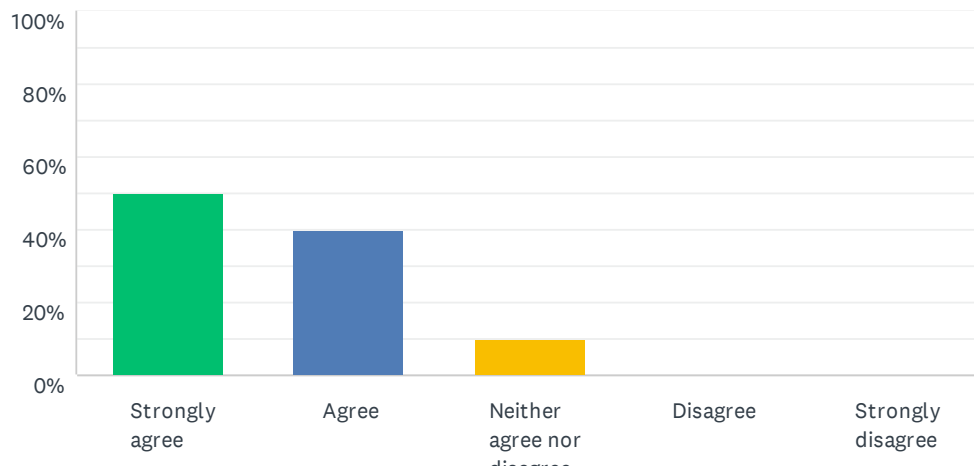


ANSWER CHOICES	RESPONSES	
Strongly agree	10.00%	1
Agree	70.00%	7
Neither agree nor disagree	20.00%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	When I make a request. Feedback isn't necessarily a regular process.	5/12/2020 1:02 PM
2	I imagine I would if I asked for it. I have never asked for feedback about my contribution.	5/8/2020 10:55 AM
3	I have not had feedback on my contribution however, I have not requested it.	5/7/2020 4:03 PM

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

Answered: 10 Skipped: 0

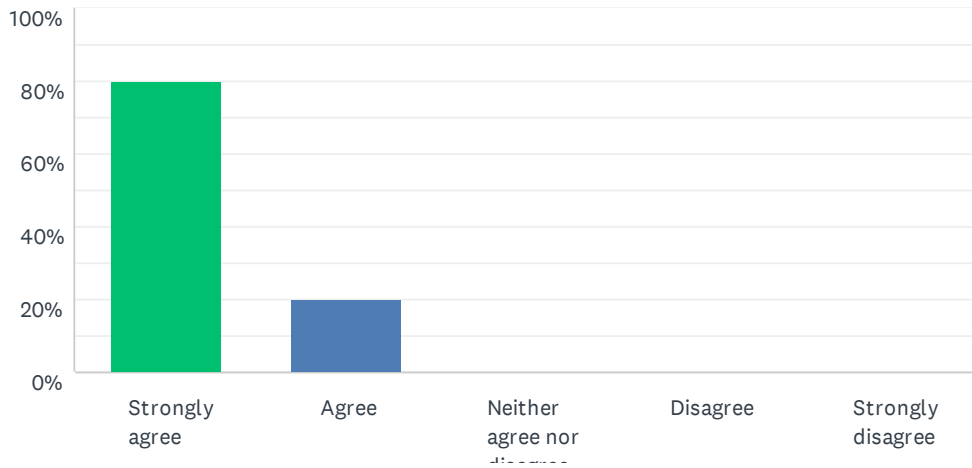


ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	5
Agree	40.00%	4
Neither agree nor disagree	10.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	The responsibilities of the Board Chair are very clearly defined and communicated.	5/12/2020 1:02 PM
2	The chair does an excellent job at our meetings.	5/8/2020 11:13 AM
3	I know Victoria makes sure we have all the information, I assume the direction comes from the Chair.	5/8/2020 10:55 AM
4	I am not sure of the involvement of the board chair regarding the material I am provided.	5/7/2020 4:03 PM

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

Answered: 10 Skipped: 0

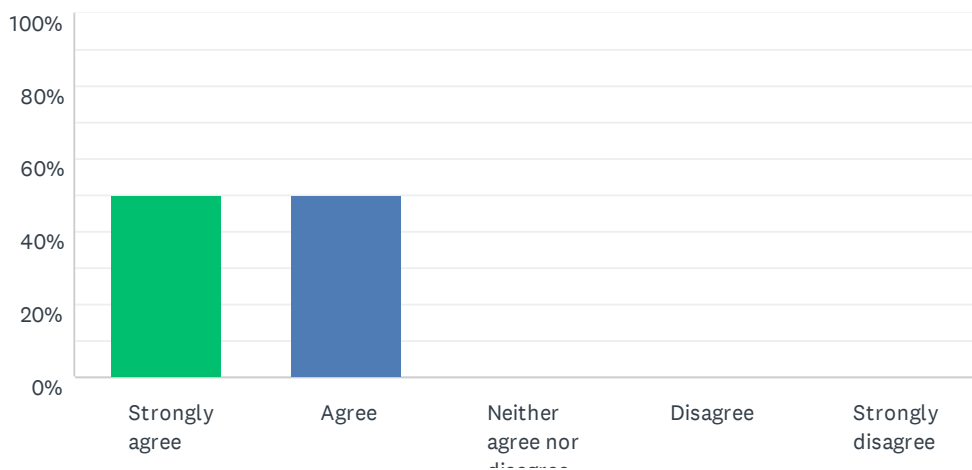


ANSWER CHOICES	RESPONSES	
Strongly agree	80.00%	8
Agree	20.00%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	Meetings details are provided well in advance so that everyone can be well prepared. The business items are clearly outlined and time managed on the published agenda. The chair does and excellent job of keeping the meetings on track.	5/12/2020 1:02 PM
2	Well paced and on time. Well done.	5/8/2020 11:13 AM
3	If meetings need to run long it is because there are many questions that need to be asked and answered. We all have the opportunity to speak.	5/8/2020 10:55 AM
4	Jim and Peter have both done an excellent job as Chair	5/7/2020 2:31 PM

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

Answered: 10 Skipped: 0

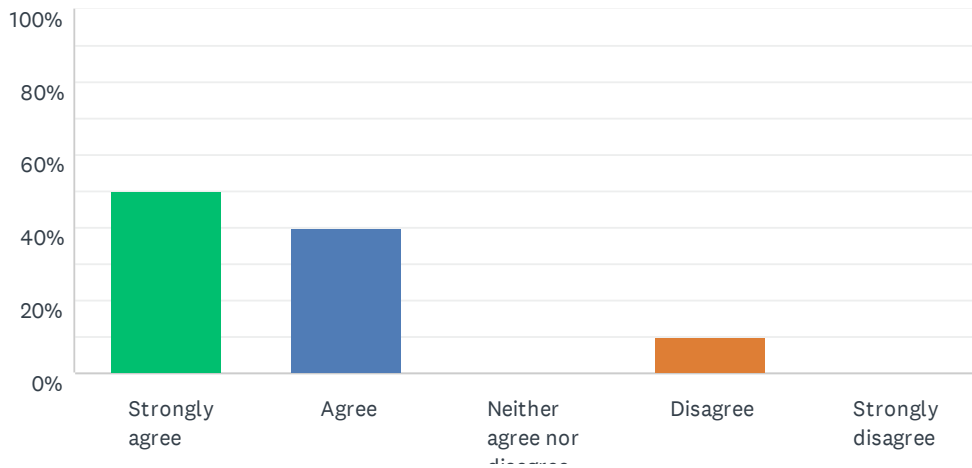


ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	5
Agree	50.00%	5
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	A gentle and inviting leadership style.	5/8/2020 11:13 AM
2	See previous answer.	5/8/2020 10:55 AM
3	tough one	5/7/2020 4:03 PM

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

Answered: 10 Skipped: 0

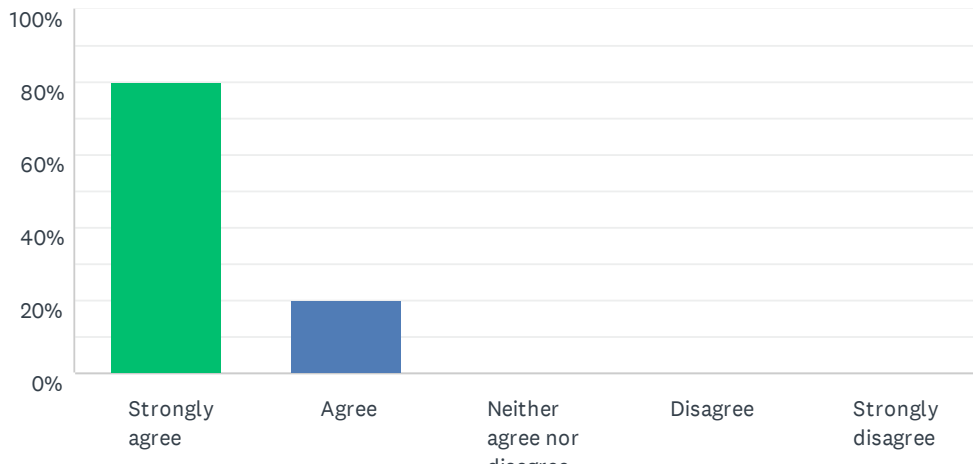


ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	5
Agree	40.00%	4
Neither agree nor disagree	0.00%	0
Disagree	10.00%	1
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	This has been inconsistent, there have been some cases where the conversation has gone on too long leaving less time for other discussions	5/15/2020 8:27 AM
2	Board members are aware of the time constraints but sufficient time is made available to allow discussion.	5/12/2020 1:02 PM
3	I have yet to see an item moved forward due to a time constraint. We have always been able to discuss items fully.	5/8/2020 10:55 AM
4	again, tough one	5/7/2020 4:03 PM

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

Answered: 10 Skipped: 0

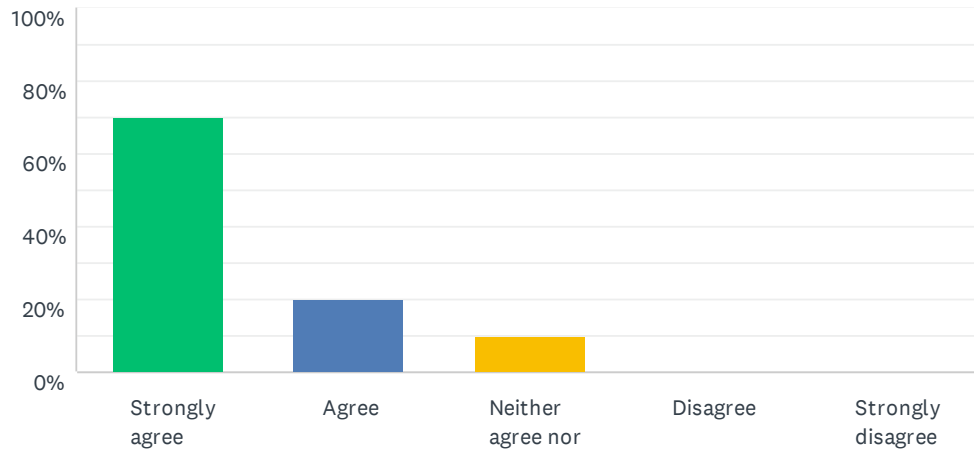


ANSWER CHOICES	RESPONSES	
Strongly agree	80.00%	8
Agree	20.00%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	Proper protocol is always followed for approval of agenda items.	5/12/2020 1:02 PM
2	I have yet to see an item not move forward.	5/8/2020 10:55 AM

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

Answered: 10 Skipped: 0

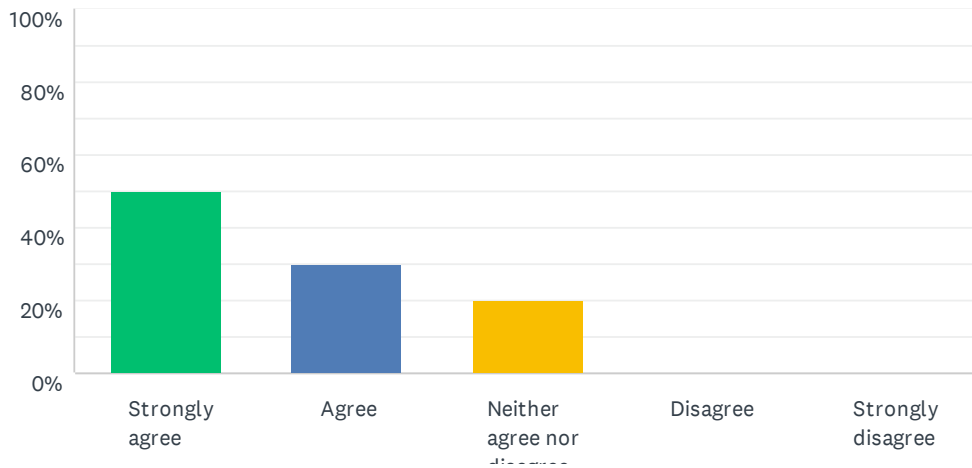


ANSWER CHOICES	RESPONSES
Strongly agree	70.00% 7
Agree	20.00% 2
Neither agree nor disagree	10.00% 1
Disagree	0.00% 0
Strongly disagree	0.00% 0
TOTAL	10

#	OTHER (PLEASE SPECIFY)	DATE
1	In regards to strategic plans we are kept informed I am not as confident when it comes to operating plans.	5/8/2020 10:55 AM
2	not sure what the Chair's involvement is	5/7/2020 4:03 PM

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

Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	5
Agree	30.00%	3
Neither agree nor disagree	20.00%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

#	COMMENTS	DATE
1	I assume this happens but I am not part of the executive committee	5/15/2020 8:27 AM
2	The Chair and Executive Committee meet with the CEO frequently.	5/12/2020 1:02 PM
3	I have brought concerns regarding academic issues and strategic issues that may or may not have always been conveyed to management.	5/8/2020 10:55 AM

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

Answered: 10 Skipped: 0

#	RESPONSES	DATE
1	More fullsome participation of all Board members in the CEO performance plan, monitoring and assessment	5/15/2020 11:49 AM
2	As a new Governor I am extremely impressed with how the Board functions and its training. I think the most significant accomplishment of the Board this year is the continued smooth functioning with both a new management team and an unprecedented disruption.	5/15/2020 9:12 AM
3	Hiring a new president and supporting this transition	5/15/2020 8:27 AM
4	The hiring of a new President and CEO.	5/12/2020 7:34 PM
5	The approval of several new academic programs. The approval of the new Athletics capital project to improve the quality of Learner experience at Algonquin.	5/12/2020 1:02 PM
6	Continuing to focus on strategic matters and navigating through the Coronavirus.	5/8/2020 11:13 AM
7	Choosing the appropriate replacement for president Jansen.	5/8/2020 10:55 AM
8	financial stability	5/7/2020 4:03 PM
9	Excellent management of the Board meetings and committee meetings. Very effective time management and completion of the key objectives	5/7/2020 2:31 PM
10	Many things, including the CEO hire, COVID response, etc	5/7/2020 1:42 PM

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

Answered: 10 Skipped: 0

#	RESPONSES	DATE
1	More time for generative discussion on future direction and issues	5/15/2020 11:49 AM
2	I have not had enough exposure to comment in this area	5/15/2020 9:12 AM
3	Have governors in waiting for the internal board members	5/15/2020 8:27 AM
4	Develop a schedule for generative discussions throughout the year.	5/12/2020 7:34 PM
5	Reduce some of the documents for agenda items enabling more thorough review by Governors. Make more Generative Discussion opportunities available.	5/12/2020 1:02 PM
6	Continue to focus on major strategic issues.	5/8/2020 11:13 AM
7	Make sure that senior management is accountable for their performances.	5/8/2020 10:55 AM
8	be prepared	5/7/2020 4:03 PM
9	I think the BoG could be more involved in supporting the AC management in certain key objectives especially those connected to the community	5/7/2020 2:31 PM
10	Send slide decks out on the Friday before the Board meeting. Often, they are more valuable than the transmittals.	5/7/2020 1:42 PM

Report title:	College Response to COVID-19 and Financial Risk Assessment
Report to:	Board of Governors
Date:	June 8, 2020
Author/Presenter:	Duane McNair, Vice President, Finance and Administration Colin Bonang, Director, Risk Management Grant Perry, Chief Financial Officer

1. RECOMMENDATION:

THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide an update from the previous report on the measures the College is taking to respond to the COVID-19 pandemic, and to present a current view of financial scenarios and the potential impact of the pandemic on College enrolment and financial position.

3. BACKGROUND:

In late December 2019, the novel coronavirus, SARS-CoV-2 (also known by the disease it causes: COVID-19) outbreak commenced in Wuhan, the capital of Hubei province, China. The College began actively monitoring the emergence of the outbreak as it spread from China, through Europe and to North America, eventually being declared a pandemic by the World Health Organization on March 11, 2020.

In a previous update, the approach and measures taken by the College in response to COVID-19 were detailed. This update is focused on the current implementation of recovery efforts.

The current and long-term economic and social impacts on our country and the College from this pandemic are unparalleled by any event that has been seen in recent history. It is within this context that the College is continuing to make decisions that put the health and safety of our students and employees first, while considering the measures that can be taken in the best interest of the College, consistent with recommendations from Public Health Agencies and directives from all levels of government, and consistent with a college system-wide coordination approach.

4. DISCUSSION:

A flexible framework and recovery plan has been developed in order to be able to effectively respond to a phased approach to re-opening by the provincial government and to incorporate adjustments based on ongoing recommendations from Public Health Agencies and College system influences from the Ministry of Colleges and Universities, College Employer Council and Colleges Ontario. There are still a number of unknown elements that complicate the planning process. As these become known, plans will require modification. The framework establishes an occupational health and safety approach and draws on customary processes for the development of a policy and guidelines for implementation. Both the occupational health and safety guidelines and the workplace recovery plan reflect the efforts identified as part of the academic continuity planning.

College management is making daily decisions to respond to the COVID-19 pandemic and its potential impacts on College enrolment and financial position.

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 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:

On March 27, 2020, the decision was taken to defer the start of the 2020 Spring term by two weeks to May 19 with emergency remote delivery of programs. As the pandemic has evolved, these plans have been extended beyond the originally anticipated date. The academic continuity plan has been advanced and anticipates to continue to limit face-to-face instruction during the Fall term, by advancing the continued preference for remote delivery.

As the provincial government pursues plans to re-open the province, the College is monitoring opportunities for a possible early return for some students. These students include those who need to complete applied portions of programs to be able to graduate and

students who are in programs that may be prioritized by the Ministry of Colleges and Universities to be able to serve specific sector needs during the recovery process. College academic continuity plans and the workplace recovery plan anticipate this possibility and are able to respond, as necessary.

7. FINANCIAL IMPACT:

On February 24, 2020, the Board of Governors approved the 2020-21 Annual Budget with a projected net contribution of \$5.7M on all College activity. The 2020-21 Approved Annual Budget included provisions for capital, operating and Business Plan requirements and a requirement to use Internally Restricted Funds to support priority projects and initiatives in the Strategic Investment Priorities budget.

The aforementioned impacts from the COVID-19 event pose a significant risk to the financial outlook for the College in the 2020-21 fiscal year, as well as future years as the College's Net Assets balance will reflect the long term financial costs of these events.

The College is proactively identifying and capturing the various costs and revenue losses resulting from responding to the ongoing COVID-19 pandemic. This process will help to inform our First Quarter 2020-21 Financial Projection which is currently under development. In addition, this process will support the need to report back to government on how the \$400,000 financial support payment received by Algonquin College on March 27 from the Ministry of Colleges and Universities under the "Helping Post-secondary Institutions Fight COVID-19" Program is being utilized to respond to COVID-19. To date, there is no indication that further financial assistance will be granted.

As a post-secondary institution, the reliance on enrolment to support the College's continuing operations are very critical. In the 2020-21 fiscal year, Annual Budget enrolment projections were comprised of 77% domestic student enrolment and 23% international student enrolment. The international enrolment population of the College is highly represented by students from China and India and, therefore, the risk to international enrolments remains elevated.

The College is proactively identifying the impacts from the COVID-19 pandemic, monitoring and projecting the resulting net contribution degradation not only from tuition fees, premiums and other enrolment related revenues, but also the effect to Campus Services business through lost food sales, bookstore sales, residence fees and parking pass sales. The College's Contract Activity, that includes a growing Corporate Training department, derives revenue from government and non-governmental organizations and these organizations are also impacted by the COVID-19 pandemic.

Due to the evolving nature of the pandemic and accuracy of its projected trajectory, financial impacts on the College's net contribution for the 2020-21 fiscal year will be restated in the

First Quarter Projection report at a special meeting of the Board of Governors on July 13, 2020.

On April 20, 2020, the Board was presented with the results of the initial financial assessment based on three enrolment projection scenarios. Financial impacts to College operations were considered and included in the report. Since that time, the College's Academic Continuity Plan has been informing the direction that the College will follow as it continues to offer high quality program offerings to our learners through a variety of hybrid delivery modalities. This ongoing work has provided an opportunity to refine our enrolment projections and to present updated scenarios based on our current view of the opportunities and risks that the College faces. Based on this new work and refinements, we are presenting two scenarios today; a Current view and Worst Case view.

Guidance provided by the Board on April 20, 2020 was for the College to contain the projected annual deficit for 2020-21 to the total amount of the Colleges Contingency Reserve Fund of approximately \$10.5 million, plus the Unrestricted Net Asset balance of \$1 million, for a total of \$11.5 million.

Financial modeling is ongoing across the College under the leadership of the Finance Team. This work endeavours to project the negative impact to the 2020-21 net contribution and net assets of the College. The College is slowly gaining clarity regarding the possible length on the COVID-19 pandemic, the ensuing impacts to international and domestic student enrolment, and the anticipated return to regular operations. It will, however, remain challenging to provide a reliable estimate of projected net contribution for 2020-21 until late summer. This is contingent on the continued loosening of physical distancing restrictions, the impact on international enrolment from the global responses to the pandemic, the ensuing global economic impact, and the absence of a second wave of COVID-19 outbreaks.

The First Quarter 2020-21 Financial Projection will provide a projected net contribution loss for all activities. A number of mitigation strategies are being developed to present a projected net contribution that appropriately balances three primary elements that contribute to the success and sustainability of the College, including:

- Learner value and satisfaction with College programs and services;
- Employee engagement and well-being; and
- Continuing financial health of the College and cash flow to support operations.

Mitigation strategies being developed include the following:

- Realize cost savings through reduction of course sections from lower student enrolment;

- Reduce or delay select capital projects and strategic investments;
- Manage vacant positions to capture salary savings;
- Reduce or suspend expenditures through College wide budget reduction exercises;
- Review activities for suspension or exit that do not directly result in positive net contribution margin;
- Adjust other-than-full-time staffing complement to align with decreased program and service delivery requirements;
- Pursue government funding opportunities identified as COVID-19 assistance funds;
- Undertake a review of programs and services to identify areas to exit for operational savings;
- Suspend planned contributions to reserves for the current year; and
- Expand online delivery of academic programs and corporate training.

8. HUMAN RESOURCES IMPACT:

To date, the College is unaware of any confirmed cases of COVID-19 arising from exposures on campuses. A substantial effort to inform, assure and communicate with College employees through this period has been mounted across a wide range of topics from health and wellness, mental health, employment matters and general personal and public safety information.

The Human Resources Area has initiated a Workforce Pandemic Mitigation Plan that identifies several mitigation options in response to the COVID-19 pandemic. These mitigation options are designed to provide excellence in educational experience to learners and to ensure that the teaching and learning process is maintained to the greatest extent possible during the period of the provincial declared state of emergency. This plan includes measures such as:

- Scheduling usage of accumulated and excess vacation;
- Temporarily re-deploying employees to departments with greater need for support;
- Allowing employees to take unpaid leaves of absence;
- Offering employees reduced workloads;
- Ending contracts for other-than-full-time employees;
- Serving notice of reduction/termination of employment; and
- Serving notice of layoff.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

While the provincial re-opening plan commenced Stage 1 on May 19, 2020, the structure of the plan, with built in implementation periods of two to four weeks, punctuated with two to four week periods of potential for slowdowns and reversals continues to present significant

uncertainties. Measures taken by the College throughout this pandemic have been aligned with all regulatory requirements, such as the enactment of the provincial Emergency Management and Civil Protection Act and the local State of Emergency. The College has maintained close, transparent communications with the local bargaining units and has taken great effort to remain in compliance with all applicable regulatory requirements while operating through these challenges. The flexibility of College recovery plans is being maintained to be able to continue to meet the necessary requirements as the re-opening progresses.

10. COMMUNICATIONS:

Communications with College employees and students throughout this event commenced very early and have been regular and increasing in frequency to support their information needs and provide assurances and information about the College response. Many communications channels have been used to ensure that centrally aligned messaging reaches as many people as possible. This has included communiqués from the President, a robust Frequently Asked Questions (FAQ) website, regular updates on myAC and Good Morning Algonquin and social media with significant reference to trusted public sources for information. Questions received from the College community on the FAQ site have been responded to by internal subject matter experts and cycled back into the FAQs for broader consumption.

11. CONCLUSION:

This represents a brief overview of the continued massive College effort throughout this period, and of the College's planned response to minimize the impact on learners and on employees, as well as the financial impact of the pandemic. The College will continue to respond to this rapidly evolving situation through the coming weeks and months. The College continues to make decisions that reflect its values of caring, learning, integrity and respect, and maintain a balanced approach in responding to the needs of learners, the well-being of employees, and the financial health of the College.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Claude Brulé
President and CEO

Report title:	Integrated College Development Planning (ICDP) Framework Principles
Report to:	Board of Governors
Date:	June 8, 2020
Author(s)/Presenter(s):	Ryan Southwood, Associate Director Facilities Planning

1. RECOMMENDATION:

That the Board of Governors accepts the renewed Integrated College Development Planning (ICDP) Framework Principles for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of the report is to provide the Board of Governors with an overview of the efforts undertaken by Facilities Management to renew the ICDP Framework Principles as the first phase in drafting the Master Campus Development Plan for all three physical campuses and the AC Online virtual campus.

3. BACKGROUND:

The original ICDP Framework Principles were endorsed by the Board of Governors in 2014. They were innovative at the time as they used both Physical Space and Technology lenses to evaluate and guide the development of the College. Since 2014, the College has evolved and the ICDP Framework needed to be updated to remain relevant. The Algonquin College Executive Team directed, in 2019, that the renewed ICDP Framework would use the capacity pillars Financial Sustainability and People in addition to the Physical Space and Technology pillars. Facilities Management has undertaken a five-month process to renew the ICDP Framework Principles by interviewing key members of the Algonquin College Leadership Team and conducting engagement sessions at Ottawa, Perth and Pembroke campuses. The engagement sessions included a link to an online survey hosted on a College website to allow AC Online learners to participate in the process. The website provided a summary of the framework renewal process and the focus of the survey was to gather data to guide the initiation of the Master Campus Development Plan.

4. DISCUSSION:

Three approaches to updating the principles were considered:

Approach 1: Maintain the current framework and update the principles to reflect consultations and add meaning.

Approach 2: Align the framework to the four capacity pillars.

Approach 3: Start fresh with the framework to reflect current values and priorities.

Each approach was evaluated in terms of how effectively each framework could support the College's key priorities. These priorities were determined through the discussions with senior leadership and by considering alignment with the College's main strategic documents. Approach 3 emerged as the recommended approach to updating the principles. This approach provides an opportunity to align the framework with current priorities at the College, supporting the academic mission and integrating important considerations within each of the capacity pillars.

Twenty principles falling within five themes have been developed to capture the current priorities of the College, ultimately supporting the academic mission. The themes are:

- 1) Flexibility & Agility;
- 2) Collaboration & Partnerships;
- 3) Stewardship & Sustainability;
- 4) Community & Connectivity; and
- 5) Identity & Place.

The themes and principles were presented at engagement sessions in Ottawa, Perth and Pembroke to gather feedback from employees and students. Simultaneously, a College website that hosted a survey was launched to provide online learners an opportunity to identify how they interacted with the individual campuses and provide their thoughts on the original framework. There were limited opportunities to engage AC Online learners on the new framework options. Overall, the principles resonated with the attendees of the engagement sessions in Ottawa, Perth and Pembroke. A final version of the Framework Principles was presented to the Algonquin College Executive Team on March 25, 2020 for endorsement.

It is anticipated that the Board of Governors presentation will be conducted virtually on a video-conferencing platform. The report that provides greater detail on the process taken to renew the Framework and the endorsed themes and principles is provided in Appendix A: Integrated College Development Planning Framework. Appendix B is a copy of the presentation that includes slides on the principles for the Board's information. However, the presentation on April 20, 2020 will end at slide 9 to ensure sufficient time for questions on the process, themes, and principles.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

Students at Ottawa, Perth, Pembroke and AC Online campuses were engaged to support the renewal process of the Framework Principles and gather initial data on how learners interacted with their individual campuses. The renewal of the Framework principles and the data gathered at the engagement sessions will be the foundation for the Master Campus Development Plan and will influence how the College develops in the future to improve the student experience. Additional engagement sessions with students are planned over the coming year as the Master Campus Development Plan is updated.

7. FINANCIAL IMPACT:

The renewal of the Framework Principles was completed within the approved budget. The future use of the principles will improve financial planning of development projects by guiding the College to take into consideration all capacity pillars with a focus on financial sustainability.

8. HUMAN RESOURCES IMPACT:

Employees were invited to participate and engage in the renewal of the Framework Principles. The use of the principles by the College will support human resources planning and associated costs in future development projects.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

As an organization within the Ontario Broader Public Sector, the College is required to effectively steward and maintain Provincial assets. The ICDP principles are a key element that support the College's stewardship responsibilities.

10. COMMUNICATIONS:

An ongoing communications campaign titled "Imagine 2030" has been initiated and executed by the Campus Services marketing and communications team since the fall and will continue until completion of the Master Campus Development Plan. These communications are also administered through the College's Communications and External Relations Office.

11. CONCLUSION:

The renewed Integrated College Development Planning Framework Principles will support the College's evaluation of development projects. It is a framework that can be used by all departments in the College and provides a solid foundation for the Master Campus Development Plan. The completion of the Master Campus Development Plan has been deferred due to the COVID-19 situation. It is currently anticipated that it will be presented to the Board of Governors in early fiscal year 2022-23.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



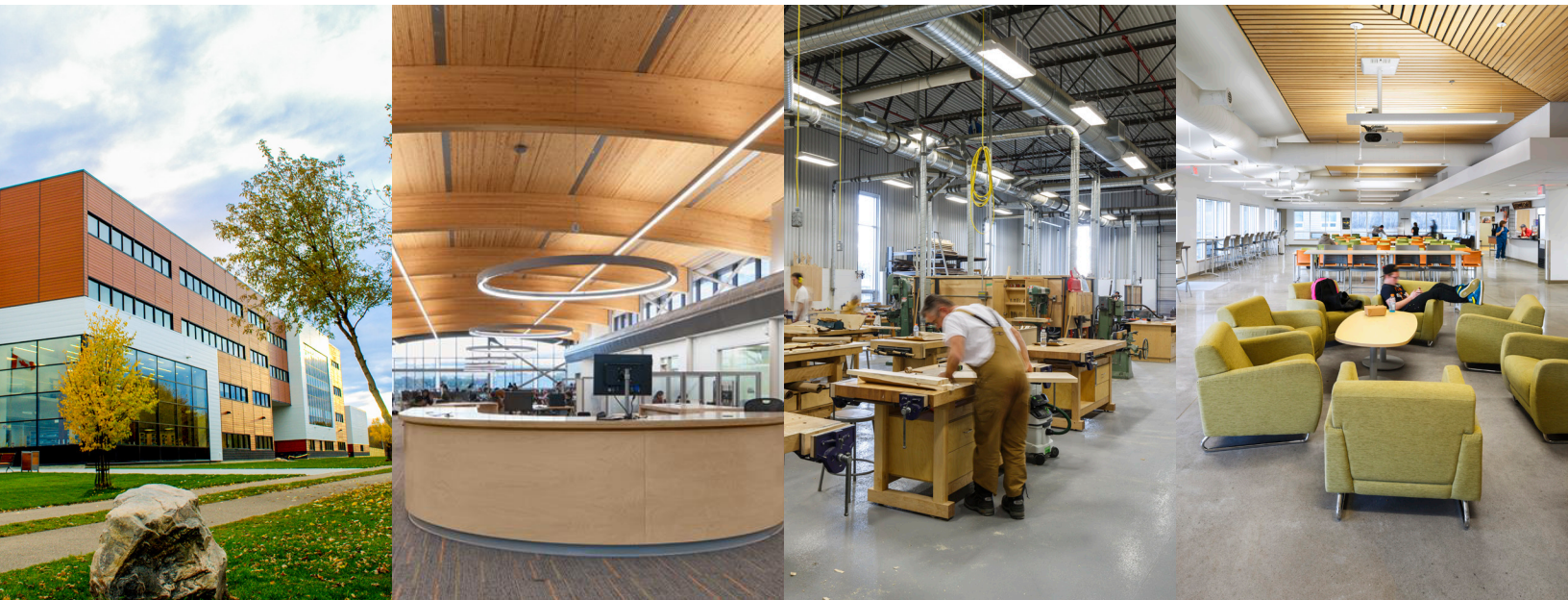
Claude Brulé
President and CEO

Appendices:

Appendix A: Imagine 2030 Integrated College Development Planning Framework Update Report
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Imagine 2030

Integrated College Development Planning Framework Update Report



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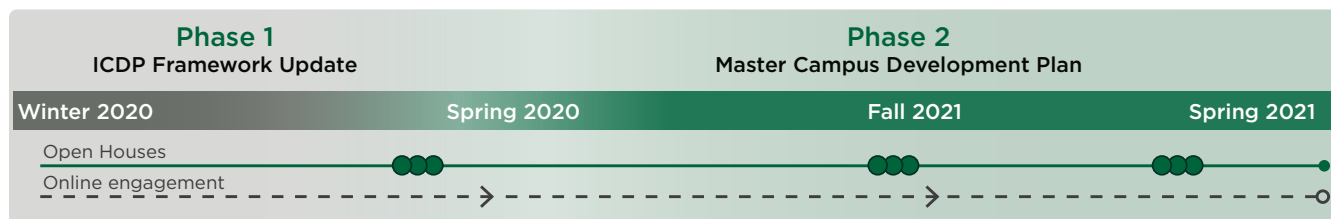
MORRISON HERSHFIELD

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1. Introduction and Background

In Winter 2019, a two-phase planning process was initiated to update the Integrated College Development Planning Framework Principles (Phase 1) and prepare a 10-year Master Campus Development Plan (Phase 2). The College has branded the initiative “Imagine 2030.” It is expected to be completed in Spring 2021.



Facilities Management staff at the College are leading Imagine 2030, supported by a consultation team that includes GRC Architects, Urban Strategies, Morrison Hershfield and Education Consulting Services. In December 2019 and early 2020, the Project Team consulted College leadership and executives for feedback on the current Framework Principles. This was followed by open houses on the Ottawa, Perth and Pembroke campuses to engage the broader College community.

This report summarizes the Phase 1 process and recommends an update to the Framework Principles based on the outcomes of the engagement activities.

1.1. Purpose of the ICDP Framework Principles

The Integrated Campus Development Planning (ICDP) Framework Principles were designed to provide guidance to all development initiatives and decisions by the College. As a foundational document that embodies the College’s core values, the principles are relevant to all departments and disciplines. They will be applied during the planning and evaluation of proposed projects intended to enhance a campus, including but not limited to new or upgraded facilities, technologies and services. The intent is to ensure the College achieves its mission and strategic goals and responds effectively to changes in pedagogy, technology and society in general.

1.2. Current ICDP Framework Principles

The current Framework Principles (see page 7) were approved by the Board of Governors in 2014. The principles were organized by four broad aspects of development planning at the College under the overarching theme of Algonquin Connected. It was recognized at the time that the Framework Principles would need to be reviewed and updated periodically to respond to new issues and College priorities.

1.3. Context for the update

Since the ICDP Framework Principles were initially developed, the world the College is operating within has changed. The updated principles need to help the College respond to broad societal changes and trends and the dynamic provincial context for higher education. These changes include the following:

- The growth in enrolment by mature and international students, who have different needs and expectations, is expected to grow significantly;
- Information and communication technologies continue to advance rapidly, changing the places and methods for teaching and learning;
- Automation, other innovations, and our aging population are leading to dramatic shifts in the economy, prompting colleges to adapt quickly and place a greater focus on applied learning and upskilling;

- Public grant funding for colleges is currently unstable and tied to performance metrics, which is encouraging colleges to pursue more strategic partnerships with industry and other institutions;
- Demographic changes, financial pressures and climate change have reinforced the need to factor all aspects of sustainability into decisions on campus development;
- The College's growing deferred maintenance liability threatens both its financial sustainability and the quality of academic programs.

Algonquin College has responded to the changing world with a series of strategic planning documents, with which the updated ICDP Framework Principles must align, beginning with *50+5: Algonquin College Strategic Plan (2017-2022)*. The vision of the 50+5 plan is to make the College a global leader in personalized digitally connected experiential learning. Six goals emphasize personalized learning, co-op and experiential learning, quality and innovation, partnerships with alumni and employers, social responsibility, and an exceptional work place. The *People Plan (2017-2022)* and the *Learner-driven Plan (2019)* build on the 50+5 plan.



The *People Plan* is focused on employees and establishes three priority areas for the College:

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

The *Learner-driven Plan* is an implementation plan focused on how the College can provide its students with a personalized college experience, both inside and outside of the classroom. The plan identifies three foundational areas of change:

1. Schedules and timetables: Providing students with access to more flexible schedules, timetables and service hours is a near term goal for the college.
2. Universal Design for Learning (UDL): The principles of UDL will be applied to every digital and physical interaction between learners and the College.
3. Micro-credentials and digital credentials: New credential programs will be short, focused, just-in-time learning activities to help learners develop a specific set of competencies/skills that are valued by industry.

The College's greater focus on people, both students and employees, and on financial sustainability is reflected in the recent addition of "People" and "Finance" to the Capacity Pillars that inform project planning, joining "Space" and "Technology."

2. Phase 1 Engagement

Recognizing that the updated ICDP Framework Principles, to be relevant and effective, must relate to the College's strategic priorities and have broad support across the institution, the study team held hour-long interviews with the College's leadership and executives from December 2019 to March 2020.

2.1. Who we engaged

For Imagine 2030, the project team initially interviewed the following College leaders and executives:

- Brent Brownlee, Director of Campus Services
- Diane McCutcheon, VP Human Resources
- Claude Brulé, President
- Lois Pollock, Chief Digital Officer
- Chris Janzen, SVP Academic
- Duane McNair, VP Finance and Admin
- Patrick Devey, VP Innovation & Strategy
- Jack Doyle, GM Students' Association
- Maggie Cusson, Dean of Academic Development
- Mark Leduc, Executive Director of Academic Operations
- Grant Perry, Chief Financial Officer
- Keltie Jones, Dean of Pembroke Campus
- Christopher Hahn, Dean of Perth Campus
- Laura Stanbra, VP Student Services
- Ron McLester, VP Truth, Reconciliation & Indigenization
- Mark Savenkoff, VP Advancement
- Doug Wotherspoon, Executive Director Business Development
- Krista Pearson, Registrar

The interviews were structured to gather feedback on the current ICDP Framework Principles and generally discuss issues and opportunities facing Algonquin's campuses, including AC Online. A set of questions was developed to understand how relevant and effective the Principles are in guiding decisions. A second, more general set of questions focused on the campuses – strengths, weaknesses, issues and opportunities. A complete list of the interview questions is appended to this report.

2.2. What we heard about the current ICDP Framework Principles

Three strong themes from the leadership interviews clarified the level of awareness about the Framework Principles, how they are used (or why they are not used) to guide planning and decisions, and gaps in the Principles that the update should address:

The Framework Principles are not widely used and generally do not resonate. Most of the interviewees had seen the Framework Principles before or had at least heard the acronym ICDP but stated that they were not familiar with them. Some departments commented that they have their own decision-making and prioritization criteria for projects, aligned with their departmental goals. Those who had used the Principles had used it at Space Committee or as a part of the development of a capital project but did not think they were particularly helpful.

The Framework Principles should have the potential to be used as a tool for evaluation.

The interviewees see the benefits of an updated set of principles that are easier to use for decision-making. Some suggested that the principles could be used as a checklist to evaluate options. There was no clear consensus on whether all principles should be weighted equally or some principles should be prioritized.

The Principles should align more closely with the College’s strategic priorities and the Capacity Pillars.

Several interviewees stated that the Framework Principles are not well aligned with the 50+5 Plan, the People Plan and the Learner-Driven Plan; more specifically, they are not “people-focused”. The existing principles lack an emphasis on flexibility (in facilities and program delivery), financial sustainability, partnerships, alumni relations,

and meeting the growing needs of students. There is general agreement among the interviewees that the updated principles should have a strong focus on:

- Supporting the academic mission;
- Becoming a more people- and learner-focused institution;
- Building community on campus and with the local municipality;
- The need to be flexible and adapt quickly to changes in programming and technology;
- Supporting new and innovative partnership opportunities;
- Long-term financial sustainability;
- An improved campus experience for students and staff.

3. Methodology for Updating the Framework Principles

Building on the understanding of the current context for planning and development at Algonquin and the feedback from College leadership, the Imagine 2030 project team proceeded to analyze and update the Framework Principles. Based on the leadership/executive feedback, the team felt that a comprehensive refresh of the principles would help ensure they become an effective decision-making tool, one that is aligned with high-level strategic plans and clearly reflects the values of the institution.

3.1. Refreshing the principles

Updating the principles involved a four-step process, as described and illustrated below and on the following page.

1. Clarify the paramount importance of the College vision, mission and values

The theme of “Algonquin Connected” is intended to link all of the principles to the College’s vision, mission and values; however, to clarify that all campus development must first and foremost support the vision, mission and values, the study team recommends using these terms to envelop all of the other principles.

2. Delete ambiguous principles ✕

The current Framework includes several broad principles whose meaning might be unclear or misinterpreted when applied to a development proposal. It is recommended that these be deleted.

3. Retain and refine still-relevant principles ✓

Many of the current principles were reiterated, in one form or another, through the leadership interviews, and/or they continue to align with the College’s strategic goals. Refinements to these are recommended to make them stronger and clearer.

4. Add new principles

The following proposed principles are not captured within the current Framework but reflect themes from the leadership interviews and align with the College’s strategic goals and values:

- Develop environments that meet the needs of students, staff and the community
- Provide spaces that are adaptable
- Facilitate cross-disciplinary and inter-campus learning
- Support Truth and Reconciliation
- Assess the full lifecycle costs and benefits of proposed projects
- Reduce the College’s carbon footprint
- Incorporate natural features and functions in built environments
- Be visible and accessible to the community
- Support community well-being and local economic development
- Celebrate the College’s social and cultural diversity
- Create inviting, inclusive and memorable places

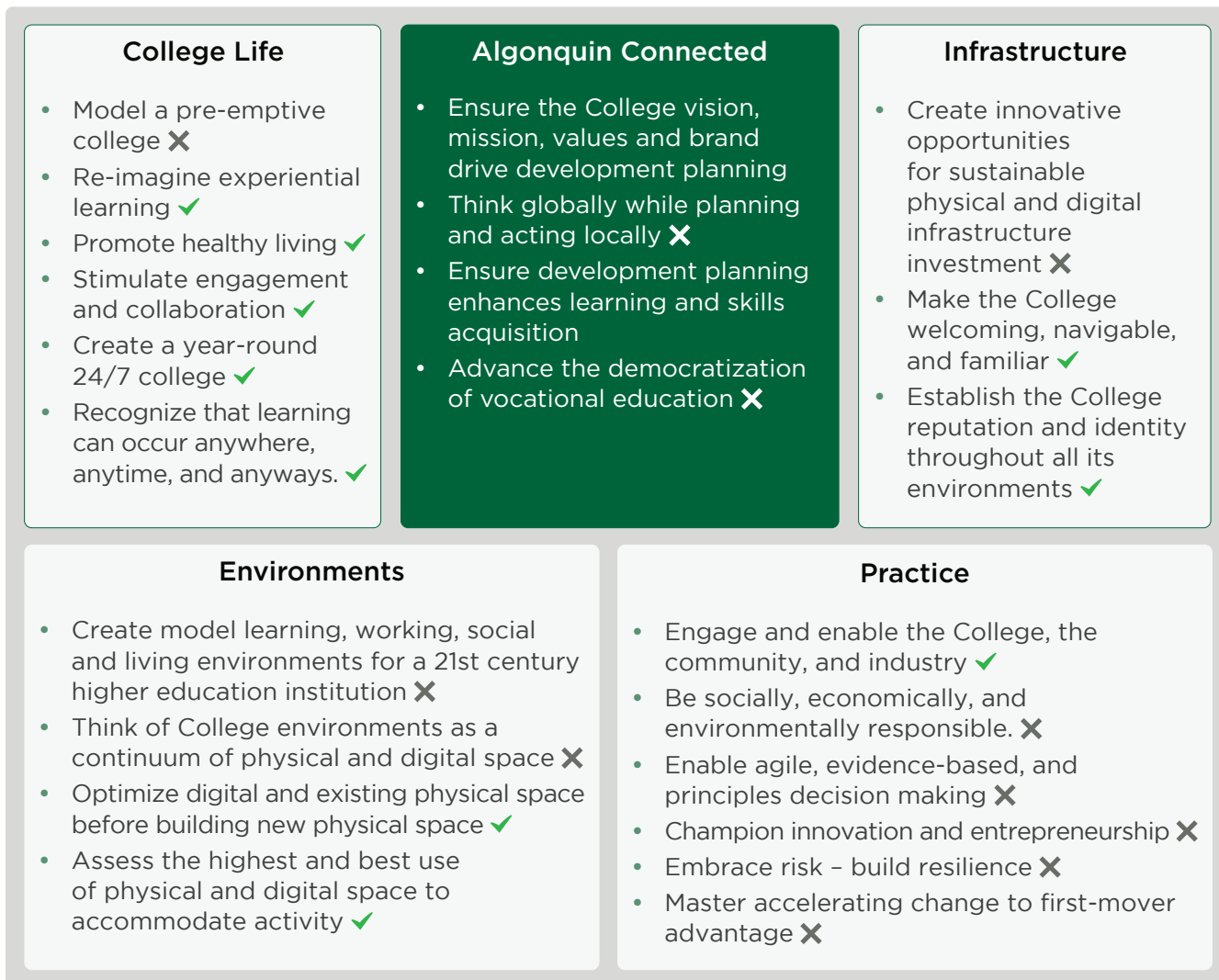


Figure 1: Current ICDP Framework Principles

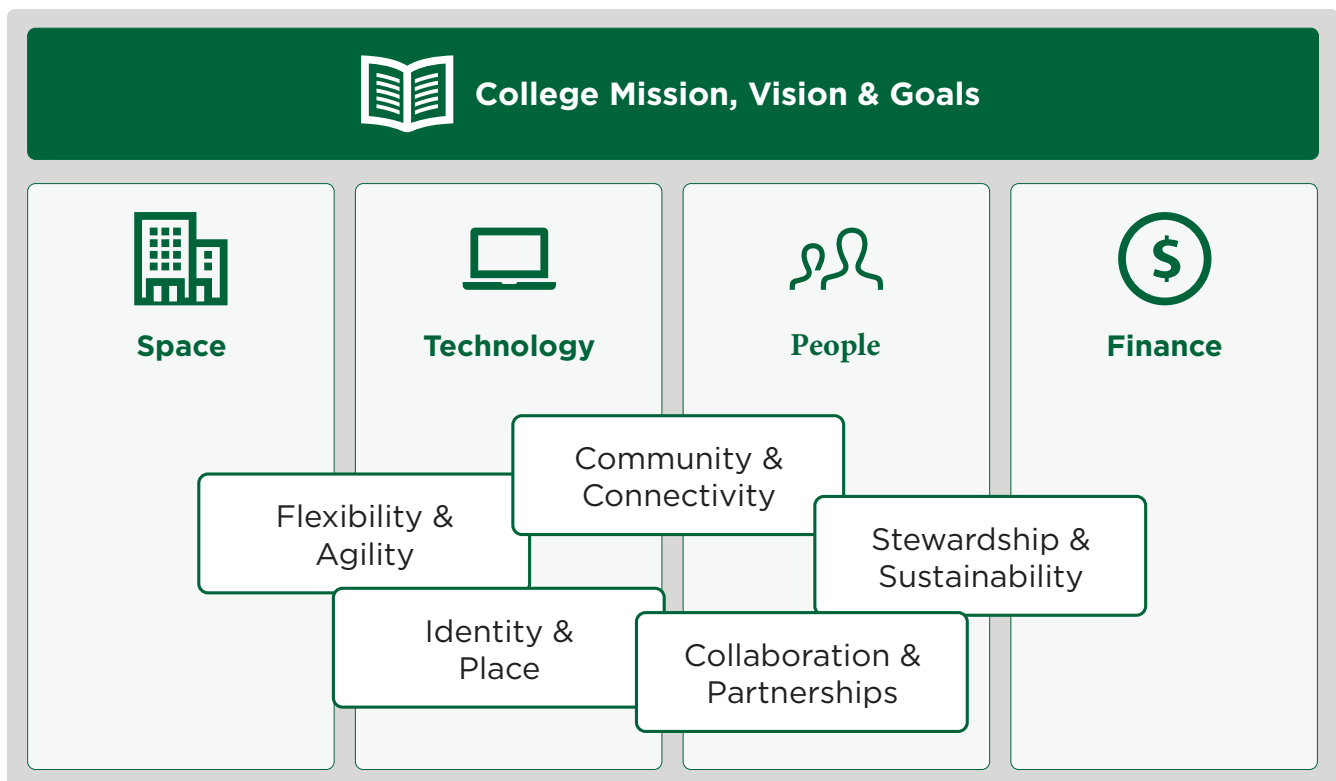
3.2. Regrouping the updated principles

Once the principles had been updated, the study team explored three approaches to grouping them to re-establish the ICDP Framework. We first considered retaining the current headings of Algonquin Connected, College Life, Environment, Practice and Infrastructure, but it was a challenge to highlight themes from the leadership/executive interviews with this approach, such as the need for a people-centred approach to planning and development and the increasing importance of partnerships. The current headings are broad and overlap and do not clearly align with the College’s vision and high-level goals. Since the current Framework Principles are little known and rarely used, the team concluded that retaining them would not help in promoting the updated principles and might suggest that only minor updates have been made.

The second approach we considered for regrouping the principles was to align the headings to the College’s four Capacity Pillars. The expansion of the Capacity Pillars from a focus

on Physical Space and Technology to include People and Financial Sustainability reflects the evolution of the College’s priorities when making decisions. Nevertheless, the Capacity Pillars do not reflect core values that underpin the principles and therefore may not resonate with staff. In addition, while useful for assessing “capacity” through multiple lenses, the pillars do reflect the importance of integrated planning and development.

The third, and recommended, approach explored for updating the Framework Principles was to start fresh with new headings that reflect the values and priorities of the College. This approach involves using descriptive words for the headings intended to resonate with the diverse users of the Framework Principles, therefore making them more likely to be fully embraced and diligently applied. The proposed ten coupled words link the Capacity Pillars to one another to reinforce an integrated approach to decision-making. In Phase 2 of Imagine 2030, they will help in setting goals for the Master Campus Development Plan and establishing clear criteria for evaluating projects.



3.3. Inviting feedback on draft updated principles

A draft set of updated and regrouped Framework Principles was presented to the Algonquin College Executive Team (ACET) for feedback on February 19, 2020. Later in February and in March, Facilities Management launched Imagine 2030 at open houses on the Ottawa, Pembroke and Perth campuses, where the updated principles were also presented to staff and students. The principles were displayed on a large panel, and attendees were asked to use coloured dots to identify the principles that were most important to them and to provide comments if they felt there were gaps in the principles. More than 80 people attended the Ottawa campus open house, and approximately 60 and 40 attended the Pembroke and Perth open houses, respectively.

Based on feedback from the ACET and the open houses, there was strong support for the

draft updated Framework Principles, with most of them receiving many dots from open house attendees. Suggestions for further refining the principles were limited; however, from those suggestions, the study team recognized that key points were missing from the draft updates. Further refinements were subsequently made to highlight the importance of:

- Both supporting and leveraging partnerships, including partnerships with communities;
- Ensuring campus environments are safe and secure;
- Promoting personal well-being, both physical and mental;
- Connections to nature and green spaces on campus;
- Ensuring the College’s campuses and the spaces within them are accessible and inclusive.

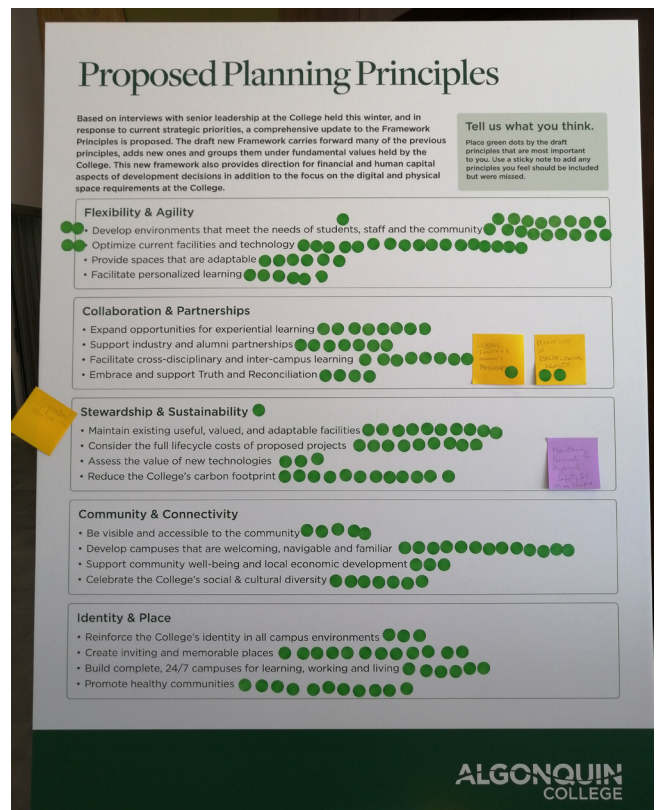


Figure 2: Ottawa Open House and Principles Panel Feedback

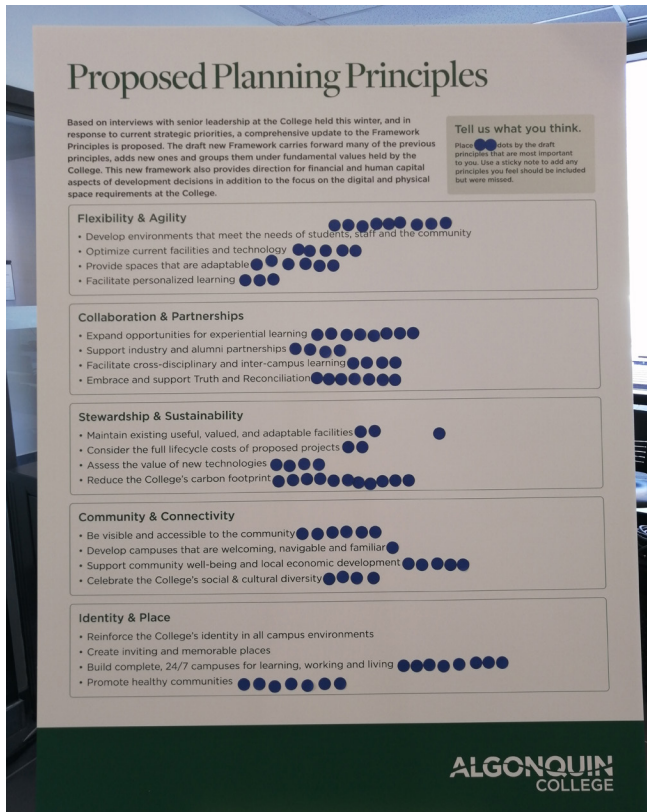


Figure 3: Pembroke Open House and Principles Panel Feedback

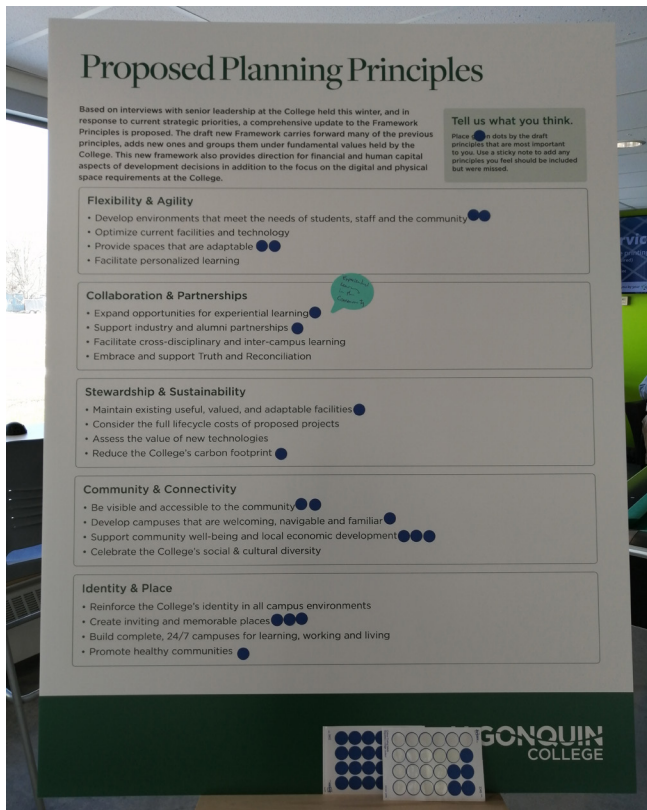


Figure 4: Perth Open House and Principles Panel Feedback

4. Recommended Update to the ICDP Framework Principles

Based on the consultation and analysis in Phase 1 of Imagine 2030, the project team recommends adoption of the following new ICDP Framework Principles. Once the new Framework has been adopted, they will be published as a standalone document for reference by all departments, faculties and schools during the formulation, planning, design and decision-making for future campus initiatives. In Phase 2 of Imagine 2030, the Framework will provide a foundation for the Campus Master Development Plan.

Flexibility & Agility

- Develop environments that meet the needs of students, staff and the community
- Optimize existing facilities and technology
- Provide spaces and infrastructure that are adaptable and secure
- Facilitate personalized learning

Collaboration & Partnerships

- Expand opportunities for experiential learning in the community
- Support and leverage partnerships with industry, communities and alumni
- Facilitate cross-disciplinary and inter-campus learning
- Embrace and support Truth and Reconciliation

Stewardship & Sustainability

- Reduce the College's carbon footprint
- Maintain and improve existing useful, valued and adaptable facilities
- Assess the full lifecycle costs and benefits of proposed projects
- Incorporate natural features and functions in built environments

Community & Connectivity

- Develop campuses that are welcoming, navigable and safe
- Be visible and accessible to the community
- Support community well-being and local economic development
- Celebrate the College's social and cultural diversity

Identity & Place

- Create inviting, inclusive and memorable places
- Build complete, 24/7 campuses for learning, working and living
- Promote healthy communities and personal well-being
- Reinforce the College's identity in all campus environments

Appendix: Interview Questions

The following set of questions was used to guide the feedback and discussion during the interviews.

Questions related to ICDP Framework Renewal (Phase 1):

1. In your opinion, how confident/familiar are you with the current guiding principles?
2. Have you or your team been using the ICDP Framework planning process? If yes, has it been useful in planning, designing and implementing physical and digital environments or guiding your team in developing solutions to support your College responsibilities in the past 5 years? Please provide an example.
3. Have you experienced a situation where you didn't get sufficient guidance from the existing Principles?
4. Does the Framework and its underlying principles provide sufficient guidance for development planning on the four unique campuses? Please identify any gaps.
5. Have any of the recent initiatives and strategies such as Learner Driven Plan changed/ impacted the Framework Principles? Are there recent/current/ planned initiatives that should inform the CDP (or be informed by it)?
6. Does the shift in lens to include Finance and Human Capital as part of the four capacity pillars and aligning it with the Business Planning Process affect the Framework Principles?

Questions related to College Master Campus Development Plan (Phase 2):

7. What are your expectations for the Master Campus Development Plan (MCDP) process and final document?
8. What's great about the Woodroffe/ Pembroke/Perth Campus? What's not working well?
9. What do you feel are some of the opportunities and risks associated with developing additional physical locations to support the College's future growth?
10. What would improve the experience of the campus for students, faculty and staff?
11. What transformative trends do you foresee in the short, medium and long term that would impact how the College:
 - » attracts and retains students
 - » delivers/achieves the College's mission
 - » interacts with other departments or institutes (local, national and international)
12. Are there key individuals or groups that you feel should be engaged in the MCDP process?
13. How does Algonquin College adjudicate and prioritize space and resource allocations when the demand for the same exceeds available supply? Importantly, how does the College achieve an appropriate balance between the Academic / Learning vs. the Non-Academic / Operational needs of the institution?

grc architects

**URBAN
STRATEGIES
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MORRISON HERSHFIELD

Report title:	2019-20 Draft Audited Financial Statements
Report to:	Board of Governors
Date:	June 8, 2020
Author/Presenter:	Duane McNair, Vice President, Finance and Administration Grant Perry, Chief Financial Officer

1. RECOMMENDATION:

- a. **THAT** the Board of Governors approves the 2019-20 Draft Audited Financial Statements of Algonquin College (Appendix A: 2019-20 Draft Audited Financial Statements – Algonquin College),
AND
- b. **THAT** the Board of Governors approves the transfer of \$15,832,871 from unrestricted net assets to internally restricted net assets,
AND
- c. **THAT** the Board of Governors accepts for information, the 2019-20 Audited Financial Statements for 2364193 Ontario Inc. (Appendix B: 2019-20 Audited Financial Statements – 2364193 Ontario Inc.).

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is:

- a. To present the 2019-20 Draft Audited Financial Statements of Algonquin College to the Board of Governors,
AND
- b. To request approval for the transfer of \$15,832,871 from unrestricted net assets to internally restricted net assets,
AND
- c. To present, for information, the 2019-20 Audited Financial Statements of 2364193 Ontario Inc.

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 Colleges and Universities no later than July 2, 2020. Typically the deadline for submission is May 15th. This year an extension has been granted due to the challenges posed by the COVID-19 pandemic.

The Draft Audited Financial Statements of Algonquin College are prepared in the format required by the Ministry of 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, 2020. 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 will remain "draft" until formally approved by the Board of Governors on June 8, 2020.

The Draft Audited Financial Statements of 2364193 Ontario Inc. will be presented for approval by its Board of Directors on May 27, 2020. The Draft Audited Financial Statements for 2364193 Ontario Inc. are being presented to the Audit and Risk Management Committee 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: 2019-20 Draft Audited Financial Statements – Algonquin College.

Statement of Financial Position

Current assets have decreased by \$9 million primarily due to a decrease in cash holdings offset by moderate increases to short-term investments and accounts receivable. The decrease in cash is related to a reduction of accounts payable and accrued liabilities of \$16.5 million as compared to the previous year-end. At March 31, 2019, a substantial backlog of payables had existed due to processing delays in relation to the introduction of the College's new financial information system, Workday. These processing delays were remedied in the past fiscal year.

Long-term assets have decreased by \$7.2 million primarily due to minimal capital asset additions in 2019-20, offset by \$8.9 million in annual depreciation expenditures.

The College has also recorded a long-term prepaid expense balance associated with the Algonquin Students' Association. This \$5.5 million represents the College's contribution to the Athletics and Recreation Centre. This asset will be amortized as an expense over the 50-year term of the lease agreement with the Algonquin Students' Association.

Current liabilities have decreased by \$23 million. As detailed above, accounts payable and accrued liabilities have decreased by \$16.5 million over fiscal year 2018-19. This decrease is a

result of addressing a temporary accounts payable processing backlog. In addition, fewer large-scale construction projects were ongoing at year-end, and this has added to the reduction in year-end payables. Deferred revenue has decreased because of a transition to a 14-week term model. This change resulted in approximately \$3.3 million in additional revenue recognition for the 2019-20 fiscal year.

Long-term liabilities have decreased by \$8M over the prior fiscal year. Most notably, long-term debt has decreased by \$3.5 million reflecting scheduled repayments on loans. The College has assumed no additional new debt in the past year. A reduction in external capital funding received during the past year has decreased deferred capital contributions by \$5.5 million over the prior year.

The net assets of the College has increased by \$14.2 million over the previous fiscal year, reflecting the flow-through of the current year surplus to reserves.

These cumulative changes to the Statement of Financial Position have resulted in a quick ratio of 1.66 compared to 1.33 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). Our quick ratio benchmark is 1.00 or above; therefore our quick ratio remains strong and has increased over the prior year.

Statement of Operations

The College has realized an excess of revenue over expenses of \$14.7 million for the year ended March 31, 2020. 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 \$176.2 million to \$190.4 million. Note 15 (Capital Disclosures) Internally Restricted Net Assets provides a detailed listing of the balances within this account.

2364193 Ontario Inc.

2364193 Ontario Inc. was incorporated in 2013 and is a wholly owned subsidiary corporation of Algonquin College. Its purpose is to hold a 5% interest in the Algonquin College – Saudi Arabia Corporation. The Draft Audited Financial Statements for 2364193 Ontario Inc. for the year ended March 31, 2020 are included in Appendix B: 2019-20 Audited Financial Statements – 2364193 Ontario Inc. The Audited Financial Statements were approved by its Board of

Directors on May 27, 2020. 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.

The surplus of \$14.7 million earned in the fiscal year will support the College as it responds to the numerous demands arising from the COVID-19 pandemic.

7. FINANCIAL IMPACT:

The College is assessed as being in good financial health with an increase of over \$14 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 Colleges and Universities, this year the College is required to submit Final Audited Financial Statements, approved by the Board of Governors to the Ministry by July 2, 2020.

10. COMMUNICATIONS:

The audited statements will be posted to the College's website once formally approved by the Board of Governors on June 8, 2020.

11. CONCLUSION:

The College has concluded the 2019-20 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 respond to the impacts of the COVID-19 pandemic while making important investments of capital in strategic and student-focused initiatives.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Claude Brulé
President and CEO

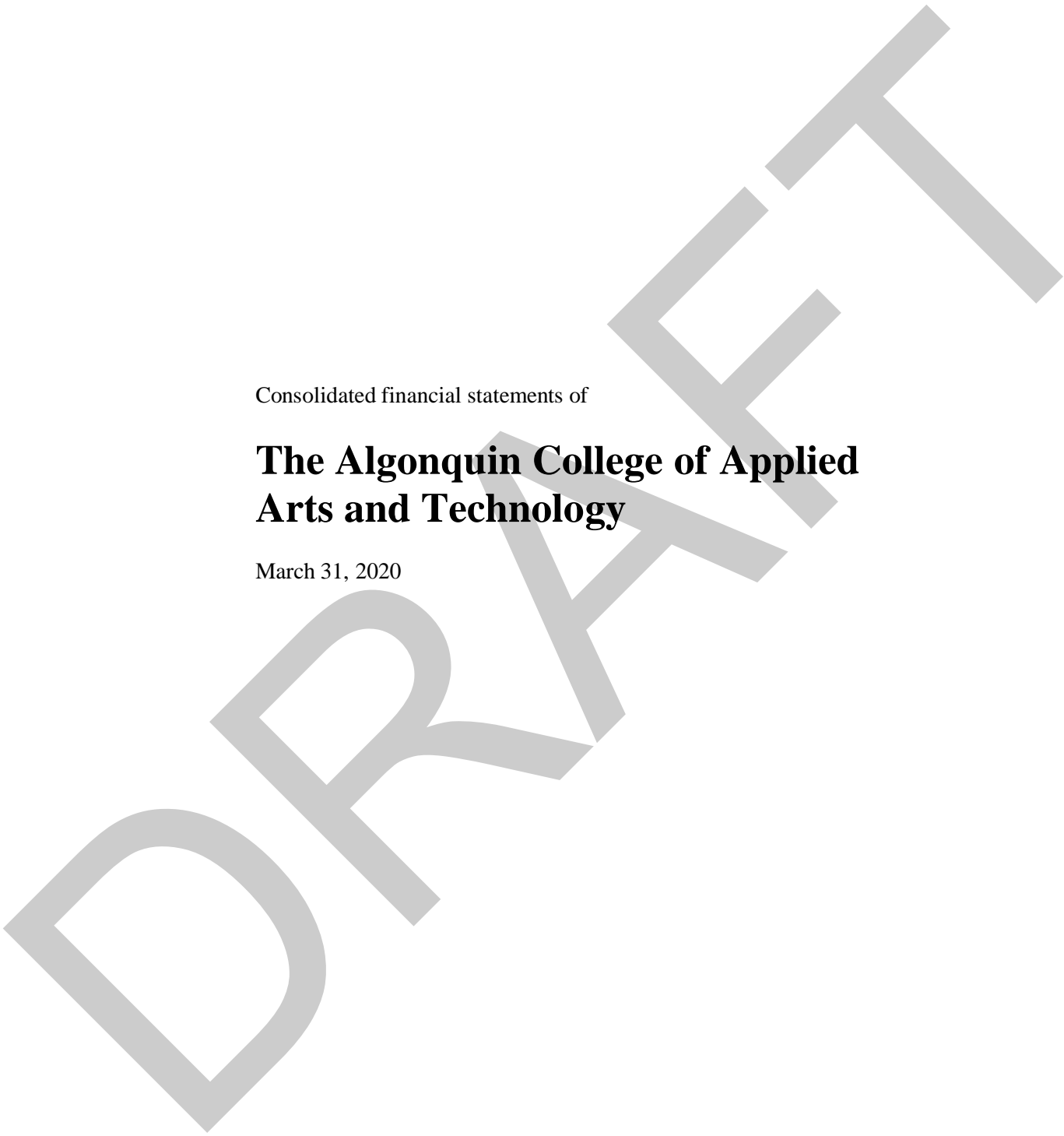
Appendices:

Appendix A: 2019-20 Draft Audited Financial Statements – Algonquin College Appendix B: 2019-20 Draft Audited Financial Statements - 2364193 Ontario Inc
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Consolidated financial statements of

**The Algonquin College of Applied
Arts and Technology**

March 31, 2020

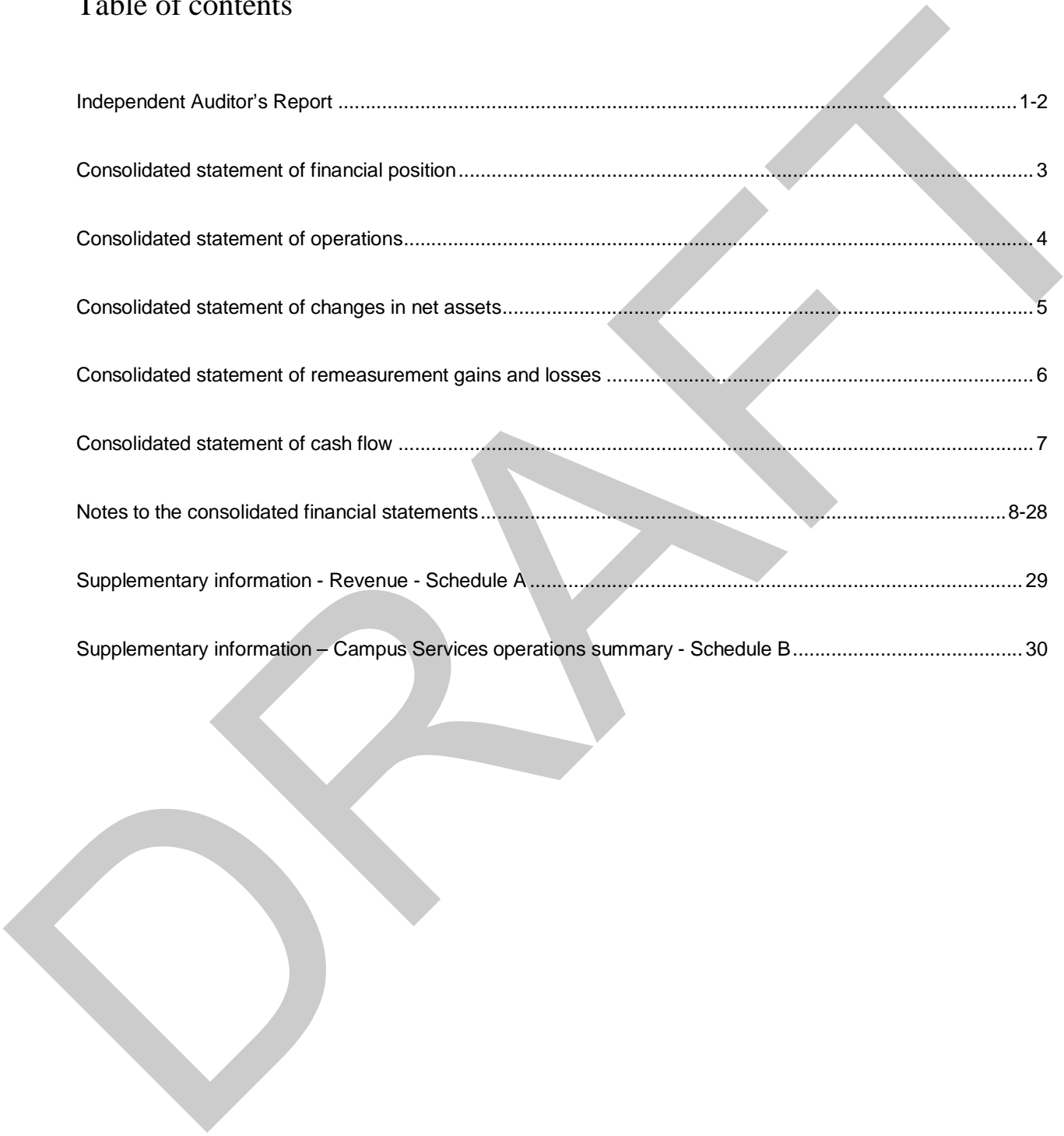


The Algonquin College of Applied Arts and Technology

March 31, 2020

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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, 2020, and the consolidated statements of operations, the consolidated statement of changes in net assets, the consolidated statement of cash flows and the consolidated statement of rereasurement 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, 2020, and its consolidated results of operations, its consolidated cash flows, and its consolidated rereasurement 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.

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.

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.

Independent Auditor's Report (Continued)

Auditor's Responsibilities for the Audit of the Consolidated Financial Statements (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 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.

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 XX, 2020

The Algonquin College of Applied Arts and Technology

Consolidated statement of financial position
as at March 31, 2020

	2020	2019
	\$	\$
Assets		
Current assets		
Cash	59,675,325	82,237,781
Short-term investments (Note 3)	30,058,132	25,275,967
Accounts receivable (Note 4)	28,955,553	22,979,043
Inventory (Note 5)	2,044,066	1,547,807
Prepaid expenses	4,588,422	2,463,197
	125,321,498	134,503,795
Investments (Note 3)	33,104,861	36,489,999
Long Term Prepaid - Students' Association	5,500,000	-
Endowment assets (Note 7a)	26,943,483	27,469,921
Capital assets (Note 8)	295,526,547	304,412,969
	486,396,389	502,876,684
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	20,622,040	37,075,026
Accrued salaries and employee deductions payable	8,342,754	9,766,716
Algonquin College - Saudi Arabia (Note 6a)	257,032	257,032
Deferred revenue (Note 9)	45,091,799	50,433,479
Current portion of long-term debt (Note 10a)	3,501,708	3,298,244
	77,815,333	100,830,497
Long-term debt (Note 10a)	38,367,852	41,869,559
Interest rate swaps (Note 10b)	5,199,705	5,279,707
Vacation, sick leave and post-employment benefits (Note 11)	20,247,712	19,237,801
Deferred capital contributions (Note 12)	159,717,061	165,222,307
	301,347,662	332,439,871
Commitments and guarantees and contingencies (Note 13)		
Net assets (deficiency)		
Unrestricted	1,000,000	1,000,000
Investment in capital assets (Note 14)	93,939,926	94,022,852
Vacation, sick leave and post-employment benefits (Note 11)	(20,247,712)	(19,237,801)
Internally restricted (Note 15)	88,821,096	72,988,225
Endowment fund (Note 7b)	26,943,484	27,469,921
	190,456,795	176,243,197
Accumulated remeasurement losses	(5,408,068)	(5,806,384)
	185,048,726	170,436,813
	486,396,389	502,876,684

Approved by the Board

_____ Chair

_____ Member

See accompanying notes to the financial statements.

The Algonquin College of Applied Arts and Technology

Consolidated statement of operations
as at March 31, 2020

	2020	2019
	\$	\$
Revenue (Schedule A)		
Grants and reimbursements	108,410,486	116,335,685
Student tuition fees	160,690,254	143,914,193
Contract educational services	42,995,124	40,296,899
Campus Services (Schedule B)	33,175,277	37,188,621
Other	26,004,512	23,730,096
Amortization of deferred capital contributions (Note 12)	7,720,677	7,365,994
	378,996,330	368,831,489
Expenses		
Salaries and benefits	205,575,759	198,190,945
Building maintenance and utilities	23,521,785	24,947,086
Instructional supplies and equipment	6,064,986	6,616,353
Bursaries and other student aid	7,909,629	7,963,403
Interest	724,278	769,825
Amortization and write off of capital assets (Note 14)	15,975,181	18,216,201
Campus Services (Schedule B)	26,443,277	28,812,847
Other	79,434,861	68,095,544
	365,649,756	353,612,205
Change in vacation, sick leave and post-employment benefits liabilities (Note 11)	1,009,911	258,958
Total Expenses	366,659,667	353,871,163
Excess of revenue over expenses from operations before the undernoted item	12,336,663	14,960,326
Gain on sale of March Road land in Kanata	2,403,372	-
Excess of revenue over expenses	14,740,035	14,960,326

See accompanying notes to the financial statements.

**The Algonquin College of
Applied Arts and Technology**
Consolidated statement of changes in net assets
as at March 31, 2020

	Unrestricted	Investment in capital assets	Vacation, sick leave and post-employment benefits	Internally restricted	Endowment fund	2020	2019
	\$	\$ (Note 14)	\$ (Note 11)	\$ (Note 15)	\$ (Note 7)	\$	\$
Net assets (deficiency), beginning of year	1,000,000	94,022,852	(19,237,801)	72,988,225	27,469,921	176,243,197	159,833,365
Excess of revenue over expenses	14,740,035	-	-	-	-	14,740,035	14,960,326
Change in vacation, sick leave and post-employment benefits liabilities (Note 11)	1,009,911	-	(1,009,911)	-	-	-	-
Internally imposed restrictions	(15,832,871)	-	-	15,832,871	-	-	-
Net change in investment in capital assets (Note 14)	82,925	(82,925)	-	-	-	-	-
Endowment contributions and investment income (Note 7)	-	-	-	-	(526,437)	(526,437)	1,449,506
Net assets (deficiency), end of year	1,000,000	93,939,927	(20,247,712)	88,821,096	26,943,484	190,456,795	176,243,197

See accompanying notes to the financial statements.

The Algonquin College of Applied Arts and Technology

Consolidated statement of remeasurement gains and losses as at March 31, 2020

	2020	2019
	\$	\$
Accumulated remeasurement losses, beginning of year	(5,806,384)	(7,317,650)
Unrealized gains attributable to:		
Fair value decline in investments	(208,363)	(526,676)
Interest rate swaps	80,002	452,224
	(128,361)	(74,453)
Realization of prior year (gains) / losses	526,676	1,585,719
	398,315	1,511,266
Accumulated remeasurement losses, end of year	(5,408,068)	(5,806,384)

The Algonquin College of Applied Arts and Technology

Consolidated statement of cash flow
as at March 31, 2020

	2020	2019
	\$	\$
Operating activities		
Excess of revenue over expenses	14,740,035	14,960,326
Items not affecting cash		
Amortization of capital assets	15,975,181	14,723,321
Write off of capital assets	1,524,659	3,492,880
Amortization and adjustment of deferred capital contributions	(7,720,677)	(7,365,994)
Change in vacation, sick leave and post-employment benefits liabilities (Note 11)	1,009,911	258,958
	25,529,109	26,069,491
Changes in non-cash operating working capital items (Note 17)	(31,816,623)	21,690,747
	(6,287,514)	47,760,238
Financing activities		
Principal repayments of long-term debt	(3,298,244)	(3,106,940)
Net withdrawals from endowment fund	(164,693)	(129,182)
Long Term Prepaid with Students' Association	(5,500,000)	-
	(8,962,937)	(3,236,122)
Capital activities		
Capital asset additions (Note 14)	(8,518,031)	(33,904,324)
Capital contributions received (Note 12)	2,120,038	10,744,234
	(6,397,993)	(23,160,090)
Investing activities		
Investment (liability) in Algonquin College - Saudi Arabia	-	(257,031)
Disposal of investments	37,843,057	45,216,596
Purchases of investments	(39,137,529)	(39,418,482)
Disposal of endowed assets	22,986,412	19,539,201
Purchases of endowed assets	(22,605,952)	(19,410,019)
	(914,012)	5,670,265
Increase in cash and cash equivalents	(22,562,456)	27,034,291
Cash and cash equivalents, beginning of year	82,237,781	55,203,490
Cash and cash equivalents, end of year	59,675,325	82,237,781
Interest paid in the year	2,576,665	2,768,728

See accompanying notes to the financial statements.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2020

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 of the College have been prepared by management in accordance with Canadian public sector accounting standards for Government Not-for-Profit Organizations (NPOs), including the 4200 series of standards, as issued by the Public Sector Accounting Board ("PSAB for Government NPOs") 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.

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.

- i. 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.

- ii. 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.
- iii. 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.
- iv. 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, 2020

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 costs of this pension plan are the employers contributions due to the plan in the period.

d) Financial instruments

All financial instruments reported on the consolidated statement of financial position of the College are classified as follows:

Cash	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

Cash 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 denominated in foreign currencies 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.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2020

2. Significant accounting policies (continued)

iii. Endowed investments

Realized investment income and unrealized gains or losses from the change in fair value are recognized in deferred contributions until the criterion attached to the restrictions has been met, when they are transferred to the consolidated statement of operations. 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.

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.

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.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2020

2. Significant accounting policies (continued)

vi. Assets under development are not amortized until the asset is complete and ready for use.

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
Equipment, and computers	5 years
Automotive equipment	5 years
Software	3-10 years

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 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, 2020

3. Investments

Short-term investments of \$30,058,132 (2019 - \$25,275,967) consist entirely of fixed income securities that will be maturing within a year. Long-term investments consist of the following:

	2020	2019
	\$	\$
Fixed income securities	32,068,604	35,091,015
Equity instruments	1,036,257	1,398,984
	33,104,861	36,489,999

The College's fixed income securities have effective interest rates ranging from 0.75% to 4.25% and maturity dates ranging from April 2020 to June 2027 (2019 - 0.75% to 5.68% and maturity dates ranging from April 2019 to December 2021).

4. Accounts receivable

	2020	2019
	\$	\$
Government of Ontario	4,038,008	5,027,668
Harmonized Sales Tax receivable	1,112,129	1,574,831
Trade	5,647,867	3,239,343
Students	8,735,125	8,202,178
Other	12,397,593	7,534,724
Allowance for doubtful accounts	(2,975,169)	(2,599,701)
	28,955,553	22,979,043

Details on due dates for receivables are as follows:

	2020				
	0-30 days	31-60 days	61-90 days	Over 90 days	Total
	\$	\$	\$	\$	\$
Government of Ontario	4,038,008	-	-	-	4,038,008
Harmonized Sales Tax receivable	1,112,129	-	-	-	1,112,129
Trade	2,708,504	2,538,506	39,604	361,253	5,647,867
Students	76,147	5,715,144	-	2,943,834	8,735,125
Other	12,386,844	3,561	1,247	5,941	12,397,593
Allowance for doubtful accounts	-	(1,143,029)	-	(1,832,140)	(2,975,169)
	20,321,633	7,114,181	40,851	1,478,888	28,955,553

	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

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2020

5. Inventory

	2020	2019
	\$	\$
Bookstore	1,747,295	1,219,535
Food services	253,119	286,228
Publishing centre	22,106	20,498
Hospitality	21,546	21,546
	2,044,066	1,547,807

The amount of inventory expensed during the year is \$12,840,579 (2019 - \$14,381,114).

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 from Algonquin College - Saudi Arabia is without defined terms of repayment and is non-interest bearing.

	2020	2019
	\$	\$
Due to Algonquin College - Saudi Arabia as at March 31	(257,032)	(257,032)
Net liability, end of year	(257,032)	(257,032)

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, 2020

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, 2020 is as follows:

	2020	2019
	\$	\$
Financial position		
Assets	257,032	257,032
Liabilities	257,032	257,032
Equity (Deficit)		
Shareholders' equity (deficiency)	-	-
	257,032	257,032
Results of operations		
Revenue	-	-
Expenses	-	257,031
Net loss	-	(257,031)

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.

On March 7, 2019, the Foundation's Board of Directors unanimously approved a motion to voluntarily dissolve the Foundation, effective June 6, 2019. The Foundation's net assets were subsequently transferred to the College at their carrying amounts on June 26, 2019 of \$192,162. On September 17, 2019 the Government of Canada ("the Government") issued a Notice of Intention to revoke the Foundation's registration as a charity, officially dissolving the Foundation. On October 12, 2019, the Government formally revoked the Foundation's charitable status.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2020

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

	2020	2019
	\$	\$
Endowed investments		
Cash equivalents	2,127,426	4,009,519
Fixed income securities	8,851,991	7,941,402
Equities	15,964,066	15,519,000
	26,943,483	27,469,921

Cost

	2020	2019
	\$	\$
Endowed investments		
Cash equivalents	2,126,451	4,007,292
Fixed income securities	8,525,201	7,701,330
Equities	14,500,782	12,386,983
	25,152,434	24,095,605

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 0.75% to 7.35% and maturity dates ranging from June 2021 to December 2043 (2019 - 1.00% to 7.35% and maturity dates ranging from May 2019 to December 2043).

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.

- 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:

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2020

7. Endowment assets (continued)

	2020	2019
	\$	\$
Opening balance	27,469,921	26,020,415
Contributions	1,225,007	652,025
Realized investment income	1,665,864	524,964
Distributions	(1,833,977)	(982,630)
Net contribution to Endowment Fund	1,056,893	194,359
Change in unrealized gains (losses) due to changes in fair value of endowment assets	(1,583,331)	1,255,147
Net change in Endowment Fund	(526,438)	1,449,506
Ending balance	26,943,483	27,469,921

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.

As at March 31, 2020, the Endowment Fund / Assets included a balance of \$3,587,707 (2019 - \$3,755,820) which represents the cumulative realized investment income in excess of amounts distributed. The changes during the year are as follows:

	2020	2019
	\$	\$
Amount available for future distribution, beginning of year	3,755,820	4,213,486
Realized investment income	1,665,864	524,964
Amount distributed	(1,833,977)	(982,630)
Amount available for future distribution, end of year	3,587,707	3,755,820

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2020

8. Capital assets

	2020		
	Cost	Accumulated amortization	Net book value
	\$	\$	\$
Land	5,370,626	-	5,370,626
Buildings	365,398,526	124,240,914	241,157,612
Assets under development	1,946,357	-	1,946,357
Site improvements	50,564,053	22,633,161	27,930,892
Parking lots	926,213	858,773	67,440
Computers and equipment	39,674,750	32,956,288	6,718,462
Automotive equipment	364,511	260,999	103,512
Software	14,115,847	1,947,701	12,168,146
Works of Art	63,500	-	63,500
	478,424,383	182,897,836	295,526,547

	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

Assets under development are comprised of construction in progress and software under development. During the year the College did not record any asset write-down (2019 - \$3,481,840).

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2020

9. Deferred revenue

Details of the year-end balance are as follows:

	2020	2019
	\$	\$
Student tuition fees	34,530,286	40,458,810
Grant and reimbursements	1,839,615	1,861,636
Contract education services	974,340	2,426,089
Student aid	1,734,728	1,188,183
Miscellaneous projects	6,012,830	4,498,761
	45,091,799	50,433,479

Student tuition fees are for academic courses which extend beyond the fiscal year of the College.

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:

	2020	2019
	\$	\$
Residence I building loan, bearing interest at prime plus 1.00% maturing in 2025, with average monthly payments of \$96,153	5,112,654	5,825,595
Residence II building loan, bearing interest at prime plus 0.25% maturing in 2027, with average monthly payments of \$122,050	8,073,576	8,952,339
Residence III building loan, bearing interest at prime plus 0.25% maturing in 2029, with monthly payment of \$123,894	9,508,666	10,302,816
Police and Public Safety Institute loan, bearing interest at prime plus 1.00%, maturing in 2025, with average monthly payments of \$35,151	1,896,662	2,164,394
Student Commons loan, bearing interest at 4.008%, maturing in 2037, with semi-annual payments of \$678,301	17,278,002	17,922,659
	41,869,560	45,167,803
Less: current portion	(3,501,708)	(3,298,244)
	38,367,852	41,869,559

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2020

10. Long-term debt and interest rate swaps (continued)

Interest is payable on a monthly basis. The principal of the loans is payable as follows:

	\$
2021	3,501,708
2022	3,718,123
2023	3,948,332
2024	4,193,234
2025	4,453,786
Thereafter	22,054,376
	41,869,560

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 at March 31, 2020 is \$5,199,705 (2019 - \$5,279,707).

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, 2020 indicated an actuarial surplus of \$2.86 billion (2019 - \$2.6 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 \$16,384,622 (2019 - \$16,792,398) 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, 2020.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2020

11. Employee benefits plans (continued)

b) Post-employment benefits (continued)

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 significant actuarial assumptions adopted in estimating the College's accrued benefit liability are as follows:

	2020	2019
	%	%
Discount rate	1.6%	2.2%
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 2020 decreasing to 4.0% by 2040	8.0% in 2019 decreasing to 4.0% by 2040
Medical premium escalation	6.55% in 2020 decreasing to 4.0% by 2040	6.8% in 2019 decreasing to 4.0% by 2040
Expected return on assets	2.2% per annum	2.2% per annum

The composition of the vacation, sick leave and post-employment net asset deficiency is as follows:

	2020	2019
	\$	\$
Post-employment benefits	2,624,806	2,762,170
Vacation	12,270,906	10,970,631
Sick leave	5,352,000	5,505,000
	20,247,712	19,237,801

The employee future benefit liability change for the year ended March 31, 2020 is an increase of \$1,009,911 (2019 - increase of \$258,958). This amount is comprised of:

	2020	2019
	\$	\$
Current year service cost	364,000	433,000
Interest expense on accrued benefit obligation	149,000	178,000
Amortization of actuarial (gain) loss	(51,000)	(38,000)
Benefit payments made by the College during the year	547,911	(314,042)
	1,009,911	258,958

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2020

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.

The changes in the deferred capital contributions balance are as follows:

Balance, beginning of year	165,222,307	161,727,635
Less amortization of deferred capital contributions	(7,720,677)	(7,365,994)
	157,501,630	154,361,641

Add capital contributions received:

Industry and Individual contributions:

Pembroke campus relocation	-	10,978
DARE District	47,441	141,162

Government contributions:

Other capital projects	1,555,335	6,082,614
Apprenticeship Enhancement Fund	217,265	317,102
Post Secondary Institutions Strategic Investment Fund	-	4,092,378

Contributions from the Students' Association

	300,000	100,000
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Contributions received before donated equipment	2,120,041	10,744,234
Donated equipment	95,390	116,432
	2,215,431	10,860,666
Balance, end of year	159,717,061	165,222,307

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2020

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:

	\$
2021	1,324,571
2022	749,576
2023	704,240
	<u>2,778,387</u>

Letters of credit

The College is contingently liable under letters of credit amounting to \$2,155,107 (2019 - \$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:

	2020	2019
	\$	\$
Capital assets	295,526,547	304,412,965
Less amounts financed by		
Deferred capital contributions - used (Note 12)	(159,717,061)	(165,222,308)
Long term debt	(41,869,560)	(45,167,805)
	<u>93,939,926</u>	<u>94,022,852</u>

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2020

14. Investment in capital assets (continued)

The net change in investment in capital assets is calculated as follows:

	2020	2019
	\$	\$
Capital asset additions		
Total additions	8,613,421	34,020,756
Less		
Donated equipment	(95,390)	(116,432)
Additions net of donated equipment	8,518,031	33,904,324
Less		
Building/construction in progress financed with donations	(47,441)	(152,140)
Building/construction in progress financed with contributions from the Students' Association	(300,000)	(100,000)
Other capital assets financed with capital contributions	(1,772,596)	(10,492,094)
Capital assets purchased with College funds	6,397,994	23,160,090
External financing and other		
Decrease in long-term debt	3,298,243	3,106,939
Amortization of deferred capital contributions	7,720,677	7,365,994
Amortization of capital assets	(15,975,181)	(14,734,361)
Write-off of capital assets	-	(3,481,840)
Net book value of March Road Land in Kanata sold in 2019-20	(1,524,659)	-
Net change in investment in capital assets	(82,926)	15,416,822

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, 2020

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:

	2020	2019
	\$	\$
Appropriations	-	100,000
Specific reserves		
Other projects and initiatives	46,580,549	28,736,411
Campus Services reserve fund	4,459,891	4,960,500
Contingency reserve fund	10,383,118	9,760,000
Employment stabilization funds	588,915	575,566
Reserve fund		
Future capital expansion	24,405,251	28,855,748
Gain on sale of March Road land	2,403,372	-
Balance, end of year	88,821,096	72,988,225

16. Financial instruments

On March 11, 2020, the World Health Organization declared the outbreak of the coronavirus (COVID-19) pandemic resulting in economic uncertainties impacting the College's financial instrument risks as outlined below. At this time, the full potential impact of COVID-19 on the College is not known (Note 18).

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, 2020, a 1% increase in nominal interest rates would result in a decline of investments of approximately \$1,043,692 (2019 - \$924,539) and an appreciation of the interest rate swap's fair value of approximately \$1,039,402 (2019 - \$1,253,862). Conversely, a 1% decrease in nominal interest rates would result in an increase of investments of approximately \$1,021,663 (2019 - \$969,273), and a decrease of the interest rate swap's fair value of approximately \$1,097,654 (2019 - \$1,331,573). These amounts do not include other variables such as convexity.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2020

16. Financial instruments (continued)

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.

Subsequent to year-end, the financial markets experienced a significant increase in volatility as a result of the uncertainty related to the COVID-19 pandemic which could have a negative effect on the investment portfolio of the College. This risk specifically relates to the College's externally restricted pooled fund investments, which are measured at their fair values as at March 31, 2020. Any related decline in fair value of these investments may impact the amount of scholarships and bursaries that the College is able to provide in the future. The extent of any future impact on the College's investments or operations as a result of COVID-19 is unknown.

As at March 31, 2020, a 5% increase in price would result in an increase of endowment assets of approximately \$1,472,000 (2019 - \$775,950).

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.

Credit risk

Subsequent to year end, the credit risk related the College's bond holdings has increased due to the impact of COVID-19, which could lead to potential losses.

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.

Credit risk on accounts receivables and long-term receivables are mitigated by financial and system controls on past due accounts. The College measures its exposure to credit risk based on how long the amounts have been outstanding. An impairment allowance is set up based on the College's historical experience regarding collections. Subsequent to year-end, the credit risk related to the College's accounts receivable for tuition revenue has increased due to the impact of COVID-19, which could lead to potential losses.

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.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2020

16. Financial instruments (continued)

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, 2020:

	Net book value	2021	2022	2023 and after
	\$	\$	\$	\$
Accounts payable and accrued liabilities	20,622,044	20,622,044		
Accrued salaries and employee deductions payable	8,342,754	8,342,754		
Long-term debt	41,869,560	3,501,708	4,042,522	34,325,330
Interest rate swaps	5,199,705			5,199,705
	<u>76,034,063</u>	<u>32,466,506</u>	<u>4,042,522</u>	<u>39,525,035</u>

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, 2020

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:

	2020			
	Level 1	Level 2	Level 3	Total
	\$	\$	\$	\$
Cash	59,675,325	-	-	59,675,325
Short-term investments	-	30,058,132	-	30,058,132
Long-term investments	1,036,257	32,068,604	-	33,104,861
Endowment assets	22,571,261	4,372,222	-	26,943,483
Interest rate swaps	-	5,199,705	-	5,199,705
	83,282,843	71,698,663	-	154,981,506

	2019			
	Level 1	Level 2	Level 3	Total
	\$	\$	\$	\$
Cash	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

17. Changes in non-cash operating working capital items

	2020	2019
	\$	\$
Decrease (increase) in accounts receivable	(5,976,510)	2,824,406
Increase in inventory	(496,259)	(3,836)
Decrease (increase) in prepaid expenses	(2,125,225)	343,459
Increase (decrease) in accounts payable and accrued liabilities	(16,452,982)	8,044,610
Decrease (increase) in accrued salaries and employee deduction payable	(1,423,962)	(241,897)
Increase (decrease) in deferred revenue	(5,341,680)	10,724,023
	(31,816,619)	21,690,765

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2020

18. Subsequent event

On January 30, 2020, the World Health Organization (“WHO”) announced a global health emergency because of a new strain of coronavirus, the “COVID-19 outbreak”. In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. As a result of this, on March 23, 2020, the government of Ontario ordered the closure of all non-essential businesses effective March 24, 2020, through to at least May 29, 2020. In addition, the Canadian government has imposed travel restrictions to Canada until further notice.

On March 24, 2020, the College closed its campuses and learning sites and they remain closed to the date of the auditor’s report. The plan for continuing education throughout the summer and fall semesters offered by the College will be through online curriculum which could have implications on number of course offerings and enrollment. Additionally, the continued closure of the College’s campuses will have a negative impact on campus service revenues.

A significant portion of the College’s tuition revenues is derived from international students. If the Canadian border remains closed, this will impact the College’s ability to earn revenue from International students who may choose to defer their studies until in class sessions resume and travel restrictions are lifted.

As the impacts of COVID-19 continue, there could be further impact on the College, its students and its funding sources. Management is actively monitoring the effect on its financial condition, liquidity, operations, suppliers, and its workforce. Given the daily evolution of the COVID-19 outbreak and the global responses to curb its spread, the College is not able to fully estimate the effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity at this time.

The Algonquin College of Applied Arts and Technology

Supplementary information - Revenue - Schedule A
as at March 31, 2020

	2020	2019
	\$	\$
Grants and reimbursements:		
Post secondary activity	101,425,411	109,229,936
Apprentice programs	5,292,698	5,403,404
Special bursaries	1,692,377	1,702,345
	108,410,486	116,335,685
Student tuition fees:		
Full-time post secondary	137,959,260	121,246,677
Full-time non-funded	845,174	1,749,768
Part-time	12,357,734	12,212,232
Adult training	1,005,115	1,060,258
Student information technology fees	8,522,972	7,645,258
	160,690,254	143,914,193
Contract educational services:		
Provincially funded programs	23,455,879	20,615,705
International programs	2,246,374	2,022,152
Corporate and other programs	17,292,871	17,659,042
	42,995,124	40,296,898
Campus Services (Schedule B)	33,175,277	37,188,621
Other:		
Early Learning Centre	1,110,247	1,064,470
Student ancillary fees	6,929,582	6,447,576
Investment income	3,471,711	2,084,036
Miscellaneous	14,492,972	14,134,014
	26,004,512	23,730,096
Amortization of deferred capital contributions (Note 12)	7,720,677	7,365,994
Total revenue	378,996,330	368,831,488

The Algonquin College of Applied Arts and Technology

Supplementary information - Campus services summary - Schedule B
as at March 31, 2020

								2020
	Gross revenue	Internal revenue	Net revenue	Expenses	Internal expenses	Net expenses	Contribution including internal transactions	Contribution net of internal transactions
	\$	\$	\$	\$	\$	\$	\$	\$
Food services	9,621,855	(562,356)	9,059,499	9,749,018	(562,356)	9,186,661	(127,163)	(127,163)
Bookstore	11,845,752	(3,734,179)	8,111,573	11,486,751	(3,621,010)	7,865,741	359,001	245,832
Parking and lockers	5,313,863	(97,869)	5,215,993	1,863,977	(34,330)	1,829,646	3,449,886	3,386,347
Publishing centre	1,902,259	(1,814,635)	87,624	1,334,749	(1,273,266)	61,483	567,510	26,141
Residence	10,504,245	-	10,504,245	8,555,708	-	8,555,708	1,948,537	1,948,537
Director's office	196,343	-	196,343	806,523	-	806,523	(610,180)	(610,180)
Overhead allocation	-	-	-	-	(1,862,486)	(1,862,486)	-	1,862,486
Total	39,384,317	(6,209,040)	33,175,277	33,796,725	(7,353,449)	26,443,277	5,587,591	6,732,000

								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

See accompanying notes to the financial statements.

Financial statements of
2364193 Ontario Inc.

March 31, 2020

DRAFT

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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.....	6-7

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, 2020, 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, 2020, 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.

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, 2020

	2020	2019
	\$	\$
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, 2020

	Budget	2020	2019
	\$	\$	\$
Revenue	-	-	-
Expenses			
Professional fees	-	-	-
Miscellaneous expenses	-	-	-
	-	-	-
Operating deficit	-	-	-
Foregiveness of debt due to Algonquin College		-	-
Suplus (deficit)			-
Accumulated deficit, beginning of year	-	-	-
Accumulated deficit, end of year	-	-	-

2364193 Ontario Inc.

Statement of cash flows year ended March 31, 2020

	2020	2019
	\$	\$
Operating activities		
Surplus (deficit)	-	-
Variations in statement of financial position:	-	
Increase in due from Algonquin College	-	-
Increase (decrease) in due to Algonquin College		-
Increase in cash	-	-
Cash, beginning of year	-	-
Cash, end of year	-	-

2364193 Ontario Inc.

Notes to the financial statements

March 31, 2020

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.

2364193 Ontario Inc.

Notes to the financial statements

March 31, 2020

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.

3. Share capital

The Company is authorized to issue an unlimited number of common shares. As at March 31, 2020, 100 shares were issued at a nominal value of \$1 each.

Report title:	Fourth Quarter 2019-20 Business Plan Update
Report to:	Board of Governors
Date:	June 8, 2020
Author/Presenter:	Laura Stanbra, Vice President, Student Services

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, 2020, and is provided in Appendix A: Fourth Quarter 2019-20 Business Plan Dashboard and Exceptions Report. As this is a year-end summary of activity, a scorecard of metrics is also included to chronicle progress of key metrics from the 2017-2022 Strategic Plan and can be found in Appendix B: Business Plan Scorecard Metrics.

The legend for the final dashboard of the fiscal year is abridged and reads as follows:

- *Blue Star*: Completed initiatives/leveraged actions.
- *Red Diamond*: Initiatives/leveraged actions that did not reach target by March 31, 2020.

4. DISCUSSION:

The 2019-20 Business Plan had 40 initiatives/leveraged actions, of which 34 were completed and 6 were not fully carried out. Of the 6 uncompleted initiatives, 4 will be finalized by 2020-21. As a result, this leaves two as initiatives that could not be accomplished. Details regarding

initiatives that did not reach their anticipated objective are found in the Fourth Quarter 2019-20 Business Plan Dashboard and Exceptions 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 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 8, 2020 meeting.

11. CONCLUSION:

The fourth quarter reports are presented for information. The Board of Governors have been kept well informed throughout the year regarding Business Plan initiatives progress. Targets and initiatives within a business plan are intended to balance an ambition to move the organization forward while maintaining the ability to manage daily operations of the College. Given the Business Plan objectives are established many months prior to the new fiscal year, coupled with the breadth and depth of the College's business operations and the highly dynamic nature of the College system, it is not unusual to have some business plan initiatives incomplete at the conclusion of the year. Overall, it has been a very successful year where 34 of the 40 Business Plan initiatives were completed and 2 additional initiatives will be achieved in the next quarter.

Respectfully submitted:



Laura Stanbra
Vice President, Student Services

Approved for submission:



Claude Brulé
President and CEO

Appendices:

Appendix A: Fourth Quarter 2019-20 Business Plan Dashboard & Exceptions Report
Appendix B: Fourth Quarter 2019-20 Business Plan Scorecard Metrics

Business Plan Dashboard

Legend



Completed



Initiative/Leveraged action did not reach target by March 31, 2020

7.1 Appendix A

Executive Sponsor

AS Academic Services

SS Student Services

IS Innovation & Strategy

FA Finance & Administration

HR Human Resources

TRII Truth Reconciliation and Indigenous Initiatives

ADV Advancement

CER Communications & External Relations

LEARNER DRIVEN

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

Goal	ACET Sponsor	2019-20 Initiative/Leveraged Action	Q4 Status
Improve Student Retention			
Improve Overall Student Satisfaction			
1.0	AS/SS	a) Year 1 of the Learner Driven Plan implemented by Mar. 31, 2020	
1.0	AS	b) 14-week term model, that includes a one-week study break in all terms, implemented by Aug. 31, 2019	
1.0	AS	c) All recommendations and affirmations of the 2016 College Quality Assurance Audit Process (CQAAP) completed by Mar. 31, 2020	
1.0	FA	d) Design and functional programming completed for the Recreation and Athletics Complex by Sep. 30, 2019	
1.0	IS	e) Year 1 of international Strategic Plan Refresh implemented by Aug. 31, 2019	
1.0	FA	f) The Integrated College Development Planning (ICDP) Steering Committee terms of reference and membership, with two initial focuses: renewal of the ICDP framework and renewal of the Ottawa Campus Master Development Plan, presented to Algonquin College Executive Team for approval by Sep. 30, 2019	
1.0	FA	g) Renewed Integrated College Development Planning framework is presented to Algonquin College Executive Team for approval by Mar. 31, 2020	




CONNECTED

Goal 2: Become an integral partner to our alumni and employers

Goal	ACET Sponsor	2019-20 Initiative/Leveraged Action	Q4 Status
Increase the number of alumni who are engaged in meaningful activities with Algonquin College			
Improve External Industry/Community Net Promoter Score			
2.0	ADV	a) Year 1 of the Alumni Engagement strategies recommended in the 3-Year Advancement Plan implemented by Mar. 31, 2020	★
Improve Willingness to Recommend External Community (Perception)			
2.1	ADV	a) Comprehensive Partnership Framework developed, which creates a structure and provides processes that enables Algonquin to be an exceptional partner to our employer and industry partners by Jun. 30, 2019	★
2.1	AS	b) Year 2 milestones of Education City concept project reached by Mar. 31, 2020	★
2.1	AS	c) Perley and Rideau Veterans Health Centre formal partnership, that will provide significant learning opportunities for our students, established by Jun. 30, 2019	★
2.1	SS	d) Year 1 of 3-year brand campaign implemented by Sep. 30, 2019	★





PEOPLE












Goal 3: Be recognized by our employees and the community as an exceptional place to work

Goal	ACET Sponsor	2019-20 Initiative/Leveraged Action	Q4 Status
Improve Employee Engagement			
Improve Employee Willingness to Recommend			
3.0	HR	Year 3 of the People Plan implemented by Mar. 31, 2020, including: a) Employee Engagement Survey launched by Nov. 30, 2019, and report on College-wide and departmental follow-up initiatives published by Mar. 31, 2020	
3.0	HR	b) Workplace diversity and Inclusion strategy completed by Dec. 31, 2019	
3.0	HR	c) Succession and Strategic Workforce Planning completed by Mar. 31, 2020	

Innovation and Quality











Goal 4: We will be leaders and continuously improve the quality, impact and innovativeness of teaching, learning and service delivery

Goal	ACET Sponsor	2019-20 Initiative/Leveraged Action	Q4 Status
Increase the number of Students Registered in Co-op			
4.0	IS	a) Co-op A3 Plan countermeasures implemented by Aug. 31, 2019	
4.0	IS	b) Ontario College Application Service (OCAS) application pilot project launched to enable co-op enrolment at the time of OCAS application for Jun. 30, 2019	
4.0	IS	c) "Early Security Clearance" program piloted with 100 students aimed at reducing barriers to working in the Federal Government by Dec. 31, 2019	
4.0	AS	d) Nine programs converted to include a Co-op option, providing opportunities for 967 students to elect to participate in co-op resulting in an additional 242 students enrolled in Co-op by Mar. 31, 2020	

Improve student and employee satisfaction with the College's digital services			
4.1	SS	a) Student Information System Request for Proposals completed and preferred vendor(s) selected by Mar. 31, 2020	
4.1	IS	b) College-wide data model, governance structure and data quality improvement and insights plan confirmed by Jun. 30, 2019	
4.1	FA	c) Budget Planning solution selected by Jun. 30, 2019 and implemented by Mar. 31, 2020	
4.1	AS	d) Learning Management System adoption and satisfaction targets reached by Mar. 31, 2020	
4.1	FA/HR	e) Workday user adoption reached 95% of College employees and user satisfaction benchmark established and continuously improved by Mar. 31, 2020	
4.1	IS	f) CRM key projects; covering Academic Development's Lifecycle Management Solution, Registrar's Office Case Management Solution, and Applied Research's Project Portal; completed by Mar. 31, 2020	
Expand the Innovation and Entrepreneurial mindset			
4.2	IS	a) Student and employee participation in Discovery, Applied Research and Entrepreneurship increased from 5,000 to 7,500 by Mar. 31, 2020	
4.2	IS	b) DARE District Incubator and Makerspace re-launched with new operating model by Jun. 30, 2019	
4.2	IS	c) AshokaU Changemaker Campus Designation application submitted by Sep. 30, 2019	
4.2	SS	d) Number of College department/units on-boarded into the Lean AC Way Model Team program grown from 5 to 12 by Mar. 31, 2020	
4.2	SS	e) 95% of College people leaders have completed their yellow belt lean certification by Sep. 30, 2019	

Sustainability

Goal 5: Pursue truth and reconciliation, social, environmental, and economic sustainability

Goal	ACET Sponsor	2019-20 Initiative/Leveraged Action	Q4 Status
Grow net contribution			
5.0	FA	Net Contribution increased by Mar. 31, 2020 for: a) Funded and Contract and Other Non-Funded Activity net contribution increased from(0.7)% to 3.5%	
5.0	FA	b) Campus Services from 9.9% to 10.0%	
5.0	AS	c) AShokaU Changemaker Campus Designation application submitted by Sep. 30, 2019	
5.0	SS	d) Year 2 of Algonquin-Northern-Sault-Lambton Collaboration project milestones reached by Mar. 31, 2020 (Pending funding)	
Increase value of new cash and pledges			
5.1	ADV	Year 1 of the Advancement Plan launched by Apr. 15, 2019, including: a) Donor Relations Plan implemented by May 30, 2019	
5.1	ADV	b) Prospect Management System implemented by May 30, 2019	
5.1	ADV	c) Activity metrics implemented by May 30, 2019	
5.1	ADV	d) Database reviewed and updated by Jan. 30, 2020	
Engage members of the College community (students, employees and community members) in Truth reconciliation activities			
5.2	TRII	Year 1 or the Indigenization Strategy operationalized, including: a) Indigenization Strategy A3 and Report completed by Jul. 1, 2019	
5.2	TRII	b) Business case for revenue generating components presented to Board of Governors by Oct. 30, 2019	

7.1 Appendix A
2019-20 Business Plan
Fourth Quarter Exceptions Report

	2017-22 Strategic Goals	2019-20 Metric	2019-20 Target	2019-20 Initiative/Leveraged Action	ACET Member	Status	Comments for 4th Quarter
Learner							
1.0	Establish Algonquin as the leader in personalized learning across all Ontario colleges	Improve Overall Student Satisfaction	86%	c) All recommendations and affirmations of the 2016 College Quality Assurance Audit Process (CQAAP) completed by Mar. 31, 2020	C. Janzen		c) Target not reached. Six out of seven of the recommendations and all seventeen of the affirmations continue to progress or have been completed. Human Resources has begun the process of creating an evaluation framework for Other Than Full-Time Faculty to be completed in 2020-2021, pending any revisions to the Business Plan. This recommendation will not be addressed in 2019-20.
Innovation and Quality							
4.0	We will be leaders and continuously improve the quality, impact and innovativeness of teaching, learning and service delivery	Increase Number of Students Registered in Co-op	2,600	d) Nine programs converted to include a Co-op option, providing opportunities for 967 students to elect to participate in co-op resulting in an additional 242 students enrolled in Co-op by Mar. 31, 2020	C. Janzen		d) Target not reached. Three programs have received Board approval; one is tracking to June Board of Governors meeting. One program that was on track to for the June Board of Governors meeting is delayed due to COVID-19. One program is postponed due to further evidence required of industry support. Four programs have been deferred to 2020-21 pending Program Advisory Committee endorsement.
4.1	We will be leaders and continuously improve the quality, impact and innovativeness of teaching, learning and service delivery	Improve student and employee satisfaction with the College's digital services		e) Workday user adoption reaches 95% of College employees and user satisfaction benchmark established and continuously improved by Mar. 31, 2020	D. McNair/D. McCutcheon		e) Target not reached. Workday adoption in 2019-20 has reached 60% based on a metric that measures the frequency that employees process transactions from their inbox on a timely basis. Measures are being developed to improve adoption in 2020-21. A user satisfaction benchmark has been established, the net promoter score, with a 2019 baseline score of -57. The net promoter score will be measured regularly to track improvements in Workday user satisfaction.
		Students	90%				
		Employees	90%				

	2017-22 Strategic Goals	2019-20 Metric	2019-20 Target	2019-20 Initiative/Leveraged Action	ACET Member	Status	Comments for 4th Quarter
4.1				f) CRM key projects; covering Academic Development's Program Lifecycle Management Solution, International's Student Advisor Link Solution, Registrar's Office Case Management Solution, and Applied Research's Project Portal; completed by Mar. 31, 2020	Innovation and Strategy (L. Pollock)		f) Target not reached. International Student Advisor Link: On Hold. Information Technology Services (ITS) resources worked on projects that were higher priority for the International Education Centre (IEC). Shift in priorities requested by business owner. Program Lifecycle Management System (PLMS): Delayed. The need to re-evaluate and re-scope the project changed project timelines. Phase 1 is 70% completed. Currently evaluating Go-Live date for Phase 1. The work for this Phase 1 will be cancelled should SIP funding for PLMS project not be approved. Additional phases will require business unit to seek further funding. Registrar Office Client Relationship Management (CRM): Delayed. Shift in priorities requested by business owner and the need to re-scope the project changed project timelines. Currently evaluating the minimal viable product for Go-Live date. Applied Research's Project Portal: Canceled back in Q1. Resources including budget were not allocated to this project as originally projected.
Sustainability							
5.0	Pursue truth, reconciliation, social environmental, and economic sustainability	Grow net contribution	10%	b) Campus Services from 9.9% to 10.0%	D. McNair		b) Target not reached. Campus Services achieved a 9.8% contribution margin in 2019-20.
5.1	Pursue truth, reconciliation, social environmental, and economic sustainability	Increase value of new cash and pledges	\$2.5M	Year 1 of the Advancement Plan launched by Apr. 15, 2019, including: a) Donor Relations Plan implemented by May 30, 2019	M. Savenkoff		Target not reached. Year 1 of Advancement Plan concluded. a) The scope of the Donor Relations Plan expanded to be more comprehensive of future activity, including donor recognition. Implementation will begin by September 1, 2020. Funds raised as of March 31, 2020 is \$2,131,623. This represents 85.3% of the \$2.5M total revenue goal for 2019-2020. The delay in hiring the Vice-President, Advancement cascaded to delays in staffing the fundraising team. As of March 31, 2020, none of the three approved fundraising positions were filled, in part due to the COVID-19 pandemic.

7.1 Appendix A

#	Goal	Metric	Definition
2017-22	DEFINITION OF METRIC	True North	True North Owner
LEARNER DRIVEN			
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.	100%	Academic
Student Satisfaction	Overall student satisfaction rate from annual provincial KPI survey.	100% 100%	Academic
2. CONNECTED			
Alumni Engagement	<p>Number and percentage of contactable alumni who are engaged in meaningful activities with Algonquin College.</p> <p>Definitions: Alumni: a graduate of Algonquin College from any program of instruction for which a credential is awarded including: College Certificate, Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, Ontario College Graduate Certificate or Degree.</p> <p>Meaningful Alumni Engagement Activities: activities that are valued by alumni, build enduring and mutually beneficial relationships, inspire loyalty and financial support, strengthen the institution's reputation and involve alumni in meaningful activities to advance Algonquin's mission of transforming hopes & dreams into lifelong success (their own & those of other past and present learners):</p> <ul style="list-style-type: none"> • Volunteer: Formally defined and rewarding volunteer roles that are endorsed and valued by the institution and support its mission and strategic goals. • Experiential: Meaningful experiences that inspire alumni, are valued by the institution, promote its mission, celebrate its achievements and strengthen its reputation: • Philanthropic: Diverse opportunities for alumni to make philanthropic investments that are meaningful to the donor and support the institution's mission and strategic goals. • Communication: Interactive, meaningful and informative communication with alumni that supports the institution's mission, strategic goals and reputation and aligned with the College's communication strategy and planning process. 	100%	Student Services
Alumni Willingness to Recommend (Satisfaction):	Score calculated based on responses to the following question (using a 0-10 scale): How likely is it that you would recommend Algonquin College Alumni programming and events to other alumni? Subtracting the percentage of Detractors from the percentage of Promoters yields the Net Promoter Score, which can range from a low of -100 to a high of 100. Promoters (score 9-10), Passives (score 7-8) and Detractors (score 0-6)	100%	Advancement

3. PEOPLE			
Employee Engagement	Percentage of engaged employees as measured in the employee engagement survey (AON Hewitt)	100%	HR
Willingness to Recommend (Perception) External Community	<p>Score calculated based on responses to the following question (using a 0-10 scale): How likely is it that you would recommend Algonquin College to a friend, family member, or colleague? Subtracting the percentage of Detractors from the percentage of Promoters yields the Net Promoter Score, which can range from a low of -100 to a high of 100. Promoters (score 9-10), Passives (score 7-8) and Detractors (score 0-6)</p> <p>Our methodology evaluates brand holistically (perception and awareness). As such, it includes those unaware of our brand as detractors which results in a lower score than, for example, a post product experience survey. Detractors are asked a follow-up question that provides further detail on awareness/familiarity with our brand. Given that this is a general population survey these net promoter scores should not be compared to industry averages. The survey is conducted across Eastern Ontario and Gatineau.</p>	100%	Marketing
Willingness to Recommend	Percentage of employees who would recommend Algonquin College as a place to work as measured in the employee engagement survey (AON Hewitt)	100%	HR
4. INNOVATION AND QUALITY			
# of Students Registered in Co-op	<p>The sum of;</p> <ul style="list-style-type: none"> • Students who register directly to co-op mandatory programs through OCAS; • Students who register directly to co-op versions of programs when there is a choice between 'regular' and 'co-op' through OCAS (this is new for September 2019 intakes) • Students who register to co-op programs through the co-op registration process – this is for students that did not register directly to the co-op program through OCAS. 	10,824	Co-op
Innovation and Entrepreneurial Mindset Students Employees	A percentage score obtained by answering a questionnaire, created based on the competencies from the Innovation and Entrepreneurship Mindset Framework, which indicates through a self assessed score the level of innovation and entrepreneurship mindset that a learner possesses at a point in time. The higher the score, the higher the mindset of innovation and entrepreneurship is.	100% 100%	Innovation and Strategy

5. SUSTAINABLE (Financial, Environmental, Social)			
Net Contribution (out of operations)	<p>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:</p> <ul style="list-style-type: none"> • principal portion of debt service payments • contributions to reserves • purchases of assets that will be capitalized on the balance sheet <p>The following cash inflows are treated as revenues:</p> <ul style="list-style-type: none"> • capital grants that will be recorded as deferred capital contribution on the balance sheet <p>The following items are excluded from the calculation:</p> <ul style="list-style-type: none"> • depreciation expense, amortization of deferred capital contributions, change in vacation liability, impact of capitalizing assets and capital grants <p>*NOTE: this portion of the definition is required for Finance Dept staff only - applies at the College roll-up level, not required knowledge for other administrators</p>	<p>10%</p>	<p>Finance & Admin</p>
Greenhouse Gas Emissions	<p>Greenhouse gas emissions are the release of gases into the earth's atmosphere associated with an organization or business which contribute to the greenhouse effect. GHG emissions are measured in metric tons of CO2 and are broken up into three different types:</p> <ul style="list-style-type: none"> • Scope 1 – "Direct Emissions" – emissions that are "owned or controlled by an organization" - generated on site by an organization • For Algonquin, it is almost exclusively from the burning of natural gas for heating and the generation of power (cogen) • Scope 2 – "Indirect Emissions" - emissions from the consumption of purchased electricity (i.e. from electricity grid) • Scope 3 – "Other Indirect Emissions" – not directly owned or controlled e.g. emissions generated by individuals travelling to/from an organization, third-party distribution and logistics etc. <p>Current legislation and GHG reduction targets by the Ministry of the Environment pertain exclusively to Scope 1 and Scope 2 emissions but it is expected that Scope 3 emissions will be included at a future date. Consequently, GHG figures for Algonquin College are do not include Scope 3 emissions.</p>	<p>0</p>	<p>Finance & Admin</p>
Indigenization & TRC	<p>Implementing year 1 of the Transforming Indigenization Initiatives report in order to operationalize Indigenization at Algonquin College. Indigenization activities are heavily informed and inspired by the 94 Calls to Action resulting from the Truth and Reconciliation Commission.</p> <p>Participant engagement: meaningful engagement of interested individuals from students, college staff members (support staff, faculty and administrators) and college community stakeholders groups.</p> <ul style="list-style-type: none"> • Exploration of Truth – developing a suit of Indigenous professional development offerings that will be used in order to meet target offering for this year (500 participants – staff, faculty, administrators, community members and / or college stakeholders). • Erecting the Tree – a one year special project that will see Indigenous Initiatives take on a coaching / guiding role for the Algonquin College Leadership Team (administrators) that will focus on the acquisition of traditional Indigenous governance models and seek to embed them into our business planning. This will take place over the entire year of 2019 and focus on 13 ACLT meetings. • Demonstrate financial viability of Indigenization activities by animating the capital investments via within the DARE District. <p>Demonstrate financial viability of Indigenization activities.</p>	<p>100%</p>	<p>TRC & Indigenization</p>

7.1 Appendix B

BUSINESS PLAN SCORECARD - METRICS										
<div style="text-align: right;"> Legend Exceeded target Approached target Did not meet target Target not specified </div>										
2017-2022 Strategic Directions	2017-2018 Benchmark	2017-2018 Target	2017-2018 Actual	2018-2019 Target	2019-2020 Target	2019-2020 Actuals	2020-2021 Target	2021-2022 Target	TRUE NORTH	TRUE NORTH OWNER
1. LEARNER DRIVEN										
Retention	86.8%	87.5%	83.1%	85.0%	86.0%	85.7%	87.0%	87.3%	100%	Academic
Student Satisfaction	77.4%	78.0%	73.2%	76.5%	79.0%	76.3%	80.0%	81.0%	100%	Academic
2. CONNECTED										
Alumni Engagement	N/A	8,515	8,515 (12%)	1,222 (2%)	4,097 (5%)	5,101 (6%)	5,070 (6%)	6,073 (6%)	100%	Advancement
Alumni Willingness to Recommend (Satisfaction):	N/A	N/A	N/A	80%	81%	82%	82%	83%	100%	Advancement
Willingness to Recommend (Perception): External Community	-35	-32	-25	-36	-25	-36	-24	-23	100%	Marketing
3. PEOPLE										
Employee Engagement	60%	62%	56%	N/A	59%	68%	N/A	62%	100%	Human Resources
Willingness to Recommend (Employees):			67%	N/A	70%	71.80%	N/A	72%	100%	Human Resources
4. INNOVATION AND QUALITY										
# of Students Registered in Co-op	1,500	N/A	1,500	1,960	2,600	3,661	4,000	5,500	11,000	Co-op
Innovation and Entrepreneurial Mindset Students Employees	N/A	N/A	N/A	N/A	TBC	67%	70%	73%	100% 100%	Innovation & Strategy
5. SUSTAINABLE (Financial, Social, Environmental)										
Net Contribution (out of operations - all in)	5.3%	5.5%	7.4%	3.6%	6.2%	9.8%	8.2%	9.0%	10%	Finance & Administration
Transmission of Indigenous Knowledge and professional development material:										
Students	N/A	N/A	N/A	N/A	180	320	500	2000	10,000	Truth Reconciliation and Indigenous Initiatives
Employees					220	314	250	300	1400	
Community					100	120	150	200	1,000	
Total					500	754	900	2,500	12,400	
Greenhouse Gas Emissions Measured in tonnes CO ₂ , Scope 1&2 Emissions	8,239	N/A	6,635*	8,937^ (estimated)	11,985	6,977 (estimated)	12,310	12,576	0	Finance & Administration

BUSINESS PLAN SCORECARD - METRICS

*Updated with Ontario Ministry of Energy GHG Emission Calculations

^Corrected estimation of GHG Emission Calculation

7.1 Appendix B

Legend	
■	Exceeded target
■	Approached target
■	Did not meet target
■	Target not specified

BUSINESS PLAN SCORECARD - FOURTH QUARTER VARIANCE EXPLANATION

2017-2022 Strategic Directions	2019-2020 Target	2019-2020 Actuals	TRUE NORTH	TRUE NORTH OWNER	STATUS	REASON FOR VARIANCE
1. LEARNER DRIVEN						
Retention	86.0%	85.7%	100%	Academic	Approached target	Approached Target: Actual Fall 2019 to Winter 2020 term-to-term retention of 85.7% was below target by 0.3 percentage points or 61 students (full-time and part-time). The primary cause for the variance was due to a higher weighting of AC Online and part-time students in Fall 2019 compared to Fall 2018. These program population segments typically have a lower term-to-term retention rate (~ 10% to 15% points lower) due to the intentional flexibility in progression patterns.
Student Satisfaction	79.0%	76.3%	100%	Academic	Did not meet target	Did not meet Target: Actual 2019-20 student satisfaction results of 76.3% are in line with last year's results (76.2%) and slightly above the Ontario college system average. The 2019-20 target of 79% was established on the basis of returning to satisfaction levels prior to the Fall 2017 work stoppage as well as anticipated satisfaction level increases that did not materialize related to improvements in facilities with the completion of the DARE District (Discovery, Applied Research, Entrepreneurship) which includes a new library and learning centre, an Indigenous Commons, Makerspaces, entrepreneurship and innovation space that provide students with latest technology in facilities such as a Cybersecurity Centre, an Energy Research Lab, and a Data Analytics Centre. Algonquin College did experience an increase in satisfaction for the quality of services provided to students (+ 1.7 percentage points) which offsets a decrease in satisfaction for overall quality of the learning experiences in their program.
2. CONNECTED						
Alumni Engagement	4,097 (5%)	5,101 (6%)	100%	Advancement	Exceeded target	Exceeded Target: due to a higher than expected alumni engagement under the Advancement Communications function, specifically the number of voluntary address updates and number of alumni who gave expressed consent for the College to email them.
Alumni Willingness to Recommend (Satisfaction):	81%	82%	100%	Advancement	Exceeded target	Exceeded Target: based on responses to a series of targeted post-event alumni surveys.
Willingness to Recommend (Perception): External Community	-25	-36	100%	Marketing	Did not meet target	Did not meet Target: While the score did improve this fiscal year over the previous year, the target set was too ambitious. The intent was to strive to meet a previous recorded high score. With further research of competitors, we now have a better understanding of the range that is achievable within the marketplace. The previous high score is likely a data outlier. There are many factors that contribute to the willingness to recommend score including media exposure, student and alumni sentiment, employee presentations/visibility outside the college but within catchment, and of course marketing appeals. Upon review of the competitor data and our own historical data, targets for the upcoming Business Plans, to the end of the Strategic Plan timeline, have been revised.
3. PEOPLE						
Employee Engagement	59%	68%	100%	Human Resources	Exceeded target	Exceeded Target: based on original 59% goal set, 68% has been achieved by a fulsome planning process, implementation and targeted communicate's delivered to employees.
Willingness to Recommend (Employees):	70%	71.80%	100%	Human Resources	Exceeded target	Exceeded Target: based on original 70% goal set, 71.8% has been achieved due to the implementation of a number of initiatives since the 2017 Engagement Survey.

4. INNOVATION AND QUALITY						
# of Students Registered in Co-op	2,600	3,661	11,000	Co-op		Exceeded Target: The initiatives identified through the A3 problem solving process and delivered on by both Co-op and Academic Development proved successful outperforming expectations. Specifically, the ability to apply directly into an Algonquin College Co-op program through the Ontario College Application Service (OCAS) proved effective at increasing Co-op registrations.
Innovation and Entrepreneurial Mindset Students Employees	TBC	67%	100% 100%	Innovation & Strategy		Target not Specified: A specific target was not provided, therefore, no recorded variance.
5. SUSTAINABLE (Financial, Social, Environmental)						
Net Contribution (out of operations - all in)	6.2%	9.8%	10%	Finance & Administration		Exceeded Target: A number of factors contributed to strong financial results including the following notable items: - An increase of 7.1% in international enrolment over the Approved Annual Budget. - Increased revenue recognition of \$3.5 million due to the transition to the new three term model. - Recognition of a \$2.4 million gain on the sale of vacant land in Kanata. - A change in the accounting treatment for the College's contribution to the Athletics and Recreations Centre resulted in a decreased of planned expenditures of \$5.5 million.
Transmission of Indigenous Knowledge and professional development material: Students Employees Community Total	180 220 100 500	320 314 120 754	10,000 1400 1,000 12,400	Truth Reconciliation and Indigenous Initiatives		Exceeded Target: This year, we have exceeded our targets for the transmission of Indigenous Knowledge and professional development materials by a healthy margin. We have made considerable in roads into the college community by working closely with the executive team and the leadership table. New and ongoing partnerships with AC Events continues to uncover new opportunities for collaboration and inclusion of Indigenous ways of knowing. Moreover, we have found innovative and meaningful ways to increase Indigenous presence and awareness throughout Algonquin College.
Greenhouse Gas Emissions Measured in tonnes CO2, Scope 1&2 Emissions	11,985	6977 (estimated)	0	Finance & Administration		Exceeded Target: Greenhouse Gas Emissions (GHG) are measured in tonnes and calculated by the Ontario Ministry of Energy using our calendar year natural gas consumption data report submitted to the Ministry 18 months in arrears. For the reporting year 2019, the data for which is due to the Ministry July 1, 2021, we originally forecast a higher natural gas consumption rate for the co-generation plant; however, due to technical requirements that took most of the year to resolve, the co-generation plant was not placed into full, continuous service until December 23, 2019. The consequence was that our consumption of natural gas was materially lower, and therefore we now estimate the Ministry of Energy GHG emissions calculation will be 6,977 tonnes, well in excess (i.e. lower) of the original, higher target level. Starting Fiscal Year 2020-2021, rather than continuing past practice of using in-house calculated emissions based on fiscal year natural gas consumption data, management will align the business plan scorecard metric for GHG Emissions with the Ministry of Energy GHG calculations, so that the report to the Board of Governors and to the Ministry of Energy reflect the same data.

Report title:	Annual Report and Progress Against Strategic Plan 2017-2022
Report to:	Board of Governors
Date:	June 8, 2020
Author/Presenter:	Tracy McDougall, Director, President's Office and Communications

1. RECOMMENDATION:

THAT the Board of Governors approves the 2019-20 Algonquin College Annual Report.

2. PURPOSE / EXECUTIVE SUMMARY:

The Board of Governors fulfills its annual requirement to the Ministry of Colleges and Universities 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 Training, Colleges and Universities 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 Training, Colleges and Universities Annual Report Operating Procedure. This Procedure is given in Appendix B: Ministry of Training, Colleges and Universities 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: 2019-2020 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 included different parts to the Key Performance Indicators:

- student satisfaction survey;
- college graduate outcomes survey;
- employer satisfaction survey;

Although the Ministry of Colleges and Universities has decided to cancel the student satisfaction survey, the college graduate outcomes survey and employer satisfaction survey continue to operate. On March 23, 2020, the Ministry of Colleges and Universities decided to pause both the college graduate outcomes survey and employer satisfaction survey due to the COVID-19 pandemic. Given that these surveys were part way through, there is no indication at this time when these surveys will resume or the release of the results. Available survey results have been captured in the Business Plan metrics dashboard provided in the Fourth Quarter 2019-20 Business Plan Performance.

The report 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 seventh consecutive year is included.

Charts included in the report identify the following 2019-2020 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 of Training, Colleges and Universities 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:



Claude Brulé
President and CEO

Appendices:

Appendix A: 2019-2020 Draft Annual Report Appendix B: Ministry of Training, Colleges and Universities Annual Report Operating Procedure (last revised September, 2010)



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:	Freedom of Information and Protection of Privacy Act 201-87 Annual Report
Report to:	Board of Governors
Date:	June 8, 2020
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 2019, along with the corresponding year-end Statistical Report for the Information and Privacy Commissioner of Ontario.

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 2019, there were eight (8) Freedom of Information requests received and one (1) ongoing request from 2017. Of those requests received, four (4) were processed within the statutory time limit and four (4) 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: 2019 Freedom of Information Requests Summary Report, as well as Appendix B: The Year-End Statistical Report for the Information and Privacy Commissioner of Ontario.

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 total of \$285 in fees have been collected from requestors, while the College has incurred \$19,916 in legal costs to complete such 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 2019 Freedom of Information Requests Summary Report has been prepared internally, for information and provided as Appendix A: 2019 Freedom of Information Requests Summary Report.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Claude Brulé
President and CEO

Appendices:

- | |
|---|
| Appendix A: 2019 Freedom of Information Requests Summary Report |
| Appendix B: Year-End Statistical Report for the Information and Privacy Commissioner of Ontario |

7.3 Appendix A

Request Number	Date Requested	Request Topic	Information Requested	Fees Received	Legal Costs	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	\$ 2,665.00	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 Appellant underwent mediation, which resulted in Adjudicator's decision to uphold the College's decision by dismissing the appeal. Completed
LGL-2019-02-00044	6-Feb-19	Student's own Records regarding assault allegations	Request for all notes, records, emails involving the Requestor having access to firearms while attending the College.	\$ 5.00	\$ 985.00	Yes	All documents were released with portions redacted on the basis of protecting the personal information of other individuals. Completed
LGL-2019-04-00216	24-Apr-19	(Student) Learning Management System	Request for all records and documents, including pricing, scoring, resumes and communication around the decision to award tender to the winning Contractor (D2L).	\$ 245.00	\$ 7,102.00	No	Substantive collection of records was released to the Requestor with numerous redactions made throughout to protect privacy of other candidates and College employees. The requestor filed appeal with the IPC, and College received Notice of Mediation on the 4th March/20. Date for mediation has not yet been set. Ongoing
LGL-2019-05-00039	26-Apr-19	Custody battle between Student's parents	Student's withdrawal from College program was the source of this Court Order requesting general documents the College had on file for this Student.	\$ 5.00	\$ 679.00	Yes	Records were released through legal counsel at Emond Harnden. Completed
LGL-2019-07-00072	12-Jul-19	Personal Application Records	Student's request for all records, including application into the Early Childhood Program.	\$ 5.00	\$ -	Yes	Records were released. Completed
LGL-2019-08-00029	6-Aug-19	Dispute between former employee and student	Former College employee requesting all correspondence and documentation between herself and prior-student during period of 2015-2018.	\$ 5.00	\$ 374.00	No	Certain records were released under guidance of legal counsel at Emond Harnden. Completed
LGL-2019-09-00034	6-Sep-19	Denial of Co-op Placement to student	Father of Student undergoing Academic Appeal requests all correspondence, records, Centre for Accessible Learning consultation records and discipline records, from all Committee members of his son's Academic Appeal.	\$ 5.00	\$ 5,487.00	No	Due to the volume of documents and emails the College remitted to legal counsel for review, "Ringtail" hosting was used by Emond Harnden to provide identification and redaction services to applicable information within each document, in an efficient and cost effective manner. These redacted documents and emails were released to the Requestor. Ringtail is a SaaS software providing advanced analytics to law firms who subscribe to the cloud-based provider. Completed
LGL-2019-09-00173	13-Sep-19	Student interference with confrontation between Security and three other Students	Student requesting all data and information about him, taken by all Security personnel.	\$ 5.00	\$ 2,624.00	No	College released all records, which were heavily redacted due to the confidential information on behalf of certain students (whistleblowers). Requestor subsequently filed an Appeal which was granted by the Information Privacy Commission for additional information, such as the Security Staff's personal notepads. These records were accordingly released to the Requestor. Completed
LGL-2019-12-00037	29-Nov-19	International Student recruitment	Request for College service agreement with ApplyBoard.	\$ 5.00	\$ -	Yes	Service Agreement was released to the Requestor once approval was provided by the third party to the agreement (ApplyBoard). Completed



The Year-End Statistical Report
for the
Information and Privacy Commissioner of Ontario

**Statistical Report of
Algonquin College
for the Reporting Year 2019**

for
Freedom of Information and Protection of Privacy Act

Section 1: Identification

1.1	Organization Name	Algonquin College
	Head of Institution Name & Title	James Brockbank, Chair of Algonquin College Board of Governors
	Head of Institution E-mail Address	brockbj@algonquincollege.com
	Management Contact Name & Title	Duane McNair, VP Finance and Administration
	Management Contact E-mail Address	mcnaird@algonquincollege.com
	Primary Contact Name & Title	Susan Mainse, Risk Manager
	Primary Contact Email Address	mainses@algonquincollege.com
	Primary Contact Phone Number	6137274723 ext. 2110
	Primary Contact Fax Number	
	Primary Contact Mailing Address 1	1385 Woodroffe Avenue
	Primary Contact Mailing Address 2	Room A229e
	Primary Contact Mailing Address 3	
	Primary Contact City	Ottawa
	Primary Contact Postal Code	K2G 1V8
1.2	Your institution is:	College

Section 2: Inconsistent Use of Personal Information

2.1	Whenever your institution uses or discloses personal information in a way that differs from the way the information is normally used or disclosed (an inconsistent use), you must attach a record or notice of the inconsistent use to the affected information.	0
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Your institution received:

- No formal written requests for access or correction
- Formal written requests for access to records
- Requests for correction of records of personal information only

Section 3: Number of Requests Received and Completed

Enter the number of requests that fall into each category.

- 3.1** New Requests received during the reporting year
- 3.2** Total number of requests completed during the reporting year

Personal Information	General Records
6	6
6	6

Section 4: Source of Requests

Enter the number of requests you completed from each source.

- 4.1** Individual/Public
- 4.2** Individual by Agent
- 4.3** Business
- 4.4** Academic/Researcher
- 4.5** Association/Group
- 4.6** Media
- 4.7** Government (all levels)
- 4.8** Other
- 4.9** Total requests (Add Boxes 4.1 to 4.8 = 4.9)

Personal Information	General Records
3	2
2	0
1	0
0	2
0	0
0	0
0	2
0	0
6	6

BOX 4.9 must equal BOX 3.2

Section 5: Time to Completion

How long did your institution take to complete all requests for information? Enter the number of requests into the appropriate category. How many requests were completed in:

- 5.1** 30 days or less
- 5.2** 31 - 60 days
- 5.3** 61 - 90 days
- 5.4** 91 days or longer
- 5.5** Total requests (Add Boxes 5.1 to 5.4 = 5.5)

Personal Information	General Records
3	6
3	0
0	0
0	0
6	6

BOX 5.5 must equal BOX 3.2

Section 6: Compliance with the Act

In the following charts, please indicate the number of requests completed, within the statutory time limit and in excess of the statutory time limit, under each of the four different situations:

NO notices issued;

BOTH a Notice of Extension (s.27(1)) and a Notice to Affected Person (s.28(1)) issued;

ONLY a Notice of Extension (s.27(1)) issued;

ONLY a Notice to Affected Person (s.28(1)) issued.

Section 6: Compliance with the Act

Please note that the four different situations are mutually exclusive and the number of requests completed in each situation should add up to the total number of requests completed in Section 3.2. (Add Boxes 6.3 + 6.6 + 6.9 + 6.12 = BOX 6.13 and BOX 6.13 must equal BOX 3.2)

A. No Notices Issued

- 6.1** Number of requests completed within the statutory time limit (30 days) where neither a Notice of Extension (s.27(1)) nor a Notice to Affected Person (s.28(1)) were issued.
- 6.2** Number of requests completed in excess of the statutory time limit (30 days) where neither a Notice of Extension (s.27(1)) nor a Notice to Affected Person (s.28(1)) were issued.
- 6.3** Total requests (Add Boxes 6.1 + 6.2 = 6.3)

	Personal Information	General Records
6.1	3	5
6.2	0	0
6.3	3	5

B. Both a Notice of Extension (s.27(1)) and a Notice to Affected Person (s.28(1)) Issued

- 6.4** Number of requests completed within the time limits permitted under both the Notice of Extension (s.27(1)) and a Notice to Affected Person (s.28(1)).
- 6.5** Number of requests completed in excess of the time limit permitted by the Notice of Extension (s.27(1)) and the time limit permitted by the Notice to Affected Person (s.28(1)).
- 6.6** Total requests (Add Boxes 6.4 + 6.5 = 6.6)

	Personal Information	General Records
6.4	1	0
6.5	0	0
6.6	1	0

C. Only a Notice of Extension (s.27(1)) Issued

- 6.7** Number of requests completed within the time limits permitted under both the Notice of Extension (s.27(1)).
- 6.8** Number of requests completed in excess of the time limit permitted by the Notice of Extension (s.27(1)).
- 6.9** Total requests (Add Boxes 6.7 + 6.8 = 6.9)

	Personal Information	General Records
6.7	2	0
6.8	0	0
6.9	2	0

D. Only a Notice to Affected Person (s.28(1)) Issued

- 6.10** Number of requests completed within the time limits permitted under both the Notice to Affected Person (s.28(1)).
- 6.11** Number of requests completed in excess of the time limit permitted by the Notice to Affected Person (s.28(1)).
- 6.12** Total requests (Add Boxes 6.10 + 6.11 = 6.12)

	Personal Information	General Records
6.10	0	1
6.11	0	0
6.12	0	1

E. Total Completed Requests (sections A to D)

- 6.13** Total requests (Add Boxes 6.3 + 6.6 + 6.9 + 6.12 = 6.13)

	Personal Information	General Records
6.13	6	6

BOX 6.13 must equal BOX 3.2

Section 6a: Contributing Factors

Please outline any factors which may have contributed to your institution not meeting the statutory time limit. If you anticipate circumstances that will improve your ability to comply with the Act in the future, please provide details in the space below.

Section 7: Disposition of Requests

What course of action was taken with each of the completed requests? Enter the number of requests into the appropriate category.

	Personal Information	General Records
7.1 All information disclosed	1	5
7.2 Information disclosed in part	5	1
7.3 No information disclosed	0	0
7.4 No responsive records exists	0	0
7.5 Request withdrawn, abandoned or non-jurisdictional	0	0
7.6 Total requests (Add Boxes 7.1 to 7.5 = 7.6)	6	6

BOX 7.6 must be greater than or equal to BOX 3.2

Section 8: Exemptions & Exclusions Applied

For the Total Requests with Exemptions/Exclusions/Frivolous or Vexatious Requests, how many times did your institution apply each of the following? (More than one exemption may be applied to each request)

	Personal Information	General Records
8.1 Section 12 - Cabinet Records	0	0
8.2 Section 13 - Advice to Government	2	0
8.3 Section 14 - Law Enforcement ¹	0	0
8.4 Section 14(3) - Refusal to Confirm or Deny	0	0
8.5 Section 14.1 - Civil Remedies Act, 2001	0	0
8.6 Section 14.2 - Prohibiting Profiting from Recounting Crimes Act, 2002	0	0
8.7 Section 15 - Relations with Other Governments	0	0
8.8 Section 16 - Defence	0	0
8.9 Section 17 - Third Party Information	5	1
8.10 Section 18 - Economic and Other Interests of Ontario	0	0
8.11 Section 18.1 - Information with Respect to Closed Meetings	0	0
8.12 Section 19 - Solicitor-Client Privilege	1	0
8.13 Section 20 - Danger to Safety or Health	0	2
8.14 Section 21 - Personal Privacy(Third Party) ²	0	0
8.15 Section 21(5) - Refusal to Confirm or Deny	0	0
8.16 Section 21.1 - Species at risk	0	0

Section 8: Exemptions & Exclusions Applied

8.17	Section 22 - Information soon to be published	0	0
8.18	Section 27.1 - Frivolous or Vexatious	0	0
8.19	Section 49 - Personal Information(Requester)	3	0
8.20	Section 65 - Act Does Not Apply ³	0	0
8.21	Section 65(6) - Labour Relations & Employment Related Records and Appointment and Placement Related Records	0	0
8.22	Section 67 - Other Acts	0	0
8.23	PHIPA Section 8(1) Applies	0	0
8.24	Total Exemptions & Exclusions Add Boxes 8.1 to 8.23 = 8.24	11	3

¹ not including Section 14(3)

² not including Section 21(5)

³ not including Section 65(6)

Section 9: Fees

Did your institution collect fees related to request for access to records?

	Personal Information	General Records	Total	
9.1	Number of REQUESTS where fees other than application fees were collected	1	0	1
9.2.1	Total dollar amount of application fees collected	\$40.00	\$0.00	\$40.00
9.2.2	Total dollar amount of additional fees collected	\$230.00	\$0.00	\$230.00
9.2.3	Total dollar amount of fees collected (Add Boxes 9.2.1 + 9.2.2 = 9.2.3)	\$270.00	\$0.00	\$270.00
9.3	Total dollar amount of fees waived	\$20.00	\$0.00	\$20.00

Section 10: Reasons for Additional Fee Collection

Enter the number of REQUESTS for which your institution collected fees other than application fees that apply to each category.

	Personal Information	General Records	Total	
10.1	Search time	0	0	0
10.2	Reproduction	95	0	95
10.3	Preparation	0	0	0
10.4	Shipping	0	0	0
10.5	Computer costs	135	0	135
10.6	Invoice costs(and other as permitted by regulation)	0	0	0
10.7	Total (Add Boxes 10.1 to 10.6 = 10.7)	230	0	230

Section 11: Correction and Statements of Disagreement

Did your institution receive any requests to correct personal information?

Personal Information

Section 11: Correction and Statements of Disagreement

11.1 Number of correction requests received	0
11.2 Correction requests carried forward from the previous year	0
11.3 Correction requests carried over to next year	0
11.4 Total Corrections Completed [(11.1 + 11.2) - 11.3 = 11.4]	0

BOX 11.4 must equal BOX 11.9

What course of action did your institution take regarding the requests that were received to correct personal information?

	Personal Information
11.5 Correction(s) made in whole	0
11.6 Correction(s) made in part	0
11.7 Correction refused	0
11.8 Correction requests withdrawn by requester	0
11.9 Total requests (Add Boxes 11.5 to 11.8 = 11.9)	0

BOX 11.9 must equal BOX 11.4

In cases where correction requests were denied, in part or in full, were any statements of disagreement attached to the affected personal information?

	Personal Information
11.10 Number of statements of disagreement attached:	0

If your institution received any requests to correct personal information, the Act requires that you send any person(s) or body who had access to the information in the previous year notification of either the correction or the statement of disagreement. Enter the number of notifications sent, if applicable.

	Personal Information
11.11 Number of notifications sent:	0

Note:

This report is for your records only and should not be faxed or mailed to the Information and Privacy Commissioner of Ontario in lieu of online submission. Faxed or mailed copies of this report will NOT be accepted. Please submit your report online at: <https://statistics.ipc.on.ca>.

Thank You for your cooperation!

Declaration:

I, Duane McNair, VP Finance and Administration, confirm that all the information provided in this report, furnished by me to the Information and Privacy Commissioner of Ontario, is true, accurate and complete in all respects.

Signature

Date

Report title:	People Plan
Report to:	Board of Governors
Date:	June 8, 2020
Author/Presenter:	Diane McCutcheon, Vice President, Human Resources

1. RECOMMENDATION:

THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to share the progress Algonquin College has made on the 2017-2022 People Plan.

3. BACKGROUND:

The College identified the need for several high level college-wide plans that ensure it is solidly positioned to realize the goals of the 2017-2022 Strategic Plan. The People Plan is the first of these plans. The need for a human resources strategy was also identified as part of the College Enterprise Risk Framework.

A progress report on the development of the College’s People Plan was provided to the Board of Governors for information at the October 28, 2019 meeting.

The People Plan describes where the College needs to focus efforts in order to attract, retain, develop and engage employees with the necessary competencies to achieve the overall Strategic Plan and importantly, its goal of being recognized by employees and the community as an exceptional place to work.

The Plan identifies three strategic areas of focus, each with a series of associated actions and success measures in a multi-year implementation plan. The priority focus areas are:

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

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

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

The People Promise is that the College will:

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

4. DISCUSSION:

As the 2019-20 Business Plan concluded, year three of the People Plan also concluded. The College's accomplishments remain consistent with the planning document that include:

Year three:

- The College has completed a comprehensive exploration and stakeholder consultation to develop a Unified Core Competency Framework for the three employee groups (Academic, Administrative, Support). The focus of the consultation was engagement on the definitions of competencies and data compilation. These competencies will be incorporated into our recruitment, performance management, succession planning and employee learning and development.
- The Succession Planning Framework was completed with the primary focus for 2019-20 on the analysis of the Critical Positions for business continuity. This analysis was completed by the Algonquin College Executive Team in February, 2020.
- The 360-Degree Feedback for Deans and Directors was completed. Algonquin College Leadership Team members have received their reports and are currently implementing plans.
- The College's focus on employee mental health was supported in its efforts by the work of the Psychological Health & Safety Taskforce which is comprised of members from across the College and our union partners. Recognizing the importance of a healthy workplace, this taskforce led many initiatives including "Not Myself Today" Campaign.

This campaign is to highlight mental illness in the workplace and to start the process of normalizing discussion around this important topic.

- The College launched its Policy and Blueprint for Equity, Diversity and Inclusion. This blueprint includes a three-year phased-in approach that focuses on embedding Equity, Diversity, and Inclusion into our day-to-day work and operationalizing it as a normal part of our planning processes.
- Employee Engagement Survey completed in December, 2019 with a Pulse survey planned for November, 2020 using our provider Metrics@Work.
- Utilizing the lean methodology of the AC Way, the College created the Employee LifeCycle Huddle to focus on the adoption of the processes, structure and technology within Workday. This huddle was attended by representatives from across the College that met regularly and ensured that the end-user voice remained central to enhancements within the system.
- The College launched an examination of Employee Learning and Development to undertake a framework for creating a culture of learning in the flow of work. This will be a focus for the year four of the People Plan.

The complete People Plan is included in Appendix A: Algonquin College People Plan 2017-22.

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

6. STUDENT IMPACT:

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

7. FINANCIAL IMPACT:

A financial impact will be undertaken during the scoping of individual initiatives. Any additional financial resources needed will be planned for during the annual budgeting process, the Strategic Investment Priorities project funding process, and the position request process.

8. HUMAN RESOURCES IMPACT:

A qualitative and quantitative impact on human resources will be undertaken during the scoping of individual initiatives in the People Plan.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

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

10. COMMUNICATIONS:

A communication plan was in place to support the 2019 Employee Engagement Survey and the results of the survey. Work will continue in year four of the People Plan to develop cross-College initiatives and departmental plans. The creation of a Culture Book for the College had employees providing stories of what Algonquin College meant to them. The Launch and distribution of the book has been delayed due to the COVID-19 pandemic however everyone looks forward to its distribution.

Communications on the work of the Psychological Health & Safety Committee continued with focused communications on the “Not MySelf today” Campaign. These initiatives are underscored with the message of the importance of mental health in the workplace speaks to one of the College’s primary value of Caring.

11. CONCLUSION:

The People Plan is the first of the high-level college-wide enabling plans developed in support of the 2017-22 Strategic Plan. The Plan identifies three strategic areas of focus, clear actions, and measures for success in a multi-year implementation plan.

Respectfully submitted:



Diane McCutcheon
Vice President, Human Resources

Approved for submission:



Claude Brulé
President and CEO

Appendices:

Appendix A: Algonquin College People Plan 2017-22



Abhay

50+5

People Plan 2017-2022

June 2017

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INTRODUCTION

Welcome to the People Plan

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

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

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

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

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

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

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

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

Sincerely,



Cheryl Jensen,
President and CEO



Cathy Frederick,
Vice-President, Human Resources

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

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

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

01.

FOUNDATION

About this People Plan



Darrin

1.1

Guiding Principles in Developing the Plan

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



Cathy

01. ENGAGING EMPLOYEES

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

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

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

02. EVIDENCE-BASED DECISION-MAKING

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

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

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

03. LIVING DOCUMENT

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

04. ALIGNING WITH THE STRATEGIC PLAN

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

1.2

About us

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

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



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

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



1.3

Our People Promise

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



Ben

The People Promise affirms that the College will:

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



1.4

Plan Overview

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

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

02.

AREAS OF FOCUS

The Core of the People Plan



Carlo

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

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



STRATEGIC FOCUS #1:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MEASURES OF SUCCESS

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

STRATEGIC FOCUS #2:

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

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

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

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

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

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

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

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

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

MEASURES OF SUCCESS

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



STRATEGIC FOCUS #3:

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

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

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

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

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

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

MEASURES OF SUCCESS

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

03.

ACCOMPLISHMENTS

How will we
be different
five years out?



Cheryl

2017 - 2018 Accomplishments

WE WILL HAVE:

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

2018 - 2019 Accomplishments

WE WILL HAVE:

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

2019 - 2020 Accomplishments

WE WILL HAVE:

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

2020 - 2021 Accomplishments

WE WILL HAVE:

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



2021 - 2022 Accomplishments

WE WILL HAVE:

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



Dave

AC

**Report from the Chair
Board of Governors Meeting
June 8, 2020**

Given the continuing concerns over the COVID-19 pandemic and in keeping with the recommendations of public health authorities and the provincial government to avoid large gatherings and limit non-essential travel, the College Sector have cancelled the following events that would have typically been reported at the June Board meeting:

- 2020 Colleges and Institutes Canada (CICan) Conference (originally scheduled May 3 - 5, 2020)
- Skills Ontario 2020 Competition (originally scheduled May 4 - 6, 2020)
- Polytechnics Canada Annual General Meeting and Conference (originally scheduled May 14-15, 2020)

President's Year-End Dinner

The President's Year-End Dinner for the Algonquin College Board of Governors originally scheduled for June 22, 2020 has been postponed until the ban for large gatherings is lifted by public health and the province. Stay tuned for a new date to be communicated through the Board Office.

2020 Spring Convocation Ceremonies

The 2020 Spring Convocation Ceremonies have been postponed until further notice.

Fall Board Retreat - September 13-14, 2020 – Pending status of COVID-19 pandemic restrictions

The September Board Retreat is scheduled for September 13 – 14, 2020 and will depend on the COVID-19 pandemic situation in September relating to social distancing and large group gatherings. This is a combined retreat of the postponed Spring March 28, 2020 Board Retreat and the September 13 & 14, 2020 Fall Retreat. Fall Board retreat locations are usually rotated between Perth and Pembroke, but will remain local to adhere to budget restrictions.

Colleges Ontario Higher Education Summit 2020

The annual Colleges Ontario Higher Education Summit which includes professional development opportunities for Board of Governor members, as well as the Premier's Award Gala, has been cancelled this year. This event, held each year in Toronto, in late November, early December, is a highlight for the Board. Plans are afoot to offer some of the professional development opportunities virtually via webinars. Details will be announced when known.

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:

Dr. James Robblee (2014-2020) first joined the Board of Governors in 2004 and completed his first six-year term of office in 2010 where he was Chair of the Board from 2008-2010. Following

a four-year break, he was elected to the Board of Governors in 2014, completing his second six-year term of office. James served as a member of the Audit and Risk Management Committee from 2014-15, member of the Academic and Student Affairs Committee from 2015-16, member of the Governance Committee from 2016-17. He Chaired the Governance Committee from 2017-19 and became Vice Chair of the Board in his last year (2019-20). We thank James for his in-depth contribution to the Board of Governors.

Kelly Sample (2014-2020) was elected to the Board of Governors in 2014, completing a six-year term of office. Kelly served as a member of the Audit and Risk Management Committee from 2014-17, Vice Chair of the Audit and Risk Management Committee from 2017-18, and served as the Chair of the Committee from 2018-20. We thank Kelly for her in-depth contribution to the Board and to the Audit and Risk Management Committee.

Krishna Stanton (2017-2020) was elected to the Board of Governors in September 2017 as an internal Board member representing the Administrative employees. She served on the Governance Committee from 2017-18, and the Academic and Student Affairs Committee from 2018-20. We thank Krishna for her dedicated service to the College and for the issues of interest to the Administrative group that she brought to the Board’s attention.

Yadwinder Singh (2019-2020) was elected to the Board of Governors in September 2019 as an internal Board member representing students and served on the Academic and Student Affairs Committee from 2019-20. We thank Yadwinder for his service to our Board and to the College community.

A BIG Thank you to all!

Over the Summer

Depending on the COVID-19 pandemic situation, the Board Executive Committee will be holding a Retreat on July 7 to develop the agenda for the September Board Retreat. The Governance Committee will finalize the Orientation Sessions for new Governors, scheduled for August 21 and September 13, 2020, and the Board Office will be busy with logistics for the Board and Committee meetings and activities that occur throughout the year.

2020-2021 Board Meeting Schedule & Events

The schedule of Board meetings from September 2020 to June 2021 will be posted on the Board of Governors website. The 2020-21 Board meetings, retreats and special events are as follows:

NOTE: Updates on meetings and events will be communicated accordingly to ensure public health guidance is reflected.

Meeting Schedule		
Date	Location	Time
Monday, October 26, 2020	T102 A&B	4:00 – 6:00 pm
Monday, December 7, 2020	T102 A&B	4:00 – 6:00 pm
Monday, February 22, 2021	T102 A&B	4:00 – 6:00 pm
Monday, April 19, 2021	T102 A&B	4:00 – 6:00 pm
Board Meeting & Annual General Meeting Monday, June 07, 2021	T102 A&B	4:00 – 6:00 pm

Event Schedule	
Board of Governors' Fall Retreat	(Tentative) Sun. Sep. 13 & Mon. Sep. 14, 2020
Board of Governors Holiday Dinner	Fri. Dec.11, 2020
Board of Governors' Spring Retreat	Sat. Mar. 27, 2021 (Tentative)
President's End-of-Year Dinner	June 2021 (TBD)

**Report from the President
Board of Governors Meeting
June 8, 2020**

President Brulé virtually met with the following key external contacts from the post-secondary education leaders and community leaders with many more planned in the coming months:

- Member of Parliament, Catherine McKenna;
- Member of Provincial Parliament, David Piccini;
- Chairman, AC-Kuwait, Saud Jafar;
- President, AC-Kuwait, David McHardy;
- President and Vice-Chancellor, University of Ottawa, Jacques Frémont;
- Provost and Vice-President, Academic Affairs, University of Ottawa, Jill Scott;
- Deputy Minister, Ministry of Colleges and Universities, Laurie LeBlanc;
- Assistant Deputy Minister, Ministry of Colleges and Universities, Kelly Shields;
- Deputy Minister, Long-Term Care, Richard Steele;
- Assistant Deputy Minister, Long-Term Care, Janet Hope;
- CEO Perley and Rideau Veterans Health Care, Akos Hoffer;
- Project Manager, Perley and Rideau Veterans Health Care, Katrin Spencer;
- CEO, Ottawa Community Housing Corporation, Stéphane Giguère;
- Senior Consultant, Urban Equation, Steve Dulmage;
- Partner, Urban Equation, Justin George;
- President and CEO of La Cité, Lise Bourgeois;
- Board members, Polytechnics Canada;
- President and CEO Invest Ottawa, Michael Tremblay;
- Board members, Ottawa Network for Education;

On April 14, President Brulé attended the College Employer Council's virtual Board of Directors meeting. Attendees included Scott Allison, Board Chair, Centennial College, Graham Lloyd, CEO, College Employer Council, Linda Franklin, President & CEO, Colleges Ontario, and Presidents & CEOs of Ontario Colleges.

On April 27, President Brulé attended the online Celebration Showcase to commemorate the David C. Onley Initiative (DCOI). This event paid tribute to the work and accomplishments of the team and partners of the initiative. Attendees relived highlights from the project, viewed never-before-seen photos from the DCOI archive, reminisced some of the events and campaigns, and discovered important project outcomes.

On May 6, President Brulé attended a virtual Ministerial Advisory Council consultation hosted by the Honourable Ross Romano, Minister of Colleges and Universities. The purpose of the consultation was to discuss the economic and societal impacts of the COVID-19 pandemic. This consultation was well attended by Presidents of Ontario Colleges, along with Linda Franklin, President and CEO, Colleges Ontario. The discussion revolved around main themes in order to gather direct feedback. The themes were as follows:

- Key sectoral pressures;
- Regional differences in sectoral pressures;
- Working together with Province;
- Perspectives on federal supports; and
- Phasing of reopening and recovery approaches.

Feedback from the consultation was provided to the Ontario Jobs and Recovery Committee.

Committee of Presidents Meeting – COVID-19 Calls

The Committee of Presidents began daily virtual meetings as soon as a state of emergency was declared in Ontario due to the COVID-19 pandemic. The meetings initially focused on salvaging the 2020 Winter term, and ensuring continuity of the learning process and academic activities through remote delivery of programs and services. As the situation evolved, the discussion shifted to focus on the 2020 Spring term.

As the province began the recovery phase of the pandemic and re-opening of the economy, the Committee of Presidents meeting frequency subsided to once a week. The focus of the discussions also shifted, in response to a request from the Minister of Colleges and Universities, to determining the feasibility of conducting a summer pilot to deliver some in-person applied hands-on instruction for select programs (such as health care). This would allow students in graduating position to complete their program requirements and join the workforce. This work is on-going and no decision has been made yet, but is expected soon.

The Committee of President is now discussing the scenarios and plans for the 2020 Fall term and the 2021 Winter term, and beginning to contemplate what a post-pandemic College system will look like, from a strategic point of view, to address socio-economic and employment / workplace challenges and opportunities.

<p>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.</p>	
<p>Strategic Direction</p>	
<p>Reporting time frame: March 10, 2020 to May 4, 2020</p>	
<p>LEARNER DRIVEN</p> <p>Goal 1: Establish Algonquin as the leader in personalized learning across all Ontario colleges.</p>	
<p>Summary Report from:</p>	<p>Activity</p>
<p>Academic</p>	<ul style="list-style-type: none"> • Algonquin College students, support staff, faculty and administrators demonstrated extraordinary flexibility and commitment as the College pivoted to complete the Winter 2020 term in an emergency remote delivery format. • Learning and Teaching Services supported Academic Continuity and faculty during the COVID-19 pandemic with the delivery of 51 drop-in sessions, 47 workshops with more than 700 participants, and the creation of a new Academic Continuity website. • Learning and Teaching Services provided training and support to faculty for the administration of 1,500 proctored exams through Honorlock to complete the Winter 2020 course delivery. • On March 13, 2020, Perth Campus students and faculty participated in an engagement session for Imagine 2030 that provided opportunity to offer input on how the campus can adapt and develop over the next decade. • The first cohort of students of the Bachelor of Early Learning and Community Development (Honours) degree was to graduate 46 students this spring. • Therapeutic Recreation, Ontario College Graduate Certificate program, launched its first cohort in Fall 2019. The third term comprised 480 hours of community placement. As a result of the pandemic, faculty developed a virtual placement project for students wishing to continue their studies during the Spring 2020 term. Presented to Therapeutic Recreation Ontario, the voluntary accrediting body, the virtual replacement project was well received. It was shared with practicing Recreation Therapists in Ontario to help them support their clients in this time of physical distancing. Eight students chose this placement opportunity while others have chosen to defer their placement until restrictions have eased. • In a letter dated April 8, 2020, the Canadian Veterinary Medical Association granted full accreditation to the College’s Veterinary Technician program.

<p>Communications, Marketing and External Relations</p>	<ul style="list-style-type: none"> • The Communications Department continued to support the Learner-driven Plan strategy implementation, including ongoing promotion of the implementation plan, working groups, Learner-driven events and initiatives, and profiles of employees performing key work. These activities were halted in early March due to the COVID-19 pandemic. Implementation of the Learner-driven Plan is on hold for the 2020-21 academic year. The Communications group worked with the Learner-driven Plan team on communications needs related to this temporary shutdown, including messaging for the College community and the Learner-driven Plan website.
<p>Finance and Administration</p>	<ul style="list-style-type: none"> • Course materials were delivered to learners free of charge through the Connections website. There has been a steady stream of orders for the Spring/Summer 2020 term. • The Integrated College Development Planning Framework Principles were presented in engagement sessions at Perth and Pembroke campuses on March 12 and 13. Finalized principles were presented and endorsed by the Algonquin College Executive Team on March 25. • Construction of the Athletics and Recreation Centre project resumed when COVID-19 restrictions were lifted on university and college sites as of May 4, 2020. Construction activities resumed with remobilization on May 5. Potential impacts from trades/suppliers were reviewed. Delivery of structural steel joists and members resumed and erection commenced. Various tenders were continued with the closing of most remaining tenders anticipated in May 2020.
<p>Human Resources</p>	<ul style="list-style-type: none"> • The Human Resources micro-credentials development to date will be modified for hybrid delivery in the interim, encompassing a mix of self-directed learning and synchronous online facilitation.
<p>Indigenous Initiatives</p>	<ul style="list-style-type: none"> • On March 11, Ron (Deganadus) McLester attended the 4th Annual Truth & Reconciliation Gathering for Ontario Colleges in Thunder Bay. The intention of this year’s Gathering was to demonstrate what colleges are doing together and what the colleges’ adoption of Truth and Reconciliation Calls to Action mean for day-to-day operations.
<p>Innovation and Strategy</p>	<ul style="list-style-type: none"> • With the support of the Ontario Labour Market Partnership program funding, more than 500 learners took advantage of Corporate Training’s free online training. There are 1,750 registered in classes through the end of June 2020. • The International Education Centre hosted its first virtual immigration information sessions in April with record attendance. An Express Entry information session was offered in conjunction with Immigration, Refugees and Citizenship Canada on April 16, 2020 with 361 registered students and 176 unique attendees. The Post-Graduate Work Permit information session held on April 21, 2020 saw 257 students register with 85 attending.
<p>Student Services</p>	<ul style="list-style-type: none"> • The Marketing and Recruitment department created a new program through the Future Student website to connect prospects with recruiters for one-on-one personalized conversations. • The AC Hub partnered with Campus Services to add resources and information on student support services along with information on accessing AC Always Connected events to the package of learning materials for 150 incoming Spring

	<p>2020 students. The package contained merchandise to welcome students to the Algonquin College community courtesy of the AC Hub.</p> <ul style="list-style-type: none"> • As of March 16, 2020, the call and client service centre made the transition to remote operations and ceased in-person service. Despite the change in the work environment, improvements in Fall 2019 in call centre processing contributed positively to service experience. Due to multiple impacts of the COVID-19 pandemic, the number of calls decreased by 25% compared to the same time last year (from 19,189 to 14,435). However, the call answer rate increased by 19% (from 4,653 abandoned calls last year to 1,403 this year). • Call centre service wait time decreased by 36% per call this year compared to last year (from three minutes to two minutes and twelve seconds). • There were 994 international student applications processed with an average turnaround time of 7.91 days. For the same period last year, 1,454 international student applications were processed, and the average turnaround time was 7.8 days. This represented a 31.6% decrease in processed applications. This decrease can be attributed to a reduction in applications received and an increase in processing time for each application due to additional work required to support displaced Spring term international applicants due to COVID-19 pandemic-related program intake suspensions.
<p>INNOVATION AND QUALITY</p>	
<p>Goal 2: Lead the college system in co-op and experiential learning.</p>	
<p>Goal 3: Attain national standing in quality, impact, and innovation within each school and service.</p>	
<p>Summary Report from:</p>	<p>Activity</p>
<p>Academic</p>	<ul style="list-style-type: none"> • The Bachelor of Hospitality and Tourism Management students hosted several charity fundraisers. While events were cancelled due to the pandemic, the students were still able to raise funds for various charities, including the Ottawa Regional Cancer Foundation, Windward Fund, Ottawa Food Bank, and Ausome Ottawa. • Several fourth-year Bachelor of Science in Nursing students were hired by the Pembroke Regional Hospital as infection screeners and runners. Tasks included obtaining supplies as well as screening individuals entering the hospital to ensure precautions to decrease the spread of the coronavirus were followed. • The Health and Community Studies' Bachelor of Science in Nursing program at the Ottawa Campus received the highest level of accreditation (seven years) in the recent accreditation completed by the Canadian Association of Schools of Nursing.

<p>Communications, Marketing and External Relations</p>	<ul style="list-style-type: none"> • With the ongoing pandemic, Algonquin College’s Social Media Platforms have been one of the key tools used to disseminate information to the community regarding the institution’s response. Within a month, more than 150 questions came in regarding the situation. The College used these questions as the basis for many communications going forward. • Through the use of Facebook, Twitter, Instagram, and LinkedIn, the College reached more than 3.1 million impressions, more than doubling the impressions from a year ago, which had 1.3 million impressions over the month. • Communications helped spotlight the College’s record Animation program ranking (6th in the world) via internal and external promotional material.
<p>Finance and Administration</p>	<ul style="list-style-type: none"> • The updated AC Cash and Parking websites will make life easier for learners as we shift to digital delivery first for our services.
<p>Human Resources</p>	<ul style="list-style-type: none"> • The new employee learning platform and registration system launched March 10, 2020, providing College employees with a modern interface and an enriched, flexible learning experience. The system provided a straightforward registration process and an easy way to browse and manage one’s professional development. • Given the COVID-19 pandemic reality, requests increased from across the College to access the employee learning platform, including areas such as Finance, AC Way, and Human Resources (Inclusion and Diversity).
<p>Innovation and Strategy</p>	<ul style="list-style-type: none"> • The 3rd Annual Co-operative Education Awards of Excellence were handed out to five employers and five students who made an excellent contribution to Co-op. Employer award winners include Canada Border Services Agency, RND Construction, Bishop Water Technologies, the Royal Canadian Mint, and HOK. Details are available at: https://www.algonquincollege.com/coop/2020-co-op-awards-of-excellence-recipients/ • The Social Innovation Lab secured pre-approval from the Information and Communications Technology Council to support 15 new student positions over the coming year. These positions will be partly funded (50% to 70%) through the federal Student Work Placement Program. • As part of the Ontario Centre of Excellence-funded Digital College Research Lab program, the IBM Students at Risk project applied the Murky Middle theory of student retention to ten years of Algonquin College student data. A statistical model was created that analyzed a snapshot of students with average grades (Grade Point Average 2.0 – 3.0) at the end of first year. The model identified that 40% of this cohort that did not graduate. It has been recommended to the Strategic Enrolment Steering Committee that the application of this information can potentially have a significant impact on student retention. • As part of the Ontario Centre of Excellence-funded Digital College Research Lab program, the Ametros Student Advisor Chatbot project (aka Casey) demonstrated a prototype that could engage in a dialogue with a student seeking expert

	<p>Academic Success advice. This can be done through an interactive dialogue with a chatbot using IBM Watson Artificial Intelligence technology. The chatbot was able to provide automated advice to students with guidance aligned with the College’s Academic Advisor Handbook, as well as the Frequently Asked Questions in the College’s Academic Success database – https://www.algonquincollege.com/academic-success/</p>
<p>Student Services</p>	<ul style="list-style-type: none"> • Given the transition to an online environment, the Marketing and Research Department researched and wrote technology security and privacy assessments, developed the College Zoom Guideline and Privacy Notice, and created privacy outlines for Online Proctoring (Honorlock) and Adobe Docu-Sign. • The AC Hub Volunteer Centre gained resources from Kind Village through a \$100,000 grant applied for in partnership with Employment and Social Development Canada. The resources will enable the launch of a new social impact volunteer database. This the first of its kind in a post-secondary institution. • The AC Hub completed ongoing daily updates to all pages of the Student Support Services Website during the pandemic. The Marketing and Recruitment Department worked closely with managers across Student Support Services to ensure each department’s website was updated to inform students of the changes to service availability. A new web page was created to house all coronavirus-related service updates for each department in Student Support Services and to streamline the information flow. • The AC Hub communications team led the creation of a Student Learning Kit, an easy access tool for students to gain information on transitioning to online learning: https://www.algonquincollege.com/student-support-services/student-learning-kit/. • The Records and Archiving team, in collaboration with Information Technology Services, implemented a new process for creating PDF versions of official College transcripts. • The Admissions, Registration and Records team, in collaboration with Information Technology Services, digitized paper reports that supported the following business processes: grades entry/academic recap, mass and conditional registration, and graduation review. • The Admissions, Registration and Records team, in collaboration with the Registrar’s Office Systems team, converted the Academic Appeal Form, the Review of Final Grade form, and the Academic Appeal Review form to digital versions to help facilitate these business processes. • The Admissions, Registration and Records team, in collaboration with the Student Success Specialists, piloted a standardized communication to Spring term students regarding self-registration of their General Education Elective. The objective of this communication was to support the efforts of the General Education Coordinators and to reduce the number of students who require support for a late registration.

	<ul style="list-style-type: none"> • The Scheduling team implemented a change in the Student Information System and Scheduling software in order to show course room location as ONLINE on student timetables for the remainder of the Winter term. • The International Admissions team, in collaboration with the International Education Centre, implemented a new process for making future terms available for international student applications. The objective of this new process was to improve accuracy regarding program availability and tuition and fees estimates. • The AC Way team supported various leaders, areas, and departments in the College in the transition to the remote delivery of services, including establishing visual management systems, creating virtual huddles, developing new virtual processes, mapping processes, and creating standard operating procedures.
<p>CONNECTED Goal 4: Become an integral partner to our alumni and employers.</p>	
<p>Summary Report from:</p>	<p>Activity</p>
<p>Academic</p>	<ul style="list-style-type: none"> • Perth Community and Employment Services converted the Youth Job Connection program to virtual delivery in late April, using tools such as Google Classrooms, Zoom, and additional employment-related resources that were available. • The Hospitality – Hotel Restaurant Operation Management program held a Zoom graduating class closing event on May 7, 2020. More than 75 people, including faculty, graduating students, and their families attended this event. • The new Renfrew County Virtual Triage and Assessment Centre is an amazing example of fast local innovation. The Pembroke Office Administration-Executive students participated in the testing of the service using Zoom video communications in support of this collaboration of Renfrew County health care agencies. • Marianhill, a long-term care facility and Pembroke Campus community partner, hired some current Personal Support Worker students to assist in supporting elderly community members.
<p>Advancement</p>	<ul style="list-style-type: none"> • Ten alumni and one community employer were approved as 2020 Alumni of Distinction Award recipients. Recipients have been contacted to attend the gala tentatively scheduled for the first week of December. • Alumni were invited to participate in virtual events such as webinars and lunch and learns. • Ten alumni-led organizations were identified as potential volunteer hosts for students looking to earn the Canada Student Service Grant as outlined by the Government of Canada for students “who choose to do national service and serve their communities.”
<p>Communications, Marketing and External Relations</p>	<ul style="list-style-type: none"> • Government Relations worked closely with Bruyère Hospital following a request for respiratory therapist placements. The College worked with the Academic team to successfully provide resources to Bruyère Hospital who reached out for help to address Human Resources pressures caused by the pandemic.

	<ul style="list-style-type: none"> • Government Relations coordinated and supported President Brulé's presentation to the City of Ottawa's Finance and Economic Development Committee for the development of a future soundstage. • With the cancellation of the 2020 Co-op Awards event, Communications offered to assist with increased social media to help the Co-op team promote the winners, including video content for each award winner.
Human Resources	<ul style="list-style-type: none"> • One new employee was identified as Algonquin College alumni and referred to Advancement.
Innovation and Strategy	<ul style="list-style-type: none"> • The Ministry of Labour, Training and Skills Development renewed the College's SkillsAdvance Ontario project for a second year to support the Steel and Aluminum Manufacturing and Metal Fabrication sector of Eastern Ontario. Working collaboratively, the \$13,789,000 project combines the efforts of Algonquin College, Fleming College, St. Lawrence College, La Cité, and Loyalist College to provide workforce training to those companies impacted by the Canada-United States-Mexico Free Trade Agreement. • On March 31, 2020, Algonquin College was awarded \$331,500 in Ontario Labour Market Partnership funding to establish the Ottawa Making It in Manufacturing Resource Network, building on the work of the Local Employment Board (formerly the Local Employment Planning Council) administered by Algonquin College. • As part of the Ontario Centre of Excellence-funded Digital College Research Lab program, the Adobe Digital Portfolio Project created four workshops for the Student Learning Centre. These workshops were delivered in the Student Learning Centre Lab classroom before the COVID-19 lockdown, and were converted to online workshops after mid-March. The four workshops were designed to show students in Engineering, Business, Hospitality, and Skilled Trades how to build portfolios of their work and experience using Adobe Creative Cloud Tools. They were also available as online videos at https://algonquincollege.libguides.com/c.php?g=714822
Student Services	<ul style="list-style-type: none"> • Over 137 learners attended AC Always Connected "Finding Motivation in Uncertain Times," on April 29, 2020. This large-scale virtual event, was open to all learners, employees, and alumni, featured celebrity interviewer and filmmaker Komal Minhas. • Aspire AC created three additional community partnerships. Of note was a social enterprise partnership whereby Aspire job coaches help students in a supportive setting to obtain work-integrated learning experience.
<p>SUSTAINABLE Goal 5: Enhance Algonquin's global impact and community social responsibility.</p>	
Summary Report from:	Activity

Academic	<ul style="list-style-type: none"> • Where possible, Winter 2020 programs were moved to emergency remote delivery as a result of the stay-at-home order issued by Public Health. This took effect March 23, 2020 following a week of intensive training for faculty to deliver curriculum in this new environment. • All Deans in the Academic Area were holding regular Town Hall meetings via Zoom with their respective faculty and support staff to keep them apprised of decisions taken related to academic continuity in response to the pandemic. • The School of Hospitality and Tourism made food donations to the Ottawa Mission in March 2020 to assist during the coronavirus outbreak.
Advancement	<ul style="list-style-type: none"> • The College’s giving website was enhanced to profile key funding campaigns. The online giving form allows donors to direct contributions to designated priorities. • Alumni, employees, faculty, and the extended Algonquin College community donated a total of \$55,000 to support the newly created COVID-19 Student Emergency Fund. The Algonquin Students’ Association was given a special thank you for its generous donation of \$20,000. The alumni email appeal had an open rate of 49.6%. • Donors continued to create new awards, including the Hugh Wright Scholarship in honour of Mr. Wright’s recent retirement from Algonquin College, and the Milano Pizza and Friends Police Foundations Bursary.
Communications, Marketing and External Relations	<ul style="list-style-type: none"> • March saw the College’s most successful Facebook post, informing the community of the College’s donations to aid the City of Ottawa in the fight against the coronavirus. The post gained 769 reactions, 37 comments, and 243 shares, making it the post with the highest engagement rate the College had seen to date. • Communications designed, launched, updated and maintained the College’s central coronavirus resources page. The page featured hundreds of frequently asked questions, resource pages for employees and students, services information, and mental health services information. Our team worked closely with every other major team at the College, including Information Technology Services, Campus Services, Student Support Services, Facilities Management, Risk Management, the Students’ Association, the Registrar’s Office, the International Education Centre, Human Resources, and our Indigenous teams, to build resources on the page. New subpages were created for Information Technology Services, International Students, and more. The website also served as a main conduit and link to individual coronavirus-related pages updated and maintained by individual departments. • Communications supported the new Learning Centre’s launch of select, free online courses for the community during the pandemic. The department created media and press materials and arranged interviews.
Indigenous Initiatives	<ul style="list-style-type: none"> • After the first six months of the program in operation, all activities and deliverables in the agreement with Employment and Social Development Canada were met for the Indigenous YouthBuild Canada.

	<ul style="list-style-type: none"> • There were 340 Indigenous youths who received career coaching to date, and 80 were employed learning a variety of skills and gaining valuable experience. Program activities at all four sites were suspended as at March 15 in response to the COVID-19 pandemic.
<p>Innovation and Strategy</p>	<ul style="list-style-type: none"> • In response to the COVID-19 closure of College test centres across Ontario, Algonquin enabled the Honorlock virtual proctoring option through BrightSpace to continue to serve Tarion home inspector assessment clients. The implementation completed and was launched on April 15, allowing Corporate Training to resume testing across the province. The new system will provide increased revenues for the College. • Algonquin College posted a Request for Proposal early this year for a contract to run its recruitment and business development operations in India, with proposed offices in New Delhi and Mumbai. The tendering process resulted in a change of vendor in the market. Global Enterprise Consulting became Algonquin’s new partner in India. It took over the management of College offices and staff from Sannam S4 on March 16, 2020. The three Sannam S4 staff assigned to Algonquin College decided to transfer to the new vendor when given the option. This allowed a smooth transition with no negative impact on College activities or branding in India. • The Social Innovation lab established a community-based partnership – Ottawa Makes Personal Protective Equipment – with Hacking Health Ottawa and CHEO to harness community makers, including Algonquin’s Makerspace, to manufacture Personal Protective Equipment for frontline healthcare workers in Ottawa. • A Software Platform (insightScope) developed at the Social Innovation Lab in collaboration with CHEO was utilized for research on the COVID-19 crisis. The results were shared with key decision makers at their request for developing policies related to Personal Protective Equipment and N95 decontamination and re-use. The requesting agencies included the Chief Science Advisor’s expert panel on COVID-19, the Ontario Command Table Secretariat, Ontario’s Health Technology Assessment team, the Public Health Agency of Canada. As well, several hospitals across Canada received significant attention from local, national and international media, including the <i>Ottawa Citizen</i>, the <i>National Post</i>, CBC, the <i>New York Times</i> and <i>The Guardian</i>. • The Office of Applied Research and Innovation at the Pembroke Campus was approved for funding under the College and Community Social Innovation Fund. This federal government funding program identifies gaps and needs in student services and academic programming to better support Indigenous learners, develop learning and training interventions for settler students and faculty and staff, and deliver applied research projects that will Indigenize campus and community spaces. This funding covers three years at \$120,000 per year. The proposal was a collaborative effort that involved the Office of Applied Research, the three main departments at the Pembroke Campus – Health and Community Studies, Business, Technology and Outdoor Training, Community and Student Affairs – as well as Dean

	<p>Keltie Jones, The Circle of Turtle Lodge, a local non-profit, and the Algonquins of Pikwakanagan First Nation in Golden Lake, Ontario.</p>
Student Services	<ul style="list-style-type: none"> • The College Winter Open House originally scheduled for March 13, 2020 was transformed into a virtual event in response to the concerns surrounding COVID-19. The Virtual Open House page, supporting all three campuses, was live from March 13 to April 16, 2020. More than 1,600 visitors browsed through the content. Marketing tactics included digital ads, print, social media, email campaigns, radio, and collateral distributed by the recruiters. • Visitors to the Virtual Tour participated in the Virtual Open House with 952 visitors in the first week, and 505 and 531 visitors in the subsequent weeks. The typical weekly average is 393. • Paid digital campaigns performed well with a 99% increase in leads during the period (1,302 in 2019 and 2,588 in 2020). The cost per lead also decreased by 57% from \$15.63 to \$6.70 as a result of ongoing modifications and the inclusion of ad extension, including the Virtual Tour and Custom Viewbook. • Live presentations – webinars – launched on April 23, 2020. During the dates of the reporting period, 979 prospects registered for these webinars and 517 prospects participated. • Financial Aid processed 14,260 active Ontario Student Assistance Program applications as of May 7, 2020, with \$116 million awarded. Of the Ontario Student Assistance Program awards, \$60 million – or 52% – was grant funding. Compared to the same period in 2019, this was a 10% decrease in applications (from 15,816 to 14,260), and a 25% decrease in funding (from \$154 million to \$116 million). The proportion of grant funding decreased from 58% to 52%. This decrease in funding was expected as a result of the Ministry of Colleges and Universities’ change to the Ontario Student Assistance Program funding formula used in 2018-19.
PEOPLE	
Goal 6: Be recognized by our employees and the community as an exceptional place to work.	
Summary Report from:	Activity:
Communications, Marketing and External Relations	<ul style="list-style-type: none"> • The Communications Office soft-launched its new Employee Expert webpage and database. This interactive site offered a vehicle to showcase Algonquin’s talented experts to outside media. Due to the current COVID-19 focus, Communications will wait until later in 2020 to promote this site internally and externally. • Communications commenced a daily series called Life on the Home Front chronicling employees’ journey through the “new normal” of work and life from the home office. During April, eighteen employees from across the College were profiled, including: Natasha Wood, Colin Mills, Julie McCann, Marie France Boudreault-Champagne, Sarah Crawford, Jason Vodden, Cheryl Dowell, Neil Hunter, Jessica Ruttan, Jessica House, Jeff Agate, Janice Pryce, Jackie Tenute, Mara Lowrey, Laura Jarrell, Curtis Farrell, Emily Westbrook, and Sarah Gauen.

	<ul style="list-style-type: none"> • After a temporary suspension due the pandemic, the Communications team helped promote applications to this year’s Employee Awards with a deadline of May 31. • The Events team worked on transitioning in-person events to a virtual platform to encourage employee engagement. Events that made this transition to an online format include Town Hall, Coffee Break and Wind Down. The expanding list of new events can be found in the following link: https://docs.google.com/spreadsheets/d/1nKfVsahxA-Nzs34D3wTVWSOLLz8p-HRQizp6ftTADE/edit#gid=1511381585
<p>Finance and Administration</p>	<ul style="list-style-type: none"> • Campus Services engaged in a voluntary weekly virtual Coffee Break for its employees. Over 35 employees from all departments participated. • On May 4, 2020, the College welcomed three new employees within the Facilities Management department: a new Chief Operating Engineer and two new building operators.
<p>Human Resources</p>	<ul style="list-style-type: none"> • The College committed to address the mental health of its workforce as a priority. As a result, the Psychological Health & Safety Policy required the College to “plan and deliver appropriate psychological health and safety learning to all College staff.” As an early response to this requirement, the Guarding Minds at Work survey was launched. This survey was unique and free online resource to help employers assess, protect, and promote psychological health and safety in the workplace. • At the heart of Guarding Minds at Work were survey tool and summary reports that compared the College’s results against a 2016 nationally representative sample of workers in industries and geographical regions across Canada. Suggested strategies, planning worksheets, and evaluation resources were provided to help improve the psychological health and safety in the workplace. Human Resources launched the survey on February 18 and closed it on March 10. Extensive communication and events encouraged College employees, full- and part-time, to participate. Due COVID-19 circumstances, Human Resources delayed releasing the results and beginning the assessment the implications and plans for the College going forward. • Driving home the Workforce Pandemic Mitigation Plan option with respect to vacation utilization, several Coffee with Maureen sessions were held for People Leaders and employees. There were a total of five sessions – two for People Leaders and three for employees – over six days. There was significant interest in the sessions and Human Resources was able to work directly with individuals to ensure that everyone understood the rationale for the mitigation plan as well as how the College was committed to working through this pandemic as a community. • The Total Compensation team consulted with many employees interested in taking a voluntary leave of absence during the pandemic. This proved to be a viable option for regular part-time employees who are currently not employed at full capacity.

- The Redeployment Program was developed by Human Resources in support of the Pandemic Workforce Mitigation Plan. The basic purpose of the program was to provide job security for employees for as long as possible and to provide relief to areas and departments of the College that are operating over capacity. The program consists of:
 1. Employee capacity analysis;
 2. Identification of redeployment opportunities;
 3. Employee and manager information sessions;
 4. Employee and manager information documents; and
 5. Posting opportunities.
- At this stage, Human Resources moved into the assessment of employees' skills and experience in relation to the opportunity they may fill. Human Resources will work with managers to complete the process of redeployment and support as needed. As of August 31, employees are tentatively scheduled to return to their home positions.
- The Human Resources Employee Service Centre had 1,478 interactions with employees since March 10. This included voicemail, email, Zoom and team meetings, open office hours posted on myAC, and an open forum in which employees asked questions of the department.
- Diversity and Inclusion re-cast its Blueprint given the current circumstances and will provide a focus on employee learning and sharing opportunities. These opportunities will be rolled out to all three employee groups – administrators, support staff, and academic, and will provide timely and relevant inclusion and diversity resources.
- The Careers site was less active during this time with the current pause on recruiting. However, Redeployment Opportunities was posted and 15 job opportunities before the pause. The Talent Advisors continued to provide guidance and coaching to managers related to talent acquisition and talent management. There was a shift in focus to completing interview panels virtually, and then discussing multiple workforce planning options related to the Mitigation Plan.
- Fourteen participants completed TTA 5503: Engaging Adult Learners with Effective Teaching Strategies while 16 participants completed TTA 5509: Presentation Skills (three Prior Learning Assessment and Recognition applications from Performance Institute).
- Human Resource hosted five Morneau Shepell online webinars (originally slated to be face-to-face sessions) that attracted 124 registrants.
- The department curated information on Working Remotely and Wellness & Agility to help colleagues manage their learning while still working.
- The Centre for Organizational Learning offered one New Employee College Orientation session hosting 12 new employees. This was the first orientation done virtually via Zoom.

	<ul style="list-style-type: none"> • Human Resources assisted colleagues in transforming traditionally in-class Professional Development sessions into virtual offerings using Zoom and/or as self-directed micro-learning courses. • The department coordinated the delivery of four Professional Development workshops to 82 registrants. These workshops were offered in collaboration with the Centre for Accessible Learning and Finance and Administrative Services. • Human Resources also assisted with the transition of the Part-time Faculty Orientation Program to Learning & Teaching Services, including a roll out using the new Employee Learning Platform. • The following face-to-face 2019-20 employee learning programs and courses were transitioned to synchronous online delivery to ensure successful completion during the pandemic’s remote work requirements: <ol style="list-style-type: none"> 1. ALEI 2: all 20 program participants were successfully completed April 30, 2020. 2. ALEI 3: final session held on May 26, 2020. • Responding COVID—19 circumstances, Human Resources developed various Employee Learning Initiatives for online self-directed micro-learning courses that provide the flexibility to learn in the flow of one’s work and an optional 30-minute, moderated Peer Learning Exchange session. These courses included: <ol style="list-style-type: none"> 1. Working Remotely – Making it Work for You; 2. Wellness and Agility; 3. Working Remotely – Leading and Managing Teams; 4. Working Remotely – Technology Tools; 5. Being Well by Cultivating Our Resilience; 6. Bridging Cultural Differences in Diverse Teams; 7. Leading During Challenging Times for People Leaders; and 8. Working During Changing Times. • A final session of Leadership Mentoring was held on May 14, 2020.
<p>Innovation and Strategy</p>	<ul style="list-style-type: none"> • Charlene Miller was the successful candidate for the one-year term position of Manager, Private College Partnerships effective March 30, 2020. The person in this position is responsible for overseeing the initiatives of the International Education Centre in the areas of projects and partnerships, marketing, and business development with private institutions and organizations in Canada. These initiatives seek to explore the delivery of Algonquin College programs to prospective international students through a private college partner in Canada. • The Social Innovation Lab received one of the first COVID-19 investments in the amount of \$55,000 from the Thistledown Foundation for work related to the coronavirus crisis. Thistledown was recently established by Shopify founder Tobi Lütke and Fiona McKean, owner of the Opinicon Resort.

Student Services	<ul style="list-style-type: none"> The AC Way delivered three virtual sessions for the Ottawa Lean Community of Practice.
STUDENT & EMPLOYEE SUCCESSES:	Activity
Academic	<ul style="list-style-type: none"> Altaf Sovani, Chair, Hospitality and Tourism Department, successfully defended a doctoral dissertation entitled “Job Satisfaction and Retention of Millennials in the Canadian Hotel Industry: Finding Innovative Solutions” at California Southern University in May 2020. Pembroke Police Foundations graduate Madison Samms worked at Community Living Upper Ottawa Valley during the pandemic, keeping everyone active, in good spirits, and, most importantly, in good health.
Communications, Marketing and External Relations	<ul style="list-style-type: none"> The Communications department submitted ten award applications to the Colleges and Institutes Canada Awards of Excellence, winning Silver in the International Category. Communications supported an awareness campaign for a group of recent graduates who launched the Online Music Conference 2020, billed as the first-ever virtual music conference.
Human Resources	<ul style="list-style-type: none"> A special thank you to Angie Peterson, Bobbi Gormley, Chantal Dune, and Julia Fortey for their support in building and delivering an online orientation module for new Other Than Full-time Faculty.
Innovation and Strategy	<ul style="list-style-type: none"> Graduating Journalism Student Emily Britton, completing an emergency placement (initial placement lost to COVID crisis) with the Social Innovation Lab, had her resulting article published in the <i>Ottawa Business Journal</i> https://www.obj.ca/article/cheo-algonquin-join-forces-create-scientific-literature-review-software-platform
Student Services	<ul style="list-style-type: none"> Award recipients of the 9th Annual Student Volunteer Gala were announced virtually on the Student Services social media accounts on March 27, 2020.

2020-21 BOG Work Plan

ROLE OF THE BOARD	RESPONSIBLE AREA /PERSON	MEETING DATES				
		26-Oct 2020	7-Dec 2020	22-Feb 2021	19-Apr 2021	7-Jun 2021
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.						
2021-22 Budget Assumptions, Three-Year Pro Forma, First Draft Concepts of the 2020-22 Business Plan	D. McNair, L. Stanbra		X			
Approval of 2021-22 Budget and the 2020-22 Business Plan	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. Janzen	X	X	X	X	X
Executive compensation	C. Brulé			X	X	
Five Year Capital Investment Plan	D. McNair		X			
Healthy Living Education Initiative (Information item only)	C. Janzen				X	
Key Performance Indicators Report Back (included in ASAC Report)	C. Janzen		X			X
AC Way Update (Information): Deferred from Jun. 8, 2020 meeting to Oct. 26, 2020	L. Stanbra	X				X
Public Private Partnership (Information item only)	D. McNair		X			X
People Plan (Information item only October & June meetings)	D. McCutcheon	X				X
Employee Engagement Update (Information item for October)						
Strategic Mandate Agreement 3.0 (Deferred from Jun. 8, 2020 meeting to Oct. 26, 2020)	C. Janzen	X				X
Student Information System - Update	L. Stanbra	X			X	
Transforming Indigenization Initiatives Update Presentation	R. McLester		X			X
Learner-Driven Plan Implementation Update	C. Janzen		X			
Athletic & Recreation Centre - Update Presentation	D. McNair				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.						
Board Oversight of the President (IN Camera & Meeting Without Management)	C. Brulé J. Brockbank	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 2020-21 and progress against Strategic Plan 2017-22	T. McDougall					X
Quarterly 2020-21 Business Plan Update (for information)	L. Stanbra	Q1	Q2	Q3		
Fourth Quarter 2020-21 Business Plan performance	L. Stanbra					Q4
Program Advisory Committee's Annual Report (ASAC Report)	C. Janzen			X		
SA 16: Sexual Assault/Sexual Violence Policy (ASAC Report)	L. Stanbra	X				
2019-20 Sexual Assault/Sexual Violence Annual Report to the Board (Information item ASAC Report)	L. Stanbra		X			
2020-21 Sexual Assault/Sexual Violence Annual Report to the Board (Information item ASAC Report)	L. Stanbra				X	

ROLE OF THE BOARD	RESPONSIBLE AREA /PERSON	26-Oct 2020	7-Dec 2020	22-Feb 2021	19-Apr 2021	7-Jun 2021
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.						
2021-22 Schedule of Tuition and Ancillary Fees	L. Stanbra		X			
Banking Officers’ resolution (AGM agenda)	D. McNair					X
Colleges of Applied Arts & technology (CAAT) Retirement Compensation Annual Report to Sponsors (emailed to Governors)	C. Brulé					X
Quarterly 2020-21 Financial Projection	D. McNair	Q1	Q2	Q3		
Fourth Quarter Financial Results	D. McNair					Q4
Appointment of auditors (AGM agenda)	D. McNair					X
Draft Audited Financial Statements (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.						
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.						
Board Management Summary Report (Information published in YourAC are not to be included in this Report)	Algonquin College Executive Team	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					
Board Generative Discussion - Session to be held as required	J. Brockbank					
Board Committee reports (Academic & Student Affairs; Audit & Risk Management; Governance)	V. Tiqui-Sanford	X	X	X	X	X
Appointment of new Governors for 2021-22	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
2020-21 Board of Governors Evaluation Results (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 (hand out to Board members at the meeting)	D. McNair	Q1&2		Q3	Q4	

Board of Governors 2020 - 2021

Meeting Schedule		
Date	Location	Time
Monday, October 26, 2020	T102 A&B	4:00 – 6:00 pm
Monday, December 7, 2020	T102 A&B	4:00 – 6:00 pm
Monday, February 22, 2021	T102 A&B	4:00 – 6:00 pm
Monday, April 19, 2021	T102 A&B	4:00 – 6:00 pm
Annual General Meeting & Board Meeting Monday, June 07, 2021	T102 A&B	4:00 – 6:00 pm

***Meeting materials are available on the Board of Governors website:**
<http://www.algonquincollege.com/bog/meeting-schedule-2/>