

MEETING OF THE BOARD OF GOVERNORS

MEETING NUMBER FIVE HUNDRED AND FIFTHTEEN OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON MONDAY, DECEMBER 16, 2019, FROM 4:00 PM – 6:00 PM, IN T102 A&B, OTTAWA CAMPUS.

| AGENDA | | Presenter | Time |
|-----------|--|--|-------|
| 0. | <u>Celebrating Student Success – Changemaker Award</u> <ul style="list-style-type: none"> • Bachelor of Hospitality & Tourism Management Goes Global | Chris Janzen | 10 m. |
| 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 October 28, 2019 | Jim Brockbank | 1 m. |
| | 3.2 Board Executive Committee Report | Jim Brockbank | 0 |
| | 3.3 Academic and Student Affairs Committee Report Appendix A: 2018-2019 Sexual Violence Prevention Annual Report Appendix B: 2018-2019 Key Performance Indicators Results Appendix C: Enrolment Update | Jay McLaren | 0 |
| | 3.4 Audit and Risk Management Committee Report Appendix A: Second Quarter 2019-2020 College Operating Funds Investment Report Appendix B: Second Quarter 2019-2020 Endowment Funds Investment Report Appendix C: Second Quarter 2019-2020 Major Capital Projects Report | Kelly Sample | 0 |
| | 3.5 Governance Committee Report Appendix A: Bylaw 1 Amended (tracked) Appendix B: Bylaw 1 Amended (clean) Appendix C: 2019 New Board Orientation Part 1 - Survey Results Appendix D: 2019 New Board Orientation Part 2 - Survey Results Appendix E: 2019 Fall Board of Governors Retreat – Survey Results | Gail Beck | 0 |
| | 3.6 Banking Officers Resolution Appendix A: Banking Officers Resolution | Duane McNair | 1 m. |
| 4. | BUSINESS ARISING FROM THE MINUTES | | |
| | 4.1 Learner-driven Strategy - Implementation Plan Appendix A: Learner-driven Plan Strategy Implementation | Chris Janzen Laura Stanbra Patrick Devey | 20 m. |

| | | | |
|-----------|---|---|-------|
| | | Laura Jarrell Jessica Devries Devon Galway Elizabeth Tyrie | |
| 5. | NEW BUSINESS | | |
| | 5.1 Transforming Indigenization Initiatives – Phase 2 | Ron McLester | 15 m. |
| | 5.2 Five-Year Capital Investment Plan Appendix A: Five-Year Capital Investment Plan 2020-2021 to 2024-2025 | Duane McNair | 10 m. |
| | 5.3 2019 Corporate Risk Profile Appendix A: 2019 Corporate Risk Profile Executive Summary | Duane McNair Colin Bonang | 10 m. |
| 6. | DECISION ITEMS AND REPORTS | | |
| | 6.1 Second Quarter 2019-2020 Financial Projection Appendix A: Second Quarter 2019-2020 Financial Projection Appendix B: Second Quarter 2019-2020 Compliance Schedule | Duane McNair Grant Perry | 10 m. |
| | 6.2 2020-2021 Budget Assumptions, Three-Year Pro Forma, First Draft Concepts of the 2020-2022 Business Plan Appendix A: Three Year Pro Forma Budget | Duane McNair Grant Perry Laura Stanbra | 25 m. |
| | 6.3 2020-2021 Schedule of Tuition and Ancillary Fees Executive Summary of Fee Information for the Draft 2020-2021 Tuition and Fee Schedules Schedule A to E: 2020-2021 Proposed Schedule of Fees Appendix A to F: 2020-2021 Proposed Compulsory Ancillary Fees | Laura Stanbra Krista Pearson | 10 m. |
| 7. | ITEMS FOR INFORMATION | | |
| | 7.1 Second Quarter 2019-2020 Business Plan Performance Appendix A: Second Quarter 2019-2020 Business Plan Dashboard Appendix B: Second Quarter 2019-2020 Business Plan Exceptions Report | Laura Stanbra | 0 |
| | 7.2 Strategic Mandate Agreement 3 (SMA3) | Claude Brulé | 0 |
| | 7.3 Report from the Board Chair | Jim Brockbank | 0 |
| | 7.4 Report from the President | Claude Brulé | 0 |
| | 7.5 Board of Governors Management Summary Report | Executive Team | 0 |
| | 7.6 2019-2020 Board of Governors Workplan | Jim Brockbank | 0 |
| 8. | UPCOMING EVENTS | Date | |
| | • Future of Health and Wellness Speaker Series | January 24, 2020 | |
| | • Board of Governors Meeting | February 24, 2020 | |
| | • Future of Health and Wellness Speaker Series | March 6, 2020 | |
| | • 2020 Spring Board Retreat | March 28, 2020 | |
| | • Future of Health and Wellness Speaker Series | April 17, 2020 | |

| | | |
|------------|---|------------------------------------|
| | • Board of Governors Meeting | April 20, 2020 |
| | • Future of Health and Wellness Speaker Series | May 29, 2020 |
| | • President's BBQ | June 4, 2020 (tentative) |
| | • Board of Governors Meeting & Annual General Meeting | June 8, 2020 |
| | • President's End of Year Dinner – For the Board | June 22, 2020 |
| | • 2020 Spring Convocation | June 23 to 25, 2020 (tentative) |
| | • Board Executive Committee Retreat | July 7, 2020 |
| | • AC Vision Event | August 20, 2020 |
| | • 2020 New Board of Governors Orientation Part 1 | August 20, 2020 |
| | • 2020 New Board of Governors Orientation Part 2 | September 13, 2020 |
| | • 2020 Fall Board of Governors Retreat | September 13 & 14, 2020 |
| 9. | REGULAR MEETING ADJOURNMENT | |
| 10. | IN CAMERA MEETING | |
| 11. | MEETING WITHOUT MANAGEMENT | |
| 12. | IN CAMERA MEETING ADJOURNMENT | |

DRAFT

BOARD OF GOVERNORS MEETING MINUTES

MINUTES OF THE MEETING NUMBER FIVE HUNDRED AND FOURTEEN OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON MONDAY, OCTOBER 28, 2019 AT 4:00 PM, IN ROOM T102 A&B, OTTAWA CAMPUS.

Present:

Jim Brockbank, Board Chair
Claude Brulé, President & CEO
Audrey Claire Lawrence
Cyril McKelvie
Enrico DeFrancesco
Gail Beck
Ikram Zouari
Jamie McCracken
Jay McLaren
Jeff Darwin
Jim Robblee
Krisha Stanton
Stephen Tudor
Steve Barkhouse
Valerie Sayah
Wayne Johnson
Yadwinder Singh

Recorder:

Victoria Tiqui-Sanford, Board Assistant

Algonquin College Executive Team:

Chris Janzen, Acting Senior Vice President, Academic
Duane McNair, Vice President, Finance & Administration
Laura Stanbra, Vice President, Student Services
Patrick Devey, Vice President, Innovation & Strategy
Ron Deganadus McLester, Vice President, Truth, Reconciliation and Indigenization
Tracy McDougall, Director, Communications & President's Office

Regrets:

Diane McCutcheon, Vice President, Human Resources

Presenters:

Grant Perry, Director, Finance and Administrative Services
Krista Pearson, Registrar
Lois Pollock, Chief Digital Officer
Janet Hunter, Change Management Consultant, Student Information System Implementation
Dan Melone, Senior Project Manager, Student Information Project
Deijanelle Simon, President, Students' Association

Changemaker Awards:

Kevin Holmes, Project Manager, Applied Research, Innovation and Entrepreneurship

Students:

Mohamad Akel, Mobile Application Design and Development, Ontario College Diploma
Wilfred Turcotte, Interactive Media Design, Ontario College Diploma
Erin Wiles, Psychology (Carleton University)

External Guests

Barry Travers (KPMG)
Richard Simm (KPMG)

Governor Observers:

Rodney Wilson, Governor in Waiting
John Weerdenburg, Governor in Waiting
Yusuf Khan, Governor in Waiting

WELCOME REMARKS

Board Chair Brockbank welcomed members and guests to the meeting at 4:00 p.m. Governor McLaren welcomed and introduced K. Jones, the new Dean of the Pembroke Campus.

0. CELEBRATING STUDENT SUCCESS – CHANGEMAKER AWARD: Hacking Health Ottawa – People’s Choice Award Winners 2019

C. Janzen, Acting Senior Vice President, Academic, provided members with an overview of Hacking Health Ottawa – People’s Choice Award Winners 2019. The Hacking Health Ottawa event took place on June 1 & 2, 2019. Hacking Health aims to transform healthcare by connecting healthcare professionals with designers, developers, innovators and entrepreneurs to build realistic solutions to frontline healthcare problems. At the 2019 #HIP613 Hackathon, two students from the SLiDE/Social Innovation Lab along with a student from Carleton University pitched an idea for a “Gamified Mental Health Resource Library App”. Their pitch attracted five additional team members. Over the weekend, the team built out the concept and were awarded the People’s Choice Award voted on by all the hackathon participants. C. Janzen introduced Kevin Holmes, Project Manager, Applied Research, Innovation and Entrepreneurship, Managing Director, SLiDE and the following students to provide their presentation:

- Mohamad Akel, Mobile Application Design and Development, Ontario College Diploma
- Wilfred Turcotte, Interactive Media Design, Ontario College Diploma
- Erin Wiles, Psychology (Carleton University)

Board Chair Brockbank and President and CEO, Brulé presented the students with the Changemaker awards.

1. CONSTITUTION OF THE MEETING & APPROVAL OF THE AGENDA

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

RESOLUTION

MOVED & SECONDED: A. Lawrence & J. Robblee

THAT the Board of Governors approves the meeting agenda of October 28, 2019.

CARRIED.

2. DECLARATION OF CONFLICT OF INTEREST

Board Chair 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 June 10, 2019

Approval of the Board of Governors Meeting minutes of June 10, 2019.

RESOLUTION

MOVED & SECONDED: G. Beck & C. McKelvie

THAT the Board of Governors approves the June 10, 2019 meeting minutes.

CARRIED.

3.2 Board Executive Committee Report

Board Chair Brockbank provided a verbal update of agenda items discussed at the October 9, 2019 Board Executive Committee meeting. Meeting highlights included a status update on Lieutenant Governor in Council appointments, and informed members that the Committee debriefed on the 2019 Fall Board of Governors Retreat held on September 15 and 16, 2019. The planning for the March 28, 2019 Board Retreat has been initiated and more details will follow in the coming months.

Members accepted this report for information.

3.3 Academic and Student Affairs Committee Report

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

3.3.1 SA16 Sexual Assault/Sexual Violence Policy

Members were provided with the revision process and recommended changes to the SA16 Sexual Assault/Sexual Violence Policy. This policy was developed as part of a directive issued by the Provincial Government, and efforts to establish this policy were coordinated by Colleges Ontario in 2015 to ensure a consistent approach to dealing with incidents of a sexual assault /sexual violence nature across all Ontario Colleges. In March 2019, the provincial government released the results of the 2018 Student Voices on Sexual Violence Survey, and outlined several new requirements for post-secondary institutions.

Questions from members were answered.

RESOLUTION

MOVED & SECONDED: G. Beck & J. McCracken

THAT the Board of Governors approves the proposed changes to SA16 Sexual Assault/Sexual Violence Policy as presented.

CARRIED.

3.3.2 Cyber Security Analysis, Ontario College Graduate Certificate

This one-year program is designed to prepare students to meet the market demand for cyber security professionals in the public and private sector.

RESOLUTION

MOVED & SECONDED: A. Lawrence & E. DeFrancesco

THAT the Board of Governors approves the Cyber Security Analysis, Ontario College Graduate Certificate program effective Fall 2020.

CARRIED.

3.3.3 Bachelor of Commerce (Marketing) (Honours)

This four-year degree program will provide students with a solid grounding in business fundamentals, in finance, economics, human resources, law and operations, and project management, from which they create marketing strategies and tactics to make data-informed recommendations for marketing plans.

RESOLUTION

MOVED & SECONDED: S. Tudor & V. Sayah

THAT the Board of Governors approves the Bachelor of Commerce (Marketing) (Honours) program, effective Fall 2021.

CARRIED.

3.4 Audit and Risk Management Committee Report

Members accepted this report for information. Board of Governors approvals will be requested later in the agenda for the following items:

- Agenda 5.2 Athletics and Recreation Centre – Investment Case and Implementing Agreements
- Agenda 6.1 First Quarter 2019-2020 Financial Projection

3.5 Governance Committee Report

Members accepted this report for information. Board of Governors approval was requested for the following:

3.5.1 Stephen Tudor – Committee Membership Appointment

RESOLUTION

MOVED & SECONDED: J. McCracken & J. Darwin

THAT the Board of Governors approves the Board Committee membership of Stephen Tudor to the Audit and Risk Management Committee effective October 28, 2019.

CARRIED.

4. BUSINESS ARISING FROM THE MINUTES

There was no business arising from the minutes.

5. NEW BUSINESS

5.1 Student Information System Project Update

P. Devey, Acting Vice President, Innovation and Strategy, Krista Pearson, Registrar, Lois Pollock, Chief Digital Officer, Janet Hunter, Change Management Consultant, Student Information System implementation, and Dan Melone, Senior Project Manager, Student Information Project, presented the Student Information System project update. The report provided project updates since the approval of its Project Investment Case by the Board of Governors at the February 25, 2019 Board meeting. Members were provided with an overview of ongoing and upcoming key activities, deliverables, milestones, and projected funding required to successfully replace GeneSIS, the College's current Student Information System. This project is a major business transformation initiative for Algonquin College. It will replace the Student Information System functionality and will also address numerous other functions currently supported by GeneSIS.

Following the Request for Proposal process, it is estimated that an investment of between \$30 million and \$50 million over an additional four years will be required to secure, implement, and integrate suitable solution(s). College management will continue to closely monitor the project and will provide regular reports with the project status and risks to the Algonquin College Executive Team, Audit and Risk Management Committee, and the Board of Governors.

Questions from members were answered.

Members accepted this update for information.

Agenda item 5.2 Athletics & Recreation Centre – Investment Case and Implementing Agreements was deferred to 4:56 p.m. The Board proceeded to agenda item 6.1 First Quarter 2019-2020 Financial Projection.

5.2 Athletics & Recreation Centre – Investment Case and Implementing Agreements

D. McNair, Vice President, Finance and Administration, provided a high-level background of the project and introduced the following guest in attendance to answer questions:

- Jack Doyle, General Manager, Algonquin Students' Association
- Deijanelle Simon, President, Algonquin Students' Association
- Paul Gardner, Senior Finance Manager, Special Projects
- John Tattersall, Executive Director, Facilities Management
- Barry Travers, Partner National Tax, KPMG
- Richard Simm, Partner, KPMG

D. McNair and Deijanelle Simon, President, Students' Association, presented the Athletics & Recreation Centre – Investment Case and Implementing Agreements. On October 3, 2019, the Algonquin College Audit and Risk Management Committee reviewed the Athletics and Recreation Centre proposal and supporting documents and recommended the transaction for presentation to the Algonquin College Board of Governors. The Athletics and Recreation Centre will increase the footprint of the College's indoor athletics and recreational facilities from 45,600 gross square feet to approximately 125,000 gross square feet. Algonquin Students' Association has funded the existing facilities and infrastructure for athletics and recreation activities, and operates these programs for Algonquin College students. When the Athletics and Recreation Centre opens in Spring 2021, the existing 45,600 gross square feet of Ottawa campus facilities will revert back to Algonquin College. The Algonquin College Students' Association is funding the \$49.9 million Athletics and Recreation Centre from the following sources:

- 25-year Bank Loan;
- Algonquin College Students' Association reserve funds; and
- Algonquin College's contribution from its reserve funds.

The proposed budget for the pedestrian link from the Centre to the Student Commons is \$5.4 million. The proposed budget for the enabling work for the Centre is \$6.5 million and will be funded from the Strategic Investments Priorities Budget for fiscal years 2019-2020 to 2021-2022, and Algonquin College contribution from its reserve funds. D. McNair presented members with summarized implementing agreements outlining key highlights of each agreement.

This new collaboration between the Algonquin Students' Association and Algonquin College will result in an improved learner experience at the Ottawa campus.

Questions from members were answered.

RESOLUTION

MOVED & SECONDED: S. Barkhouse & C. McKelvie

THAT the Board of Governors approves the construction of an Athletics and Recreation Centre, pedestrian link and enabling work 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 2019-2020 to 2021-2022. This project will be financed as follows:

- Algonquin College will contribute \$5.5 million to the construction costs of the Centre from College reserves in 2019-2020; and
- Algonquin College will contribute up to \$11.9 million to the construction costs of the pedestrian link and enabling work funded 50% from College reserves and 50% from the College's Strategic Investments Priorities budgets in fiscal years 2019-2020 to 2021-2022; 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.

Final approval of this construction project is contingent on the following conditions being met:

- 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.

CARRIED.

6. DECISION ITEMS & REPORTS

6.1 First Quarter 2019-2020 Financial Projection

G. Perry, Director, Finance and Administrative Services presented the First Quarter 2019-2020 Financial Projection.

On February 25, 2019, the Board of Governors approved the 2019-2020 Annual Budget with an overall net contribution of \$1.2 million. In compliance with both the Board of Governors' Direction and Ministry of Training, Colleges and Universities Operating Directive, the 2019-2020 Approved Annual Budget also returns a net surplus on Funded Activity/College Operations of \$7.4 million. The First Quarter 2019-2020 Financial Projection projects a \$1 million decrease to the net contribution of Algonquin College. This is reflected in a decrease to the Approved Annual Budget net contribution of \$1.2 million, to a revised net contribution of \$198,000 as outlined in this report. Highlights of significant contributors are:

- **\$3.8** million in Students' Association contributions towards the construction of the Athletics Recreation Centre has been deferred to 2020-2021
- Recognition of a **\$2.4** million net gain over the original purchase price on the sale of March Road Land
- International Enrolment Premiums increased by **\$1.8** million over the Approved Annual Budget

First Quarter 2019-2020 financial highlights - Budget Impacting Timing Adjustments:

- **\$3.2** million timing difference in Strategic Investment Priorities underspent in 2018-2019 (resulting in larger surplus) → Carried forward to expenses in 2019-2020.
- **\$3.8** million in planned contributions to Athletics' and Recreation Centre for 2020-2021 → Advanced forward to 2019-2020.

The First Quarter 2019-2020 Financial Projection indicates a positive impact on the College's financial position, operations, cash flow, and net assets.

Questions from members were answered.

RESOLUTION

MOVED & SECONDED: S. Barkhouse & S. Tudor

THAT the Board of Governors approves the First Quarter 2019-2020 Financial Projection with an overall net contribution of \$198,000 which is a decrease of \$1.0 million from the Approved Annual Budget net contribution of \$1.2 million.

CARRIED.

7. ITEMS FOR INFORMATION

7.1 First Quarter 2019-2020 Business Plan Performance

The report provided members with the First Quarter 2019-2020 Business Plan Performance. The annual business plan is a tool used by College management to set the direction for the College to achieve annual goals and targets in the context of the Strategic Plan.

Members accepted this report for information.

7.2 People Plan

The report provided members with the progress Algonquin College has made on the 2017-2022 People Plan. 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 the high-level college-wide enabling plans developed in support of the 2017-2022 Strategic Plan. The Plan identifies three strategic areas of focus, clear actions, and measures for success in a multi-year implementation plan. The need for a human resources strategy was also identified as part of the College Enterprise Risk Framework.

Members accepted this report for information.

7.3 Employee Engagement Update

The report provided members with an update of the actions taken to address the 2017 Employee Engagement survey results, and to provide a roadmap to the upcoming 2019 employee engagement survey. The People Plan was developed, after comprehensive consultation, to enable Goal Six of the Strategic Plan, “be recognized by our employees and the community as an exceptional place to work” and as a direct result of employee feedback. With the addition of developing an engagement plan that includes a survey, it also incorporates engagement activities, employee driven initiatives, and leadership support. The College is well positioned to implement the full program leading into 2020 and 2021.

Members accepted this report for information.

7.4 Report from the Board Chair

Highlights from the report included:

- Orientation of New Governors
- 2019 Fall Board of Governors Retreat (September 15 & 16)
- Colleges Ontario 2019 Higher Education Summit

Members accepted this report for information.

7.5 Report from the President

Highlights of the report included:

- President Brulé's First Fifty Days
- Lumiere Charity Gala
- TEDxOttawa 2019

Members accepted this report for information.

7.6 Management Summary Report

Members accepted this report for information.

7.7 2019-2020 Board of Governors Workplan

Members accepted the 2019-2020 Board of Governors Workplan for information.

8. UPCOMING EVENTS

Board Chair Brockbank provided highlights of upcoming events.

9. REGULAR MEETING ADJOURNMENT

The regular meeting adjourned at 5:39 p.m.

College management and observers exited the meeting at 5:39 p.m.

10. IN CAMERA

An In Camera session was held beginning at 5:50 p.m. with board members only.

Jim Brockbank, Chair

Victoria Tiqui-Sanford, Recorder

APPENDIX A: Observers:

Alanna McDonnell, Director, Marketing & Recruitment
Andre O'Bonsawin, Manager, Indigenous Initiatives
Ben Bridgstock, Director, Student Support Services
Brent Brownlee, Director, Campus Services
Chris Carroll, Communications
Cristina Holguin-Pando, Director, Applied Research & Innovation, Entrepreneurship
Dave Donaldson, Dean, School of Business
Doreen Jans, Acting Manager, Corporate Budgeting
Emily Woods, Associate Director, Finance and Administrative Services
Eric Marois, Chair, Algonquin Centre of Construction Excellence
Erin Langevin, Director, Labour Relations
John Tattersall, Executive Director, Facilities Management
Krista Pearson, Registrar
Keltie Jones, Dean, Pembroke Campus
Marina Spivak, Financial Analyst, Finance and Administrative Services
Maggie Cusson, Dean, Academic Development
Mark Leduc, Executive Director, Academic Operations and Planning
Michael Qaqish, Manager, Governor Relations, President's Office
Mike Athey, Student, Journalism
Nila Rabaei, Student, Graphic Design
Paul Gardner, Manager, Internal Controls
Ruth Dunley, Communications Officer, Public Relations
Sandra Larwill, Academic Manager, Centre For Online and Continuing Learning
Shaideh Mogharrabin, Senior Planning Analyst, Corporate Budgeting
Vanessa Bobai, Student, Journalism
Wahab Almuhtadi, Full-time Professor, Applied Science & Environmental Technology

MEMO



President/Board of Governors

DATE: December 16, 2019

TO: Board of Governors

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

SUBJECT: **Academic & Student Affairs Committee meeting of November 12, 2019**

Board members can review meeting materials from the November 12, 2019 meeting by accessing the Board of Governors 'Teams site' [Academic & Student Affairs Committee – November 12, 2019](#).

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL

1) 2020-2021 Schedule of Tuition and Ancillary Fees

Members were presented with the 2020-2021 Schedule of Tuition and Ancillary Fees. The current Ministry of Colleges and Universities' Tuition Fee Framework was released on March 29, 2019 and in effect September 1, 2019 to August 31, 2021. The revised Tuition Fee Framework categorized essential and non-essential compulsory ancillary fees. A detailed presentation will be provided under agenda item 6.3 2020-2021 Schedule of Tuition and Ancillary Fees at the December 16, 2019 Board of Governors meeting with a recommendation for approval.

RESOLUTION

MOVED & SECONDED: K. Stanton & J. Brockbank

THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the proposed 2020-2021 Tuition and Fees Schedules.

CARRIED.

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

1) Follow up: 2018-2019 Academic Program Performance Review Dashboard Report

At the September 30, 2019 Academic and Student Affairs Committee meeting, members observed the year-over-year decline of the Bachelor of Commerce (e-Supply Chain Management) degree program's financial performance. Members were provided with additional information and historical financial trend of this program. Overall, based on its Key Performance Indicators, the program maintains an above average of 70% and performs extremely well on a quality basis.

Members accepted this update for information.

2) 2018-2019 Sexual Assault/Sexual Violence Annual Report to the Board

Members were provided with highlights of the annual report. The report included the Ministry required information for the Perth, Pembroke, and Ottawa campuses by the required deadline of December 30, 2019. The report also outlined the work being done by Algonquin College in order to

President/Board of Governors

update the Sexual Assault/Sexual Violence Policy SA16, and tracked data related to sexual assault and sexual violence, as well as the many prevention initiatives that have been provided across all three campuses. Details of the annual report are provided in Appendix A: 2018-2019 Sexual Violence Prevention Annual Report.

Members accepted this report for information.

3) Key Performance Indicators (KPI) Report Back

Members were presented with the Key Performance Indicators Report Back. The report provided the Committee with a high-level summary of Algonquin College's Key Performance Indicator results released by the ministry in September 2019. The results for the 2018-2019 Key Performance Indicators (post-secondary) ranked Algonquin College at #2 in the overall Student Satisfaction amongst large colleges. This represented a 76% satisfaction rate, an increase of 3% points compared to the previous year. The Key Performance Indicator results ensure that students, parents, and the public have reliable information. College staff will utilize the results of this report to focus on areas requiring improvement. A summary of the Key Performance Indicators Report Back is provided in Appendix B: 2018-2019 Key Performance Indicators Results.

Members accepted this report for information.

4) 6.1 Enrolment Update Report

The report provided an update on current enrolment information for the Winter 2020 term. Details of the Enrolment Update are provided in Appendix C: Enrolment Update.

Members accepted this report for information.

5) Research Ethics Board Annual Report 2018-2019

Members were provided with an overview of the status of the Algonquin College Research Ethics Board's work during the 2018-2019 academic year. Overall, the Research Ethics Board is making strong progress on delivering feedback and approval to investigators in a timely manner while maintaining the integrity of the Tri-Council Policy Statement – Ethical Conduct for Research Involving Humans – TCPS 2 (2018) guidelines at Algonquin College.

Members accepted this report for information.

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

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

Members accepted the workplan for information.

Student Support Services

2018-2019
Sexual Violence
Prevention
Annual Report

Introduction

In March 2015, the province of Ontario launched an action plan to stop sexual violence and harassment against women across the province. Sexual violence is defined as “any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent. It includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation” (Ministry of Colleges and Universities Sexual Violence and Harassment Action Plan Act – Supporting Survivors and Challenging Sexual Violence and Harassment, 2016, S.O. 2016, c. 2 – Bill 132). As part of this plan, all Ontario Colleges collaborated in the development of a common Sexual Assault / Sexual Violence Policy – SA16 at Algonquin College.

The Ministry of Colleges and Universities Act that outlines the Board Report requirement:

Information required for Minister

(7) Every college or university described in subsection (2) shall collect from its students and other persons, and provide to the Minister, such data and other information relating to the following as may be requested by the Minister, in the manner and form directed by the Minister:

1. The number of times supports, services and accommodation relating to sexual violence are requested and obtained by students enrolled at the college or university, and information about the supports, services and accommodation.
2. Any initiatives and programs established by the college or university to promote awareness of the supports and services available to students.
3. The number of incidents and complaints of sexual violence reported by students, and information about such incidents and complaints.
4. The implementation and effectiveness of the policy.

Annual report to board of governors

(7.1) Every college or university described in subsection (2) shall provide its board of governors with an annual report setting out, in respect of the preceding year, the information described in paragraphs 1, 2, 3 and 4 of subsection (7).

<https://www.ontario.ca/laws/statute/90m19>

1. The number of times supports, services and accommodation relating to sexual violence are requested and obtained by students enrolled at the college, and information about the supports, services and accommodation.

In the reporting period, twenty-three students presented at either Counselling Services or Health Services seeking support, services or accommodations due to sexual violence. Of the twenty-three that presented looking for services or support, nine requested accommodations.

Students experiencing sexual violence typically request one or more of the following accommodations:

1. Change to a different class or program
2. Receive an extension for a test or assignment
3. Switch to a different parking lot
4. Scheduling flexibility to attend appointments

Supports & services accessed by students on campus included Counselling Services, Health Services, the Pride Centre and Security Services and a number of off-campus partners, including:

1. Ottawa Rape Crisis Centre
2. Sexual Assault Support Centre of Ottawa
3. Sexual Assault and Partner Abuse Program available 24/7 The Ottawa Hospital-Civic Campus
4. Renfrew Victoria Hospital
5. Lanark County Sexual Assault and Domestic Violence Program
6. The Police (Ontario Provincial Police (OPP) and Ottawa Police Services (OPS))

2. Any initiatives and programs established by the college to promote awareness of the supports and services available to students.

Sexual Violence Prevention Efforts

In January 2017, Algonquin College hired an expert in sexual health and sexual violence prevention as a 'Sexual Violence Prevention and Harm Reduction Coordinator'. Since January 2017, this individual has been responsible for leading a wide range of activities, campaigns and events on all three of Algonquin's campuses through Project Lighthouse. Project Lighthouse is Algonquin College's sexual violence prevention project, aiming to shine a light on sexual violence and promote healthy relationships. Activities offered by Project Lighthouse have included:

- Sexual Violence Prevention campaigns on all three campuses, 42 events at the Ottawa campus, 9 events at the Pembroke campus and 5 events at the Perth campus, reaching over 8,837 students,



- Providing training to Algonquin College employees at all three campuses and in Residence on consent, responding to disclosures of sexual violence and best practices in sexual violence prevention,
- The creation of an on-line anonymous reporting mechanism for students,
- Presenting on post-secondary best practices in sexual violence prevention at the Canadian Association of College and University Student Services and providing the keynote address on sexual violence prevention at a national conference on best practices at Arcadia University,
- Engaging with, and fostering links with community-based agencies specializing in supporting survivors of sexual violence in Ottawa, Pembroke and Perth,
- Working with internal colleagues, placement students, hired students and volunteers to provide content, best practice information, community resources and promote sexual violence prevention on campus through messaging on social media, marketing campaigns, advertising, swag, speakers' events and information booths at all three campuses,
- Created messaging in multiple formats for specific high-risk occasions, like Halloween, St. Patrick's Day and Christmas, and
- Promoted multiple campaigns, including 'I Believe You', 'Think Again Thursday' and a monthly poster series.
- Algonquin College's efforts in the area of sexual violence prevention were recognized at the national level, by the White Ribbon Project, with Project Lighthouse and Algonquin College winning the 'Draw the Line' award for sexual violence prevention in a post-secondary campus.



Women's Campus Safety Fund

Algonquin College has received funding through the Women's Campus Safety Fund for over 11 years. These funds can be used for programming, resources, equipment and events, but not for employee salaries. During this reporting period, Algonquin College received \$76,273 from the provincial Women's Campus Safety Fund. These funds were shared with Security Services and allocated as follows:

- \$8,701 – The development of an Algonquin College mobile safety app,
- \$16,183 – Guest speakers who presented at large scale student events,
- \$35,713 – Events, resources and marketing on all three campuses, and
- \$15,676 – Enhanced security equipment on campuses, especially cameras in areas of concern.

3. The number of incidents and complaints of sexual violence reported by students, and information about such incidents and complaints.

Data collected between April 1, 2018 and March 31, 2019, by Security Services at all three Algonquin College campuses indicated the following:

| Total number of Complaints/Reports of Sexual Violence | 32 |
|--|----|
| Total number of formal complaints/reports of sexual assault | 25 |
| Total number of formal complaints/reports of sexual harassment | 16 |
| Total number of formal complaints/reports of stalking | 2 |
| Total number of formal complaints/reports of indecent exposure | 1 |
| Total number of formal complaints/reports of voyeurism | 1 |
| Total number of formal complaints/reports of sexual exploitation | 0 |

It is worth noting that students can present both to Security Services and Counselling Services for support and assistance, but not all students that report incidents to Security Services elect to attend Counselling Services, this explains the difference in the number of incidents reported to Security Services and Counselling Services.

Students seeking support were assisted through the Colleges Security Services, Health Services and Counselling Services, and where appropriate, by community partners in Ottawa, Perth and Pembroke.

4. The implementation and effectiveness of the policy.

Sexual Assault / Sexual Violence Policy

Between October and December 2018, 456 front line, student facing Algonquin College employees attended training designed to orient them to the Sexual Assault / Sexual Violence Policy SA16, ensuring employees were prepared to support colleagues and students should they become aware of a disclosure of sexual violence.

SA16 Sexual Assault / Sexual Violence Policy can be reviewed at <https://www.algonquincollege.com/policies/#sa>

Data Collection

An additional component of the provincial action plan is the Student Voices on Sexual Violence survey. In February and March of 2018, over 746,000 full time post-secondary students in Ontario were invited to participate in the provincial Student Voices on Sexual Violence Survey. Over 160,000 students participated in the survey, or 16.3% of Ontario's college students. This comprehensive 54-question survey was intended to provide information about how students perceive, understand and respond to sexual violence, as well as how institutions address sexual violence.

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

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

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

The results of the Student Voices on Sexual Violence Survey were gathered in early 2018, the results were released on March 19, 2019. In general, Algonquin College received results similar to the College average. Some of the key elements of the survey include:

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

Conclusion

Algonquin College is well positioned to tackle the topic of reducing sexual violence on campus, with informed and committed leadership, a strong and robust policy and programming on all three campuses that engages students and employees in significant numbers.

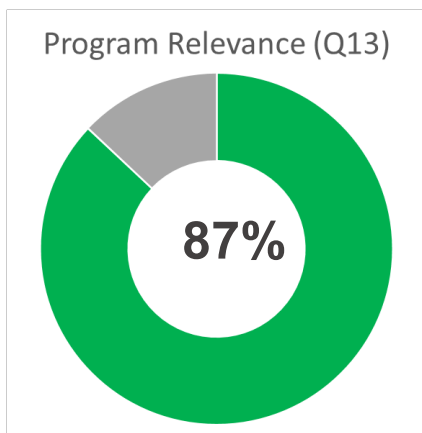
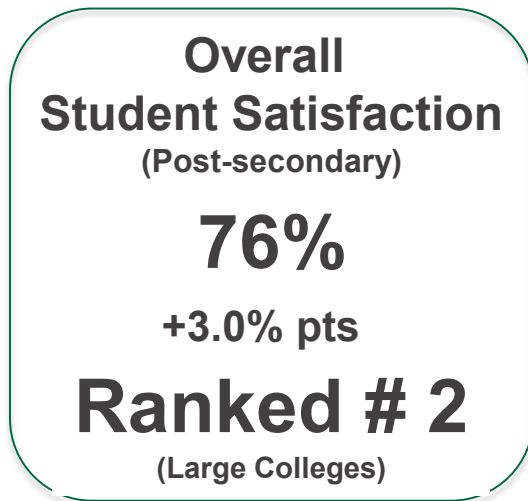
Key Performance Indicator (KPI) Report Back 2018-2019

For the Academic and Student Affairs Committee

Prepared by Academic Operations and Planning

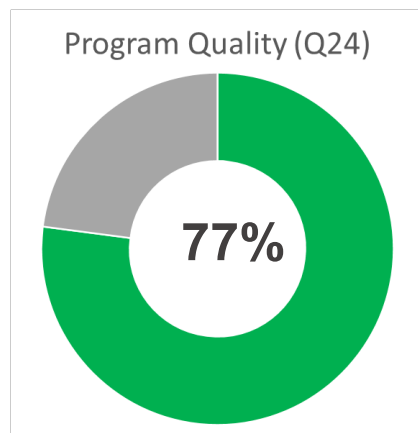
November 12, 2019

Key Performance Indicator Results - Algonquin Highlights for 2018-19 (PSE)



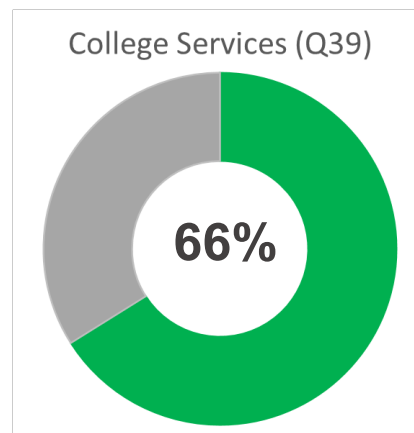
+1.9% pts

Ranked # 3
(Large Colleges)



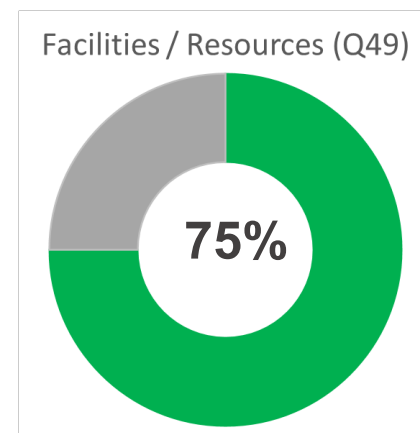
+3.5% pts

Ranked # 3
(Large Colleges)



+3.2% pts

Ranked # 2
(Large Colleges)



+3.8% pts

Ranked # 4
(Large Colleges)

Key Performance Indicator Results - Algonquin Highlights 2018-19



Graduation
Rate

67%

+0.5% pt

Ranked # 5

(Large Colleges)



Graduate
Satisfaction

81%

+1.0% pt

Ranked # 2

(Large Colleges)



Employment

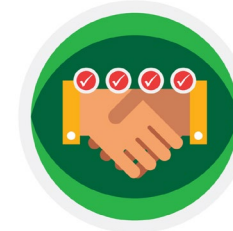
Graduate
Employment

86%

(1.1%) pts

Ranked # 4

(Large Colleges)



Employer
Satisfaction

91%

(4.2%) pts

Ranked # 3

(Large Colleges)

Enrolment Update

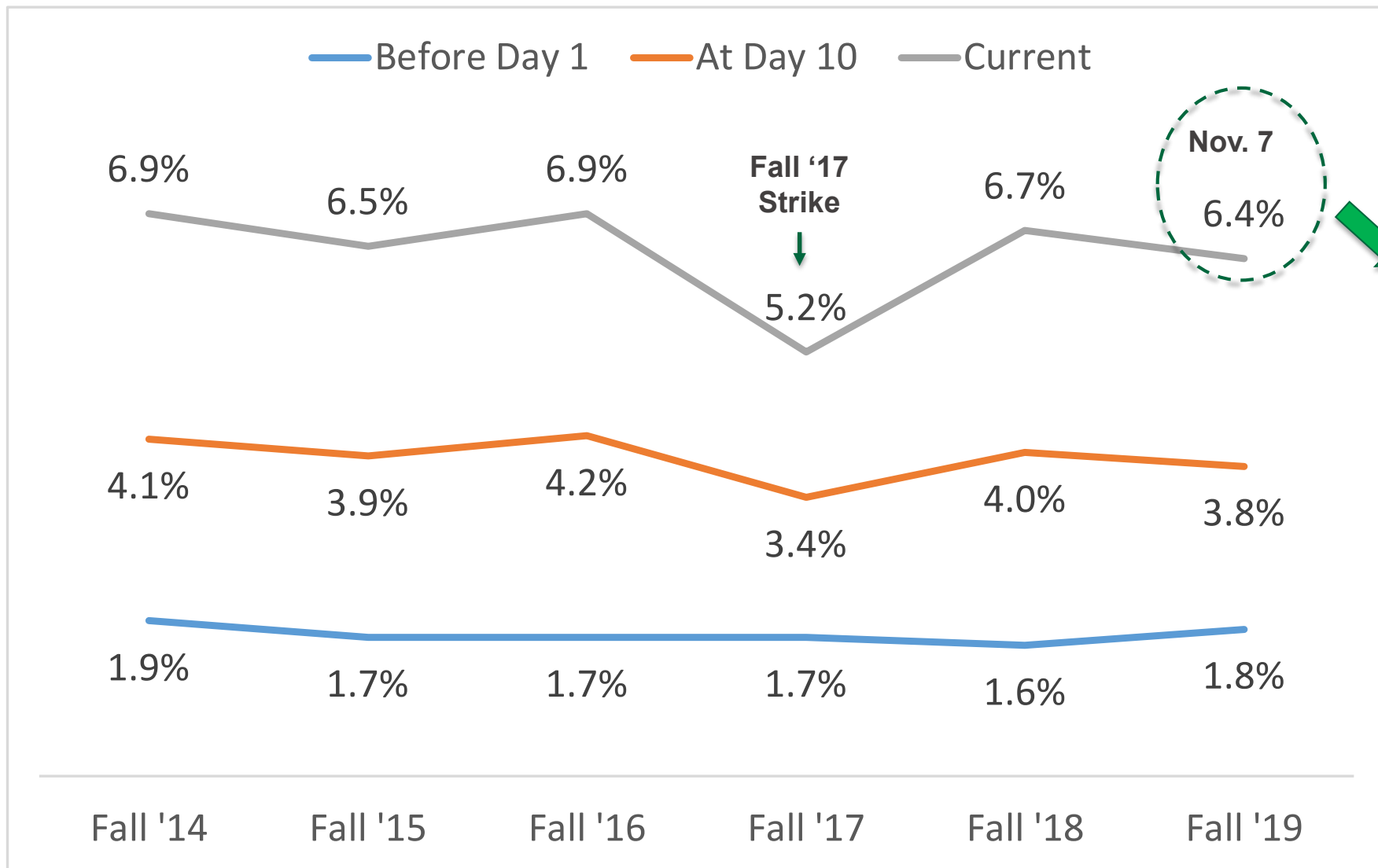
Academic and Student Affairs Committee

November 12, 2019

Academic Operations and Planning
and the Registrar's Office

Withdrawal Trends – Fall Term

(Withdrawals as % of Total Registrations)



Admissions Dashboard – Winter 2020

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

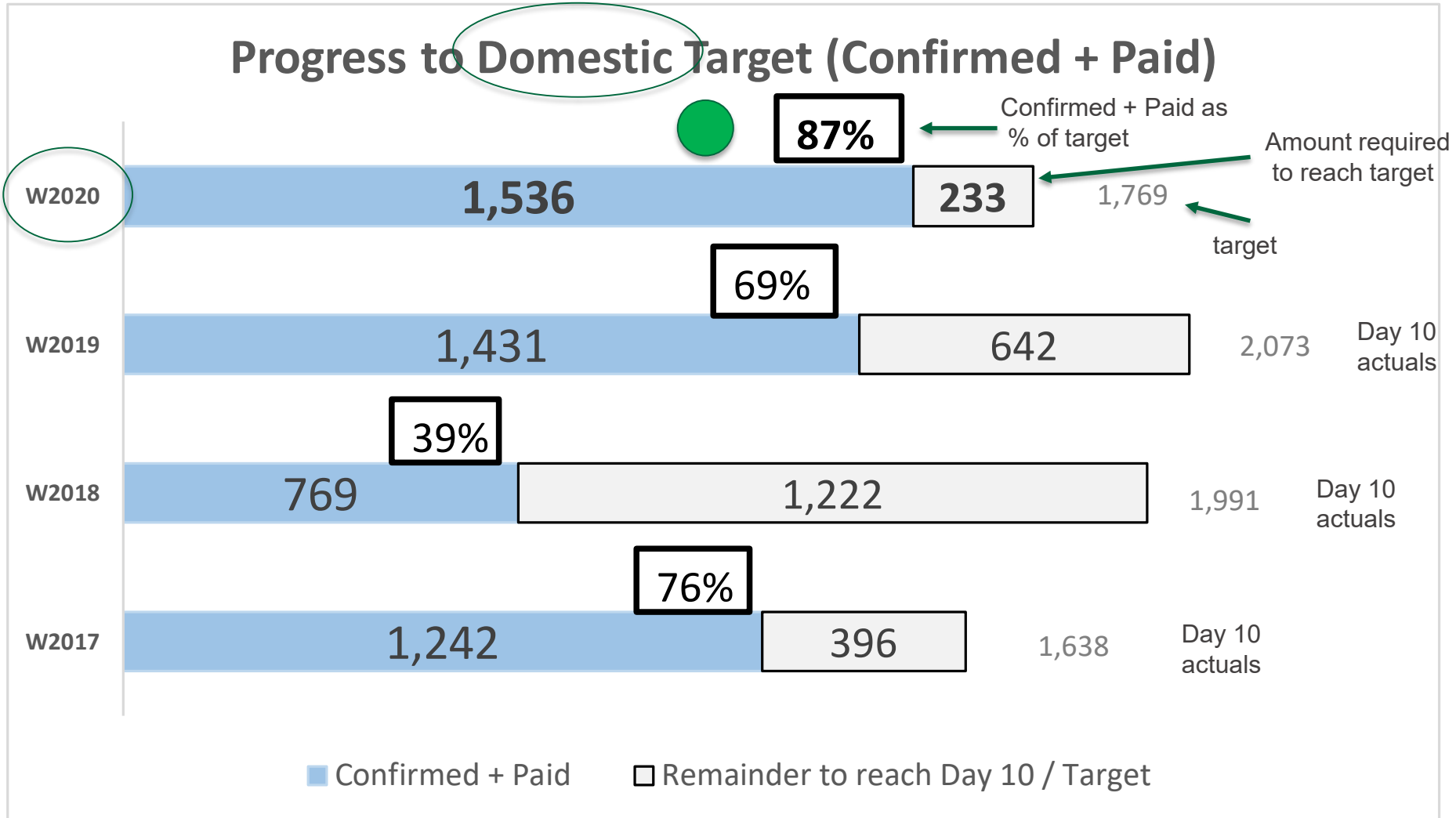
| | Actual (at Nov. 7, '19) | Previous Year (at Nov. 8, '18) | | Status YoY |
|-------------------------------------|----------------------------|-----------------------------------|--------------|---------------|
| | | YoY # | YoY % | |
| Applications (Total) | | | | |
| Domestic | 8,170 | 684 | 9.1% | ● |
| International | 4,129 | 613 | 17.4% | ● |
| Total | 12,299 | 1,297 | 11.8% | ● |
| Distinct Applicants | | | | |
| Domestic | 6,246 | 494 | 8.6% | ● |
| International | 3,529 | 506 | 16.7% | ● |
| Total | 9,775 | 1,000 | 11.4% | ● |
| 1st Choice | | | | |
| Domestic | 3,102 | 260 | 9.1% | ● |
| Confirmed / Paid / Reg. | | | | |
| Domestic | 1,536 | 105 | 7.3% | ● |
| Paid (Full / Partial) / Reg. | | | | |
| Domestic | 750 | 12 | 1.6% | ● |
| International | 956 | 49 | 5.4% | ● |
| Total | 1,706 | 61 | 3.7% | ● |

- All enrolment indicators currently at green status on a year-over-year basis
- Budget for Domestic Level 01 enrolment anticipated a 15% decline compared to Winter 2019 however we are trending much better than budget
- International budget enrolment target of 25% increase year-over-year, however current results trending behind target

● (Budget Status)

▲ (Budget Status)

Progress to Budget Targets – Winter 2020

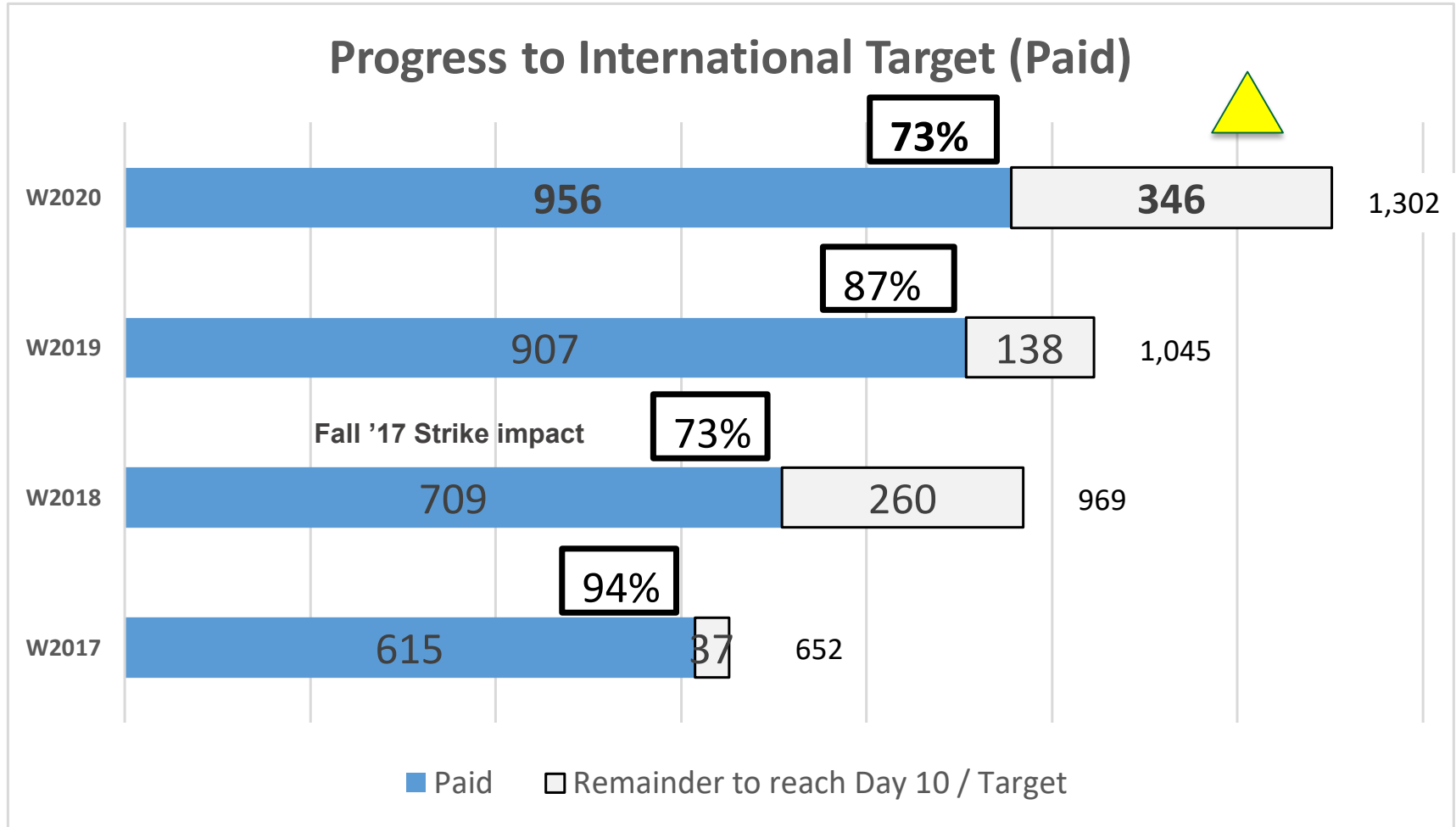


Domestic tracking well to target for new students

Status Indicator:

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

Progress to Budget Targets – Winter 2020



At this point in admissions cycle, International paid as percentage of budget target is lower than previous years (e.g. W19, W17) therefore there may be a risk of achieving W20 budget enrolment target for new Int'l students

MEMO



President/Board of Governors

DATE: December 16, 2019

TO: Board of Governors

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

SUBJECT: **Audit & Risk Management Committee meeting of November 19, 2019**

Board members can review meeting materials from the November 19, 2019 meeting by accessing the Board of Governors 'Teams site' [Audit & Risk Management Committee, November 19, 2019 meeting folder](#).

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL

1) 2019 Corporate Risk Profile

Members were referred to the 2019 Corporate Risk Profile. The Executive Summary will be presented under agenda 5.3 2019 Corporate Risk Profile at the December 16, 2019 Board of Governors meeting with a recommendation for approval.

RESOLUTION

MOVED & SECONDED: S. Tudor & S. Barkhouse

THAT the Audit and Risk Management Committee recommends to the Board of Governors the approval of the 2019 Corporate Risk Profile Executive Summary as presented.

CARRIED.

2) Second Quarter 2019-2020 Financial Projection

Members were referred to the Second Quarter 2019-2020 Financial Projection. The full report will be presented under agenda 6.1 Second Quarter 2019-2020 Financial Projection at the December 16, 2019 Board of Governors meeting with a recommendation for approval.

RESOLUTION

MOVED & SECONDED: J. Brockbank & S. Barkhouse

THAT the Audit and Risk Management Committee recommends the Second Quarter 2019-2020 Financial Projection for approval to the Board of Governors.

CARRIED.

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

1) 2019-2020 Audit Plan Presentation

As part of the annual audit process, the external auditors provide the Audit and Risk Management Committee with an Audit Plan in advance of the year-end audit process. The annual audit process is conducted in accordance with Ministry of Colleges and Universities regulations and directives. The Audit Plan presented by BDO required Committee approval and

will be monitored to support and enable the Audit and Risk Management Committee in carrying out its governance responsibilities.

RESOLUTION

MOVED & SECONDED: J. Brockbank & S. Tudor

THAT the Audit and Risk Management Committee approves the 2019-2020 Audit Plan as presented.

CARRIED.

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

1) Five-Year Capital Investment Plan

The plan details current and future capital investment requirements, and identifies the current sources of funds required. The College annually invests approximately \$20 million in Strategic Investment Priorities projects. In extraordinary years, the College invests greater amounts when responding to critical needs. The College will continue to update and maintain the Five-Year Capital Investment Plan and provide updates to the Algonquin College Executive Team and the Board of Governors on an annual basis. A detailed presentation will be provided under agenda 5.2 Five-Year Capital Investment Plan to the Board of Governors at the December 16, 2019 Board meeting.

Members accepted this update for information.

2) Athletic and Recreation Centre - Project Update

Members were presented with a project update on the Athletic and Recreation Centre. Detailed cost tracking project update and cost recovery strategies for the Athletic and Recreation Centre building and Enabling Works were provided as well as updates on project risks, site plan, building permit, and the project's milestones schedule. The Ministry has received and is reviewing the transaction agreements approved by the Board of Governors on October 28, 2019. The College submitted all remaining supporting documents to the Ministry of Colleges and Universities to inform the Ministry's approval of the project under Section 28 of the Province of Ontario's Finance Administration Act.

Members accepted this update for information.

3) Internal Audit Plan Update - Major Capital Projects

At the March 3, 2018, the Audit and Risk Management Committee approved the audit of the Management of Major Capital Projects, and on November 19, 2018, the Committee approved the Statement of Work. The Statement of Work was presented to four proponents using a Ministry-approved Vendor of Record listing through the Ontario Education Collaborative Marketplace (OECM). KPMG submitted a proposal to perform the internal audit consistent with the Statement of Work, and an estimate within the allocated budget for the audit. KPMG was notified on October 10, 2019 that the College will move forward with their firm to complete the audit. KPMG's audit plan will be presented at the February 11, 2020 Audit and Risk

Management Committee for review and approval. Once approval is received from this Committee, the College will work with KPMG to perform the audit and present findings and recommendations to the Committee on May 26, 2020.

Members accepted this update for information.

4) Second Quarter 2019-2020 College Operating Funds Investment Report

Members were referred to the Second Quarter 2019-2020 College Operating Funds Investment Report's performance results for the quarter ended June 30, 2019. The fund produced a return of 0.50% for the second quarter, over performing the benchmark which returned 0.32%. The College Operating Funds one-year return was 3.50% compared to the benchmark index of 3.14%. As at September 30, 2019, the market value of the fund was reported at \$61.4 million, compared to \$60.7 million at March 31, 2019. Details of the report are provided in Appendix A: Second Quarter 2019-2020 College Operating Funds Investment Report.

Members accepted this report for information.

5) Second Quarter 2019-2020 College Endowment Funds Investment Report

Members were referred to the Second Quarter 2019-2020 Endowment Funds Investment Report. The Endowment Funds' one-year return as of September 30, 2019 is 4.10% underperforming the benchmark index of 6.86%. The Endowment Funds are a restricted asset and a component of College capital reported in the Algonquin College audited financial statements. As at September 30, 2019, the market value of the Endowment Fund was reported at \$27.4 million, compared to \$27.0 million at March 31, 2019. Details of the report are provided in Appendix B: Second Quarter 2019-2020 Endowment Funds Investment Report.

Members accepted this report for information.

6) Second Quarter 2019-2020 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 2019-2020. College management committed to reporting continuing progress on existing projects such as the Athletics and Recreation Centre, the Student Information System replacement project, and various infrastructure renewal projects. A summary of Major Capital Projects are provided in Appendix C: Second Quarter 2019-2020 Major Capital Projects Report.

Members accepted this report for information.

7) Second Quarter 2019-2020 Enterprise Risk Management Report

Members were presented with the Second Quarter 2019-2020 Enterprise Risk Management Report. The report provided an update on the risk mitigation strategies undertaken to manage College risks identified in the Corporate Risk Profile, information on the incidents of fraud and a summary of insurance and legal cases.

Members accepted this report for information.

8) 2019-2020 Bi-Annual Report on Cyber Security

Members were provided with an overview of the 2019-2020 Cyber Security Bi-annual Report update. This update is in response to a request from the Audit and Risk Management Committee to provide a bi-annual report on the state of cyber security. Ernst & Young identified ten key findings with corresponding recommendations, with the goal of improving the College's current state security maturity rating with a target rating of 2.50 (on a 5-point scale) to effectively manage cyber risks. Regular updates will be provided to the Audit and Risk Management Committee.

Members accepted this report for information.

9) 2019-2020 Audit and Risk Management Committee Workplan

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

Second Quarter 2019-2020 College Operating Funds Investment Report

Period ended September 30, 2019

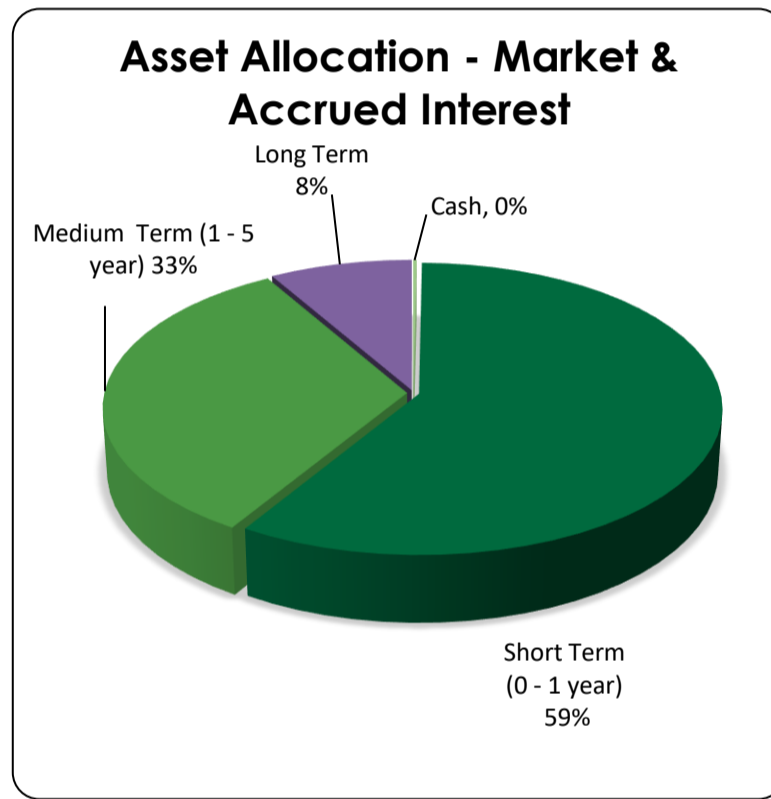
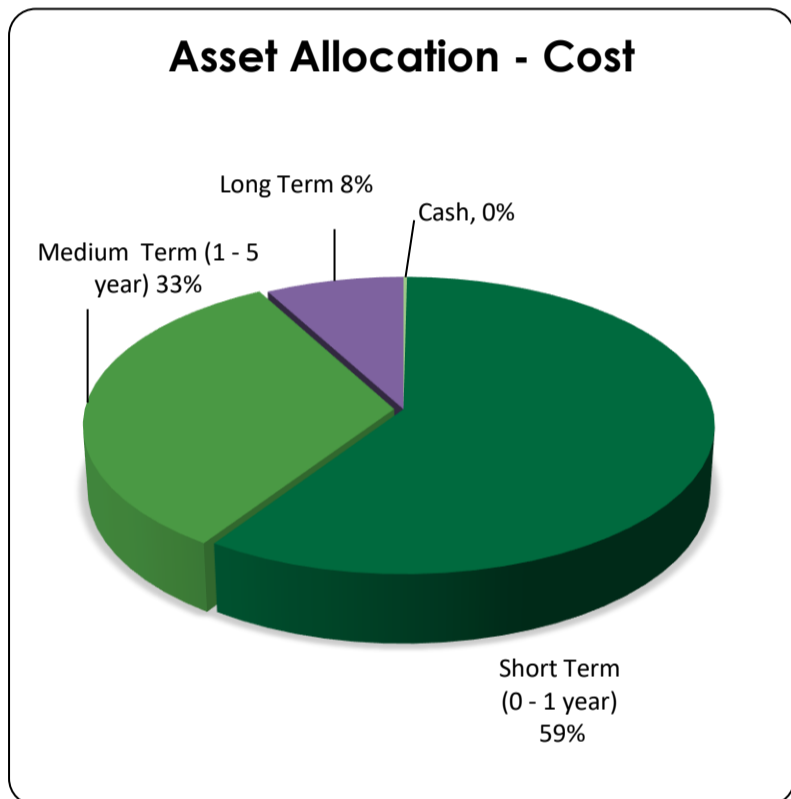
Fund Balance

| | Book Value | Market Value* |
|---|----------------------|----------------------|
| Fund Balance March 31, 2019 | \$ 60,809,515 | \$ 60,743,181 |
| Withdrawals | - | - |
| Accrued Interest from Buys/Sells | (11,812) | (11,812) |
| Fees (YVL, NBCN) | (34,482) | (34,482) |
| Investment Income (Loss) | 792,989 | 792,989 |
| Accrued Interest already reported in beginning Market Value | - | (566,623) |
| Realized Gain/Loss | (122,549) | - |
| Market Value Gain/Loss | - | 473,876 |
| Fund Balance as per Yorkville September 30, 2019 | \$ 61,433,661 | \$ 61,397,128 |

* includes accrued interest

Asset Allocation

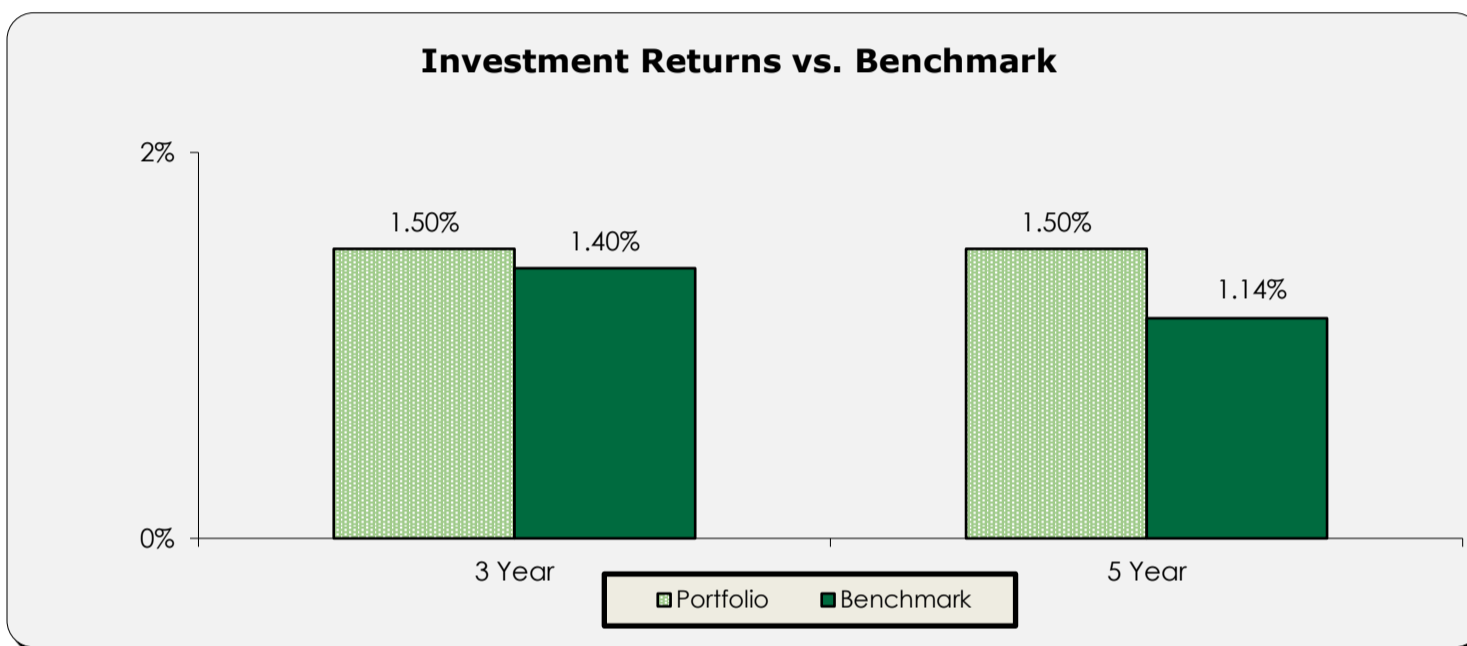
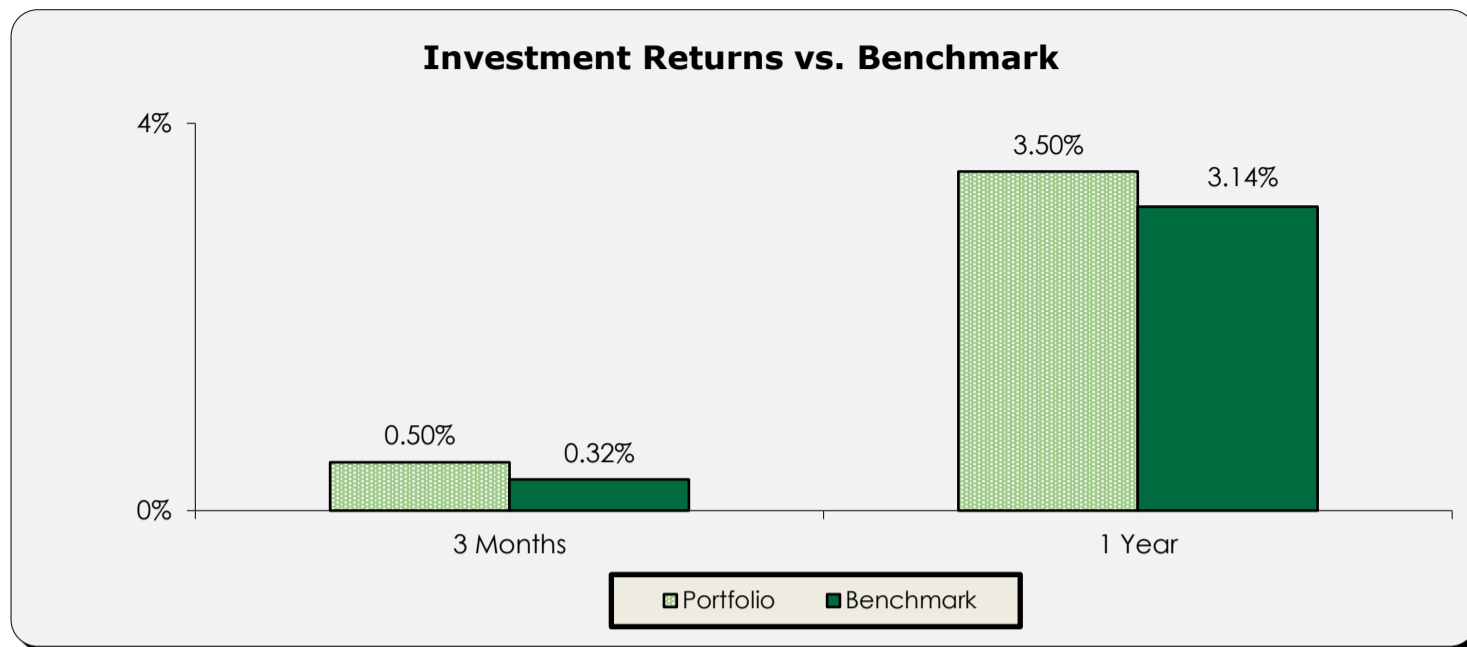
| Fund Balance March 31, 2019 | Cost | Percentage | Market & Accrued Interest | Percentage | Target | Min/Max |
|-----------------------------|----------------------|-------------|---------------------------|-------------|-------------|------------|
| Cash | \$ 110,506 | 0% | \$ 110,506 | 0% | 0% | n/a |
| Short Term (0 - 1 year) | 36,021,084 | 59% | 35,994,800 | 59% | 50% | 40% - 100% |
| Medium Term (1 - 5 year) | 20,453,001 | 32% | 20,144,720 | 33% | 45% | 0% - 50% |
| Long Term (5 - 10 year) | 4,849,070 | 8% | 5,147,102 | 8% | 5% | 0% - 10% |
| Total Portfolio | \$ 61,433,661 | 100% | \$ 61,397,128 | 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% |
| Annual Return | | | |
| 5.50-year Compounded Return | 1.54% | 1.46% | 0.08% |

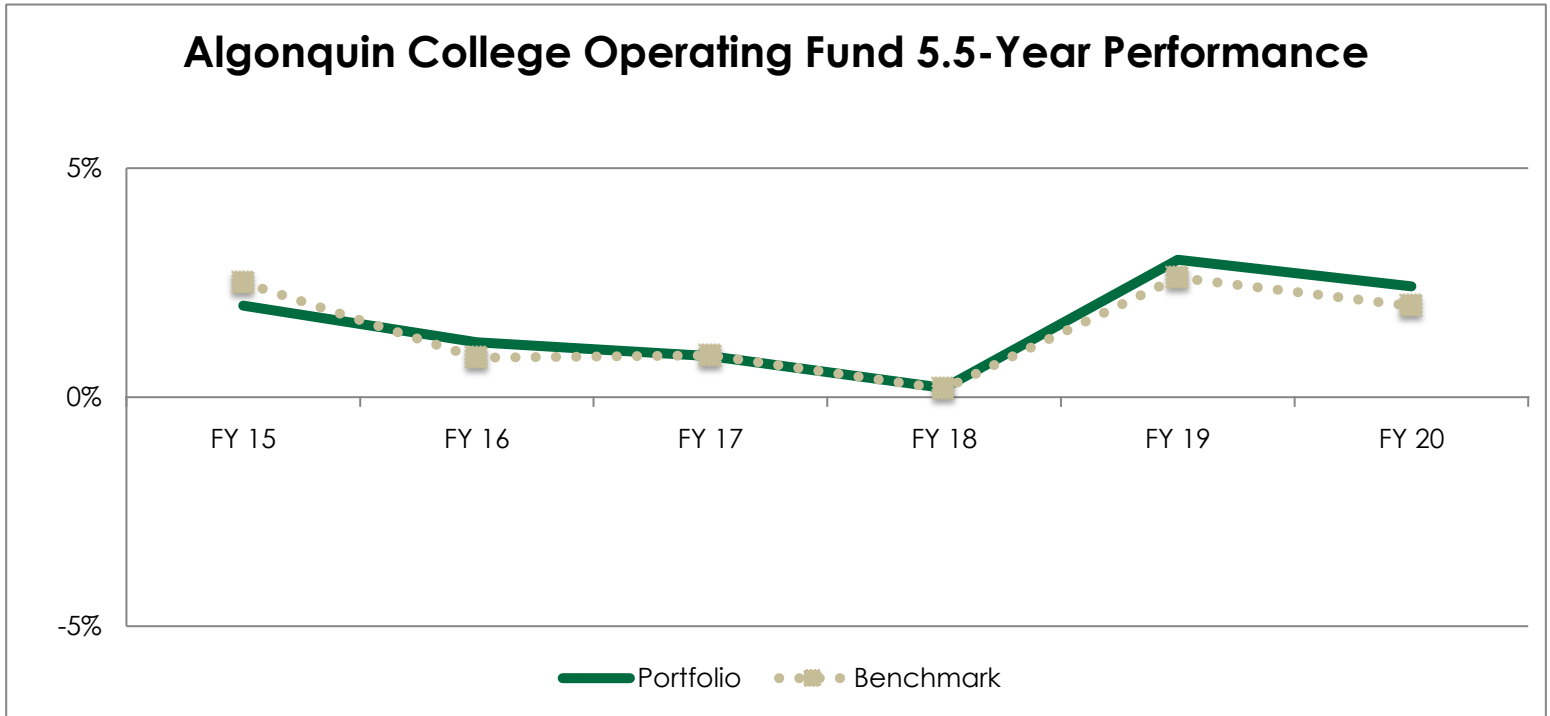
Performance Review



Investment Returns

| | 3 Months | 1 Year | 3 Year | 5 Year |
|------------|----------|--------|--------|--------|
| Portfolio | 0.50% | 3.50% | 1.50% | 1.50% |
| Benchmark* | 0.32% | 3.14% | 1.40% | 1.14% |

* Compounded Annual Return



Second Quarter 2019-2020 College Endowment Funds Investment Report

Period ended September 30, 2019

Second Quarter 2019-2020 College Endowment Funds Investment Report

Fund Balance

| | Cost | Market* |
|---|----------------------|----------------------|
| Fund Balance March 31, 2019 | \$ 23,680,292 | \$ 27,054,669 |
| Deposits | 464,510 | 464,510 |
| Withdrawals | (1,014,827) | (1,014,827) |
| Investment Fees | (49,660) | (49,660) |
| Investment Income (Loss) | 473,397 | 959,612 |
| Fund Balance as per Yorkville September 30, 2019 | \$ 23,553,711 | \$ 27,414,303 |
| Fund Balance as per College September 30, 2019 | \$ 23,553,711 | \$ 27,414,303 |

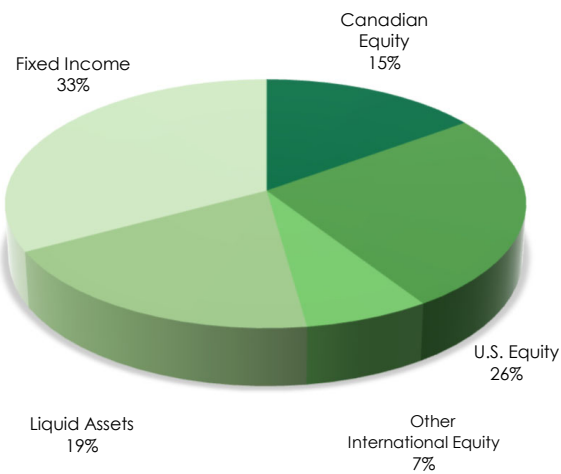
| Fund Balance - Breakdown September 30, 2019 | | | | | | | |
|--|----------------------|-------------|----------------------|-------------|-------------|--------------|--|
| | Cost | % of Cost | Market* | % of Market | Benchmark | Policy Range | |
| Cash | \$ 4,563,013 | 19% | \$ 4,563,973 | 17% | 3% | 0-20% | |
| Fixed Income | \$ 7,736,283 | 33% | 8,112,548 | 30% | 35% | 25-45% | |
| Canadian Equity | \$ 3,541,727 | 15% | 4,227,497 | 15% | 22% | 12-32% | |
| US Equity | \$ 6,061,596 | 26% | 8,652,613 | 32% | | | |
| Other International Equity | \$ 1,651,092 | 7% | 1,857,672 | 7% | | | |
| Total Global Equity | 7,712,688 | 33% | 10,510,285 | 38% | 40% | 30-50% | |
| Total | \$ 23,553,711 | 100% | \$ 27,414,303 | 100% | 100% | 100% | |

* excludes accrued interest

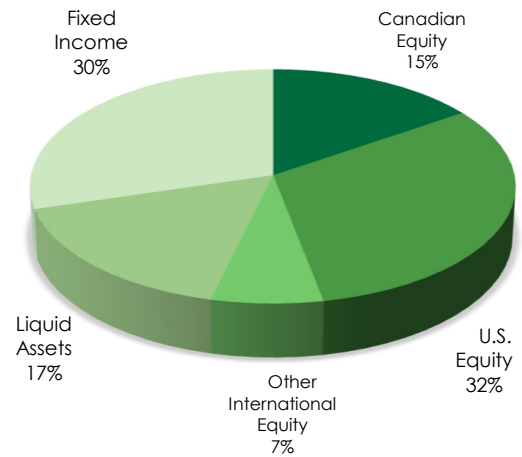
Asset Allocation

| | Cost | Percentage | Market | Percentage | Benchmark (effective 04/11/16) |
|-----------------------------------|---------------|------------|---------------|------------|-----------------------------------|
| Canadian Equity | \$ 3,541,727 | 15% | \$ 4,227,497 | 15% | 22.0% |
| U.S. Equity | \$ 6,061,596 | 26% | \$ 8,652,613 | 32% | n/a |
| Other International Equity | \$ 1,651,092 | 7% | \$ 1,857,672 | 7% | n/a |
| Global Equity | \$ 7,712,688 | 33% | \$ 10,510,285 | 38% | 40.0% |
| Total Equity | \$ 11,254,414 | 48% | \$ 14,737,782 | 54% | 62.0% |
| Liquid Assets | \$ 4,563,013 | 19% | \$ 4,563,973 | 17% | 3.0% |
| Fixed Income | \$ 7,736,283 | 33% | \$ 8,112,548 | 30% | 35.0% |
| Total Portfolio | \$ 23,553,711 | 100.0% | \$ 27,414,303 | 100.0% | 100.0% |

Asset Allocation - Cost



Asset Allocation - Market



Second 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 | | | | | | | | | | | | | | | |
| Q4 2020 | | | | | | | | | | | | | | | |
| Fiscal 2020 | 0.80% | 0.80% | 0.00% | 3.53% | 3.75% | -0.22% | 5.98% | 5.13% | 0.86% | 3.83% | 3.59% | 0.24% | 3.53% | 3.90% | -0.37% |
| Annual Return ** | | | | | | | | | | | | | | | |
| 1.50year compounded | 2.62% | 1.72% | 0.90% | | | | | | | | | | | | |
| 20.25 year compounded | | | | 5.61% | 5.42% | 0.18% | 9.42% | 7.00% | 1.32% | 6.34% | 4.05% | 1.97% | 7.35% | 6.52% | 0.50% |

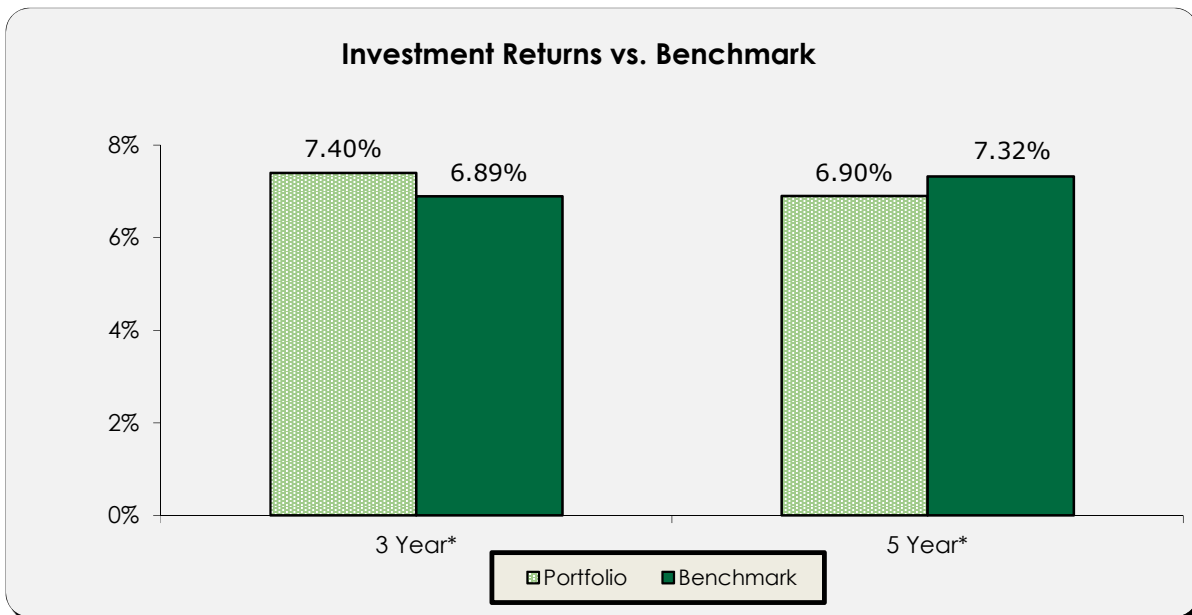
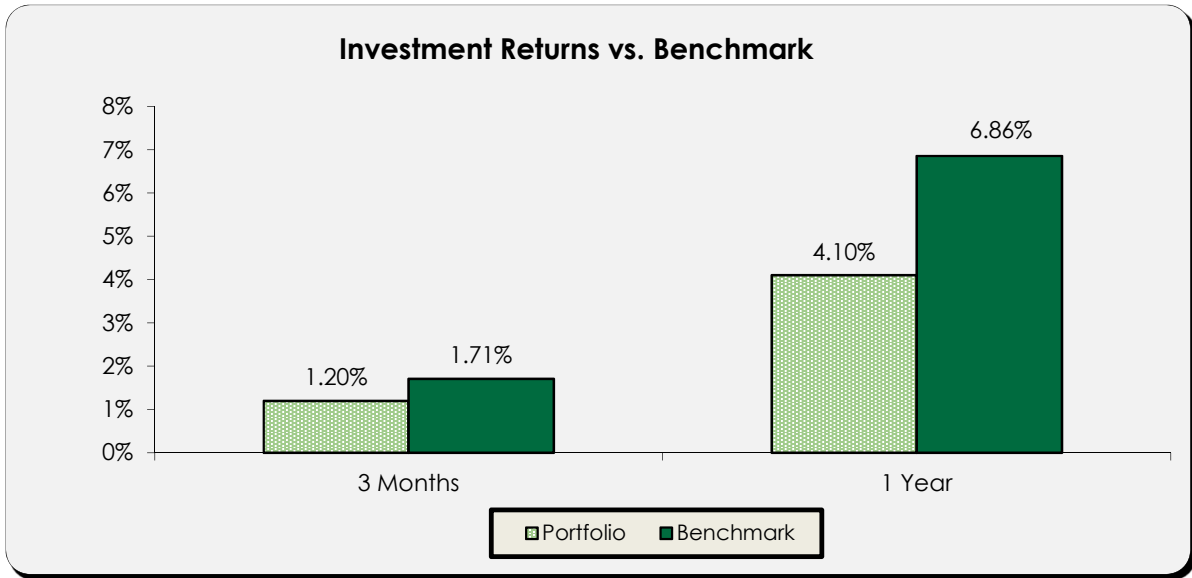
Returns are before fees.

*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

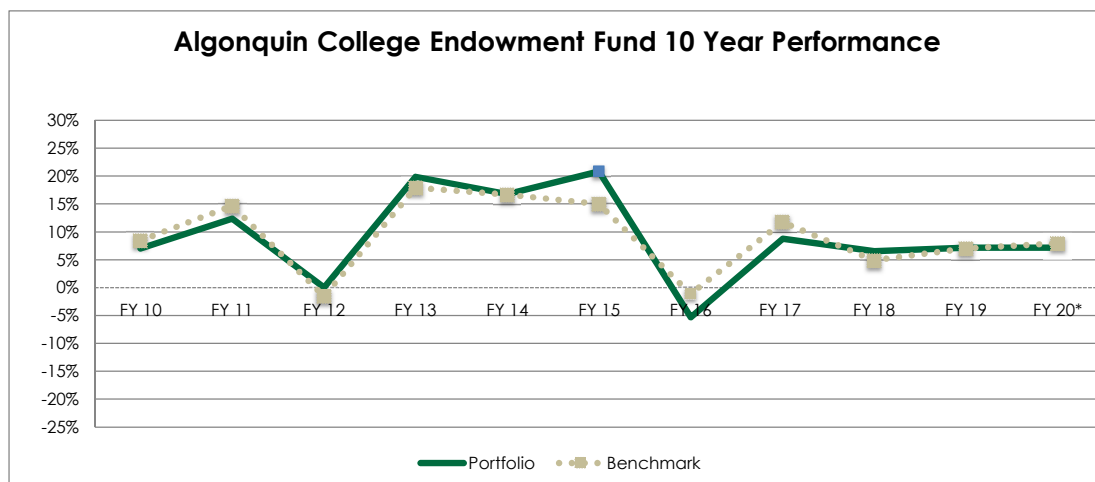


Investment Returns

| | 3 Months | 1 Year | 3 Year* | 5 Year* |
|-----------|----------|--------|---------|---------|
| Portfolio | 1.20% | 4.10% | 7.40% | 6.90% |
| Benchmark | 1.71% | 6.86% | 6.89% | 7.32% |

* Compounded Annual Return

Second 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 |

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)

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

Second 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 | \$ 473,397 |
| Investment fees | \$ (32,735) | \$ (37,072) | \$ (46,260) | \$ (51,690) | \$ (56,572) | \$ (49,974) | \$ (80,721) | \$ (97,448) | \$ (87,257) | \$ (100,539) | \$ (97,112) | \$ (49,660) |
| Amount distributed | \$ (335,000) | \$ (437,000) | \$ (508,115) | \$ (556,978) | \$ (639,179) | \$ (657,139) | \$ (852,856) | \$ (882,393) | \$ (898,722) | \$ (932,966) | \$ (982,630) | \$ (1,014,827) |
| 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 | \$ 3,164,730 |

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 | \$ 486,215 |

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% | 17% |
| Fixed Income | 33% | 29% | 29% | 30% | 32% | 39% | 37% | 38% | 27% | 29% | 29% | 30% |
| Canadian Equity | 51% | 50% | 50% | 49% | 22% | 14% | 16% | 18% | 23% | 17% | 15% | 15% |
| Global Equity* | 14% | 15% | 15% | 15% | 44% | 43% | 44% | 37% | 44% | 45% | 43% | 38% |
| 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 | \$ 4,563,973 |
| 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 | \$ 8,112,548 |
| 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 | \$ 4,227,497 |
| 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 | \$ 10,510,285 |
| 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 | \$ 27,414,303 |

* combined U.S. & international

Summary of Major Capital Projects

| Page | Project | Board of Governors Approved Project Value \$M | Percentage of Current Major Capital Projects |
|-----------|--|---|--|
| 2 | Energy Service Company Project - (ESCO 2) | \$51.1 | 44 % |
| 5 | Algonquin College Students' Association Athletics and Recreation Centre (ARC) | 49.9 | 43% |
| 7 | Pedestrian Bridge to Bus Rapid Transit Station | 3.1 | 3 % |
| 9 | Solar Photovoltaic Plan | 8.0 | 7% |
| 12 | Student Information System | 3.1 | 3% |
| | Total Approved <u>Current</u> Projects Value | \$ 115.2 | 100% |
| 14 | Summary of Projects <u>Completed</u> Since Fiscal 2011- 2012 | \$278.44 | |

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 (Colliers Project Leaders) |

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

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

| Approved Project Funding | Gross Project Costs | Less Incentives & Contributions | Net Project Costs for Financing |
|---------------------------------|----------------------------|--|--|
| ESCO 2 (Phase 1) | \$14.0 million | \$0.3 million | \$13.7 million |
| ESCO 2 (Phase 2) | 4.1 million | 0.6 million | 3.5 million |
| ESCO 2 (Phase 3) | 14.2 million | 0.3 million | 13.9 million |
| ESCO 2 (Phase 4) | 28.2 million | 8.2 million | 20.0 million |
| Total | \$60.5 million | \$9.4 million | \$51.1 million |

Energy Service Company Project (ESCO 2) - continued

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

| Total Savings (Construction Still in Progress) Realized to Date/Projected | Value |
|--|-----------------------|
| Realized Savings to March 31, 2015 | \$0.6 million |
| Realized Savings in Fiscal Year 2015-2016 | 1.4 million |
| Realized Savings in Fiscal Year 2016-2017 | 2.9 million |
| Realized Savings in Fiscal Year 2017-2018 | 2.0 million |
| Realized Savings in Fiscal Year 2018-2019 | 3.9 million |
| Actual and Projected Savings in Fiscal Year 2019-2020 | 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 2015-2016 | 1.5 million |
| Actual Payments in Fiscal Year 2016-2017 | 2.8 million |
| Actual Payments in Fiscal Year 2017-2018 | 3.2 million |
| Actual Payments in Fiscal Year 2018-2019 | 3.4 million |
| Actual and Projected Payments in Fiscal Year 2019-2020 | 3.5 million |
| Total | \$14.4 million |

Energy Service Company Project (ESCO 2) - continued

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

| | | |
|---|-------------------------------|---|
| G | Governance | Appropriate Project Sponsorship and Governance is in place. |
| Y | Scope Management | Close out discussions with Siemens are ongoing. Asbestos-containing materials within the plant have been cleared for Siemens and sub-contractors. Work is progressing and the first cogeneration plant was restarted on November 1, 2019. |
| Y | Cost Management | The College and Siemens continue to work through the final scope changes and financial close out of the project to ensure alignment with the original contract and containment of all change orders within the overall budget. Verification of asbestos cleaning is ongoing; once resolved then the College and Siemens will finalize close out discussions and resolve any cost increases related to mitigating the risks. |
| Y | 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 2019-2020. Further delay occurred due to the discovery of asbestos in the dust in the boiler room and tunnels which Algonquin addressed with Siemens and its sub-contractors. The College and Siemens successfully worked together and achieved a November 1, 2019 completion date. |
| Y | Project Resources | Siemens and sub-contractors declined entry into the work area until the asbestos-containing materials were cleaned up. Cleaning has been completed in areas related to project scope. |
| 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 outstanding construction activities. |

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 an initially estimated size of approximately 125,485 gross square feet. The proposed recreation centre will replace current recreation infrastructure in an area of the College constructed in the early 1960s and would significantly increase the physical capacity of student fitness, increase athletic opportunities, and offer students unlimited access to state-of-the-art recreational facilities. The 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: 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 – That the Board of Governors approves the construction of an Athletics and Recreation Centre, pedestrian link and enabling work 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 2019-2020 to 2021-2022. 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 2019-2020; and • Algonquin College will contribute up to \$11.9 million to the construction costs of the pedestrian link and enabling work funded 50% from College reserves and 50% from the College’s Strategic Investments Priorities budgets in fiscal years 2019-2020 to 2021-2022; 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 <p>The Algonquin Students’ Association acquiring suitable loan financing.</p> | October 2019 |

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

3.4 Appendix C
 Second Quarter 2019-2020
 Major Capital Projects Report

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

| Project Contingency | Value |
|--|---------------|
| Estimated project contingency | \$3.6 million |
| Contingency balance as at September 30, 2019 | \$3.6 million |

| Actual/Projected Project Cost | Value |
|--|-----------------------|
| Expenditures in Fiscal 2018-2019 | \$0.4 million |
| Expenditures in Fiscal 2019-2020 (April 1, 2019 to September 30, 2019) | 1.0 million |
| Projected Expenditures remaining in Fiscal 2019-2020 | 12.2 million |
| Fiscal 2020-2021 | 35.3 million |
| Fiscal 2021-2022 | 1.0 million |
| Total | \$49.9 million |

| | |
|-------------------------------|--------------------|
| Total Project Variance | \$0 million |
|-------------------------------|--------------------|

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 determined. 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 underway. Agreements between the Students' Association and College have been drafted for approvals. |
| Y | Scope Management | Final functional program validated against the original program concept. Project scope being managed within allowed budget using value engineering and scope ladders as required. Detailing of various building elements ongoing. |
| Y | Cost Management | Final budget confirmed and Students' Association financing is in place. Currently tracking to initial forecast after application of cost reduction strategies to recover significant shortfalls caused by both internal and external conditions such as price for steel and aluminum, and competing projects in local area. |
| G | Schedule Management | Baseline schedule developed with consideration for due process and stakeholder engagement. Currently tracking to overall substantial completion milestone. Integration between project timelines and Students' Association and College agreements ongoing. |
| G | Project Resources | Campus Development Consortium developed functional program. Project Manager, Prime Design Consultant, Construction Manager and various other technical service providers retained. Trade contractors for minor works retained as required. Student's Association and College resources identified. |
| G | 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. |
| G | Stakeholder Engagement | The Algonquin Students' Association has already had extensive engagement with key stakeholders, the students. The Project Vision Principles were finalized. Detailed consultation have taken place with stakeholders during development of the design. Design Project Review Team meetings are ongoing. |
| G | Operational Readiness | To be evaluated once project scope and design is further defined. Requirements for commissioning and operation of building systems, and athletics operations formed part of the Prime Design Consultant scope of services. |

**3.4 APPENDIX C –
Second Quarter 2019-2020
Major Capital Projects Report**

Pedestrian Bridge to Bus Rapid Transit Station

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

| |
|---|
| Reviewed and approved by Algonquin College Executive Team Sponsor: D. McNair |
| Algonquin College Leadership Team Project Dean/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 |
|--------------------------------|--------------|
| Anticipated project start date | 2019 |
| Substantial completion date | 2023 |

| Project Funding | Value |
|---------------------------------|----------------------|
| Algonquin College reserve funds | \$3.1 million |

| Project Contingency | Value |
|--|-----------------|
| Approved project contingency | Not yet defined |
| Contingency balance as at September 30, 2019 | |

| Projected Project Cost | Value |
|--|----------------------|
| Expenditures in Fiscal 2018-2019 | \$0.020 million |
| Expenditures in Fiscal 2019-2020 (April 1, 2019 to September 30, 2019) | 0.010 million |
| Commencement of pedestrian bridge – projected for 2021 | 2.300 million |
| Substantial completion of the bridge – projected for 2023 | 0.77 million |
| Total | \$3.1 million |

| | |
|-------------------------------|----------------------|
| Total Project Variance | \$0.0 million |
|-------------------------------|----------------------|

Pedestrian Bridge to Bus Rapid Transit Station - continued

Project Risk and Status Dashboard

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

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

**3.4 APPENDIX C –
Second Quarter 2019-2020
Major Capital Projects Report**

Solar Photovoltaic Plan

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

| |
|---|
| Reviewed and approved by Algonquin College Executive Team Sponsor: D. McNair |
| Algonquin College Leadership Team Project Dean/Executive Director: J. Tattersall |
| Project Manager: L. Smith & A. Waked (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 2018-2019. | June 11, 2018 |
| Meeting #511 – Board of Governors approved an additional \$1,200,000 of funding to be contributed by the College in relation to the scope change for the electrification component of the project. | February 25, 2019 |

| Major Milestones | Completion Date |
|---|------------------------|
| Planning and Development Phase | |
| Establish Solar Photovoltaic Plan Steering Committee membership & 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) | September 2019 |
| Close-out | October 2019 |

**3.4 APPENDIX C –
Second Quarter 2019-2020
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 September 30, 2019 | 0.0 million |

| Actual/Projected Funding | Value |
|---|----------------------|
| Expenditures in 2018-2019 | \$ 5.6 million |
| Expenditures in 2019-2020 (April 1, 2019 to September 30, 2019) | 1.4 million |
| Projected Remaining Expenditures in 2019-2020 | \$1.0 million |
| Total | \$8.0 million |

| | |
|-------------------------------|----------------------|
| Total Project Variance | \$0.0 million |
|-------------------------------|----------------------|

**3.4 APPENDIX C –
Second Quarter 2019-2020
Major Capital Projects Report**

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. |
| Y | 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. Scope of specific electrification works deferred to ensure total cost compliance with budget. Hydro-Ottawa is onboard and ongoing coordination is in-place to assure all requirements are captured. Electric Safety Authority review is ongoing until a successful completion |
| R | Cost Management | College officials directed Siemens to contain the project scope to remain within the \$8.0 million authorized budget. Appropriate de-scoping has been conducted to respect the original authorized project budget. |
| R | Schedule Management | Solar system installed previously. Battery Energy Storage Systems installed including batteries. Electrification substantially completed. Existing plant room constraints resolved. Approvals, in whole or part, from Electrical Safety Authority and Ottawa Hydro received. Remaining Building Automation Systems and MicroGrid installations and programming underway for commissioning in remaining 2019. |
| G | Project Resources | College resources needed to support this project have been identified along with external resources. |
| Y | Risk Management | The risk of not meeting greenhouse gas reduction targets as per the original project submission is being assessed. Risk of not meeting the project completion date (end of October) being mitigated by close monitoring and day-to-day coordination. |
| 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 –
Second Quarter 2019-2020
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 will support the Request for Proposal stage including the preparation of integration design, 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, including the Request for Proposal process completed by the end of the 2019-2020 fiscal year.

| |
|---|
| Reviewed and approved by Algonquin College Executive Team Sponsor: P. Devey |
| 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 2019-2020. | February 25, 2019 |

| Project Milestones | Dates |
|---------------------------|--------------|
| Project start date | May 1, 2019 |
| | |

| Approved Project Funding | Approved Value |
|--|-----------------------|
| Internally Restricted Net Assets | \$1.55 million |
| Strategic Investment Priorities Budget allocation, 2019-2020 funding | \$1.55 million |

| Project Contingency | Value |
|--|---------------|
| Approved project contingency | \$0.2 million |
| Contingency balance as at September 30, 2019 | \$0.2 million |

| Actual/Projected Project Cost | Value |
|--------------------------------------|-----------------------|
| Projected Expenditures in 2019-2020 | \$ 3.1 million |
| Total | \$ 3.1 million |

| | |
|-------------------------------|---------------------|
| Total Project Variance | \$ 0 million |
| | |

Student Information System - 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 –
Second Quarter 2019-2020
Major Capital Projects Report**

Summary of Projects Completed Since Fiscal 2011-2012

| Project | Final Project Value \$M | Fiscal Year Completed |
|--|------------------------------------|----------------------------------|
| Algonquin Centre for Construction Excellence (ACCE) | \$77.0 | 2011-2012 |
| Student Commons | 51.0 | 2012-2013 |
| Pembroke Campus | 34.0 | 2012-2013 |
| Perth Campus | 12.0 | 2011-2012 |
| Digital College | 12.0 | 2014-2015 |
| Healthy Living Education Phase 1A – Renovations | 6.0 | 2014-2015 |
| B Building Window Replacement | 1.1 | 2016-2017 |
| F Building Renovation | 1.6 | 2016-2017 |
| Equipment Renewal and Electrical Lab Alterations Project in ACCE | 2.3 | 2017-2018 |
| Welding Lab Project at the College’s Transportation Technology Centre – Building S | 2.8 | 2017-2018 |
| Transformer Replacement Project | 2.1 | 2017-2018 |
| Learning Management System | 3.0 | 2018-2019 |
| Enterprise Resource Planning (ERP) – Project Workday | 18.8 | 2018-2019 |
| Student Central | 6.8 | 2018-2019 |
| Indigenous Gathering Circle | 1.7 | 2018-2019 |
| DARE District | 45.4 | 2019-2020 |
| Net Tuition Project | 0.84 | 2019-2020 |
| Total | \$278.44 | |

MEMO

DATE: December 16, 2019
TO: Board of Governors
FROM: Governor Gail Beck, Chair, Governance Committee
SUBJECT: **Governance Committee meeting November 25, 2019**

Board members can review meeting materials from the November 25, 2019 meeting by accessing the Board of Governors [‘Teams site’ Governance Committee meeting folder, November 25, 2019 meeting folder.](#)

A. ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL

1) Board of Governors Bylaws (Review/revisions if required)

Members were referred to the amended Bylaw 1, Section 4. Amendments to Sections 4.1 Size and Constitution of Board and 4.2 Appointment of External Governors were reviewed by members. The amended Bylaw will be presented to the Board of Governors at the December 16, 2019 meeting for approval. The amended Bylaw 1 with tracked changes are provided in Appendix A: Bylaw 1 Amended (tracked), and the final version is provided in Appendix B: Bylaw 1 Amended (clean).

RESOLUTION:

MOVED & SECONDED: A. Lawrence & J. McCracken

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

CARRIED.

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

1) Lieutenant Governor in Council (LGIC) - Update

Members were provided with a verbal summary of the call that Governor J. Brockbank and President Brulé had on November 8, 2019 with S. Ramsay from the Ministry of Colleges and Universities Office. J. Brockbank provided S. Ramsay with the option of maintaining a complement of 13 external Governors until the end of August 2020. To date, there has been no final decisions made and options are still being recommended to the minister.

Members accepted this for information.

2) BG1-06 Recording, Live Streaming, and Picture Taking During Board Meetings

Members were provided a verbal summary of the call that they had on November 7, 2019 with V. Prince, Partner BLG and Governance Expert. As College Board meetings are public forums, there is likely no authority to prohibit unobtrusive recordings by members of the public during the open portions of such meetings. Any restriction on the media’s ability to record and collect public information may implicate their constitutional right to freedom of the press. Members suggested

that public portions of Board meetings be recorded and the recording would be made available with observers interested in obtaining details of the meeting. The recorded meeting media would be available only until the official minutes have been approved and publicly published. The approved meeting minutes will remain as the official record of the meeting.

Members accepted this update for information.

3) Terms of Reference Review (Identify overlap & risks)

3.1 Board Executive Committee

3.2 Governance Committee

Members were referred to the Board Executive Committee and Governance Committee Terms of Reference. There were discussions around the overlap/duplication of responsibilities outlined in each of the Terms of Reference. Governor G. Beck will reach out to all Board members to gain their perspective on the duplication of responsibilities of both committees, and the Board Executive Assistant will reach out to other Colleges for their Board Committees structure and Terms of Reference. Outcomes will be reported back at the January 30, 2019 Governance Committee meeting.

4) Governor Self – Evaluation

- Self – Evaluation ideas

Members suggested having Committee Chairs perform individual committee member evaluations and discussions in order to obtain Committee member's overall board contribution. This will help enable Committee Chairs in providing feedback to each member on the role they play at Committee and Board meetings. Governor G. Beck and the Board Executive Assistant to the Board will reach out to other colleges to obtain examples of Governor Self-evaluations.

5) 2019 Higher Education Summit Toronto – Nov. 29 – Dec. 3, 2019

October 31, 2019 Committee Approval for Governor Ikram Zouari for the purpose of having the approval on record.

RESOLUTION

MOVED & SECONDED: J. Brockbank & J. McCracken

THAT the Governance Committee approves Governor Ikram Zouari's request to attend the 2019 Higher Education Summit in Toronto.

CARRIED.

6) 2020-2021 Recruitment Campaign

Members were informed that there will be no requirement to launch a 2020 recruitment campaign for external governors as the Board has secured three Governors in waiting from last year's recruitment process. The appointment of Governors in waiting as Governors effective September 1, 2020 will depend on the outcome of the changes in the Public Appointments process at the Ministry level.

Members accepted this update for information.

7) New Board of Governor Orientation Part 1 – Survey Results

Overall, the results of the survey were very positive. New Governors gained an overview of the College and each Area's core responsibilities. Details of the survey results are provided in Appendix C: 2019 New Board Orientation Part 1 - Survey Results.

Members accepted this survey results for information.

8) New Board of Governor Orientation Part 2 – Survey Results

The survey results were positive. New Governors gained valuable knowledge of the roles that each committee of the Board plays and liked the format of the orientation sessions divided into two. Details of the survey results are provided in Appendix D: 2019 New Board Orientation Part 2 - Survey Results.

Members accepted this survey results for information.

9) 2019 Fall Board of Governors Retreat – Survey Results

Overall, Governors found the Retreat well done & informative. Governors found that the information received from guest speaker and the retreat topics were relevant to the College and the new Provincial Government. Details of the survey results are provided in Appendix E: 2019 Fall Board of Governors Retreat – Survey Results.

Members accepted this survey results for information.

10) 2020 Spring Board Retreat Planning

- Retreat Agenda items/topics
- Location – Brookstreet Hotel
- Guest Speaker

Members were informed that the Brookstreet Hotel has been secured for the 2020 Spring Board of Governors Retreat. It was suggested that a possible retreat topic could be on Artificial Intelligence. Agenda topics and possible guest speaker(s) will be discussed at the December 16, 2019 Board meeting.

11) 2019-2020 Board of Governors Workplan

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

12) October 28, 2019 Board of Governors meeting evaluation results

Members accepted the October 28, 2019 Board of Governors meeting evaluation results for information.

BYLAW 1**THE BOARD OF GOVERNORS OF THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

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

1 INTERPRETATION

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

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

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

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

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

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

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

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

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

4 BOARD OF GOVERNORS

- 4.1 **Size and Constitution of Board:** Subject to the transition procedure set out in section 4(10) of the current Ontario Regulation 34/03 the Board shall consist of **no less than** seventeen (17) **and no more than twenty one (21)** governors of whom: **no less than** twelve (12) **and no more than sixteen (16)** governors, hereinafter referred to as "external" governors, shall be appointed in the manner provided in section 4.2 below¹; four (4) additional governors, hereinafter referred to as "internal" governors, shall be elected as provided in section 4.3 below; and the President of the Corporation (who shall for the purposes of the Regulations be regarded as "the President of the College") shall be appointed by the Board pursuant to section 11.5.4 hereof and who shall be a voting member of the Board by virtue of office.
- 4.2 **Appointment of External Governors:** The external governors shall be appointed as follows:
- 4.2.1 Four (4) **or five (5)** governors are to be appointed by the Lieutenant Governor in Council ("LGIC"), **the former when the total external governors do not exceed twelve (12) and the latter when the total external governors are fourteen (14) to sixteen (16).** For each governor to be appointed by the LGIC, the College shall forward to the Colleges Unit of the Ministry of Colleges and Universities, up to three (3) nominees **for consideration. The Minister may or may not choose a Board recommended Nominee and reserves the right to recommend for appointment any or all candidates selected from the Public Appointments process;**
- 4.2.2 **No less than eight (8) and no more than eleven (11)** governors are to be appointed by the members of the Board holding office at the time of appointment²;
- 4.2.3 A member of the Board appointed under sections 4.2.1 and 4.2.2 shall not participate in a vote of the Board relating to a renewal or extension of his or her appointment.
- 4.2.4 **Where a campus is established and maintained in an Ontario Community, other than the main campus located at the Head Office, at least one External Governor who is a permanent resident of such community, will be appointed to the Board under Section 4.2.1 or 4.2.2.**
- 4.3 **Election of Internal Governors:** The internal governors shall comprise one student, one academic staff member, one administrative staff member, and one support staff member, each of whom shall be elected by the students, academic

¹ The Board will determine and approve annually the number of external governors. The preferred number is twelve (12). However, under exceptional circumstances, the Board may, with the prior concurrence of the Minister of Colleges and Universities, approve up to sixteen (16) external Directors.

² The number of Board selected appointees will be determined annually with the approved number of total governors.

staff members, administrative staff members and support staff members, respectively, in accordance with the procedures established in Bylaw No. 3 of this Corporation.

4.4 **Eligibility Requirements of External Members:** No person shall be eligible for appointment as an external governor if such person is a student or an employee of a College of Applied Arts and Technology.

4.5 **Term and Term Limits:**

4.5.1 Each external governor and each internal governor (other than the student governor) shall be appointed or elected, as applicable, for a term not to exceed 3 years;

4.5.2 Each student governor shall be elected for a term of 1 year;

4.5.3 Each governor shall take office on the first day of September in the year of appointment or election;

4.5.4 Notwithstanding the length of the term to which an internal governor may be elected, such term shall immediately terminate upon such governor ceasing temporarily or permanently to be a student, academic staff member, administrative staff member or support staff member, as applicable. Provided that a student governor who graduates prior to the expiration of such student governor's term may continue to serve until the 31st day of August in such student's year of graduation;

4.5.5 No person shall serve as an external governor or internal governor (other than the student governor) for more than 6 consecutive years provided that after an absence of 2 years such person shall again be eligible for re-election or re-appointment, as applicable, for successive terms not to exceed 6 years;

4.5.6 No person shall serve as the student governor for more than 2 consecutive years provided that after an absence of 2 years such person shall again be eligible for re-election for successive terms not to exceed 2 years.

4.6 **Vacancies:**

4.6.1 Where a vacancy occurs among the external governors of the Board appointed by the LGIC pursuant to section 4.2.1, the College shall forward to the Colleges Unit of the Ministry of Colleges and Universities, up to three (3) nominees for each vacant position in accordance with the direction provided by Ministry of Colleges and Universities in the October 12, 2010, memo from Nancy Naylor, Assistant Deputy Minister providing direction on the New Appointment Processes for Lieutenant Governor In Council-appointed College Governors;

- 4.6.2 Where a vacancy occurs among the external governors of the Board appointed by the Board pursuant to section 4.2.2, the Board shall appoint a person to fill the vacancy;
- 4.6.3 Where a vacancy occurs among the internal governors of the Board, such of the students, academic staff members, administrative staff members, or support staff members as originally appointed the governor whose position is vacant shall elect a person to fill the vacancy; such election to be conducted in accordance with the procedures set forth in Bylaw No. 3;
- 4.6.4 The term of the person appointed or elected pursuant to section 4.6.1 or 4.6.2 shall be for the remainder of the term of the governor whose position became vacant, and shall commence upon such appointment or election and shall terminate on August 31st in the year in which such term expires.

5 POWERS OF THE BOARD

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

6 MEETINGS OF THE BOARD

- 6.1 **Calling of Meetings:** Except as otherwise required by law, the Board may hold its meetings at such place or places as it may from time to time determine. Governors' meetings may be formally called by the Chair or Vice Chair or by the Secretary or Treasurer on the direction of the Chair, or of the Vice Chair or of any two (2) governors.
- 6.2 **Notice of Meetings:** The Board may appoint a day or days in any month or months for regular meetings of the Board at an hour to be named and in respect of such regular meetings no notice need be given to the governors but notice of the days and times so appointed shall be posted in the foyer of the main administration building. Where urgent conditions prevail, notice of a Board meeting shall be delivered, telephoned or sent by electronic mail to each governor not less than one (1) day before the meeting is to take place or shall be mailed to

each governor not less than four (4) days before the meeting is to take place. Notice of all meetings of the Board shall be given to the public by posting of a notice in the foyer of the main administration building concurrent with the giving of notice to the governors. The certificate of the Secretary or Treasurer or Chair that notice has been given pursuant to this bylaw shall be sufficient and conclusive evidence of the giving of such notice. The governors may consider or transact any business, either special or general, at any meeting of the Board.

6.3 **Disclosure of Conflict of Interest:** At the opening of each meeting, the Chair shall ask for disclosures of any actual, potential, or perceived conflicts of interest of any governor relating to any agenda item. Any such declared conflicts shall be recorded in the minutes.

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

6.5 **Meetings to be Public:** Subject to section 6.6 below, meetings of the Board shall be open to the public and no person shall be excluded from such a meeting except for improper conduct as determined and expressed by resolution of the Board.

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

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

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

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

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

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

6.9 **Voting:**

- 6.9.1 Except for votes to amend or adopt bylaws, questions arising at any meeting of governors shall be decided by a majority vote. Votes to amend or adopt bylaws shall require a two-thirds majority. In the case of an equality of votes, the Chair shall have a second or casting vote;
- 6.9.2 All votes at any such meeting shall be taken by ballot, if so demanded by any governors present; but if no demand be made, the vote shall be taken in the usual way by assent or dissent.
- 6.9.3 Unless there is a demand for a recorded vote, a declaration by the Chair that a resolution has been carried or carried unanimously or by a particular majority or lost or not carried by a particular majority, and an entry to that effect in the minutes shall be admissible in evidence as prima facie proof of the fact without proof of the number or proportion of votes recorded in favour of or against such resolution. In the absence of the Chair, the Chair's duties may be performed by the Vice Chair or such other external governor as the Board may from time to time appoint for the purpose.
- 6.10 **Meetings by Electronic Means:** Meetings of the Board may be held by means of such telephone, electronic, or other communication facilities as will permit all persons participating in the meeting to communicate with each other simultaneously and instantaneously and a member of the Board participating by such means shall be deemed to be present at that meeting and shall be counted for the purposes of quorum.

7 **COMPLIANCE WITH CONFLICT OF INTEREST OBLIGATIONS**

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

7.1 **Definitions:**

- 7.1.1 **Actual conflict of interest:** a situation where a governor has a private or personal interest that is sufficiently connected to the governor's duties and responsibilities as a governor that it influences the exercise of these duties and responsibilities.
- 7.1.2 **Internal governor:** For the purpose of this section 7, the president of the college shall be deemed to be an internal governor.

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

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

7.2 Principles

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

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

7.2.3 Members of the Board shall not have private interests (other than those permitted pursuant to the Minister's binding policy directive, or applicable laws, or statutes) that would be affected particularly or significantly by college decisions or actions in which they participate as governors.

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

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

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

7.3 Minister's Binding Policy Directive

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

-
- 7.3.2 At the beginning of every Board meeting, the Chair of the Board is to ask and have recorded in the minutes whether any member of the Board has a conflict to declare in respect to any agenda item.
- 7.3.2.1 When the agenda item arises in the open portion of the Board meeting, the member(s) of the Board with an actual conflict of interest may remain in the room for the duration of the discussion and not participate in the vote on this item. The minutes are to record that the member(s) of the Board in conflict of interest remained in the room for the discussion and did not vote on this item. Should the matter occur in the in camera portion of a meeting, the member(s) of the Board shall withdraw while the matter is being discussed or voted on and the minutes should reflect this.
- 7.3.2.2 When the conflict of interest is perceived or potential, the Board will determine whether the member or members of the Board remain for the discussion and vote on agenda items. The minutes should reflect what takes place.
- 7.3.3 In cases where a conflict cannot be avoided, a Board member is to declare a conflict of interest at the earliest opportunity and, at the same time, should declare the general nature of the conflict. Where a conflict of interest is declared prior to a Board meeting, the declaration is to be made to the Chair of the Board and the Board is to be informed.
- 7.3.4 Where a Board member is unsure whether the member is in conflict, the said member is to raise the perceived potential conflict with the Board, and the Board is to determine by majority vote whether or not a conflict of interest exists. The said Board member must refrain from voting on whether or not a conflict of interest exists.
- 7.3.5 Where a conflict of interest is discovered after consideration of a matter, it is to be declared to the Board and appropriately recorded at the first opportunity. If the Board determines that involvement of said member of the Board influenced the decision of the matter, the Board is to re-examine the matter and may rescind, vary, or confirm its decision.
- 7.3.6 Any member of the Board who perceives another member of the Board to be in conflict of interest in a matter under consideration is to raise this concern with the Chair of the Board. The Chair, in turn, is to discuss the matter with the member of the Board who is perceived to be in conflict and, as appropriate, to hold further discussion with the reporting governor. If the discussions do not lead to a resolution, the matter is to be brought to the Board and the Board is to determine by majority vote whether or not a conflict of interest exists. The member of the Board perceived to be in conflict is to refrain from voting.

7.3.7 Where there has been a failure on the part of a member of the Board to comply with this binding policy directive, unless the failure is the result of a bona fide error in judgment, the Board is to:

7.3.7.1 Issue a verbal reprimand; or

7.3.7.2 Issue a written reprimand; and/or

7.3.7.3 Request that a member of the Board resign; and/or

7.3.7.4 Remove the member of the Board through processes established in Board bylaws.

7.4 Without limiting the general application of the Minister's Binding Policy Directive on conflict of interest, the Board shall recognize the following circumstances as an actual conflict of interest requiring the affected Board member to conduct themselves in accordance with s. 7.3.2.1. hereof:

7.4.1 President:

7.4.1.1 Agenda items relating either directly or indirectly to the President's compensation, perquisites, and/or benefits;

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

7.4.2 Internal Governors:

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

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

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

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

7.4.3 Student Governor:

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

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

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

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

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

7.5 Insignificant Conflicts

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

7.6 Disclosure of Interests in Contracts

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

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

8 REMOVAL OF GOVERNORS

- 8.1 The Board may remove a governor (other than the President or members of the Board appointed by the Lieutenant Governor in Council) from the Board by a resolution of the governors (enacted pursuant to section 8.2 below) if:
- 8.1.1 The governor has failed to attend, without leave of the Board, at least 50% of the regular meetings of the Board in any 12 month period or 4 successive meetings of the Board;
 - 8.1.2 The governor has neglected or refused to participate on Board committees and/or to contribute to effective discussion and decision making at the Board;
 - 8.1.3 The governor has failed to comply with the Minister's Binding Policy Directive on Conflict of Interest which is set forth in section 7 of this Bylaw;
 - 8.1.4 The governor has failed to maintain the confidentiality of any and all information, discussions, or proceedings at in camera sessions of the Board;
 - 8.1.5 The governor has failed to observe and perform the governor's fiduciary duty to the Corporation in that the governor has not acted with honesty, in good faith and in the best interests of the Corporation;
 - 8.1.6 The governor has, in the opinion of the Board, committed one of the following grounds of misconduct and in consequence would, if such governor were to continue as a member of the Board, adversely affect the image and/or operations of the Board or of the College:
 - 8.1.6.1 Harassment (including activities that would constitute harassment under College directives);
 - 8.1.6.2 Violence (including activities that would constitute violence under College directives);
 - 8.1.6.3 Conviction of a criminal offense;
 - 8.1.6.4 Conduct unbecoming of a member of the Board;
 - 8.1.6.5 Discrimination as defined under the Ontario Human Rights Code (including activities that would constitute discrimination under College directives).
 - 8.1.7 The governor has refused or is unable to comply with the provisions of the Governor's Code of Ethics being Appendix A to this Bylaw #1; and,
 - 8.1.8 The governor has failed to observe and comply with the provisions of the Governor's Code of Ethics being Appendix A to this Bylaw #1.

- 8.2 Prior to the Board voting to remove a governor (the “Subject Governor”), the Chair or the Vice-Chair is to discuss the matter with the Subject Governor to explain why the removal is being considered and to seek a satisfactory explanation of or solution to the alleged grounds for removal (the “Grounds”). If the discussions do not result in a satisfactory explanation or solution, the matter is to be brought to the Board in an in camera session, and the Board is to determine by resolution, passed by at least two-thirds of the votes cast, whether the Subject Governor is to be removed. The notice for the in camera session is to specify the intention to pass a resolution removing the Subject Governor and the Grounds therefore. The Subject Governor is to be given an opportunity to respond to the Grounds by addressing the Board at the in camera session, but is to refrain from voting. The Subject Governor is to be clearly notified of the final consideration and decision of the Board and any action that will be taken.
- 8.3 Any person who is removed as a governor from the Board may apply to the Executive Committee to review the decision to remove the person from the Board. As provided in the Regulations, the Executive Committee’s review shall be subject to the following:
- 8.3.1 The Executive Committee’s review is limited to determining whether the removal was for a reason set out in this Bylaw and in accordance with the procedure established in this Bylaw and does not include a review of whether the Board was correct in removing a governor of the Board;
- 8.3.2 The Chair of the Board and the President shall sign a written attestation that the removal process was carried out in accordance with this Bylaw;
- 8.3.3 The decision of the Executive Committee on whether the decision of the Board was made for a reason set out in this Bylaw and in accordance with the procedure established in this Bylaw is final and binding.
- 8.4 With respect to any member of the Board appointed by the Lieutenant Governor in Council pursuant to section 4.2.1 of this Bylaw, if the Board believes that there exist reasons for justifying the removal of such member from the Board, the Board may set those reasons out in a report to the Minister of Colleges and Universities for referral to the Lieutenant Governor in Council.

9 REMUNERATION OF GOVERNORS AND COMMITTEE MEMBERS

- 9.1 The governors of the Corporation shall serve without remuneration and no governor shall directly or indirectly receive any profit from his position as such; provided that a governor may be paid reasonable travel and living expenses incurred by him in the performance of his duties.
- 9.2 The provisions of section 9.1 shall apply equally to all members of committees and subcommittees of the Board.

10 PROTECTION OF GOVERNORS AND OFFICERS

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

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

10.2 No governor or officer for the time being of the Corporation shall be liable for the acts, receipts, neglects or defaults of any other governor or officer or employee or for joining in any receipt or act for conformity or for any loss, damage or expense happening to the Corporation through the insufficiency or deficiency of title to any property acquired by the Corporation for or on behalf of the Corporation or for the insufficiency or deficiency of any security in or upon which any of the moneys of or belonging to the Corporation shall be placed out or invested or for any loss or damage arising from the bankruptcy, insolvency or tortuous act of any person, firm or corporation with whom or which any moneys, securities or effects shall be lodged or deposited or for any other loss, damage or misfortune whatever which may happen in the execution of the duties of such governor's or officer's respective office or trust or in relation thereto unless the same shall happen by or through such governor's or officer's own wrongful and wilful act or through such governor's or officer's own wrongful and wilful neglect or default.

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

11 OFFICERS OF THE CORPORATION

- 11.1 **Officers:** There shall be a Chair, a Vice Chair, a President, a Secretary and a Treasurer, and such other officers as the Board may determine by resolution from time to time. The Chair and Vice Chair shall be external governors of the Board. The other officers of the Corporation (excepting the President who is a member of the Board by virtue of office) need not be members of the Board.
- 11.2 **Appointment:** At the May or June meeting of the Board each year, the Nominating Committee shall bring forward a recommendation for appointment of the Officers and Committee Chairs requiring annual appointment. Following their appointment by resolution of the Board, the Officers and Committee Chairs will assume their responsibilities on the 1st of September each year. If the Board shall fail to appoint any or all of such officers by September 1st, the incumbents for whom no replacements have been appointed shall continue in office until their successors are appointed except in the case of a Chair or Vice Chair whose term as governor has expired.
- 11.3 **Remuneration:** The governors may, in accordance with, and subject to the obtaining of such approvals as may be required by any applicable statutory provision, fix the remuneration to be paid to Officers of the Corporation.
- 11.4 **Removal:** All Officers, in the absence of agreement to the contrary, shall be subject to the removal from that office of the Corporation by resolution of the Board at any time with or without cause.
- 11.5 **Duties of Officers:** The duties of the Officers are as follows:
- 11.5.1 **Chair.** The Chair shall be appointed annually and shall, when present, preside at all meetings of the Board. He or she shall, together with the Secretary or other officer appointed for the purpose, sign all bylaws of the Corporation; and he or she shall sign such contracts, documents or instruments in writing as require his or her signature. The Chair shall also have such other powers and duties as may from time to time be assigned to him or her by the Board or as are incidental to his or her office and shall interpret the resolutions of the Board and the intent of the Bylaws.
- 11.5.2 **Vice Chair.** The Vice Chair shall be appointed annually and shall have such powers and perform such duties as may be assigned to him or her by the Board, and in the absence or inability to act of the Chair, shall perform all the duties and have all the powers of the Chair and if a Vice Chair, or such other external governor as the Board may from time to time appoint for the purpose, performs any such duty or exercises any such power, the absence, inability or refusal to act of the Chair shall be presumed with reference thereto.
- 11.5.3 **President.** The Board shall appoint a President for such term as the Board may consider appropriate from time to time and hereby delegates to the President such authority to manage and direct the business and affairs of

the Corporation, except such matters and duties as by law must be transacted or performed by the Board, and further to employ and discharge agents and employees of the Corporation as the President may from time to time decide. He or she shall conform to all lawful orders given to him or her by the Board of the Corporation and/or by the Chair thereof and shall at all reasonable times give to the governors or any of them all information they may require regarding the affairs of the Corporation.

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

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

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

- 11.5.5.1 Keep full and accurate accounts of all receipts and disbursements of the Corporation in proper books of account;
- 11.5.5.2 Deposit all moneys or other valuable effects in the name and to the credit of the Corporation in such banks as may from time to time be designated by the Board;
- 11.5.5.3 Disburse the funds of the Corporation under the direction of the Board, taking proper vouchers therefore;
- 11.5.5.4 Render to the Board at the regular meetings thereof or whenever required of him or her, an account of all his

or her transactions as Treasurer, and of the financial position of the Corporation;

11.5.5.5 Co-operate with the auditors of the Corporation during any audit of the accounts of the Corporation;

11.5.5.6 Perform such other duties as may from time to time be determined by the Board.

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

11.6 Vacancies

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

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

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

12 EXECUTION OF DOCUMENTS

12.1 **Cheques, Drafts, Notes, Etc.** All cheques, drafts or orders for the payment of money and all notes and acceptances and bills of exchange shall be signed by such Officer or Officers or person or persons, whether or not Officers of the Corporation, in such manner as the Board may from time to time designate by resolution.

12.2 Contracts, documents or instruments in writing:

12.2.1 Contracts, documents or instruments in writing, required to be signed by the Corporation, may be signed by any two of the Chair, the Vice Chair, the President, the Secretary (where the Secretary is someone other than the President), and the Treasurer and all contracts, documents or instruments in writing so signed shall be binding upon the Corporation without any further authorization or formality;

12.2.2 The corporate seal of the Corporation may, when required, be affixed to contracts, documents or instruments in writing signed as aforesaid or by any Officer or Officers, person or persons appointed by resolution of the Board pursuant to section 12.2.5 hereof;

12.2.3 The term "contracts, documents or instruments in writing" as used herein shall include deeds, mortgages, hypothecs, charges, conveyances, transfers and assignments, releases, receipts and discharges for the payment of money or other obligations, conveyances, transfers and assignments of shares, bonds, debentures or other securities and all paper writings;

12.2.4 In particular without limiting the generality of the foregoing, any two of the Chair, the Vice Chair, the President, the Secretary (where the Secretary is someone other than the President), and the Treasurer are authorized to sell, assign, transfer, exchange, convert or convey any and all shares, bonds, debentures, rights, warrants or other securities owned by or registered in the name of the Corporation in its individual capacity or any other capacity or as trustee or otherwise and to sign and execute (under the corporate seal of the Corporation or otherwise) all assignments, transfers, conveyances, powers of attorney and other instruments that may be necessary for the purpose of selling, assigning, transferring, exchanging, converting or conveying any such shares, bonds, debentures, rights, warrants or other securities;

12.2.5 Notwithstanding any provisions to the contrary contained in the bylaws of the Corporation, the Board may at any time by resolution direct the manner in which, and the person or persons by whom, any particular instrument, contract or obligations of the Corporation may or shall be executed.

13 BOOKS AND RECORDS

13.1 The Board shall ensure that all necessary books and records of the Corporation required by the bylaws of the Corporation or by any applicable statute or law are regularly and properly kept.

13.2 Without limiting the generality of section 13.1 immediately preceding, the Board shall keep minutes and records of its proceedings that accurately reflect the proceedings of the Board.

13.3 The Bylaws of the Corporation:

13.3.1 Shall be open to examination by the public during the normal office hours of the Corporation; and

13.3.2 Whenever possible, shall be available to the public at no charge on the Corporation's website.

14 STANDING COMMITTEES

14.1 The Board may, from time to time, appoint committees, consisting of such persons as may from time to time be appointed members thereof by the Board, to act in an advisory capacity to the Board in connection with the particular field of activity referred to each of such committees. The members of such committees shall hold

office during the pleasure of the Board, and the Chair and the President shall be ex-officio (voting) members of each such committee.

- 14.2 The Board may fill any vacancies occurring from time to time in such committees and may abolish and from time to time re-appoint any such committee.
- 14.3 The Secretary shall record or cause to be recorded the minutes of the proceedings of any such standing committee which shall be confirmed under the signature of the Chair of that meeting and a report shall be forwarded to the Board. Any such committee so appointed may meet for the transaction of business, adjourn and otherwise regulate its meetings as it thinks fit. The quorum for any such standing committee shall be a majority of the governors on the committee. Questions arising at any meeting of a committee shall be decided by a majority of votes and, in the case of an equality of votes, the Chair of the meeting shall have a second or casting vote.

15 AUDIT AND RISK MANAGEMENT COMMITTEE

- 15.1 The Audit and Risk Management Committee heretofore established by resolution of the Board is hereby confirmed and continued to assist the governors in connection with all matters that may be properly referred to it by the Board. The Audit and Risk Management Committee shall be composed of at least four external governors and the Chair of the Board. The President of the College shall be a non-voting member of the Audit and Risk Management Committee.
- 15.2 Each Audit and Risk Management Committee member shall be appointed by the Board for a term of one (1) year, and such term may be extended for one (1) year at a time while the Audit Committee member continues as a governor of the College. The Board shall fill a vacancy on the Audit and Risk Management Committee by appointing a new member to the Committee.

16 GOVERNANCE COMMITTEE

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

President who shall be ex officio (voting) members. The Chair of the Governance Committee shall be an external governor and a majority of the five members of the Governance Committee shall be external governors.

- 16.2 Each Governance Committee member shall be appointed for a two year term subject to an annual review, removal and renewal by the Board.

17 ACADEMIC AND STUDENT AFFAIRS COMMITTEE

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

18 EXECUTIVE COMMITTEE

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

18 MEMBERS

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

otherwise in accordance with these Bylaws or as provided by any applicable statute or law.

19 MEETINGS OF MEMBERS

19.1 Annual and Other General Meetings.

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

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

19.2 Notice of Meetings

19.2.1 Notice of the time and place of every annual or general meeting of members shall be made by sending notice of the time and place of any such meeting which shall be delivered or telephoned not less than ten (10) days prior to the time fixed for the holding of any such meeting. Provided always that any meeting of members may be held for any purpose at any date and time and any place within Ontario without notice if all the members are present in person at the meeting or if all the absent members waive notice thereof or otherwise signify in writing their consent to such meeting being held in their absence. Such waiver of notice or consent may be given either before or after the meeting.

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

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

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

19.5 Voting

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

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

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

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

20 FINANCIAL YEAR

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

Enacted this 16th day of December, 2019.

James Brockbank
Chair, Board of Governors

Claude Brulé
Secretary, Board of Governors

GOVERNOR'S CODE OF ETHICS

BACKGROUND

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

CODE OF ETHICS

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

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

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

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

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

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

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

Code of Ethical Conduct and Governors' Agreement

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

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

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

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

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

Signature of Governor: _____

Date: _____

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

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

Signature of Board Chair: _____

Date: _____

BYLAW 1**THE BOARD OF GOVERNORS OF THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

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

1 INTERPRETATION

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

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

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

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

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

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

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

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

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

4 BOARD OF GOVERNORS

- 4.1 **Size and Constitution of Board:** Subject to the transition procedure set out in section 4(10) of the current Ontario Regulation 34/03 the Board shall consist of no less than seventeen (17) and no more than twenty one (21) governors of whom: no less than twelve (12) and no more than sixteen (16) governors, hereinafter referred to as "external" governors, shall be appointed in the manner provided in section 4.2 below¹; four (4) additional governors, hereinafter referred to as "internal" governors, shall be elected as provided in section 4.3 below; and the President of the Corporation (who shall for the purposes of the Regulations be regarded as "the President of the College") shall be appointed by the Board pursuant to section 11.5.4 hereof and who shall be a voting member of the Board by virtue of office.
- 4.2 **Appointment of External Governors:** The external governors shall be appointed as follows:
- 4.2.1 Four (4) or five (5) governors are to be appointed by the Lieutenant Governor in Council ("LGIC"), the former when the total external governors do not exceed twelve (12) and the latter when the total external governors are fourteen (14) to sixteen (16). For each governor to be appointed by the LGIC, the College shall forward to the Colleges Unit of the Ministry of Colleges and Universities, up to three (3) nominees for consideration. The Minister may or may not choose a Board recommended Nominee and reserves the right to recommend for appointment any or all candidates selected from the Public Appointments process;
- 4.2.2 No less than eight (8) and no more than eleven (11) governors are to be appointed by the members of the Board holding office at the time of appointment²;
- 4.2.3 A member of the Board appointed under sections 4.2.1 and 4.2.2 shall not participate in a vote of the Board relating to a renewal or extension of his or her appointment.
- 4.2.4 Where a campus is established and maintained in an Ontario Community, other than the main campus located at the Head Office, at least one External Governor who is a permanent resident of such community, will be appointed to the Board under Section 4.2.1 or 4.2.2.
- 4.3 **Election of Internal Governors:** The internal governors shall comprise one student, one academic staff member, one administrative staff member, and one support staff member, each of whom shall be elected by the students, academic

¹ The Board will determine and approve annually the number of external governors. The preferred number is twelve (12). However, under exceptional circumstances, the Board may, with the prior concurrence of the Minister of Colleges and Universities, approve up to sixteen (16) external Directors.

² The number of Board selected appointees will be determined annually with the approved number of total governors.

staff members, administrative staff members and support staff members, respectively, in accordance with the procedures established in Bylaw No. 3 of this Corporation.

4.4 **Eligibility Requirements of External Members:** No person shall be eligible for appointment as an external governor if such person is a student or an employee of a College of Applied Arts and Technology.

4.5 **Term and Term Limits:**

4.5.1 Each external governor and each internal governor (other than the student governor) shall be appointed or elected, as applicable, for a term not to exceed 3 years;

4.5.2 Each student governor shall be elected for a term of 1 year;

4.5.3 Each governor shall take office on the first day of September in the year of appointment or election;

4.5.4 Notwithstanding the length of the term to which an internal governor may be elected, such term shall immediately terminate upon such governor ceasing temporarily or permanently to be a student, academic staff member, administrative staff member or support staff member, as applicable. Provided that a student governor who graduates prior to the expiration of such student governor's term may continue to serve until the 31st day of August in such student's year of graduation;

4.5.5 No person shall serve as an external governor or internal governor (other than the student governor) for more than 6 consecutive years provided that after an absence of 2 years such person shall again be eligible for re-election or re-appointment, as applicable, for successive terms not to exceed 6 years;

4.5.6 No person shall serve as the student governor for more than 2 consecutive years provided that after an absence of 2 years such person shall again be eligible for re-election for successive terms not to exceed 2 years.

4.6 **Vacancies:**

4.6.1 Where a vacancy occurs among the external governors of the Board appointed by the LGIC pursuant to section 4.2.1, the College shall forward to the Colleges Unit of the Ministry of Colleges and Universities, up to three (3) nominees for each vacant position in accordance with the direction provided by Ministry of Colleges and Universities in the October 12, 2010, memo from Nancy Naylor, Assistant Deputy Minister providing direction on the New Appointment Processes for Lieutenant Governor In Council-appointed College Governors;

- 4.6.2 Where a vacancy occurs among the external governors of the Board appointed by the Board pursuant to section 4.2.2, the Board shall appoint a person to fill the vacancy;
- 4.6.3 Where a vacancy occurs among the internal governors of the Board, such of the students, academic staff members, administrative staff members, or support staff members as originally appointed the governor whose position is vacant shall elect a person to fill the vacancy; such election to be conducted in accordance with the procedures set forth in Bylaw No. 3;
- 4.6.4 The term of the person appointed or elected pursuant to section 4.6.1 or 4.6.2 shall be for the remainder of the term of the governor whose position became vacant, and shall commence upon such appointment or election and shall terminate on August 31st in the year in which such term expires.

5 POWERS OF THE BOARD

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

6 MEETINGS OF THE BOARD

- 6.1 **Calling of Meetings:** Except as otherwise required by law, the Board may hold its meetings at such place or places as it may from time to time determine. Governors' meetings may be formally called by the Chair or Vice Chair or by the Secretary or Treasurer on the direction of the Chair, or of the Vice Chair or of any two (2) governors.
- 6.2 **Notice of Meetings:** The Board may appoint a day or days in any month or months for regular meetings of the Board at an hour to be named and in respect of such regular meetings no notice need be given to the governors but notice of the days and times so appointed shall be posted in the foyer of the main administration building. Where urgent conditions prevail, notice of a Board meeting shall be delivered, telephoned or sent by electronic mail to each governor not less than one (1) day before the meeting is to take place or shall be mailed to

each governor not less than four (4) days before the meeting is to take place. Notice of all meetings of the Board shall be given to the public by posting of a notice in the foyer of the main administration building concurrent with the giving of notice to the governors. The certificate of the Secretary or Treasurer or Chair that notice has been given pursuant to this bylaw shall be sufficient and conclusive evidence of the giving of such notice. The governors may consider or transact any business, either special or general, at any meeting of the Board.

6.3 **Disclosure of Conflict of Interest:** At the opening of each meeting, the Chair shall ask for disclosures of any actual, potential, or perceived conflicts of interest of any governor relating to any agenda item. Any such declared conflicts shall be recorded in the minutes.

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

6.5 **Meetings to be Public:** Subject to section 6.6 below, meetings of the Board shall be open to the public and no person shall be excluded from such a meeting except for improper conduct as determined and expressed by resolution of the Board.

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

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

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

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

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

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

6.9 **Voting:**

- 6.9.1 Except for votes to amend or adopt bylaws, questions arising at any meeting of governors shall be decided by a majority vote. Votes to amend or adopt bylaws shall require a two-thirds majority. In the case of an equality of votes, the Chair shall have a second or casting vote;
- 6.9.2 All votes at any such meeting shall be taken by ballot, if so demanded by any governors present; but if no demand be made, the vote shall be taken in the usual way by assent or dissent.
- 6.9.3 Unless there is a demand for a recorded vote, a declaration by the Chair that a resolution has been carried or carried unanimously or by a particular majority or lost or not carried by a particular majority, and an entry to that effect in the minutes shall be admissible in evidence as prima facie proof of the fact without proof of the number or proportion of votes recorded in favour of or against such resolution. In the absence of the Chair, the Chair's duties may be performed by the Vice Chair or such other external governor as the Board may from time to time appoint for the purpose.
- 6.10 **Meetings by Electronic Means:** Meetings of the Board may be held by means of such telephone, electronic, or other communication facilities as will permit all persons participating in the meeting to communicate with each other simultaneously and instantaneously and a member of the Board participating by such means shall be deemed to be present at that meeting and shall be counted for the purposes of quorum.

7 **COMPLIANCE WITH CONFLICT OF INTEREST OBLIGATIONS**

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

7.1 **Definitions:**

- 7.1.1 **Actual conflict of interest:** a situation where a governor has a private or personal interest that is sufficiently connected to the governor's duties and responsibilities as a governor that it influences the exercise of these duties and responsibilities.
- 7.1.2 **Internal governor:** For the purpose of this section 7, the president of the college shall be deemed to be an internal governor.

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

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

7.2 Principles

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

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

7.2.3 Members of the Board shall not have private interests (other than those permitted pursuant to the Minister's binding policy directive, or applicable laws, or statutes) that would be affected particularly or significantly by college decisions or actions in which they participate as governors.

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

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

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

7.3 Minister's Binding Policy Directive

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

-
- 7.3.2 At the beginning of every Board meeting, the Chair of the Board is to ask and have recorded in the minutes whether any member of the Board has a conflict to declare in respect to any agenda item.
- 7.3.2.1 When the agenda item arises in the open portion of the Board meeting, the member(s) of the Board with an actual conflict of interest may remain in the room for the duration of the discussion and not participate in the vote on this item. The minutes are to record that the member(s) of the Board in conflict of interest remained in the room for the discussion and did not vote on this item. Should the matter occur in the in camera portion of a meeting, the member(s) of the Board shall withdraw while the matter is being discussed or voted on and the minutes should reflect this.
- 7.3.2.2 When the conflict of interest is perceived or potential, the Board will determine whether the member or members of the Board remain for the discussion and vote on agenda items. The minutes should reflect what takes place.
- 7.3.3 In cases where a conflict cannot be avoided, a Board member is to declare a conflict of interest at the earliest opportunity and, at the same time, should declare the general nature of the conflict. Where a conflict of interest is declared prior to a Board meeting, the declaration is to be made to the Chair of the Board and the Board is to be informed.
- 7.3.4 Where a Board member is unsure whether the member is in conflict, the said member is to raise the perceived potential conflict with the Board, and the Board is to determine by majority vote whether or not a conflict of interest exists. The said Board member must refrain from voting on whether or not a conflict of interest exists.
- 7.3.5 Where a conflict of interest is discovered after consideration of a matter, it is to be declared to the Board and appropriately recorded at the first opportunity. If the Board determines that involvement of said member of the Board influenced the decision of the matter, the Board is to re-examine the matter and may rescind, vary, or confirm its decision.
- 7.3.6 Any member of the Board who perceives another member of the Board to be in conflict of interest in a matter under consideration is to raise this concern with the Chair of the Board. The Chair, in turn, is to discuss the matter with the member of the Board who is perceived to be in conflict and, as appropriate, to hold further discussion with the reporting governor. If the discussions do not lead to a resolution, the matter is to be brought to the Board and the Board is to determine by majority vote whether or not a conflict of interest exists. The member of the Board perceived to be in conflict is to refrain from voting.

7.3.7 Where there has been a failure on the part of a member of the Board to comply with this binding policy directive, unless the failure is the result of a bona fide error in judgment, the Board is to:

7.3.7.1 Issue a verbal reprimand; or

7.3.7.2 Issue a written reprimand; and/or

7.3.7.3 Request that a member of the Board resign; and/or

7.3.7.4 Remove the member of the Board through processes established in Board bylaws.

7.4 Without limiting the general application of the Minister's Binding Policy Directive on conflict of interest, the Board shall recognize the following circumstances as an actual conflict of interest requiring the affected Board member to conduct themselves in accordance with s. 7.3.2.1. hereof:

7.4.1 President:

7.4.1.1 Agenda items relating either directly or indirectly to the President's compensation, perquisites, and/or benefits;

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

7.4.2 Internal Governors:

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

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

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

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

7.4.3 Student Governor:

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

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

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

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

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

7.5 Insignificant Conflicts

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

7.6 Disclosure of Interests in Contracts

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

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

8 REMOVAL OF GOVERNORS

- 8.1 The Board may remove a governor (other than the President or members of the Board appointed by the Lieutenant Governor in Council) from the Board by a resolution of the governors (enacted pursuant to section 8.2 below) if:
- 8.1.1 The governor has failed to attend, without leave of the Board, at least 50% of the regular meetings of the Board in any 12 month period or 4 successive meetings of the Board;
 - 8.1.2 The governor has neglected or refused to participate on Board committees and/or to contribute to effective discussion and decision making at the Board;
 - 8.1.3 The governor has failed to comply with the Minister's Binding Policy Directive on Conflict of Interest which is set forth in section 7 of this Bylaw;
 - 8.1.4 The governor has failed to maintain the confidentiality of any and all information, discussions, or proceedings at in camera sessions of the Board;
 - 8.1.5 The governor has failed to observe and perform the governor's fiduciary duty to the Corporation in that the governor has not acted with honesty, in good faith and in the best interests of the Corporation;
 - 8.1.6 The governor has, in the opinion of the Board, committed one of the following grounds of misconduct and in consequence would, if such governor were to continue as a member of the Board, adversely affect the image and/or operations of the Board or of the College:
 - 8.1.6.1 Harassment (including activities that would constitute harassment under College directives);
 - 8.1.6.2 Violence (including activities that would constitute violence under College directives);
 - 8.1.6.3 Conviction of a criminal offense;
 - 8.1.6.4 Conduct unbecoming of a member of the Board;
 - 8.1.6.5 Discrimination as defined under the Ontario Human Rights Code (including activities that would constitute discrimination under College directives).
 - 8.1.7 The governor has refused or is unable to comply with the provisions of the Governor's Code of Ethics being Appendix A to this Bylaw #1; and,
 - 8.1.8 The governor has failed to observe and comply with the provisions of the Governor's Code of Ethics being Appendix A to this Bylaw #1.

- 8.2 Prior to the Board voting to remove a governor (the “Subject Governor”), the Chair or the Vice-Chair is to discuss the matter with the Subject Governor to explain why the removal is being considered and to seek a satisfactory explanation of or solution to the alleged grounds for removal (the “Grounds”). If the discussions do not result in a satisfactory explanation or solution, the matter is to be brought to the Board in an in camera session, and the Board is to determine by resolution, passed by at least two-thirds of the votes cast, whether the Subject Governor is to be removed. The notice for the in camera session is to specify the intention to pass a resolution removing the Subject Governor and the Grounds therefore. The Subject Governor is to be given an opportunity to respond to the Grounds by addressing the Board at the in camera session, but is to refrain from voting. The Subject Governor is to be clearly notified of the final consideration and decision of the Board and any action that will be taken.
- 8.3 Any person who is removed as a governor from the Board may apply to the Executive Committee to review the decision to remove the person from the Board. As provided in the Regulations, the Executive Committee’s review shall be subject to the following:
- 8.3.1 The Executive Committee’s review is limited to determining whether the removal was for a reason set out in this Bylaw and in accordance with the procedure established in this Bylaw and does not include a review of whether the Board was correct in removing a governor of the Board;
- 8.3.2 The Chair of the Board and the President shall sign a written attestation that the removal process was carried out in accordance with this Bylaw;
- 8.3.3 The decision of the Executive Committee on whether the decision of the Board was made for a reason set out in this Bylaw and in accordance with the procedure established in this Bylaw is final and binding.
- 8.4 With respect to any member of the Board appointed by the Lieutenant Governor in Council pursuant to section 4.2.1 of this Bylaw, if the Board believes that there exist reasons for justifying the removal of such member from the Board, the Board may set those reasons out in a report to the Minister of Colleges and Universities for referral to the Lieutenant Governor in Council.

9 REMUNERATION OF GOVERNORS AND COMMITTEE MEMBERS

- 9.1 The governors of the Corporation shall serve without remuneration and no governor shall directly or indirectly receive any profit from his position as such; provided that a governor may be paid reasonable travel and living expenses incurred by him in the performance of his duties.
- 9.2 The provisions of section 9.1 shall apply equally to all members of committees and subcommittees of the Board.

10 PROTECTION OF GOVERNORS AND OFFICERS

- 10.1 **Indemnification by Corporation:** Every governor of the Corporation and such governor's heirs, estate trustees, and estate and effects, respectively, and all Senior Officers who report directly to the President shall from time to time and at all times, be indemnified and saved harmless, out of the funds of the Corporation from and against:
- 10.1.1 All costs, charges and expenses whatsoever which such governor or officer sustains or incurs in or about any action, suit or proceeding that is brought, commenced or prosecuted against such governor or officer in respect of any act, deed, matter or thing whatsoever made, done or permitted by such governor or officer in or about the execution of the duties of such governor's or officer's office.
- 10.2 No governor or officer for the time being of the Corporation shall be liable for the acts, receipts, neglects or defaults of any other governor or officer or employee or for joining in any receipt or act for conformity or for any loss, damage or expense happening to the Corporation through the insufficiency or deficiency of title to any property acquired by the Corporation for or on behalf of the Corporation or for the insufficiency or deficiency of any security in or upon which any of the moneys of or belonging to the Corporation shall be placed out or invested or for any loss or damage arising from the bankruptcy, insolvency or tortuous act of any person, firm or corporation with whom or which any moneys, securities or effects shall be lodged or deposited or for any other loss, damage or misfortune whatever which may happen in the execution of the duties of such governor's or officer's respective office or trust or in relation thereto unless the same shall happen by or through such governor's or officer's own wrongful and wilful act or through such governor's or officer's own wrongful and wilful neglect or default.
- 10.3 The governors for the time being of the Corporation shall not be under any duty or responsibility in respect of any contract, act or transaction whether or not made, done or entered into in the name or on behalf of the Corporation except such as shall have been submitted to and authorized or approved by the Board. Subject to compliance with the provisions of section 7 hereof, If any person who is a governor or officer of the Corporation shall be employed by or shall perform services for the Corporation otherwise than as a governor or officer or shall be a member of a firm or a shareholder, director or officer of a company which is employed by or performs services for the Corporation, the fact of such person being a governor or officer of the Corporation shall not disentitle such person or such firm or company, as the case may be, from receiving proper remuneration for such services.

11 OFFICERS OF THE CORPORATION

- 11.1 **Officers:** There shall be a Chair, a Vice Chair, a President, a Secretary and a Treasurer, and such other officers as the Board may determine by resolution from time to time. The Chair and Vice Chair shall be external governors of the Board. The other officers of the Corporation (excepting the President who is a member of the Board by virtue of office) need not be members of the Board.
- 11.2 **Appointment:** At the May or June meeting of the Board each year, the Nominating Committee shall bring forward a recommendation for appointment of the Officers and Committee Chairs requiring annual appointment. Following their appointment by resolution of the Board, the Officers and Committee Chairs will assume their responsibilities on the 1st of September each year. If the Board shall fail to appoint any or all of such officers by September 1st, the incumbents for whom no replacements have been appointed shall continue in office until their successors are appointed except in the case of a Chair or Vice Chair whose term as governor has expired.
- 11.3 **Remuneration:** The governors may, in accordance with, and subject to the obtaining of such approvals as may be required by any applicable statutory provision, fix the remuneration to be paid to Officers of the Corporation.
- 11.4 **Removal:** All Officers, in the absence of agreement to the contrary, shall be subject to the removal from that office of the Corporation by resolution of the Board at any time with or without cause.
- 11.5 **Duties of Officers:** The duties of the Officers are as follows:
- 11.5.1 **Chair.** The Chair shall be appointed annually and shall, when present, preside at all meetings of the Board. He or she shall, together with the Secretary or other officer appointed for the purpose, sign all bylaws of the Corporation; and he or she shall sign such contracts, documents or instruments in writing as require his or her signature. The Chair shall also have such other powers and duties as may from time to time be assigned to him or her by the Board or as are incidental to his or her office and shall interpret the resolutions of the Board and the intent of the Bylaws.
- 11.5.2 **Vice Chair.** The Vice Chair shall be appointed annually and shall have such powers and perform such duties as may be assigned to him or her by the Board, and in the absence or inability to act of the Chair, shall perform all the duties and have all the powers of the Chair and if a Vice Chair, or such other external governor as the Board may from time to time appoint for the purpose, performs any such duty or exercises any such power, the absence, inability or refusal to act of the Chair shall be presumed with reference thereto.
- 11.5.3 **President.** The Board shall appoint a President for such term as the Board may consider appropriate from time to time and hereby delegates to the President such authority to manage and direct the business and affairs of

the Corporation, except such matters and duties as by law must be transacted or performed by the Board, and further to employ and discharge agents and employees of the Corporation as the President may from time to time decide. He or she shall conform to all lawful orders given to him or her by the Board of the Corporation and/or by the Chair thereof and shall at all reasonable times give to the governors or any of them all information they may require regarding the affairs of the Corporation.

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

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

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

- 11.5.5.1 Keep full and accurate accounts of all receipts and disbursements of the Corporation in proper books of account;
- 11.5.5.2 Deposit all moneys or other valuable effects in the name and to the credit of the Corporation in such banks as may from time to time be designated by the Board;
- 11.5.5.3 Disburse the funds of the Corporation under the direction of the Board, taking proper vouchers therefore;
- 11.5.5.4 Render to the Board at the regular meetings thereof or whenever required of him or her, an account of all his

or her transactions as Treasurer, and of the financial position of the Corporation;

11.5.5.5 Co-operate with the auditors of the Corporation during any audit of the accounts of the Corporation;

11.5.5.6 Perform such other duties as may from time to time be determined by the Board.

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

11.6 Vacancies

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

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

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

12 EXECUTION OF DOCUMENTS

12.1 **Cheques, Drafts, Notes, Etc.** All cheques, drafts or orders for the payment of money and all notes and acceptances and bills of exchange shall be signed by such Officer or Officers or person or persons, whether or not Officers of the Corporation, in such manner as the Board may from time to time designate by resolution.

12.2 Contracts, documents or instruments in writing:

12.2.1 Contracts, documents or instruments in writing, required to be signed by the Corporation, may be signed by any two of the Chair, the Vice Chair, the President, the Secretary (where the Secretary is someone other than the President), and the Treasurer and all contracts, documents or instruments in writing so signed shall be binding upon the Corporation without any further authorization or formality;

12.2.2 The corporate seal of the Corporation may, when required, be affixed to contracts, documents or instruments in writing signed as aforesaid or by any Officer or Officers, person or persons appointed by resolution of the Board pursuant to section 12.2.5 hereof;

12.2.3 The term "contracts, documents or instruments in writing" as used herein shall include deeds, mortgages, hypothecs, charges, conveyances, transfers and assignments, releases, receipts and discharges for the payment of money or other obligations, conveyances, transfers and assignments of shares, bonds, debentures or other securities and all paper writings;

12.2.4 In particular without limiting the generality of the foregoing, any two of the Chair, the Vice Chair, the President, the Secretary (where the Secretary is someone other than the President), and the Treasurer are authorized to sell, assign, transfer, exchange, convert or convey any and all shares, bonds, debentures, rights, warrants or other securities owned by or registered in the name of the Corporation in its individual capacity or any other capacity or as trustee or otherwise and to sign and execute (under the corporate seal of the Corporation or otherwise) all assignments, transfers, conveyances, powers of attorney and other instruments that may be necessary for the purpose of selling, assigning, transferring, exchanging, converting or conveying any such shares, bonds, debentures, rights, warrants or other securities;

12.2.5 Notwithstanding any provisions to the contrary contained in the bylaws of the Corporation, the Board may at any time by resolution direct the manner in which, and the person or persons by whom, any particular instrument, contract or obligations of the Corporation may or shall be executed.

13 BOOKS AND RECORDS

13.1 The Board shall ensure that all necessary books and records of the Corporation required by the bylaws of the Corporation or by any applicable statute or law are regularly and properly kept.

13.2 Without limiting the generality of section 13.1 immediately preceding, the Board shall keep minutes and records of its proceedings that accurately reflect the proceedings of the Board.

13.3 The Bylaws of the Corporation:

13.3.1 Shall be open to examination by the public during the normal office hours of the Corporation; and

13.3.2 Whenever possible, shall be available to the public at no charge on the Corporation's website.

14 STANDING COMMITTEES

14.1 The Board may, from time to time, appoint committees, consisting of such persons as may from time to time be appointed members thereof by the Board, to act in an advisory capacity to the Board in connection with the particular field of activity referred to each of such committees. The members of such committees shall hold

office during the pleasure of the Board, and the Chair and the President shall be ex-officio (voting) members of each such committee.

- 14.2 The Board may fill any vacancies occurring from time to time in such committees and may abolish and from time to time re-appoint any such committee.
- 14.3 The Secretary shall record or cause to be recorded the minutes of the proceedings of any such standing committee which shall be confirmed under the signature of the Chair of that meeting and a report shall be forwarded to the Board. Any such committee so appointed may meet for the transaction of business, adjourn and otherwise regulate its meetings as it thinks fit. The quorum for any such standing committee shall be a majority of the governors on the committee. Questions arising at any meeting of a committee shall be decided by a majority of votes and, in the case of an equality of votes, the Chair of the meeting shall have a second or casting vote.

15 AUDIT AND RISK MANAGEMENT COMMITTEE

- 15.1 The Audit and Risk Management Committee heretofore established by resolution of the Board is hereby confirmed and continued to assist the governors in connection with all matters that may be properly referred to it by the Board. The Audit and Risk Management Committee shall be composed of at least four external governors and the Chair of the Board. The President of the College shall be a non-voting member of the Audit and Risk Management Committee.
- 15.2 Each Audit and Risk Management Committee member shall be appointed by the Board for a term of one (1) year, and such term may be extended for one (1) year at a time while the Audit Committee member continues as a governor of the College. The Board shall fill a vacancy on the Audit and Risk Management Committee by appointing a new member to the Committee.

16 GOVERNANCE COMMITTEE

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

President who shall be ex officio (voting) members. The Chair of the Governance Committee shall be an external governor and a majority of the five members of the Governance Committee shall be external governors.

- 16.2 Each Governance Committee member shall be appointed for a two year term subject to an annual review, removal and renewal by the Board.

17 ACADEMIC AND STUDENT AFFAIRS COMMITTEE

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

18 EXECUTIVE COMMITTEE

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

18 MEMBERS

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

otherwise in accordance with these Bylaws or as provided by any applicable statute or law.

19 MEETINGS OF MEMBERS

19.1 Annual and Other General Meetings.

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

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

19.2 Notice of Meetings

19.2.1 Notice of the time and place of every annual or general meeting of members shall be made by sending notice of the time and place of any such meeting which shall be delivered or telephoned not less than ten (10) days prior to the time fixed for the holding of any such meeting. Provided always that any meeting of members may be held for any purpose at any date and time and any place within Ontario without notice if all the members are present in person at the meeting or if all the absent members waive notice thereof or otherwise signify in writing their consent to such meeting being held in their absence. Such waiver of notice or consent may be given either before or after the meeting.

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

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

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

19.5 Voting

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

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

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

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

20 FINANCIAL YEAR

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

Enacted this 16th day of December, 2019.

James Brockbank
Chair, Board of Governors

Claude Brulé
Secretary, Board of Governors

GOVERNOR'S CODE OF ETHICS

BACKGROUND

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

CODE OF ETHICS

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

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

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

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

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

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

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

Code of Ethical Conduct and Governors' Agreement

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

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

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

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

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

Signature of Governor: _____

Date: _____

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

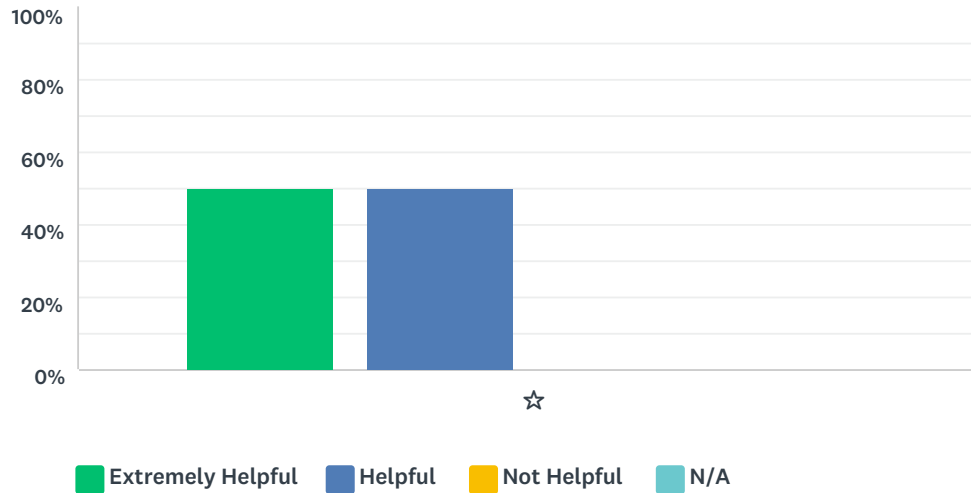
This is to confirm that a copy of the Code of Ethical Conduct, Governors' Code of Conduct and the Ministry of Colleges and Universities Minister's Binding Policy Directives on Conflict of Interest have been provided, reviewed and explained to _____ who has pledged to honour all obligations under it,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

Signature of Board Chair: _____

Date: _____

Q1 The Board Orientation Part 1 is focused on the Overview of Algonquin College. The presenters provided information and described their Area responsibilities. How helpful was this in your understanding of how the College functions?

Answered: 6 Skipped: 0

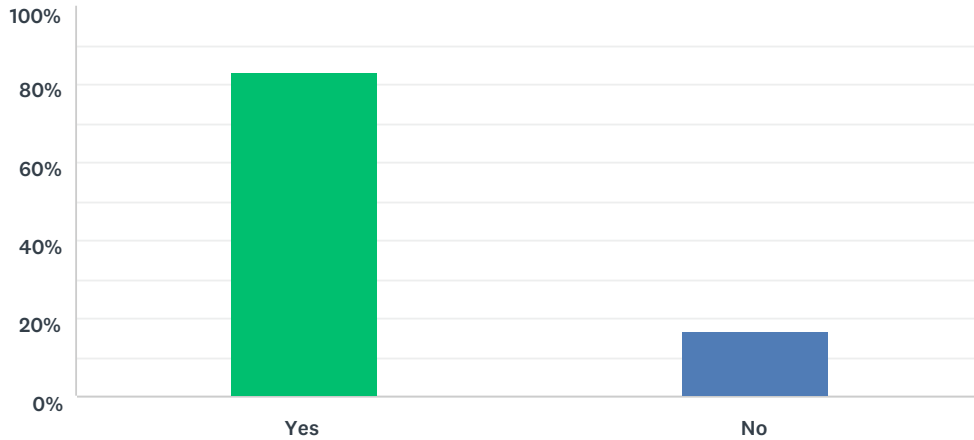


| | EXTREMELY HELPFUL | HELPFUL | NOT HELPFUL | N/A | TOTAL | WEIGHTED AVERAGE |
|---|-------------------|---------|-------------|-------|-------|------------------|
| ☆ | 50.00% | 50.00% | 0.00% | 0.00% | 6 | 4.00 |
| | 3 | 3 | 0 | 0 | | |

| # | OPTIONAL COMMENT(S) | DATE |
|---|--|-------------------|
| 1 | Not extremely helpful. Helpful only in a small way. Far too detailed in those areas describing their areas. There was not enough info in other areas related to Algonquin in general that would be important for Governors to know. See no 3 below | 9/7/2019 7:40 AM |
| 2 | Very well organized. | 8/23/2019 7:47 AM |
| 3 | I really enjoyed hearing from each of the VPs and putting a face to a name. The overview information was at the proper level to give me what I needed at this time. | 8/23/2019 7:15 AM |
| 4 | Having been to orientation before, it was helpful in seeing the connections arouse the enterprise as well as learning more about the various programs and players individually. | 8/23/2019 5:54 AM |
| 5 | I appreciated finding out who was acting and what positions needed to be filled caused by the changes and the appointment of the new president. | 8/23/2019 5:10 AM |

Q2 Will the information that you received at the Board of Governors Orientation Part 1 help prepare you to contribute effectively to your Board (Algonquin College Board of Governors)?

Answered: 6 Skipped: 0

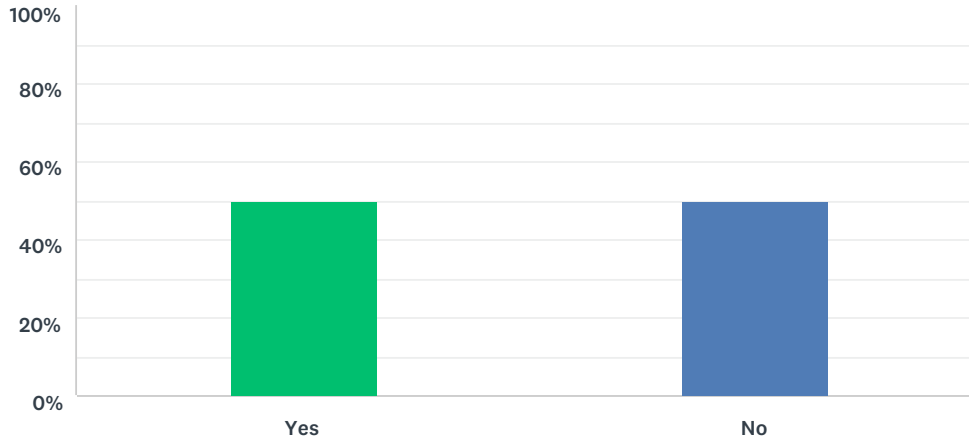


| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|---|
| Yes | 83.33% | 5 |
| No | 16.67% | 1 |
| TOTAL | | 6 |

| # | OPTIONAL COMMENT | DATE |
|---|---|-------------------|
| 1 | See above and no 3 below | 9/7/2019 7:40 AM |
| 2 | I always learn something new. | 8/23/2019 7:47 AM |
| 3 | As faculty representative on the board it is very important for me to know who is responsible for what and who I should consult if I need clarification or if I have questions regarding issues that are coming up. | 8/23/2019 5:10 AM |

Q3 Were there any presentation topics you would have liked to have discussed in more detail?

Answered: 6 Skipped: 0

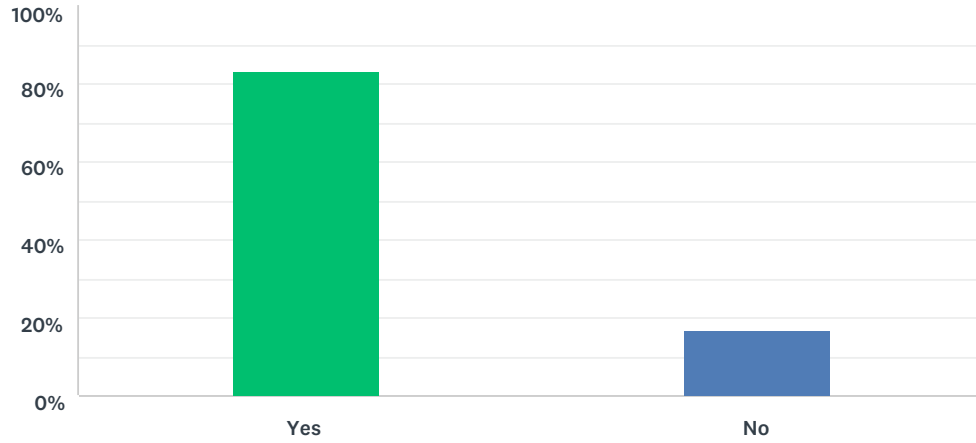


| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| Yes | 50.00% 3 |
| No | 50.00% 3 |
| TOTAL | 6 |

| # | IF YES, PLEASE PROVIDE TOPIC AND DETAILS | DATE |
|---|---|--------------------|
| 1 | The corporate structure of Algonquin - how it is funded (is there a funding formula?) How are decisions made by management? The role of the Board in general The highlights of the first 30 pages of the Governance manual distributed on aug 28 The main main points of policies established by management and approved by the board: Authorization policy Communications policy Code of conduct Procurement policy The structure of board meetings The Board's work plan for the year What are key agenda items for meetings What are the strategic initiatives that are already in progress? Etc | 9/7/2019 7:40 AM |
| 2 | No, I believe the appropriate amount of time was spent on each topic. | 8/23/2019 7:15 AM |
| 3 | Maybe a recap on how this links into the work on the Board | 8/23/2019 5:54 AM |
| 4 | I felt there was a time crunch as this year the president's faculty gathering was taking place after the BOG day one. I felt some presentations were rushed as time was limited. Last year we had our session after the president addressed the staff and the pace was less rushed. | 8/23/2019 5:10 AM |
| 5 | Not at this point, there is more to come | 8/23/2019 12:45 AM |

Q4 Did we provide you with a basic understanding of the post-secondary education system in Ontario?

Answered: 6 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|---|
| Yes | 83.33% | 5 |
| No | 16.67% | 1 |
| TOTAL | | 6 |

| # | IF NO, PLEASE PROVIDE DETAILS | DATE |
|---|--|-------------------|
| 1 | Although we did not get into the various acts and regulations that govern post-secondary education in Ontario. Perhaps a brief overview of this would have been helpful. | 8/23/2019 7:15 AM |

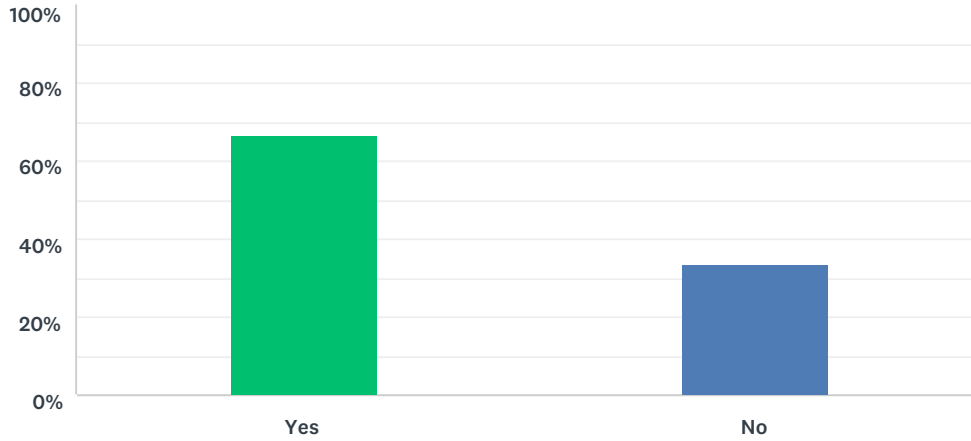
Q5 Do you have any suggestions where we can improve the Board Orientation program next year?

Answered: 5 Skipped: 1

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | See no 3 above. I would also want to see how the management team works as a team and how this translates into Algonquin's strategies. Their individual responsibilities dives into detail most of which does not give the Board broad context. | 9/7/2019 7:40 AM |
| 2 | Perhaps use a smaller room. There was a lot of space. Most presented without using the mikes which wasn't a problem but would have been easier in a smaller venue. The slides ran very smoothly from one speaker to the next. The slide copies were very helpful. | 8/23/2019 7:47 AM |
| 3 | I thoroughly enjoyed the day. However, one topic that was not broached was the Board and how it operates. Perhaps we could add a presentation on the culture of the board and the assumptive practices that govern behaviour. Some mention of the fiduciary responsibilities of board members would be good too. I have been on a number of boards and basic things do differ from board to board. I would be happy to expand on this topic at a later point. | 8/23/2019 7:15 AM |
| 4 | not at the moment | 8/23/2019 5:54 AM |
| 5 | If anything do it after AC vision meeting, and it would be nice to see more governors attend in order to welcome the new governors or the governors in waiting. | 8/23/2019 5:10 AM |

Q1 The New Governor Orientation 2019 program was divided into two distinct sessions: Part 1 "Overview of Algonquin College" and Part 2 "Algonquin College Board Governance Model". Did this format work well for you?

Answered: 3 Skipped: 0

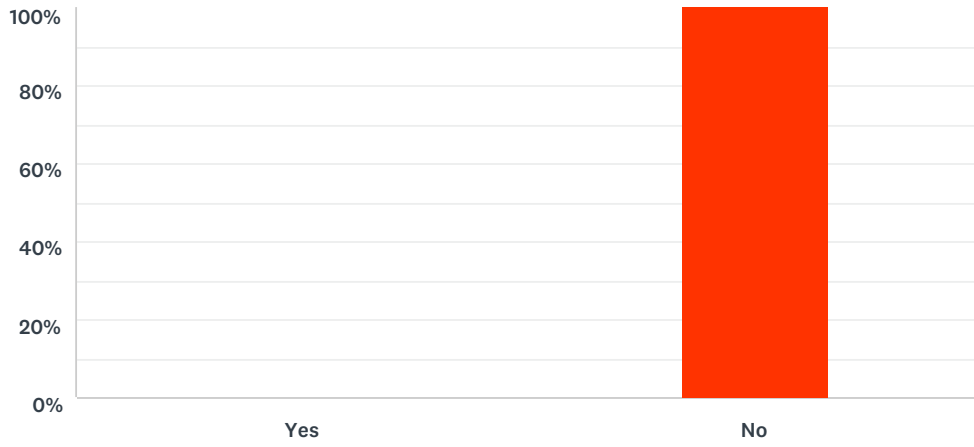


| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|---|
| Yes | 66.67% | 2 |
| No | 33.33% | 1 |
| TOTAL | | 3 |

| # | IF NO, PLEASE PROVIDE AN EXPLANATION. | DATE |
|---|--|-------------------|
| 1 | However, I have been on many boards and know how things work. I wonder if I had been a brand new board member if I would have been overwhelmed by the amount of information coming at me in Part 1. There were 140 slides covering a lot of ground with many speakers. It was the proverbial 'fire hose' of information for four hours. Moreover, if I was a brand new board member I would want to know basic things first: like where do I park; how do I get information on meetings; how does the board meeting operate; what are my fiduciary responsibilities; how do the committees work; what is the culture of the board, etc. After that, I would be more comfortable hearing high level overview material about the college. I guess what I am saying is basically reverse the order: do Part two first, then Part One. | 9/23/2019 9:14 AM |
| 2 | It makes perfect sense to split the orientation into 2 parts, but I thought the order was not correct. Part 2 should have been presented before Part 1. Given that the Board is an oversight Board and it should be focusing on strategy from the "30,000 foot level", Part 2 should have been first, with high level information about the college and the board and the strategy. The Governance presentation in part 2 provided the answers to most of the questions I had about AC in general. Missing was information on what decisions require Board approval, but that was partly answered through the questions posed. Also missing was information on the general structure of Board meetings. Ie, I understand consent agendas, but some Board members might not. Board meetings are public and committee meetings are not. This should be expressly mentioned and discussed in terms of the implications. ie how open can board members be in a public meeting? Part 1 should have come second as it dove into detail about each of the functional VP's areas of responsibility. I would have preferred the content of this to focus on how the team works, and how decisions are made, and what decisions might go to the Board, even if not expressly required, and not on what each VP does. | 9/18/2019 3:24 PM |

Q2 Were there any presentations you would have liked to review in more detail?

Answered: 3 Skipped: 0

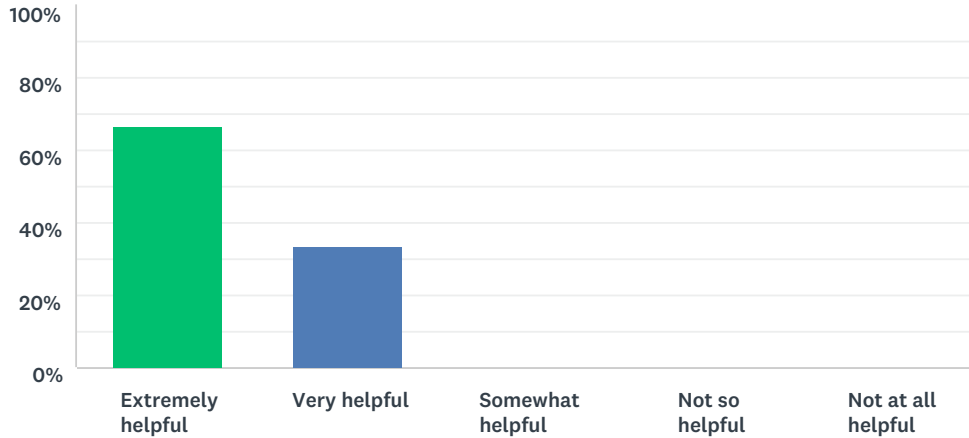


| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----------|
| Yes | 0.00% | 0 |
| No | 100.00% | 3 |
| TOTAL | | 3 |

| # | IF YES, PLEASE PROVIDE PRESENTATION TITLE AND DETAILS. | DATE |
|---|--|-------------------|
| 1 | See above, not more detail, just different detail. | 9/18/2019 3:24 PM |

Q3 In the Board Orientation Part 2 (Algonquin College Board Governance), the Committee Chairs provided information and described their Committee responsibilities. How helpful was this in your understanding of how the Committees function?

Answered: 3 Skipped: 0

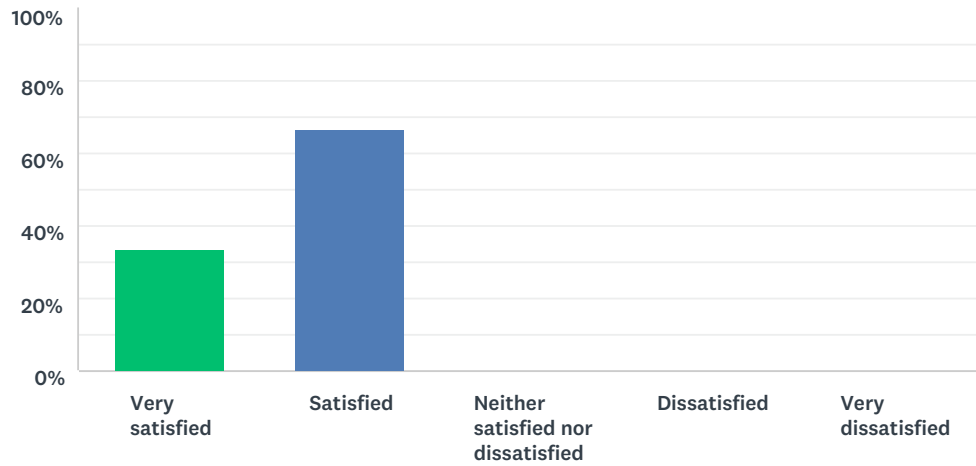


| ANSWER CHOICES | RESPONSES |
|--------------------|-----------|
| Extremely helpful | 66.67% 2 |
| Very helpful | 33.33% 1 |
| Somewhat helpful | 0.00% 0 |
| Not so helpful | 0.00% 0 |
| Not at all helpful | 0.00% 0 |
| TOTAL | 3 |

| # | IF NOT SO HELPFUL OR NOT AT ALL HELPFUL, PLEASE EXPLAIN. | DATE |
|---|--|------|
| | There are no responses. | |

Q4 How satisfied were you with the level of detain in Orientation Part 2?

Answered: 3 Skipped: 0

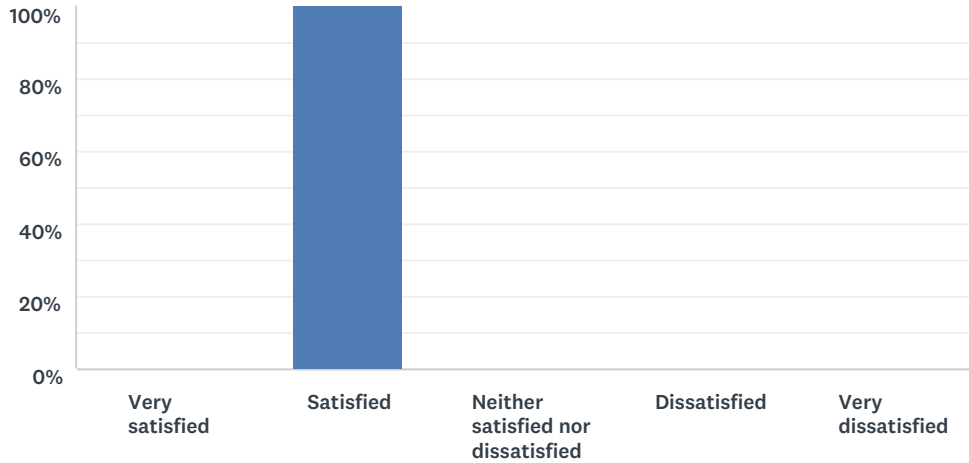


| ANSWER CHOICES | RESPONSES | |
|------------------------------------|-----------|----------|
| Very satisfied | 33.33% | 1 |
| Satisfied | 66.67% | 2 |
| Neither satisfied nor dissatisfied | 0.00% | 0 |
| Dissatisfied | 0.00% | 0 |
| Very dissatisfied | 0.00% | 0 |
| TOTAL | | 3 |

| # | IF DISSATISFIED OR VERY DISSATISFIED, WHAT WOULD YOU LIKE TO HAVE SEEN? | DATE |
|---|---|-------------------|
| 1 | gaps were filled by answers to questions that were asked. | 9/18/2019 3:24 PM |

Q5 How satisfied are you that the Algonquin College Board Governance Model described in Orientation Part 2 gives you a good understanding of your role as a Governor and prepare you for Board meetings?

Answered: 3 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------------------------|-----------|----------|
| Very satisfied | 0.00% | 0 |
| Satisfied | 100.00% | 3 |
| Neither satisfied nor dissatisfied | 0.00% | 0 |
| Dissatisfied | 0.00% | 0 |
| Very dissatisfied | 0.00% | 0 |
| TOTAL | | 3 |

| # | IF DISSATISFIED OR VERY DISSATISFIED, WHAT WOULD YOU LIKE TO HAVE SEEN? | DATE |
|---|---|------|
| | There are no responses. | |

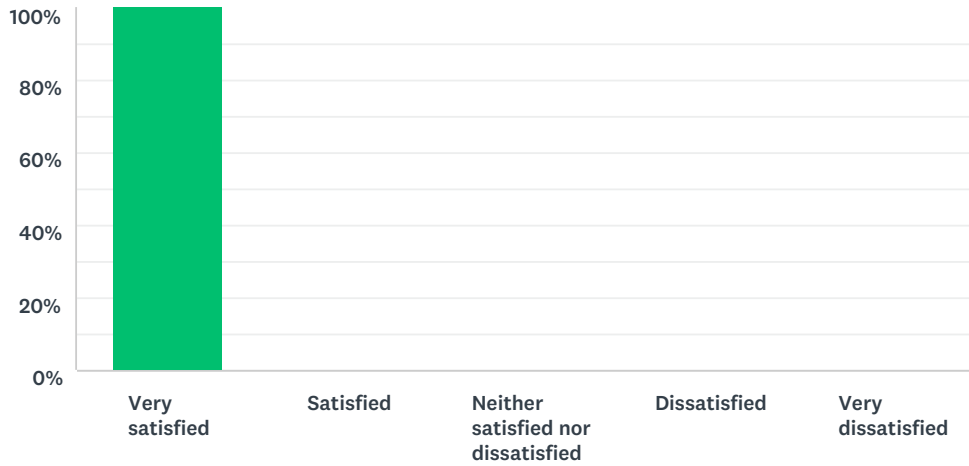
Q6 Do you have any suggestion(s) where we can improve the Board Orientation Part 2 program next year?

Answered: 3 Skipped: 0

| # | RESPONSES | DATE |
|---|--|-------------------|
| 1 | It was helpful splitting up the materials into two sessions. No suggestions unfortunately! | 9/26/2019 8:17 PM |
| 2 | See first answer | 9/23/2019 9:14 AM |
| 3 | See above comments. | 9/18/2019 3:24 PM |

Q1 How satisfied were you with the accommodations and venue location of the Retreat?

Answered: 13 Skipped: 0

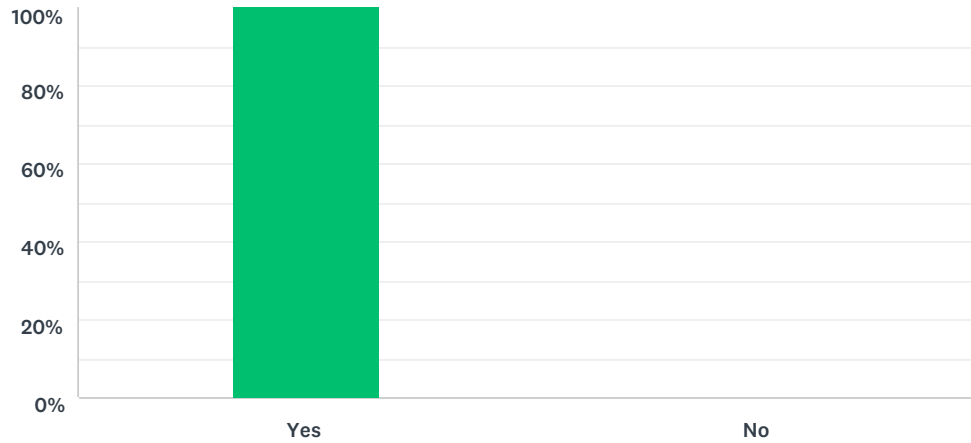


| ANSWER CHOICES | RESPONSES | |
|------------------------------------|-----------|-----------|
| Very satisfied | 100.00% | 13 |
| Satisfied | 0.00% | 0 |
| Neither satisfied nor dissatisfied | 0.00% | 0 |
| Dissatisfied | 0.00% | 0 |
| Very dissatisfied | 0.00% | 0 |
| TOTAL | | 13 |

| # | IF DISSATISFIED OR VERY DISSATISFIED, PLEASE EXPLAIN/PROVIDE AREAS FOR IMPROVEMENT. | DATE |
|---|---|------|
| | There are no responses. | |

Q2 Were the Retreat read-ahead materials adequate to prepare you for the Agenda items?

Answered: 13 Skipped: 0

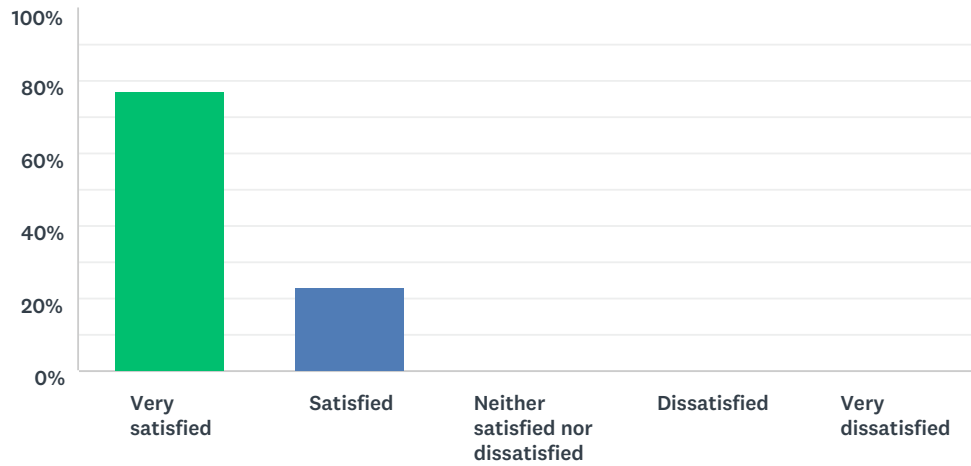


| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Yes | 100.00% | 13 |
| No | 0.00% | 0 |
| TOTAL | | 13 |

| # | IF NO, WHAT WAS MISSING? | DATE |
|---|--------------------------|------|
| | There are no responses. | |

Q3 How satisfied were you with the Retreat format and pace/timing?

Answered: 13 Skipped: 0

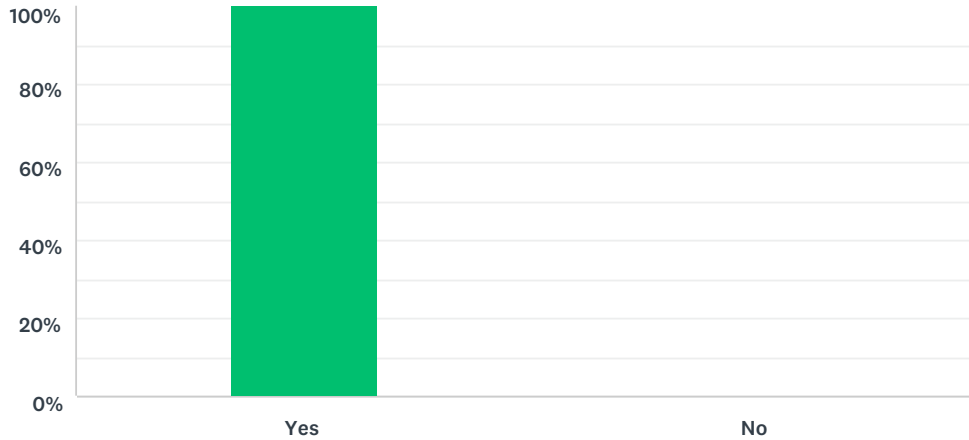


| ANSWER CHOICES | RESPONSES | |
|------------------------------------|-----------|-----------|
| Very satisfied | 76.92% | 10 |
| Satisfied | 23.08% | 3 |
| Neither satisfied nor dissatisfied | 0.00% | 0 |
| Dissatisfied | 0.00% | 0 |
| Very dissatisfied | 0.00% | 0 |
| TOTAL | | 13 |

| # | IF DISSATISFIED OR VERY DISSATISFIED, PLEASE EXPLAIN/PROVIDE AREAS FOR IMPROVEMENT. | DATE |
|---|--|--------------------|
| 1 | I found the two guest speakers were rushed. I would have like to hear more from the Linda Franklin, president and CEO of Colleges Ontario. | 10/4/2019 6:47 AM |
| 2 | I heard some discussion around the need for more movement required :) | 10/2/2019 11:17 AM |

Q4 Did the facilitator (Doug Wotherspoon) meet your needs in guiding you through the breakout sessions/exercises, and answering your questions?

Answered: 13 Skipped: 0

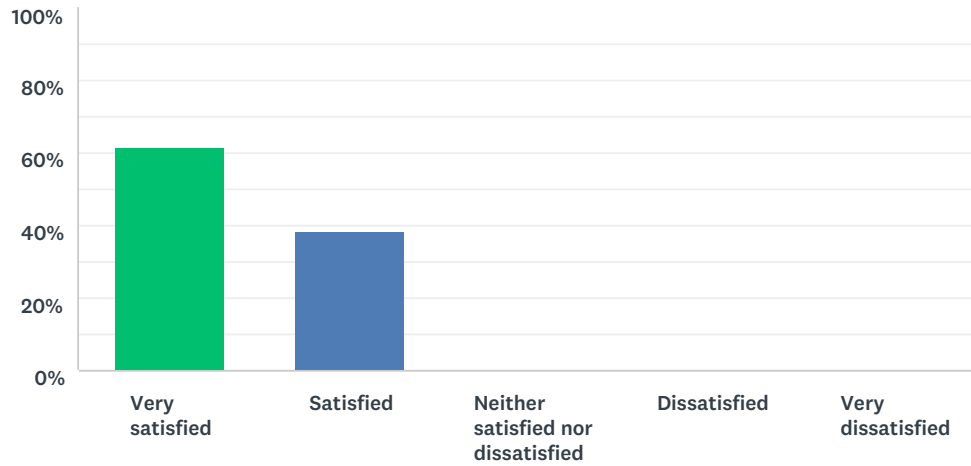


| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Yes | 100.00% | 13 |
| No | 0.00% | 0 |
| TOTAL | | 13 |

| # | IF NO, PLEASE EXPLAIN/PROVIDE AREAS FOR IMPROVEMENT. | DATE |
|---|--|------|
| | There are no responses. | |

Q5 How satisfied were you that there were enough opportunities for fulsome dialogue and discussions?

Answered: 13 Skipped: 0

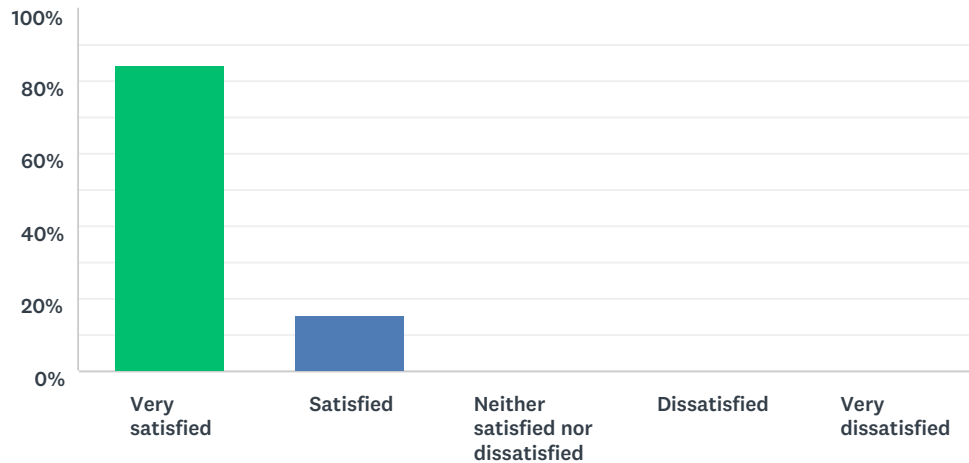


| ANSWER CHOICES | RESPONSES | |
|------------------------------------|-----------|-----------|
| Very satisfied | 61.54% | 8 |
| Satisfied | 38.46% | 5 |
| Neither satisfied nor dissatisfied | 0.00% | 0 |
| Dissatisfied | 0.00% | 0 |
| Very dissatisfied | 0.00% | 0 |
| TOTAL | | 13 |

| # | IF DISSATISFIED OR VERY DISSATISFIED, PLEASE PROVIDE YOUR COMMENTS. | DATE |
|---|---|------|
| | There are no responses. | |

Q6 How satisfied were you with our guest speaker (Linda Franklin) in her effectiveness in communicating the content of her presentation "Realities of 2019 – where we are and where we are going"?

Answered: 13 Skipped: 0

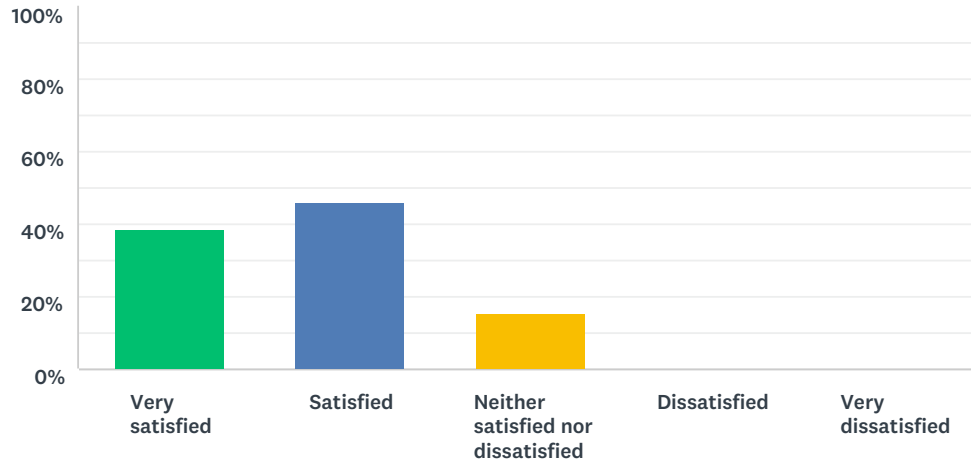


| ANSWER CHOICES | RESPONSES | |
|------------------------------------|-----------|-----------|
| Very satisfied | 84.62% | 11 |
| Satisfied | 15.38% | 2 |
| Neither satisfied nor dissatisfied | 0.00% | 0 |
| Dissatisfied | 0.00% | 0 |
| Very dissatisfied | 0.00% | 0 |
| TOTAL | | 13 |

| # | IF DISSATISFIED OR VERY DISSATISFIED, PLEASE PROVIDE YOUR COMMENTS. | DATE |
|---|--|--------------------|
| 1 | Although she was rushed. She could use more time in future for her presentation on provincial matters. | 10/6/2019 3:46 PM |
| 2 | As mentioned she should have had more time as the information she brings is very important to the board. | 10/4/2019 6:47 AM |
| 3 | WOW - Loved her frankness, all of the good information she shared and optimism! | 10/2/2019 11:17 AM |
| 4 | She is outstanding! | 10/2/2019 10:04 AM |

Q7 How satisfied were you with our guest speaker (Nouman Ashraf) in his effectiveness in communicating the content of his presentation “Integrating Governance and Leadership for Impactful Governance”.

Answered: 13 Skipped: 0

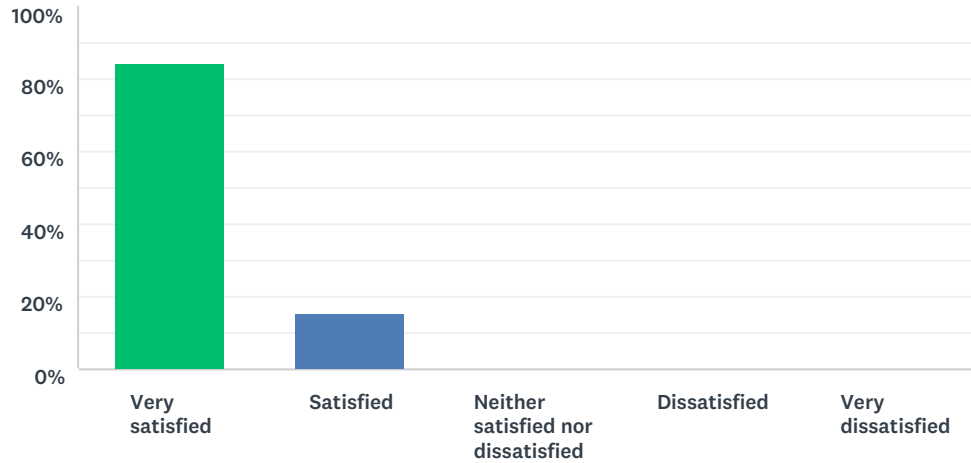


| ANSWER CHOICES | RESPONSES | |
|------------------------------------|-----------|-----------|
| Very satisfied | 38.46% | 5 |
| Satisfied | 46.15% | 6 |
| Neither satisfied nor dissatisfied | 15.38% | 2 |
| Dissatisfied | 0.00% | 0 |
| Very dissatisfied | 0.00% | 0 |
| TOTAL | | 13 |

| # | IF DISSATISFIED OR VERY DISSATISFIED, PLEASE PROVIDE YOUR COMMENTS. | DATE |
|---|---|-------------------|
| 1 | Not really geared for what we wanted but did have some interesting information. | 10/8/2019 9:04 AM |
| 2 | Entertaining! | 10/4/2019 6:47 AM |

Q8 How satisfied were you that a safe environment was created to ask questions or voice your opinion/suggestions/comments? Did you feel comfortable providing feedback during the retreat?

Answered: 13 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------------------------|-----------|-----------|
| Very satisfied | 84.62% | 11 |
| Satisfied | 15.38% | 2 |
| Neither satisfied nor dissatisfied | 0.00% | 0 |
| Dissatisfied | 0.00% | 0 |
| Very dissatisfied | 0.00% | 0 |
| TOTAL | | 13 |

| # | IF DISSATISFIED OR VERY DISSATISFIED, PLEASE EXPLAIN/PROVIDE SUGGESTIONS FOR IMPROVEMENT. | DATE |
|---|---|------|
| | There are no responses. | |

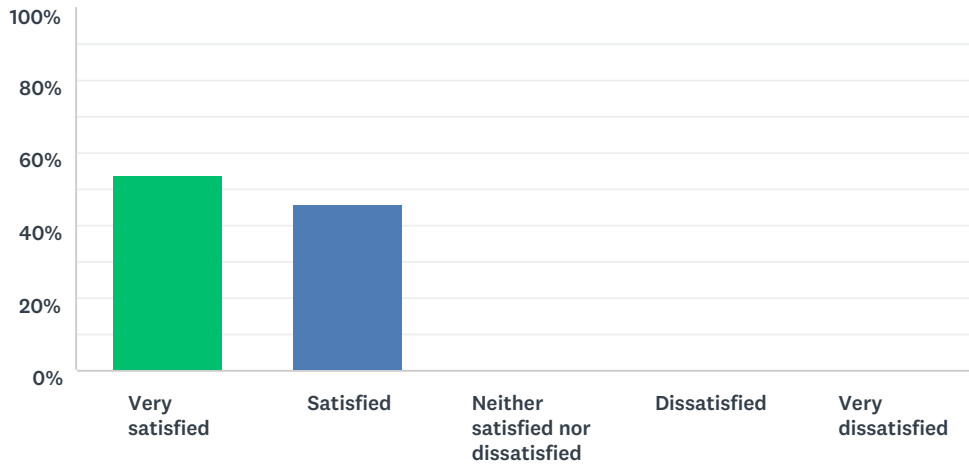
Q9 How will the discussion and breakout session on “Board Effectiveness & Board Member Contribution Reflection” help in your contribution to the achievements of the Board? Please comment:

Answered: 13 Skipped: 0

| # | RESPONSES | DATE |
|----|--|--------------------|
| 1 | Better informed | 10/11/2019 2:29 PM |
| 2 | It was an interesting discussion. Can't recall it very well. | 10/8/2019 9:04 AM |
| 3 | The session gave me a chance to see the priority issues of the board and where I might contribute to their resolution | 10/8/2019 7:41 AM |
| 4 | It provided the opportunity for good table discussion and reflection and time to get to know the senior staff. It felt like a safe space to share thoughts and opinions with others. | 10/6/2019 3:46 PM |
| 5 | Allows those Board members who look for improvements in Board practices to step forward with suggestions and effort along with reflection on how they personally add value to the effectiveness of the Board | 10/6/2019 1:44 PM |
| 6 | If we have decision rights we are Leaders and we owe a duty of care to our Stakeholders. | 10/4/2019 6:57 PM |
| 7 | This allowed me to think about my contribution and focus more on what I can bring to the table. | 10/4/2019 6:47 AM |
| 8 | We gained several ideas and perspectives that will be useful. | 10/2/2019 9:36 PM |
| 9 | Very helpful and productive | 10/2/2019 9:30 PM |
| 10 | I am encouraged to participate | 10/2/2019 8:20 PM |
| 11 | Board materials will hopefully be organized to reduce information overload and allow for greater focus on the important. | 10/2/2019 1:26 PM |
| 12 | It is a very important component of the effective functioning of our Board and we need to somehow revisit and keep it alive during the year ahead. | 10/2/2019 11:17 AM |
| 13 | Enabled the establishment of appropriate personal goals. | 10/2/2019 10:04 AM |

Q10 How satisfied were you that the Retreat provided in-depth information on Algonquin College and the Emerging Cannabis Industry?

Answered: 13 Skipped: 0



| ANSWER CHOICES | RESPONSES |
|------------------------------------|-----------|
| Very satisfied | 53.85% 7 |
| Satisfied | 46.15% 6 |
| Neither satisfied nor dissatisfied | 0.00% 0 |
| Dissatisfied | 0.00% 0 |
| Very dissatisfied | 0.00% 0 |
| TOTAL | 13 |

| # | IF DISSATISFIED OR VERY DISSATISFIED, PLEASE EXPLAIN WHY. | DATE |
|---|--|-------------------|
| 1 | We did not explore where comparable industries have comparable ethical considerations. | 10/2/2019 1:26 PM |

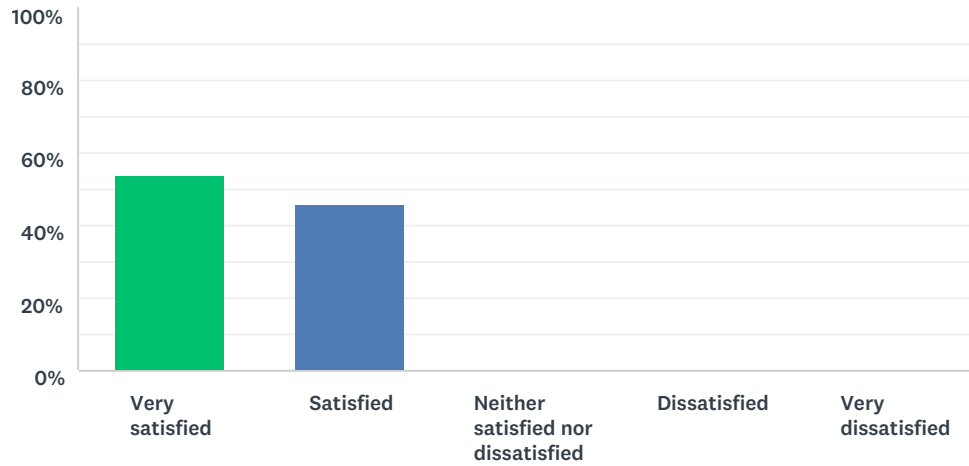
Q11 How did the generative discussion and breakout sessions regarding Algonquin College and the Emerging Cannabis Industry and its Affects on Youth help the Board further understand the issues and provide guidance and direction to College Management? Please comment:

Answered: 13 Skipped: 0

| # | RESPONSES | DATE |
|----|--|--------------------|
| 1 | Really opened up all sides of the issue | 10/11/2019 2:29 PM |
| 2 | Lots there to discuss and to get various people's perspective. | 10/8/2019 9:04 AM |
| 3 | Very good coverage of the health concerns and helped formulate where the College might pursue opportunities to educate in a controlled responsible environment | 10/8/2019 7:41 AM |
| 4 | Various opposing opinions and viewpoints were aired. It was a very good generative discussion of a difficult topic. I think it provided the staff with a good sampling of board reaction to the topic and will help them in further deliberations. | 10/6/2019 3:46 PM |
| 5 | Generally a good overview and insight. We will still need to decide as a College how visible and specific we wish to be in promoting cannabis focused courses and programs | 10/6/2019 1:44 PM |
| 6 | I think we're "okay" getting into cannabis from a corporate training perspective, but require more deliberation on student programing. | 10/4/2019 6:57 PM |
| 7 | It brought forward some key points of concern as well as valuable insight on the possible opportunity. | 10/4/2019 6:47 AM |
| 8 | Dr. Beck provided an excellent perspective to the health concerns of Caanabis use. | 10/2/2019 9:36 PM |
| 9 | very good | 10/2/2019 9:30 PM |
| 10 | m | 10/2/2019 8:20 PM |
| 11 | It was useful but I do not think we explored this fully in terms of ethical considerations in other industries | 10/2/2019 1:26 PM |
| 12 | The Youth perspective should be a very important viewpoint for the College, given our PSE mandate and a large part of the audience that we serve we need to tread carefully and with our eyes wide open. | 10/2/2019 11:17 AM |
| 13 | It helped but with an apparent split among the Board on the issue, we could have used more time to explore same. | 10/2/2019 10:04 AM |

Q12 Were you satisfied that the Retreat provided useful information that will help improve Board effectiveness?

Answered: 13 Skipped: 0

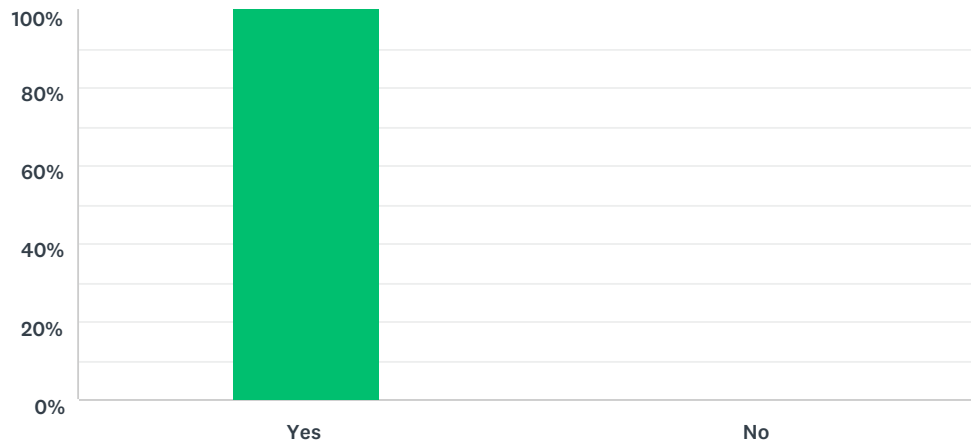


| ANSWER CHOICES | RESPONSES | |
|------------------------------------|-----------|-----------|
| Very satisfied | 53.85% | 7 |
| Satisfied | 46.15% | 6 |
| Neither satisfied nor dissatisfied | 0.00% | 0 |
| Dissatisfied | 0.00% | 0 |
| Very dissatisfied | 0.00% | 0 |
| TOTAL | | 13 |

| # | PLEASE PROVIDE FURTHER SUGGESTIONS ON HOW BOARD EFFECTIVENESS CAN BE IMPROVED. | DATE |
|---|---|-------------------|
| 1 | The retreat was a nice balance of information sharing and generative discussion. I especially valued the evening dinner time and breaks to get to know fellow board members. Well done. | 10/6/2019 3:46 PM |
| 2 | Make available other short generative discussion opportunities on topics do concern or interest to the college. Perhaps before or after regular board meetings. | 10/2/2019 9:36 PM |
| 3 | The question is: what changes will be made based on inputs provided. | 10/2/2019 1:26 PM |

Q13 Were you satisfied that there was good variety between presentations and small group exercises?

Answered: 13 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Yes | 100.00% | 13 |
| No | 0.00% | 0 |
| TOTAL | | 13 |

| # | IF NO, PLEASE EXPLAIN WHY. | DATE |
|---|----------------------------|------|
| | There are no responses. | |

Q14 What improvements could be made for future retreats?

Answered: 13 Skipped: 0

| # | RESPONSES | DATE |
|----|--|--------------------|
| 1 | n/a | 10/11/2019 2:29 PM |
| 2 | Thought there could have been more opportunities for the membership at the tables to change. Didn't really get good opportunities to discuss and connect. Table membership could have been changed more. | 10/8/2019 9:04 AM |
| 3 | I cannot think of any | 10/8/2019 7:41 AM |
| 4 | No suggestions at this point. It was well done. | 10/6/2019 3:46 PM |
| 5 | Ensure there is a balance between college matters and Board operations | 10/6/2019 1:44 PM |
| 6 | Was very satisfied. | 10/4/2019 6:57 PM |
| 7 | an ice breaking exercise to help intergrade new and old members. | 10/4/2019 6:47 AM |
| 8 | All board members would benefit from a review of Student Success Initiatives use by Algonquin College. | 10/2/2019 9:36 PM |
| 9 | cutting on papers. the material received was not needed. everything was on teams. May be confirm with Board members before if they need paper binders. | 10/2/2019 9:30 PM |
| 10 | More generative discussions regarding issues the college faces | 10/2/2019 8:20 PM |
| 11 | This was a very good retreat. | 10/2/2019 1:26 PM |
| 12 | Good to be away from the College | 10/2/2019 11:17 AM |
| 13 | Nothing major, a useful and well run event. | 10/2/2019 10:04 AM |

Q15 Do you have any additional comments, feedback, or suggested question(s) for our retreat surveys that you would like to share?

Answered: 13 Skipped: 0

| # | RESPONSES | DATE |
|----|---|--------------------|
| 1 | n/a | 10/11/2019 2:29 PM |
| 2 | Very well organized. | 10/8/2019 9:04 AM |
| 3 | None at the moment | 10/8/2019 7:41 AM |
| 4 | Thank you to the organizers. It was a great retreat. Well planned and well executed. | 10/6/2019 3:46 PM |
| 5 | No | 10/6/2019 1:44 PM |
| 6 | Not at this time. | 10/4/2019 6:57 PM |
| 7 | none | 10/4/2019 6:47 AM |
| 8 | None. | 10/2/2019 9:36 PM |
| 9 | the event was very informative and very helpful and well organised. the location was amazing. Loved the tour. | 10/2/2019 9:30 PM |
| 10 | no | 10/2/2019 8:20 PM |
| 11 | None | 10/2/2019 1:26 PM |
| 12 | Thank you for the treats!! | 10/2/2019 11:17 AM |
| 13 | Victoria and Tracy deserve significant credit for the organization and conduct of the event. | 10/2/2019 10:04 AM |

| | |
|-------------------|--|
| Report title: | Banking Officers Resolution |
| Report to: | Board of Governors |
| Date: | December 16, 2019 |
| Author/Presenter: | Duane McNair, Vice President, Finance and Administration |

1. RECOMMENDATION:

THAT the Board of Governors approves the Banking Officers Resolution effective December 16, 2019.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this resolution is to formally update, approve and document the slate of Banking Officers of Algonquin College for the year.

3. BACKGROUND:

Each year, the College presents to the Board of Governors an updated list of the Banking Officers of the College. Once approved, the Resolution is supplied to the College’s financial institutions as validation of those individuals with signing authority for banking purposes at Algonquin College.

4. DISCUSSION:

The Resolution identifies the positions that will be granted signing authority for banking purposes on behalf of the College. Due to operational reorganizations and position changes, the list of banking officers is reviewed and updated annually. The update of the Banking Officers Resolution generally is presented at the annual Board of Governors Annual General Meeting; however due to a number of key executive position changes at the College, it is necessary to update the listing to maintain operational requirements.

The resolution is attached as Appendix A: Banking Officers Resolution.

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 | <input type="checkbox"/> |

| | | | |
|---|--------------------------|---|-------------------------------------|
| | | Become an integral partner to our alumni and employers. | |
| QUALITY AND INNOVATION Goal Two Lead the college system in co-op and experiential learning. | <input type="checkbox"/> | SUSTAINABLE Goal Five Enhance Algonquin’s global impact and community social responsibility. | <input 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:

Supporting the overall health of College financial resources through the mitigation of financial loss exposures helps to preserve financial assets, which in turn, contributes to the efficient delivery of programs and services for students.

7. FINANCIAL IMPACT:

The Banking Officers Resolution forms part of the internal controls of the College. The resolution is provided to the College’s financial institutions whenever a change in banking signing authority is requested. The resolution ensures that only authorized positions will be allowed signing authority for banking purposes.

8. HUMAN RESOURCES IMPACT:

The Banking Officers Resolution has no impact on the human resources of the College.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

Though the Banking Officers Resolution is not externally regulated, the annual review and approval by the Board of Governors is a key internal control of the College.

10. COMMUNICATIONS:

The approved Banking Officers list is kept on file and supplied to the College’s financial institutions as appropriate.

11. CONCLUSION:

The Banking Officers list coupled with the College’s internal controls helps to reduce risk and ensure that College assets are safeguarded.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Claude Brulé
President and CEO

Appendices:

| |
|---|
| Appendix A: Banking Officers Resolution |
|---|

**RESOLUTION
MOVED AND SECONDED**

That for banking purposes, the following are the officers of Algonquin College of Applied Arts and Technology, effective December 16, 2019:

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

| POSITION | CURRENT INCUMBENT |
|-----------------|--------------------------|
| Chair | James Brockbank |
| Vice Chair | Dr. James Robblee |
| Secretary | Claude Brulé |
| Treasurer | Duane McNair |

SENIOR OFFICIALS OF THE COLLEGE

| POSITION | CURRENT INCUMBENT |
|--|--------------------------|
| President | Claude Brulé |
| Senior Vice President, Academic | Christopher Janzen |
| Vice President, Finance & Administration | Duane McNair |
| Vice President, Human Resources | Diane McCutcheon |
| Vice President, Student Services | Laura Stanbra |
| Vice President, Advancement | Mark Savenkoff |
| Chief Financial Officer | Grant Perry |
| Associate Director, Finance | Emily Woods |

CERTIFICATE

I hereby certify that the foregoing is a true copy of a resolution duly passed at a meeting of the Board of Governors of Algonquin College held at Ottawa, Ontario, the 16th day of December, 2019.

DATED at Ottawa this 16th day of December, 2019

Witness by my hand and (Corporate) Seal

SECRETARY

| | |
|-------------------|---|
| Report title: | Learner-driven Strategy - Implementation Plan |
| Report to: | Board of Governors |
| Date: | December 16, 2019 |
| Author/Presenter: | Patrick Devey, Acting Vice President, Innovation and Strategy Christopher Janzen, Senior Vice President, Academic Laura Stanbra, Vice President, Student Services |

1. RECOMMENDATION:

THAT the Board of Governors accepts the Learner-driven Strategy - Implementation Plan for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to present the Learner-driven Implementation Plan that will be used to realize the Learner-driven Strategy, as defined in the 2018-2019 College Business Plan as a document that “defines and measures personalized learning and the College experience, developed in a peer-led and cross-college collaborative model involving all categories of employees and students...”.

3. BACKGROUND:

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

The Learner-driven Strategy was presented and endorsed by the Board of Governors at the June 10, 2019 meeting.

Since the last update to the Board of Governors, through myAC and social media posts, the college community was encouraged to review the Learner-driven Strategy document that can be found at the following site:

<https://www.algonquincollege.com/learnerdriven/files/2019/06/Learner-Driven-Strategy.pdf>.

Regular updates were also presented at Town Hall meetings.

After the June 10, 2019 Board of Governors meeting, the Algonquin College Leadership Team met on June 27, 2019 to rank possible initiatives and determine the top three priorities for implementation. The top three priorities chosen were:

- Flexible scheduling and timetabling;
- Universal Design Learning; and
- Micro-Credentials and Digital Credentials.

From July through to mid-November 2019, work has been carried out for in-year objectives as well as longer-term accomplishments with regards to these priorities. This work is reflected in Appendix A: Learner-driven Plan Strategy Implementation.

4. DISCUSSION:

The leads for each of the working groups, Flexible Scheduling and Timetabling, Universal Design for Learning and Micro-Credentials and Digital Credentials, initially focused their attention on their membership, ensuring that member interest and expertise matched the expected objectives and deliverables for each of their groups. Timelines were established to meet short term deliverables. These short term deliverables were in-year initiatives that would require little or no College systems support and would work within the 2019-2020 budget. Long term visioning and priority setting exercises provided context setting for the working groups' long term plans.

In an effort to maintain the learner's voice throughout the development of the Learner-driven Implementation Plan, students were recruited to join the working groups of their choice. The students' participation on the groups allowed co-curricular credit. In addition, two student representatives on each of the working groups, a student research assistant and student design assistant have been hired to support the working groups.

Engagement and awareness opportunities for learners included employees, high school students and industry partners which took place from September to November. Opportunities were comprised of focus groups, surveys, and playback sessions. Over 116 employees and approximately 169 current Algonquin students participated in the sessions. Seventy-nine high school students participated in focus groups at four local high schools. A "Tech Tuesday" event hosted by the leads from the Micro-Credentials and Digital Credentials working group was attended by over 80 learners and employees. Spot-light articles were published on myAC and on the website. Meetings were held with the Students' Association to ensure ongoing alignment with the Students' Association Priorities.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

With changing demographics of student population, it is no longer feasible or sustainable to offer a one-size-fits-all model in the delivery of Algonquin College courses, programs and credentials to our learners. An Algonquin College Learner-driven Plan will provide direction and vision on how Algonquin College can better support learners in their post-secondary educational journey.

A Learner-driven Strategy that holds improved flexibility at its core will provide current, future and former students the greatest opportunity for ongoing success in achieving their educational goals. Engaging learners where, when and how they wish to interact with Algonquin will improve access, contribute to the learners’ overall well-being and allow them to better manage financial and personal commitments as they study.

7. FINANCIAL IMPACT:

As this is a multi-year transformational initiative, the Learner-driven Plan Strategy Implementation for year-one has been developed within the allocation of the current Strategic Investment Priorities investment. Longer term financial impacts are currently being developed.

8. HUMAN RESOURCES IMPACT:

As part of the development of the Learner-driven Plan Strategy Implementation, both a qualitative and quantitative assessment of the impact on human resources continues. The first stage has included the hiring of a full-time Project Manager, Project Support Coordinator as well as a student research assistant and a student designer. Ten faculty were released for five hours per week to participate and provide their expertise on each of the working groups.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

There are no current government, regulatory or legal impact identified at this time. While program delivery and assessments may be influenced by Learner-driven Plan options, the academic integrity of Algonquin College programs and the Algonquin College credentials will remain unchanged.

10. COMMUNICATIONS:

Building on the broad and extensive communication plan deployed during the stakeholder consultation stage of the Learner-driven Strategy, a detailed communication plan for the implementation stage of the plan is under development. The implementation plan includes: myAC promotion and social media to continue engagement, as well as inform and seek representation throughout the stages of the plan. The website continues regular refresh with pertinent points of interest and updates on all implementation activities: <https://www.algonquincollege.com/learnerdriven/>

A peer-led approach to communication will continue to help ensure learners, all employees and external partners are updated on the progress of implementation and seek feedback during each phase of the implementation process.

11. CONCLUSION:

The Learner-driven Plan project deliverables set out in the 2018-2019 Business Plan have been completed. The Learner-driven implementation plan working groups are well established and moving towards achieving their in-year and longer term deliverables. Extensive stakeholder engagement was sought out throughout this stage of the plan and included learners, employees, industry partners and high school students who will be the new learners who benefit from this improved student-centred experience.

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

Respectfully submitted:



Christopher Janzen
Senior Vice President, Academic

Approved for submission:



Claude Brulé
President and CEO



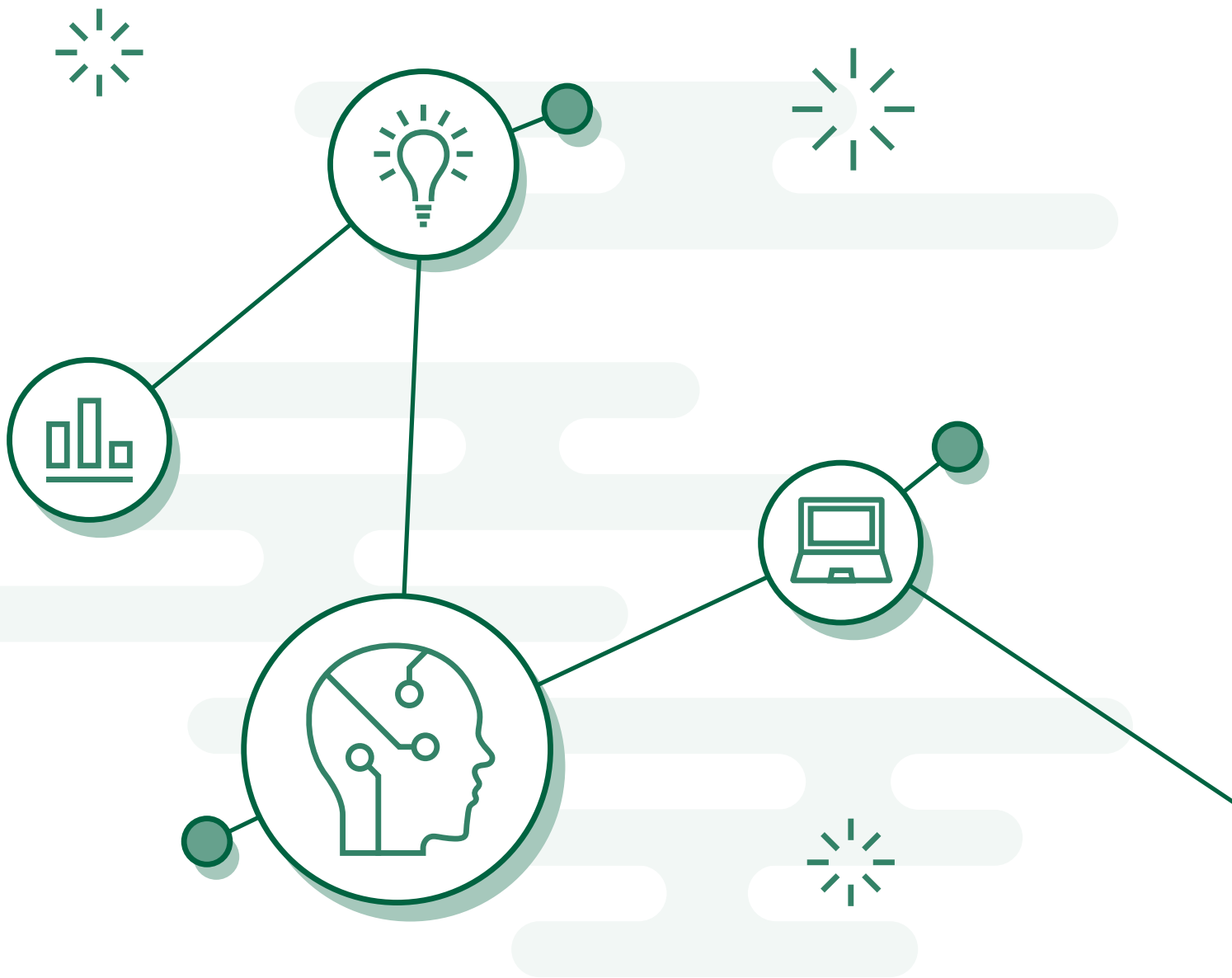
Laura Stanbra
Vice President, Student Services



Patrick Devey
Acting Vice President, Innovation and Strategy

Appendices:

| |
|---|
| Appendix A: Learner-driven Plan Strategy Implementation |
|---|



Learner-driven Plan Strategy Implementation



Table of Contents

| | |
|---|-----------|
| TO BE THE LEADER IN PERSONALIZED EDUCATION | 5 |
| HOW THIS PLAN CAME TO BE | 12 |
| • Guiding Principles | 14 |
| • About our Learners | 20 |
| • What We Promise our Learners | 27 |
| • Three Areas of Focus | 32 |
| ACCOMPLISHMENTS | 40 |
| CONCLUSION | 60 |



CLAUDE BRULÉ
PRESIDENT AND CEO

To be the leader in personalized education

What does an exceptional college experience look like? We asked that question repeatedly as we developed our Learner-driven Strategy. The answer from students and College employees, alumni, employers, industry professionals and other external stakeholders was clear and consistent: **personalization**. Since no two learners are exactly alike, there can be no “one size fits all” College experience. It needs to be tailored to each and every individual.

In our context, that experience includes both what happens inside the classroom and outside of it: the full educational, administrative and community experience of Algonquin College. We need to create an environment that responds to individual learners — meeting them when, where and how they wish to achieve their educational goals.

This implementation plan sets concrete steps and targets for making personalization foundational to everything we do so we can realize our learner-driven vision.

A LEARNER-DRIVEN COLLEGE

Being learner-driven is a core strategic pillar of Algonquin College. It is key to our mission of transforming hopes and dreams into lifelong success. Because every learner has different needs, goals, expectations and life circumstances, we can only be learner-driven if we serve each learner individually.

This isn't just an ideal: it's a competitive necessity. Learners expect personalization. Other colleges are seeking to deliver it as we vie with them for the same shrinking pool of traditional domestic students and seek to attract new kinds of learners. As the Learner-driven Strategy states:

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

With this implementation plan, we are embarking on a multi-year commitment to meet the needs of all the learners in our community: students, employees and employers. Implementation will require us to change some things that have become “business as usual” in our first 50 years. In a way, this places us right alongside our learners. They live in a world of constant change. So must we.

FLEXIBILITY IS KEY

If there is one thing needed above all to provide a personalized college experience and thrive amid change, it's **flexibility**. That's why our Learner-driven Strategy and

this implementation plan focus on increasing the flexibility of our learning offerings and College operations as a whole.

To support that flexibility and ensure all our activities uphold the highest standards, the Learner-driven Strategy has three **supporting themes**: being **proactive and responsive, forging connections** between learners and the College, and enabling **employee excellence**.

Given its sweeping scope and many dimensions, personalization cannot be achieved wholesale overnight. We need to proceed iteratively and strategically, building on our successes, and approaching this quest for personalization as an ongoing transformative journey — not a task to be completed and checked off a list.

A FOCUSED PLAN FOR REAL PROGRESS

This implementation plan concentrates on three specific and foundational areas of change based primarily on the feedback received from consultation sessions and prioritized by the Algonquin College Leadership Team:

1. Schedules and timetables;
2. Universal Design for Learning (UDL); and
3. Micro-credentials and digital credentials.

COMMUNITY SUPPORT AND PARTNERSHIPS

Achieving our objectives in these areas will contribute to our ability to provide an enhanced, highly personalized learning experience — and help us stand out as the “College of Choice” in Ontario. Over time, we will consider other opportunities identified during the consultation sessions to further evolve our operations and our offerings.

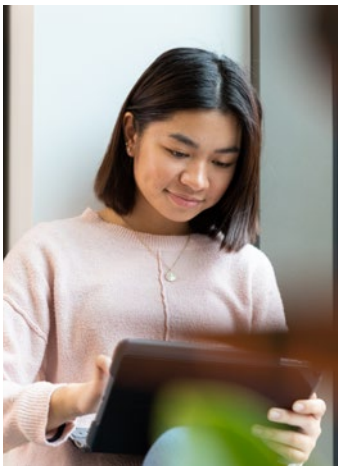
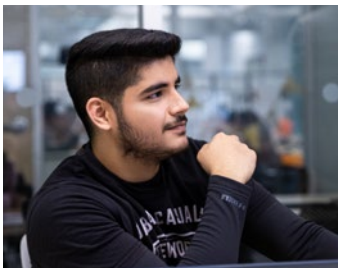
While the objectives and initiatives laid out in this plan take us to 2022, they are just the beginning. With these activities, we are embarking on an exciting journey that will define — and reimagine — the Algonquin College experience for generations to come.



CLAUDE BRULÉ
PRESIDENT AND CEO, ALGONQUIN COLLEGE







Every learner is unique.

We recognize and value that diversity. We're reshaping our College to revolve around learners' individual needs and preferences so we can deliver truly personalized education rooted in flexibility and choice. By doing so, we will set Algonquin College apart as the provider of a unique post-secondary experience.

We aim to build the strongest relationship with learners of any Ontario college by having the most flexible programming and student services — enriched by robust professional development, support for employees and technologies, and ways of working that are powerfully enabling.

We will add flexibility to our programs and services to deepen relationships with learners and tailor their learning experience whether they are enrolling directly from high school or seeking to continue their learning later in life. We will move toward rewarding competencies instead of “seat time” and promote lifelong learning and career development among all our employees.

Learners will be able to configure and augment their programs of study with different courses, modalities and schedules to suit their individual needs. They'll have the freedom to make meaningful choices about what they learn and which College services they access — as well as when, where and how.

In the near term, this will take the form of flexible schedules, timetables and service hours that shift away from the traditional 9-to-5, mainly in-person weekday model so learners can access education and supports in ways that will fit with their lives.

It will materialize as “universal design for learning” (UDL) principles are applied to every digital and physical interaction between learners and the College — ensuring those interactions are designed to contribute to the personal success of each learner.

It will take the shape of short, focused, just-in-time learning activities that will help learners develop specific competencies or skills that are recognized and valued by industry, and that can stack into other academic programs. These micro-credentials will make use of digital badges to help showcase the learned skills to employers.

These early steps toward transformation will pave the way for a broader, deeper and fuller embedding of flexibility and choice in every aspect of College operations. They will lead to greater learner engagement, more stable enrolment for the College, higher levels of learner satisfaction and ultimately, the reputation of Algonquin College as the leading provider of personalized learning in Ontario.






01.

How this plan came to be





“For Algonquin College, moving to a personalized education model is a proactive step. ... Colleges and universities are under growing pressure to transform their approaches and go beyond the traditional ‘one-size-fits-all’ model.”

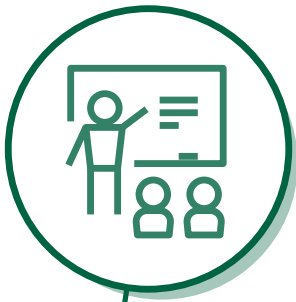
— Algonquin College Learner-driven Strategy

1.1

Guiding principles

This implementation plan is rooted in the same principles that shaped the Learner-driven Strategy overall: commitment to inclusive engagement of the College community and unwavering focus on personalization as the key to being learner-driven.





PRINCIPLE 1

Engagement

Engagement was a critical guiding principle in the development of the Learner-driven Strategy, ensuring that the final plan represented the views, beliefs and aspirations of our entire College community. In 2018, a cross-College working group sought the perspectives of students, employees and external stakeholders. More than 8,000 distinct inputs were received through live meetings, online surveys, town halls and other forums – a strong indicator of interest in the concept of personalized learning and a personalized College experience.

PARTICIPATION



IDEAS, COMMENTS & SUGGESTIONS

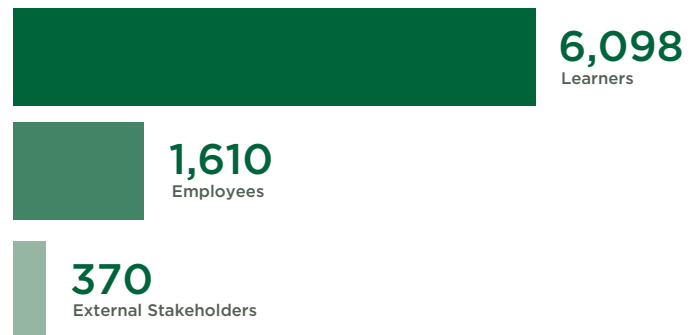


Figure 1. Learner-driven Strategy development at a glance

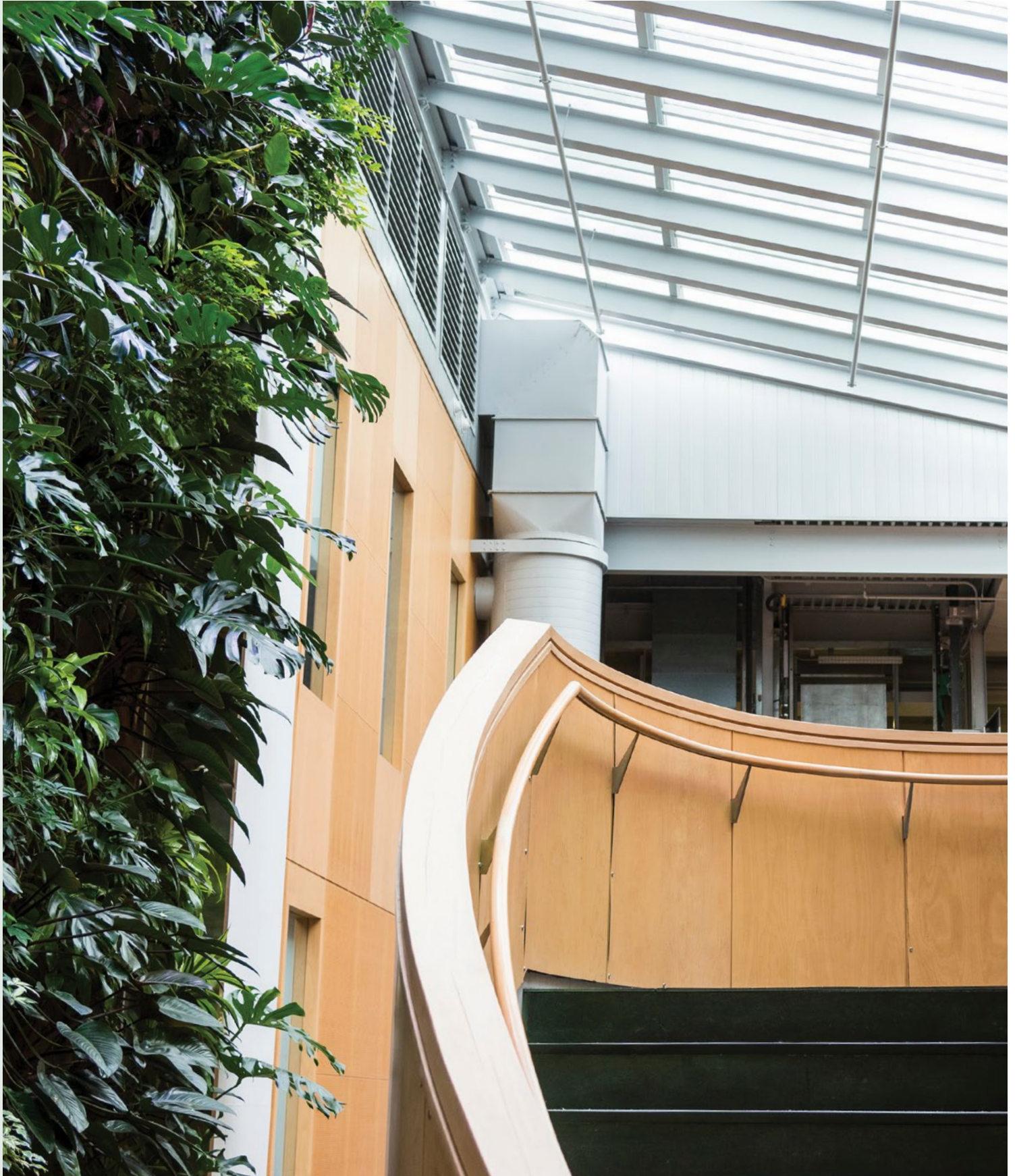


INTERNAL STAKEHOLDERS:

Faculty, support staff, administrators, Board members and learners

EXTERNAL STAKEHOLDERS:

Alumni, employers, industry professionals, program advisory councils, prospective students and parents, students who left the College without graduating, high school teachers and counsellors, high school boards, other post-secondary institutions





ENGAGING ON THE IMPLEMENTATION PLAN

To develop this plan for implementing the strategy, we carried the engagement approach forward — reaching out to stakeholders across the College for input. We solicited learner feedback and comments to help prioritize the direction of the implementation plan. We engaged them in visioning exercises to better understand what learners would value as improvements to their student experience.

Outreach to learners and employees included numerous information and playback sessions, surveys, focus groups, town halls and weekly updates. Awareness articles documenting the summer student experience and featuring interviews with Learner-driven Plan working group leaders (“Explainers”) were posted on MyAC (the College’s internal communication portal), the Learner-driven Plan website and social media¹.

Our three implementation working groups, one for each focus area (Schedules and Timetables, Universal Design for Learning (UDL) and Micro-credentials and Digital credentials), reviewed the total input collected from 162 employees, 319 current Algonquin students and 79 high school students to guide and validate the development of their plans.

Ongoing and regular stakeholder feedback, playback and engagement sessions will continue to be sought throughout the short- and long-term implementation of the Learner-driven Plan.

¹You can find details on the various consultation sessions here: www.algonquincollege.com/learnerdriven/files/2019/11/LDP-Stakeholder-Feedback-summary--V6.pdf and www.algonquincollege.com/learnerdriven/files/2019/12/Summer-Student-Report-Summer-2019.pdf

PRINCIPLE 2

Personalization

Engagement is how we developed this Learner-driven Strategy implementation plan. Personalization is the why: the overarching goal we aim to realize. But what exactly do we mean by “personalization”? At Algonquin College, we continue to use the definition from the Learner-driven Strategy²:

“[Personalization is] a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations or culture backgrounds of individual students — for the purpose of achieving exceptional learner, employer and community success.”

The bold phrase at the end is significant. It clarifies that personalization has a value not only for learners by enhancing programs, credentials, delivery, content, services, policies and enrolment, but also for employees — creating new opportunities for development, new modes of teaching, new ways to deliver services and more.

Personalization has been part of our thinking for many years. Our academic advisors and student success specialists guide individual student experiences. Learners in several programs have options such as modularized math courses, accelerated or flexible delivery, monthly intakes and online learning opportunities. Faculty can see how often their learners log into the College’s learning management system and can send personalized check-ins to those who have been offline for a while. The College provides personalized outreach and messaging during the admission process, as well as customized learner orientations.

These examples show that we are on the right path. But this kind of personalization is not yet available College-wide. Through this Learner-driven Strategy implementation plan, we will begin to embed personalization in every aspect of our operations — strategically and with focus.

² Adapted from the Glossary of Education Reform, as quoted in the Algonquin College 2017-2022 Strategic Plan, 50+5.



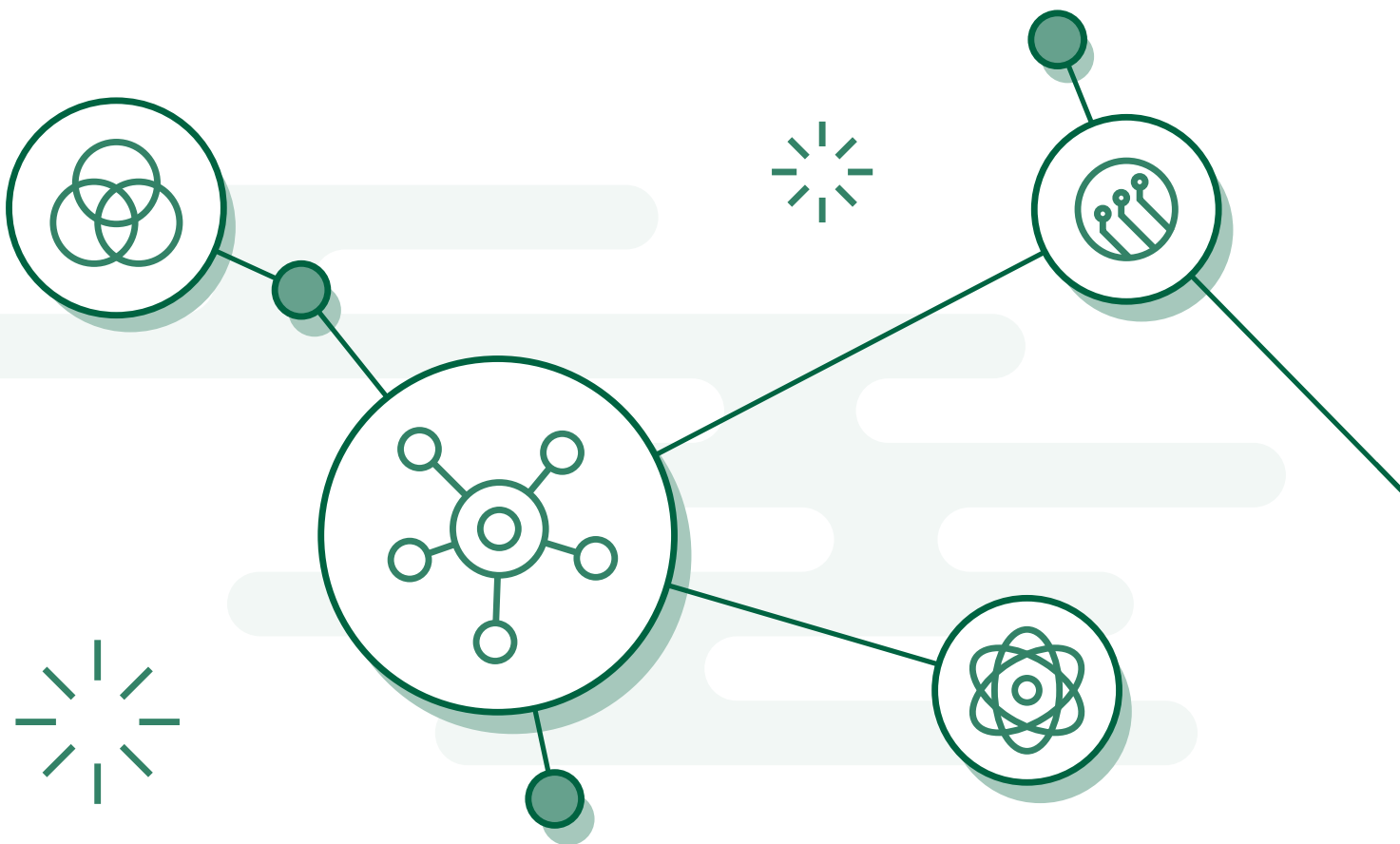
STRONGER TOGETHER

The Learner-driven Strategy is just one piece of a larger strategic framework. Our 2017-2022 Strategic Plan enshrines being learner-driven as a core belief. Our People Plan, International Strategy, Transforming Indigenization Initiatives Plan, Discovery, Applied Research and Entrepreneurship Plan and Information Technology Modernization Plan each promote personalized, learner-driven approaches. In the Indigenous way of knowing that the College is committed to honour and respect, each of these strategies is its own “arrow”: a tool to use, a direction to follow. Just as arrows bundled together are stronger than they are alone, these strategies in combination provide a much stronger foundation for the College’s learner-driven goals.

1.2

About our Learners

At no time in history have people had more choice or control over how they communicate, bank, shop, travel and access entertainment — all tailored to their preferences by data analytics and artificial intelligence. As a result, learners don't just welcome personalized experiences: they expect them.



New expectations

Colleges and universities are under increased pressure to transform their approaches and go beyond the traditional “one-size-fits-all” model. The Learner-driven Strategy quoted a Gartner study that stated this about as bluntly as can be:

Students... are less tolerant of mass-market, generic and industrialized services (which are the norm on many campuses). They will no longer be satisfied or even comply with antiquated processes and mass target services.... The academy can no longer hide behind the gates of the institution, but rather must meet students where they are, whether that is in the digital or virtual world, or at the local coffee shop. The institution must now do business on the students’ terms, not its own³.

This is especially true of “digital natives” — the generation who grew up with digital platforms, devices and tools — who expect easy access to services, information and the latest technologies. These learners crave engaging experiences and want to be empowered to make their own decisions⁴.



³ *The Future of the Student Experience Is Personal*. Gartner, 2017.

⁴ *Getting to Know Gen Z: Exploring Middle and High Schoolers' Expectations for Higher Education*. Barnes & Noble College, 2017.



Changing demographics

At the same time, demographics are changing. In Ontario, the number of people aged 25 to 44 will grow by one to two percent a year over the next 10 years⁵. The number of people aged 15 to 24 (our traditional cohort) will hold steady or possibly decline⁶.

That means even as we adapt to meet the expectations of digital natives we also need to offer personalized experiences to older learners with very specific career goals. Students in this older group are often seeking to upskill or reskill or move into a new occupation and may have less-flexible schedules than recent high-school graduates (working, family obligations, etc.). Personalization can help us take factors such as these into account and “meet students where they are” — for example, offering more evening or weekend courses, hybrid/online learning, and worksite training.



⁵ Ontario's Long-Term Report on the Economy. Ontario Ministry of Finance, 2017.

⁶ Ontario's Long-Term Report on the Economy. Ontario Ministry of Finance, 2017.

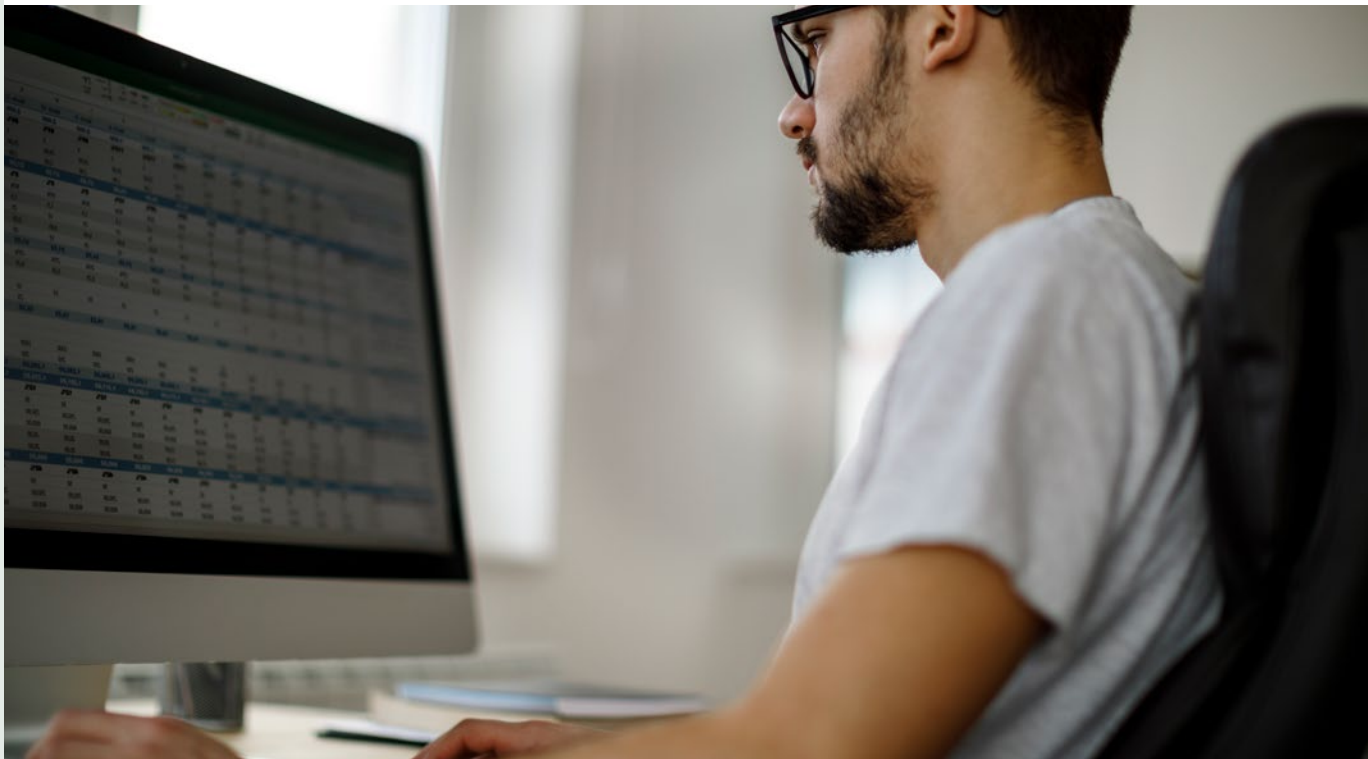




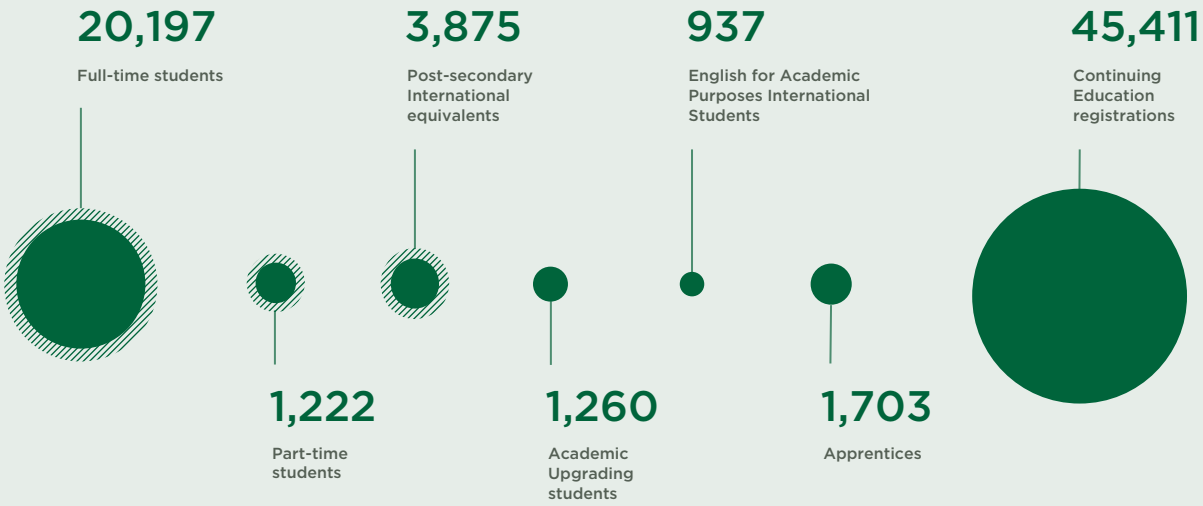
A diverse, growing student population

Despite the demographic shifts, Algonquin College is thriving. Full-time enrolments passed a record-breaking 20,000 in the 2018-2019 academic year. We have the highest number of online registrants amongst all colleges in Canada: approximately 33,000. International students from more than 100 countries have chosen Algonquin College as their study destination, and the number of international students on campus continues to increase every year.

Implementing the Learner-driven Strategy will allow us to leverage our position of diversity and strength and maintain it for years to come.



Learner Demographics

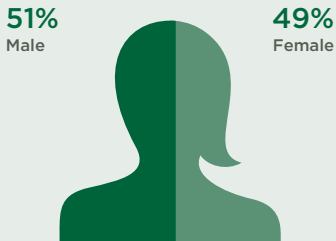


These categories reflect the Fall term only due to the amount of student overlap in Spring 2017, Fall 2017 and Winter 2018 terms.

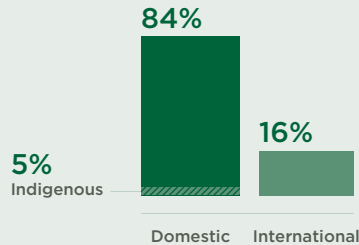


Due to lack of student overlap, these categories reflect the entire fiscal year and include Spring, Fall and Winter terms

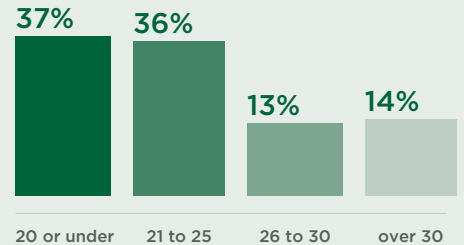
GENDER



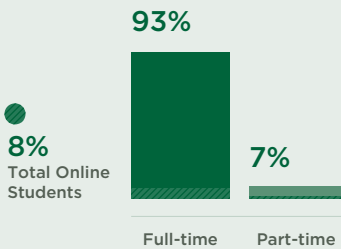
ORIGIN



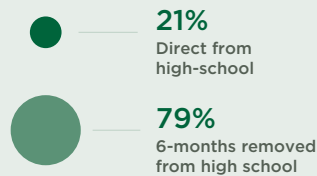
AGE



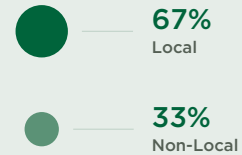
STATUS



ENTRY



GEOGRAPHY



Base: Gender, Status, Country, Age, Type, Catchment: total students 2018-19 n=21,663

Data set: Fall 2018, terms, full-time or part-time registrations as of Day 10 (September 17, 2018). Excludes collaborative programs and apprenticeship programs.



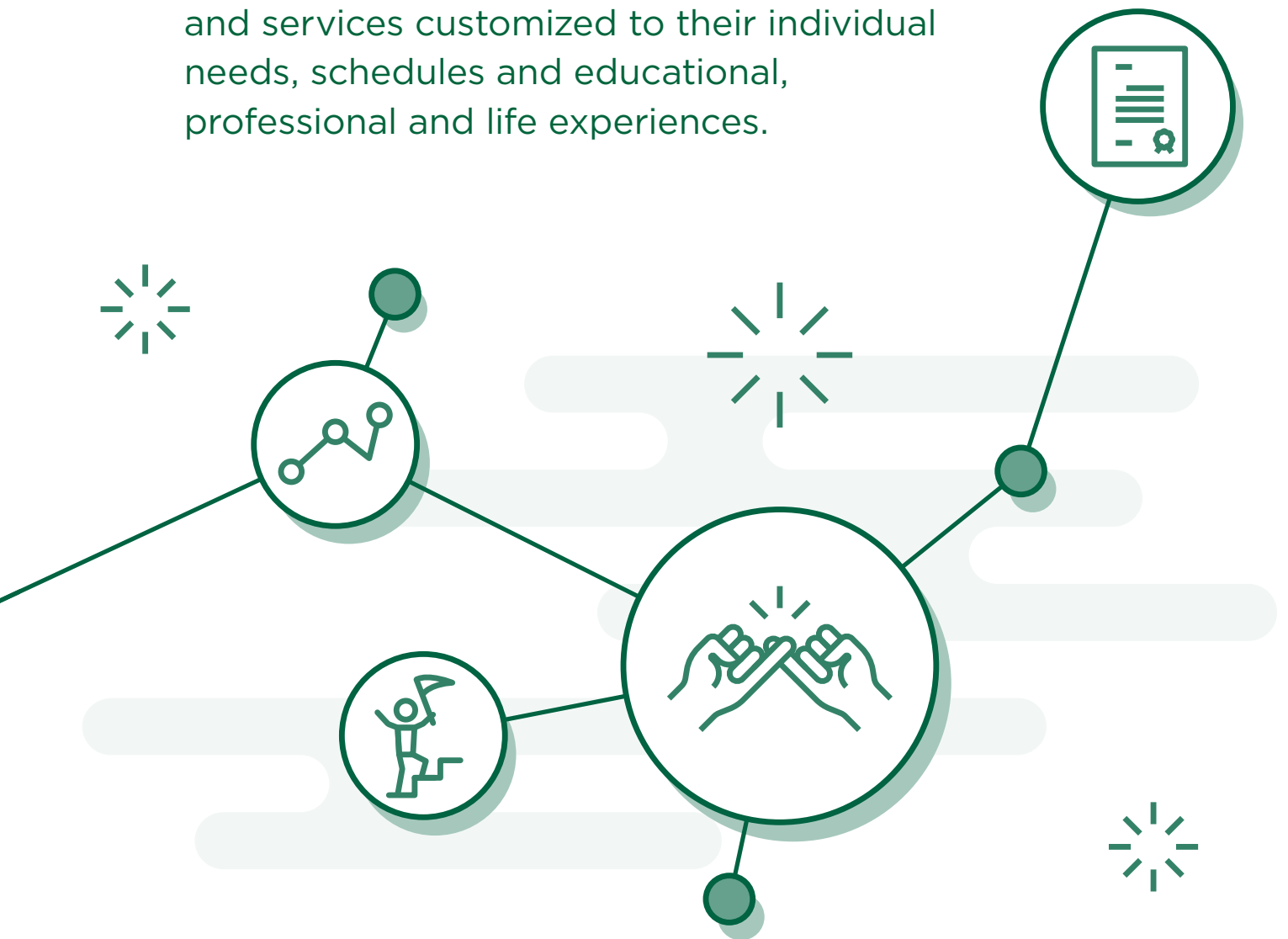
1.3

“Students will be more engaged [when the College] becomes [truly] learner-driven...”

— Faculty member during the Learner-driven Strategy consultation process

What we promise our learners

Algonquin College will be the College of choice for learners who want programs and services customized to their individual needs, schedules and educational, professional and life experiences.





Flexibility is the goal

The culminating insight of the Learner-driven Strategy is that being learner-driven demands personalization — and personalization demands flexibility.

This is true in academics, in support services, in College administration and operations functions. In other words, flexibility must be holistic. As identified through the strategy development process, three key themes support and reinforce flexibility for personalization:

- Being proactive and responsive — using technology to instantly and remotely determine when learners need support across the College population
- Forging connections — helping learners navigate complex and (sometimes) intimidating College processes and making them feel supported inside and outside the classroom
- Enabling employee excellence — encouraging and supporting professional development and lifelong learning so that employees are fully equipped to deliver an unparalleled, personalized College experience

Together, these themes helped to develop the identification of specific initiatives that the College would pursue in the next few years to embed flexibility in key aspects of the learner experience: flexible schedules and timetables, universal design for learning (UDL) and micro-credentials and digital credentials. These were chosen as starting points for implementing the Learner-driven Strategy, with separate working groups established to define detailed approaches to each. The steps and targets in the following sections of this implementation plan document are the outcomes of their efforts.

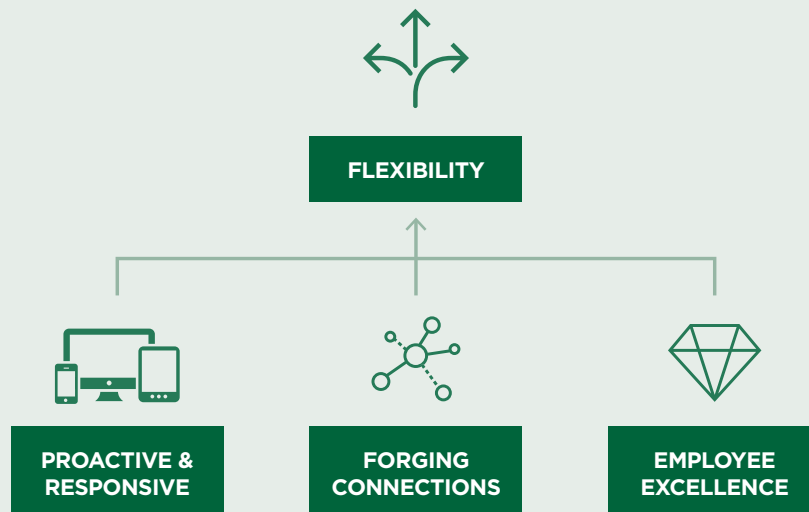


Figure 2. Flexibility is the ultimate enabler of learner-driven personalization



The future learner's experience of lifelong learning

It's 2050. Chaaya exits her holo-con with the hiring manager of the international trade firm and indulges in a momentary — highly dignified, of course — “happy dance”.

She got the job.

It was the micro-credential from Algonquin College that made it possible. And as Chaaya reflects on that, she realizes just how many times Algonquin has contributed to her success in the past 20 years, going right back to that first program when she was 19...

She remembers that year vividly. She had the opportunity after high school to do a placement with a UK company through a family friend. But that was going to push back her ability to start school in the fall — by a whole month. Fortunately, Algonquin's flexible schedules and timetables allowed her to take the placement and begin her studies in October, without missing a beat. She was able to firm up all of her registration and timetabling while overseas.

That work experience proved invaluable. Chaaya graduated from her first program and got a job almost immediately. About eight years later, she decided she was ready for a change and went back to Algonquin College to shift her professional focus.

By that point, she was engaged and living downtown with her fiancé: they both needed to work to pay for their condo. Once again, Algonquin's flexible, learner-driven approach made it possible for Chaaya to have her educational experience her way. She was able to structure her learning around ongoing work commitments and take full advantage of digital learning options whether she was at the College or at her job.

Best of all, she was in constant communication with her Universal Design for Learning certified instructor, who helped her stay focused on her learning goals, came up with creative ideas when there were conflicts between Chaaya's work demands and school, and facilitated the most constructive group work Chaaya had ever done.

With her new diploma, Chaaya pursued her updated career path. Along the way, when opportunities arose, she picked up micro-credentials to bolster her resume.

And that's how she got to be here today. Now a mom with two awesome kids and a once-in-a-lifetime global professional opportunity, Chaaya knew she had all the right skills for this new job: she just needed the proof.

There was just a month until the posting closed. No time for a full course of study. Chaaya returned once again to Algonquin College and in the space of three weeks was able to obtain not only the requisite micro-credential but also a digital credential that she could share instantly with her prospective employer and add to her virtual employability portfolio (VEP) for her network to see.

She and the hiring manager had clicked on holo-cons before, but today, with the news that she got the job, Chaaya was made to feel like she was already part of the team. She couldn't wait to embark on this newest chapter of her professional life.

1.4

Three areas of focus

The three focus areas of this implementation plan for the Learner-driven Strategy bring flexibility to different aspects of the College experience and create new opportunities to deepen relationships with learners, ultimately differentiating the College from other Ontario institutions.



FOCUS AREA 1

Schedules and Timetables

While our learners have diverse backgrounds, goals and personal and professional lives, they also have something in common: a path that led them to Algonquin College. As a learner-driven institution, we want to be a place that welcomes them and supports them in building the future they want. That kind of personalization centres on providing flexibility and choice so that learners can select the program streams, courses, workshops, modalities and schedules that best suit their individual needs.

This has a few important implications for schedules and timetables, one being a shift away from the Monday-to-Friday delivery of (mostly) in-person services during “business hours” to a more “anytime, anywhere” on-demand model that lets learners access the education and supports they need in ways that fit within their lives instead of disrupting them.

Through this implementation plan, we will identify opportunities to increase flexibility in our general education electives, explore the feasibility of expanding weekend academic activities and support services, and enable learners to have more control over their timetables. The depth and intensity of these efforts will increase over time with the incremental addition of more flexible learning experiences, modes of delivery, and scheduling options as well as access to services outside of traditional business hours.

By shifting our culture toward a more personalized education, we will ensure the experience of being an Algonquin College learner is like no other — and every learner will shape their own path.



MEASURES OF SUCCESS

- % of learners familiar with requirements for their program of study
- Learner satisfaction with timetable and program flexibility
- Learner satisfaction with evening and weekend courses and College services
- % of learners who receive credit for prior learning, experience and academic course work

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

— Student during the Learner-driven Strategy consultation process



FOCUS AREA 2

Universal Design for Learning (UDL)

UDL is an approach to teaching and learning that intentionally, from the outset, structures programs and services to contribute to every learner's success. Across the stages of this implementation plan, we will embed UDL principles in key areas of College activity, supported by a robust, people-centred change management strategy. We will provide flexible learning opportunities to all our learners — employees, students, alumni and partners — allowing them to receive services and support, and to experience learning and growth, in ways that are personally meaningful.

We will also work to establish a Flexible Learning Centre of Excellence that brings together representatives from across the College to challenge existing perceptions of flexibility — based on input from the Algonquin community.

As we offer more flexibility, we will connect learners with learning coaches and mentors to help them navigate their choices, recognizing that every learner is at a different level of preparation for doing so. Every learning or support space, physical or digital, will eventually be the product of a concerted, iterative, intentionally designed learning experience that aims to make success personal for each learner.

MEASURES OF SUCCESS

- % of employees who complete UDL training
- Achievement of preliminary steps toward flexible learning through full compliance with Accessibility for Ontarians with Disabilities Act (AODA) requirements
- % by which Algonquin College exceeds the annual goal of learner satisfaction

“I want the learning environment (of the future) to be conducive (to learning) and technologically updated. I'd like classes that are ecofriendly with adjustable furniture, where the teacher can be connected to all the students through any given device. For online courses, people should be able to remotely connect wherever they are!”

— Student in the focus group on Universal Design for Learning

FOCUS AREA 3

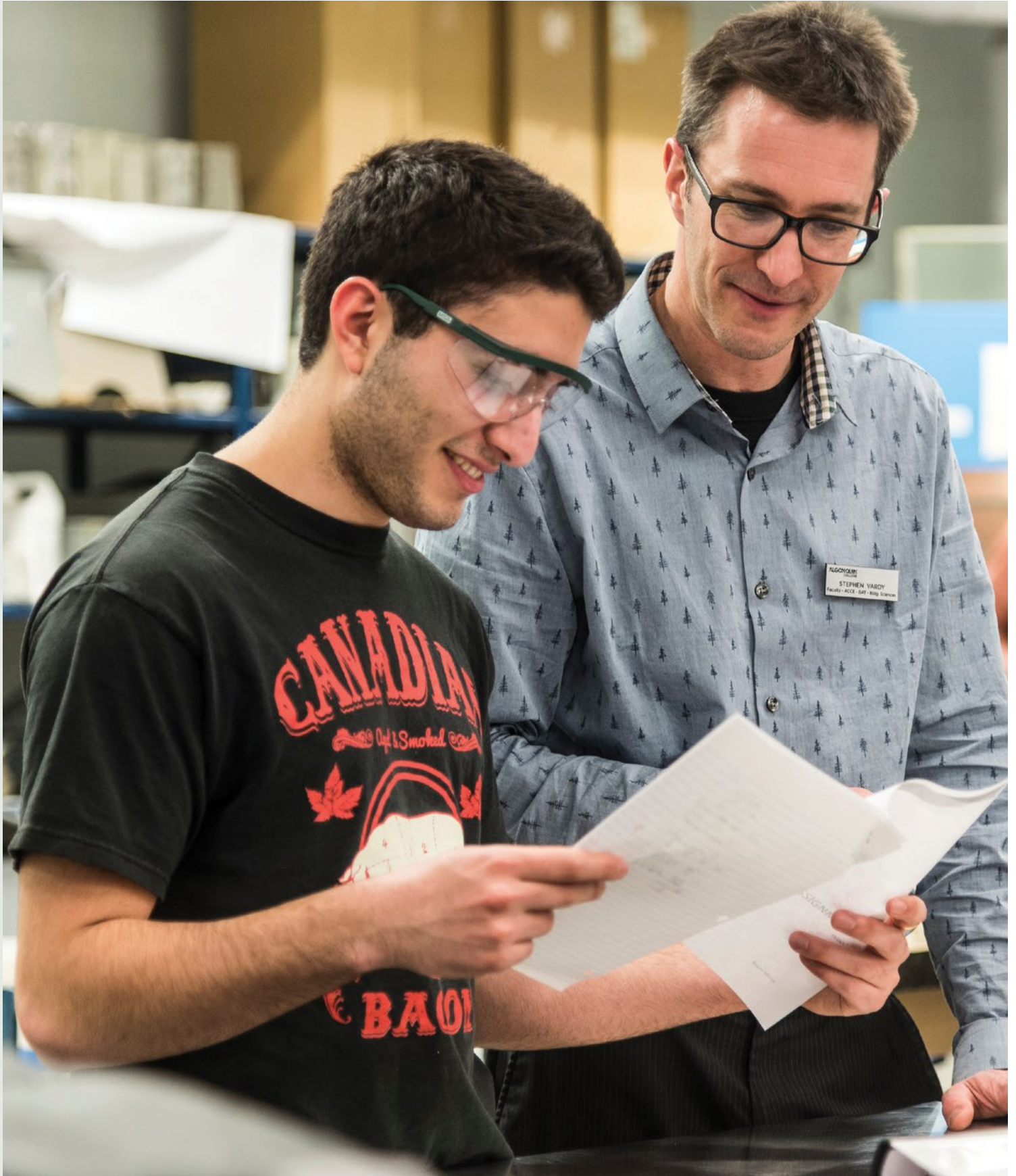
Micro-credentials and Digital Credentials

The goal of micro-credentialing and digital badging is to design learning experiences that focus on the acquisition of discrete competencies or skills — delivered either in person and/or online through focused, convenient, short-term activities. Learners who demonstrate mastery of the specific learning or performance objective in question will acquire a micro-credential that carries the weight of Algonquin College as a provincial authority for the appraisal of skills and knowledge. The micro-credential could be awarded as a digital badge, or as another form of digital credential that is issued and hosted by the College (including online diplomas, degrees, certifications and licenses).

Micro-credentialing is expected to have strong appeal for more mature learners with specific career or professional development goals as they upskill and reskill with the changing labour market. It is inherently:

- Skills focused – responsive to industry-identified demands by equipping learners with discrete skills and competencies for employment
- Personalized – tailored to learners' personal and professional histories and goals, incorporating credit for prior experiences and allowing access to courses across programs
- On-demand – offered with flexible start/end dates and self-paced assessments, online and/or in blended settings to fit learners' timelines
- Recognized – valid and transferable across programs and institutions, and accepted by industry partners or potential employers
- Flexible – combinable with other credentials for advanced standing or into a larger credential over time (e.g. as “stackable” credentials that could lead to higher-level programs such as diploma programs or be recognized as “minors” for learners who gain knowledge outside the vocational field of their program)







As part of the micro-credentialing initiative, we will explore ways for learners to define their own educational pathways, build their own credentials, and pursue academic interests that are not necessarily aligned with a prescribed pathway.

Developing micro-credentials will create value for the College's alumni and employer partners by reinforcing our position as a provider of skilled, labour-ready, lifelong learners. It is also expected to generate new revenue streams by offering high-value, accessible credentials to a wide range of non-traditional students (including returning alumni), and it also presents opportunities for innovative industry partnerships.

As there is no provincial standard or common definition of micro-credentials in academia or in industry, Algonquin College drafted its own Micro-credentials Framework in 2018, adapting the Ontario Qualifications Framework to situate micro-credentials in the continuum of credit and non-credit academic programs offered by the College. The framework will help guide the design, evaluation, and operationalization of micro-credential programming going forward.



MEASURES OF SUCCESS

- # of micro-credentials that serve as direct pathways into the College's larger credential offerings (e.g. diplomas, advanced diplomas and degrees)
- Recognition of digital credentials by employers (including Algonquin College) for hiring and professional development
- % of learner satisfaction with micro-credentials issued by Algonquin College
- % of employer satisfaction with micro-credentials issued by Algonquin College

"As a mature student who works full-time, I have lots of experience but still need ways to demonstrate my skills. A micro-credential would be perfect: it's small, flexible, on-demand and relevant for employment. I could get the training I need right away and prepare for interviews with an official micro-credential validated by the College."

— Part-time student member, micro-credentials and digital credentials working group

02.

Accomplishments



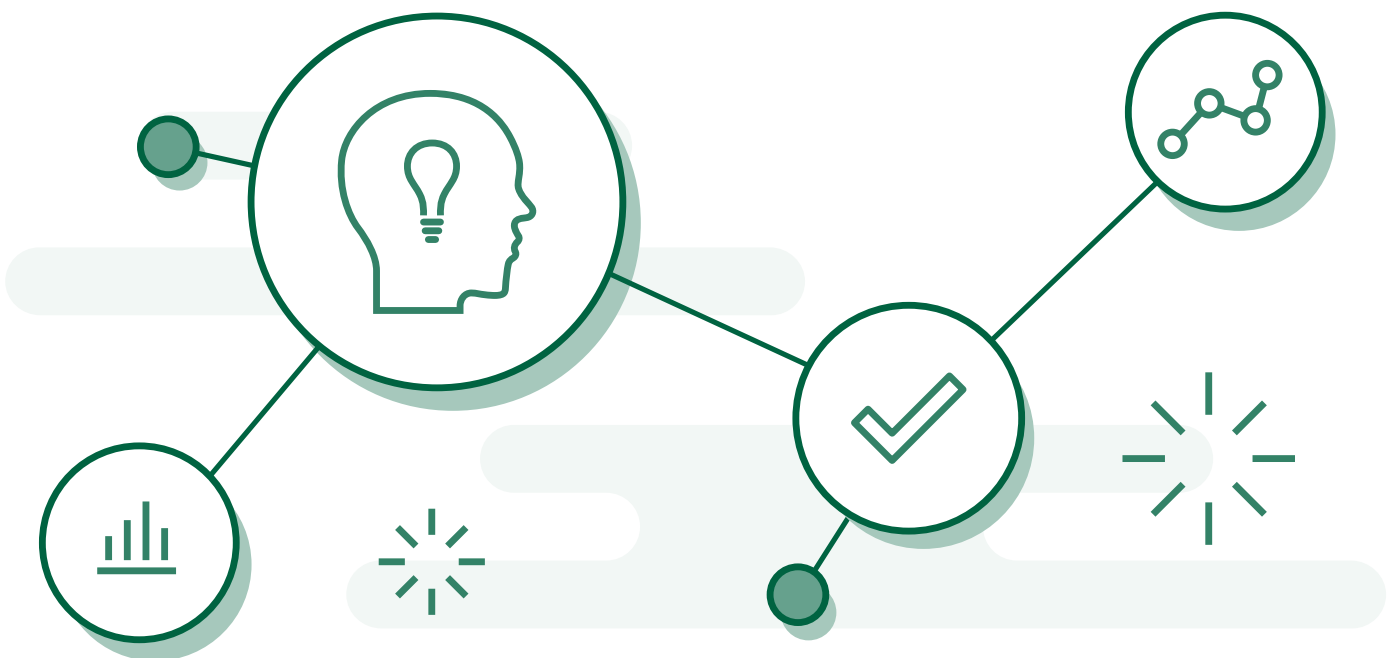
“I feel like I’ve been leading to this moment ever since I first started here. I can’t wait!”

- Faculty member during the Learner-driven Strategy consultation process

2.1

Setting accomplishments

The three implementation working groups have planned accomplishments across four timeframes. Those planned for the first two years are firm commitments. As the College progresses and deepens implementation into 2021-2022, the accomplishments listed are flexible — to incorporate lessons learned by that time. The accomplishments proposed for 2022 and beyond are considered fluid, to give the College freedom to adapt based on experience to date and the availability of resources required to complete the work.



The future learner's experience of schedules and timetables

It's mid-winter, 2030. Santiago is driving home to Carleton Place from Algonquin College's Perth Campus, where he recently started re-training for a career change. The last 18 months have been a blur. So much has changed, and so quickly.

He lost his partner suddenly and unexpectedly — a shock to his whole family. He knew right away he couldn't support the kids as a single parent doing only freelance and contract work. While his relatives are emotionally “there” for him, they all live out of town. He thought of moving closer to them but didn't want to put the kids through another upheaval. He knew he needed to go back to school.

His first thoughts lead him to think of Algonquin College: it was where he earned his first diploma. But he was hesitant. When he attended Algonquin 20 years ago, the schedule was so rigid. He couldn't just adapt to whatever calendar might be handed to him each semester, and he'd never taken well to online learning (though maybe it would be different now after all his years of freelancing from home). He also knew being with people, having a supportive sense of community, would probably be better for his mental health.

He decided to find out how or if Algonquin might be able to help him on his road to lifelong success.

One night, he got a babysitter for the kids and drove to Algonquin College's Ottawa campus. Even though he could connect with an advisor via live chat or web call, he preferred to go in person — to the campus he was most familiar with. He hardly recognized the place. It was after 6 pm but the College was a hive of activity. The employees in Student Central could not have been more welcoming or knowledgeable. Santiago was overjoyed he wouldn't have to go from department to department trying to get things sorted out. Things certainly were different.

The best surprises were still to come. His visit had been in late September, and he expected to have to wait for the winter term to get started. But he found out he could begin in October — or November or December or whenever worked best for him. There were abundant opportunities for online learning and hybrid learning that included streaming classes and access lectures on-demand from home.





Santiago learned he could complete his own course registration and create and change his timetable at the push of a button. He had the option to attend classes in either Ottawa or Perth because his program was offered at both campuses. And he'd get credit for two courses by demonstrating his prior learning and life experience — reducing his courseload and allowing him to complete the program more quickly.

Most unexpectedly, he discovered he could take elective courses on coping with grief and children's literature to help him in his personal life. These were about as far away from his new career as you could get, but so valuable.

And so tonight, driving home after class and a virtual learning coaching session, Santiago is grateful for the flexibility Algonquin College has been able to provide him. Not even six months since his first visit to the Ottawa campus, he's already into the second set of courses for his program — getting ahead without making sacrifices at home. He finds himself looking forward to the online nutrition course set to start next week.

This time around, the learning experience is so much better: not because he's 20 years older but because he gets to drive the pace and schedule of his learning, something he could not do the last time he studied at Algonquin.





ACCOMPLISHMENTS

| 2019-2020 (FIRM) SCHEDULES AND TIMETABLES | |
|--|---|
|  <p>Flexibility</p> | <ul style="list-style-type: none"> • Define requirements that would allow learners to make timetable adjustments to more courses via the Student Portal using existing functionality. • Explore opportunities to increase flexibility in general education electives and degree-breadth courses. • Define what needs to be true to offer more weekend course sections and access to services on evenings and weekends. |
|  <p>Proactive & Responsive</p> | <ul style="list-style-type: none"> • Identify opportunities to improve instructions, guidance and parameters for making timetable changes in the student portal by reviewing all communications and assessing the portal user experience. • Identify ways to increase awareness of general education and the opportunities for learning and essential employability skill development it provides. • Quantify learner and employee pain points related to weekend activities and identify top-priority services to offer outside traditional business hours. • Benchmark the current quality and other metrics related to timetables. |
|  <p>Forging Connections</p> | <ul style="list-style-type: none"> • Ensure all learners are familiar with the requirements of their program of study based on a review of all communications and the student portal user experience related to program progression. • Remove barriers and encourage learner agency re: general education options based on a review of existing general education policy, offerings, system practices and processes as well as delivery and associated PLAR/exemption processes and policies – with clear guidance and communication to help learners discover opportunities. |
|  <p>Employee Excellence</p> | <ul style="list-style-type: none"> • Document instructions and use cases to train faculty on making courses available for learner changes in the student portal. • Identify programs where teaching schedules with weekend courses would be appealing, and plan for piloting. |









2020-2021 (FIRM) SCHEDULES AND TIMETABLES





| | |
|--|--|
|  <p>Flexibility</p> | <ul style="list-style-type: none"> • Improve functionality so learners can preview timetable adjustments in the Student Portal. • Pilot expanded weekend academic activity and monitor learner demand and access. • Introduce a new Electives Framework and explore opportunities to create more flexibility and alignment for programs and courses. • Explore and develop new delivery channels and service models for Campus Services and Student Support Services. |
|  <p>Proactive & Responsive</p> | <ul style="list-style-type: none"> • Continue to enhance the user experience of changing timetables in the student portal, ensuring program progression and the potential impacts of changes are clear. • Research and develop a plan to leverage technology and artificial intelligence to augment traditional service delivery. |
|  <p>Forging Connections</p> | <ul style="list-style-type: none"> • Partner with Academic Advising and Academic Orientation to continue building awareness with learners about how to make timetable changes. • Identify general education courses for piloting face-to-face delivery and for additional offerings of seven-week compressed delivery. • Identify common courses that can be aligned to give learners more choice of schedule and delivery. • Communicate PLAR/exemption opportunities to learners and promote general education as an opportunity to provide agency and choice. |
|  <p>Employee Excellence</p> | <ul style="list-style-type: none"> • Partner with the Academic Success Centre to provide timetable flexibility training and coaching to all academic employees who support learner progression (Student Success Specialists, Program Coordinators, Academic Advisors). • Identify gaps, barriers and opportunities related to improving and standardizing academic processes. • Develop a new support and training model for administering general education Courses. |



2021-2022 (FLEXIBLE) SCHEDULES AND TIMETABLES

| | |
|--|--|
|  <p>Flexibility</p> | <ul style="list-style-type: none"> • Maximize functionality to make as many courses in the Student Portal available for learners to preview and make timetable adjustments. • Continue expanding weekend academic activity and monitor learner demand and access. • Continue developing and begin launching revised, flexible programs and courses. • Pilot new delivery channels and service models for Campus Services and Student Support Services. |
|  <p>Proactive & Responsive</p> | <ul style="list-style-type: none"> • Pilot new technologies and/or artificial intelligence to augment traditional service delivery. • Provide learners with a program progression dashboard. • Make it easy for learners to communicate and/or book appointments with his/her “support team” (Program Coordinator, Student Success Specialist, Academic Advisor, Client Service Officer, Financial Aid Office, etc.). |
|  <p>Forging Connections</p> | <ul style="list-style-type: none"> • Introduce more programs with common core/streams and minors, expanding learner options and pathways. • Pilot new ways of giving learners access to lectures (streaming, downloads, playback). • Create more targeted, personalized PLAR/exemption communications. • Assign all general education electives to multiple themes and standardize all pools across all programs. |
|  <p>Employee Excellence</p> | <ul style="list-style-type: none"> • Introduce a communication/awareness strategy for general education electives. • Monitor employee satisfaction with their experience working evening and weekends. |

2022 AND BEYOND (FLUID) SCHEDULES AND TIMETABLES

| | |
|--|---|
|  <p>Flexibility</p> | <ul style="list-style-type: none"> • Provide learners with easy-to-use systems and tools for self-registration and timetable creation, with full visibility into program progression. • Continue expanding weekend academic activity and monitor learner demand and access. • Develop programs and courses with inherent flexibility and alignment (common core courses, program streams, minors and maximum choice of electives). • Give learners the opportunity to alter their time to completion and mode of course delivery. • Ensure students have access to the services they need when they need it for academic and personal success. |
|  <p>Proactive & Responsive</p> | <ul style="list-style-type: none"> • Expand the use of new technologies and/or artificial intelligence to augment traditional service delivery. • Enable learners to review program progression, preview the impact of potential decisions, and forecast completion via an app. |
|  <p>Forging Connections</p> | <ul style="list-style-type: none"> • Allow classes to be streamed, downloaded and played back anytime, giving learners real-time flexibility and the ability to adapt their schedules without sacrificing their learning. • Provide learners with credit transfer and PLAR services during recruitment and admission to maximize recognition of their previous education and experience. • Add new course options to the general education elective pool: self-study and Ontario Learn. |
|  <p>Employee Excellence</p> | <ul style="list-style-type: none"> • Continue to align and standardize Academic and Registrar's Office processes to support learner flexibility. |



The future learner's experience of Universal Design for Learning

Spring Convocation, 2030. Dom enters the National Arts Centre looking for the student robing area. It still hasn't totally sunk in that an hour from now will come that walk across the stage to collect a diploma — especially after so many years of frustrated post-secondary attempts and bouncing between part-time jobs.

It had been a tough decision to take yet another chance at school. It might not even have been attainable without the severance package. But everything that seemed impossible all those times before suddenly wasn't when Dom came back to Algonquin two years ago.

That first day on campus was still a vivid memory. Dom walked into a room set up more like a coffee shop than a classroom. The instructor began to explain the audio/video recording system and how learners could stream classes in real-time or watch them later for review. Dom had the immediate sense things might end differently this time around.

The first "A" grade confirmed it. It came not long after Dom's College-assigned learning coach facilitated a consultation with a psychologist that led to Dom's attention deficit hyperactivity disorder (ADHD) predominantly inattentive diagnosis — which turned years of self-doubt and self-blame on its head. Dom wasn't "bad at school": something else had been at work at this time.

The A was a turning point. Dom hadn't been putting in the fullest effort before because success seemed so unlikely. While jotting down notes for the video self-reflection debrief on the assignment, Dom had one of those a-ha moments that had been happening a lot lately. Getting an A meant things were working. The flexibility of the courses plus the tools and strategies available — combined with real, consistent effort — could easily lead to more results like this.





And they did. Each course — whether online, in collaborative learning spaces or itinerant — was full of flexibility, flowing between digital and physical learning. The learning materials almost always included a mix of video, audio and digital options. When there was group work, it focused on the development of interpersonal skills: the instructor was a member of each group, and all members participated in flexible ways that moved the project forward.

Dom's instructors kept the learners focused on learning goals and were always willing to talk about alternate ways to submit assignments. In fact, having so much choice had been a little overwhelming at first, but Dom's learning coach introduced new physical and digital tools to help with that. Very soon, Dom was collaborating with instructors to find ways of engaging more fully with material, taking advantage of the option (available to all learners) to do more challenging versions of assignments.

So many things about the Algonquin College experience had been helpful, but maybe most of all were the self-reflection and future goals debriefs that made it feel like learning was something Dom was doing, not passively receiving. Sure, there had been rough days over the past two years, but Dom had developed resilience as a learner and never gave up.





Lined up with the other grads waiting to enter the main theatre, Dom realizes it's not just a diploma that's been earned but also the ability to learn — and to keep on learning. It suddenly occurs to Dom that this learning journey may be far from over, with more courses and credentials still to come. The music processional music begins and Dom suddenly feels very comfortable in these academic robes — and looks forward to the chance to wear them again. Soon.

ACCOMPLISHMENTS

| 2019-2020 (FIRM) UNIVERSAL DESIGN FOR LEARNING (UDL) | |
|--|--|
|  <p>Flexibility</p> | <ul style="list-style-type: none"> • Examine the feasibility of measures to remove barriers from learning spaces where learners most commonly request accommodation. This would draw on existing data from the Centre for Accessible Learning (CAL) to determine best practices for building barrier-free materials and assessments into courses. This will proactively reduce the need for thousands of students to register with CAL to request these as “academic accommodations”. • Model UDL principles in the Faculty Learning Program (FLP), as professional development in applying UDL will be an essential, ongoing requirement for sustained implementation of the Learner-driven Strategy. Modelling UDL in the FLP will ensure this professional development begins with new hires and embed a UDL mindset in all new faculty cohorts to come. • Align the learning materials of 10 courses offered by both the Centre for Continuing and Online Learning (CCOL) and academic departments to increase flexibility. Beyond the attempts to mediate barriers of time and place, the concept of a learner cohort will expand beyond the narrow confines of a program-specific and level-specific cohort. Learners can benefit from a broader range of voices within the learning space. |
|  <p>Proactive & Responsive</p> | <ul style="list-style-type: none"> • Remove barriers from learning spaces in response to learner needs as a proactive measure. |
|  <p>Forging Connections</p> | <ul style="list-style-type: none"> • Facilitate learners' ongoing connection to the College so they can complete courses even when attending physical classes is difficult. |
|  <p>Employee Excellence</p> | <ul style="list-style-type: none"> • Foster an appreciation of UDL principles among our employee learners and enable best practices for all learners as part of the onboarding process to contribute to employee excellence. |







2020-2021 (FIRM) UNIVERSAL DESIGN FOR LEARNING (UDL)

| | |
|--|---|
|  <p>Flexibility</p> | <ul style="list-style-type: none"> • Review non-academic learner interactions against UDL principles to ensure we do not inadvertently withhold services as a result of unidentified barriers. UDL principles will allow us to embrace learner variability (both visible and invisible) as a component of continuous improvement in service and support areas and design intentionally for that variability from the outset vs. retrofitting after an oversight or issue is identified. • Embed UDL requirements in ongoing academic quality assurance processes. • Start to fine-tune ongoing academic processes (PQR and program development) with UDL principles to “activate” intentional design, remove barriers early in the program lifecycle, and continue to iterate as programs are delivered and renewed, with multiple formal opportunities for engagement, representation, action and expression for all learners. • Identify, share and propagate existing and emerging best practices throughout the organization with existing policies and procedures related to program development, review and modification as well as those related to program and course update and renewal. |
|  <p>Proactive & Responsive</p> | <ul style="list-style-type: none"> • Remove barriers proactively from support and service spaces so learners can receive support and services in ways that work for them. • Build foundational principles for flexible learning into existing academic processes to make intentional design a part of the fabric of our decision making. |
|  <p>Forging Connections</p> | <ul style="list-style-type: none"> • Increase the comfort of learners in our physical and digital support and service spaces to encourage them to connect and stay connected with us throughout their learning journey. • Reduce the number of learners who feel compelled to leave and disconnect from their learning due to barriers beyond their control by committing to strategies for multiple means of engagement, representation, action and expression. |
|  <p>Employee Excellence</p> | <ul style="list-style-type: none"> • Recruit for a UDL mindset to further enhance ongoing collaboration in flexible learning — bringing new ideas that will benefit all learners. • Formalize conversations about UDL in academic and non-academic processes to generate opportunities for supportive communities of practice within and across departments and campuses. |









2021-2022 (FLEXIBLE) UNIVERSAL DESIGN FOR LEARNING (UDL)

| | |
|--|--|
|  <p>Flexibility</p> | <ul style="list-style-type: none"> • Reduce the number of timed and closed-book assessments with progressive targets, which present barriers for learners and are inconsistent with experiential learning and multiple means of action and expression. Based on data gathered by the Centre for Accessible Learning (CAL), it is time to respond meaningfully and directly to learner feedback on these kinds of assessments. • Catalogue courses with descriptions of the learning experiences available in each offering of a course or section and make this information available to learners at the time of registration instead of disclosing it afterward. Learners will have a sense of the delivery mode, the resource requirements, the learning space experience, as well as the educational technology tools being used. |
|  <p>Proactive & Responsive</p> | <ul style="list-style-type: none"> • Demonstrate we have heard our learners by acting on their feedback to remove barriers from the achievement of their learning goals. |
|  <p>Forging Connections</p> | <ul style="list-style-type: none"> • Allow learners to self-select into learning experiences that align with their variability and their needs. |
|  <p>Employee Excellence</p> | <ul style="list-style-type: none"> • Provide supported opportunities for employees to enhance their professional practice with a wider range of tools and strategies to demonstrate and evaluate learning — strengthening the applied education we offer with authentic assessment. |

2022 AND BEYOND (FLUID) UNIVERSAL DESIGN FOR LEARNING (UDL)

| | |
|--|--|
|  <p>Flexibility</p> | <ul style="list-style-type: none"> • Establish a Flexible Learning Centre of Excellence with ongoing funding and resources, bringing together a team from the Academic area, Human Resources, Student Services, Facilities Management and Information Technology to unify the work of developing expert learners and remove barriers from our physical and digital spaces. • Connect learners with learning coaches and mentors with the support of the Flexible Learning Centre to provide personalized advice around tools and strategies and guide learners to relevant supports within the College. Employees will also have access to learning coaches and mentors. • Roll out a formal Universal Design for Learning (UDL) professional development program to support the development of expert learners throughout the College following the model of communities of practice. • Begin a multi-year effort to refurbish physical and digital learning spaces to ensure that we are removing barriers instead of replacing them as infrastructure is upgraded. • Introduce digital and physical itinerant learning that lets learners personalize their learning by flowing through learning experiences in a way that is meaningful for them. • Begin a multi-year effort to refurbish support spaces. Based on the review conducted previously, we will be able to target services in a meaningful, incremental fashion that is sustainable and a “win” for learners at every stage of the process. |
|  <p>Proactive & Responsive</p> | <ul style="list-style-type: none"> • Bring intentional design into future College plans and initiatives such as Integrated College Development Planning (ICDP) principles and the Campus Master plan through the Flexible Learning Centre of Excellence. • Create opportunities for all learners to participate in barrier-free learning and service experiences. • Meet learners where they are across learning contexts throughout their learning journey. |
|  <p>Forging Connections</p> | <ul style="list-style-type: none"> • Give learners the opportunity to personalize their learning experience with a coach or mentor, and to transition into coach or mentor roles themselves in future. • Demonstrate commitment to inclusivity and diversity with intentionally designed experiences that encourage a sense of community and safety. • Use and model practices and spaces that nurture the development of expert learners who consider Algonquin “home” for their learning needs and as a place where they belong. |
|  <p>Employee Excellence</p> | <ul style="list-style-type: none"> • Embrace and encourage ongoing employee learning through the availability of learning coaches for all learners. • Develop cross-College professional development initiatives through the Flexible Learning Centre of Excellence. • Develop all employees’ knowledge, skills and attitudes for a UDL mindset. • Recognize advocates and champions who have emerged in the previous years: give them opportunities to develop workshops and resources that promote the UDL mindset. |

The future learner's experience of micro-credentialing

December 3, 2030. Ashlyn swings her digital stylus in the air as she stands in her office, pretending to conduct the livestreaming orchestra that is currently being beamed to her holopad. She closes her eyes and mentally reviews today's schedule. "Emails. Meeting. Minutes. Budget. Coffee." A long sigh. She opens her eyes and looks out the window at the soggy fall sky. She makes a note to move coffee up earlier on the list.

Six short years ago, Ashlyn received her college diploma in office administration. After graduation, she started a full-time job as an administrative clerk at a local real estate office. The job had been exciting and engaging at first, and she was good at it. But with few opportunities for advancement or higher wages, she's wondering if it's time to explore other career opportunities.

Truth be told, graphic design was always her passion. As a single mom, she uses art to entertain her two kids, who are both still under 10 but growing up fast. She knows the booming virtual advertising industry is constantly seeking designers for apps, websites and holographic ads. But going back to school full-time is not an option — not with her job and two young kids to feed.

"I have a bit of time," Ashlyn reasons, turning to her computer to review the training opportunities that her virtual learning coach has been suggesting for the past few weeks.

One of the offerings that was brought to her attention based on her profile was a competency-based micro-credential in Basic Graphic Design offered by Algonquin College. It's different from a traditional college course or from free, online courses Ashlyn has taken before. With the Algonquin College micro-credential, Ashlyn's previous skills will be assessed, validating what she already knows. She'll then learn new concepts based on her level of expertise.

She loves the thought of earning an official digital credential endorsed by an expert design company to add to her digital resume and share with potential employers. Most importantly, the on-demand nature of the course allows her to start and finish on a shorter, personalized schedule.

In just a few clicks, Ashlyn enrolls in the micro-credential, paying a fraction of the cost of a full college course. She'll be done within weeks and ready to earn a second digital badge at a supplementary design boot camp offered on campus over the weekend. Ashlyn thinks of the projects and contracts she'll be able to pursue to augment her income. She plans to use these micro-credentials to get advanced standing for a graduate certificate in graphic design offered by AC Online, Algonquin's virtual campus.

A notification message interrupts the music from her livestreaming orchestra, reminding Ashlyn of her busy schedule. As she logs out of her personal email to get back to work, she sees a new message from Algonquin College already inviting her to leverage her portfolio to enroll in the learning units she needs to complete the micro-credential. It's turning out to be a very good day.

ACCOMPLISHMENTS

| 2019-2020 (FIRM) MICRO-CREDENTIALS AND DIGITAL CREDENTIALS | |
|---|--|
|  Flexibility | <ul style="list-style-type: none"> • Identify and engage with at least three local industry partners and conduct research to identify skills gaps. • Test the micro-credentials framework. • Select five micro-credential ideas to pilot. • Develop a marketing and communications plan. • Develop a framework to evaluate the quality of the micro-credentials. |
|  Proactive & Responsive | <ul style="list-style-type: none"> • Explore digital credentialing — i.e., credentials issued and hosted entirely digitally including online diplomas, degrees, certifications and licenses. • Research technologies such as blockchain as well as platforms to support digital credentials and augmented transcripts. • Explore and evaluate platforms for issuing digital badges for the first round of pilot projects. |
|  Forging Connections | <ul style="list-style-type: none"> • Ensure micro-credentials will be recognized, valued, and transferable to industry and other academic institutions by developing pilot projects in partnership with employers and/or institutions. |
|  Employee Excellence | <ul style="list-style-type: none"> • Engage employees in discussions and familiarize them with the concepts of micro-credentials and digital credentials. The first pilot projects will help to identify future resources required for expansion of micro-credential delivery. |









2020-2021 (FIRM) MICRO-CREDENTIALS AND DIGITAL CREDENTIALS





| | |
|--|---|
|  <p>Flexibility</p> | <ul style="list-style-type: none"> • Identify and engage with national and global industry partners for micro-credential endorsements. • Design and develop at least 10 additional micro-credentials. • Evaluate and report on the impact of the micro-credentials with recommendations, opportunities and challenges for expansion. |
|  <p>Proactive & Responsive</p> | <ul style="list-style-type: none"> • Continue to research platforms for issuing digital badges and digital credentials, including technologies such as blockchain. • Identify business requirements for admission, enrolment, completion tracking and issuing micro-credentials. • Identify a process for lifecycle management of micro-credentials including academic quality assurance and cost analysis. |
|  <p>Forging Connections</p> | <ul style="list-style-type: none"> • Continue to develop relationships and partnerships with employers and industry sectors to identify skills and competencies that would be recognized and valued through micro-credentialing. • Create personas to help define the learner journey for micro-credentials, including re-skilling or up-skilling for a particular industry, validating “human” or “soft” skills, and stacking micro-credentials into academic courses and/or programs. |
|  <p>Employee Excellence</p> | <ul style="list-style-type: none"> • Develop a training plan for curriculum specialists and instructors in the design and delivery of micro-credentials. • Develop a plan with Human Resources to support the recognition of micro-credentials for College employees in hiring decisions, professional development, and/or career advancement. |



2021-2022 (FLEXIBLE) MICRO-CREDENTIALS AND DIGITAL CREDENTIALS

| | |
|--|---|
|  <p>Flexibility</p> | <ul style="list-style-type: none"> • Conduct an evaluation to support the future direction of micro-credentials and digital credentials at Algonquin College. • Identify areas for further development of micro-credentials. Use labour market research and program enrolment data to identify pathways to further study and options for stackable credentials. • Identify theme areas and related courses that can be bundled into “minors”. • Create an expansion plan for the development and delivery of micro-credentials. • Identify and initiate any policy changes required to support the development and quality assurance of micro-credentials. • Pilot the issuance of a digital credential in at least one Ontario College Credential program. |
|  <p>Proactive & Responsive</p> | <ul style="list-style-type: none"> • Use the pilot evaluation results to identify modalities for micro-credential design and delivery, including modular, on-demand, self-paced, face-to-face, online and/or hybrid. • Support lifelong learning and ensure that the College is a provider of choice by tracking and predicting learner needs for future micro-credentials and/or traditional programs. This data will also support the College in identifying future micro-credentials and formal program pathways. • Select programs for piloting the issuance of digital credentials based on the outcomes of the research into digital credentials and on technological requirements. |
|  <p>Forging Connections</p> | <ul style="list-style-type: none"> • Explore how experiential or work-integrated learning can be embedded within micro-credentials so that employers recognize them. |
|  <p>Employee Excellence</p> | <ul style="list-style-type: none"> • Operationalize the plan with Human Resources by embedding micro-credentials into a platform that enables skills recognition for Algonquin College employees during hiring and for professional development. |

2022 AND BEYOND (FLUID) MICRO-CREDENTIALS AND DIGITAL CREDENTIALS

| | |
|--|---|
|  <p>Flexibility</p> | <ul style="list-style-type: none"> • Create “minors” through the general education or breadth requirements of diploma, advanced diploma and degree programs. • Develop pathways that stack micro-credentials into larger credentials such as diplomas, advanced diplomas and degrees. |
|  <p>Proactive & Responsive</p> | <ul style="list-style-type: none"> • Develop a platform to support the selection of micro-credentials and the identification of pathways that meet the personalized needs of learners. • Enable PLAR opportunities through the design of micro-credentials. • Explore opportunities to develop a platform to help learners define their own pathways as part of the expansion plan for micro-credential delivery. This platform could take the form of an algorithm-based micro-credential “match-maker” that learners use to build a profile and be “matched” to different micro-credentials. |
|  <p>Forging Connections</p> | <ul style="list-style-type: none"> • Incorporate experiential learning or work-integrated learning into micro-credentials. • Use micro-credentials to connect learners to specific employers or industry partners. • Partner with industry to recognize and validate in-house professional development training in the form of micro-credentials. |
|  <p>Employee Excellence</p> | <ul style="list-style-type: none"> • Continue to embed micro-credentials into a platform for employees to support recognition of skills during hiring processes and for professional development. |



The future learner's experience for employees

It's 2030 and the speed of change is faster than ever. There have been times it's been hard for Ann — a Gen Xer and longtime employee of Algonquin College — to keep up. But things are different now.

The learner-driven mindset that's been embedded into the culture of the College over the past 10 years has resulted in a workplace that lives and breathes continuous learning, collaboration, innovation, flexibility, employee engagement and excellence, wellness and institutional morale. That's given Ann and her team of millennials, Gen Zs and freelance zoomers the ability to acquire and evolve skills to solve emerging challenges and keep up with the pace of change.

It's also given them amazing freedom to pursue their individual professional development goals.

Today, Ann and her team choose what, when and how they want to learn — along with the resources and information they want to pull from. That experience is tailored, continuous and multi-channel: social, personal, scheduled or on-demand, instructional or delivered through coaching and mentoring.

It's easy for Ann to seek, find and gain new knowledge and expertise. She's been able to create a personalized learning path powered by her own choices, connected to her personal, professional and organizational goals.

As Ann guides her own development and her team's, she still marvels at the change from just eight years ago, when the College had only a centralized learning management system for online and self-directed learning combined with live classroom training. She's proud of how learning and development at the College have become things employees genuinely want to invest time in. And the flexible workspace environment makes it easy to collaborate with other employees — further reinforcing the College's flexible, learner-driven nature.

This particular sunny October morning, Ann is looking forward to connecting with one of her Gen Z team members, Ashton, in the Employee Learning Exchange (ELX). They're booked for a "reverse mentoring" session on how to use some new technology tools and share their informal learning from the week. Ann is especially excited to hear about the virtual reality and gamification training Ashton recently completed.

In the past 10 years, the ELX has become a hub for innovation, work and learning. It is made up of flexible, multi-purpose spaces for individual and collaborative work as well as coaching and mentoring, classroom-style instruction, events, workshops and more. Advice Hubs enable the delivery of just-in-time personalized guidance and support on any matter employees need help with — enabling everyone to innovate, learn, share, coach, mentor, offer advice, support and ideas. On-demand 'hot desk' workspaces for freelance and remote employees abound — with 24/7 access — as do dedicated desks for those in need of reserved, permanent workspace.

Given it's a lovely day, Ann uses her mobile to order drinks and a bite to eat from the College's newly acquired delivery bots. She heads out into one of the College's beautiful gathering spaces and gets ready for her session with Ashton.



03.

Conclusion



This plan marks the end of a fulsome, inclusive process to define what being learner-driven means to us at Algonquin College and how we can stand out as the Ontario leader in delivering the kind of personalization that being learner-driven demands.

At the same time, it is just the beginning of a shift that will see personalization take root in every facet of our programs, services and administrative functions. While the initial accomplishments laid out here will become hallmarks of the Algonquin College experience for our students and employees, the “and beyond” sections are vitally important. The quest for personalization is an ongoing one. It will occupy us as a College for decades to come. And by achieving each of our goals along the way, we will ensure that Algonquin College is known as the college of choice for personalization in this province.



“It feels really good that the College is asking me for my input! This is a great place and it’s good to see you want to get better.”

— Student during Learner-driven Implementation Plan consultation

ACKNOWLEDGEMENT

With sincere thanks and appreciation to the members of the **Learner-driven Implementation Plan Working Groups** for their time and talents enthusiastically provided to prepare this Implementation Plan and for their ongoing efforts in the pursuit of Algonquin's learner-driven vision and objectives.

algonquincollege.com/learnerdriven/contact-us

CHANGING EDUCATION, CHANGING LIVES



[ALGONQUINCOLLEGE.COM/LEARNERDRIVEN](https://www.algonquincollege.com/learnerdriven)

Algonquin College
1385 Woodroffe Ave.
Ottawa, ON K2G 1V8
613.727.4723 x7774

| | |
|---------------------|---|
| Report title: | Transforming Indigenization Initiatives – Phase 2 |
| Report to: | Board of Governors |
| Date: | December 16, 2019 |
| Authors/Presenters: | Ron McLester, Vice-President – Truth, Reconciliation and Indigenization |

1. RECOMMENDATION:

THAT the Board of Governors accepts the Transforming Indigenization Initiatives – Phase 2 for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide the Board of Governors with an update based on the work that was undertaken since the June 10, 2019 Board of Governors report on Indigenization. This includes the work that has been done to advance the creation of the Algonquin College Indigenization Plan.

3. BACKGROUND:

In December 2018, the Board approved the *Transforming Indigenization Initiatives Plan* which focused on an Environmental Scan of 43 Canadian postsecondary institutions. The report highlighted that over the next two years, the Indigenous Initiatives group will undergo an organizational realignment to ensure Indigenous Knowledge continues to take root within the institution. The report also identified the need for ongoing exploration and development of an Indigenous entrepreneurial entity. The Truth, Reconciliation and Indigenization office has since taken on a leadership role with the Algonquin College Leadership Team in order to identify, explore and embed traditional Indigenous Knowledge into governance systems.

Additionally, the Truth, Reconciliation and Indigenization office will work with this research and recommendations to further inculcate Indigenous ways of knowing into the organizational culture of Algonquin College, and will continue to embed Indigenous Knowledge into the AC Way (Algonquin College’s adaption of Lean methodology) and explore new options for revenue generation.

At the June 10, 2019 Board meeting, the Office of Truth, Reconciliation and Indigenization committed to the following:

First: Convene a panel of Indigenous community leaders to gather input and feedback on both the Leadership Academy and the corporate product plan.

Second: Test and gather feedback from prospective employers on the corporate product plan as discussed above. The focus of the corporate product plan will be on developing a deeper understanding of the Indigenous views concerning the desired outcomes to be achieved with the Burnt Water enterprise strategy.

Third: Burnt Water will work with the Algonquin College Leadership Team to better understand the Haudenosaunee Thanksgiving Address teachings and through a consensus-based approach, build a framework for inclusion and operationalization. This framework will be a solid example of how traditional Indigenous Knowledge can be woven into the fabric of the organization resulting in clear examples of changes in behavior and conduct for members of the college community.

4. DISCUSSION:

Since the June 10, 2019 Board meeting, 11 Algonquin College community engagement sessions with 531 members were undertaken by the Office of Truth, Reconciliation and Indigenization focused on understanding the Haudenosaunee Thanksgiving Address. The Office conducted a series of outreach activities and community playback sessions to advance the development of this new and innovative approach to embedding Indigenous thinking into the way the Algonquin College community organizes itself. These engagement sessions were offered to every member of the Algonquin College Leadership Team. These sessions will continue to take place over the winter months in preparation for a program launch in the spring of 2020.

The Office of Truth, Reconciliation and Indigenization has also held three Burnt Water gatherings and successfully attracted Indigenous leaders from across Canada in order to validate the concept, and begin discussions on membership and governance. Burnt Water has also successfully established a founding member advisory circle.

As Burnt Water works to finalize its business case and operational plan, external partnership opportunities continue to present themselves. Currently, Burnt Water is leading the following activities:

- An Indigenous YouthBuild Canada project;
- Development of an Indigenous Education Council Confederacy in the National Capital Region;
- Indigenous consultation for the new Ottawa Public Library project;
- Indigenous consultation for Library and Archives Canada;

- Diamond Schmitt – Indigenous Community Engagement; and
- Ottawa Tourism – Indigenous Tourism Incubator.

Burnt Water has also been working to assist with additional internal opportunities:

- Exploring and understanding the Thanksgiving Address;
- Development of an Indigenous Leadership Academy;
- Algonquin College Student Association – Athletics and Recreation Centre; and
- Indigenous Initiative Organization realignment.

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:

Recently, specialized support services for Indigenous learners have mostly been the focus of Indigenous Initiatives. Algonquin College subscribed to the same operational structure as most post-secondary institutions in Canada. Over the last two years, the College started to understand that Indigenous Knowledge represents unrealized opportunities within every executive division. As Indigenous ways of knowing continue to be embedded deeper into the organization, the following are ways students will be directly impacted:

- a) Supporting the overall exposure of Calls to Action within the Truth and Reconciliation Commission and the 94 recommendations.

- b) Students will benefit from additional investments in Indigenous Knowledge transmission and acquisition, renovations and adaptations, to learning spaces and investment in Indigenous pedagogy.
- c) By working towards reducing the duplication of specialized Indigenous student service oversight, capacity is freed up for the Office of Truth, Reconciliation and Indigenization. This capacity will help support the transmission of traditional Indigenous Knowledge throughout the College community.

7. FINANCIAL IMPACT:

The implementation of the Transforming Indigenization Initiatives Plan will require a modest investment of financial resources over the next couple of years. There are proven opportunities to recover these costs and undertake initiatives now and in the near future that will generate a financial return to the College. This year, Burnt Water has successfully secured four additional projects and now has national exposure to Indigenous communities, thought leaders and prospective clients.

8. HUMAN RESOURCES IMPACT:

As a result of this work, Indigenous Initiatives is working to reduce duplication of activities caused by the current organizational model. New partnerships with executive peers have been formed and realignments are in process. The new model will increase support staff connections with peers from across the College and reduce duplication of tasks while maintaining or increasing service provision to learners. The capacity that is being generated by this realignment is being redeployed as an investment into Burnt Water.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

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

10. COMMUNICATIONS:

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

11. CONCLUSION:

This update and the body of work helps the college community understand the promising practices that exist within Canada as they relate to Indigenization. The research, strategy evolution, college community interest and accomplishments confirm the ability to maintain the College's leadership position within the Indigenous Education sector. Most importantly, it confirms the need to focus on relationship building thus enabling the creation of a personalized response towards Truth and Reconciliation, while generating resources for the perpetual sustainment of the communities we serve.

Respectfully submitted:



Ron McLester
Vice President – Truth, Reconciliation
& Indigenization

Approved for submission:



Claude Brulé
President and CEO

| | |
|-------------------|--|
| Report title: | Five-Year Capital Investment Plan |
| Report to: | Board of Governors |
| Date: | December 16, 2019 |
| Author/Presenter: | Duane McNair, Vice President, Finance and Administration |

1. RECOMMENDATION:

THAT the Board of Governors accepts the Five-Year Capital Investment Plan for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide the Board of Governors with an overview of the College's Five Year Capital Investment Plan. This plan details current and future capital investment requirements and identifies the sources of funds required.

3. BACKGROUND:

The Board of Governors Policy BGII-02 Financial Management requires the College's administration to maintain a long-term capital asset development planning framework. This framework is titled the Integrated College Development Plan and was presented to the Board of Governors in 2014. The Integrated College Development Plan will be updated over the next year to support the next iteration of the Algonquin College Campus Master Development Plan currently being updated for presentation and approval at the Board of Governors meeting in April 2021. The Five-Year Capital Investment Plan identifies current and future investment requirements and the sources of funds to support the Integrated College Development Plan, the Campus Master Development Plan, and other Strategic Investment Priorities.

The College annually invests approximately \$20 million in Strategic Investment Priorities projects. In extraordinary years, the College invests greater amounts when responding to critical needs, significant projects, or when additional capital development funding is available.

Currently, the College has a number of significant investments underway, including the replacement of the College's student information system (GeneSIS), and the development of the Athletics and Recreation Centre.

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

The Five-Year Capital Investment Plan is maintained to inform decisions regarding capital project investments.

4. DISCUSSION:

In the Ontario college sector, projected requirements often exceed available resources. The College undertakes rigorous review and prioritization processes to ensure that the most critical investment needs are met. Fundraising and advocating for government capital grants are required activities to supplement the College’s limited sources of funds.

College administration regularly monitors its projected funding capacity to invest in maintenance and development initiatives in the following manner:

- Regularly measuring and projecting of financial health indicators to ensure that the College strives to achieve established benchmarks for debt servicing, debt capacity, availability of cash to meet obligations, and net asset balances; and
- Ensuring that commitments to investments are made only after there is a high degree of assurance of sufficient sources of funds.

In the recent past, the Board of Governors has approved draws on College reserves to fund essential projects such as Project Workday, the DARE District, Student Central, and the Athletics and Recreation Centre. Investment cases for new projects are currently being developed to support further investments from the College either through in-year net revenues, reserves, third party contributions, government grants, or external financing. Projects currently under development include advocacy for a Healthy Living Education facility, a project to continue supporting cyber security initiatives, and a full, detailed investment case for the replacement of the legacy Student Information System.

Details of the plan are provided in Appendix A: Five-Year Capital Investment Plan 2020-2021 to 2024-2025.

5. LINK TO STRATEGIC PLAN:

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

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

6. STUDENT IMPACT:

The Five-Year Capital Investment Plan identifies resources for capital investment initiatives that support student services, academic programs and the overall learner experience.

7. FINANCIAL IMPACT:

The Five-Year Capital Investment Plan is the resourcing plan for the College’s strategic investment priorities. Decisions on investments consider the need to maintain the College’s financial sustainability in alignment with the Strategic Mandate Agreement’s seven financial health indicators.

8. HUMAN RESOURCES IMPACT:

College administrative staff are responsible for executing the Strategic Investment Priorities projects. When required, additional human resources are hired and/or contracted to support the execution of projects.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

Section 28 of the Ontario Financial Administration Act requires Ontario colleges to obtain approval from the Ontario Minister of Finance before assuming additional debt or realizing contingent liabilities. In addition, the College must seek approval from the Minister of Finance if it wishes to utilize proceeds from sales of real estate assets to fund Strategic Investment Priorities.

10. COMMUNICATIONS:

The Five-Year Capital Investment Plan is validated by the administration of the College and presented to the Algonquin College Executive Team and Board of Governors on an annual basis.

11. CONCLUSION:

The College will continue to update and maintain the Five Year Capital Investment Plan. College administration will continue to refine projections, develop investment cases, identify sources of funds and prioritize investment requirements to support the Strategic Plan objectives and to mitigate risks.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Claude Brulé
President and CEO

Appendices:

| |
|--|
| Appendix A: Five-Year Capital Investment Plan 2020-2021 to 2024-2025 |
|--|

ALGONQUIN COLLEGE

Five-Year Capital Investment Plan 2020-2021 to 2024-2025



Contents

| | |
|---|----|
| 1. Introduction | 3 |
| 2. Budget Principle and Administrative Policy | 3 |
| 3. Project Categories | 5 |
| 4. Background..... | 6 |
| 5. Summary List of Current and Future Capital Projects and Projected Expenditures | 7 |
| Appendix A: 5 Year Capital Investment Plan | 22 |

1. Introduction

This document presents Algonquin College's Five Year Capital Investment Plan for the fiscal years 2020-2021 to 2024-2025. The purpose of the Plan is to guide the development of capital assets until the fiscal year 2024-2025.

The Five Year Capital Investment Plan is drafted in response to Algonquin College's Strategic Mandate Agreement, Five Year Ottawa Campus Master Development Plan 2015-2020, Corporate Risk Profile and the 2017 – 2022 Strategic Plan. An updated Campus Master Development Plan will be developed and presented for approval to the Board of Governors in April 2021. The College will embark on development of its updated strategic plan in 2020-2021. The Five Year Capital Investment Plan has identified current priorities while remaining responsive to the needs of the Ministry of Training Colleges and Universities (MTCU) and to shifting market opportunities.

Each year, the Five Year Capital Investment Plan is presented to the Algonquin College Board of Governors for information. Their role is to guide the Algonquin College Executive Team in planning and proposing capital projects for approval over a five-year period.

The Capital Investment Plan provides an overview of the College's needs, issues, and projects in their various stages of development. Additionally, the plan summarizes the status of the current and planned activities related to various projects.

The Plan includes all capital initiatives at Algonquin College's three Ontario campuses, our international campuses, and includes our online educational platforms.

2. Budget Principle and Administrative Policy

In March of 2019, the [Major Capital Projects Budget Principle 1.10](#) was approved by the Algonquin College Executive Team. This principle aligns with [Board of Governors Policy BGII-02 for Financial Management](#) which states that the President shall not permit the purchase, sale or encumbrance of any college property or facility in excess of \$1,000,000 without prior Board approval. Further, this budget principle details that all project requests for approval must include an appropriate investment case that is objective and asserts the project's strategic importance and achievability.

[Administrative Policy AD 20 Enterprise Risk Management](#) states that "Risk assessments must be completed for individual capital projects, initiatives, and strategic investment priorities with a total aggregate value greater than \$1,000,000 and that a sustained approach should be used to identify, assess and effectively mitigate risk that is consistent with the College risk appetite. Further, the responsibility for applying processes, practices, models and standards ultimately resides with the Algonquin College Executive Team.

3. Project Categories

The College's Investment Case Framework identifies the following categories for significant strategic investments:

1. CAPITAL EXPANSION

A major capital expansion or renovation that enhances the College's competitive leadership in the provision of academic programming and/or student services.

2. INTELLECTUAL PROPERTY

Development or acquisition of intellectual property that supports Algonquin College's Strategic Mandate Agreement, pursues differentiation and/or creates competitive advantage.

3. TECHNOLOGICAL INVESTMENT

An investment in technology that improves the delivery of academic programming, student services, and/or financial sustainability.

4. ENTREPRENEURIAL ACTIVITIES

A shareholder interest in a subsidiary or corporate entity that supports the College's educational mandate and complies with the Minister's Binding Policy Directive for Entrepreneurial Activities.

5. OTHER

An investment that will deliver a significant corporate advantage including College competitiveness, efficiency and/or a priority documented in the College's Strategic Plan or Business Plan.

4. Background

In March of 2016, the Algonquin College Board of Governors identified seven key value drivers that are of significant importance to the College's continued success.

The seven key value drivers are:

1. Reputation
2. Financial Health
3. Student Experience
4. Stakeholder Relationships
5. Academic Excellence & Program Relevance
6. Our People
7. Technology

In December of 2017, the Board of Governors drafted four risk appetite statements to guide the College when considering capital projects. The risk appetite statements are as follows:

1. Algonquin College accepts a moderate level of risk to embark on innovative program development that supports academic excellence and program relevance in a technologically advanced landscape, as long as it does not compromise the student experience, program success metrics or financial health.
2. The College embraces technology as a value creation tool and has a high-risk appetite for technology advancement initiatives provided that they do not adversely affect our other value drivers or unduly put at risk the privacy and security of personal or corporate data.
3. The College is focused on creating the financial capacity to support a high-risk appetite for innovative initiatives that contribute to greater financial health, but a low appetite for financial risks that might threaten our capability to deliver mission-centric programs and services.
4. The College has a low appetite for risks that could significantly impact its reputation of committing to our core values and sustaining positive relationships with our students, our people and our strategic partners

5. Summary List of Current and Future Capital Projects and Projected Expenditures

| # | Project Name | Stage* (Approved, Advocacy, Planning) | Start Date | Finish Date | Total Project Investment | Total Projected Expenditures (in millions) | | | | | |
|---|--|--|------------|-------------|--------------------------|--|-----------------|------------------|------------------|------------------|-----------|
| | | | | | | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| 1 | Athletics and Recreation Centre | Approved | 2019-2020 | 2021-2022 | \$61.8M | \$8.8 | \$41.0 | \$12.0 | | | |
| 2 | Student Information System | Advocacy/ Planning | 2019-2020 | 2022-2023 | \$30.0M to \$50.0M | \$3.1 | \$7.0 to \$15.0 | \$10.0 to \$16.0 | \$10.0 to \$16.0 | | |
| 3 | Pedestrian Bridge to Bus Rapid Transit | Approved | 2020-2021 | 2023-2024 | \$3.1M | | \$0.8 | | \$1.5 | \$0.8 | |
| 4 | Healthy Living Education Centre | Advocacy/ Planning | 2020-2021 | 2022-2023 | \$76.0M to \$105.0M | \$0.05 | \$9.0 to \$15.0 | \$7.0 to \$10.0 | \$30.0 to \$40.0 | \$30.0 to \$40.0 | |
| 5 | Cyber Security Audit Redress | Approved/ Advocacy/ Planning | 2021-2022 | 2024-2025 | \$3.4M | \$0.4 | \$0.4 | \$1.6 | \$0.5 | \$0.5 | |

*Projects may be identified as being in one or more of the following Stages:

- Planning:** The project’s final schedule, cost, scope and outcomes are actively being developed to support advocacy and/or approval.
- Advocacy:** The concept and benefits for the project has been developed and is actively being promoted and evolved through consultations with the Provincial Government, other potential financiers, Board of Governors and internal and external stakeholders.
- Approved:** The project has received conditional or full approval from the Algonquin College Board of Governors.

| Project # | Project Category | Campus / Location | Project Name | Project Stage | Project Lead |
|-----------|-------------------|-------------------|---------------------------------|---------------|-----------------|
| 1 | Capital Expansion | Ottawa | Athletics and Recreation Centre | Approved | John Tattersall |

1. Current Situation

On October 28, 2019, the Board of Governors of the College approved the following motion:

THAT the Board of Governors approves the construction of an Athletics and Recreation Centre, pedestrian link and enabling work 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 2019-2020 to 2021-2022. This project will be financed as follows:

- Algonquin College will contribute \$5.5 million to the construction costs of the Centre from College reserves in 2019-2020; and
- Algonquin College will contribute up to \$11.9 million to the construction costs of the pedestrian link and enabling work funded 50% from College reserves and 50% from the College's Strategic Investments Priorities budgets in fiscal years 2019-2020 to 2021-2022; 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.

Final approval of this construction project is contingent on the following conditions being met:

- 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.

2. Project Description

The location for the Athletics and Recreation Centre (ARC) is at north-west corner of the College's main parking lot, east of the Student Commons and south of the Student Residence. The ARC will offer a varsity gymnasium, recreational gymnasium, fitness facilities, running track, climbing wall, bowling lanes and a licensed student lounge. The Algonquin Students' Association will lease land from the College to finance and develop the ARC facility on the Ottawa campus.

Pedestrian Link

With this initiative, the number of students engaging in athletics and on-campus recreational activities will significantly increase. As such, a pedestrian bridge will be required to ensure safe and accessible pedestrian traffic traveling between the Student Commons and the ARC.

Enabling Works

Common with facility developments, utility services – including electricity, natural gas water and sanitary – will need to be extended to the ARC facility site.

3. Project Objectives

The key objective for the ARC are as follows:

- Be a focal point for College brand development and new student recruitment activities
- Inspire students to pursue healthy lifestyles by significantly increasing student access to recreational opportunities
- Have a quantifiable impact on student life and campus mental health
- Include programming and activities targeted at International and Indigenous students

4. College Value Drivers

- Reputation: As the ARC will be a significant infrastructure build targeting improvement to student life, it is likely to have a positive impact upon the College’s reputation as a top choice amongst varsity athletes.
- Student Experience: There will be no user fees for students’ to pay to access the ARC. All registered students will have access to the ARC and its athletic and recreational amenities.

5. Project Outcomes

The construction of the Athletics and Recreation Centre at the Ottawa campus of Algonquin College would be significant move forward in continued partnership between the College and the Algonquin Students’ Association. The facility will be a centerpiece of student activity for the College. It will significantly expand healthy-living initiatives and directly support the College’s recruitment and retention efforts.

The pedestrian link will provide a safe, rapid and efficient method for students to access the Athletics and Recreation Centre and will allow students to move between the Student Commons and the new Athletics and Recreation Centre without being impacted by weather conditions.

6. Project Cash Flow

| Project Phase | Projected Expenditures (in millions) | | | | | |
|--------------------------------------|--------------------------------------|---------------|---------------|---------------|---------------|---------------|
| | 2019 -2020 | 2020 -2021 | 2021 -2022 | 2022 -2023 | 2023 -2024 | 2024 -2025 |
| 1. Planning | \$0.50 | | | | | |
| 2. Advocacy | \$0.30 | | | | | |
| 3. Implementation | \$8.0 | \$41.0 | \$11.9 | | | |
| 4. Closeout (training, moving, etc.) | | | \$0.1 | | | |
| 5. Operationalize | | | TBD | | | |
| 6. Review | | | | TBD | | |

7. Sources of Funds

| Project Sources of Funds | Amount | Assurance Level |
|--|--------------|-----------------|
| College Reserves | \$11,450,000 | High |
| Strategic Investment Priorities | 5,950,000 | High |
| Algonquin Students' Association Reserves | 13,900,000 | High |
| Algonquin Students' Association Debt Financing | 30,500,000 | High |
| Total | \$61,800,000 | |

8. Risk Management

Financial: Risks associated with projects costs are present as the tendering processes for various building elements occurs during the current fiscal year. Ongoing monitoring of costs and value engineering will need to ensure the project costs stay within the approved budget.

Operational/ Hazard: Schedule risks are present and mitigated with contingency days in the project schedule and rapid escalation of key decision when warranted.

Operational / Hazard: Scope risks will need to be managed through the construction management process which will rely on governance and oversight from project management and the Athletics Recreation Steering Committee.

9. Project Schedule

| Project Phases (shade boxes to indicate timing) | 2019 -2020 | | | | 2020 -2021 | | | | 2021 -2022 | | | | 2022 -2023 | | | | 2023 -2024 | | | | 2024 -2025 | | | |
|--|---------------|---|---|---|---------------|---|---|---|---------------|---|---|---|---------------|---|---|---|---------------|---|---|---|---------------|---|---|---|
| | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1. Planning | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Advocacy | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Implementation | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Closeout (training, moving, etc.) | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Operationalize | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Review | | | | | | | | | | | | | | | | | | | | | | | | |

| Project # | Project Category | Campus / Location | Project Name | Project Stage | Project Lead |
|-----------|--------------------------|-------------------|----------------------------|--------------------|--------------------------------|
| 2 | Technological Investment | All | Student Information System | Advocacy /Planning | Krista Pearson Lois Pollock |

1. Current Situation

The College’s Student Information System (SIS), known as GeneSIS, is a homegrown legacy system that has been in place for over 25 years. Common to homegrown programs, there is little documentation of the coding and system architecture for the program.

The current legacy system is incapable of delivering on learner and institutional expectations. To deliver on Algonquin College’s mission to transform hopes and dreams into lifelong success and pursue the vision of being a global leader in personalized, digitally connected, experiential learning, staff recommend an investment ranging from \$30 million to \$50 million over a four-year period in a renewed Student Information System. This estimate is based on the experience of other Ontario colleges that have undertaken a student information system implementation in recent years. The estimates will evolve into proposed budget values as the planning stage advances over the next year.

On February 25, 2019, the College Board of Governors approved an expenditure of up to \$3,100,000, funded 50% from the College’s internally restricted net asset accounts and 50% from the Strategic Investment Priorities budget in fiscal year 2019-2020 to Strategize and Plan, Architect and Select phases of the Student Information System project.

2. Project Description

The Student Information System (SIS) initiative will modernize the ways that students, faculty, staff and administrators interact with the College. The initiative will support objectives of the Learner Driven Plan, improve student success and satisfaction, improve employee productivity and satisfaction, and address the security of personal and corporate data, while improving data access and self-administration for authenticated users.

3. Project Objectives

The four key objectives are:

1. Long-term viability of the Student Information System
2. Full integration with the College’s enterprise level software systems
3. No downtime, 24/7 access
4. Enable the Information Technology Modernization Plan and the Algonquin College Digital Strategy 2.0

4. College Value Drivers

The SIS initiative will have a positive impact on student success and satisfaction by enabling student self-administration and access to academic records information at any time of the day. Access and storage to College data and information will be safeguarded with modern technology and security features.

The initiative will result in a measured reduction to information re-processing and cycle time. Processes will be re-engineered to increase value to our learners, remove waste and enable employees to spend more time on value add activities.

5. Project Outcomes

A new Student Information System will:

- Support the IT Modernization Plan, improve security and access to College information and enable ongoing continuous improvement of College processes
- Enable growth in online academic delivery - an area not restricted by physical infrastructure and therefore holds significant promise to improve the College's financial health.
- Be a 24/7 system that will enable two-way communication between the College and students, and will accommodate continuous and varied program delivery models to anywhere around the globe and at any time of the day.
- Be designed for continuous intakes for on-campus and online learning rather than be limited to traditional intake models.

6. Project Cash Flow (Estimate)

| Project Phase | Projected Expenditures (in millions) | | | | | |
|---|--------------------------------------|--------------------|---------------------|---------------------|---------------|---------------|
| | 2019 -2020 | 2020 -2021 | 2021 -2022 | 2022 -2023 | 2023 -2024 | 2024 -2025 |
| 1. Planning | \$3.1 | | | | | |
| 2. Advocacy | | | | | | |
| 3. Implementation | | \$7.0 to \$15.0 | \$10.0 to \$16.0 | \$10.0 to \$16.0 | | |
| 4. Closeout (training, moving, etc.) | | | | | TBD | |
| 5. Operationalize | | | | | TBD | |
| 6. Review | | | | | TBD | |

7. Sources of Funds

| Project Sources of Funds | Amount | Assurance Level |
|--|---------------------------------|-----------------|
| College Reserves (approved for Request for Proposal prep) | 1,550,000 | High |
| 2019-2020 Strategic Investment Priorities (approved for Request for Proposal prep) | 1,550,000 | High |
| College Reserves (not approved-estimates) | \$13,500,000 to \$23,500,000 | High |
| Strategic Investment Priorities (not approved-estimates) | \$13,500,000 to \$23,500,000 | High |
| Total Estimated Range | \$30,000,000 to \$50,000,000 | |

8. Risks Management (mitigations)

- IT Strategy / Infrastructure/ Capabilities: The current legacy system requires character-based interface poor user experience. The absence of a highly accessible SIS that is mobile friendly presents a risk when many of our competitors have implemented modern platforms. The best uptime possible is 83%.
- IT Strategy / Infrastructure/ Capabilities: International recruitment personnel unable to operate during their core business hours due to SIS nightly shutdown (11pm – 3am).
- IT Strategy / Infrastructure/ Capabilities: The look and feel of our SIS via the ACSIS web interface is poor; multiple record storage allows conflicting student information across multiple systems; if the system goes down over the weekend, it may not be accessible until the next business day; students can't do self-serve functions real-time and easily including changes to timetables and classes.
- IT Strategy / Infrastructure/ Capabilities: The SIS does not easily accommodate continuous and varied program delivery models; registration and student input from the SIS to other systems is delayed between 24 hours to 48 hours; the College needs a 24/7 system that can be accessed from around the globe any time; our SIS relies on overnight batch processing (instead of real time process) which creates data delays and creates security risks.
- IT Strategy / Infrastructure/ Capabilities: Corporate knowledge of coding and programming for the current SIS is at risk; the programming knowledge exists with only a few employees who know a great deal; error correcting and research within our SIS is difficult and time consuming; retirement of knowledgeable programmers is imminent. This initiative will require a long term operational support model. As such, the financial operating impact of a new SIS should account for total cost of ownership.
- Resources / Financial / Capacity: Many manual, paper-based processes are required to work with the current system. System modifications have become complex and can take ITS employees weeks to complete. Replacing the SIS is a significant capital undertaking with many integrations and ancillary applications impacted. The SIS is relied upon to account for multiple student financial transactions amounting to tens of millions of dollars each year.

9. Project Schedule

| Project Phases (shade boxes to indicate timing) | 2019 | | | | 2020 | | | | 2021 | | | | 2022 | | | | 2023 | | | | 2024 | | | |
|--|-------|----|----|----|-------|----|----|----|-------|----|----|----|-------|----|----|----|-------|----|----|----|-------|----|----|----|
| | -2020 | | | | -2021 | | | | -2022 | | | | -2023 | | | | -2024 | | | | -2025 | | | |
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| 1. Planning | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Advocacy | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Implementation | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Closeout | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Operationalize | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Review | | | | | | | | | | | | | | | | | | | | | | | | |

| | Project Category | Campus / Location | Project Name | Project Stage | Project Lead |
|---|-------------------|-------------------|--|---------------|-----------------|
| 3 | Capital Expansion | Ottawa | Pedestrian Bridge to Bus Rapid Transit | Approved | John Tattersall |

1. Current Situation

The College and the City are collaborating to ensure that the new infrastructure at Baseline station provides safe, accessible and efficient movement of students and employees moving between the new (to be built) bus rapid transit station and the Algonquin Centre for Construction Excellence facility.

2. Project Description

The investment is for construction of an above-grade pedestrian walkway linking the Algonquin Centre for Construction Excellence facility with the new Baseline bus rapid transit station. The City of Ottawa is executing the project.

The agreement with the City of Ottawa identifies that the capital cost of the pedestrian bridge construction would be shared (50% City of Ottawa - 50% Algonquin College) and that Algonquin College would be responsible for capital expenses associated with the bridges' connection to the Algonquin Centre for Construction Excellence. Algonquin College would also take responsibility for operational expenses associated with interior maintenance and security of the bridge.

On June 12, 2017, the College Board of Governors approved spending up to \$3.1 million from the College's Reserve Funds between 2018 and 2023 to support the construction of the pedestrian bridge.

3. Project Objectives

The three key objectives are:

- Provide a safe method for crossing College Avenue without the need for students and employees to interact with vehicle traffic at grade level
- Create a rapid, accessible and efficient link for transit riders to enter Algonquin's Ottawa campus
- Enable students to move between Algonquin College and Baseline transit station without being impacted by weather conditions

4. College Value Drivers

This initiative will enhance our people's and our students' experience in utilizing the transit system and provide for reputational benefit associated with social and environmental sustainability.

This initiative is likely to increase public transit use with improved safety and access between Algonquin College and the transit system.

5. Project Outcomes

The investment will result in an above-grade pedestrian walkway linking the south end of the Algonquin Centre for Construction Excellence facility with the new (to be built) Baseline bus rapid transit station.

6. Project Cash Flow

| Project Phase | Projected Expenditures (in millions) | | | | | |
|--------------------------------------|--------------------------------------|---------------|---------------|---------------|---------------|---------------|
| | 2019 -2020 | 2020 -2021 | 2021 -2022 | 2022 -2023 | 2023 -2024 | 2024 -2025 |
| 1. Planning | | | | | | |
| 2. Advocacy | | | | | | |
| 3. Implementation | \$0.6 | | \$1.3 | \$1.2 | | |
| 4. Closeout (training, moving, etc.) | | | | | | |
| 5. Operationalize | | | | | | |
| 6. Review | | | | | | |

7. Sources of Funds

| Project Sources of Funds | Amount | Assurance Level |
|--------------------------|-------------|-----------------|
| College Reserves | 3,100,000 | High |
| Total | \$3,100,000 | |

8. Risk Management

Improving access to public transit may reduce demand for parking services resulting in modest loss of revenue for the College. The College will monitor demand and develop risk mitigations to respond to potential revenue loss.

9. Project Schedule

| Project Phases (shade boxes to indicate timing) | 2019 -2020 | | | | 2020 -2021 | | | | 2021 -2022 | | | | 2022 -2023 | | | | 2023 -2024 | | | | 2024 -2025 | | | |
|--|---------------|----|----|----|---------------|----|----|----|---------------|----|----|----|---------------|----|----|----|---------------|----|----|----|---------------|----|----|----|
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| | 1. Planning | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Advocacy | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Implementation | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Closeout (training, moving, etc.) | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Operationalize | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Review | | | | | | | | | | | | | | | | | | | | | | | | |

| Project # | Project Category | Campus / Location | Project Name | Project Stage | Project Lead |
|-----------|-------------------|-------------------|--------------------------------|--------------------|------------------------------|
| 4 | Capital Expansion | Ottawa | Heathy Living Education Centre | Advocacy/ Planning | Chris Janzen Duane McNair |

1. Current Situation

Algonquin College, The Perley & Rideau Veteran's Health Centre and Ottawa Community Housing Corporation are exploring opportunities in the general areas of long-term health care, seniors housing, affordable housing, academic training, collaborative research, applied research, student learning and/or work opportunities, and to identify funding opportunities in support of these initiatives. Opportunities may be explored between two parties, or all three parties.

The parties will work together to investigate opportunities to; develop new space together and determine the best location of such development; consider whether existing capacity exists, and if it could be shared between one or more institutions; how to fund and govern such initiatives.

2. Project Description

In the spirit of mutual collaboration for the purposes of increasing the capacity of seniors and affordable housing, as well as human health resources development, the institutions will (as appropriate, based on their respective expertise, mandates, visions and goals) work together to improve health of the community, increase housing capacity for seniors and low-income individuals/families and ensure the next generation of allied health care practitioners are well prepared to face the needs and expectations of Ontario's aging population.

The strategic priorities of this initiative include improved service delivery, space needs, curriculum, trainee placements and research.

3. Project Objectives

The key advocacy objectives are:

- Finalize the individual and collective program requirements, including type of space and square footage for each party;
- Determine operational synergies between parties to determine space efficiencies;
- Determine the amenities required to meet the needs of the individual parties, and whether needs can be met by existing amenities in the surrounding community (including the campus);
- Agree to a concept design to test the footprint on the proposed development sites;
- Summarize design parameters / considerations;
- Summarize functional parameters / considerations;

- Engage the City of Ottawa in discussions to determine development parameters at a potential Centrepointe site;
- Summarize required studies to validate the preferred development site;

4. College Value Drivers

- **Technology:** This initiative will incorporate diverse technologies to support experiential learning outcomes.
- **Academic Excellence:** Co-locating senior living and community housing will provide students with relevant experiences in community based healthcare.
- **Financial Health:** This initiative will likely require significant funding support from the Ministries of Health and Training Colleges and Universities
- **Stakeholder Relationships:** This initiative will require significant external legal and accounting support.
- **Our People:** If approved, the HLE undertaking will require significant participation from many of the College departments including Academic Services, Facilities Management, Risk Management, Finance and Student Support Services.

5. Project Outcomes

- Preparation of a viable business model / case, identifying the unique needs and requirements for each party;
- Identifying other potential parties that could be engaged in the future, and for which space, access, synergy, etc., would need to be considered;
- Determining the best location for the project, considering the existing campus and Centrepointe;
- Developing a high level functional programming;
- Identifying funding opportunities, and approach, in the context of a collaboration; and
- Considering governance structures related to different operational phases of the project.

6. Project Cash Flow (Estimated – Algonquin Spaces Only)

| Project Phase | Projected Expenditures (in millions) | | | | | |
|--|--------------------------------------|--------------------|--------------------|---------------------|---------------------|---------------|
| | 2019 -2020 | 2020 -2021 | 2021 -2022 | 2022 -2023 | 2023 -2024 | 2024 -2025 |
| 1. Planning | | \$2.0 - \$5.0 | | | | |
| 2. Advocacy | \$0.05 | | | | | |
| 3. Implementation (not approved-estimates) | | \$7.0 to \$10.0 | \$7.0 to \$10.0 | \$30.0 to \$40.0 | \$30.0 to \$40.0 | |
| 4. Closeout (training, moving, etc.) | | | | | | TBD |
| 5. Operationalize | | | | | | TBD |
| 6. Review | | | | | | TBD |

7. Sources of Funds

| Project Sources of Funds | Amount | Assurance Level |
|--|-------------------------------|-----------------|
| Strategic Investment Priorities 2019-2020 | \$50,000 | High |
| College Reserves (not approved-estimates) | \$15,000,000 to \$20,000,000 | High |
| Strategic Investment Priorities (not approved-estimates) | \$10,000,000 to \$15,000,000 | High |
| Capital Grants (not approved-estimates) | \$25,000,000 to \$35,000,000 | Moderate |
| Debt Financing (not approved – estimates) | \$20,000,000 to \$25,000,000 | Moderate |
| Fundraising (not approved – estimates) | \$5,000,000 to \$10,000,000 | Moderate |
| Total Estimated Range (Algonquin Spaces Only) | \$75,000,000 to \$105,000,000 | |

8. Risk Management

- Strategic / Reputation: This initiative has the ability to highlight Algonquin College as an exemplar in experiential training for auxiliary healthcare workers. The proposed co-development and use model will result in co-risk – if a significant event occurs with one of the partners, all partners may be impacted.
- Legal / Compliance: This initiative is likely to pursue and introduce technological innovation in the field of healthcare. However, increased governance and oversight will be required as there will likely be information sharing between the co-developers and this will increase the risk to the privacy of personal and corporate information.
- Operational / Hazard & Financial: This initiative will likely require a long term operational support. As such, its’ financial model should account for College operating impacts including Facilities and Security.

9. Project Schedule

| Project Phases (shade boxes to indicate timing) | 2019-2020 | | | | 2020-2021 | | | | 2021-2022 | | | | 2022-2023 | | | | 2023-2024 | | | | 2024-2025 | | | |
|--|-------------|----|----|----|-----------|----|----|----|-----------|----|----|----|-----------|----|----|----|-----------|----|----|----|-----------|----|----|----|
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| | 1. Planning | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Advocacy | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Implementation | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Closeout (training, moving, etc.) | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Operationalize | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Review | | | | | | | | | | | | | | | | | | | | | | | | |

| Project # | Project Category | Campus / Location | Project Name | Project Stage | Project Lead |
|-----------|--------------------------|-------------------|------------------------------|------------------------------|-------------------------------------|
| 5 | Technological Investment | Ottawa | Cyber Security Audit Redress | Approved/ Advocacy/ Planning | Lois Pollock, Chief Digital Officer |

1. Current Situation

The implementation of security safeguards is required in order to reduce the College’s exposure to business interruption, class action lawsuits, legislative non-compliance, loss of enrollment capabilities, and brand damage. The College’s cyber insurance will not cover non-compliance costs, nor all breach-related costs. Further, the College is at increasing risk of financial penalties and regulator intervention due to security, legislation, and regulation non-compliance.

On March 2, 2017, the Audit and Risk Management Committee required the College to undertake an audit of Cyber Security as part of their annual audit of business risks. The College contracted Ernst & Young to conduct the audit and on May 24th of 2018 they delivered their findings and recommendations to the Audit and Risk Management Committee.

Their findings report identified ten key security requirements:

1. Cyber Security Awareness and Training
2. Policy and Standards Development
3. Legislative and Regulatory Compliance
4. Vulnerability Management
5. Endpoint Protection
6. Identity and Access Management (IAM)
7. Data Protection
8. Information Technology Disaster Recovery
9. Cloud Computing and Mobile Device Management
10. Cyber Incident Response Management

2. Project Description

Significant progress has been made on six of the ten requirements. The Cyber Security Audit Redress will address the remaining security requirements:

4. Vulnerability Management
7. Data Protection
8. Information Technology Disaster Recovery
9. Cloud Computing and Mobile Device Management

3. Project Objectives

The key objectives for this project are to address the need for:

- Network access control security technologies;
- Separating the College’s Microsoft Cloud services (including email services) into three segments (learner, employee, Student Association);

- Encryption and data loss prevention technology covering sensitive learner and employee information;
- A disaster recovery plan including business impact assessment and deployment of backup data;
- Security protocols for visibility over cloud based applications; and
- Security software and protocols for sensitive information transmitted over mobile technologies.

4. Corporate Value Drivers

Risk Appetite Statement: The College embraces technology as a value creation tool and has a high-risk appetite for technology advancement initiatives *provided that they do not adversely affect our other value drivers or unduly put at risk the privacy and security of personal or corporate data.*

- Reputation: Improving the College's cyber security will reduce the risks associated with security incidents and data breaches, which could damage the College's brand. Additionally, improvement to legislative and regulatory compliance will result in more positive regulator relationships.
- Financial Health: Improvement to cyber security will reduce the financial risks associated with data centre shut-down, security attacks and data breaches.
- Student Experience: Improvement to information technology protection through the identification of cyber risks and risk mitigation strategies will help protect student data and academic program data.
- Stakeholder Relationships: Improvement to the security of the College's technology environment will provide greater protection of data shared between higher education and Ministry partners.
- Our People: Improvement to the College's information technology environment will provide greater protection over personal and corporate information due to cyber security attacks.

5. Project Outcomes

The Cyber Security Audit Redress will address the College's need for improved business resiliency. As the College and our Learners become increasingly dependent on transacting over digital technologies, this initiative becomes increasingly crucial.

As the College's requirement for defense against increasing domestic and international cyber risks grows, so does the need for the College to be able to seamlessly manage disaster recovery including data back-up and recovery. This initiative will reduce the College's exposure to security incidents and data breaches and in doing so, will help preserve learner, employee and stakeholder confidence.

6. Project Cash Flow (Estimate)

| Project Phase | Estimated Cash Flow Requirement | | | | | |
|---|---------------------------------|-----------|-------------|-----------|-----------|---------|
| | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
| 10. Planning | | \$135,000 | \$85,000 | \$20,000 | | |
| 11. Advocacy | | | | | | |
| 12. Implementation | \$377,500 | \$225,000 | \$1,430,000 | \$480,000 | \$490,000 | |
| 13. Closeout (training, moving, etc.) | | \$25,000 | \$50,000 | \$35,000 | \$10,000 | |
| 14. Operationalize | | | | TBD | TBD | TBD |
| 15. Review | | | | TBD | TBD | TBD |

7. Sources of Funds

| Project Sources of Funds | Amount | Assurance Level |
|---|--------------------|-----------------|
| 2019/2020 Strategic Investment Priorities (approved) | \$377,500 | High |
| 2020/2021 Strategic Investment Priorities (not approved) | \$385,000 | High |
| 2021/2022 to 2023/2024 Strategic Investment Priorities (estimates - not approved) | \$1,300,000 | |
| College Reserves (estimates - not approved) | \$1,300,000 | High |
| Total | \$3,362,500 | |

8. Risk Management

- IT Infrastructure Strategy / Infrastructure / Capabilities: The compliance and back-up capability of College’s digital environment has been recognized as requiring improvement. If a significant incident were to occur, the College’s reputation might suffer.
- IT Infrastructure Strategy / Infrastructure / Capabilities: Without adequate security, the current technology environment hinders the ability for newly implemented technologies to realize their full corporate benefit.
- IT Infrastructure Strategy / Infrastructure / Capabilities: Given current major initiatives underway (including the Student Information System), the Information Technology Services (ITS) team does not have the resources to support the deployment and maintenance of the required new technologies. Due to capacity limitations, increased operational investment will be required in order to manage the planned and any new technology projects.

9. Project Schedule

| Project Phases (shade boxes to indicate timing) | 2019 -2020 | | | | 2020 -2021 | | | | 2021 -2022 | | | | 2022 -2023 | | | | 2023 -2024 | | | | 2024 -2025 | | | |
|--|---------------|----|----|----|---------------|----|----|----|---------------|----|----|----|---------------|----|----|----|---------------|----|----|----|---------------|----|----|----|
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| | 7. Planning | | | | | | | | | | | | | | | | | | | | | | | |
| 8. Advocacy | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. Implementation | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. Closeout (training, moving, etc.) | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. Operationalize | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. Review | | | | | | | | | | | | | | | | | | | | | | | | |

Appendix A: 5 Year Capital Investment Plan

Five Year Capital Investment Plan Definitions

Version: November 22, 2019

Purpose:

The purpose of the Five Year Capital Investments Report is to identify the investment requirements of the College over a five year period, and to identify potential source of funds to support the College's development plans and other Strategic Investment Priorities.

Definitions:

| Term | Definition |
|----------------------------------|--|
| Base Ongoing Maintenance Costs | Annual investment requirements to repair or replace information communications and technology infrastructure, physical infrastructure and equipment. |
| Base Recurring Development Needs | Annual investment requirements for the development of new programs, curriculum renewal, adaptations and renovations of existing learning and administrative spaces, and other initiatives in support of strategic priorities. |
| Approved Major Capital Projects | Major capital projects which have received approval from the Board of Governors. |
| Potential Major Capital Projects | Future major capital projects that are still in the concept design phase or advocacy phase that the College may present for full approval by the Board of Governors once it is determined there is strategic advantage to be realized and adequate sources of funding. |
| Advocacy Stage | Major capital projects which have been approved in principle by the Board of Governors, and adequate funding sources are currently being sought. Once funding sources have been identified, these projects will be brought back to the Board of Governors for approval of the project plan. |
| High Assurance Funds | High assurance funds include funding sources which have either been approved by the Board of Governors; have a high likelihood of realization (such as Facilities Renewal Grant from the Ministry of Training, Colleges and Universities); or funds which could be realized with a low impact to the College's Financial Health Indicators (such as some additional debt). |
| Moderate Assurance Funds | Moderate assurance funds include funding sources which could be realized by the College, but would have a greater impact on the Financial Health Indicators of the College, and would restrict the College's ability to respond to unknown future events (such as greater levels of debt, or increased usage of College reserve funds). |
| Low Assurance Funds | Low assurance funds include funding sources which have a low likelihood of realization. |

Report Format:

| | |
|---|--|
| Three reports are included as part of the Five Year Capital Investments Report: | |
| Summary of Five Year Capital Investment Requirements | This report outlines the investment requirements of the College in order to support the College's development plans and the Strategic Plan. The report is broken into four main categories of investments: Base Ongoing Maintenance; Base Recurring Development Needs; Approved Major Capital Projects; and Potential Major Capital Projects. |
| Summary of Five Year Capital Investment Potential Sources of Funding | This report outlines the potential sources of funding that have been identified to support the investment requirements of the College. The funding sources have been broken down into three categories which identify the amount of certainty the College has in realizing these funding sources: High Assurance Funds Moderate Assurance Funds Low Assurance Funds |
| Summary of Sources of Revenue and Shortfall | This report details the potential revenue sources and compares them with the investment requirements. The shortfall of funding sources to requirements is shown at each level of funding assurance. |

SUMMARY OF FIVE YEAR CAPITAL INVESTMENT REQUIREMENTS

Version: November 22, 2019

| CATEGORY | Class Estimate | Approved Budget 2019-2020 | Five Year Forecast | | | | | Five Year Total |
|--|----------------|---------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|
| | | | Forecast 2020-2021 | Forecast 2021-2022 | Forecast 2022-2023 | Forecast 2023-2024 | Forecast 2024-2025 | |
| Base Ongoing Maintenance Costs | | | | | | | | |
| Information Technology Infrastructure Renewal | | \$ 3,170,937 | \$ 3,775,000 | \$ 4,275,000 | \$ 4,775,000 | \$ 5,275,000 | \$ 5,990,000 | \$ 24,090,000 |
| Equipment - Academic | | 1,200,000 | 1,800,000 | 1,900,000 | 2,000,000 | 2,100,000 | 2,500,000 | \$ 10,300,000 |
| Equipment - Non-Academic | | 200,000 | 204,000 | 208,080 | 212,360 | 220,000 | 260,000 | \$ 1,104,440 |
| Physical Infrastructure Maintenance | | 5,630,773 | 8,930,000 | 14,560,000 | 14,840,000 | 15,136,800 | 15,640,000 | \$ 69,106,800 |
| Campus Services (Maintenance) | | - | 450,000 | 459,000 | 468,000 | 470,000 | 490,500 | \$ 2,337,500 |
| Residence Maintenance | | 1,008,605 | 1,470,000 | 1,310,000 | 1,530,000 | 6,540,000 | 3,420,000 | \$ 14,270,000 |
| Appropriations | | 100,000 | 100,000 | 100,000 | 100,000 | 100,000 | 100,000 | \$ 500,000 |
| Total Base Ongoing Maintenance Costs | | 11,310,315 | 16,729,000 | 22,812,080 | 23,925,360 | 29,841,800 | 28,400,500 | 121,708,740 |
| Base Recurring Development Needs | | | | | | | | |
| Initiatives & Opportunities | | 7,363,725 | 3,500,000 | 3,700,000 | 3,900,000 | 4,000,000 | 5,500,000 | \$ 20,600,000 |
| Employment Standards Act Mitigation Strategies Support | | 2,850,000 | | | | | | \$ - |
| New Program Development | | 947,322 | 994,000 | 1,043,700 | 1,092,000 | 1,150,000 | 1,339,000 | \$ 5,618,700 |
| Apprenticeship Enhancement Fund Investments | | 1,000,000 | 1,000,000 | 1,000,000 | 1,000,000 | 1,000,000 | 1,000,000 | \$ 5,000,000 |
| Campus Services (Development) Investments | | 240,000 | 750,000 | 765,000 | 780,000 | 795,000 | 1,010,000 | \$ 4,100,000 |
| <i>Information Technology Development Projects - General</i> | | | | | | | | |
| Information Technology Development Projects | | 1,872,320 | 1,910,000 | 1,948,000 | 1,987,000 | 2,027,000 | 2,199,000 | \$ 10,071,002 |
| <i>Campus Expansion Projects / Physical Resources Development</i> | | | | | | | | |
| Integrated College Development Planning (ICDP) | | 150,000 | 102,000 | 104,000 | 106,000 | 108,000 | 134,500 | \$ 554,500 |
| Adaptations and Renovations | | 4,504,800 | 3,000,000 | 3,250,000 | 3,315,000 | 3,381,300 | 3,599,000 | \$ 16,545,300 |
| Total Base Recurring Development Needs | | 18,928,167 | 11,256,001 | 11,810,701 | 12,180,001 | 12,461,300 | 14,781,500 | 62,489,502 |
| Subtotal Base Maintenance & Development Needs | | 30,238,482 | 27,985,001 | 34,622,781 | 36,105,360 | 42,303,100 | 43,182,000 | 184,198,242 |
| Approved Major Capital Projects | | | | | | | | |
| Algonquin Students' Association Athletic Recreation Centre (ARC) | | 8,800,000 | 41,000,000 | 12,000,000 | | | | \$ 53,000,000 |
| Athletics and Recreation Centre Enabling Work | | 1,800,000 | 7,200,000 | | | | | \$ 7,200,000 |
| Pedestrian Bridge to Bus Rapid Transit Station | | 630,000 | - | 1,300,000 | 1,161,000 | | | \$ 2,461,000 |
| Campus Moving to Net Zero: Solar Photovoltaic Plan | | 1,200,000 | | | | | | \$ - |
| Student Information System (SIS) Preliminary Work | | 3,070,000 | | | | | | \$ - |
| Total Approved Major Capital Projects | | 15,500,000 | 48,200,000 | 13,300,000 | 1,161,000 | - | - | 62,661,000 |
| Potential Major Capital Projects - Estimated Costs | | | | | | | | |
| <i>(these items are not included in the 2019/20 Approved Projects)</i> | | | | | | | | |
| Advocacy Stage: | | | | | | | | |
| Healthy Living Education | Class G | 50,000 | 12,000,000 | 8,500,000 | 35,000,000 | 35,000,000 | | \$ 90,500,000 |
| Cyber Security Redress Audit | Class G | | 385,000 | 1,565,000 | 535,000 | 500,000 | | \$ 2,985,000 |
| Investment Case Under Development: | | | | | | | | |
| Student Information System (SIS) | Class G | | 11,000,000 | 13,000,000 | 13,000,000 | | | \$ 37,000,000 |
| Total Major Potential Capital Projects - Estimated Costs | | 50,000 | 23,385,000 | 23,065,000 | 48,535,000 | 35,500,000 | - | 130,485,000 |
| Total Major Capital Project Costs | | 15,550,000 | 71,585,000 | 36,365,000 | 49,696,000 | 35,500,000 | - | 193,146,000 |
| GRAND TOTAL PROJECT COSTS | | \$ 45,788,482 | \$ 99,570,001 | \$ 70,987,781 | \$ 85,801,360 | \$ 77,803,100 | \$ 43,182,000 | \$ 377,344,242 |

SUMMARY OF FIVE YEAR CAPITAL INVESTMENT SOURCES OF FUNDS

| Version: November 22, 2019 | Five Year Forecast | | | | | | |
|--|---------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|
| CATEGORY | Approved Budget 2019-2020 | Forecast 2020-2021 | Forecast 2021-2022 | Forecast 2022-2023 | Forecast 2023-2024 | Forecast 2024-2025 | Five Year Total |
| High Assurance Funds | | | | | | | |
| Funded & Non-Funded Activity Contributions to Strategic Investment Priorities | \$ 21,565,482 | \$ 30,927,000 | \$ 27,881,000 | \$ 29,796,000 | \$ 30,599,000 | \$ 30,685,000 | \$ 149,888,000 |
| Students' Association Contribution - Athletics & Recreation Complex | 11,659,000 | 30,000,000 | 5,000,000 | - | - | - | \$ 35,000,000 |
| Students' Association Contribution - Indigenous Initiatives | 200,000 | 200,000 | - | - | - | - | \$ 200,000 |
| Specific Purpose Grants (Facilities Renewal Program, Apprenticeship Enhancement Fund, Colleges Equipment Renewal Fund) | 2,540,000 | 2,540,000 | 2,540,000 | 2,540,000 | 2,540,000 | 2,540,000 | \$ 12,700,000 |
| Potential Additional Debt | | | | | | | |
| Healthy Living Education Centre | - | 2,925,000 | 2,025,000 | 8,775,000 | 8,775,000 | - | \$ 22,500,000 |
| Approved Drawdown from Internally Restricted Net Assets | | | | | | | |
| Information Technology and Physical Infrastructure Renewal Projects | 2,207,000 | 3,118,000 | 4,058,781 | 5,029,360 | 6,014,100 | 6,807,000 | \$ 25,027,241 |
| Academic and Administrative Equipment | 500,000 | - | - | - | - | - | \$ - |
| Approved Multi-year Strategic Investment Priorities Expenditures | 3,511,000 | 3,150,000 | 3,150,000 | 3,150,000 | 3,150,000 | 3,150,000 | \$ 15,750,000 |
| Athletics and Recreation Centre & Enabling Works | 1,441,000 | 8,250,000 | 1,300,000 | - | - | - | \$ 9,550,000 |
| Pedestrian Bridge to Bus Rapid Transit Station | 630,000 | - | 1,300,000 | 1,161,000 | - | - | \$ 2,461,000 |
| Student Information System - Preliminary | 1,535,000 | - | - | - | - | - | \$ - |
| Proposed Drawdown from Internally Restricted Net Assets | | | | | | | |
| Cyber Security Audit Redress | - | 192,500 | 782,500 | 267,500 | 250,000 | - | \$ 1,492,500 |
| Healthy Living Education Centre - Future Capital Expansion | - | 2,275,000 | 1,575,000 | 6,825,000 | 6,825,000 | - | \$ 17,500,000 |
| Total High Assurance | 45,788,482 | 83,577,500 | 49,612,281 | 57,543,860 | 58,153,100 | 43,182,000 | 292,068,741 |
| Moderate Assurance Funds | | | | | | | |
| Capital Grants | | | | | | | |
| Healthy Living Centre Potential Grants | - | 3,900,000 | 2,700,000 | 11,700,000 | 11,700,000 | - | \$ 30,000,000 |
| Fundraising | | | | | | | |
| Healthy Living Centre Potential Fundraising | - | 975,000 | 675,000 | 2,925,000 | 2,925,000 | - | \$ 7,500,000 |
| Additional Unapproved Withdrawal from Internally Restricted Net Assets | | | | | | | |
| Base Development Needs | - | 5,567,501 | 11,500,500 | 7,132,500 | 5,025,000 | - | \$ 29,225,501 |
| Student Information System | - | 5,500,000 | 6,500,000 | 6,500,000 | - | - | \$ 18,500,000 |
| Total Moderate Assurance | - | 15,942,501 | 21,375,500 | 28,257,500 | 19,650,000 | - | 85,225,501 |
| Grand Total - Sources of Funds | \$ 45,788,482 | \$ 99,570,001 | \$ 70,987,781 | \$ 85,801,360 | \$ 77,803,100 | \$ 43,182,000 | \$ 377,344,242 |

Summary of Sources of Revenue and Shortfall

| POTENTIAL SOURCE OF FUNDS AVAILABLE FOR STRATEGIC INVESTMENT PRIORITIES | |
|---|---------------------|
| 2020-2021 : 2024-2025 | |
| High Assurance of Funds / Low Risk | |
| Additional Debt | \$ 22,500,000 |
| Approved Drawdown from Internally Restricted Net Assets | 52,788,241 |
| Unapproved Drawdown from Internally Restricted Net Assets | 18,992,500 |
| Specific Purpose Grants (FRP, AEF, CERF) | 12,700,000 |
| Funded & Non-Funded Activity Contributions to SIP | 149,888,000 |
| Students' Association Contribution - Athletics and Rec Centre | 35,000,000 |
| Students' Association Contribution - Courtyard | 200,000 |
| | 292,068,741 |
| Moderate Assurance of Funds / Medium Risk | |
| Potential Capital Grants - Healthy Living Education Centre | 30,000,000 |
| Fundraising - Healthy Living Education Centre | 7,500,000 |
| Withdrawal from Internally Restricted Net Assets | 47,725,501 |
| | 85,225,501 |
| TOTAL IDENTIFIED AND POTENTIAL SOURCES OF FUNDS | 377,344,242 |
| CUMULATIVE 5 YEAR CAPITAL INVESTMENT REQUIREMENTS | |
| Base Ongoing Maintenance Costs | 121,708,740 |
| Base Recurring Development Needs | 62,489,502 |
| Approved Major Capital Projects | 62,661,000 |
| Potential Major Capital Projects | 130,485,000 |
| TOTAL 5-YEAR CAPITAL PROFORMA CURRENT PRELIMINARY ESTIMATES | 377,344,242 |
| HIGH ASSURANCE FUNDS LESS CURRENT PRELIMINARY ESTIMATES | (85,275,501) |
| HIGH & MODERATE ASSURANCE FUNDS LESS CURRENT PRELIMINARY ESTIMATES | (50,000) |
| ALL AVAILABLE FUNDS LESS CURRENT PRELIMINARY ESTIMATES | \$ (0) |

| | |
|---------------------|---|
| Report title: | 2019 Corporate Risk Profile Executive Summary |
| Report to: | Board of Governors |
| Date: | December 16, 2019 |
| Authors/Presenters: | Duane McNair, Vice President, Finance and Administration Colin Bonang, Director, Risk Management |

1. RECOMMENDATION:

THAT the Board of Governors approves the 2019 Corporate Risk Profile Executive Summary as presented.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to present the 2019 Corporate Risk Profile Executive Summary recommended for approval at the November 19, 2019 Audit and Risk Management Committee meeting.

3. BACKGROUND:

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

A subsequent Corporate Risk Profile was produced in 2015 that formed the basis for the development of a regular, quarterly reporting format for 16 risks that had been grouped into six high-risk categories for monitoring purposes. The process of developing a Corporate Risk Profile was further developed and customized through internal resources to prepare a 2017 Corporate Risk Profile, the basis for high-risk monitoring and mitigation planning over the past two years.

The 2019 Corporate Risk Profile has now been completed through a similar methodology and the Executive Summary is presented below.

4. DISCUSSION:

During the period May to September 2019, the College undertook an internal exercise to renew the Corporate Risk Profile. This effort engaged the Board of Governors, Algonquin College Executive Team members and the Algonquin College Leadership Team members to validate existing risks that have been the focus of the 2017 Corporate Risk Profile and identify and prioritize emerging risks. The existing and emerging risks were integrated and assessed using the standard tool adopted by the College and based on a Colleges Ontario and International Organization for Standardization (ISO) standard for risk assessment.

The identified risks have been validated against a range of external reputable resources in risk management such as professional risk management associations, insurers and risk management consulting firms including KPMG, Ernst and Young, and Price Waterhouse Coopers.

The highest-scoring risks are provided in Appendix A: 2019 Corporate Risk Profile Executive Summary.

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

6. STUDENT IMPACT:

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

respect contributes to the overall effectiveness of management in achieving strategic objectives through the successful execution of supporting business plans.

7. FINANCIAL IMPACT:

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

8. HUMAN RESOURCES IMPACT:

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

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

While there is not currently a Ministry of Colleges and Universities Binding Policy Directive that requires Ontario colleges to implement and maintain an Enterprise Risk Management program, there is an expectation from the Ministry staff that colleges undertake risk assessments when carrying out major capital projects and entrepreneurial activities. Increasingly, risk assessment is becoming a standard requirement related to funding and financial and business agreements. Several provincially funded service agreements require that the College undertake regular risk assessments of those funded operations.

10. COMMUNICATIONS:

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

11. CONCLUSION:

The risk reporting framework is an effective means to provide oversight of the Enterprise Risk Management Framework and to ensure ongoing efforts to mitigate high priority risks. The Corporate Risk Profile is updated at least every other year and risk mitigation strategies are implemented and monitored on an ongoing basis. Major capital projects are assessed for risks and subject to risk mitigation plans on an ongoing basis. The Investment Proposal Framework

has now evolved to include both a risk appetite assessment and risk assessment requirements for projects in excess of \$ 1M that require approval by the Board of Governors. College management will continue to regularly report on incidents of theft, fraud and data breaches through the Audit and Risk Management Committee and is continuing to strengthen processes related to internal control and compliance.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Claude Brulé
President and CEO

Appendices:

| |
|---|
| Appendix A: 2019 Corporate Risk Profile Executive Summary |
|---|

Corporate Risk Profile

2019

Executive Summary

1.0 Introduction

Algonquin College is a dynamic and complex environment that requires the capacity to recognize, understand, accommodate, and capitalize on new challenges and opportunities. The College Enterprise Risk Management (ERM) value statement recognizes that a “high ERM maturity level leads to increased performance management, budget efficiency, operational excellence and better-informed decision-making that contemplates risks and rewards in a continuously evolving operating environment”.

“Risk” describes the effect that uncertainty can have on the College’s ability to execute its strategies and/or achieve its business objectives. At an enterprise level, the Corporate Risk Profile describes the College’s key risks and can enhance analysis and decision-making related to priority setting and resource allocation. The Corporate Risk Profile reflects the current business conditions of the College and provides the foundation for the development, execution and ongoing monitoring of mitigation plans designed to reduce the potential negative impact of risks on the achievement of strategic objectives.

The College has been producing corporate risk profiles in a bi-annual cadence since 2015. It is important to consider this practice as a continuum over the long term to validate the increasing and enduring maturity of the ERM process.

The 2015 risk profile helped to create a focus around areas of risk that required mitigation such as labour relations, management proficiency training, employee engagement and the development of a people plan. The 2017 risk profile played a similar role in the ongoing application of the risk-based audit plan, which drove significant initiatives such as developments in cyber security and IT modernization, during a time that the College saw the completion of major initiatives such as the transition of our learning management system to D2L Brightspace from Blackboard and the replacement of legacy human resources, payroll and finance systems with Workday. During the same period the College focused on the development of the AC Way, a methodology to support the ongoing need for process review in a systematic fashion to contribute to engagement and drive value and efficiencies. Lastly, the identified category of risk associated with regulatory changes was contextualized through the successful management of highly impactful regulatory changes, such as the Fair Workplaces, Better Jobs Act (Bill 148).

The 2019 Corporate Risk Profile has been developed through an iterative process that included inputs during the risk identification stage from the Board of Governors, the Algonquin College Leadership Team (ACLT), Algonquin College Executive Team (ACET) as well as key individual stakeholders.

Following the completion of a broad risk identification survey in June, 2019, the results were refined and assessed by ACLT in an interactive workshop setting. ACET reviewed the

assessment results and provided additional input for the September, 2019 risk assessment, which provided the context of the finalized risk statements.

As an ongoing process, it has been observed that many of the same enterprise-level risks facing the College continue to attract our concern for the future. This is consistent with the broader Canadian and international business risk landscape. While some risks have diminished and others have advanced, there continues to be a need to apply institutional efforts appropriately to the mitigation and ongoing management of these risks, in order to achieve success.

2.0 Risk Assessment

The risk identification survey asked respondents to provide a current assessment of the high-risks that have been monitored by the Audit & Risk Management Committee of the Board of Governors since January, 2018.

The assessment methodology now used by the College incorporates an impact assessment that enhances the assessment accuracy by considering the impact of the risk across the four risk categories that have been established by the College (below).

- **Strategic / Reputation**

Risks that may influence the strategic direction of the College or are created by strategic goals. Risks that act upon the College brand or reputation and which may influence our ability to attract students and investment. (e.g. Unanticipated political, social or economic forces that might interrupt or avert the execution of a strategic plan, various events that might result in negative communications or media exposure about the College or that might otherwise influence the College reputation within the business, industry or post-secondary sectors)

- **Operational / Hazard**

Risks that arise from within the operation of the College (People, Process, Systems) or risks associated with perils that might impact the operation of the College. (e.g. Safety, Security, Fire, Natural Disaster, etc.)

- **Financial**

The risk of financial loss due to the effect of market forces on financial assets or liabilities. (e.g. loss of market share, liquidity, credit, funding formula, enrolment, government financial policy)

- Legal / Compliance

The risk of loss arising from within the regulatory arena and risks associated with the legal affairs of the College. (e.g. fines and other punitive measures associated with non-compliance with federal, provincial and municipal acts and regulations, internal policies, legal actions taken against the College, legal actions initiated by the College)

This recognizes that a risk may be characterized differently in terms of the four different risk sources and produces a weighted impact value. As an example, a single risk may present high financial risk but relatively low strategic / reputation, operational / hazard and legal / compliance risk. Allowing for weighting across the four risk categories results in a more accurate assessment of the impact than might otherwise be possible if an assessor is forced to assign a single impact value.

Each risk is assessed by multiplying the weighted impact score by the likelihood score (1-5) to arrive at a total risk score ranging from 1-25, which coincides with the Risk Score Matrix shown below. (Fig. 1)

| | | Likelihood | | | | |
|--------|----------------------|---------------|-----------------|-----------------|---------------|-----------------------|
| | | Rare (1) | Unlikely (2) | Possible (3) | Likely (4) | Almost Certain (5) |
| Impact | Catastrophic (5) | Moderate Risk | Moderate Risk | High Risk | Critical Risk | Critical Risk |
| | Major (4) | Low Risk | Moderate Risk | High Risk | High Risk | Critical Risk |
| | Moderate (3) | Low Risk | Moderate Risk | Moderate Risk | High Risk | High Risk |
| | Minor (2) | Low Risk | Low Risk | Moderate Risk | Moderate Risk | Moderate Risk |
| | Insignificant (1) | Low Risk | Low Risk | Low Risk | Low Risk | Moderate Risk |

Fig. 1

It is notable that all of the high-risk areas that have been the focus of mitigation efforts over the past two years have scored lower than they did in the 2017 risk profile. (Appendix A) There may be several contributing factors to this. In some cases, the risks have been diminished as a direct result of mitigation efforts. In other cases, lower scores may be seen due to a change in the perception of the risk, based on the College’s demonstrated experience in managing the risk

over a period of time. This may be a symptom of the College maturation surrounding the recognition, assessment and control of risk, which consequently impacts the widespread sense for risk tolerance.

The survey also asked respondents to identify and prioritize three risks that will have the potential to negatively impact the ability of the College to achieve its strategic goals. These new risk statements were weighted based on the priority given by respondents and then grouped into risk groups, based on their alignment with existing risk groups.

During a workshop in August, 2019 the Leadership Team assessed the new risk statements in conformance with the risk assessment approach used for the assessment of existing high-risks. This enabled the integration of both the current high-risks and the new risk statements into a single risk register, with assessment scores determined through a common methodology.

The risk register was reviewed and enhanced through input from ACET to produce a final risk register.

3.0 Risk Analysis

While it is important to gather broad input from internal stakeholders in the identification of enterprise risks, a comprehensive review of the external risk landscape is essential to complete the risk profile. The 2019 risk landscape reports and projections of 14 respected business, risk and insurance advisory organizations were reviewed to validate the nature of the high-risks that have been identified by the College. These sources include such firms as Protiviti, Gartner, AON, Risk.net, RIMS, Marsh, Allianz, Deloitte, PWC, KPMG and Ernst & Young. An analysis of the most commonly occurring risks in each of these firms' list of prioritized risks was conducted and the results compared to the risks identified by the College. (Fig. 2)

The following areas are highlighted as those which were predominantly identified by industry sources and that bear a direct correlation with identified College risks.

- Information Technology (IT) systems related to:
 - Data Compromise (privacy and intentional cyber-threats)
 - IT Disruption (hardware based or cyber-threat based, such as malware and ransomware)
 - IT Failure (infrastructure and systems based)
- Lack of preparedness to manage cyber threats that have the potential to significantly disrupt core operations and/or damage the brand

- Speed of technological change / rapid speed of disruptive innovations and/or new technologies within the industry may outpace ability to compete and/or manage the risk appropriately, without making significant changes to the business model
- Regulatory changes and scrutiny over organizations continue to pose a significant risk and can noticeably affect direct and indirect costs in the way products or services will be produced or delivered
- Sustaining customer loyalty and retention may be increasingly difficult due to evolving customer preferences and/or demographic shifts in the existing customer base
- Succession challenges and the ability to attract and retain top talent in a tightening talent market (with aging workforce) may limit ability to achieve operational targets

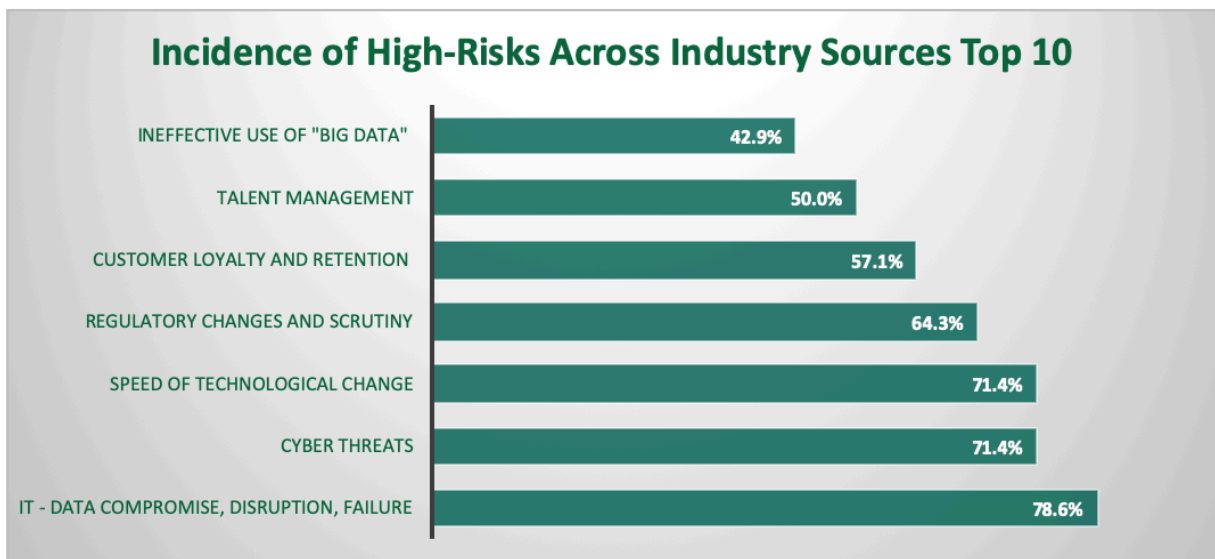


Fig. 2

| | |
|---------------------------|--|
| Political | <ul style="list-style-type: none"> • Regulatory changes and regulatory scrutiny • Political risk / uncertainty (Global, US, Canada, Ontario) |
| Economic | <ul style="list-style-type: none"> • Economic conditions / Economic slowdown – slow recovery • Increasing competition • Business Interruption |
| Social | <ul style="list-style-type: none"> • Succession challenges and ability to attract and retain top talent • Resistance to change operations • Sustaining customer loyalty and retention • Damage to reputation / brand • Failure to innovate/ meet customer needs |
| Technological | <ul style="list-style-type: none"> • Cyber threats (hacking, viruses, malicious code) • Rapid speed of disruptive innovations and new technologies • Privacy/identity management and information security • Technology failure / system failure |
| Legal / Regulation | <ul style="list-style-type: none"> • Regulatory changes and regulatory scrutiny |
| Environmental | <ul style="list-style-type: none"> • Climate Change / Extreme Weather / Environment Degradation |

4.0 Risk Register

The final risk register details the impact and likelihood scoring and reflects the input received through the risk identification survey, the ACLT assessment exercise and the review and refinement by ACET and the College Risk Management Committee. See Appendix A – Algonquin College 2019 Risk Register.

The risk register serves as a reference for all identified risks in each risk group that is represented by the emerging high-risks. While many of these risks may not currently be assessed as high, there are many that correlate and/or overlap with others. The individual risks are subject to influences over time and can increase or diminish based on the impacts of a variety of drivers. Given the dynamic nature of the risk landscape, the risk register should be re-visited annually for validation and updated to reflect the emergence and weight of any previously unanticipated risks. Below is a visual representation of the included risks in the risk register, indicating those that have been chosen for ongoing monitoring. (Fig. 3)

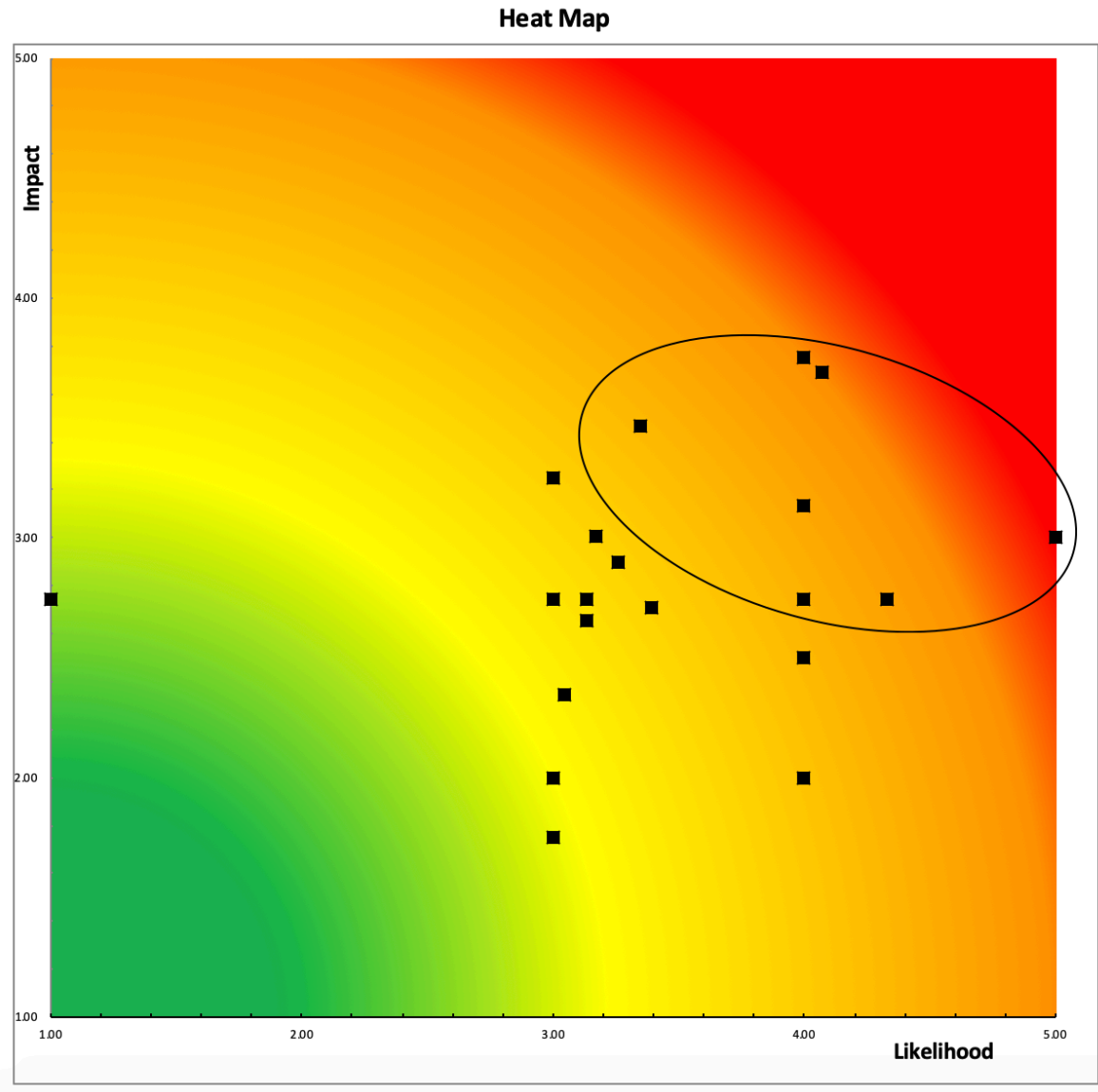


Fig. 3

Based on the risk score interpretation matrix, the risks that have currently scored high have been summarized in the table below. These high-risks are proposed for the development of identified owners, mitigation plans and ongoing quarterly monitoring through the Audit & Risk Management Committee of the Board of Governors.

| Risk Group | Risk Statements | 2019 Risk Score |
|---|---|-----------------|
| IT Strategy / Infrastructure / Capabilities | <ul style="list-style-type: none"> • The risk that is posed by IT infrastructure in need of significant investment to renew and align with business requirements. | 15.20 |
| | <ul style="list-style-type: none"> • Significant risk that can arise due to cyber security / information security deficiencies. | 11.61 |
| | <ul style="list-style-type: none"> • The risk that the College lacks the agility required to adapt to changes in technology. | 15.00 |
| Government / Policy / Regulation | <ul style="list-style-type: none"> • The risk that changes in government policy, funding model and/or legislation will result in a direct negative financial impact. | 15.00 |
| Resources / Financial / Capacity | <ul style="list-style-type: none"> • The risk that due to declining enrolment and changes to the provincial funding formula, the College may rely on international revenue to balance the budget. | 12.52 |
| | <ul style="list-style-type: none"> • The risk that the number of priorities is not realistically aligned with financial resources, resulting in capacity challenges which can lead to sub-standard performance, employee burnout and turnover. | 11.92 |
| | <ul style="list-style-type: none"> • The risk that the College will be unable to reduce its deferred maintenance liabilities to sustainable levels | 11.00 |

5.0 Conclusion

The proposed 2019 Corporate Risk Profile comprehensively summarizes the thorough efforts taken to identify and assess enterprise risk, while validating the work against external sources. This results in the production of a risk register that establishes context for the Board of Governors Risk Appetite statements and serves as a reference for management decision-making.

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

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

Activity surrounding the risk profile helps to sustain the risk management conversation, leading to initiatives that will further integrate risk management principles within the business and decision-making fabric of the College, consequently enhancing risk maturity.

Appendix A – Risk Register

Corporate Risk

Profile

2019

Executive Summary

| Risk Group | Risk Statement | 2019 Impact | 2019 Likelihood | 2019 Risk Score |
|---|---|-------------|-----------------|-----------------|
| IT Strategy / Infrastructure / Capabilities | The risk that our current applications are inadequate and/or out of date to an extent that they pose barriers to the achievement of strategic goals and objectives. | 2.65 | 3.13 | 8.30 |
| | The risk that adequate support for IT systems is not available, leading to long delays for our students and employees and unreliability of our IT | 2.90 | 3.26 | 9.46 |
| | The risk that is posed by the ineffective collection, analysis and use of data to support business decisions or that data collected is not supportive of the College's strategic goals and objectives. | 2.35 | 3.04 | 7.15 |
| | The risk that is posed by IT infrastructure in need of significant investment to renew and align with business requirements. | 3.69 | 4.07 | 15.02 |
| | The risk associated with cyber security / information security deficiencies. | 3.47 | 3.35 | 11.61 |
| | The risk that some programs and services rely on processes that could be optimized / automated through the use of technology, but our ability to evolve these processes is limited resulting in student and client dissatisfaction. | 2.75 | 3.13 | 8.61 |
| | The risk that the College lacks the agility required to adapt to changes in technology. | 3.75 | 4.00 | 15.00 |
| | Lack of governance over the use and adoption of technology. | 3.25 | 3.00 | 9.75 |
| Government / Policy / Regulation | The risk that changes in government policy, funding model and/or legislation will result in a direct negative financial impact. | 3.00 | 5.00 | 15.00 |
| | The risk of legal, compliance and reputational challenges resulting from the increasing tendency for greater public and government scrutiny over College operations. NOTE: This includes external broader labour relations environment (Labour Disruptions / Contract Administration, | 3.01 | 3.17 | 9.56 |
| | The risk that the full extent operational changes necessary to realize the Learner Driven Plan will be hampered by system in-flexibilities. | 2.00 | 3.00 | 6.00 |
| Resources / Financial / Capacity | The risk that due to declining enrolment and changes to the provincial funding formula, the College may rely on international revenue to balance the budget. | 3.13 | 4.00 | 12.52 |
| | The risk that resource allocation across a wide variety of departments and areas is inconsistent or misaligned with the College's strategic plan and priorities. Actual availability of resources, including employee resources, does not match demand, which has led to overburdened and overworked staff, low morale and a lack of employee engagement and student dissatisfaction. | 2.71 | 3.39 | 9.18 |
| | The risk that the number of priorities is not realistically aligned with financial resources, resulting in capacity challenges which can lead to sub standard performance, employee burnout and turnover. | 2.75 | 4.33 | 11.92 |
| | The College lacks sufficient financial resources to adequately invest in strategic priorities such as building maintenance, IT infrastructure and software and curriculum development infrastructure. | 2.75 | 3.00 | 8.25 |
| | Organizational structure and resourcing to deliver on strategic objectives. | 2.00 | 4.00 | 8.00 |
| | Lack of investment in the academic imperative of the College. | 1.75 | 3.00 | 5.25 |
| | The risk that the College will be unable to reduce its deferred maintenance liabilities to sustainable levels. | 2.75 | 4.00 | 11.00 |
| | Risk of loss of intellectual capital resulting from unanticipated employee turnover because of unsustainable workloads. | 2.75 | 1.00 | 2.75 |
| Corporate Services (Finance, HR, ITS, Physical Resources) lack adequate resources to support yearly and strategic business goals. | 2.50 | 4.00 | 10.00 | |



| | |
|-------------------|--|
| Report title: | Second Quarter 2019-2020 Financial Projection |
| Report to: | Board of Governors |
| Date: | December 16, 2019 |
| Author/Presenter: | Grant Perry, Director, Finance and Administrative Services Duane McNair, Vice President, Finance and Administration |

1. RECOMMENDATION:

THAT the Board of Governors approves the Second Quarter 2019-2020 Financial Projection with an overall net contribution of \$5.3 million which is an increase of \$4.1 million from the Approved Annual Budget net contribution of \$1.2 million.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to present the Second Quarter 2019-2020 Financial Projection, including a summary of funded positions, and to provide an updated compliance status of the Board Policy BGII-02: Financial Management.

3. BACKGROUND:

When the annual budget is approved, some budget elements must be estimated because of unknown factors affecting the original revenue and expenditure forecasts. The quarterly financial reporting process provides an opportunity for Algonquin College to update financial projections based on current information.

On February 25, 2019, the Board of Governors approved the 2019-2020 Annual Budget with an overall net contribution of \$1.2 million. In compliance with both the Board of Governors’ Direction and Ministry of Colleges and Universities Operating Directive, the 2019-2020 Approved Annual Budget also returns a net surplus on Funded Activity/College Operations of \$7.4 million. This maintains the College’s commitment to balancing student tuition revenues and government funded activities with associated operating expenditures.

The First Quarter 2019-2020 Financial Report projected a decrease in net contribution from the Approved Annual Budget by \$1 million. This Second Quarter Projection reflects further changes to the projected net contribution in the fiscal year for items that have arisen during the second quarter.

4. DISCUSSION:

The second quarter financial update projects a \$4.1 million increase to the overall net contribution of Algonquin College. This is reflected as an increase to the Approved Annual Budget net contribution of \$1.2 million, to a revised net contribution of \$5.3 million as outlined in this report.

While there are a number of minor offsetting adjustments identified during the quarterly review process, the majority of the second quarter increase of \$4.1 million in net contribution is the result of a change in the accounting treatment for the College's \$5.5 million contribution to the Students' Association Athletics and Recreation Centre. Through consultation with legal and accounting professionals, it has been determined that the transaction for the building and the operating of the Athletics and Recreation Centre will be structured such that the College's \$5.5 million contribution will be recorded as a prepaid expense (asset) on the College's financial statements. The \$5.5 million will then be amortized over the term of the fifty year lease. This change positively impacts the net contribution projection as the College will recognize the expense over a period of 50 years instead of recognizing the full expense in one year as originally planned.

As identified in our First Quarter 2019-2020 Financial Projection Report, Contract and Other Non-Funded Activity is projected to have an increased contribution of \$1.1 million due to a new contract with Skills Advance Ontario, and the unanticipated renewal of the Local Employment Planning Council contract.

The following two items were also identified in the First Quarter 2019-2020 Financial Projection as significantly impacting the net contribution of Algonquin College:

- In June 2017, the Board of Governors approved a \$5.5 million draw on College reserves to contribute to the construction of the Athletics and Recreation Centre. It was assumed that the College's contribution would be pro-rated against the overall spending profile of the project and therefore paid out over the two-year construction period. Upon further review and consideration, the College decided to contribute its full \$5.5 million in 2019-2020 to reduce the interest expense incurred by the Algonquin Students' Association. As detailed in our First Quarter Report, this change results in the College investing its remaining \$3.8 million contribution to the project in 2019-2020 and not in the next fiscal year as originally planned. This change negatively impacts the net contribution projection as the College is spending more in the current year than originally budgeted.
- Sale of vacant property: As noted in the First Quarter Financial Projection, net contribution was positively impacted through the realization of a \$2.4 million gain over the original purchase price on the sale of the vacant land in Kanata. These funds will be

kept in College reserves and committed to a future academic facility development pending approval by the Board of Governors and the Ministry of Colleges and Universities.

All other identified changes have been included in Appendix A: Second Quarter 2019-2020 Financial Projection Report. Moderate changes, or changes greater than \$500,000, that impact the projected net contribution of the College are discussed below in the sections titled: **Revenue Variances** and **Expenditure Variances**.

Revenue Variances (moderate):

- Revenue related to tuition fees only is projected to increase by \$3 million as a result of an approved change in the academic calendar to a fourteen-week term. The shorter length of the revised term results in increased revenue recognition for the current fiscal year. The increased revenue to be recognized relates to both domestic and international enrolment.
- Student Ancillary fees are projected to increase by \$3.5 million over the Approved Annual Budget. This increase is a combination of a number of adjustments including \$820,000 in revenue related to maintaining the current operations of Health a Services, and an additional \$592,000 in Student Experience Fees. Both items were not projected in the Approved Annual Budget.
- The projected \$4.6 million decrease in Miscellaneous Revenue is mainly due to eliminating the budgeted projection of anticipated additional miscellaneous revenue included in the Approved Annual Budget, and allocating revenue targets to the appropriate College Areas.
- An additional \$2.2 million in International Tuition and Fee Premiums has been projected from minor increases in international enrolments as well as a lower winter fee premium deferral this year due to a shorter academic term. This increase is reflected in a transfer to Funded Activity, as well in an increase to the gross International Education Centre revenues.
- Contract and Non-Other Funded Activity revenue is projected to increase by \$5.8 million as a result of a new contract with the Skills Advance Ontario project and the unplanned renewal of the Local Employment Planning Council contract.
- Campus Services revenue is projected to decrease by \$2.5 million mainly due to a decrease in Bookstore sales of computer hardware and textbooks. These sales decreases have been partially offset by a decrease in cost of goods sold.

Expenditure Variances (moderate):

- Contingency expenditures are projected to decrease by \$1.2 million from the Approved Annual Budget based on current requirements.
- The unfavourable variance in Contract Services expenditures is mainly a result of \$200,000 in executive search fees for several vacant positions not included in the Approved Annual Budget as well as \$220,000 for consulting and contract services.

- Other expenditures are expected to increase due mainly to \$155,000 of increased insurance costs, \$265,000 in additional academic equipment spending, professional fees of \$158,000 and maintaining the current operations of Health Services in the amount of \$155,000 which were not part of the Approved Annual Budget.
- Contracts and Other Non-Funded Activity expenditures are projected to increase by \$4.7 million, due to expenditures associated with the delivery of new contracts such as the Skills Advance Ontario project and the renewal of the Local Employment Planning Council contract.
- The favourable variance in the amount of \$2.4 million in Campus Services is mainly due to lower projected cost of goods sold for computer hardware and textbook sales within the Bookstore offset by an increase in e-Text cost of goods sold. The decrease in expenditures is offset by a decrease in revenue.

Due to a minor increase in international enrolment, there is an unfavourable variance of \$991,000 for the International Education Centre in international fee premiums transferred to the Funded Activity of the College.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

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

7. FINANCIAL IMPACT:

The Second Quarter 2019-2020 Financial Projection indicates a positive impact on the College’s financial position, operations, cash flow, and net assets.

8. HUMAN RESOURCES IMPACT:

The 2019-2020 Approved Annual Budget and the Second Quarter 2019-2020 Financial Projection provides required funding for all existing full-time permanent staff complement positions and other than permanent positions. There are also provisions for professional development and training for College employees.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

In compliance with both the Board of Governors' Financial Management Policy and the Ministry of Colleges and Universities' Business Plan Operating Procedure Directive, the 2019-2020 Approved Annual Budget and the Second Quarter 2019-2020 Financial Projection Report maintain a positive accumulated surplus position and the College's commitment to balancing government funded operating activities with expenditures.

10. COMMUNICATIONS:

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

11. CONCLUSION:

The Algonquin College Second Quarter 2019-2020 Financial Projection Report identifies resources supporting the Strategic Plan and Business Plan of the College while complying with Provincial government directives.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Claude Brulé
President and CEO

Appendices:

| |
|---|
| Appendix A: Second Quarter 2019-2020 Financial Projection |
| Appendix B: Second Quarter 2019-2020 Compliance Schedule |



SECOND QUARTER 2019-2020 FINANCIAL PROJECTION



Presentation to the Algonquin College Board of Governors
December 16, 2019



Second Quarter 2019-2020 Financial Projection

TABLE OF CONTENTS

| | |
|---|----|
| Second Quarter Financial Projection Summary | 3 |
| Statement of Financial Position | 4 |
| Revenue Schedule | 5 |
| Revenue Schedule Variance Analysis..... | 6 |
| Expenditures Schedule..... | 7 |
| Expenditures Schedule Variance Analysis..... | 8 |
| Strategic Investment Priorities Schedule..... | 9 |
| Strategic Investment Priorities Schedule Variance Analysis..... | 10 |
| Internally Restricted Net Assets Schedule..... | 11 |
| Summary of Funded Positions | 12 |
| Financial Sustainability Metrics – Annual Surplus | 14 |
| Financial Sustainability Metrics – Liquidity | 15 |
| Financial Sustainability Metrics – Operating | 16 |
| Financial Sustainability Metrics – Debt | 17 |
| Financial Sustainability Metrics – Accumulated Surplus | 18 |

| | Approved Annual Budget | Q1 Year-End Projection | Q2 Year-End Projection | Q2 vs. Approved Variance Favourable/ (Unfavourable) | Variance as % of Budget |
|--|---------------------------|---------------------------|---------------------------|--|-------------------------------|
| Funded Activity/College Operations | | | | | |
| Revenue | \$ 264,578 | \$ 266,959 | \$ 268,196 | \$ 3,618 | 1% |
| Expenditures | 257,222 | 257,313 | 257,465 | (243) | 0% |
| Net Contribution | 7,356 | 9,646 | 10,731 | 3,375 | 46% |
| Contracts & Other Non-Funded Activity | | | | | |
| Revenue | 27,093 | 32,510 | 32,942 | 5,849 | 22% |
| Expenditures | 27,206 | 31,167 | 31,896 | (4,690) | -17% |
| Net Contribution | (113) | 1,343 | 1,046 | 1,159 | -1026% |
| Campus Services | | | | | |
| Revenue | 44,861 | 44,386 | 42,353 | (2,508) | -6% |
| Expenditures | 36,997 | 36,527 | 34,600 | 2,397 | 6% |
| Net Contribution | 7,864 | 7,859 | 7,753 | (111) | -1% |
| International Education Centre | | | | | |
| Revenue | 60,522 | 62,407 | 63,168 | 2,646 | 4% |
| Expenditures | 41,016 | 41,274 | 41,886 | (870) | -2% |
| Net Contribution | 19,506 | 21,133 | 21,282 | 1,776 | 9% |
| Strategic Investment Priorities | | | | | |
| Revenue | 14,399 | 12,033 | 12,033 | (2,366) | -16% |
| Expenditures | 45,488 | 50,130 | 51,312 | (5,824) | -13% |
| Net Contribution | (31,089) | (38,097) | (39,279) | (8,190) | -26% |
| Extraordinary Item | | | | | |
| Net Proceeds from Sale of March Road Land - to specific reserves | - | 2,403 | 2,403 | 2,403 | |
| Non-Cash Revenue Adjustments | | | | | |
| Capital Grants recorded as Deferred Capital Contributions | (12,000) | (1,000) | (1,000) | 11,000 | -92% |
| Amortization of Deferred Capital Contributions | 8,000 | 7,600 | 7,600 | (400) | -5% |
| Non-Cash Expenditure Adjustments | | | | | |
| Expenditures to be Capitalized (Moved to Balance Sheet) | 18,400 | 6,000 | 11,500 | (6,900) | -38% |
| Amortization Expense | (16,800) | (16,800) | (16,800) | - | 0% |
| Change in Vacation, Sick Leave & Post-Employment Benefits | 110 | 110 | 110 | - | 0% |
| Net Contribution as per Public Sector Accounting Standards (PSAS) | \$ 1,234 | \$ 198 | \$ 5,347 | \$ 4,112 | 333% |

| | Year-End Actual March 31, 2019 | March 31, 2020 Approved Annual Budget | March 31, 2020 Q1 Projected | March 31, 2020 Q2 Projected | Q2 vs. Approved Variance |
|--|--------------------------------------|---|--------------------------------|--------------------------------|--------------------------------|
| ASSETS | | | | | |
| Current Assets | | | | | |
| Cash and Short Term Investments | \$ 82,238 | \$ 60,118 | \$ 103,885 | \$ 98,034 | \$ 37,916 |
| Accounts Receivable | 22,979 | 24,000 | 24,000 | 24,000 | - |
| Inventory | 1,548 | 1,550 | 1,550 | 1,550 | - |
| Prepaid Expenses | 2,463 | 2,700 | 2,700 | 8,200 | 5,500 |
| | 109,228 | 88,368 | 132,135 | 131,784 | 43,416 |
| Investments | 61,766 | 50,000 | 32,500 | 32,500 | (17,500) |
| Endowment Assets | 27,470 | 27,220 | 28,070 | 28,070 | 850 |
| Capital Assets | 304,413 | 298,183 | 293,613 | 293,613 | (4,570) |
| TOTAL ASSETS | \$ 502,877 | \$ 463,771 | \$ 486,318 | \$ 485,967 | \$ 22,196 |
| LIABILITIES & NET ASSETS | | | | | |
| Current Liabilities | | | | | |
| Accounts Payable & Accrued Liabilities | \$ 37,332 | \$ 28,000 | \$ 35,000 | \$ 35,000 | \$ 7,000 |
| Accrued Salaries & Employee Deductions Payable | 9,767 | 10,000 | 10,000 | 10,000 | - |
| Deferred Revenue | 50,433 | 36,000 | 45,000 | 45,000 | 9,000 |
| Current Portion of Long Term Debt | 3,298 | 3,502 | 3,502 | 3,502 | - |
| | 100,830 | 77,502 | 93,502 | 93,502 | 16,000 |
| Long Term Debt | 41,870 | 38,552 | 38,552 | 38,552 | - |
| Vacation, Sick Leave & Post-Employment Benefits | 19,238 | 18,719 | 19,128 | 19,128 | 409 |
| Deferred Capital Contributions | 165,222 | 163,528 | 158,622 | 158,622 | (4,906) |
| Interest Rate Swaps | 5,280 | 4,753 | 5,280 | 5,280 | 527 |
| | | | | | - |
| Net Assets | | | | | - |
| Unrestricted | 1,000 | 1,000 | 1,000 | 1,000 | - |
| Investment in Capital Assets | 94,023 | 92,601 | 92,937 | 92,937 | 336 |
| Vacation, Sick Leave & Post-Employment Benefits | (19,238) | (18,719) | (19,128) | (19,128) | (409) |
| Internally Restricted | 72,988 | 64,954 | 74,161 | 73,810 | 8,856 |
| Endowment Fund | 27,470 | 27,220 | 28,070 | 28,070 | 850 |
| | 176,243 | 167,056 | 177,040 | 176,689 | 9,633 |
| Accumulated Remeasurement Losses | (5,806) | (6,339) | (5,806) | (5,806) | 533 |
| | 170,437 | 160,717 | 171,234 | 170,883 | 10,166 |
| TOTAL LIABILITIES & NET ASSETS | \$ 502,877 | \$ 463,771 | \$ 486,318 | \$ 485,967 | \$ 22,196 |

(all figures in \$ 000's)

| | Approved Annual Budget | Q1 Year-End Projection | Q2 Year-End Projection | Q2 vs. Approved Variance Favourable/ (Unfavourable) |
|---|------------------------|------------------------|------------------------|---|
| FUNDED ACTIVITY/COLLEGE OPERATIONS | | | | |
| Grants | | | | |
| Post Secondary Activity | \$ 105,809 | \$ 105,809 | \$ 105,830 | \$ 21 |
| Apprentice | 5,583 | 5,583 | 5,584 | 1 |
| Flow-Through Student Aid | 1,729 | 1,729 | 1,659 | (70) |
| TOTAL GRANTS | 113,121 | 113,121 | 113,073 | (48) |
| Tuition Fees | | | | |
| Full-Time Post Secondary | 81,828 | 80,967 | 85,470 | 3,642 |
| Part-Time | 10,330 | 10,330 | 10,326 | (4) |
| Adult Training | 1,218 | 1,218 | 1,267 | 49 |
| Student Technology Fees | 8,233 | 8,233 | 8,489 | 256 |
| TOTAL TUITION FEES | 101,609 | 100,748 | 105,552 | 3,943 |
| Contract Educational Services | | | | |
| Corporate & Other Programs | 5,467 | 5,467 | 5,421 | (46) |
| TOTAL CONTRACT EDUCATIONAL SERVICES | 5,467 | 5,467 | 5,421 | (46) |
| Other | | | | |
| Early Learning Centre | 1,047 | 1,047 | 1,047 | - |
| Student Ancillary Fees | 3,596 | 5,539 | 7,048 | 3,452 |
| Investment Income | 747 | 1,247 | 1,212 | 465 |
| Transfer from International Education Centre ¹ | 22,766 | 23,565 | 23,221 | 455 |
| Miscellaneous | 16,225 | 16,225 | 11,622 | (4,603) |
| TOTAL OTHER | 44,381 | 47,623 | 44,150 | (231) |
| TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS | 264,578 | 266,959 | 268,196 | 3,618 |
| CONTRACTS & OTHER NON-FUNDED ACTIVITY | 27,093 | 32,510 | 32,942 | 5,849 |
| CAMPUS SERVICES | 44,861 | 44,386 | 42,353 | (2,508) |
| INTERNATIONAL EDUCATION CENTRE | 60,522 | 62,407 | 63,168 | 2,646 |
| STRATEGIC INVESTMENT PRIORITIES | 14,399 | 12,033 | 12,033 | (2,366) |
| TOTAL REVENUE | \$ 411,453 | \$ 418,295 | \$ 418,692 | \$ 7,239 |

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

REVENUE SCHEDULE

Variance Analysis (all figures in \$ 000's)

| Description | Variance Favourable/ (Unfavourable) | Comments |
|--|-------------------------------------|--|
| Full-Time Post Secondary Tuition Fees | \$ 3,642 | Favourable variance is a result of an approved change in the academic calendar to a fourteen week semester. The shorter length of the revised term results in increased revenue recognition of approximately \$3.0 million as a greater percentage of the semester timeline occurs within the current fiscal year. Minor projected increase in enrolment accounts for the remaining favourable variance. |
| Student Ancillary Fees | \$ 3,452 | Favourable variance as a result of a \$1.2M increase to the projected revenues for Student Experience Fees, Convocation Fees and Transcript Fees. These revenues were initially included in the Approved Annual Budget at reduced amounts pending the Ministry's final determination of the optional fee structure. Projection for Full Time Withdrawal Fees and Late Payment Fees has also been increased by \$345K based on year to date actuals. Finally, there is a favourable variance of \$960K (partially offset by expenses) as a result of the re-instatement of the Health Services department revenue projection due a change in business process that occurred after the Approved Annual Budget. |
| Investment Income | \$ 465 | Projected favourable variance is a result of revised estimates. |
| Transfer from International Education Centre | \$ 455 | Increased International Fee Premiums allocated to Funded Activity as a result of a minor projected increase in International student enrolment over the Approved Annual Budget. |
| Miscellaneous | \$ (4,603) | The Approved Budget included a low value estimate of anticipated but unidentified revenue in Miscellaneous Revenues based on historical experience. This projected estimate of revenue is being reduced at Q2 to offset other projected revenue increases. |
| Contract and Other Non-Funded Activity | \$ 5,849 | Net favourable variance is primarily due to additional revenue from a new, unbudgeted contract with Skills Advance Ontario as well as the unplanned renewal of the Local Employment Planning Council contract (all revenues are partially offset by additional costs). |
| Campus Services | \$ (2,508) | Unfavourable variance due to a decrease in Bookstore sales of computer hardware and textbooks partially offset by an increase in e-Text sales. These sales decreases are partially offset by a decrease in related cost of goods sold. Food and Conference Services is also projecting a decrease in food sales (partially offset by a decrease in expenditures) as compared to the Approved Annual Budget. |
| International Education Centre | \$ 2,646 | Favourable variance as a result of an estimated \$1.3M net increase in tuition and premium fees as a result of an approved change in the academic calendar to a fourteen week semester. Small projected increase in enrolment accounts for the remaining favourable variance. |
| Strategic Investment Priorities | \$ (2,366) | See Strategic Investment Priorities Variances page for details. |
| Total Explained Variances | \$ 7,032 | |
| Other Minor Variances | \$ 207 | |
| Total Variance | \$ 7,239 | |

**Second Quarter 2019-2020 Financial Projection
EXPENDITURES SCHEDULE**

(all figures in \$ 000's)

| | Approved Annual Budget | Q1 Year-End Projection | Q2 Year-End Projection | Q2 vs. Approved Variance Favourable/ (Unfavourable) |
|--|---------------------------|---------------------------|---------------------------|--|
| FUNDED ACTIVITY/COLLEGE OPERATIONS | | | | |
| TOTAL SALARIES & BENEFITS | \$ 183,522 | \$ 184,723 | \$ 183,111 | \$ 411 |
| Other Operating Costs | | | | |
| Mandated Student Aid | 6,279 | 6,279 | 6,279 | - |
| Contingencies | 6,183 | 4,933 | 4,933 | 1,250 |
| Long Term Debt Interest | 734 | 734 | 734 | - |
| Contract Services | 13,137 | 13,197 | 13,802 | (665) |
| Instructional Supplies & Equipment | 4,810 | 4,810 | 4,870 | (60) |
| Information Technology | 9,427 | 9,427 | 9,748 | (321) |
| Marketing and Promotion | 2,433 | 2,433 | 2,603 | (170) |
| Building Maintenance & Utilities | 14,291 | 14,291 | 14,147 | 144 |
| Flow-Through Student Aid | 1,659 | 1,659 | 1,695 | (36) |
| Cost of Goods Sold | 984 | 984 | 971 | 13 |
| Other | 13,763 | 13,843 | 14,572 | (809) |
| TOTAL OTHER OPERATING | 73,700 | 72,590 | 74,354 | (654) |
| TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS | 257,222 | 257,313 | 257,465 | (243) |
| CONTRACTS & OTHER NON-FUNDED ACTIVITY | 27,206 | 31,167 | 31,896 | (4,690) |
| CAMPUS SERVICES | 36,997 | 36,527 | 34,600 | 2,397 |
| INTERNATIONAL EDUCATION CENTRE | 41,016 | 41,274 | 41,886 | (870) |
| STRATEGIC INVESTMENT PRIORITIES | 45,488 | 50,130 | 51,312 | (5,824) |
| TOTAL EXPENDITURES | \$ 407,929 | \$ 416,411 | \$ 417,159 | \$ (9,230) |

Second Quarter 2019-2020 Financial Projection
EXPENDITURES SCHEDULE
Variance Analysis (all figures in \$ 000's)

| Description | Variance Favourable/ (Unfavourable) | Comments |
|--|-------------------------------------|--|
| Contingencies | \$ 1,250 | Contingency has been reduced to reflect estimated requirements. |
| Contract Services | \$ (665) | Unfavourable variance as a result of unanticipated costs (\$200K) for executive search fees for several vacant positions within the Academic area as well as an additional \$100K in unanticipated contract services within the Health Services department. Additional costs of \$220K are also projected by the Information Technology department for consulting and contract services. |
| Information Technology | \$ (321) | Unfavourable variance due to a projected increase over Approved Annual Budget for software licenses within the Information Technology and Health Services departments. |
| Other | \$ (809) | Net unfavourable variance is primarily the result of increased projections of various expense items such as insurance costs (\$155K), academic equipment (\$265K), Colliers professional fees (\$158K) as well as the additional costs of maintaining the current operations of Health Services (\$1,55K). |
| Contract and Other Non-Funded Activity | \$ (4,690) | Net unfavourable variance is primarily due to additional costs associated with a new, unanticipated contract with Skills Advance Ontario as well as the unanticipated renewal of the Local Employment Planning Council contract (all costs are offset by additional revenues). |
| Campus Services | \$ 2,397 | Net favourable variance due to lower projected cost of goods sold for computer hardware and textbook sales within the Bookstore offset by an increase in e-Text cost of goods sold. Food services is also projecting lower than budgeted food purchases as a result of the projected decrease in food sales. |
| International Education Centre | \$ (870) | Unfavourable variance due to increased expenditures required to support a minor increase in international enrolment over the Approved Annual Budget. |
| Strategic Investment Priorities | \$ (5,824) | See <i>Strategic Investment Priorities Variances page</i> for details. |
| Total Explained Variances | \$ (9,532) | |
| Other Minor Variances | \$ 302 | |
| Total Variance | \$ (9,230) | |

| | Approved Annual Budget | Q1 Year-End Projection | Q2 Year-End Projection | Q2 vs. Approved Variance Favourable/ (Unfavourable) |
|---|------------------------|------------------------|------------------------|---|
| SOURCE OF FUNDS: | | | | |
| Facilities Renewal Grant | \$ 980 | \$ 980 | \$ 980 | \$ - |
| College Equipment Renewal Fund Grant | 560 | 560 | 560 | - |
| Greenhouse Gas Campus Retrofit Grant | - | 1,203 | 1,203 | 1,203 |
| Apprenticeship Enhancement Fund Grant | 1,000 | 1,000 | 1,000 | - |
| Students' Association Contribution | 11,859 | 8,290 | 8,290 | (3,569) |
| TOTAL SOURCE OF FUNDS | 14,399 | 12,033 | 12,033 | (2,366) |
| EXPENDITURES: | | | | |
| Major Capital Projects | | | | |
| Pedestrian Bridge to Bus Rapid Transit Station | 630 | 630 | 630 | - |
| Solar Photovoltaic Plan | 1,200 | 2,403 | 2,403 | (1,203) |
| ESCO2 | - | 760 | 760 | (760) |
| Student Information System | 3,070 | 3,070 | 3,070 | - |
| Learning Management System Implementation and Modernization | - | 165 | 165 | (165) |
| Athletics and Recreation Centre | 14,850 | 15,340 | 15,340 | (490) |
| Total Major Capital Projects | 19,750 | 22,368 | 22,368 | (2,618) |
| Other | | | | |
| College Technologies | 2,371 | 4,771 | 4,653 | (2,282) |
| College Space & Infrastructure | 3,304 | 3,742 | 3,066 | 238 |
| New Program Initiatives | 947 | 947 | 947 | - |
| Academic & Other Equipment Initiatives & Opportunities | 1,400 | 1,400 | 1,400 | - |
| Initiatives & Opportunities | 19,455 | 21,041 | 22,717 | (3,262) |
| Campus Services | 1,661 | 1,661 | 1,961 | (300) |
| Appropriations | 100 | 100 | 100 | - |
| Apprenticeship Enhancement Fund | 1,000 | 1,000 | 1,000 | - |
| Adjustment for Anticipated Underspend | (4,500) | (6,900) | (6,900) | 2,400 |
| Total Other | 25,738 | 27,762 | 28,944 | (3,206) |
| TOTAL EXPENDITURES | 45,488 | 50,130 | 51,312 | (5,824) |
| TOTAL NET CONTRIBUTION | \$ (31,089) | \$ (38,097) | \$ (39,279) | \$ (8,190) |



Second Quarter 2019-2020 Financial Projection
STRATEGIC INVESTMENT PRIORITIES SCHEDULE
Variance Analysis (all figures in \$000's)

| Description | Variance Favourable/ (Unfavourable) | Comments |
|--------------------------------------|-------------------------------------|---|
| Revenue | | |
| Greenhouse Gas Campus Retrofit Grant | \$ 1,203 | Grant funding deferred from 2018-2019 related to projects in progress to cover revised project costs and carry-forward budgets. |
| Students' Association Contribution | \$ (3,569) | Students' Association contribution was adjusted to reflect changes to the 2019-2020 expected contribution for the Athletics Recreation Centre. |
| Expenditures | | |
| Solar Photovoltaic Plan | \$ (1,203) | Variance reflects the carry forward budget for the implementation of a solar energy and power storage facility funded from the new Greenhouse Gas Campus Retrofit Grant identified above. |
| ESCO2 | \$ (760) | Reflects carry forward budgets from 2018-2019. |
| Athletics and Recreation Centre | \$ (490) | Construction related costs deferred from 2018-2019 to 2019-2020. |
| College Technologies | \$ (2,282) | Reflects revised carry forward budgets from projects in progress at the end of fiscal year 2018-2019. Also contains Q1 2019-2020 approved increase requests for existing projects including \$1.2M for the Workday Support Model. |
| College Space & Infrastructure | \$ 238 | Balance change due to revised project costs and carry forward budgets from projects in progress at the end of fiscal year 2018-2019. |
| Initiatives & Opportunities | \$ (3,262) | Reflects revised project costs and carry forward budgets from projects in progress at the end of fiscal year 2018-2019. |
| Total Explained Variances | \$ (10,125) | |
| Other Minor Variances | \$ 1,935 | |
| Total Variance | \$ (8,190) | |



Second Quarter 2019-2020 Financial Projection
INTERNALLY RESTRICTED NET ASSETS SCHEDULE
 (all figures in \$ 000's)

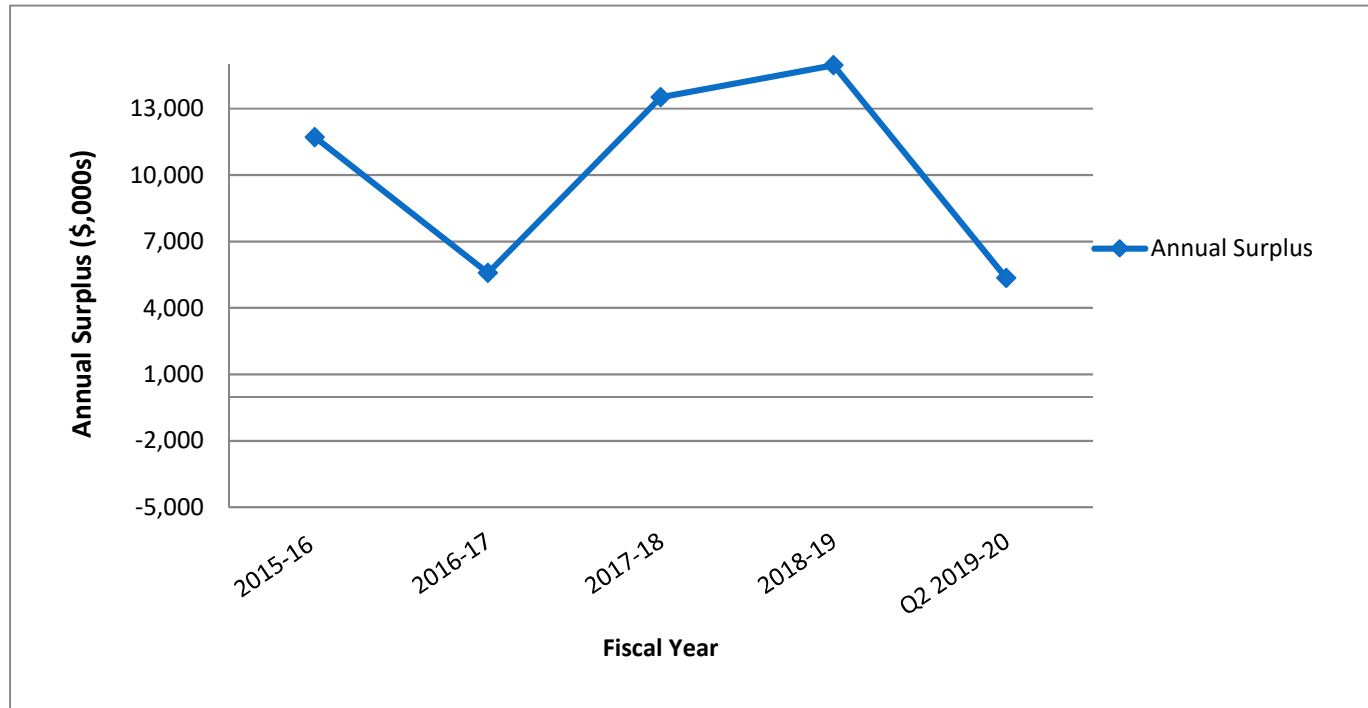
| | Year-End Actual March 31, 2019 | Projected In- Year Use of Funds (2019- 2020) | Projected Year- End Adjustments (2019-2020) | Projected March 31, 2020 |
|--|-----------------------------------|---|---|-----------------------------|
| Appropriations | \$ 100 | \$ 100 | \$ 100 | \$ 100 |
| Specific Reserves: | | | | |
| Other Projects & Initiatives | 28,698 | 5,992 | 8,910 | 31,616 |
| Campus Services Reserve Fund | 4,998 | 1,661 | 1,117 | 4,454 |
| Net Proceeds from Sale of March Road Land | - | - | 2,403 | 2,403 |
| Employment Stabilization Funds | 576 | - | 5 | 581 |
| | <u>34,272</u> | <u>7,653</u> | <u>12,435</u> | <u>39,054</u> |
| Contingency Reserve Fund | 9,760 | - | 648 | 10,408 |
| Reserve Funds: | | | | |
| Future Capital Expansion | 28,856 | 7,005 | 2,397 | 24,248 |
| TOTAL INTERNALLY RESTRICTED NET ASSETS* | \$ 72,988 | \$ 14,758 | \$ 15,580 | \$ 73,810 |
| TOTAL UNRESTRICTED NET ASSETS | \$ 1,000 | | | \$ 1,000 |
| Investment in Capital Assets | 94,023 | | (1,086) | 92,937 |
| Vacation, Sick Leave & Post-Employment Benefits | (19,238) | | 110 | (19,128) |
| Interest Rate Swaps | (5,806) | | - | (5,806) |
| Endowment Fund | 27,470 | | 600 | 28,070 |
| TOTAL NET ASSETS | \$ 170,437 | \$ 14,758 | \$ 15,204 | \$ 170,883 |

* Budgeted balances of Internally Restricted Net Assets and Unrestricted Net Assets includes the impact of budgeted expenditures from Appropriations, Specific Reserves and Reserve Funds, and contributions to Reserve Funds for the fiscal year 2019-2020. The Board of Governors Financial Management Policy requires that the Board of Governors approve any spending from Reserve Funds.

| | Academic | | | Administrative | | | Support | | | Total | | |
|--|------------|------------|-----------|----------------|-----------|-----------|------------|------------|-----------|------------|------------|-----------|
| | Positions | Staffed | Vacant | Positions | Staffed | Vacant | Positions | Staffed | Vacant | Positions | Staffed | Vacant |
| Academic Services | | | | | | | | | | | | |
| Academic Development | 7 | 5 | 2 | 5 | 5 | - | 10 | 10 | - | 22 | 20 | 2 |
| Academic Operations & Planning | 1 | - | 1 | 3 | 3 | - | 4 | 4 | - | 8 | 7 | 1 |
| Algonquin College Heritage Institute | 7 | 7 | - | 4 | 4 | - | 9 | 9 | - | 20 | 20 | 0 |
| Algonquin College In The Ottawa Valley | 29 | 29 | - | 7 | 7 | - | 34 | 33 | 1 | 70 | 69 | 1 |
| Algonquin Centre for Construction Excellence | 64 | 61 | 3 | 2 | 2 | - | 11 | 10 | 1 | 77 | 73 | 4 |
| Centre For Continuing & Online Learning | - | - | - | 9 | 9 | - | 23 | 23 | - | 32 | 32 | 0 |
| Faculty Of Arts Media & Design | 125 | 116 | 9 | 7 | 6 | 1 | 32 | 30 | 2 | 164 | 152 | 12 |
| Faculty Of Health, Public Safety & Comm. Studies | 125 | 116 | 9 | 9 | 7 | 2 | 32 | 31 | 1 | 166 | 154 | 12 |
| School of Advanced Technology | 108 | 98 | 10 | 6 | 4 | 2 | 16 | 16 | - | 130 | 118 | 12 |
| School Of Business | 90 | 87 | 3 | 5 | 4 | 1 | 8 | 8 | - | 103 | 99 | 4 |
| School Of Hospitality & Tourism | 44 | 43 | 1 | 4 | 3 | 1 | 8 | 8 | - | 56 | 54 | 2 |
| Vice President Academic Services | 1 | - | 1 | 3 | 2 | 1 | - | - | - | 4 | 2 | 2 |
| Academic Services Total | 601 | 562 | 39 | 64 | 56 | 8 | 187 | 182 | 5 | 852 | 800 | 52 |
| Advancement | | | | | | | | | | | | |
| Advancement Operations | - | - | - | 5 | 3 | 2 | 4 | 2 | 2 | 9 | 5 | 4 |
| Advancement Total | - | - | - | 5 | 3 | 2 | 4 | 2 | 2 | 9 | 5 | 4 |
| Finance & Administration | | | | | | | | | | | | |
| Campus Services | - | - | - | 16 | 16 | - | 73 | 71 | 2 | 89 | 87 | 2 |
| Finance and Administrative Services | - | - | - | 13 | 7 | 6 | 26 | 24 | 2 | 39 | 31 | 8 |
| Facilities Management | - | - | - | 11 | 9 | 2 | 34 | 31 | 3 | 45 | 40 | 5 |
| Risk Management | - | - | - | 10 | 9 | 1 | 1 | 1 | - | 11 | 10 | 1 |
| Vice President Finance & Administration | - | - | - | 2 | 1 | 1 | - | - | - | 2 | 1 | 1 |
| Finance & Administration Total | - | - | - | 52 | 42 | 10 | 134 | 127 | 7 | 186 | 169 | 17 |
| Human Resources | | | | | | | | | | | | |
| Centre for Organizational Learning | 1 | 1 | - | 1 | 1 | - | 2 | 2 | - | 4 | 4 | 0 |
| Employee Compensation, Pension and Benefits | - | - | - | 10 | 8 | 2 | - | - | - | 10 | 8 | 2 |
| HR Programs | - | - | - | 3 | 3 | - | - | - | - | 3 | 3 | 0 |
| Labour Relations | - | - | - | 4 | 4 | - | - | - | - | 4 | 4 | 0 |
| Talent and System Reporting | - | - | - | 6 | 6 | - | - | - | - | 6 | 6 | 0 |
| Vice President Human Resources | - | - | - | 2 | 2 | - | - | - | - | 2 | 2 | 0 |
| Human Resources Total | 1 | 1 | - | 26 | 24 | 2 | 2 | 2 | - | 29 | 27 | 2 |
| Innovation & Strategy | | | | | | | | | | | | |
| Applied Research & Development | - | - | - | 7 | 1 | 6 | 3 | 3 | - | 10 | 4 | 6 |
| Business Development & Corporate Training | - | - | - | 4 | 4 | - | 11 | 10 | 1 | 15 | 14 | 1 |
| Information Technology Services | - | - | - | 14 | 12 | 2 | 83 | 71 | 12 | 97 | 83 | 14 |
| International & Strategic Planning | 20 | 17 | 3 | 13 | 13 | - | 13 | 11 | 2 | 46 | 41 | 5 |
| Vice President Innovation & Strategy | - | - | - | 9 | 8 | 1 | 4 | 4 | - | 13 | 12 | 1 |
| Innovation & Strategy Total | 20 | 17 | 3 | 47 | 38 | 9 | 114 | 99 | 15 | 181 | 154 | 27 |

| | Academic | | | Administrative | | | Support | | | Total | | |
|---|------------|------------|-----------|----------------|------------|-----------|------------|------------|-----------|--------------|--------------|------------|
| | Positions | Staffed | Vacant | Positions | Staffed | Vacant | Positions | Staffed | Vacant | Positions | Staffed | Vacant |
| President And Board Of Governors | | | | | | | | | | | | |
| Communications | - | - | - | 3 | 3 | - | 4 | 4 | - | 7 | 7 | 0 |
| President and Board Of Governors | - | - | - | 5 | 3 | 2 | - | - | - | 5 | 3 | 2 |
| President And Board Of Governors Total | - | - | - | 8 | 6 | 2 | 4 | 4 | - | 12 | 10 | 2 |
| Strategic Priorities | | | | | | | | | | | | |
| College Technologies Committee | - | - | - | 7 | 6 | 1 | 1 | 1 | - | 8 | 7 | 1 |
| Initiatives And Opportunities | - | - | - | - | - | - | 1 | 1 | - | 1 | 1 | 0 |
| Strategic Priorities Total | - | - | - | 7 | 6 | 1 | 2 | 2 | - | 9 | 8 | 1 |
| Student Services | | | | | | | | | | | | |
| Marketing & Recruitment | - | - | - | 2 | 2 | - | 25 | 23 | 2 | 27 | 25 | 2 |
| Registrar | - | - | - | 9 | 8 | 1 | 64 | 61 | 3 | 73 | 69 | 4 |
| Student Support Counselling And First Gen | 19 | 19 | - | 12 | 10 | 2 | 45 | 43 | 2 | 76 | 72 | 4 |
| Vice President Student Services | - | - | - | 2 | 2 | - | - | - | - | 2 | 2 | 0 |
| Student Services Total | 19 | 19 | - | 25 | 22 | 3 | 134 | 127 | 7 | 178 | 168 | 10 |
| Truth, Reconciliation & Indigenization | | | | | | | | | | | | |
| Indigenous Services And Partnerships | 1 | 1 | - | 3 | 1 | 2 | 2 | 2 | - | 6 | 4 | 2 |
| Truth, Reconciliation & Indigenization Total | 1 | 1 | - | 3 | 1 | 2 | 2 | 2 | - | 6 | 4 | 2 |
| College Totals | 642 | 600 | 42 | 237 | 198 | 39 | 583 | 547 | 36 | 1,462 | 1,345 | 117 |
| | | | | | | | | | | 100.00% | 92.00% | 8.00% |
| | | | | | | | | | | | Total | Total |
| | | | | | | | | | | | Staffed | Vacant |

Operating Results: Annual Surplus



Objective:

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

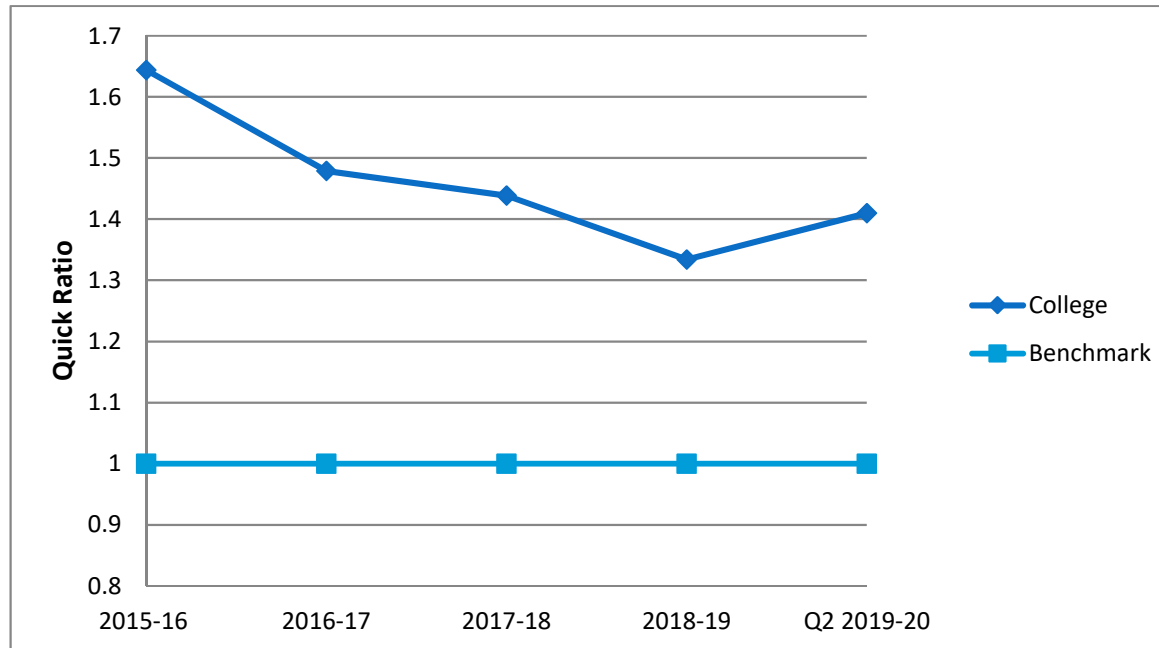
Benchmark:

Must be greater than \$0.

Rationale:

An annual deficit or declining surpluses may indicate a decline in an institution's financial health.

Measuring Liquidity: Quick Ratio



Objective:

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

Benchmark:

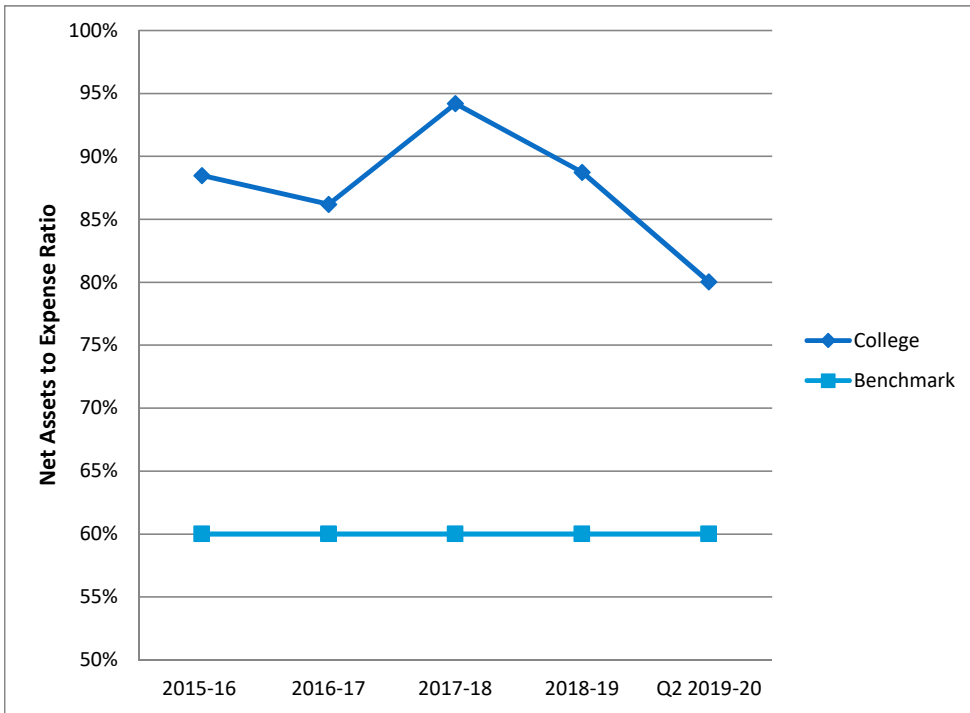
A ratio of 1 or higher indicates that a college should be able to meet its short-term obligations.

Rationale: A ratio of 1 is a typical business standard. Less than 1 may indicate that a college is not able to meet its short-term obligations. When including surplus cash invested in longer term investments (greater than 1 year) Algonquin's Quick Ratio was at 1.76 for Q2 2019-2020.



Second Quarter 2019-2020 Financial Projection
Financial Health Indicators

Operating Results: Net Assets to Expense Ratio



Objective:

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

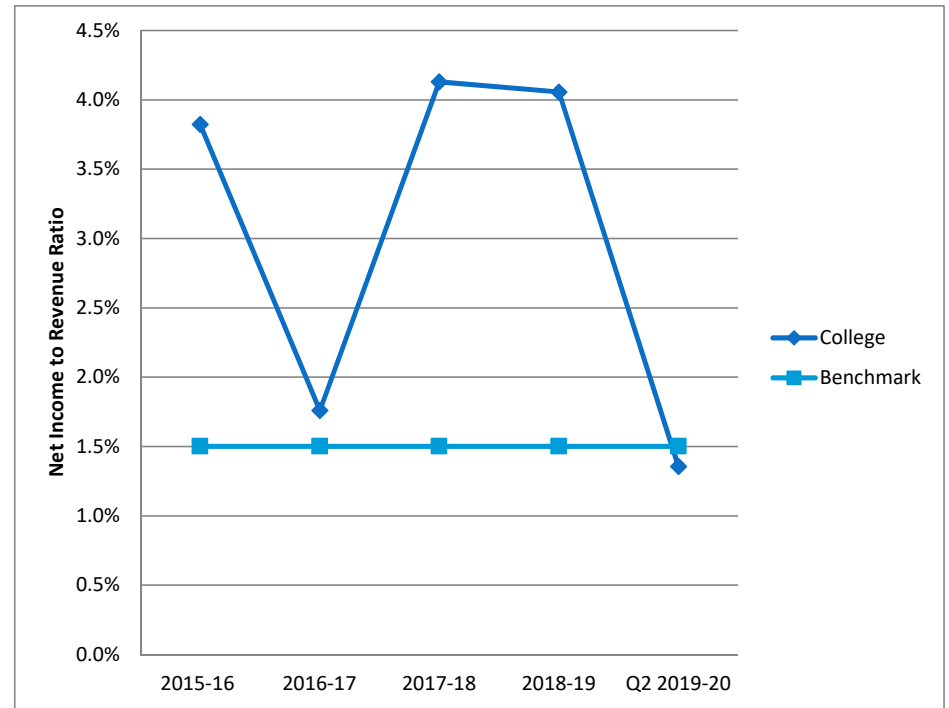
Benchmark:

60% or higher.

Rationale:

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

Operating Results: Net Income to Revenue Ratio



Objective:

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

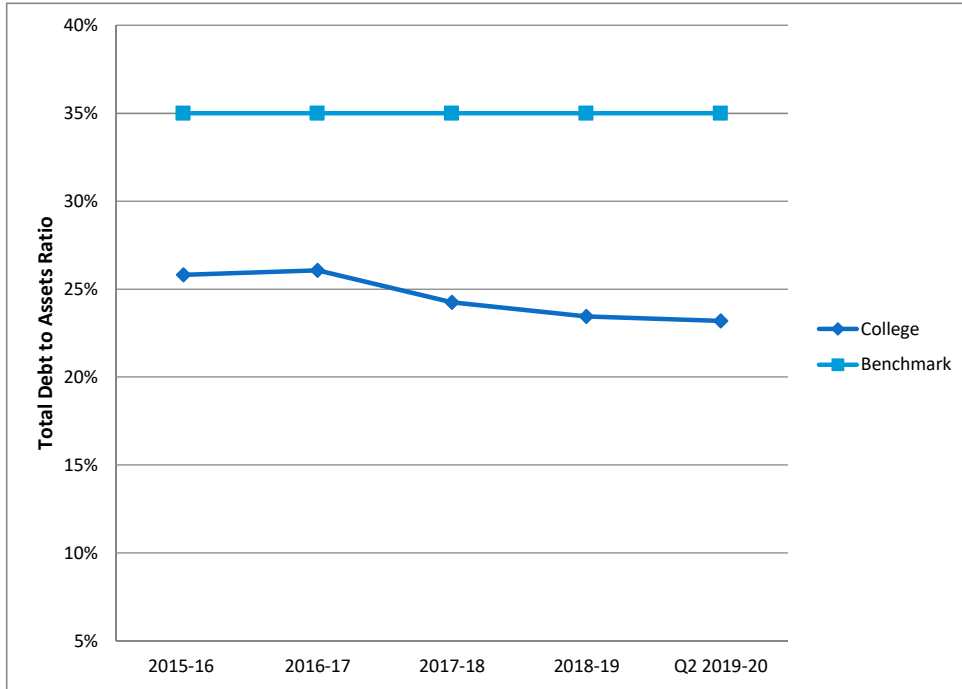
Benchmark:

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

Rationale:

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

Managing Debt: Total Debt to Assets Ratio



Objective:

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

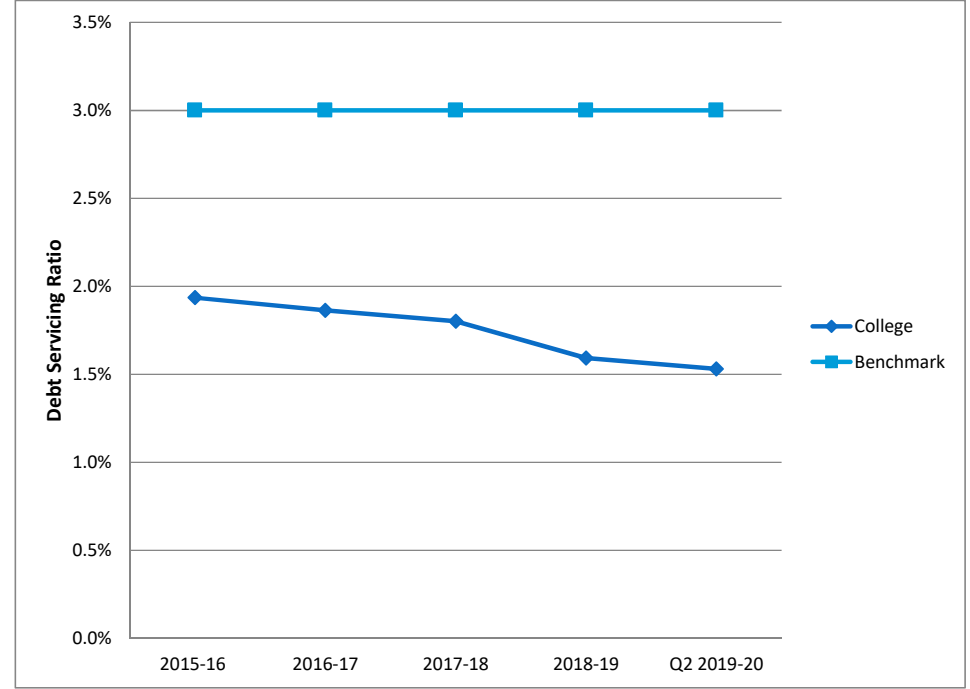
Benchmark:

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

Rationale:

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

Managing Debt: Debt Servicing Ratio



Objective:

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

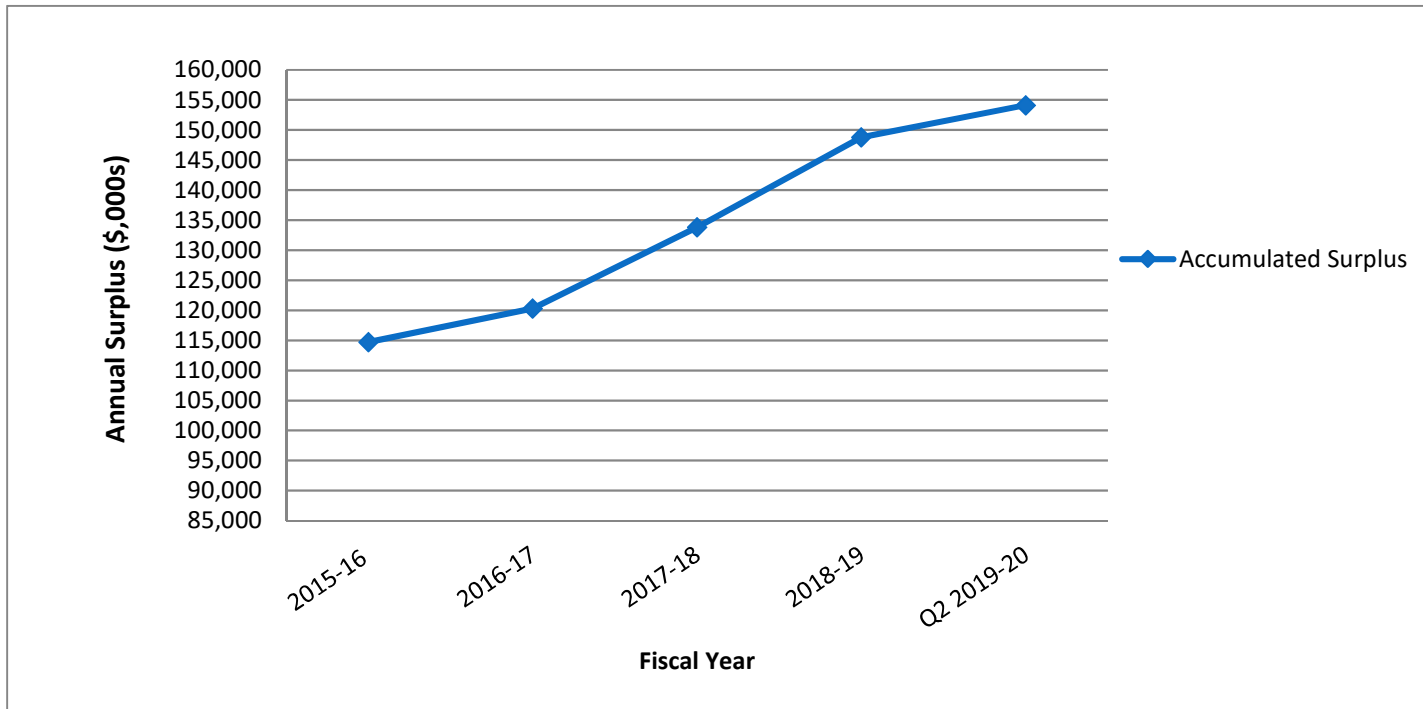
Benchmark:

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

Rationale:

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

Accumulated Surplus/(Deficit)



Objective:

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

Benchmark:

Must be greater than \$0.

Rationale:

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

ANNUAL BUDGET AND QUARTERLY FINANCIAL PROJECTIONS COMPLIANCE SCHEDULE

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

| | |
|---------------------|---|
| Report title: | 2020-2021 Budget Assumptions, Three-Year Pro Forma, First Draft Concepts of the 2020-2021 Business Plan |
| Report to: | Board of Governors |
| Date: | December 16, 2019 |
| Authors/Presenters: | Duane McNair, Vice President, Finance and Administration Laura Stanbra, Vice President, Student Services Grant Perry, Chief Financial Officer |

1. RECOMMENDATION:

THAT the Board of Governors accepts the 2020-2021 Budget Assumptions and the Draft Three Year Pro Forma report for information, and that the Board is advised of key concepts in the development of the 2020-2022 Business Plan.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide the Board of Governors with a preliminary three-year pro forma budget forecast for the period 2020-2021 to 2022-2023, as well as insight into the development of the 2020-2022 Business Plan.

3. BACKGROUND:

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

- Changing demographics
- Impacts of the corridor funding model and the new Strategic Mandate Agreement 3 (SMA3)
- 10% tuition reduction in 2019-2020 and the ongoing tuition rate freeze for 2020-2021.
- Increasing operating costs
- Growing deferred maintenance requirements for physical and technological infrastructure

Each of the challenges impact the College’s operating budget. The College Budget Committee, consisting of a cross-College team of Deans and Directors, has worked collaboratively since the spring of 2019 to develop estimates and assumptions supporting the three-year pro forma budget forecast. Additionally, the College Leadership Team has worked with their respective areas to develop key elements of a multi-year business plan.

The final 2020-2021 Annual Budget and Business Plan will be presented to the Board of Governors for approval at the February 24, 2020 meeting.

4. DISCUSSION:

Preliminary estimates for the three-year pro forma from fiscal year 2020-2021 to fiscal year 2022-2023 are presented in Appendix A: Three Year Pro Forma Budget.

The draft pro forma includes the following assumptions:

- Fixed provincial operating funding is projected as per the terms of the next Strategic Mandate Agreement (SMA3) and the corridor funding model.
- Salaries and benefits have been estimated based on current and projected collective agreements and existing compensation practices.
- 0% to 1.5% increase has been projected for most other operating expenditures.
- Strategic Investment Priorities projections include all approved major capital project investments and those major capital projects pending approved by the Board of Governors (Student Information System), as well as funding for additional strategic projects and initiatives.

2020-2021

- 2.1% total, full-time post-secondary enrolment growth over the 2019-2020 Approved Annual Budget that includes:
 - 0% increase in domestic student growth over the 2019-2020 Approved Annual Budget.
 - 10% increase in international student growth over the 2019-2020 Approved Annual Budget.
- 0% tuition fee increase for full-time tuition as mandated by the Ministry of Colleges and Universities.
- \$0 increase to College operating grants.
- Salaries and benefit wage increases do not exceed public sector increases and are based on collective agreements and legislation.
- Other operating expenses have been increases at a rate consistent with the inflation or have remained constant.
- Net Contribution from Funded and Contract Activities is 1% of revenues.
- Strategic Investment Priorities capacity is calculated at \$84.5 million.

2021-2022

- 2.3% total, full-time post-secondary enrolment growth over the 2020-2021 Pro Forma that includes:
 - 0% increase in domestic student growth over the 2020-2021 Pro Forma.
 - 10% increase in international student growth over the 2020-2021 Pro Forma.
- 3% tuition fee increase for full-time tuition.

- \$0 increase to College operating grants.
- Salaries and benefit wage increases do not exceed public sector increases and are based on collective agreements and legislation.
- Other operating expenses have been increases at a rate consistent with the inflation or have remained constant.
- Net Contribution from Funded and Contract Activities is 1.5% of revenues.
- Strategic Investment Priorities capacity is calculated at \$49.1 million.

2022-2023

- 2.4% total, full-time post-secondary enrolment growth over the 2021-2022 Pro Forma that includes:
 - 0% increase in domestic student growth over the 2021-2022 Pro Forma.
 - 10% increase in international student growth over the 2021-2022 Pro Forma.
- 3% tuition fee increase for full-time tuition.
- \$0 increase to College operating grants.
- Salaries and benefit wage increases do not exceed public sector increases and are based on collective agreements and legislation.
- Other operating expenses have been increases at a rate consistent with the inflation or have remained constant.
- Net Contribution from Funded and Contract Activities is 2% of revenues.
- Strategic Investment Priorities Capacity is calculated at \$48.1 million.
- Overall College contribution margin in 2022-2023 is lower than in previous years due to a reduction in expenditures to be capitalized (non-cash expenditure adjustments).

Proposed key deliverables for the 2020-2022 Business Plan will be provided in a PowerPoint presentation to the Board.

5. LINK TO STRATEGIC PLAN:

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

| | | |
|--|---|--|
| <p>Attain national standing in quality, impact and innovation within each school and service.</p> | <p>Be recognized by our employees and the community as an exceptional place to work.</p> | |
|--|---|--|

6. STUDENT IMPACT:

The pro forma includes sufficient resources to maintain student service levels and academic program standards. Substantive items in the 2020-2022 Business Plan will focus on moving the College further in pursuit of the goal to be a learner-driven organization.

7. FINANCIAL IMPACT:

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

This financial pro forma includes projected drawdowns of internally restricted net assets to fund Strategic Investment Priorities including the Pedestrian Bridge to Rapid Transit and the Athletics and Recreation Centre Enabling Works.

8. HUMAN RESOURCES IMPACT:

The financial pro forma and business plan will include sufficient resources to staff full-time and other-than-full-time complement positions to support College programs and services.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

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

10. COMMUNICATIONS:

The budget estimates will inform the development of the College’s Annual Budget and Business Plan that will be presented to the Board of Governors for approval at the February 24, 2020 meeting.

11. CONCLUSION:

These budget assumptions and financial pro formas are projected based on current information. Projected revenues and reserves will be used to support the College’s Strategic

Plan, Business Plan, and the College's mission: To Transform Hopes and Dreams into Lifelong Success.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Claude Brulé
President and CEO



Laura Stanbra
Vice President, Student Services

Appendices:

| |
|---|
| Appendix A: Three Year Pro Forma Budget |
|---|

DRAFT - THREE YEAR PRO FORMA SUMMARY

(all figures in \$ 000's)

| | Annual Budget 2019-2020 | Pro Forma 2020-2021 | Pro Forma 2021-2022 | Pro Forma 2022-2023 |
|--|----------------------------|------------------------|------------------------|------------------------|
| Funded Activity/College Operations | | | | |
| Revenue | \$ 264,578 | \$ 276,737 | \$ 285,980 | \$ 295,629 |
| Expenditures | 257,222 | 266,470 | 273,040 | 280,384 |
| Net Contribution | 7,356 | 10,267 | 12,940 | 15,245 |
| Contract Activity & Other Non-Funded Activity | | | | |
| Revenue | 27,093 | 25,616 | 25,392 | 26,513 |
| Expenditures | 27,205 | 25,020 | 23,741 | 24,355 |
| Net Contribution | (112) | 596 | 1,651 | 2,158 |
| Campus Services | | | | |
| Revenue | 44,860 | 43,788 | 44,578 | 45,732 |
| Expenditures | 36,996 | 36,966 | 36,140 | 36,758 |
| Net Contribution | 7,864 | 6,822 | 8,438 | 8,974 |
| International Education Centre | | | | |
| Revenue | 60,522 | 70,301 | 77,517 | 83,801 |
| Expenditures | 41,016 | 51,193 | 55,782 | 59,288 |
| Net Contribution | 19,506 | 19,108 | 21,735 | 24,513 |
| Strategic Investment Priorities | | | | |
| Revenue | 14,399 | 39,877 | 5,701 | 2,540 |
| Expenditures | 45,488 | 84,536 | 49,085 | 48,064 |
| Net Contribution | (31,089) | (44,659) | (43,384) | (45,524) |
| Non-Cash Revenue Adjustments | | | | |
| Capital Grants recorded as Deferred Capital Contributions | (12,000) | (1,000) | (1,000) | (1,000) |
| Amortization of Deferred Capital Contributions | 8,000 | 7,800 | 7,900 | 7,900 |
| Non-Cash Expenditure Adjustments | | | | |
| Expenditures to be Capitalized | 18,400 | 19,756 | 16,700 | 5,000 |
| Amortization Expense | (16,800) | (16,800) | (16,800) | (16,864) |
| Change in Vacation, Sick Leave & Post-Employment Benefits | 110 | 110 | 110 | 110 |
| Net Contribution as per Public Sector Accounting Standards (PSAS) | | | | |
| | \$ 1,235 | \$ 2,000 | \$ 8,290 | \$ 512 |

| | |
|-------------------|--|
| Report title: | 2020-2021 Schedule of Tuition and Ancillary Fees |
| Report to: | Board of Governors |
| Date: | December 16, 2019 |
| Author/Presenter: | Laura Stanbra, Vice President, Student Services Krista Pearson, Registrar |

1. RECOMMENDATION:

THAT the Board of Governors approves the proposed 2020-2021 Tuition and Fees Schedules.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to approve the Draft 2020-2021 Tuition and Ancillary Fees Schedules as established in accordance with the Ministry of Colleges and Universities Binding Policy Directive on Tuition and Ancillary Fees.

3. BACKGROUND:

Each year the Tuition and Fees Schedules for the upcoming academic year are presented to the Board of Governors. The Draft 2020-2021 Tuition and Fees Schedules apply to the academic year beginning September 1, 2020 and ending August 31, 2021.

On January 17, 2019 for the 2019-2020 academic year and continuing onto the 2020-2021 academic year, the Government of Ontario announced a reduction of 10% from the 2018-2019 tuition rate. Following this announcement, the Ministry of Colleges and Universities released a new Tuition Fee Framework effective September 1, 2019 to August 31, 2021. This includes the tuition reduction applied to all eligible grant-funded programs and students. It does not include cost-recovery programming or international student tuition.

Principles of the revised tuition fee framework include:

- a) A freeze on tuition fees for the 2020-2021 academic year at 2019-2020 tuition rates. 2019-2020 rates were reduced by 10% from the 2018-2019 tuition rates.
- b) High Demand domestic enrolment must be not be greater than 15.0% of the College's post-secondary domestic enrolment. Graduate Certificate and Degree Programs are excluded from this calculation.

- c) Introduction of the student choice initiative for compulsory ancillary fees. Compulsory ancillary fees were categorized as essential or non-essential with a requirement for students to be able to opt-out of non-essential fees.

The Draft 2020-2021 Tuition and Fees Schedules were developed in consultation with Academic Operations and Planning, Academic Areas, Co-operative Education, the International Education Centre, the Students’ Association, the City of Ottawa (Universal Bus Pass), Campus Services, Information Technology Services, Registrar’s Office and Student Support Services.

The Draft 2020-2021 Compulsory Ancillary Fees were presented to the Students’ Association Board of Directors on September 20, 2019 and the College was subsequently advised of approval on Friday, September 23, 2019.

The first draft the 2020-2021 Schedule of Tuition and Ancillary Fees were reviewed and endorsed by the College Budget Committee on September 12, 2019. Subsequently, this initial draft 2020-2021 Schedule of Tuition and Ancillary Fees was prepared for the Algonquin College Executive Team on September 18, 2019 then presented for approval on October 23, 2019. On November 12, 2019, in preparation for Board of Governors, this draft 2020-2021 Schedule of Tuition and Ancillary Fees was presented to the Academic and Student Affairs Committee.

4. DISCUSSION:

All changes to fees have been highlighted in yellow in the enclosed fee tables. The preparation details for the Draft Tuition and Fees Schedules is summarized in Appendix F: Annual Fees Preparation: Procedure and Timeline, and Appendix B: 2020-2021 Schedule of Fees Preparation Timeline.

5. LINK TO STRATEGIC PLAN:

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

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

6. STUDENT IMPACT:

Tuition fees support the overall health of College financial resources, which in turn, contributes to the efficient delivery of programs and services for students. Every effort is made to scrutinize fees and maintain a balance of financial impact on students with the need to support program instruction. Student tuition fees contribute to the College’s ability to continue to provide quality education.

Algonquin College’s Standard Tuition Fee is comparable to other Ontario Colleges. For 2019-2020, within the existing Tuition Fee Framework, the estimated variance is \$75 per term between the highest provincial College annual tuition rate and the lowest. Algonquin College’s Standard Tuition Fee is expected to stay within \$20.00 of most of the Ontario Colleges, and within a \$5.00 of thirteen of the twenty-four Colleges. In this way, Algonquin is competitive and comparable within the Ontario college system.

7. FINANCIAL IMPACT:

The Draft 2020-2021 Tuition and Fees Schedules are in alignment with provincial practice and the College’s budgetary planning. Tuition and Ancillary Fees augment the General Purpose Operating Grant from the province to support program delivery.

8. HUMAN RESOURCES IMPACT:

The Draft Schedule of Tuition and Ancillary Fees does not have an impact on human resources. The Ancillary Fee (non-essential) opt-out continues to be monitored for potential impact.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The Tuition and Fees Schedules have been prepared in compliance with the existing Government of Ontario’s Ministry of Colleges and Universities Tuition Fee Framework as articulated in the Tuition and Ancillary Fees Minister’s Binding Policy Directive, and the Tuition and Ancillary Fees Reporting Operating Procedure. The Compulsory Ancillary Fees were reviewed and discussed with the Students’ Association on September 20, 2019 and

subsequently approved by the College's Students' Association Board of Directors on September 23, 2019 as per the protocol agreement.

On November 21, 2019 the Ontario Divisional Court determined that Government of Ontario changes to the Compulsory Ancillary Fees were unlawful. The decision was with respect to the creation an "opt-out" functionality for fees determined to be non-essential, such as student union membership fees.

Ministry Policy changes as a result of this judgement are not yet determined or in effect; Algonquin College will continue to monitor impact of the decision and ensure compliance with policy directives.

10. COMMUNICATIONS:

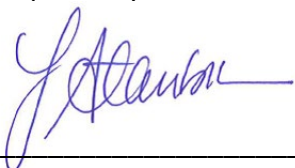
Preparation of the Tuition and Fees Schedules provides new students with the necessary fee information in time for the 2020-2021 admissions cycle.

Fee information is communicated to students through the Algonquin College web-based Student Portal (AC SIS) and the Algonquin College website. The Registrar's Office also uses personalized and targeted communications through digital signage, social media, and email to advise students of important fee information. Upon confirmation of acceptance through fee deposit, students are provided with personalized fee statements through the secure, web-based Student Portal. The creation and launch of a Tuition Fee Estimator in April 2018 eases the ability for students to see all fees for financial and other planning pertaining to the program of study.

11. CONCLUSION:

The 2020-2021 Tuition and Fees Schedules were established in a thorough and consultative process in compliance with Ministry policies. The goal is to continue to support the College in balancing affordable and market competitive fees for students while providing sustainable and high quality resources for quality education.

Respectfully submitted:



Laura Stanbra
Vice President, Student Services

Approved for submission:



Claude Brulé
President and CEO

Appendices:

Executive Summary of Fee Information for the Draft 2020-2021 Tuition and Fee Schedules
Schedule A: 2020-2021 Schedule of Fees
Schedule B: Fees Exemptions Information
Schedule C, D and E: Students' Association Approval of Compulsory Ancillary Fees
Appendix A: Proposed 2020-2021 Compulsory Ancillary Fees
Appendix B: 2020-2021 Schedule of Fees Preparation Timeline
Appendix C: Algonquin College 2020-2021 High Demand 15% Cap Calculation
Appendix D: Sample 2020-2021 Fees Comparison of Four Programs
Appendix E: Sample Student Fees and Expenses 2020-2021
Appendix F: Annual Schedule of Fees Preparation Procedure and Timeline

6.3

Executive Summary of Fee Information for the Draft 2020-2021 Tuition and Ancillary Fee Schedules

Following the Government of Ontario announcement on January 17, 2019 of a tuition fee freeze, on March 29, 2019, the Ministry of Colleges and Universities published the revised Minister's Binding Policy Directive on Tuition and Ancillary Fees (also referred to as the Tuition Fee Framework) and Operating Procedures. The revised directive is in effect September 1, 2019 and expires on August 31, 2021. Two significant framework changes were implemented:

- Tuition Fee reduction by 10% from 2018-2019 in effect for 2019-2020 and continuing onto 2020-2021.
- Ancillary fees were organized into Essential and Non-Essential categories to enable the Student Choice Initiative enabling students to opt-out of ancillary fees deemed to be non-essential.

Tuition Fees (Schedule A: *2020-2021 Schedule of Fees*)

Tuition fees for the 2020-2021 academic year are frozen at the 2019-2020 tuition rates. The 2019-2020 were reduced by 10% over 2018-2019 tuition rates.

Compulsory Ancillary Fees (Appendix A: *Compulsory Ancillary Fee Projections* and Schedule A: *2020-2021 Schedule of Fees*, p. 6-10)

Together with the Students' Association, the College carefully reviews and monitors the use of Compulsory Ancillary Fees. These are fees that are paid by all full-time students for access to services outside of academic instruction. The fees and services can vary by institution depending upon the needs of the students and location of the campus; however, the Binding Policy Directive does require that the proposed fees are supported by the Students' Association and that the fees fall within the maximum allowable increase of 20%.

Under the direction of the Vice President, Student Services, there is a deliberate and shared stewardship to contain costs for students in the ancillary fee review process.

The following proposed 2020-2021 Compulsory Ancillary Fee changes comply with the Minister's Binding Policy Directive on Tuition and Ancillary Fees and have been established in consultation with internal service providers, the Students' Association, the College Budget Committee, and the Algonquin College Executive Team.

As part of the Ministry of Colleges and Universities' Tuition Fee Framework released in January 2019, compulsory ancillary fees were categorized into essential and non-essential groups. Students have the option to opt-out of fees deemed non-essential. At Algonquin, four fees were assigned to the non-essential category:

- Students' Association Campus Life Fee: (\$18.35 per term)
- Students' Association Student Clubs and Communities Fee: (\$3.38 per term)
- Students' Association Membership Fee: (\$29.04 per term)
- Leadership Growth and Volunteerism: (\$2.28 per term)

In Fall 2019, the first term of opt-out implementation, approximately 14% of eligible students opted out of at least one of the four non-essential fees.

For the 2020-2021 academic year, the total per term opt-out amount is proposed to remain as the four identified categories above with a modest change to the fee from \$53.05 to \$55.44 per student; this change of \$2.39 reflects the inclusion of the required Harmonized Sales Tax. See the Students' Association Campus Life Fee below for details.

Students' Association Campus Life (opt-out) Fee

The Campus Life Fee (Schedule A: *2020-2021 Schedule of Fees*, p.8) is proposed to increase from \$18.35 per term to \$20.74 per term. This change reflects the addition of \$2.39 in HST. Upon review by the College's tax consultants (KPMG), it was determined that the Campus Life Fee required the application of HST.

U-Pass Fee

The U-Pass Fee (Schedule A: *2020-2021 Schedule of Fees*, p.7) is expected to increase by a maximum of 2.5% from \$212.71 to \$218.03 (at most) per term. The rate is expected to be confirmed by the City of Ottawa by the end of December 2019. This fee is assessed to full-time on-campus students at the Ottawa campus.

Health Plan Fee

The Health Plan is administered via the Students' Association (Schedule A: *2020-2021 Schedule of Fees*, p.6) and the annual fee is anticipated to be confirmed by the service provider in December 2019. At this time, no increase for 2019-2020 to the fee of \$168.36 is anticipated, but is subject to annual change based on user rates.

The Health Plan services provided by third parties. As such, there are contractual contexts for fee increases or annual adjustments.

Compulsory Ancillary Fees – Proposed Changes

The proposed changes to the approved 2019-2020 compulsory ancillary fees represent a change of 0.95%. This year's modest increase is consistent with last year, where the change in

compulsory ancillary fees for 2019-2020 was less than 1% (0.72%) and reflects contractual, third-party provider increase (U-Pass).

| Compulsory Ancillary Fees | Approved 2019-2020 (two terms) | Proposed 2020-2021 (two terms) | Note or Change |
|--|---|---|--|
| Students' Association Activity | \$254.20 | \$254.20 | no change |
| Students' Association Sports | \$145.26 | \$145.26 | no change |
| Students' Association Building | \$35.00 | \$35.00 | no change |
| Students' Association Campus Life (opt-out) | \$36.70 | \$41.48 | added HST |
| Students' Association Student Clubs and Communities (opt-out) | \$6.76 | \$6.76 | no change |
| Students' Association Membership (opt-out) | \$58.08 | \$58.08 | no change |
| Students' Association Auditorium | \$44.00 | \$44.00 | no change |
| Health Plan (third party) | \$168.36 | \$168.36 | no change yet, usually known by December |
| Technology | \$319.24 | \$319.24 | no change |
| Health Services | \$40.00 | \$40.00 | no change |
| Graduation (first level only) | \$22.00 | \$22.00 | no change |
| Transcript (first level only) | \$20.00 | \$20.00 | no change |
| Student Experience | \$33.44 | \$33.44 | no change |
| Leadership Growth and Volunteerism (opt-out) | \$4.56 | \$4.56 | no change |
| U-Pass (third party) | \$425.42 | \$436.06 | Expected 2.5% increase, for City of Ottawa review in Dec/Jan |
| U-Pass Admin Fee | \$5.51 | \$5.51 | no change |
| TOTAL | \$1,618.53 | \$1,633.95 | \$15.42 increase (0.95% over 2019-20) |

High Demand Tuition Fee (Schedule A: *2020-2021 Schedule of Fees*, p. 2)

All tuition fees for High Demand programs are frozen at the 2019-2020 tuition rates. In accordance with policy, enrolment in basic post-secondary programs of instruction identified as High Demand may not exceed 15.0% of the College's total basic post-secondary enrolment (Appendix C: *High Demand Program Calculation*). The draft calculation for 2020-2021 High Demand enrolment indicates that the College's enrolment in High Demand programs is 14.64%.

International Student Premium (Schedule A: *2020-2021 Schedule of Fees*, p. 11-15)

To align with the combination of Tuition Fees and Grant Revenues that are received from domestic student registrations, international students pay the applicable domestic tuition fee plus an international student tuition fee, also referred to as an international premium.

For all programs, the 2020-2021 international student tuition fees for full-time post-secondary and high demand programs are proposed to increase by a modest 1% over 2019-2020. The

proposed 2020-2021 international premiums for programs range from \$4,420.33 to \$6,895.27 per term.

International Tuition Fee Premium Context

Compared with other Colleges across Ontario, Algonquin's international tuition fees closely align with other large Colleges. Exact location in this list is not yet known as tuition fees for 2020-2021 are not yet finalized.

Current international applicant demand exceeds available seats, in particular for business and technology programs; therefore, this modest increase is expected to have minimal impact on projected international student growth.

Algonquin College Fee Comparison and Provincial Context

At Algonquin College, student Tuition Fees for standard delivery range from \$1,361.29 to \$4,982.23 per term. (Schedule A: *2020-2021 Schedule of Fees*, p. 1-2). This range reflects the application of High Demand tuition rates. A sample application of all fees to students in four programs is given in Appendix D: *Sample 2020-21 Fees Comparison of Four Programs*

Algonquin College's Standard Tuition Fee is comparable to other Ontario Colleges. For 2019-2020, the estimated variance was \$75 per term between the highest and lowest provincial College annual tuition rate. Algonquin College's Standard Tuition Fee is expected to stay within \$20.00 of most of the Ontario Colleges, and within a \$5.00 of thirteen of the Colleges.

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

Program Ancillary Fees (Schedule A: *2020-2021 Schedule of Fees*, p. 17-26)

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

Reviews of Program Ancillary Fees have been undertaken as a part of an ongoing annual fees review effort to understand cost and competition. As a result of these efforts since 2017-2018, Program Ancillary Fees have been amended and, in some instances, reduced or removed. For 2020-2021, 27 courses have removed the program ancillary fee. For 2020-2021, there are 586 course incidental fees (down from 596 in 2019-2020), ranging from \$5 for supplies retained in the International Management course to \$2,520 for a Power Line Technician Line Work course. The average course incidental fee is up 3.8% from \$106.10 in 2019-2020 to \$110.09 for 2020-2021

Fees Exemptions

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

Sample Student Funding and Expenditures (Appendix E: *Sample Student Funding and Expenditures 2020-2021*)

In addition to Tuition Fee Framework changes, the Government of Ontario also introduced changes to the Ontario Student Assistance Program (student grants and loans). The most notable changes include: fewer grants, more loans; change to the definition of dependent from four years out of secondary school to six years; increase in fixed personal contribution from \$3,000 to \$3,600; income threshold modified to provide greater financial support to families with annual incomes less than \$50,000; and restrictions to need assessments (such as computer allowance). Collectively, these changes result in increased expectations of student and/or parental contributions as well as greater support provided by loan versus grant. These changes were in effect for new students in fall 2019, so the full impact of the changes are being monitored but not yet known.

In Appendix E the overview of estimated Student Funding and Expenditures shows that, on average, students will see a decrease in the balance of funding less expenses. For example, a modest decrease in the balance for single students living at home from \$1,722.93 in 2019-2020 to \$1,622.47 in 2020-2021; whereas the single student with one dependent results in a greater decrease from an estimated \$2,394.32 in 2019-2020 to \$306.47 in 2020-2021. A positive balance assists with the expenditures not accounted for such as course materials not included in assessments, lifestyle and other personal expenses; as this positive balance declines, it necessitates that the student seek resources elsewhere, such as through bursary support or student employment.

DRAFT **FEEES**
FOR MINISTRY-FUNDED PROGRAMS
2020-2021

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

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

(no change from 2019-2020 amt.)

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

(Tuition fee factor matching duration)

| Tuition Fee: | <u>Per Term</u> | <u>Annually (two terms)</u> |
|---------------------|-----------------|---------------------------------|
| All Levels | \$1,361.29 | \$2,722.58 |

Full-time Post-Secondary 45-50 Week Programs (Non-Semestered):

(For two-year diploma programs with a tuition fee factor of 2.0)

| Tuition Fee: | <u>Per Term</u> | <u>Annually (three terms)</u> |
|---------------------|-----------------|-----------------------------------|
| All Levels | \$1,815.05 | \$5,445.15 |

Part-time Fees:

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

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

(no change from 2019-2020 amt.)

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

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

(no change from 2019-2020 amt.)

| Program | Level | <u>Per Term</u> | <u>Annually (two terms)</u> |
|---|--------------|-----------------|---------------------------------|
| 1213X Action Sports Park Development | All Levels | \$1,692.02 | \$3,384.04 |
| 1522X Aviation Techniques - Aircraft Maint. | All Levels | \$1,692.02 | \$3,384.04 |
| 0298X Bartending | Level 01 | \$1,330.24 | \$2,660.48 |
| 0380X Broadcasting - Radio | All Levels | \$1,692.02 | \$3,384.04 |
| 1438Y GAS - English for Academic Purposes (3-term program) | All Levels | \$1,128.00 | \$3,384.00 |
| 6149X Interactive Media Design | All Levels | \$1,569.10 | \$3,138.20 |
| 1619X Medical Device Reprocessing | All Levels | \$1,418.13 | \$2,836.26 |
| 0606X Respiratory Therapy | All Levels | \$1,599.56 | \$3,199.12 |
| 0820X Sommelier | All Levels | \$1,691.91 | \$3,383.82 |
| 1214X Urban Forestry - Arboriculture | All Levels | \$1,692.02 | \$3,384.04 |
| 6320X Veterinary Technician | All Levels | \$1,414.66 | \$2,829.32 |

TUITION SHORT PROGRAMS

(no change from 2019-2020 amt.)

| | |
|--------------------|---------|
| Tuition (per week) | \$74.31 |
|--------------------|---------|

DRAFT

**TUITION FEES
FOR HIGH DEMAND MINISTRY-FUNDED PROGRAMS
2020-2021**

UNCHANGED: HD tuition fees frozen at 2019-2020 levels as per MCU policy

| Program Number and Title | | Level | 2018/19 Tuition Fee (per level) | 2019/20 Tuition Fee (per level) | 2020/21 Tuition Fee (per level) | % Increase | \$ Increase |
|--|---|------------------------|---------------------------------------|---------------------------------------|---------------------------------------|----------------|------------------|
| 1456X | Advertising and Marketing Communications Management <i>TFF: 3 Duration: 3</i> | All | \$3,069.58 | \$2,762.62 | \$2,762.62 | 0.00% | \$0.00 |
| 1288X | Animation <i>TFF: 3 Duration: 3</i> | All | \$3,069.58 | \$2,762.62 | \$2,762.62 | 0.00% | \$0.00 |
| 0381X | Broadcasting - Television <i>TFF: 2 Duration: 2</i> | All | \$3,069.58 | \$2,762.62 | \$2,762.62 | 0.00% | \$0.00 |
| 1628X | Cardiovascular Technology <i>TFF: 2 Duration: 2</i> | All | - | \$1,782.67 | \$1,782.67 | 0.00% | \$0.00 |
| 0608X | Dental Assisting (Levels I and II) <i>TFF: 1.25 Duration: 1</i> | Levels 1, 2 Level 3 | \$2,570.94 \$685.45 | \$2,313.84 \$616.90 | \$2,313.84 \$616.90 | 0.00% 0.00% | \$0.00 \$0.00 |
| 1927X | Dental Hygiene <i>TFF: 3 Duration: 3</i> | All | \$3,223.05 | \$2,900.74 | \$2,900.74 | 0.00% | \$0.00 |
| 1421X | Film and Media Production NEW <i>TFF: 2 Duration: 1.5</i> | All | - | - | \$3,843.67 | 0.00% | \$0.00 |
| 3013X | Game Development <i>TFF: 3 Duration: 3</i> | All | \$3,069.58 | \$2,762.62 | \$2,762.62 | 0.00% | \$0.00 |
| 1400X | Graphic Design <i>TFF: 3 Duration: 3</i> | All | \$3,069.58 | \$2,762.62 | \$2,762.62 | 0.00% | \$0.00 |
| 0402X | Journalism <i>TFF: 2 Duration: 2</i> | All | \$2,455.63 | \$2,210.06 | \$2,210.06 | 0.00% | \$0.00 |
| 0915X | Massage Therapy <i>TFF: 3 Duration: 3</i> | All | \$2,529.30 | \$2,276.37 | \$2,276.37 | 0.00% | \$0.00 |
| 1615X | Medical Radiation Technology <i>TFF: 3 Duration: 3</i> | All | \$2,696.86 | \$2,427.17 | \$2,427.17 | 0.00% | \$0.00 |
| 1405X | Music Industry Arts <i>NSDP TFF: 2 Duration: 2</i> | All | \$3,136.89 | \$2,823.20 | \$2,823.20 | 0.00% | \$0.00 |
| 1603X | Orientation to Nursing in Ontario for Practical Nurses <i>TFF: 0.5 Duration: 0.5</i> | Level 1 | \$2,503.14 | \$2,252.82 | \$2,252.82 | 0.00% | \$0.00 |
| 6780X | Outdoor Adventure <i>TFF: 2 Duration: 2</i> | All | \$3,952.09 | \$3,556.88 | \$3,556.88 | 0.00% | \$0.00 |
| 6783X | Outdoor Adventure Naturalist <i>NSDP TFF: 2 Duration: 2</i> | All | \$2,723.20 | \$2,450.88 | \$2,450.88 | 0.00% | \$0.00 |
| 0620X | Paramedic <i>TFF: 2 Duration: 2</i> | All | \$2,701.23 | \$2,431.10 | \$2,431.10 | 0.00% | \$0.00 |
| 0030X | Photography* <i>TFF: 2 Duration: 2</i> | All | \$2,455.63 | \$2,210.06 | \$2,210.06 | 0.00% | \$0.00 |
| *As approved in April 2003, students pay a \$900 per term program fee to cover the cost of using specialized digital and traditional photographic equipment. | | | | | | | |
| 6236X | Pre-Service Firefighter Education and Training <i>TFF: 1.5 Duration: 1</i> | Levels 1, 2 Level 3 | \$5,535.82 \$2,952.40 | \$4,982.23 \$2,657.16 | \$4,982.23 \$2,657.16 | 0.00% 0.00% | \$0.00 \$0.00 |
| 0468X | Public Relations <i>TFF: 2 Duration: 2</i> | All | \$3,069.58 | \$2,762.62 | \$2,762.62 | 0.00% | \$0.00 |

Note:

Part-time fees are prorated.

Final part-time hourly rates will be confirmed following curriculum approval for 2020-2021.

DRAFT

**TUITION FEES FOR MINISTRY-FUNDED
HIGH DEMAND GRADUATE CERTIFICATE, BACHELOR DEGREES (HONOURS)
AND COLLABORATIVE UNIVERSITY DEGREE PROGRAMS
2020-2021**

| GRADUATE CERTIFICATE PROGRAMS WITH HIGH DEMAND TUITION FEES (Part-time fees are prorated) | | UNCHANGED: Fees frozen at 2019-2020 levels per MCU | | | | |
|---|-------------------------------|---|--|--|-------------------------|----------------------------|
| Program Number and Title | Level | 2018/19 Tuition Fee (per level) | 2019/20 Tuition Fee (per level) | 2020/21 Tuition Fee (per level) | % Increase | \$ Increase |
| 1317X Accounting and Financial Practice <i>TFF: 1.5 Duration: 1.5</i> | All | \$2,498.26 | \$2,248.43 | \$2,248.43 | 0.00% | \$0.00 |
| 3005X Advanced Care Paramedic <i>TFF: 1 Duration: 1</i> | Level 1 Level 2 Level 3 | \$5,792.55 \$3,378.96 \$8,206.14 | \$5,213.29 \$3,041.06 \$7,385.52 | \$5,213.29 \$3,041.06 \$7,385.52 | 0.00% 0.00% 0.00% | \$0.00 \$0.00 \$0.00 |
| 1606X Anesthesia Assistant <i>TFF: 1.5 Duration: 1.5</i> | Level 1 Level 2 | \$5,228.69 \$8,714.49 | \$4,705.82 \$7,843.04 | \$4,705.82 \$7,843.04 | 0.00% 0.00% | \$0.00 \$0.00 |
| 1526X Building Automation System Operations <i>TFF: 1 Duration: 1</i> | All | \$3,677.10 | \$3,309.39 | \$3,309.39 | 0.00% | \$0.00 |
| 1525X Building Information Modeling - Lifecycle Mgmt <i>TFF: 1 Duration: 1</i> | All | \$3,216.50 | \$2,894.85 | \$2,894.85 | 0.00% | \$0.00 |
| 1514X Business Intelligence System Infrastructure <i>TFF: 1 Duration: 1</i> | All | \$4,950.22 | \$4,455.19 | \$4,455.19 | 0.00% | \$0.00 |
| 1410X Brand Management <i>TFF: 1 Duration: 1</i> | All | \$2,197.23 | \$1,977.50 | \$1,977.50 | 0.00% | \$0.00 |
| 1605X Clinically Intensive Orientation to Nursing in Ontario <i>TFF: 1.5 Duration: 1.5</i> | Levels 1, 2 Level 3 | \$2,503.14 \$4,264.66 | \$2,252.82 \$3,838.19 | \$2,252.82 \$3,838.19 | 0.00% 0.00% | \$0.00 \$0.00 |
| 1505X Construction Project Management <i>TFF: 1 Duration: 1</i> | All | \$3,458.18 | \$3,112.36 | \$3,112.36 | 0.00% | \$0.00 |
| 1693X Diagnostic Cardiac Sonography <i>TFF: 2 Duration: 2</i> | All | \$2,239.50 | \$2,015.55 | \$2,015.55 | 0.00% | \$0.00 |
| 1618X Diagnostic Medical Sonography <i>TFF: 2 Duration: 2</i> | All | \$1,825.56 | \$1,643.00 | \$1,643.00 | 0.00% | \$0.00 |
| 1622X Digital Health <i>TFF: 1.5 Duration: 1</i> | All | \$3,099.45 | \$2,789.50 | \$2,789.50 | 0.00% | \$0.00 |
| 1524X Energy Management <i>TFF: 1 Duration: 1</i> | All | \$2,095.21 | \$1,885.68 | \$1,885.68 | 0.00% | \$0.00 |
| 1313X Entrepreneurship Acceleration <i>TFF: 1 Duration: 1</i> | All | \$2,135.30 | \$1,921.77 | \$1,921.77 | 0.00% | \$0.00 |
| 1517X Environmental Management and Assessment <i>TFF: 1 Duration: 1</i> | All | \$3,070.89 | \$2,763.80 | \$2,763.80 | 0.00% | \$0.00 |
| 0390X Event Management <i>TFF: 1 Duration: 1</i> | Level 1 Level 2 | \$2,333.73 \$2,311.49 | \$2,100.35 \$2,080.34 | \$2,100.35 \$2,080.34 | 0.00% 0.00% | \$0.00 \$0.00 |
| 1308X Financial Services <i>TFF: 1 Duration: 1</i> | All | \$2,409.57 | \$2,168.61 | \$2,168.61 | 0.00% | \$0.00 |
| 1588X Geographic Information Systems <i>TFF: 1.5 Duration: 1.5</i> | All | \$5,346.18 | \$4,811.56 | \$4,811.56 | 0.00% | \$0.00 |
| 1501X Green Architecture <i>TFF: 1 Duration: 1</i> | All | \$2,631.66 | \$2,368.49 | \$2,368.49 | 0.00% | \$0.00 |
| 1311X Human Resources Management <i>TFF: 1 Duration: 1</i> | All | \$2,483.61 | \$2,235.24 | \$2,235.24 | 0.00% | \$0.00 |
| 0300X Interactive Media Management <i>TFF: 1 Duration: 1</i> | All | \$3,831.79 | \$3,448.61 | \$3,448.61 | 0.00% | \$0.00 |
| 1306X International Business Management <i>TFF: 1 Duration: 1</i> | All | \$2,602.33 | \$2,342.09 | \$2,342.09 | 0.00% | \$0.00 |
| 1404X Kitchen and Bath Design <i>TFF: 1 Duration: 1</i> | All | \$2,256.21 | \$2,030.58 | \$2,030.58 | 0.00% | \$0.00 |
| 1310X Marketing Management <i>TFF: 1 Duration: 1</i> | All | \$2,530.17 | \$2,277.15 | \$2,277.15 | 0.00% | \$0.00 |
| 1303X Marketing Research and Business Intelligence <i>TFF: 1.5 Duration: 1.5</i> | Levels 1, 2 Level 3 | \$2,130.82 \$417.89 | \$1,917.73 \$376.10 | \$1,917.73 \$376.10 | 0.00% 0.00% | \$0.00 \$0.00 |
| 1309X Nonprofit Sector Management <i>TFF: 1 Duration: 1</i> | All | \$4,091.05 | \$3,681.94 | \$3,681.94 | 0.00% | \$0.00 |

DRAFT **TUITION FEES FOR MINISTRY-FUNDED
HIGH DEMAND GRADUATE CERTIFICATE, BACHELOR DEGREES (HONOURS)
AND COLLABORATIVE UNIVERSITY DEGREE PROGRAMS
2020-2021**

| | | | | | | | |
|-------|---|----------|------------|------------|------------|-------|--------|
| 1312X | Project Management <i>TFF: 1 Duration: 1</i> | All | \$3,123.37 | \$2,811.03 | \$2,811.03 | 0.00% | \$0.00 |
| 1523X | Regulatory Affairs - Sciences <i>TFF: 1 Duration: 1</i> | All | \$2,763.40 | \$2,487.06 | \$2,487.06 | 0.00% | \$0.00 |
| 1105X | Retirement Communities Management <i>TFF: 1 Duration: 1</i> | All | \$2,935.05 | \$2,641.54 | \$2,641.54 | 0.00% | \$0.00 |
| 0660X | RN Critical Care Nursing <i>TFF: 0.5 Duration: 0.5</i> | Per Year | \$5,115.95 | \$4,604.35 | \$4,604.35 | 0.00% | \$0.00 |
| 0664X | RN Perioperative Nursing <i>TFF: 0.5 Duration: 0.5</i> | Per Year | \$5,115.95 | \$4,604.35 | \$4,604.35 | 0.00% | \$0.00 |
| 0897X | RPN Operating Room <i>TFF: 0.5 Duration: 0.5</i> | Per Year | \$5,115.95 | \$4,604.35 | \$4,604.35 | 0.00% | \$0.00 |
| 0382X | Scriptwriting <i>TFF: 1 Duration: 1</i> | All | \$2,634.34 | \$2,370.90 | \$2,370.90 | 0.00% | \$0.00 |
| 1102X | Spa and Wellness Operations Management <i>TFF: 1 Duration: 1</i> | All | \$2,271.06 | \$2,043.95 | \$2,043.95 | 0.00% | \$0.00 |
| 6073X | Sport Business Management <i>TFF: 1.5 Duration: 1.5</i> | All | \$3,696.72 | \$3,327.04 | \$3,327.04 | 0.00% | \$0.00 |
| 1827X | Strategic Management <i>TFF: 1 Duration: 1</i> | All | \$2,415.00 | \$2,173.50 | \$2,173.50 | 0.00% | \$0.00 |
| 0925X | Teachers of English as a Second/Foreign Language <i>TFF: 1 Duration: 1</i> | All | \$2,930.48 | \$2,637.43 | \$2,637.43 | 0.00% | \$0.00 |
| 1182X | Technical Writer <i>TFF: 1 Duration: 1</i> | All | \$3,601.63 | \$3,241.46 | \$3,241.46 | 0.00% | \$0.00 |
| 1611X | Victimology <i>TFF: 1 Duration: 1</i> | All | \$1,760.23 | \$1,584.20 | \$1,584.20 | 0.00% | \$0.00 |

DRAFT **TUITION FEES FOR MINISTRY-FUNDED
HIGH DEMAND GRADUATE CERTIFICATE, BACHELOR DEGREES (HONOURS)
AND COLLABORATIVE UNIVERSITY DEGREE PROGRAMS
2020-2021**

| Program Number and Title | Level | 2018/19 Tuition Fee (per level) | 2019/20 Tuition Fee (per level) | 2020/21 Tuition Fee (per level) | Actual % Increase | Actual \$ Increase |
|--|--------------|--|--|--|------------------------------|-------------------------------|
| 6519X Bachelor of Automation and Robotics <i>TFF: 4 Duration: 4</i> | All | - | \$3,337.93 | \$3,337.93 | 0.00% | \$0.00 |
| 6148X Bachelor of Interior Design (Honours) <i>TFF: 4 Duration: 4</i> | All | \$4,238.85 | \$3,814.96 | \$3,814.96 | 0.00% | \$0.00 |
| 1512X Bachelor of Building Science (Honours) <i>TFF: 4 Duration: 4</i> | All | \$3,680.68 | \$3,312.61 | \$3,312.61 | 0.00% | \$0.00 |
| 6066X Bachelor of Commerce (e-Supply Chain Management) (Honours) <i>TFF: 4 Duration: 4</i> | All | \$3,601.79 | \$3,241.61 | \$3,241.61 | 0.00% | \$0.00 |
| 1617X Bachelor of Early Learning and Community Development (Honours) <i>TFF: 4 Duration: 4</i> | All | \$3,758.23 | \$3,382.40 | \$3,382.40 | 0.00% | \$0.00 |
| 6225X Bachelor of Hospitality and Tourism Management (Honours) <i>TFF: 4 Duration: 4</i> | All | \$3,492.91 | \$3,143.61 | \$3,143.61 | 0.00% | \$0.00 |
| 1600B Bachelor of Public Safety (Honours) <i>TFF: 4 Duration: 4</i> | All | \$3,712.19 | \$3,340.97 | \$3,340.97 | 0.00% | \$0.00 |

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

DRAFT

ANCILLARY FEES 2020-2021

COMPULSORY ANCILLARY FEES

ESSENTIAL

STUDENT ACTIVITY FEE

UNCHANGED

\$127.10 per term

Assessed each term to all full-time students.

Part-time day students taking 2 or more courses per term are assessed one-half the normal fee i.e. \$63.55 per term.

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

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

SPORTS FEE

UNCHANGED

\$72.63 per term

Assessed each term to all full-time students.

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

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

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

STUDENT CENTRE BUILDING FEE

UNCHANGED

\$17.50 per term

Assessed each term to all full-time students.

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

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

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

Purpose: Contribution towards construction of student centres.

STUDENT COMMONS/AUDITORIUM FEE

UNCHANGED

\$22.00 per term

Assessed each term to all full-time students.

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

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

HEALTH PLAN FEE

TBC: (\$168.36 per term in 2019-20)

TBC **\$168.36** annually. Prorated for Winter (\$148.36) and Spring Terms (\$20.31)

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

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

DRAFT

ANCILLARY FEES 2020-2021

U-PASS FEE

CHANGED: (\$212.71 per term in 2019-20)

TBC \$218.03 per term for full-time students

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

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

U-PASS ADMINISTRATIVE FEE

UNCHANGED

\$5.51 per academic year for full-time students

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

TECHNOLOGY FEE

UNCHANGED

\$159.62 per term

\$1.60 per hour to a maximum of \$159.62 per term for part-time program registrants

Note: Part-time students are required to pay a minimum of \$72.00 to access all Technology Fee services

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

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

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

HEALTH SERVICES FEE

UNCHANGED

\$20.00 per term

Assessed each term to all full-time students.

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

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

GRADUATION FEE

UNCHANGED

\$22.00

Assessed in first level of all College programs.

Purpose: To support the costs of the Convocation Ceremonies.

TRANSCRIPT FEE

UNCHANGED

\$20.00

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

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

DRAFT

ANCILLARY FEES 2020-2021

STUDENT EXPERIENCE FEE

UNCHANGED

\$16.72 per term

Assessed each term to all full-time students.

Part-time day students taking 2 or more courses per term are assessed one-half the normal fee i.e. \$8.36 per term.

Purpose: To actively engage Algonquin College students outside of the classroom and enrich their overall college experience, through College orientation; educational and engaging campus events; and related opportunities for personal growth both on and off campus.

STUDENT CHOICE ANCILLARY FEES (OPT-OUT)

NON-ESSENTIAL

CAMPUS LIFE FEE

CHANGED: (\$18.35 in 2019-20)

\$20.74 per term (includes HST)

Assessed each term to all full-time students.

Part-time day students taking 2 or more courses per term are assessed one-half the normal fee i.e. \$10.37 per term.

Purpose: To enhance the student experience through a variety of entertainment initiatives offered via the Students' Association. Students will benefit from cultural events, concerts, comedy nights, live bands, karaoke, guest speakers and workshops.

STUDENT CLUBS AND COMMUNITIES

UNCHANGED

\$3.38 per term

Assessed each term to all full-time students.

Part-time day students taking 2 or more courses per term are assessed one-half the normal fee i.e. \$1.69 per term.

Purpose: To provide support to students wishing to join or create a club. Provides access to specific clubs space, offices and meeting rooms.

STUDENTS' ASSOCIATION MEMBERSHIP

UNCHANGED

\$29.04 per term

Assessed each term to all full-time students.

Part-time day students taking 2 or more courses per term are assessed one-half the normal fee i.e. \$14.52 per term.

Purpose: To provide support to the Students' Association and its Board of Directors comprised of full-time students. The Students' Association represents students and brings student concerns to the administration of the college.

LEADERSHIP GROWTH AND VOLUNTEERISM

UNCHANGED

\$2.28 per term

Assessed each term to all full-time students.

Part-time day students taking 2 or more courses per term are assessed one-half the normal fee i.e. \$1.14 per term.

Purpose: To provide support for college initiated volunteer activities on-campus, in the community and abroad. These volunteer activities may be tracked on co-curricular records complementing student career portfolios.

DRAFT

ANCILLARY FEES 2020-2021

PROGRAM ANCILLARY FEES

CENTRE FOR CONTINUING AND ONLINE LEARNING (CCOL) SERVICE FEE

UNCHANGED

\$1.25 per course hour

Assessed to registrants in CCOL courses.

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

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

CO-OP FEE

UNCHANGED

\$559.00 per Co-op work term

Assessed in three instalments prior to work term:

- \$186.33 per term in the two preceding academic terms prior to the Co-op work placement
- \$186.33 on standard fees due date of the Co-op term

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

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

LEARNING MATERIALS AND SUPPLIES

See attached Program Related Ancillary Fees table

Amounts determined annually for specific courses in some programs.

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

Note: Enclosed is a summary by program, by course, of 2020-2021 program-related ancillary fees for program registrants. A summary report of program-related ancillary fees is maintained in the Registrar's Office.

DRAFT

**ANCILLARY FEES
2020-2021**

ADDITIONAL NON-TUITION-RELATED FEES

Unchanged from 2019-2020

| | |
|---|---|
| Academic Appeal | Stage 1: \$25.00 (Refunded if appeal is successful) Stage 2: \$50.00 (Refunded if appeal is successful) |
| Advanced Standing | \$50.00 |
| Course Withdrawal Penalty | \$25.00 |
| Distance Education IT Service Fee | \$50.00 per course for most online courses offered through Distance Education. |
| Duplicate Copies | Diploma/certificate: \$20.00 |
| Late Payment Fee (Full-time students only) | A \$150.00 late fee will be charged to all students who pay their fees after the Balance Due Date and the Fees Due Date (maximum one late fee assessment per term) |
| PLAR | \$113.61 per assessment or challenge. \$90.70 for General Education Portfolio Assessments. \$655.55 per program challenge. |
| PLAR Appeal | \$25.00 |
| PLAR Withdrawal Penalty | \$10.00 |
| Program Withdrawal Penalty | A \$500.00 fee assessed to all domestic students who withdraw in their initial term of the academic year if written request provided within ten business days from the start of the term. |
| International Program Withdrawal Penalty | A \$1500.00 fee assessed to all international students who withdraw if written request provided within ten business days from the start of term. |
| Returned Cheque | \$25.00 |
| Review of Final Grade | \$25.00 (Refunded if appeal is successful) |
| Late Booking or Missed Distance Education Exam | \$50.00 |
| Supplemental Exams | \$15.00 |
| Transfer of Academic Credit (External) | \$10.00 per course assessment |

DRAFT

INTERNATIONAL STUDENT FEES 2020-2021

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

| POST-SECONDARY AND HIGH DEMAND PROGRAMS | | | | |
|---|--------------|-----------------------------------|--|--|
| Program Title | Program Code | Note | 2019-20 International Student Tuition Fee per Term | 2020-21 International Student Tuition Fee per Term |
| Most Post-Secondary Programs | - | <i>All Levels</i> | \$6,988.29 | \$7,044.56 |
| Non-Standard Tuition Fee Programs: | | | | |
| Action Sports Parks Development | 1213X | | \$7,319.02 | \$7,375.29 |
| Advertising & Marketing Communications Management | 1456X | | \$8,389.62 | \$8,445.89 |
| Aircraft Maintenance Technician | 1522X | | \$8,019.02 | \$8,082.29 |
| Animation | 1288X | | \$8,389.62 | \$8,445.89 |
| Architectural Technician | 0188X | | \$7,688.29 | \$7,751.56 |
| Architectural Technology | 0018X | | \$7,688.29 | \$7,751.56 |
| Bartending | 0298X | | \$6,957.24 | \$7,013.51 |
| Broadcasting - Radio | 0380X | | \$7,319.02 | \$7,375.29 |
| Broadcasting - Television | 0381X | | \$8,389.62 | \$8,445.89 |
| Building Construction Technician | 6442X | <i>NSDP</i> | \$7,442.05 | \$7,498.32 |
| Business | 0306X | <i>NSDP</i> | \$7,442.05 | \$7,498.32 |
| Cabinetmaking and Furniture Technician | 0575X | <i>NSDP</i> | \$7,442.05 | \$7,498.32 |
| Cardiovascular Technology | 1628X | | \$7,409.67 | \$7,465.94 |
| Carpentry and Renovation Technician | 6785X | <i>NSDP</i> | \$7,442.05 | \$7,498.32 |
| Computer Eng. Technology - Computing Science | 0006X | | \$7,688.29 | \$7,751.56 |
| Computer Programmer | 0336X | | \$7,688.29 | \$7,751.56 |
| Computer Systems Technician | 0150X | <i>NSDP</i> | \$7,688.29 | \$7,751.56 |
| Construction Engineering Technician | 0190X | | \$7,688.29 | \$7,751.56 |
| Dental Assisting (Levels I and II) | 0608X | <i>Levels 1 and 2 Level 3</i> | \$6,815.44 | \$6,860.46 |
| Dental Hygiene | 1927X | | \$8,527.74 | \$8,584.01 |
| Early Childhood Education | 0398X | <i>Intensive</i> | \$7,688.29 | \$7,751.56 |
| | 0430X | <i>Standard</i> | \$7,688.29 | \$7,751.56 |
| | 0430X | <i>NSDP</i> | \$8,142.05 | \$8,205.32 |
| Electrical Engineering Technician | 0317X | | \$7,688.29 | \$7,751.56 |
| EME Technician | 0550X | | \$7,688.29 | \$7,751.56 |
| Environmental Technician | 1212X | <i>NSDP</i> | \$7,442.05 | \$7,498.32 |
| Esthetician | 1103X | <i>NSDP</i> | \$7,442.05 | \$7,498.32 |
| Forestry Technician | 0108X | <i>NSDP</i> | \$7,442.05 | \$7,498.32 |
| Game Development | 3013X | | \$8,389.62 | \$8,445.89 |
| GAS - English for Academic Purposes | 1438Y | <i>7-week level</i> | \$2,998.88 | \$3,023.23 |
| Graphic Design | 1400X | | \$8,389.62 | \$8,445.89 |

DRAFT

INTERNATIONAL STUDENT FEES 2020-2021

| POST-SECONDARY AND HIGH DEMAND PROGRAMS (continued) | | | | |
|--|---------------------|-----------------------------------|---|---|
| Program Title | Program Code | Note | 2019-20 International Student Tuition Fee per Term | 2019-20 International Student Tuition Fee per Term |
| Heating/Refrigeration/Air Conditioning Technician | 0590X | <i>NSDP</i> | \$7,442.05 | \$7,498.32 |
| Illustration and Concept Art | 1408X | <i>NSDP</i> | \$7,442.05 | \$7,498.32 |
| Interactive Media Design | 6149X | | \$7,196.10 | \$7,252.37 |
| Journalism | 0402X | | \$7,837.06 | \$7,893.33 |
| Masonry - Heritage and Traditional | 0746X | <i>NSDP</i> | \$7,442.05 | \$7,498.32 |
| Massage Therapy | 0915X | | \$7,903.37 | \$7,959.64 |
| Medical Device Reprocessing | 1619X | | \$7,045.13 | \$7,101.40 |
| Medical Radiation Technology | 1615X | | \$8,054.17 | \$8,110.44 |
| Motive Power Technician | 0557A | <i>NSDP</i> | \$7,442.05 | \$7,498.32 |
| Motive Power Technician - Diesel Equipment and Truck | 1527X | <i>NSDP</i> | \$7,442.05 | \$7,498.32 |
| Music Industry Arts | 1405X | <i>NSDP</i> | \$8,450.20 | \$8,506.47 |
| Office Administration - Executive | 0210A | <i>NSDP</i> | \$7,442.05 | \$7,498.32 |
| Orientation to Nursing in Ontario for Practical Nurses | 1603X | | \$7,879.82 | \$7,936.09 |
| Outdoor Adventure | 6780X | | \$9,183.88 | \$9,240.15 |
| Outdoor Adventure Naturalist | 6783X | <i>NSDP</i> | \$8,077.88 | \$8,134.15 |
| Paramedic | 0620X | | \$8,058.10 | \$8,114.37 |
| Photography | 0030X | | \$7,837.06 | \$7,893.33 |
| Police Foundations | 0444X | <i>NSDP</i> | \$7,442.05 | \$7,498.32 |
| Practical Nursing | 1704X | | \$8,528.61 | \$8,596.88 |
| Practical Nursing - Foreign Trained Nurse | 1704F | | \$8,528.61 | \$8,596.88 |
| Pre-Service Firefighter Education & Training | 6236X | <i>Levels 1 and 2 Level 3</i> | \$9,358.79 \$5,158.04 | \$9,402.56 \$5,183.05 |
| Public Relations | 0468X | | \$8,389.62 | \$8,445.89 |
| Respiratory Therapy | 0606X | | \$7,226.56 | \$7,282.83 |
| Sommelier | 0820X | | \$7,318.91 | \$7,375.18 |
| Urban Forestry - Arboriculture | 1214X | | \$7,319.02 | \$7,375.29 |
| Veterinary Technician | 6320X | | \$7,041.66 | \$7,097.93 |
| Water and Wastewater Technician | 3014X | <i>NSDP</i> | \$7,442.05 | \$7,498.32 |

| BACHELOR DEGREE PROGRAMS WITH HIGH DEMAND FEES | | | |
|---|---------------------|---|---|
| Program Title | Program Code | 2019-20 International Student Tuition Fee per Term | 2019-20 International Student Tuition Fee per Term |
| Bachelor of Automation and Robotics | 6519X | \$8,214.93 | \$8,263.70 |
| Bachelor of Building Science (Honours) | 1512X | \$8,189.61 | \$8,238.38 |
| Bachelor of Public Safety (Honours) | 1600B | \$8,217.97 | \$8,628.87 |
| Bachelor Early Learning & Community Dev(Honours) | 1617X | \$8,259.40 | \$8,308.17 |
| Bachelor of Commerce (e-Supply Chain Mgmt) (Honours) | 6066X | \$8,118.61 | \$8,167.38 |
| Bachelor of Interior Design (Honours) | 6148X | \$8,691.96 | \$8,740.73 |
| Bachelor of Hospitality and Tourism Mgmt (Honours) | 6225X | \$8,020.61 | \$8,069.38 |

DRAFT

INTERNATIONAL STUDENT FEES 2020-2021

| GRADUATE CERTIFICATE PROGRAMS | | | | |
|--|-------|----------------|-------------|-------------|
| Accounting and Financial Practice | 1317X | | \$7,125.43 | \$7,174.20 |
| Advanced Care Paramedic | 3005X | Level 1 | \$8,214.30 | \$8,674.64 |
| | | Level 2 | \$4,886.41 | \$4,904.86 |
| | | Level 3 | \$11,867.09 | \$11,911.91 |
| Autism and Behavioural Science | 3017X | On-line | \$6,988.29 | \$7,337.70 |
| BIM - LM | 1525X | | \$7,771.85 | \$7,820.62 |
| BISI | 1514X | | \$9,332.19 | \$9,380.96 |
| Brand Management | 1410X | | \$6,854.50 | \$6,903.27 |
| Building Automation System Operations | 1526X | | \$6,483.50 | \$6,532.27 |
| Clinically Intensive ONO | 1605X | Levels 1 and 2 | \$7,129.82 | \$7,178.59 |
| | | Level 3 | \$8,715.19 | \$8,763.96 |
| Construction Project Management | 1505X | On-line | \$7,989.36 | \$8,038.13 |
| Diagnostic Cardiac Sonography | 1693X | | \$6,892.55 | \$6,941.32 |
| Diagnostic Medical Sonography | 1618X | | \$6,520.00 | \$6,568.77 |
| Digital Health | 1622X | | \$7,666.50 | \$7,715.27 |
| Emergency Management | 1809X | On-line | \$6,238.29 | \$6,287.06 |
| Energy Management | 1524X | | \$6,762.68 | \$6,811.45 |
| Entrepreneurship Acceleration | 1313X | | \$6,798.77 | \$6,847.54 |
| Environmental Management & Assessment | 1517X | | \$7,640.80 | \$7,689.57 |
| Event Management | 0390X | Level 1 | \$6,977.35 | \$7,026.12 |
| | | Level 2 | \$6,957.34 | \$7,006.11 |
| Financial Services | 1308X | | \$7,045.61 | \$7,094.38 |
| Food and Nutrition Management | 1204X | | \$6,988.29 | \$7,044.56 |
| Forensic Acct. and Fraud Investigations | 1801X | On-line | \$6,238.29 | \$6,287.06 |
| Geographic Information Systems | 1588X | | \$9,688.56 | \$9,737.33 |
| Green Architecture | 1501X | | \$7,245.49 | \$7,294.26 |
| Human Resources Management | 1311X | | \$7,112.24 | \$7,161.01 |
| Interactive Media Management | 0300X | | \$8,325.61 | \$8,374.38 |
| Interdisciplinary Studies - Human-Centred Design | 1420X | | \$8,083.32 | \$8,132.09 |
| International Business Management | 1306X | | \$7,219.09 | \$7,267.86 |
| Kitchen and Bath Design | 1404X | | \$6,907.58 | \$6,956.35 |
| Marketing Management | 1310X | | \$7,154.15 | \$7,202.92 |
| Mkting Research & Business Intelligence | 1303X | Level 1 and 2 | \$6,794.73 | \$6,843.50 |
| | | Level 3 | \$1,026.10 | \$1,032.60 |
| Orientation to Nursing in Ontario for Nurses | 1604X | | \$7,129.82 | \$7,178.59 |
| Paralegal | 1316X | | \$6,097.74 | \$6,146.51 |
| Project Management | 1312X | | \$7,688.03 | \$7,736.80 |
| Regulatory Affairs - Sciences | 1523X | | \$7,364.06 | \$7,412.83 |
| Retirement Communities Management | 1105X | | \$7,518.54 | \$7,567.31 |
| Scriptwriting | 0382X | | \$7,247.90 | \$7,296.67 |
| Spa and Wellness Operations Management | 1102X | | \$6,920.95 | \$6,969.72 |
| Sport Business Management | 6073X | | \$8,204.04 | \$8,252.81 |
| Strategic Management | 1827X | On-line | \$7,050.50 | \$7,099.27 |
| Teachers of English as a Sec/Foreign Lan | 0925X | | \$7,514.43 | \$7,563.20 |
| Technical Writer | 1182X | | \$8,118.46 | \$8,167.23 |
| Therapeutic Recreation | 1629X | | \$6,753.47 | \$6,802.24 |
| Victimology | 1611X | | \$6,461.20 | \$6,509.97 |

DRAFT

ADDITIONAL INTERNATIONAL STUDENT FEES 2020-2021

HEALTH INSURANCE FEE

Full-time International students in post-secondary, graduate certificate and bachelor degree programs pay the Health **\$696.00** annually. Prorated for students commencing studies in the Winter (\$464.00) and Spring Terms (\$232.00)
Students enrolled in Introduction to Canadian Health Studies pay \$232.00 per term.

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

| | | |
|---|----------------|-------------------------------|
| The hourly rate for part-time activity is* | \$6.30 | (no change on 2018-2019 amt.) |
| International Student Premium** | \$17.37 | per hour |
| Total, Part-time Fees for International Students | \$23.67 | per hour |

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

STUDENTS IN CO-OP PROGRAMS:

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

ESL/FLS PART-TIME NON-FUNDED COURSES:

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

FULL-TIME STUDENTS TAKING ADDITIONAL COURSES:

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

DISTANCE EDUCATION AND INTERNET COURSES:

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

STUDENTS REGISTERED IN COLLEGE-APPROVED PROGRAMS:

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

REFUND POLICIES FOR INTERNATIONAL STUDENTS:

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

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

Refund in full of any tuition and ancillary fees paid less a \$1500.00 international full-time program withdrawal penalty and the non-refundable Health Insurance Fee (\$696.00 for Fall intake, \$464.00 for Winter intake or \$232.00 for Spring intake) and a refund in full of any tuition and ancillary fees paid in advance for subsequent terms.

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

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

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

**APPRENTICESHIP FEES
2020-2021**

| PROGRAM TITLE | PROGRAM NUMBER | LEVEL | HOURS | FEES |
|--|----------------|--------------|-------|------------|
| Autobody Repairer | 0502X | Basic | 240 | \$400.00 |
| Autobody Repairer | 0502X | Intermediate | 240 | \$400.00 |
| Autobody Repairer | 0502X | Advanced | 240 | \$450.00 |
| Automotive Service Technician | 0529S | Basic | 240 | \$400.00 |
| Automotive Service Technician | 0529S | Intermediate | 240 | \$400.00 |
| Automotive Service Technician | 0529S | Advanced | 240 | \$450.00 |
| Automotive Service Technician (ASEP) | 0568S | Level 1 | 240 | \$400.00 |
| Automotive Service Technician (ASEP) | 0568S | Level 2 | 240 | \$400.00 |
| Automotive Service Technician (ASEP) | 0568S | Level 3 | 240 | \$400.00 |
| Automotive Service Technician (ASEP) | 0568S | Level 4 | 240 | \$450.00 |
| Carpenter | 0504X | Basic | 240 | \$400.00 |
| Carpenter | 0504X | Intermediate | 240 | \$400.00 |
| Carpenter | 0504X | Advanced | 240 | \$450.00 |
| Commercial Vehicle and Equipment | 0529C | Basic | 240 | \$400.00 |
| Cook | 0346X | Basic | 420 | \$600.00 |
| Cook | 0346X | Advanced | 300 | \$650.00 |
| Electrician-Const/Maintenance | 0506X | Basic | 240 | \$400.00 |
| Electrician-Const/Maintenance | 0506X | Intermediate | 300 | \$500.00 |
| Electrician-Const/Maintenance | 0506X | Advanced | 300 | \$550.00 |
| Hairstylist | 0348X | Basic | 240 | \$400.00 |
| Hairstylist | 0348X | Advanced | 240 | \$450.00 |
| Horticultural Technician | 1411X | Level 1 | 360 | \$600.00 |
| Horticultural Technician | 1411X | Level 2 | 360 | \$600.00 |
| Plumber | 0522X | Basic | 240 | \$400.00 |
| Plumber | 0522X | Intermediate | 240 | \$400.00 |
| Plumber | 0522X | Advanced | 240 | \$450.00 |
| Powerline Technician | 1689X | Level 1 | 80 | \$4,000.00 |
| Powerline Technician | 1689X | Level 2 | 80 | \$4,000.00 |
| Refrigeration & Air Conditioning Systems | 0500X | Intermediate | 240 | \$400.00 |
| Refrigeration & Air Conditioning Systems | 0500X | Advanced | 240 | \$450.00 |
| Residential and ICI Air Conditioning | 0500C | Basic | 240 | \$400.00 |
| Residential and ICI Air Conditioning Systems Mechanic | 0500R | Advanced | 240 | \$400.00 |
| Sheet Metal Worker | 0526X | Basic | 240 | \$400.00 |
| Sheet Metal Worker | 0526X | Intermediate | 240 | \$400.00 |
| Sheet Metal Worker | 0526X | Advanced | 240 | \$450.00 |
| Truck and Coach Technician | 0529M | Intermediate | 240 | \$400.00 |
| Truck and Coach Technician | 0529M | Advanced | 240 | \$450.00 |

Part-time apprenticeship fees are pro-rated

ADDITIONAL NON-TUITION-RELATED FEE FOR APPRENTICESHIP:

Prior Learning Assessment and Recognition \$50.00 per assessment or challenge

DRAFT**PROGRAM RELATED ANCILLARY FEES****2020-2021**

*These are College-levied charges over and above the tuition fees and are for learning materials retained by the students.
Final Program-Related Ancillary Fees will be confirmed following curriculum approval for 2020-2021.*

| Program Title | Program Number | Level | Course Title | Course Number | 2020-2021 Ancillary Fee |
|---------------------------------|------------------------|---------|-------------------------------------|---------------|-------------------------|
| Action Sports Parks Development | 1213X | 02 | Snow Terrain Park Maintenance | OAD7122 | \$300.00 |
| | | | Action Sports Program Planning | OAD7206 | \$80.00 |
| Aircraft Maintenance Technician | 1522X | 01 | Safety and Human Factors | AIR1090 | \$25.00 |
| | | 03 | Maintenance Procedures I | AIR2510 | \$70.00 |
| Animation | 1288X | 01 | Life Drawing for Animation I | ANI1513 | \$50.00 |
| | | 02 | Life Drawing for Animation II | ANI1523 | \$50.00 |
| | | 03 | Life Drawing for Animation III | ANI1552 | \$50.00 |
| | | 04 | Life Drawing for Animation IV | ANI1607 | \$50.00 |
| | | 05 | Life Drawing for Animation V | ANI1578 | \$50.00 |
| | | 06 | Life Drawing for Animation VI | ANI1584 | \$50.00 |
| Applied Museum Studies | 0446C | 01 | Art, Architecture and Artifacts | MUS1997 | \$28.00 |
| | | | Introduction to Museum Research | MUS1999 | \$56.50 |
| | | 03 | Collections Management I - Reg'n | MUS2007 | \$28.00 |
| | | | Museum Management | MUS2006 | \$56.50 |
| | | 04 | Shop Practices | MUS2008 | \$11.50 |
| | | | Techniques in Exhibition | MUS2013 | \$14.00 |
| | | 05 | Human Resources Plan & Mngt | MUS1982 | \$28.00 |
| | | | Plan & Develop Educational Exhibits | MUS2019 | \$56.50 |
| 06 | Museum Field Placement | MUS2022 | \$60.00 | | |
| Architectural Technician | 0188W | 01 | Architectural CAD I | CAD8407 | \$15.00 |
| | | | Working Drawings I | ARC8401 | \$15.00 |
| | | | Geometry and Trigonometry | MAT8050 | \$70.00 |
| | | 02 | Architectural CAD II | CAD8409 | \$20.00 |
| | | | Visual Communication II | DSN8402 | \$20.00 |
| | | | Working Drawings II | ARC8402 | \$30.00 |
| | | 03 | Design I | DSN8441 | \$20.00 |
| | | | Revit Architecture I | CAD8414 | \$20.00 |
| | | | Working Drawings III | ARC8403C | \$40.00 |
| | | 04 | Design II | DSN8442 | \$10.00 |
| | | | Revit Architecture II | CAD8415 | \$20.00 |
| | | | Working Drawings IV | ARC8404C | \$40.00 |
| Architectural Technician | 0188X | 01 | Architectural CAD I | CAD8407 | \$15.00 |
| | | | Working Drawings I | ARC8401 | \$15.00 |
| | | | Geometry and Trigonometry | MAT8050 | \$70.00 |
| | | 02 | Architectural CAD II | CAD8409 | \$20.00 |
| | | | Visual Communication II | DSN8402 | \$20.00 |
| | | | Working Drawings II | ARC8402 | \$30.00 |
| | | 03 | Design I | DSN8441 | \$20.00 |
| | | | Revit Architecture I | CAD8414 | \$20.00 |
| | | | Working Drawings III | ARC8403C | \$40.00 |
| | | 04 | Design II | DSN8442 | \$10.00 |
| | | | Revit Architecture II | CAD8415 | \$20.00 |
| | | | Working Drawings IV | ARC8404C | \$40.00 |
| Architectural Technician | 0188Y | 01 | Architectural CAD I | CAD8407 | \$15.00 |
| | | | Working Drawings I | ARC8401 | \$15.00 |
| | | | Geometry and Trigonometry | MAT8050 | \$70.00 |
| | | 02 | Architectural CAD II | CAD8409 | \$20.00 |
| | | | Visual Communication II | DSN8402 | \$20.00 |
| | | | Working Drawings II | ARC8402 | \$30.00 |
| | | 03 | Design I | DSN8441 | \$20.00 |
| | | | Revit Architecture I | CAD8414 | \$20.00 |
| | | | Working Drawings III | ARC8403C | \$40.00 |
| | | 04 | Design II | DSN8442 | \$10.00 |
| | | | Revit Architecture II | CAD8415 | \$20.00 |
| | | | Working Drawings IV | ARC8404C | \$40.00 |

| | | | | | |
|---|-------|----|---------------------------------------|----------|----------|
| Architectural Technology | 0018X | 01 | Architectural CAD I | CAD8407 | \$15.00 |
| | | | Working Drawings I | ARC8401 | \$15.00 |
| | | | Geometry and Trigonometry | MAT8050 | \$70.00 |
| | | 02 | Architectural CAD II | CAD8409 | \$20.00 |
| | | | Visual Communication II | DSN8402 | \$20.00 |
| | | | Working Drawings II | ARC8402 | \$30.00 |
| | | 03 | Design I | DSN8441 | \$20.00 |
| | | | Revit Architecture I | CAD8414 | \$20.00 |
| | | | Working Drawings III | ARC8403C | \$40.00 |
| | | 04 | Design II | DSN8442 | \$10.00 |
| | | | Revit Architecture II | CAD8415 | \$20.00 |
| | | | Working Drawings IV | ARC8404C | \$40.00 |
| | | 05 | Architectural Project I | ARC8497 | \$40.00 |
| | | | Construction Methods & Materials V | ARC8425 | \$135.00 |
| | | | Working Drawings V | ARC8405C | \$40.00 |
| | | 06 | Architectural Project II | ARC8498 | \$40.00 |
| | | | Working Drawings VI | ARC8406C | \$20.00 |
| Architectural Technology | 0018Y | 01 | Architectural CAD I | CAD8407 | \$15.00 |
| | | | Working Drawings I | ARC8401 | \$15.00 |
| | | | Geometry and Trigonometry | MAT8050 | \$70.00 |
| | | 02 | Architectural CAD II | CAD8409 | \$20.00 |
| | | | Visual Communication II | DSN8402 | \$20.00 |
| | | | Working Drawings II | ARC8402 | \$30.00 |
| | | 03 | Design I | DSN8441 | \$20.00 |
| | | | Revit Architecture I | CAD8414 | \$20.00 |
| | | | Working Drawings III | ARC8403C | \$40.00 |
| | | 04 | Design II | DSN8442 | \$10.00 |
| | | | Revit Architecture II | CAD8415 | \$20.00 |
| | | | Working Drawings IV | ARC8404C | \$40.00 |
| | | 05 | Architectural Project I | ARC8497 | \$40.00 |
| | | | Construction Methods & Materials V | ARC8425 | \$135.00 |
| | | | Working Drawings V | ARC8405C | \$40.00 |
| | | 06 | Architectural Project II | ARC8498 | \$40.00 |
| | | | Working Drawings VI | ARC8406C | \$20.00 |
| Auto Body Repairer | 0502X | 01 | Applied Mechanical I | AUT8846 | \$150.00 |
| | | 02 | Applied Mechanical II | AUT8886 | \$150.00 |
| | | 03 | Applied Mechanical III | AUT8866 | \$150.00 |
| Automotive Service Technician | 0529S | 01 | Work Practices | AST8801 | \$150.00 |
| | | 02 | Air Conditioning Systems | AST8310 | \$150.00 |
| | | 03 | Climate Control Systems | AST8320 | \$150.00 |
| Automotive Service Technician (GM-ASEP) | 0568S | 01 | Work Practices I | AST8613 | \$150.00 |
| | | 02 | Work Practices II | AST8623 | \$150.00 |
| | | 03 | Climate Control Systems I | AST8633 | \$150.00 |
| | | 04 | Climate Control Systems II | AST8643 | \$150.00 |
| Bach. Early Learning & Comm Dev(Honours) | 1617X | 02 | Introduction to Curriculum | EDU4114 | \$12.42 |
| | | 04 | Creative Arts for Children | EDU4242 | \$10.00 |
| Bach. Early Learning & Comm Dev(Honours)-Bridging | 1617B | 05 | Infant Specialization | EDU4353 | \$12.42 |
| Bachelor of Building Science (Honours) | 1512X | 06 | Building Information Modeling | CAD3200 | \$125.00 |
| Baking and Pastry Arts | 1201X | 01 | Baking Practical I | FOD2146 | \$840.00 |
| | | | Shop Mgmt 1/Sanitation and Safety | HOS2143 | \$35.00 |
| | | | Dinner Party | HOS2288 | \$75.00 |
| | | 02 | Baking Practical II | FOD2166 | \$80.00 |
| | | | Field Placement - Baking and Pastry I | FLD0095 | \$14.00 |
| | | | Cake Decorating Techniques | FOD2156 | \$12.00 |

| | | | | | |
|-----------------------------------|-------|----|--|---------|----------|
| Baking and Pastry Arts Management | 1207X | 01 | Baking Practical I | FOD2146 | \$840.00 |
| | | | Shop Mgmt 1/Sanitation and Safety | HOS2143 | \$35.00 |
| | | | Dinner Party | HOS2288 | \$75.00 |
| | | 02 | Baking Practical II | FOD2166 | \$80.00 |
| | | | Shop Management and Entrepreneurs | HOS2153 | \$0.00 |
| | | | Field Placement - Baking and Pastry I | FLD0095 | \$14.00 |
| | | | Cake Decorating Techniques | FOD2156 | \$12.00 |
| | | 03 | Sugar Techniques and Artistry | FOD2148 | \$38.00 |
| | | | Chocolate Techniques and Artistry | FOD2149 | \$40.00 |
| | | | Nutrition and Food Preparation | FOD2129 | \$12.00 |
| | | | Baking for Special Diets | FOD2158 | \$15.00 |
| | | | Artisan Bread | FOD2159 | \$15.00 |
| | | 04 | Advanced Cake Decoration/Gum Past | FOD2231 | \$75.00 |
| | | | Pastry and Plating Techniques | FOD2253 | \$80.00 |
| | | | Specialty Cakes-Marizpan/Petit Four | FOD2232 | \$80.00 |
| | | | Field Placement 2 Baking and Pastry | FLD0097 | \$14.00 |
| Bartending | 0298X | 01 | Bar Cost Control and Regulations | HOS2061 | \$30.00 |
| | | | Customer Relations | HOS2082 | \$83.00 |
| | | | Mixology Practical | HOS2080 | \$70.00 |
| | | | Oenology | HOS2066 | \$25.00 |
| | | | The Dinner Party | HOS2288 | \$75.00 |
| BBS (Honours) (Entry Level 03) | 1512A | 06 | Building Information Modeling | CAD3200 | \$125.00 |
| BBS (Honours) (Entry Level 05) | 1512B | 06 | Building Information Modeling | CAD3200 | \$125.00 |
| BHTM (Honours) | 6225X | 01 | Food and Beverage Studies | FOD6101 | \$110.00 |
| | | | Foundations Hospitality and Tourism | HOS6100 | \$10.00 |
| | | | Hotel Operations | HOS6102 | \$65.00 |
| | | 02 | Financial Accounting | ACC6104 | \$10.00 |
| | | | Food and Beverage Operations | FOD6103 | \$100.00 |
| | | 03 | Food Production and Service | FOD6109 | \$200.00 |
| | | | Managerial Accounting | ACC6107 | \$10.00 |
| | | 04 | Conference and Event Management | HOS6112 | \$10.00 |
| | | | Cost Control in Hospitality | HOS6115 | \$10.00 |
| | | 05 | Organizational Behaviour | HRM6118 | \$50.00 |
| | | | Revenue Management in Hospitality | MGT6117 | \$10.00 |
| | | | Culinary and Beverage Tourism | HOS6137 | \$100.00 |
| | | 06 | Financial Analysis | ACC6124 | \$10.00 |
| | | 07 | Career Development and Management | HOS6130 | \$45.00 |
| | | | Hospitality Business Simulation | HOS6126 | \$85.00 |
| | | | Applied Research Methods | QUA6127 | \$10.00 |
| | | 08 | International Management | MGT6130 | \$5.00 |
| | | | Project Management in Food and Beverage Operations | FOD6128 | \$25.00 |
| | | | Cases in Hospitality and Tourism Management | HOS6133 | \$10.00 |
| | | | Attractions Management | TOU6129 | \$100.00 |
| BHTM (Honours) - Bridging | 6225B | 05 | Organizational Behaviour | HRM6118 | \$50.00 |
| | | | Revenue Management in Hospitality | MGT6117 | \$10.00 |
| | | | Culinary and Beverage Tourism | HOS6137 | \$100.00 |
| | | 06 | Financial Analysis | ACC6124 | \$10.00 |
| | | 07 | Career Development and Management | HOS6130 | \$45.00 |
| | | | Hospitality Business Simulation | HOS6126 | \$85.00 |
| | | | Applied Research Methods | QUA6127 | \$10.00 |
| | | 08 | International Management | MGT6130 | \$5.00 |
| | | | Project Management in Food and Beverage Operations | FOD6128 | \$25.00 |
| | | | Cases in Hospitality and Tourism Management | HOS6133 | \$10.00 |
| | | | Attractions Management | TOU6129 | \$100.00 |
| Biotechnology - Advanced | 1020X | 01 | Experimental Design for Biotechnology | BTC3500 | \$75.00 |
| Choose one in Level 05 | | 05 | Biotechnology Field Placement I | BTC3601 | \$75.00 |
| Broadcasting - Radio | 0380X | 01 | Introduction to Broadcasting | RAD1506 | \$10.00 |
| Broadcasting - Television | 0381X | 01 | Electronic Field Production I | TVA1565 | \$75.00 |
| | | | Introduction to Post-Production | TVA1530 | \$150.00 |
| | | 02 | Electronic Field Production II | TVA1566 | \$30.00 |
| | | | Studio Production II | TVA1507 | \$30.00 |
| | | 03 | Electronic Field Production III | TVA1515 | \$30.00 |
| | | | Production & Business Mgt I | TVA1560 | \$20.00 |
| | | 04 | Electronic Field Production IV | TVA1519 | \$30.00 |
| | | | Remote Broadcast II | TVA1518 | \$95.00 |

| | | | | | |
|--|-------|--------|--|---------|----------|
| Building Construction Technician | 6442X | 01 | Applied Construction Geometry | CON8125 | \$40.00 |
| | | | Building Structures I | CON8114 | \$180.00 |
| | | | Computer Applications | DAT2004 | \$70.00 |
| | | | Drafting | DRA8110 | \$85.00 |
| | | 02 | AutoCAD I | CAD8010 | \$35.00 |
| | | | Building Structures II | CON8120 | \$65.00 |
| | | 03 | AutoCAD II | CAD8020 | \$45.00 |
| | | | Interior Systems | WOO8805 | \$40.00 |
| Building Information Modeling - Lifecycle Management | 1525X | 01 | Introduction to Programming | DAT8921 | \$50.00 |
| Business - Marketing | 0214E | 02 | Product and Pricing Strategies | MKT2206 | \$41.00 |
| | | 03 | Marketing Research | MKT2284 | \$30.00 |
| | | 04 | Marketing Plan Project Field Work | MKT2261 | \$30.00 |
| Business - Management & Entrepreneurship | 0242X | 03 | Project Management for Business Sta | MGT2225 | \$16.00 |
| Business Administration - Finance | 0216K | 04 | Retirement Planning | FIN2306 | \$113.00 |
| | | 05 | Risk and Estate Planning | FIN2307 | \$113.00 |
| | | 06 | Investment Planning | FIN2308 | \$113.00 |
| | | | Income Tax Planning | FIN2309 | \$113.00 |
| Business Administration - Supply and Operations Mgt | 0216L | 06 | Manufacturing Simulation (SAP) | MGT2308 | \$55.00 |
| Business Administration (charged if selected) | 0216E | elect. | Manufacturing Simulation (SAP) | MGT2308 | \$55.00 |
| (charged if selected) | | 04 | Retirement Planning | FIN2306 | \$113.00 |
| (charged if selected) | | 05 | Risk and Estate Planning | FIN2307 | \$113.00 |
| (charged if selected) | | 06 | Investment Planning | FIN2308 | \$113.00 |
| (charged if selected) | | | Income Tax Planning | FIN2309 | \$113.00 |
| Cabinetmaking and Furniture Technician | 0575X | 01 | Joinery | WOO8930 | \$460.00 |
| | | 02 | Furniture Making | WOO8939 | \$135.00 |
| | | 03 | Furniture, Kitchens and Millwork | WOO0004 | \$215.00 |
| Carpentry and Joinery - Heritage | 0530X | 01 | Carpentry I: Foundations and Floors | CON9111 | \$150.00 |
| | | | Joinery I: Fundamentals | WOO9254 | \$105.00 |
| | | 03 | Joinery III: Traditional Windows | WOO9304 | \$75.00 |
| | | | Joinery IV: Traditional Doors | WOO9307 | \$90.00 |
| | | | Conservation Methods I: Windows | BSC9300 | \$25.00 |
| | | 04 | Joinery VI: Ornamental Millwork | WOO9400 | \$50.00 |
| | | | Culminating Architectural Millwork Pro | WOO9401 | \$80.00 |
| | | | Traditional Carpentry II: Log Building | WOO9402 | \$50.00 |
| Child and Youth Care | 0476X | 03 | Child and Youth Care Interventions | FAM1064 | \$25.00 |
| | | | Outdoor Activities I | FAM1070 | \$156.20 |
| | | 04 | Child Abuse and the Law | FAM1087 | \$12.00 |
| | | 05 | Advanced CYC Interventions | FAM1270 | \$24.00 |
| | | 06 | Outdoor Activities II | FAM1100 | \$190.52 |
| Civil Engineering Technology | 0192X | 01 | Construction Materials I | CON8411 | \$20.00 |
| | | | Residential Building/Estimating | CON8101 | \$15.00 |
| | | | Geometry and Trigonometry | MAT8050 | \$70.00 |
| | | 02 | Commercial Building/Estimating | CON8102 | \$15.00 |
| | | | Construction Materials II | CON8412 | \$20.00 |
| | | 03 | AutoCAD I | CAD8400 | \$20.00 |
| | | | Civil Estimating | CON8404 | \$25.00 |
| | | 04 | AutoCAD II | CAD8405 | \$30.00 |
| | | 05 | Project Scheduling and Cost Control | CON8406 | \$10.00 |
| Civil Engineering Technology | 0192Y | 01 | Construction Materials I | CON8411 | \$20.00 |
| | | | Residential Building/Estimating | CON8101 | \$15.00 |
| | | | Geometry and Trigonometry | MAT8050 | \$70.00 |
| | | 02 | Commercial Building/Estimating | CON8102 | \$15.00 |
| | | | Construction Materials II | CON8412 | \$20.00 |
| | | 03 | AutoCAD I | CAD8400 | \$20.00 |
| | | | Civil Estimating | CON8404 | \$25.00 |
| | | 04 | AutoCAD II | CAD8405 | \$30.00 |
| | | 05 | Project Scheduling and Cost Control | CON8406 | \$10.00 |
| Clinically Intensive ONO | 1605X | 01 | Basic Technical Nursing Skills I | NSG0071 | \$180.20 |
| | | 02 | Nursing in Geriatric Mental Health | NSG6804 | \$28.25 |
| Commercial Vehicle and Equipment | 0529C | 01 | Trade Practices | TRK8308 | \$150.00 |

| | | | | | |
|--|-------|--------|---|----------|----------|
| Computer Eng. Technology - Comp. Science | 0006X | 01 | Tech. Math for Computer Science | MAT8001C | \$70.00 |
| | | 03 | Processor Architecture | CST8216 | \$30.00 |
| | | 05 | Interfacing | CST8227 | \$72.00 |
| Computer Programmer | 0336X | 01 | Tech. Math for Computer Science | MAT8001C | \$70.00 |
| Computer Systems Technician | 0150X | 01 | Windows Operating Systems I | CST8202 | \$173.00 |
| Computer Systems Technology - Security | 0156X | 01 | Windows Operating Systems I | CST8202 | \$173.00 |
| Construction Engineering Technician | 0190W | 01 | Construction Materials I | CON8411 | \$20.00 |
| | | | Residential Building/Estimating | CON8101 | \$15.00 |
| | | | Geometry and Trigonometry | MAT8050 | \$70.00 |
| | | 02 | Commercial Building/Estimating | CON8102 | \$15.00 |
| | | | Construction Materials II | CON8412 | \$20.00 |
| | | 03 | AutoCAD I | CAD8400 | \$20.00 |
| | | | Civil Estimating | CON8404 | \$25.00 |
| | | 04 | AutoCAD II | CAD8405 | \$30.00 |
| Construction Engineering Technician | 0190X | 01 | Construction Materials I | CON8411 | \$20.00 |
| | | | Residential Building/Estimating | CON8101 | \$15.00 |
| | | | Geometry and Trigonometry | MAT8050 | \$70.00 |
| | | 02 | Commercial Building/Estimating | CON8102 | \$15.00 |
| | | | Construction Materials II | CON8412 | \$20.00 |
| | | 03 | AutoCAD I | CAD8400 | \$20.00 |
| | | | Civil Estimating | CON8404 | \$25.00 |
| | | 04 | AutoCAD II | CAD8405 | \$30.00 |
| Construction Engineering Technician | 0190Y | 01 | Construction Materials I | CON8411 | \$20.00 |
| | | | Residential Building/Estimating | CON8101 | \$15.00 |
| | | | Geometry and Trigonometry | MAT8050 | \$70.00 |
| | | 02 | Commercial Building/Estimating | CON8102 | \$15.00 |
| | | | Construction Materials II | CON8412 | \$20.00 |
| | | 03 | AutoCAD I | CAD8400 | \$20.00 |
| | | | Civil Estimating | CON8404 | \$25.00 |
| | | 04 | AutoCAD II | CAD8405 | \$30.00 |
| Carpentry and Renovation Techniques | 1519X | 01 | Applied Construction Geometry | MAT7013 | \$10.00 |
| | | | Building Tools and Materials | CON7014 | \$350.00 |
| | | | Plans, Specifications and Code I | DRA7334 | \$80.00 |
| | | 02 | Res Framing and Ext Finish | CON7015 | \$150.00 |
| Cook | 0346X | 01 | Culinary Restaurant Operations | FOD2197 | \$117.00 |
| | | 02 | Food - Practical II | FOD2186 | \$117.00 |
| Culinary Management | 0354X | 01 | Culinary Fundamentals | FOD2132 | \$50.00 |
| | | | Introd. to Applied Culinary and Butchery Techniques | FOD2111 | \$895.00 |
| | | | Introduction to Baking and Pastry | FOD2119 | \$36.00 |
| | | | Sanitation and Safety Training | FOD2103 | \$80.00 |
| | | | Theory of Food | FOD2107 | \$15.00 |
| | | 02 | Applied Culinary Techniques | FOD2126 | \$117.00 |
| | | | Culinary Restaurant Operations | FOD2197 | \$80.00 |
| | | | Nutrition and Food Preparation | FOD2129 | \$12.00 |
| | | | Contemporary Production Methods | FOD2117 | \$117.00 |
| | | | Field Placement Culinary Arts | FLD0100 | \$14.00 |
| | | 03 | Contemporary Banquet and Restaurant | FOD2189 | \$117.00 |
| | | | Farm to Fork | FOD2105 | \$75.00 |
| | | 04 | International Cuisine | FOD2133 | \$60.00 |
| | | | Field Placement II Culinary Arts | FLD0200 | \$14.00 |
| | | | Capstone Culinary Restaurant | FOD2249 | \$50.00 |
| | | | Advanced Culinary Operations | FOD2250 | \$80.00 |
| (Charged in Level 03, two of the four courses taken alternate terms) | | elect. | Pastry and Plating Techniques | FOD2253 | \$77.00 |
| | | | Wine Food and Restaurant Service | FOD2106 | \$150.00 |
| Culinary Skills - Chef Training | 0206X | 01 | Culinary Fundamentals | FOD2132 | \$50.00 |
| | | | Introd. to Applied Culinary and Butchery Techniques | FOD2111 | \$895.00 |
| | | | Introduction to Baking and Pastry | FOD2119 | \$36.00 |
| | | | Sanitation and Safety Training | FOD2103 | \$80.00 |
| | | | Theory of Food | FOD2107 | \$15.00 |
| | | 02 | Applied Culinary Techniques | FOD2126 | \$117.00 |
| | | | Culinary Restaurant Operations | FOD2197 | \$80.00 |
| | | | Nutrition and Food Preparation | FOD2129 | \$12.00 |
| | | | Contemporary Production Methods | FOD2117 | \$117.00 |
| | | | Field Placement Culinary Arts | FLD0100 | \$14.00 |

| | | | | | |
|--|-------|-------|-------------------------------------|----------|------------|
| Dental Assisting (Levels I and II) | 0608X | 01 | Dental Materials Laboratory I | DEN4455 | \$528.15 |
| | | | Preclinic Practicum I | DEN4396 | \$553.50 |
| | | | Radiography Practicum I | DEN4453 | \$430.40 |
| | | 02 | Dental Materials Lab II | DEN4461 | \$98.85 |
| | | | Preclinic Practicum II | DEN4398 | \$860.25 |
| Dental Hygiene | 1927X | 01 | Preclinic Practicum I | DEN4409 | \$783.55 |
| | | | Radiography Practicum I | DEN4453 | \$430.35 |
| | | 02 | Dental Materials I | DEN4416 | \$98.85 |
| | | | Preclinic Practicum II | DEN4422 | \$989.70 |
| | | 03 | Preclinical Practicum III | DEN4430 | \$442.05 |
| | | 05 | Clinic Practicum II | DEN4456 | \$974.90 |
| Developmental Services Worker (charged in Level 03) | 0436A | 01 | Human Physiology and Health I | FAM1290 | \$24.98 |
| | 0436A | 03/04 | Residential Health Clinical Skills | FAM1911 | \$27.25 |
| Diagnostic Medical Sonography | 1618X | 01 | Sonography Skills Laboratory I | IMG1017 | \$201.69 |
| Early Childhood Education | 0398X | 01 | Fostering Children's Creativity | FAM1222 | \$12.42 |
| | | | Preparation for Field Experience | FAM1210 | \$15.00 |
| Early Childhood Education | 0430X | 01 | Observation Skills | FAM1000 | \$12.42 |
| | | 03 | Creative Art Experiences Child | FAM0030 | \$15.00 |
| Early Childhood Education (Perth) | 0430X | 01 | Preparation for Field Placement I | FAM9618 | \$10.00 |
| | | | Fostering Creativity in Children | FAM9637 | \$40.00 |
| | | 02 | Math and Science | FAM9628 | \$30.00 |
| | | 03 | Language Arts | FAM9625 | \$35.00 |
| Electrical Engineering Technician | 0317X | 01 | Essential Mathematics | MAT8100 | \$70.00 |
| | | 02 | Electrical Principles - II | ELE8922A | \$40.00 |
| | | | Introduction to Programming | DAT8921 | \$50.00 |
| | | 03 | Power Electronics | ELE8930 | \$70.00 |
| | | | Programmable Controllers | ELE8932 | \$10.00 |
| | | 04 | Robotics and Controls | ELE8941 | \$185.00 |
| Electrical Engineering Technology | 0318X | 01 | Essential Mathematics | MAT8100 | \$70.00 |
| | | 02 | Electrical Principles - II | ELE8922A | \$40.00 |
| | | | Introduction to Programming | DAT8921 | \$50.00 |
| | | 03 | Power Electronics | ELE8930 | \$70.00 |
| | | | Programmable Controllers | ELE8932 | \$10.00 |
| | | 04 | Robotics and Controls | ELE8941 | \$185.00 |
| | | 05 | Microcomputer Interfacing | CAM8302E | \$415.00 |
| Maintenance) | 0506X | 01 | Electronics - Level 1 | ELE8716 | \$75.00 |
| | | | Installation Methods - Level 1 | ELE8714 | \$75.00 |
| | | 02 | Electronics - Level 2 | ELE8726 | \$75.00 |
| | | | Installation Methods - Level 2 | ELE8724 | \$75.00 |
| | | 03 | Electronics - Level 3 | ELE8737 | \$75.00 |
| | | | Installation Methods - Level 3 | ELE8740 | \$75.00 |
| Environmental Management & Assessment | 1517X | 02 | Environ. Auditing & Site Assessment | ENV4006 | \$100.00 |
| Esthetician | 1103X | 01 | Esthetics Practical Lab I | HLT1103 | \$1,160.00 |
| | | 02 | Esthetics Practical Lab II | HLT2102 | \$950.00 |
| | | | Spa Operations I | FLD2109 | \$180.00 |
| | | 03 | Spa Operation II | FLD3100 | \$250.00 |
| | | | Esthetics Practical Lab III | HLT3101 | \$150.00 |
| Event Management | 0390X | 01 | Event Management Strategies | FAE1342 | \$51.50 |
| | | | Event Projects I Practical | FAE1347 | \$15.00 |
| | | 02 | Field Work | FAE1335 | \$50.00 |
| Fitness and Health Promotion | 3010X | 01 | Introduction to Fitness/Wellness | FIT2212 | \$332.07 |
| | | 02 | Fitness Assessment | FIT2220 | \$67.78 |
| | | 03 | Personal Training | FIT2237 | \$388.57 |
| | | | Sports Injuries/Exercise Safety | FIT2230 | \$20.00 |
| Food and Nutrition Management | 1204X | 01 | Quality Mgt - Sanitation/Safety | MGT3001 | \$78.00 |
| | | 02 | Clinical Nutrition | NTN4001 | \$27.00 |
| | | | Food Modification | NTN4002 | \$150.00 |
| Game Development | 3013X | 01 | Game Design Foundations | GAM1510 | \$70.00 |
| | | | Cinematics | GAM1575 | \$15.00 |
| | | 06 | Capstone II: Project Management | GAM1562 | \$400.00 |
| GAS - 1 Yr -Intro to Fine Art | 1438F | 01 | Foundations in Print and 3D Media | ART0030 | \$353.00 |
| | | | Painting Methods and Concepts I | ART0010 | \$193.00 |
| | | | Ice House Success Strategies | SSC0102 | \$170.00 |
| | | | Strategies in Drawing I | ART0028 | \$165.52 |
| | | 02 | Painting Methods and Concepts II | ART0013 | \$175.00 |
| | | | Strategies in Drawing II | ART0029 | \$52.00 |
| | | | Digital Photography | SSC0069 | \$50.00 |
| | | | The Business of Art | BUS0003 | \$50.00 |
| GAS - One Year - Community Studies | 1438B | 01 | Ice House Success Strategies | SSC0102 | \$170.00 |

| | | | | | |
|--|-------|--------|-------------------------------------|----------|------------|
| GAS - One Year - Concept Art Foundations | 1438U | 01 | Character Design I | ART0016 | \$234.00 |
| | | | Environment Design I | ART0015 | \$20.00 |
| | | | Life Drawing I | ART0018 | \$103.50 |
| | | | Photoshop for Concept Design | ART0027 | \$20.00 |
| | | 02 | Creative Thinking | SSC0083 | \$60.00 |
| | | | Ice House Success Strategies | SSC0102 | \$170.00 |
| | | | Environment Design II | ART0020 | \$28.00 |
| | | | Life Drawing II | ART0024 | \$50.00 |
| GAS - One Year - Design Studies | 1438J | 01 | Fund. of Creative Photography | SSC0041 | \$350.00 |
| | | | Ice House Success Strategies | SSC0102 | \$170.00 |
| | | | Portfolio, Layout and Design I | DSN1371 | \$532.00 |
| | | 02 | Portfolio, Layout and Design II | DSN1372 | \$358.00 |
| GAS - One Year - Environmental Studies | 1438E | 01 | Environmental Citizenship | ENV0010E | \$240.00 |
| | | | Entrepreneurial Mindset | GED0020 | \$170.00 |
| | | 02 | Approaches to Sustainability | ENV0007 | \$23.00 |
| GAS - One Year - Justice Studies | 1438P | 01 | Entrepreneurial Mindset | GED0020 | \$170.00 |
| GAS - One Year - Media & Communication Studies | 1438C | 01 | Ice House Success Strategies | SSC0102 | \$170.00 |
| GAS - One Year - Pre- Technology | 1438T | 01 | Ice House Success Strategies | SSC0102 | \$170.00 |
| | | 02 | Basic Electronic Assembly | ELN8613 | \$115.00 |
| GAS - One Year - Pre-Trades | 1438V | 01 | Building Construction Lab | GAS0041 | \$80.00 |
| | | | Cabinet and Furniture Making Lab | GAS0042 | \$80.00 |
| | | | Plumbing Exploration Lab | GAS0043 | \$80.00 |
| | | | Ice House Success Strategies | SSC0102 | \$170.00 |
| | | 02 | General Machinist Lab | GAS0045 | \$80.00 |
| | | | Motive Power Lab | GAS0044 | \$80.00 |
| | | | Sheet Metal Lab | GAS0046 | \$80.00 |
| GAS - Pre-Animation and Illustration | 1438G | 01 | Layout Design I | ANI1600 | \$676.10 |
| | | 02 | Portfolio Preparation | ANI0017 | \$380.00 |
| | | | Entrepreneurial Mindset | GED0020 | \$170.00 |
| GAS-Introduction to Music Industry Arts | 1438D | 01 | Introduction to Audio Recording | MSC0061 | \$580.00 |
| | | 02 | Introduction to Audio Production | MSC0062 | \$370.00 |
| General Carpenter (Pembroke) | 0504X | 01 | Safety, Materials and Tools | WOO7313 | \$150.00 |
| | | 02 | Residential Construction | WOO7323 | \$150.00 |
| | | 03 | (ICI) Construction | WOO7333 | \$150.00 |
| General Carpenter | 0504X | 01 | Safety, Materials and Tools | WOO8813 | \$150.00 |
| | | 02 | Residential Construction | WOO8823 | \$150.00 |
| | | 03 | ICI Construction | WOO8839 | \$150.00 |
| Graphic Design | 1400X | 03 | Graphic Design III | DSN1533 | \$30.00 |
| | | 05 | Computer Graphics V | DSN1677 | \$30.00 |
| Green Architecture | 1501X | 01 | Computer Modeling for Buildings | CAD8480 | \$25.00 |
| | | | Eco Design | ARC1510 | \$75.00 |
| | | | Project Doc. & Presentation Skills | ARC1522 | \$25.00 |
| | | 02 | Building Modeling and Analysis | CAD8481 | \$25.00 |
| | | | Final Project | ARC1520G | \$75.00 |
| | | | Standards and Accreditation | ARC1523 | \$50.00 |
| Hairstyling | 1104X | 01 | Cut Hair I | HAI1016 | \$1,284.23 |
| .. | | 02 | Cut Hair II | HAI2033 | \$592.67 |
| | | 03 | Textured Hair Service | HAI3019 | \$180.79 |
| | | 04 | Cut Hair III | HAI3021 | \$233.12 |
| Hairstylist | 0348X | 01 | Cut Hair I | HAI2141 | \$150.00 |
| | | 02 | Cut Hair II | HAI2215 | \$150.00 |
| Heating/Refrigeration/Air Cond Tn | 0590X | 01 | Electrical Fundamentals | ELE8131 | \$90.00 |
| | | | Computer Applications | DAT2004 | \$70.00 |
| Horticultural Industries | 1406X | 01 | Horticultural Jobsite Safety | HOR7032 | \$265.00 |
| | | | Urban Agriculture I | HOR7005 | \$20.00 |
| | | | Nursery and Garden Centre Operation | HOR7029 | \$30.00 |
| Horticultural Technician | 1411X | 01 | Landscape Construction I | HOR0568 | \$150.00 |
| | | 02 | Landscape Construction II | HOR0579 | \$150.00 |
| Hospitality - Hotel & Rest. Ops. Mgmt. | 0208X | 01 | Beverage Service Theory | HOS2229 | \$85.00 |
| | | | Food Preparation Theory | FOD2200 | \$378.00 |
| | | | Hospitality Marketing I | MKT2235 | \$10.00 |
| | | | Intro.to Hospitality & Tourism Mgt. | HOS2224 | \$20.00 |
| | | | Wine, Food and Culture | HOS2255 | \$30.00 |
| | | elect. | Kitchen Operations | FOD2224 | \$102.00 |
| | | | Restaurant Operations and Theory | HOS2234 | \$100.00 |
| | | 03 | Hospitality Management Applications | DAT2236 | \$20.00 |
| | | | Wine, Food and Culture | HOS2255 | \$30.00 |
| | | 04 | Volunteerism in Society | HOS2200 | \$10.00 |

| | | | | | |
|---|-------|----|--------------------------------------|----------|----------|
| Interior Decorating | 6142X | 03 | Residential Decorating | DSN5330 | \$40.00 |
| International Business Management | 1306X | 01 | International Research | MGT1102 | \$543.00 |
| | | | Corp. Social Responsibility/Ethics | MGT1104 | \$135.00 |
| Internet Applications & Web Development | 3002X | 01 | Intro to Comp. Prog. using Python | CST8279 | \$115.00 |
| | | | Cross-Platform Web Development | MAD9013 | \$130.00 |
| | | | Tech. Math for Computer Science | MAT8001C | \$70.00 |
| Journalism | 0402X | 01 | Journalism I | JOU1546 | \$20.00 |
| | | 02 | Journalism II | JOU1547 | \$40.00 |
| | | 03 | Journalism III | JOU1544 | \$40.00 |
| Library and Information Technician | 0440X | 03 | Emerging Library Technologies | LIB2034 | \$80.51 |
| | | 04 | Library Software | LIB2045 | \$115.00 |
| Manufacturing Engineering Technician | 1518X | 01 | Computer Aided Design/Drafting (CAD) | CAD8300 | \$40.00 |
| | | | DC and AC Electronics | ELN9104 | \$180.00 |
| | | | Geometry and Trigonometry | MAT8050 | \$70.00 |
| | | 02 | Manufacturing Application I | MFG8512 | \$65.00 |
| | | 03 | Basic Electronic Assembly | ELN8613 | \$115.00 |
| | | | CNC Machining I | CAM8505 | \$50.00 |
| | | | Computer Aided Manufacturing I | CAM8515 | \$40.00 |
| | | | Manufacturing Application II | MFG8514 | \$70.00 |
| | | 04 | CNC Machining II | CAM8506 | \$50.00 |
| Massage Therapy | 0915X | 01 | Massage Lab I | MSS3011 | \$12.42 |
| | | 02 | Massage Lab II | MSS3021 | \$433.90 |
| | | 03 | Massage Practice I | MSS3032 | \$65.55 |
| Massage Therapy | 0915Z | 01 | Massage Lab Intensive I | MSS0007 | \$433.90 |
| | | 02 | Massage Practical Intensive II | MSS0009C | \$99.10 |
| Mechanical Engineering Technology | 0010X | 01 | Computer Aided Design/Drafting (CAD) | CAD8300 | \$40.00 |
| | | | DC and AC Electronics | ELN9104 | \$180.00 |
| | | | Essential Mathematics | MAT8100 | \$70.00 |
| | | 02 | CAD Applications and GDT | CAD8305 | \$40.00 |
| | | | Manufacturing Techniques I | MAC8519 | \$50.00 |
| | | 03 | Computer Aided Manufacturing I | CAM8515 | \$40.00 |
| | | 04 | Computer Aided Engineering | DRA8362 | \$40.00 |
| | | | Industrial Electronics | ELN8298 | \$15.00 |
| | | 05 | Machine Design and Analysis I | ENG8315 | \$25.00 |
| | | 06 | Machine Design and Analysis II | ENG8316 | \$25.00 |
| Medical Radiation Technology | 1615X | 06 | Clinical Practicum V | IMG0121 | \$200.00 |
| Mkting Research & Business Intelligence | 1303X | 01 | Data Analysis - Quant Research I | QUA1206 | \$181.00 |
| | | | Online Marketing Research | MKT1205 | \$147.00 |
| Mobile Application Design and Development | 1515X | 01 | Cross-Platform Web Development | MAD9013 | \$130.00 |
| | | 03 | Android Application Development | MAD9132 | \$130.00 |
| Music Industry Arts | 1405X | 01 | Digital Audio Concepts I | MSC2000 | \$650.00 |
| | | | Recording Engineering Production I | MSC2003 | \$291.75 |
| | | 02 | Recording Engineering Production II | MSC2007 | \$583.50 |
| | | 03 | Recording Engineering Prod III | MSC2012 | \$583.50 |
| | | | Industry Preparation | MSC2021 | \$500.00 |
| ONO for Nurses | 1604X | 01 | Basic Technical Nursing Skills I | NSG0071 | \$180.20 |
| | | 02 | Nursing in Geriatric Mental Health | NSG6804 | \$28.25 |
| ONO for Practical Nurses | 1603X | 01 | Basic Technical Nursing Skills I | NSG0071 | \$180.20 |
| OTA/PTA | 1623X | 02 | Clinical Placement I | WKT0006P | \$45.20 |
| | | 03 | Fundamentals of the Cardioresp Sys | HLT0247 | \$40.00 |
| | | 04 | Clinical Placement III | WKT0008P | \$33.00 |
| Outdoor Adventure | 6780X | 01 | Fall Camp | OAD7104 | \$430.00 |
| | | 02 | Alpine Skiing and Snowboarding I | OAD7220 | \$80.00 |
| | | 03 | Sea Kayak Expedition | OAD7307 | \$74.81 |
| Outdoor Adventure Naturalist | 6783X | 01 | Ecology | ADN7104 | \$47.50 |
| | | | Fall Camp | ADN7116 | \$232.50 |
| | | | Flatwater Canoeing | OAD7510 | \$15.00 |
| | | | No Trace Camping/Wilderness Travel | OAD7512 | \$28.50 |
| | | | River Rescue | OAD7513 | \$60.00 |
| | | 02 | Interpretive Program Planning | ADN7101 | \$225.00 |
| | | 03 | Sea Kayaking Expedition | OAD7540 | \$58.00 |
| | | | Student Directed Field Trips | ADN7149 | \$250.00 |
| Paramedic | 0620X | 03 | Medical Directives | PAR3648 | \$350.00 |
| | | | Paramedic Practicum I | PAR3634 | \$100.00 |

| | | | | | |
|---|-------|----|---|----------|------------|
| Personal Support Worker (WO) | 6307X | 01 | Lab Skills for the PSW | HLT0302 | \$43.25 |
| | | 02 | Clinical Placement II | HLT0309 | \$40.00 |
| Personal Support Worker (PH) | 6307X | 01 | Lab Skills for the PSW | HLT0302 | \$43.25 |
| | | 02 | Clinical Placement II | HLT0309 | \$40.00 |
| (Pembroke) | 6307X | 01 | Clinical Placement I | HLT7503 | \$40.00 |
| | | | The Brain and the Mind | HLT7504 | \$20.00 |
| Personal Support Worker (Renfrew) | 6307X | 01 | Clinical Placement I | HLT7503 | \$40.00 |
| | | | The Brain and the Mind | HLT7504 | \$20.00 |
| Personal Support Worker (Perth) | 6307X | 01 | Lab Skills for the PSW | HLT9312 | \$130.00 |
| | | | The Brain and the Mind | HLT9314 | \$20.00 |
| | | | Preparation for Clinical Placement | HLT9321 | \$10.00 |
| | | 02 | Adv. Lab Skills for the PSW | HLT9318 | \$55.00 |
| Plumber | 0522X | 01 | Tools and Piping Methods | PLU0712 | \$125.00 |
| | | | Welding for Plumbers 1 | WEL0710 | \$25.00 |
| | | 02 | Plumbing Systems 2 | PLU0721 | \$125.00 |
| | | | Welding for Plumbers 2 | WEL0720 | \$25.00 |
| | | 03 | Process Piping Systems | PLU0732 | \$150.00 |
| Police Foundations (Perth) | 0444X | 01 | Career and College Success | PFP9344 | \$40.00 |
| | | | Fitness and Lifestyle Management I | PFP9160 | \$60.00 |
| | | | Political Science & Public Administration | PFP9153 | \$10.00 |
| Powerline Technician | 1511X | 01 | Math Fundamentals | MAT8001 | \$70.00 |
| | | 02 | Line Work 1 | ELE8026 | \$2,520.00 |
| Practical Nursing | 1704X | 03 | Nursing III Practicum (L) | NSG5132L | \$155.50 |
| | | 04 | Nursing IV Practicum (L) | NSG5142L | \$137.28 |
| Practical Nursing (Pembroke) | 1704X | 01 | Nursing I Practicum (P) | NSG7312P | \$60.00 |
| | | 03 | Nursing III Practicum (L) | NSG7334L | \$25.00 |
| | | 04 | Nursing IV Practicum (L) | NSG7342L | \$25.00 |
| Practical Nursing - FTN | 1704F | 03 | Basic Technical Nursing Skills I | NSG0071 | \$180.20 |
| | | 04 | Nursing in Geriatric Mental Health | NSG6804 | \$28.25 |
| Pre-Serv. Firefighter Educ. & Training | 6236X | 01 | Firefighter Skills Development I | FIR0005 | \$87.60 |
| Project Management | 1312X | 01 | Project Management Fundamentals | MGT4104 | \$75.00 |
| Public Relations | 0468X | 01 | Public Relations I | PRL1505 | \$50.00 |
| | | 02 | Public Relations II | PRL1548 | \$25.00 |
| | | | Visual Production Workshop | PRL1567 | \$10.00 |
| | | 03 | Public Relations III | PRL1551 | \$60.00 |
| Recreation and Leisure Services | 0422X | 01 | Introduction to Fieldwork | RCR1303 | \$42.00 |
| | | | Leadership and Group Dynamics I | RCR1354 | \$138.00 |
| | | | Program Development I | RCR1302 | \$28.95 |
| | | 02 | Leadership and Group Dynamics II | RCR1364 | \$92.04 |
| Refrigeration & Air Cond. Systems Mech. | 0500X | 01 | AC&R System Installation/Maintenance | ACR1711 | \$150.00 |
| | | 02 | Installing AC&R Systems/Components | ACR1422 | \$150.00 |
| | | 03 | Electricity & Electronics for AC&R | ACR1430 | \$150.00 |
| Res. (Low Rise) Sheet Metal Installer | 0532X | 01 | Hand Tools, Power Tools & Equipment | MET1082 | \$75.00 |
| | | 02 | Vent, Exhaust/Distrib Duct Install | MET1088 | \$75.00 |
| Residential & ICI Air Cond. Common Core | 0500C | 01 | AC&R System Installation/Maintenance | ACR1711 | \$150.00 |
| Residential A/C Systems Mechanic | 0500R | 01 | AC&R System Installation/Maintenance | ACR1711 | \$150.00 |
| | | 02 | Res. AC Electricity/Electronics | ACR1440 | \$150.00 |
| Respiratory Therapy | 0606X | 01 | Practice Foundations and Legalities | RES1104 | \$12.42 |
| | | 04 | Cardiopulmonary Management Lab | RES4857 | \$38.50 |
| | | | Clinical Practicum II | RES4871 | \$25.00 |
| Scriptwriting | 0382X | 01 | Writing for Actors I | SCR1518 | \$20.00 |
| | | | Screenwriting I | SCR1530 | \$130.00 |
| | | 02 | Writers' Workshops | SCR1500 | \$25.00 |
| | | | Writing for Digital Media II | SCR1547 | \$20.00 |
| Sheet Metal Worker | 0526X | 01 | Fabricates for Shop and Field | MET1311 | \$62.50 |
| | | | Lay-out and Drafting 1 | DRA1313 | \$62.50 |
| | | | Weld and Cut 1 | WEL8508 | \$25.00 |
| | | 02 | Install Roofing/Architectural Metal | MET1322 | \$62.50 |
| | | | Lay-out and Drafting 2 | DRA1323 | \$62.50 |
| | | | Weld and Cut 2 | WEL8512 | \$25.00 |
| | | 03 | Fab/Install Ind. Env. Systems | MET1332 | \$62.50 |
| | | | Lay-out and Drafting 3 | DRA1333 | \$62.50 |
| | | | Weld and Cut 3 | WEL8516 | \$25.00 |
| Social Service Worker | 0432X | 01 | Social Service Work Interviewing | FAM1115 | \$21.00 |
| | | 02 | Crisis Intervention | FAM1263 | \$25.00 |
| Social Service Worker | 0432Z | 01 | Interviewing/Recording in Social Wk | FAM1422 | \$21.00 |
| | | 02 | Crisis Intervention in Social Work | FAM1424 | \$25.00 |

| | | | | | |
|--|-------|----|-------------------------------------|---------|----------|
| Sommelier | 0820X | 01 | Wine Food and Restaurant Service | FOD2106 | \$150.00 |
| | | | The Dinner Party | HOS2288 | \$75.00 |
| | | 02 | Field Placement fot Sommeliers | HOS5166 | \$14.00 |
| | | | WSET LV. 2 Award in Wines and Spir | HOS1101 | \$150.00 |
| | | | WSET LV. 2 Award in Spirits | HOS1102 | \$150.00 |
| | | | Theories of Wine and Food Pairing | HOS5158 | \$75.00 |
| Spa and Wellness Operations Management | 1102X | 01 | Introduction to Spa Management | MGT4000 | \$50.00 |
| | | 02 | Field Work II | FLD4101 | \$50.00 |
| Tourism - Travel Services | 0224X | 01 | Introduction to Hospitality and Tou | TOU2203 | \$100.00 |
| | | | Tourism Geography-North America | GEO1714 | \$35.00 |
| | | 03 | Sales and Customer Service | TRV2232 | \$25.00 |
| | | 04 | Travel Agency Simulation I | TRV2218 | \$45.00 |
| | | | Wine, Food and Culture | HOS2255 | \$30.00 |
| Truck and Coach Technician | 0529M | 01 | Trade Practices | TRK8308 | \$150.00 |
| | | 02 | Trade Practices and Auxiliary Sys | TRK8837 | \$150.00 |
| | | 03 | Trade Practices & Aux. Systems II | TRK8840 | \$150.00 |
| Victimology | 1611X | 02 | Victimology:Assess. & Intervention | VIC2004 | \$169.68 |
| Water and Wastewater Technician | 3014X | 02 | ELC for Drinking Water Operators | WWT2500 | \$300.00 |
| Welding and Fabrication Techniques | 1507W | 01 | Welding Techniques | WEL1013 | \$531.00 |
| Welding and Fabrication Techniques | 1507X | 01 | Welding Techniques | WEL1013 | \$531.00 |

ANCILLARY FEES*

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

GENERAL PURPOSE OPERATING GRANT*

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

HIGH DEMAND PROGRAM OF INSTRUCTION*

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

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

INTERNATIONAL STUDENT*

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

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)*

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

TUITION FEE FACTOR (TFF)*

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

TUITION FEE INCREASE

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

* Source: Ministry of Colleges and Universities, *Tuition and Ancillary Fees Operating Procedure* .

FEES EXEMPTIONS INFORMATION

2020-2021

1. Students Exempt from the International Premium

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

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

- Canadian citizen: a citizen of Canada as defined in the *Citizenship Act* or a person registered as an Indian as defined in the *Indian Act*.
- Permanent resident: a permanent resident as defined in the *Immigration and Refugee Protection Act*. For the purposes of this policy, a permanent resident is a person who has been granted a permanent resident status and has not had this status revoked.
- Applicant who meets the eligibility requirements for permanent residency status: a person who has met all the preliminary requirements for permanent resident status and presents a copy of the letter that confirms that Citizenship and Immigration Canada has accepted his or her application for permanent resident status.
- Spouse or dependant family member of a Canadian citizen or permanent resident.
- Protected person: A person who has been determined to be a Convention refugee or a person in need of protection by the Immigration and Refugee Board (IRB) or by the Minister of Citizenship and Immigration Canada. A student eligible for international fee exemption as a protected person is to present a protected person status document issued under section 31(1) of the *Immigration and Refugee Protection Act* or a "notice of decision" issued by the Minister of Citizenship and Immigration Canada or by the Immigration and Refugee Board.
- Applicant for Convention refugee status prior to 1989: a person admitted to and remaining in Canada, who applied for Convention refugee status prior to January 1, 1989, and his or her spouse and dependants. The applicant must provide documentation from Citizenship and Immigration Canada indicating that his or her application for Convention Refugee status was made prior to January 1, 1989, or a letter indicating his or her exemption from the requirement for employment authorization. All refugee claimants who applied for Convention refugee status prior to 1989 should have been issued this letter.

- Official visitor and spouse or dependent family members and staff: an official visitor is a foreign representative who, with official accreditation from the Canadian Department of Foreign Affairs and International Trade, has entered Canada or is in Canada to carry out official duties:
 - As a diplomatic agent or consular officer; or
 - As a government-accredited representative or official of a country other than Canada, of the United Nations or any of its agencies, or of any intergovernmental organizations of which Canada is a member.
 - A spouse or dependent family member or a member of the staff of any official visitor is also exempt from international student premiums. This official visitor status must be indicated on the student's Visa/Passport.
- Foreign military and spouse or dependent family members: a member of a foreign military force or of a civilian component thereof, admitted to Canada under the *Visiting Forces Act*, and the family members of such personnel.
- Foreign clergy member and spouse or dependent family members: a person who will be providing services to a religious congregation in Ontario for at least six months and the family members of such personnel.
- Institutional exchange student: a person admitted to and remaining in Canada under provisions of the *Immigration and Refugee Protection Act*, who is studying in Canada under a formal agreement between a provincially assisted institution in Ontario and a post-secondary institution in another country, provided that, under such agreement, the number of places made available in post-secondary educational institutions in Ontario normally equal the number of places made available to Ontario residents in the other country or institution as the case may be.
- Foreign worker and spouse or dependent family members: a foreign worker is a foreign national who is authorized to work in Canada having been issued a work permit. For purposes of this category, a foreign worker is to present a valid work permit which names a Canadian employer situated in Ontario and the prospective occupation, and is valid for at least six months. The family member must present the foreign worker's work permit. If a student has a work permit without naming a specific Canadian employer situated in Ontario, the student and his/her family members are not exempted from international student fees.

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

- a spouse or common-law partner (common-law status requires proof of co-habitation for at least 12 consecutive months as per *Citizenship and Immigration Canada*, please see: <http://www.cic.gc.ca/english/helpcentre/answer.asp?qnum=347&top=14> for more information);
- a dependent child, or the dependent child of a spouse or common-law partner, visa must note any relationship claimed; and

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

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

- under age 22 and not a spouse or common-law partner.
- 22 years of age or older, has depended substantially on the financial support of the parent since before the age of 22 and is unable to support themselves financially due to a physical or mental condition. (The financial dependency must have been ongoing since before the age of 22. It is not necessary for the physical or mental condition to have existed before the age of 22.)

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

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

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

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

2. Students Exempt from the Student Activity Fee, Student Sports Fee, Student Centre Building Fee, Campus Life Fee, Student Clubs and Communities Fee, Students' Association Membership Fee and Leadership Growth and Volunteerism Fee

- 2.1** Students whose programs call for off-campus study for the whole term in a Co-op program pay only 10% of the Student Activity Fee, Student Sports Fee and Student Centre Building Fee and are exempt from the Campus Life Fee, Student Clubs and Communities Fee, Students' Association Membership Fee and Leadership Growth and Volunteerism Fee for that particular Co-op work term.

Co-op Programs:

Students co-operative option of the following programs pay a \$26.80 Co-op Student Activity Fee per work term.

0188Y Architectural Technician
0188W Architectural Technician
0188X Architectural Technician
0018X Architectural Technology
0018Y Architectural Technology

1512X Bachelor of Building Science
1512A Bachelor of Building Science (Entry Level 03)
1512B Bachelor of Building Science (Entry Level 05)
6066X Bachelor of Commerce (e-Supply Chain Management)
6225X Bachelor of Hospitality and Tourism Management
6225B Bachelor of Hospitality and Tourism Management - Bridging
6148X Bachelor of Interior Design
6148B Bachelor of Interior Design – Bridging Program
1600B Bachelor of Public Safety (Honours)
1020X Biotechnology - Advanced
1514X Business Intelligence System Infrastructure
6442X Building Construction Technician
0306X Business (Pembroke)
0216G Business Administration - International Business
0216L Business Administration - Supply Chain and Operations Management
0575X Cabinetmaking and Furniture Technician
0192X Civil Engineering Technology
0192Y Civil Engineering Technology
0006X Computer Engineering Technology - Computing Science
0336X Computer Programmer
0150X Computer Systems Technician
0190W Construction Engineering Technician
0190X Construction Engineering Technician
0190Y Construction Engineering Technician
1212X Environmental Technician
1215X Applied Nuclear Science and Radiation Safety
1588X Geographic Information Systems
1406X Horticulture Industries
6149X Interactive Media Design
3002X Internet Applications and Web Development
0557A Motive Power Technician
0557C Motive Power Technician
6783X Outdoor Adventure Naturalist
1511X Powerline Technician
1211X Radiation Safety
1182X Technical Writer
1507X Welding and Fabrication Techniques

- 2.2** Students whose programs call for off-campus study for the whole term – clinical placement or project placement programs – pay only 10% of the Student Activity Fee, Student Sports Fee, Campus Life Fee, Student Clubs and Communities Fee, Students' Association Membership Fee and Leadership Growth and Volunteerism Fee for that particular term.

Programs with Clinical Placements or Project Placements:

3005X Advanced Care Paramedic, Level 3
0446C Applied Museum Studies, Level 6
1617X Bachelor of Early Learning and Community Development, Level 7
1618X Diagnostic Medical Ultrasonography, Level 3, Level 4
1303X Marketing Business Intelligence Research, Level 3
1615X Medical Radiation Technology, Level 4, Level 5, Level 6
6307X Personal Support Worker (RN and PH Campus Only), Level 1, Level 2
0606X Respiratory Therapy, Level 5, Level 6

- 2.3** Students whose programs call for five or fewer weeks of on-campus study in a given term – a term, for example, that includes a work placement of 10 weeks or more – pay only 35% of the Student Activity Fee, Student Sports Fee, Campus Life Fee, Student Clubs and Communities Fee, Students' Association Membership Fee and Leadership Growth and Volunteerism Fee for that particular term.

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

- 2.4** Students registered in Career and College Preparation programs are exempt from the Student Activity Fee, Student Sports Fee, Campus Life Fee, Student Clubs and Communities Fee, Students' Association Membership Fee and Leadership Growth and Volunteerism Fee.
- 2.5** Off-cycle full-time students in field placement courses only pay 10% of the Student Activity Fee, Student Sports Fee, Campus Life Fee, Student Clubs and Communities Fee, Students' Association Membership Fee and Leadership Growth and Volunteerism Fee for that particular term.
- 2.6** Students in full-time online programs are exempt from the Student Activity Fee, Student Sports Fee, Campus Life Fee, Student Clubs and Communities Fee, Students' Association Membership Fee and Leadership Growth and Volunteerism Fee.
- 2.7** Students registered full-time in Levels 5-8 (Year 3 and 4) of the 0616X Bachelor of Science in Nursing program at the Pembroke Campus pay 50% of the Student Activity Fee, Student Sports Fee, Campus Life Fee, Student Clubs and Communities Fee, Students' Association Membership Fee and Leadership Growth and Volunteerism Fee.

3. Students Exempt from the Graduation and Transcript Fees

Students registered in Academic Upgrading programs and students registered in full-time English for Academic Purposes programs are exempt from the Graduation Fee and Transcript Fee.

4. Off-Campus Programs

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

5. Students Exempt from the Health Services Fee

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

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

6. Students Exempt from the Health Plan Fee

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

7. Students Exempt from the Student Experience Fee

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

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

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

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

9. Exception to the Information Technology Fee for CE Courses

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

10. Apprenticeship Programs

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

6.3 Schedule C

Compulsory Ancillary Fees for 2020-2021 for all Full-time post-secondary students in a standard Fall/Winter delivery (excluding full-time online students)

Oct. 11, 2019

| Essential Fees | 2020-2021 |
|---|---------------|
| Student Activity Fee | \$254.20 |
| | \$127.10/term |
| Sports Fee | \$145.26 |
| | \$72.63/term |
| Student Centre Building Fee | \$35.00 |
| | \$17.50/term |
| Student Commons/Auditorium Fee | \$44.00 |
| | \$22.00/term |
| *Health Plan Fee (charged once annually) | \$168.36 |
| **U-Pass fee | \$436.06 |
| | \$218.03/term |
| U-Pass Administrative Fee (assessed once per academic year) | \$5.51 |
| Technology Fee | \$319.24 |
| | \$159.62/term |
| Health Services Fee | \$40.00 |
| | \$20.00/term |
| Graduation Fee (assessed in first level) | \$22.00 |
| Transcript Fee (assessed one-time only to Level 1 students) | \$20.00 |
| Student Experience Fee | \$33.44 |
| | \$16.72/term |

| Non-Essential Fees (opt-out) | 2020-2021 |
|------------------------------------|--------------|
| Campus Life Fee (includes HST) | \$41.48 |
| | \$20.74/term |
| Student Clubs and Communities | \$6.76 |
| | \$3.38/term |
| Students' Association Membership | \$58.08 |
| | \$29.04/term |
| Leadership Growth and Volunteerism | \$4.56 |
| | \$2.28/term |

*To be confirmed by Students' Association December 2019.

**The U-Pass Fee will increase by a maximum of 2.5% from \$212.71 to (at most) \$218.03 per term.

**The rate to be confirmed by the City by the end of December 2019.



 Date Oct 11/2019

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



 Date Oct 11, 2019

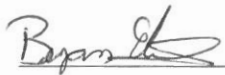
On behalf of the Students' Association
 Stafford Rollocks
 Controller, Students' Association

Schedule D

Compulsory Ancillary Fees for 2020-2021 for all Full-time online post-secondary students in a standard Fall/Winter delivery

Oct. 11, 2019

| Fee Type | 2020-2021 |
|--|---------------|
| Student Activity Fee | \$0.00 |
| Sports Fee | \$0.00 |
| | |
| Student Centre Building Fee | \$0.00 |
| Student Commons/Auditorium Fee | \$0.00 |
| Health Plan Fee (charged once annually) | \$0.00 |
| Technology Fee | \$319.24 |
| | \$159.62/term |
| Health Services Fee | \$0.00 |
| Graduation Fee (assessed in first level) | \$22.00 |
| Transcript Fee (assessed one-time only to Level 1 students) | \$20.00 |
| Student Experience Fee | \$0.00 |



OCT 11/2019

Date

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



OCT 11, 2019

Date

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

Schedule E


Compulsory Ancillary Fees for 2020-2021 for all Part-time post-secondary students taking two or more courses in a standard Fall/Winter delivery

Oct. 11, 2019

| Fee Type | 2020-2021 |
|--|---------------|
| Student Activity Fee | \$127.10 |
| | \$63.55/term |
| Sports Fee | \$72.63 |
| | \$36.32/term |
| Student Centre Building Fee | \$17.50 |
| | \$8.75/term |
| Student Commons/Auditorium Fee | \$22.00 |
| | \$11.00/term |
| *Health Plan Fee (charged once annually) | \$168.36 |
| **Technology Fee | \$319.24 |
| | \$159.62/term |
| Health Services Fee | \$20.00 |
| | \$10.00/term |
| Graduation Fee (assessed in first level) | \$22.00 |
| Transcript Fee (assessed one-time only to Level 1 students) | \$20.00 |
| Student Experience Fee | \$19.00 |
| | \$9.50/term |


*To be confirmed by Students' Association December 2019.

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

 Oct 11/2019
Date

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

| Non-Essential Fees (opt-out) | 2020-2021 |
|------------------------------------|--------------|
| Campus Life Fee (includes HST) | \$20.74 |
| | \$10.37/term |
| Student Clubs and Communities | \$3.38 |
| | \$1.69/term |
| Students' Association Membership | \$29.04 |
| | \$14.52/term |
| Leadership Growth and Volunteerism | \$2.28 |
| | \$1.14/term |

 Oct 11/2019
Date

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

6.3 Appendix A

DRAFT 2020-2021

Compulsory Ancillary Fees

Compulsory Ancillary Fees

Last updated
10-Sep-19

| FEE TYPE | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | \$ increase (based on 2 terms) | change in % |
|---|------------------|------------------|------------------|------------------|------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-----------------------------------|---------------|
| Essential | | | | | | | | | | | | | |
| SA Activity | | | | | | | | \$ 355.74 | \$ 355.74 | \$ 254.20 | \$ 254.20 | \$ - | 0.00% |
| | | | | | | | | (\$177.87/term) | (\$177.87/term) | (\$127.10/term) | (\$127.10/term) | | |
| SA Sports | \$ 341.00 | \$ 381.00 | \$ 401.00 | \$ 441.00 | \$ 481.00 | \$ 481.00 | \$ 501.00 | \$ 145.26 | \$ 145.26 | \$ 145.26 | \$ 145.26 | \$ - | 0.00% |
| | (\$170/term) | (\$190/term) | (\$200.50/term) | (\$220.50/term) | (\$240.50/term) | (\$240.50/term) | (\$250.50/term) | (\$72.63/term) | (\$72.63/term) | (\$72.63/term) | (\$72.63/term) | | |
| SA Building | \$ 35.00 | \$ 35.00 | \$ 35.00 | \$ 35.00 | \$ 35.00 | \$ 35.00 | \$ 35.00 | \$ 35.00 | \$ 35.00 | \$ 35.00 | \$ 35.00 | \$ - | 0.00% |
| | (\$17.50/term) | (\$17.50/term) | (\$17.50/term) | (\$17.50/term) | (\$17.50/term) | (\$17.50/term) | (\$17.50/term) | (\$17.50/term) | (\$17.50/term) | (\$17.50/term) | (\$17.50/term) | | |
| Auditorium Fee | \$ - | \$ - | \$ 44.00 | \$ 44.00 | \$ 44.00 | \$ 44.00 | \$ 44.00 | \$ 44.00 | \$ 44.00 | \$ 44.00 | \$ 44.00 | \$ - | 0.00% |
| | | | (\$22.00/term) | (\$22.00/term) | (\$22.00/term) | (\$22.00/term) | (\$22.00/term) | (\$22.00/term) | (\$22.00/term) | (\$22.00/term) | (\$22.00/term) | | |
| Health Plan (charged once annually & amount may increase or decrease depending on utilization rates from the previous year) | \$ 114.50 | \$ 114.50 | \$ 117.02 | \$ 117.02 | \$ 123.96 | \$ 123.96 | \$ 123.96 | \$ 149.66 | \$ 153.19 | \$ 168.38 | \$ 168.38 | \$ - | not yet known |
| IT Fee (see Technology Fee) | \$ 124.00 | \$ 124.00 | \$ 124.00 | \$ 124.00 | \$ 172.00 | \$ 172.00 | \$ 175.44 | \$ - | \$ - | \$ - | \$ - | \$ - | 0.00% |
| | (\$62.00/term) | (\$62.00/term) | (\$62.00/term) | (\$62.00/term) | (\$86.00/term) | (\$86.00/term) | (\$87.72/term) | | | | | | |
| Technology Fee (IT merged with BYOD in 2017-2018) | | | | | | | | \$ 319.24 | \$ 319.24 | \$ 319.24 | \$ 319.24 | \$ - | 0.00% |
| | | | | | | | | (\$159.62/term) | (\$159.62/term) | (\$159.62/term) | (\$159.62/term) | | |
| Health Services | \$ 20.00 | \$ 20.00 | \$ 40.00 | \$ 40.00 | \$ 40.00 | \$ 40.00 | \$ 40.00 | \$ 40.00 | \$ 40.00 | \$ 40.00 | \$ 40.00 | \$ - | 0.00% |
| | (\$10.00/term) | (\$10.00/term) | (\$20.00/term) | (\$20.00/term) | (\$20.00/term) | (\$20.00/term) | (\$20.00/term) | (\$20.00/term) | (\$20.00/term) | (\$20.00/term) | (\$20.00/term) | | |
| Graduation Fee (assessed only at level 1) | \$ 35.00 | \$ 35.00 | \$ 40.00 | \$ 40.00 | \$ 40.00 | \$ 40.00 | \$ 40.00 | \$ 40.00 | \$ 40.00 | \$ 22.00 | \$ 22.00 | \$ - | 0.00% |
| Transcript Fee (assessed one-time only to Level 1 students) | \$ 25.00 | \$ 25.00 | \$ 25.00 | \$ 25.00 | \$ 20.00 | \$ 20.00 | \$ 20.00 | \$ 20.00 | \$ 20.00 | \$ 20.00 | \$ 20.00 | \$ - | 0.00% |
| Student Experience Fee | | | | | \$ 34.00 | \$ 34.00 | \$ 36.00 | \$ 36.00 | \$ 36.00 | \$ 33.44 | \$ 33.44 | \$ - | 0.00% |
| | | | | | (\$17/term) | (\$17/term) | (\$18.00/term) | (\$18.00/term) | (\$18.00/term) | (\$16.72/term) | (\$16.72/term) | | |
| Upass | | | | | \$ 385.40 | \$ 395.04 | \$ 404.92 | \$ 415.04 | \$ 425.42 | \$ 436.06 | \$ 436.06 | \$ 10.64 | 2.50% |
| | | | | | (\$192.70/term) | (\$197.52/term) | (\$202.46/term) | (\$207.52/term) | (\$212.71/term) | (\$218.03/term) | (\$218.03/term) | | |
| Upass Administrative fee (charged once per year) | | | | | \$ 4.18 | \$ 3.42 | \$ 3.42 | \$ 3.42 | \$ 5.51 | \$ 5.51 | \$ 5.51 | \$ - | 0.00% |
| Non-Essential | | | | | | | | | | | | | |
| SA Campus Life | | | | | | | | | | \$ 36.70 | \$ 36.70 | \$ - | 0.00% |
| | | | | | | | | | | (\$18.35/term) | (\$18.35/term) | | |
| SA Student Clubs and Communities | | | | | | | | | | \$ 6.76 | \$ 6.76 | \$ - | 0.00% |
| | | | | | | | | | | (\$3.38/term) | (\$3.38/term) | | |
| SA Students' Association Membership | | | | | | | | | | \$ 58.08 | \$ 58.08 | \$ - | 0.00% |
| | | | | | | | | | | (\$29.04/term) | (\$29.04/term) | | |
| Leadership Growth and Volunteerism | | | | | | | | | | \$ 4.56 | \$ 4.56 | \$ - | 0.00% |
| | | | | | | | | | | (\$2.28/term) | (\$2.28/term) | | |
| TOTAL (Fall & Winter) | \$ 694.50 | \$ 734.50 | \$ 826.02 | \$ 866.02 | \$ 989.96 | \$ 1,379.54 | \$ 1,413.86 | \$ 1,593.24 | \$ 1,606.89 | \$ 1,618.55 | \$ 1,629.19 | \$ 10.64 | 0.66% |
| Total Actual \$ increase | | \$ 40.00 | \$ 91.52 | \$ 40.00 | \$ 123.94 | \$ 389.58 | \$ 34.32 | \$ 179.38 | \$ 13.65 | \$ 11.66 | \$ 10.64 | | |
| Total Actual % increase | | 5.76% | 12.46% | 3.98% | 14.31% | 39.35% | 2.49% | 12.69% | 0.86% | 0.73% | 0.66% | | |
| Max 20% increase in \$ | | \$ 138.90 | \$ 146.90 | \$ 165.20 | \$ 173.20 | \$ 197.99 | \$ 275.91 | \$ 282.77 | \$ 318.65 | \$ 321.38 | \$ 323.71 | | |
| Students' Association proportion of fees (\$) | \$ 490.50 | \$ 530.50 | \$ 597.02 | \$ 637.02 | \$ 683.96 | \$ 1,069.36 | \$ 1,099.00 | \$ 1,134.58 | \$ 1,148.23 | \$ 1,173.80 | \$ 1,184.44 | | |
| Students' Association proportion of fees (%) | 70.63% | 72.23% | 72.28% | 73.56% | 69.09% | 77.52% | 77.73% | 71.21% | 71.46% | 72.52% | 72.70% | | |
| College proportion of fees (\$) | \$ 204.00 | \$ 204.00 | \$ 229.00 | \$ 229.00 | \$ 306.00 | \$ 310.18 | \$ 314.86 | \$ 458.66 | \$ 458.66 | \$ 444.75 | \$ 444.75 | | |
| College proportion of fees (%) | 29.37% | 27.77% | 27.72% | 26.44% | 30.91% | 22.48% | 22.27% | 28.79% | 28.54% | 27.48% | 27.30% | | |

6.3 Appendix B:
2020-2021 Schedule of Fees Preparation Timeline

| Date | Activity | Status |
|--------------------|---|--------|
| March 16, 2019 | Compulsory Ancillary Fee Proposals due | ✓ |
| July 15 - 31, 2019 | Program Ancillary Fees submitted then reviewed by Registrar's Office (any submissions of concern to be reviewed between Academic Operations and Planning and the Registrar's Office) | ✓ |
| August 16, 2019 | <ul style="list-style-type: none"> Academic Operations and Planning Review of High Demand Fees completed then reviewed by Registrar's Office International Education Centre fee recommendations | ✓ |
| August 30, 2019 | 1 st Draft of 2020-2021 Schedule of Fees completed including High Demand | ✓ |
| September 12, 2019 | Presentation of Assumptions and Draft 2020-2021 Schedule of Fees to College Budget Committee | ✓ |
| September 18, 2019 | Assumptions for 2020-2021 Schedule of Fees Preparation to ACET | ✓ |
| October 1, 2019 | Finalize Compulsory Ancillary Fees with Students' Association | ✓ |
| October 23, 2019 | Presentation of Draft 2020-2021 Schedule of Fees to Algonquin College Executive Team | ✓ |
| November 7, 2019 | Presentation of Draft 2020-2021 Schedule of Fees to Academic and Student Affairs Committee of Board of Governors | ✓ |
| November 15, 2019 | Information Only: Submission of Draft 2020-2021 Schedule of Fees to Algonquin College Leadership Team | ✓ |
| November 15, 2019 | Submission of Draft 2020-2021 Schedule of Fees to Board of Governors for approval at December meeting | ✓ |
| November 27, 2019 | Board of Governors Dry-Run: Proposed 2020-2021 Schedule of Fees | |
| December 16, 2019 | Presentation of Draft 2020-2021 Schedule of Fees to Board of Governors | |
| December 20, 2019 | Completion of fee loading for 2020-2021 | |

6.3 Appendix C



October 11, 2019

High Demand Program Calculation

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

15% CAP CALCULATION - 2020-21 (DRAFT)

| Programs | Term | Projected Enrolment at Audit Date | International | Second Career | Totals |
|------------------------------|-------|--------------------------------------|---------------|------------------|---------------|
| High Demand | 2019S | 364 | -19 | -4 | 341 |
| High Demand | 2019F | 2447 | -175 | -6 | 2266 |
| High Demand | 2020W | 2216 | -118 | -8 | 2090 |
| Total Enrolment in HD | | | | | 4697 |
| Post-Secondary | 2019S | 4113 | -987 | -54 | 3072 |
| Post-Secondary | 2019F | 18079 | -3121 | -96 | 14862 |
| Post-Secondary | 2020W | 17159 | -2856 | -143 | 14160 |
| Total Enrolment in PS | | | | | 32094 |
| Enrolment Percentage | | | | | 14.64% |

6.3 Appendix D

Sample 2020-21 Fees Comparison of Four Programs

First Term Fees Comparison

PHOTOGRAPHY (0030X)

STANDARD DELIVERY (HIGH DEMAND TUITION FEE)

2 YEAR ONTARIO COLLEGE DIPLOMA

| TERM | 2018F | 2019F | 2020F |
|--|-------------------|-------------------|-------------------|
| Tuition | \$2,455.63 | \$2,210.06 | \$2,210.06 |
| Student Activity | \$177.87 | \$127.10 | \$127.10 |
| Student Sports | \$72.63 | \$72.63 | \$72.63 |
| Student Centre Building | \$17.50 | \$17.50 | \$17.50 |
| Student Commons/Auditorium | \$22.00 | \$22.00 | \$22.00 |
| Technology | \$159.62 | \$159.62 | \$159.62 |
| Course-related Ancillary | \$50.00 | \$0.00 | \$0.00 |
| Health Services | \$20.00 | \$20.00 | \$20.00 |
| Transcript (charged once in first term) | \$20.00 | \$20.00 | \$20.00 |
| Graduation (charged once in first term of program) | - | \$22.00 | \$22.00 |
| Student Experience | \$18.00 | \$16.72 | \$16.72 |
| Program-related Ancillary | \$900.00 | \$900.00 | \$900.00 |
| Health Plan (charged once annually) | \$153.19 | \$168.36 | \$168.36 tbc |
| U-Pass | \$207.52 | \$212.71 | \$218.03 tbc |
| U-Pass Admin (charged once annually) | \$3.42 | \$5.51 | \$5.51 |
| Campus Life (opt-out) | - | \$18.35 | \$20.74 |
| Student Clubs and Communities (opt-out) | - | \$3.38 | \$3.38 |
| Students' Association Membership (opt-out) | - | \$29.04 | \$29.04 |
| Leadership Growth and Volunteerism (opt-out) | - | \$2.28 | \$2.28 |
| TOTAL FEES PAYABLE (FIRST TERM) | \$4,277.38 | \$4,027.26 | \$4,034.97 |

BACHELOR OF COMMERCE (6066X)

STANDARD DELIVERY (HIGH DEMAND TUITION FEE)

4 YEAR BACHELOR OF COMMERCE

| TERM | 2018F | 2019F | 2020F |
|--|-------------------|-------------------|-------------------|
| Tuition | \$3,601.79 | \$3,241.61 | \$3,241.61 |
| Student Activity | \$177.87 | \$127.10 | \$127.10 |
| Student Sports | \$72.63 | \$72.63 | \$72.63 |
| Student Centre Building | \$17.50 | \$17.50 | \$17.50 |
| Student Commons/Auditorium | \$22.00 | \$22.00 | \$22.00 |
| Technology | \$159.62 | \$159.62 | \$159.62 |
| Health Services | \$20.00 | \$20.00 | \$20.00 |
| Transcript (charged once in first term) | \$20.00 | \$20.00 | \$20.00 |
| Graduation (charged once in first term of program) | - | \$22.00 | \$22.00 |
| Student Experience | \$18.00 | \$16.72 | \$16.72 |
| Health Plan (charged once annually) | \$153.19 | \$168.36 | \$168.36 tbc |
| U-Pass | \$207.52 | \$212.71 | \$218.03 tbc |
| U-Pass Admin(charged once annually) | \$3.42 | \$5.51 | \$5.51 |
| Campus Life (opt-out) | - | \$18.35 | \$20.74 |
| Student Clubs and Communities (opt-out) | - | \$3.38 | \$3.38 |
| Students' Association Membership (opt-out) | - | \$29.04 | \$29.04 |
| Leadership Growth and Volunteerism (opt-out) | - | \$2.28 | \$2.28 |
| TOTAL FEES PAYABLE (FIRST TERM) | \$4,473.54 | \$4,158.81 | \$4,166.52 |

BUSINESS - ACCOUNTING (0214C)

STANDARD DELIVERY (REGULAR TUITION FEE)

2 YEAR ONTARIO COLLEGE DIPLOMA

| TERM | 2018F | 2019F | 2020F |
|--|-------------------|-------------------|-------------------|
| Tuition | \$1,512.54 | \$1,361.29 | \$1,361.29 |
| Student Activity | \$177.87 | \$127.10 | \$127.10 |
| Student Sports | \$72.63 | \$72.63 | \$72.63 |
| Student Centre Building | \$17.50 | \$17.50 | \$17.50 |
| Student Commons/Auditorium | \$22.00 | \$22.00 | \$22.00 |
| Technology | \$159.62 | \$159.62 | \$159.62 |
| Health Services | \$20.00 | \$20.00 | \$20.00 |
| Transcript (charged once in first term) | \$20.00 | \$20.00 | \$20.00 |
| Graduation (charged once in first term of program) | - | \$22.00 | \$22.00 |
| Student Experience | \$18.00 | \$16.72 | \$16.72 |
| Health Plan (charged once annually) | \$153.19 | \$168.36 | \$168.36 tbc |
| U-Pass | \$207.52 | \$212.71 | \$218.03 tbc |
| U-Pass Admin (charged once annually) | \$3.42 | \$5.51 | \$5.51 |
| Campus Life (opt-out) | - | \$18.35 | \$20.74 |
| Student Clubs and Communities (opt-out) | - | \$3.38 | \$3.38 |
| Students' Association Membership (opt-out) | - | \$29.04 | \$29.04 |
| Leadership Growth and Volunteerism (opt-out) | - | \$2.28 | \$2.28 |
| TOTAL FEES PAYABLE (FIRST TERM) | \$2,384.29 | \$2,278.49 | \$2,286.20 |

BUSINESS - ACCOUNTING (0214C)

ONLINE DELIVERY (REGULAR TUITION FEE)

2 YEAR ONTARIO COLLEGE DIPLOMA

| TERM | 2018F | 2019F | 2020F |
|--|-------------------|-------------------|-------------------|
| Tuition | \$1,512.54 | \$1,361.29 | \$1,361.29 |
| Technology Fee | \$159.62 | \$159.62 | \$159.62 |
| Transcript (charged once in first term) | \$20.00 | \$20.00 | \$20.00 |
| Graduation (charged once in first term of program) | - | \$22.00 | \$22.00 |
| TOTAL FEES PAYABLE (FIRST TERM) | \$1,692.16 | \$1,540.91 | \$1,540.91 |

6.3 Appendix E: Sample Student Funding and Expenditures

First Year Estimate (two semesters) 2020-2021

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

BUSINESS - ACCOUNTING (0214C)

STANDARD DELIVERY (REGULAR TUITION FEE)

2 YEAR ONTARIO COLLEGE DIPLOMA

FUNDING SOURCES (based on 2019-20 funding averages)

Notes:

| | | |
|--|---------------------|---|
| Ontario Student Assistance Program (loan/grants) | \$ 5,904.00 | <i>average award for single student</i> |
| Average Student Assistance Bursary | \$ 550.00 | <i>estimated average award per year</i> |
| Fixed Expected Personal Contribution (minimum) | \$ 3,600.00 | |
| TOTAL FUNDING | \$ 10,054.00 | |

EDUCATION EXPENSES 2020-21

| | |
|--|--------------------|
| Tuition Fees | \$ 2,722.58 |
| Ancillary Fees | \$ 1,633.95 |
| SUB-TOTAL TUITION & ANCILLARY FEES PAYABLE (FIRST YEAR) | \$ 4,356.53 |

LIVING EXPENSES (2019-20 estimate)

| | |
|--|--------------------|
| OSAP Living Allowance for Single Student at Home | \$ 4,075.00 |
| SUB-TOTAL LIVING EXPENSES | \$ 4,075.00 |

TOTAL EXPENSES (EDUCATION + LIVING EXPENSES) FOR FIRST YEAR **\$ 8,431.53**

BALANCE (FUNDING LESS EXPENSES) \$ 1,622.47

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

BUSINESS - ACCOUNTING (0214C)

STANDARD DELIVERY (REGULAR TUITION FEE)

2 YEAR ONTARIO COLLEGE DIPLOMA

FUNDING SOURCES (based on 2019-20 data averages)

Notes:

| | | |
|--|---------------------|---|
| Ontario Student Assistance Program (loan/grants) | \$ 8,752.00 | <i>may vary with travel/living expenses</i> |
| Average Student Assistance Bursary | \$ 950.00 | <i>estimated average award per year</i> |
| Fixed Expected Personal Contribution (minimum) | \$ 3,600.00 | |
| TOTAL FUNDING | \$ 13,302.00 | |

EDUCATION EXPENSES 2019-20

| | |
|--|--------------------|
| Tuition Fees | \$ 2,722.58 |
| Ancillary Fees | \$ 1,633.95 |
| TOTAL TUITION & ANCILLARY FEES PAYABLE (FIRST YEAR) | \$ 4,356.53 |

LIVING EXPENSES (2019-20 estimate)

| | |
|---|--------------------|
| OSAP Living Allowance for Single Student away from home | \$ 9,770.00 |
| SUB-TOTAL LIVING EXPENSES | \$ 9,770.00 |

TOTAL EXPENSES (EDUCATION + LIVING EXPENSES) FOR FIRST YEAR **\$ 14,126.53**

BALANCE (FUNDING LESS EXPENSES) \$ (824.53)

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

BUSINESS - ACCOUNTING (0214C)

STANDARD DELIVERY (REGULAR TUITION FEE)

2 YEAR ONTARIO COLLEGE DIPLOMA

FUNDING SOURCES (based on 2019-20 data averages)

Notes:

| | | |
|--|---------------------|--|
| Ontario Student Assistance Program (loan/grants) | \$ 21,296.00 | <i>may vary tuition/living expense; average for all sole support parents</i> |
| Average Student Assistance Bursary | \$ 1,225.00 | <i>estimated average award per year; includes all sole support parents</i> |
| Fixed Expected Personal Contribution (minimum) | \$ - | |
| TOTAL FUNDING | \$ 22,521.00 | |

EDUCATION EXPENSES 2019-20

| | |
|--|--------------------|
| Tuition Fees | \$ 2,722.58 |
| Ancillary Fees | \$ 1,633.95 |
| TOTAL TUITION & ANCILLARY FEES PAYABLE (FIRST YEAR) | \$ 4,356.53 |

LIVING EXPENSES (2019-20 estimate)

| | |
|---|---------------------|
| OSAP Living Allowance for Sole Support Parent w one dependent | \$ 17,858.00 |
| SUB-TOTAL LIVING EXPENSES | \$ 17,858.00 |

TOTAL EXPENSES (EDUCATION + LIVING EXPENSES) FOR FIRST YEAR **\$ 22,214.53**

BALANCE (FUNDING LESS EXPENSES) \$ 306.47

6.3 Appendix F: Annual Fees Preparation: Procedure and Timeline

| Stage | Date | Fee Activity | Responsibility |
|----------------------------|------------------|---|---|
| Fee Preparation | | Ministry Binding Policy Directive on Tuition and Ancillary Fees: <ul style="list-style-type: none"> Registrar's Office to identify changes or updates including interpretation and implementation in fee preparation | MCU Registrar's Office |
| | Dec/Jan to March | Request for Compulsory Ancillary Fee changes (20 months in advance) from all service areas | Registrar's Office (Fees) |
| | April | Draft Timeline for Fees Preparation to ACET for Approval | |
| | April to July | Finalize Compulsory Ancillary Fees consulting with service providers, including Students' Association and Student Support Services, etc. | Registrar's Office (Fees) SA consult via VP,SS |
| | April to May | High Demand Review –High Demand considerations: <ul style="list-style-type: none"> Ministry definition Maximize revenue including opportunity cost with existing mix (enrolment targets met) Consultation with Registrar's Office, as required Ensure compliance with Ministry caps | Academic Operations & Planning (AOP) Registrar's Office (Fees) |
| Fee Review and Compilation | By end of May | Recommendations (if any) for changes to High Demand forwarded to Registrar's Office for Fees Preparation: <ul style="list-style-type: none"> Additions, deletions, and/or substitutions (including new programs as per Ministry criteria, p. 9, regarding LMI) | AOP |
| | May to mid-July | Program Ancillary Fee Preparation: <ul style="list-style-type: none"> Request from Registrar's Office to Program Areas for projected Program Ancillary Fees Requests for clarification back to Program Areas for Ministry definition compliance Compulsory Ancillary Fees: <ul style="list-style-type: none"> Service area fees finalized Consultation with Students' Association | Registrar's Office (Fees) |
| | By – mid-July | Registrar's Office compiles Program Ancillary Fees : <ul style="list-style-type: none"> Identify fee outliers regarding compliance; forward to Academic Operations & Planning for review <i>Manager, Academic Operations & Planning and Manager, Fees, Curriculum and Reporting collaborate to further probe fees with questionable compliance to make a recommendation for inclusion or exclusion. In the case further decision-making, Executive Director,</i> | Registrar's Office (Fees) |

6.3 Appendix F: Annual Fees Preparation: Procedure and Timeline

| | | | |
|----------------------|-----------------------|--|---|
| | | <i>Academic Operations & Planning with the Registrar to make final decision.</i> | |
| | By end of August | <p>Program Ancillary Fees finalized</p> <p>Draft Schedule of Fees including High Demand and overall Ministry calculations</p> <ul style="list-style-type: none"> ▪ Inclusion of Financial Aid scenarios <p>Review of all program fees listed (reviewing for program additions, deletions, or changes)</p> | Registrar's Office (Fees Team with Registrar) |
| Prepare for Approval | September | First Draft Transmittal for ACET prepared for Vice President, Student Services advance review | Registrar |
| | Mid-to-late September | Draft fees presented at CBC, SA/CCC | Registrar |
| | Mid-October | Compulsory Ancillary Fees finalized including Students' Association support (signature) | Registrar |
| | Mid-to-late October | Fees Transmittal presented to Algonquin College Executive Team | Registrar |
| | Mid-to-late October | Prepare Fees for ASAC and Board of Governors | Registrar |
| | November | Present Fees to ASAC for approval | Registrar |
| Approval | December | Present to Board of Governors for approval | Registrar |
| | December/January | SIS fees tables loaded, program narrative fees section loaded (descriptions), fees uploaded to RO website, tuition and fees estimator tool updated, narratives uploaded to College website | Registrar & Marketing |

Additional Notes:

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

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

| | |
|-------------------|--|
| Report title: | Second Quarter 2019-2020 Business Plan Performance |
| Report to: | Board of Governors |
| Date: | December 16, 2019 |
| 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 Second Quarter covers the period June 1 through to September 30, 2019, provided in Appendix A: Second Quarter 2019-2020 Business Plan Dashboard.

Dashboard

The legend for the dashboard reads as follows:

- *Green – Completed/In Progress*: Identifies targets or initiatives completed or in progress to be completed within the originally established quarter of the fiscal year.
- *Yellow – Delayed/Anticipated Delay*: Identifies targets or initiatives that are delayed in being reached, but are on track to be completed within the fiscal year.
- *Orange – At Risk*: Identifies targets or initiatives that may be at risk of being completed within the fiscal year.
- *Red – Not Completed*: Identifies targets or initiatives that will not be completed within the fiscal year.

Exceptions Report

The Exceptions Report for the Second Quarter covers the period June 1 through to September 30, 2019, is provided in Appendix B: Second Quarter 2019-2020 Business Plan Exceptions Report.

4. DISCUSSION:

Thirty-one of the forty business plan initiatives have a green status, seven initiatives are currently coded as yellow, indicating they are delayed and two items are identified as red, and currently at risk of not being completed by fiscal year-end. Contingency action plans are implemented for all targets and initiatives that have a yellow or orange status.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

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 current government/regulatory/legal impact identified at this time.

10. COMMUNICATIONS:

Quarterly report updates are made available to the public on the Board of Governors website following each Board of Governors meeting.

11. CONCLUSION:

The College is tracking well with the majority of business plan objectives (approximately 78 percent) completed or on track for originally anticipated completion and 17 percent of the current year business plan priorities are delayed but anticipate completion. The remaining five percent of business plan items are at risk of being completed within this fiscal year, but are well underway and will be completed in the next fiscal year. These results indicate an ambitious, but attainable yearly plan in support of the College's strategic objectives.

Respectfully submitted:



Laura Stanbra
Vice President, Student Services

Approved for submission:



Claude Brulé
President and CEO

Appendices:

| |
|--|
| Appendix A: Second Quarter 2019-2020 Business Plan Dashboard |
| Appendix B: Second Quarter 2019-2020 Business Plan Exceptions Report |

2019-20 Business Plan Quarterly Update - Dashboard Report

LEARNER DRIVEN

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

Improve Student Retention

Improve Overall Student Satisfaction

- AS/SS 1.0 a) Year 1 of the Learner Driven Plan implemented by Mar. 31, 2020
- AS 1.0 b) 14-week term model, that includes a one-week study break in all terms, implemented by Aug. 31, 2019
- AS 1.0 c) All recommendations and affirmations of the 2016 College Quality Assurance Audit Process (CQAAP) completed by Mar. 31, 2020
- FA 1.0 d) Design and functional programming completed for the Recreation and Athletics Complex by Sep. 30, 2019

- IS 1.0 e) Year 1 of international Strategic Plan Refresh implemented by Aug. 31, 2019
- ▲ FA 1.0 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
- FA 1.0 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

Increase the number of alumni who are engaged in meaningful activities with Algonquin College

Improve External Industry/Community Net Promoter Score

- ADV 2.0 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)

- ▲ SS 2.1 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
- AS b) Year 2 milestones of Education City concept project reached by Mar. 31, 2020
- AS c) Perley and Rideau Veterans Health Centre formal partnership, that will provide significant learning opportunities for our students, established by Jun. 30, 2019
- 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

Improve Employee Engagement

Improve Employee Willingness to Recommend

- HR 3.0 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
 - b) Workplace diversity and Inclusion strategy completed by Dec. 31, 2019
 - c) Succession and Strategic Workforce Planning completed by Mar. 31, 2020
 - 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
 - e) 95% of College people leaders have completed their yellow belt lean certification by Sep. 30, 2019

INNOVATION AND QUALITY

Goal 4: 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

- IS 4.0 a) Co-op A3 Plan countermeasures implemented by Aug. 31, 2019
- 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
- IS c) "Early Security Clearance" program piloted with 100 students aimed at reducing barriers to working in the Federal Government by Dec. 31, 2019
- 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

Legend

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

ACET Sponsor

- AS** Academic Services
- SS** Student Services
- IS** Innovation and Strategy
- FA** Finance and Administration

HR Human Resources

TRII Truth Reconciliation and Indigenous Initiatives

CER Communications and External

ADV Advancement

2019-20 Business Plan Quarterly Update

Improve student and employee satisfaction with the College's digital services

Students

Employees

- IS 4.1 a) Student Information System Request for Proposals completed and preferred vendor(s) selected by Mar. 31, 2020
- IS b) College-wide data model, governance structure and data quality improvement and insights plan confirmed by Jun. 30, 2019
- FA c) Budget Planning solution selected by Jun. 30, 2019 and implemented by Mar. 31, 2020
- AS 4.1 d) Learning Management System adoption and satisfaction targets reached by Mar. 31, 2020
- ▲ FA/HR e) Workday user adoption reached 95% of College employees and user satisfaction benchmark established and continuously improved by Mar. 31, 2020

- 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

Students

Employees

- IS 4.2 a) Student and employee participation in Discovery, Applied Research and Entrepreneurship increased from 5,000 to 7,500 by Mar. 31, 2020
- IS b) DARE District Incubator and Makerspace re-launched with new operating model by Jun. 30, 2019
- IS c) AshokaU Changemaker Campus Designation application submitted by Sep. 30, 2019
- 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
- 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

Grow net contribution

- ▲ FA 5.0 Net Contribution increased by Mar. 31, 2020 for:
 - FA a) Funded and Contract and Other Non-Funded Activity net contribution increased from(0.7)% to 3.5%
 - IS b) Campus Services from 9.9% to 10.0%
 - AS c) AShokaU Changemaker Campus Designation application submitted by Sep. 30, 2019
 - 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 Year 1 of the Advancement Plan launched by Apr. 15, 2019, including:
 - a) Donor Relations Plan implemented by May 30, 2019

- SS a) Strategic Enrolment Management Committee & Academic area engaged in discussion of A3 findings and countermeasures by Q1.
- ▲ SS b) Prospect Management System implemented by May 30, 2019
- ▲ SS c) Activity metrics implemented by May 30, 2019
- 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 Year 1 or the Indigenization Strategy operationalized, including:
 - TRII a) Indigenization Strategy A3 and Report completed by Jul. 1, 2019
 - TRII b) Business case for revenue generating components presented to Board of Governors by Oct. 30, 2019

**2019-20 Business Plan
Second Quarter Exceptions Report**

| | 2017-22 Strategic Goals | 2019-20 Metric | 2019-20 Target | 2019-20 Initiative/Leveraged Action | ACET Member | Status | Comments for Second Quarter |
|-----|---|--|----------------|---|-------------|--------|--|
| 1.0 | Learner Goal #1: 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) At Risk. The completion of an evaluation framework for "other than full time" faculty moved to 2020-21, therefore this CQAAP recommendation will not be addressed in 2019-20. All other recommendations and affirmations are tracking well. |
| 1.0 | Learner Goal #1: Establish Algonquin as the leader in personalized learning across all Ontario colleges | Improve student retention | 79% | 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 | D. McNair | | f) In Progress. First draft is completed and was presented on October 23, 2019 to the Algonquin College Executive Team. Final revisions will be completed and presented for approval by November 30, 2019. |
| 2.1 | Connected Become an integral partner to our alumni and employer | Improve External Industry/Community Net Promoter Score | -25 | 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 | L. Stanbra | | a) Delayed. The Partnership Framework Report will be presented to the Executive team by January 30, 2020. The strategic options and recommendations are in development. |
| 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) At risk. Seven programs tracking to approvals, with two lacking Program Advisory Committee support. Consideration for replacement programs underway. |

| | 2017-22 Strategic Goals | 2019-20 Metric | 2019-20 Target | 2019-20 Initiative/Leveraged Action | ACET Member | Status | Comments for Second Quarter |
|-----|---|---|-----------------------|---|-------------------------|--------|---|
| 4.1 | We will be leaders and continuously improve the quality, impact and innovativeness of teaching, learning and service delivery | <p>Improve student and employee satisfaction with the College's digital services</p> <p>Students</p> <p>Employees</p> | <p>90%</p> <p>90%</p> | 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) Delayed. Workday adoption in 2019-2020 has been challenged by the February 2019 phishing incident, implementation of the new Part-Time Support Staff Collective Agreement and configuration issues. Efforts have been focussed on engaging end users in regular huddles for feedback, adjusting Workday configurations to align with business needs and improving processes. A Value Realization Study will be conducted in Q4 and will inform development of a user satisfaction measurement. |
| 5.0 | Sustainability Goal #5: Pursue truth, reconciliation, social environmental, and economic sustainability | Grow net contribution | 6.2% | <p>Net Contribution increased by Mar. 31, 2020 for:</p> <p>a) Funded and Contact and Other Non-Funded Activity net contribution increased from (0.7)% to 3.5%</p> | D. McNair | | e) Delayed. Net contribution for Funded, Contract and Other Non-Funded Activity has increased from (.07)% to 1.7% as of the Q2 Projection for 2019-2020. We remain short of the 3.5% target due to budget pressures in revenues and expenditures. However we will continue to work towards achieving the target over the remainder of the fiscal year. |

| | 2017-22 Strategic Goals | 2019-20 Metric | 2019-20 Target | 2019-20 Initiative/Leveraged Action | ACET Member | Status | Comments for Second Quarter |
|-----|---|--|----------------|---|-------------|--------|--|
| 5.1 | Sustainability Goal #5: 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 | L. Stanbra | | Year 1 of Advancement Plan continues to progress as with delays in some areas due to the delay in recruiting a new Vice President of Advancement. a) Delayed. The Donor Relations Plan will be reviewed with the new Vice President, Advancement by February 3, 2020. Initial implementation will begin by March 1, 2020. As at September 30, 2019, Advancement realized \$2,354,000 compared to \$2,482,000 in 2018-2019. This represents 66% of the \$3,531,666 total revenue goal for 2019-2020. Funds raised as of September 30, 2019 is \$1,334,131, which represents 53% of the \$2,500,000 fundraising target (compared to \$1,671,000 in funds raised last year). An additional \$430,000 in donations are in the process of being realized. |
| 5.1 | Sustainability Goal #5: Pursue truth, reconciliation, social environmental, and economic sustainability | Increase value of new cash and pledges | \$2.5M | b) Prospect Management System implemented by May 30, 2019 | L. Stanbra | | b) Delayed. Raiser's Edge coding updated and new Prospect Management System now being streamlined for implementation by March 31, 2020. |
| 5.1 | Sustainability Goal #5: Pursue truth, reconciliation, social environmental, and economic sustainability | Increase value of new cash and pledges | \$2.5M | c) Activity Metrics implemented by May 30, 2019 | L. Stanbra | | c) Delayed. Activity metrics and coding of Raiser's Edge has been completed. Testing is in progress. Implementation will be completed by December 31, 2019 and then fine-tuned as required with the new Vice President, Advancement to ensure full functionality of systems by March 31, 2020. |

| # | 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% | Academic |
| | | 100% | |
| 2. CONNECTED | | | |

| | | | |
|---|---|--------------------|-------------------------|
| Alumni Engagement | <p>Number and percentage of contactable alumni who are engaged in meaningful activities with Algonquin College.</p> <p>Definitions:</p> <p>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. | <p>100%</p> | <p>Student Services</p> |
| <p>Alumni Willingness to Recommend (Satisfaction):</p> | <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 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)</p> | <p>100%</p> | <p>Advancement</p> |
| <p>3. PEOPLE</p> | | | |
| <p>Employee Engagement</p> | <p>Percentage of engaged employees as measured in the employee engagement survey (AON Hewitt)</p> | <p>100%</p> | <p>HR</p> |

| | | | |
|--|---|----------------------------|-------------------------|
| Willingness to Recommend (Perception) External Community | <p>Score calculated based on responses to the following question (using a U-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) | | | |

| | | | |
|--|---|------------|----------------------------|
| <p>Net Contribution (out of operations)</p> | <p>Operating revenues less operating expenditures on a modified cash flow basis.</p> <p>*Under a modified cash flow basis the following cash outflows are treated as expenditures:</p> <ul style="list-style-type: none"> • principal portion of debt service payments • contributions to reserves • purchases of assets that will be capitalized on the balance sheet <p>The following cash inflows are treated as revenues:</p> <ul style="list-style-type: none"> • capital grants that will be recorded as deferred capital contribution on the balance sheet <p>The following items are excluded from the calculation:</p> <ul style="list-style-type: none"> • depreciation expense, amortization of deferred capital contributions, change in vacation liability, impact of capitalizing assets and capital grants <p>*NOTE: this portion of the definition is required for Finance Dept staff only - applies at the College roll-up level, not required knowledge for other administrators</p> | <p>10%</p> | <p>Finance & Admin</p> |
| <p>Greenhouse Gas Emissions</p> | <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> |

| | | | |
|--|---|--------------------|---------------------------------|
| <p>Indigenization & TRC</p> | <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 suite 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. Demonstrate financial viability of Indigenization | <p>100%</p> | <p>TRC & Indigenization</p> |
|--|---|--------------------|---------------------------------|

| | |
|---------------------|--|
| Report title: | Strategic Mandate Agreement 3 (SMA3) Update |
| Report to: | Board of Governors |
| Date: | December 16, 2019 |
| Authors/Presenters: | Claude Brulé, President Chris Janzen, Senior Vice President, Academic |

1. RECOMMENDATION:

THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide the Board of Governors with a progress update of the College’s 2020-2025 Strategic Mandate Agreement with the Ministry of Colleges and Universities.

3. BACKGROUND:

In November 2013, the government introduced Ontario’s Differentiation Policy Framework for Postsecondary Education which included Strategic Mandate Agreements as the mechanism that outlined the relationship between the ministry and the institutions, and how each institution’s mission and activities align with Ontario’s vision for postsecondary education.

Each of the publicly-assisted colleges and universities in Ontario are required to have a Strategic Mandate Agreement with the Ministry of Colleges and Universities. Strategic Mandate Agreements are bilateral agreements between the ministry and the province’s publicly-assisted colleges and universities and are a key component of the Ontario government’s accountability framework for the postsecondary education system.

During the first round of Strategic Mandate Agreements in 2014 (SMA1), the ministry committed to engaging the university and college sectors on changes to their respective funding models in order to better support funding predictability and stability, and support differentiation and student-focused outcomes. Algonquin’s first Strategic Mandate Agreement (April 1, 2014 to March 31, 2017) was signed in May 2014.

In the spring of 2016, the ministry engaged the college sector in a consultation on principles for a redesign of the college and university funding model. This new model introduced three categories of funding:

- a) An enrolment funding envelope based on a corridor mechanism;
- b) A differentiation envelope based on performance measured against metrics; and
- c) Special purpose grants to address government and system priorities.

The second round of Strategic Mandate Agreements (SMA2) was executed in 2017, implementing the first phase of the funding model redesign with the implementation of the corridor mechanism, with colleges entering enrolment corridors in 2019-2020. Algonquin's second Strategic Mandate Agreement (April 1, 2017 to March 31, 2020) was signed in February 2018.

4. DISCUSSION:

In April 2019, as part of its 2019 Budget, the Ontario government announced that the next round of Strategic Mandate Agreements (SMA3), April 1, 2020 to March 31, 2025 will implement a new 'made-in-Ontario' performance-based funding model for the province's 45 publicly-assisted colleges and universities by linking a larger portion of provincial postsecondary operating funding to outcomes. Commencing in 2020-2021, the ministry will link a portion of funding to metric performance starting at a system-average of 25% and increasing to 60% of total Ministry of Colleges and Universities operating grant funding by 2024-2025 (with the remaining 40% allocated to the enrolment funding envelope).

Ten performance metrics will be phased in over a three-year period from 2020-2021 to 2022-2023 to be used by the ministry to assess institutional performance. These metrics fall into two major categories of government priorities for the postsecondary education sector:

1. Skills and Job Outcomes; and
2. Economic and Community Impact.

Eight of the metrics are established by the ministry while each college has the opportunity to define two institution-specific metrics (Economic Impact and Apprenticeship related), subject to the ministry's agreement. A third priority area has been identified related to Productivity, Accountability & Transparency, and will include two reporting metrics related to faculty compensation and faculty workload; however, these metrics will not be tied to performance funding.

Each institution will be able to assign funding weightings on a metric-by-metric basis which will impact the share of an institution's notional funding that can be received for successful

performance related to a particular metric. The ministry has implemented metric weighting minimum and maximum parameters ranging from 5% to 35% depending on the year.

Institutions will be measured against themselves based on ministry established targets using an institution’s historical performance, ministry established criteria and include a continuous improvement factor. The ministry will assign metrics a ‘band of tolerance’, or an allowable range around a target where institutional achievement will be considered successful for the purposes of earning 100% of the institution’s weighted notional allocation for that metric. The ministry will assess each institution annually on its performance against targets associated with the SMA3 metrics and results will be communicated through the SMA Annual Evaluation Report process. Performance will be assessed on metric-by-metric basis.

The SMA3 cycle launched in September 2019 with ministry information sessions and the distribution of prepopulated SMA3 metric data workbooks and agreement templates. On November 14, 2019, the ministry held a bilateral discussion with the College to provide further information as well as answer questions. Algonquin’s first draft SMA3 agreement and metric workbook is due for submission to the ministry on December 17, 2019 and our finalized documents are due February 18, 2020. The ministry anticipates the SMA3 to be finalized by March 31, 2020.

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:

One of the government’s objective within this Strategic Mandate Agreement is to encourage alignment of postsecondary education with labor market outcomes. Within the Skills and Job Outcomes priority area, there are six metrics that seek to measure and evaluate the College’s role in supporting student and graduate outcomes and alignment with Ontario’s economy. Metrics measure institutional commitment to areas of strength and specialization; students’

preparation with the skills essential for employment; experiential learning graduates; credential achievement; and positive labour-market outcomes for graduates.

7. FINANCIAL IMPACT:

Commencing in fiscal 2020-2021, the ministry will assigned 25% of the college's overall provincial funding to a performance / outcomes based grant, increasing to 60% by 2024-2025. The College's performance will be assessed annually on a metric-by-metric basis. Achievement of metric targets will result in receiving 100% of the weighted notional allocation. If achievement does not meet the allowable performance target / band of tolerance, this will result in receiving a lesser portion of notional funding commensurate with the level of achievement on the metrics.

8. HUMAN RESOURCES IMPACT:

Algonquin College's 2020-2025 Strategic Mandate Agreement does not have an impact on College human resources.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The Strategic Mandate Agreement is not intended to capture all decisions and issues in the postsecondary education system or between the Ministry and the College. Many of these will continue to be addressed through the Ministry's policies and standards processes. This agreement focuses on performance / outcomes-based funding associated with Algonquin College's differentiation envelope and enrolment corridor funding. Special purpose / other institutional grants are not included as part of this agreement. Other broader policy issues are also out of the scope of this agreement. The agreement may be amended in the event of substantive economic or policy changes that would significantly affect the Strategic Mandate Agreement deliverables. Any such, amendment would be mutually agreed to in writing, dated, and signed by both signatories.

10. COMMUNICATIONS:

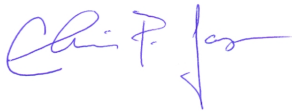
Once the Strategic Mandate Agreement has been signed by both the Deputy Minister of the Ministry of Colleges and Universities and the College President, it will be posted on both the Ministry and College websites.

11. CONCLUSION:

This report is provided for information on the College's 2020-2025 Strategic Mandate Agreement with the Ministry of Colleges and Universities. The Strategic Mandate Agreement between the Ministry of Colleges and Universities and Algonquin College is a key component

of the Ontario government's accountability framework for the postsecondary education system.

Respectfully submitted:



Chris Janzen
Senior Vice President, Academic

Approved for submission:



Claude Brulé
President and CEO

**Report from the Chair
Board of Governors Meeting
December 16, 2019**

Colleges Ontario 2019 Higher Education Summit

Algonquin College was well represented at the Colleges Ontario 2019 Higher Education Summit in Toronto. The College Centre of Board Excellence pre-conference workshop Good Governance and Board Orientation was well attended by our new and current governors: S. Tudor, Y. Singh, E. DeFrancesco, I. Zouari, J. McLaren, V. Sayah, and A. Lawrence. New Governors and Governors, W. Johnson, J. Darwin, K. Stanton and G. Beck attended the two-day conference, and Board J. Brockbank attended the Board Chairs' and Vice-Chairs' meeting.

2019 Premier's Awards

The 2019 Premier's Awards Gala was held as part of the Higher Education Summit on Monday, December 2. This year, 118 distinguished college graduates were nominated province-wide. Algonquin staff nominated an illustrious list of alumni for Premier's Awards this year and we congratulate them and thank them for attending the Awards Gala. This year's nominees were:

- **Paul Brisson** - Refrigeration and Air Conditioning Systems Mechanic 2011, President, Cantwell Air
- **Naomi Fong** – Social Service Worker Program 2018, Self Employed
- **Benjamin Ing** - Culinary Management, 2008, Head Chef, Noma
- **Jennifer Kryworuchko** (posthumously) – Registered Nurse, Critical Care 1996, Associate Professor, University of British Columbia
- **Mark Marsolais-Nahwegahbow** – Correctional Worker Program 1993, Founder, Birch Bark Coffee Company
- **Luc Villeneuve** – Business Administration 1979, President, Benchmark Corp.
- **Grant Lecky** – Security Management Program 2007, Co-Founder Security Partners Forum

Board of Governors Holiday Dinner

The Board of Governors Holiday Dinner was held on December 4. The dinner was well attended by members from the Board of Governors, former Directors from the Foundation Board, former governors, and their guests. Students from the Culinary Skills Program helped in the preparation and serving of the evening's dinner. The fruitcake parting gift were made and packaged by students from the Baking and Pastry Arts Program.

2019-2020 Board Meeting Dates

The Board meeting dates from September 2019 to June 2020 are posted on the Board's public website. They are as follows:

Monday, February 24, 2020, Board meeting

Monday, April 20, 2020 Board meeting

Monday, June 8, 2020 Board meeting and Annual General Meeting

2019-2020 Board Dinners and 2020 Spring Board Retreat

- 2020 Spring Board Retreat: Saturday, March 28, 2020.
- Board of Governors End of Year Dinner - Monday, June 22, 2020.

**Report from the President
Board of Governors Meeting
December 16, 2019**

President Brulé met with the following key external contacts and community leaders with many more planned in the coming months:

- Minister of Long-Term Care, Merilee Fullerton;
- Minister of Municipal Affairs and Housing, Steve Clark;
- Minister of Colleges and Universities, Ross Romano;
- Deputy Minister, Laurie LeBlanc; and
- Mayor of Perth, John Fenik.

President Brulé met with a number of Assistant Deputy Ministers from Employment and Social Development Canada, and from Innovation, Science and Economic Development Canada as part of a National Strategy Group event organized by Polytechnics Canada.

President Brulé met with contacts in post-secondary education including Jacques Frémont, President & Vice Chancellor, University of Ottawa; Ministry of Colleges and Universities, Marny Scully, Executive Lead/Special Advisor, Strategic Mandate Agreements, and Kayla VanWyck, Manager, Strategic Mandate Agreements.

Canadian Club Toronto

President Brulé attended the Canadian Club Toronto event on Education, the Next Generation. Today's technology is changing industries at a rapid pace, causing the labour market to face a period of uncertainty. What are Canadian institutions doing to address these concerns, how are employers working with academic institutions to prepare employees? The Honourable Ross Romano, Anne Sado, President of George Brown College, and John Stackhouse, Royal Bank of Canada, discussed and addressed these concerns, offered solutions, and illustrated that stronger links between employment and education are key to progress.

Local Breakfast Series

President Brulé attended the Local Breakfast Series to hear Deputy Governor of the Bank of Canada, Timothy Lane speak about Canadian and global economic developments and how they were taken into account in the December interest rate decision.

2019 President's Listening Tour

President Brulé completed 26 Listening Tour sessions with College employees and students on November 6, 2019. These sessions included employees from each department and academic area across Algonquin College. Student's Association class representative were invited. Employees and students who participated helped identify the College's future priorities.

Long-term Advocacy Priorities

The Committee of Presidents discussed a long-term advocacy strategy to promote awareness of how college graduates are pivotal to Ontario's efforts to strengthen the workforce. Linda Franklin, President

and CEO, Colleges Ontario, said they will explore options to have a third party produce a discussion document on the future of workers, in consultation with colleges and key players. The document will be used to generate media coverage and used by colleges as a form of community engagement. The Committee of Presidents supported this approach and recommended the work include a review of the federal government's Future Skills activities, the Business Council of Canada's paper, "A better future for Canadians," and other relevant research including work from the business community.

Pre-budget submission

The Committee of Presidents approved a draft of the sector's submission to the province for the 2020 Ontario Budget. The submission's theme is "the future of work." The submission has targeted funding requests to improve college education, including recommendations for new investments into mental health services on college campuses and for capital investments to improve energy efficiency. The Ontario government is expected to table its 2020 budget in the spring.

Public-private Partnerships with Career Colleges

As part of an update on the Ontario government's activities, Colleges and Universities Minister Ross Romano [announced](#) the government's new policy at a news conference last month at St. Lawrence's Brockville campus. The minister announced Ontario has lifted its moratorium on partnerships and is allowing colleges to enter new agreements to deliver programs to international students. Six colleges currently have partnerships with private training colleges. In preparation for the announcement, the sector's task force created a policy document for colleges that addressed issues such as managing overall enrolment levels and ensuring the quality of all programs is protected. The Committee of Presidents voted to have the task force review its recommendations.

National strategy on micro-credentials

Linda Franklin, President and CEO, Colleges Ontario, spoke about a proposal to work with colleges and regional associations across Canada on a national strategy on micro-credentials. A number of colleges have established micro-credentials and there is growing interest among governments and business leaders. She noted that a national strategy with a defined set of principles and an implementation approach could ensure a full suite of programs is created that aligns with the evolving economy. The Committee of Presidents supported the idea of a national initiative, cautioning the work must be done well but also quickly as micro-credentials are an emerging competitive matter that must be addressed with an appropriate level of urgency.

LinkedIn contract

The Committee of Presidents discussed whether the Ministry of Colleges and Universities should renew a contract with LinkedIn that provides post-secondary students with free access to courses on LinkedIn Learning, formerly known as Lynda.com. The partnership was established three years ago to help college and university students get free access to LinkedIn courses that provide further training to prepare students for their careers. Colleges Ontario will consult with colleges to get their feedback on whether the arrangement was beneficial to students.

| | |
|---|---|
| <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 Timeframe: September 10, 2019 to November 4, 2019</p> | |
| <p>LEARNER DRIVEN 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"> • Perth Campus has secured a partnership with the Ontario Masonry Training Center to offer a 33-week Brick and Stone Pre-Apprenticeship program from March to October 2020. This program will also include a 6-week heritage masonry portion. • Improvements to the Learning Management System Support case management process has reduced the Help queue from 300+ tickets to less than 40. • Algonquin’s Annual Plan for the Credit Transfer Institutional Grant was approved by the Ministry of Colleges and Universities resulting in \$278,770 in funding to support transfer students and pathways. Funding is divided between Academic Development, the Registrar’s Office and Recruitment. |
| <p>Communications, Marketing and External Relations</p> | <ul style="list-style-type: none"> • The Communications Department continued to support development of the Learner-driven Plan. From September through the end of November 2019, the office focused on communications promoting the development of the Implementation Plan and the work of its three main working groups: the Micro-credentials and Digital Credentials Working Group, the Choice of Schedule/Timetable Working Group, and the Universal Design for Learning Working Group. • Communications support was provided for the Indigenous student consultation about naming and Indigenous elements in the new Athletics and Recreation Centre, and promoted the series of events on digital channels, screens and social media. These events were hosted by the Students’ Association and Mamidosewin Centre. |
| <p>Human Resources</p> | <ul style="list-style-type: none"> • The Centre for Organizational Learning is leading an initiative within the Universal Design for Learning of year-one of the Learner-driven Plan which includes the work of faculty and a student. |
| <p>Indigenous Initiatives</p> | <ul style="list-style-type: none"> • On November 4, 2019, the Office of Truth, Reconciliation and Indignization signed a Memorandum of Understanding with Ottawa Tourism to develop an Indigenous Tourism Incubator Training Program. Two cohorts will be offered in summer 2020 to Indigenous learners and community members who are interested in starting a business focused in |

| | |
|-------------------------|--|
| | <p>the tourism industry. The program offers an eight-week online training modules supported by mentors and coaches followed by two weeks of on-campus training to ready them for business planning to help get seed funding from investors. The learners will receive a certificate from Algonquin College in partnership with Ottawa Tourism.</p> <ul style="list-style-type: none"> • The office of Truth Reconciliation and Indigenization worked with YouthBuild International to establish a network of training centres on First Nations across Canada. Tours of existing sites have taken place at several charter schools in Los Angeles, Manitoba Institute of Trade and Technology in Winnipeg, and the Nisichawayasihk First Nation in Northern Manitoba. This is in support of establishing Indigenous YouthBuild Canada. A funding application has been submitted to Employment and Social Development Canada for a pilot program. |
| <p>Student Services</p> | <ul style="list-style-type: none"> • A Call Centre redesign in the Registrar’s Office has improved the answer rate during this time period compared to last year. There was a modest decrease (6.2%) in calls received during this period compared to the same time last year (from 22,985 to 21,634); however, the answer rate increased by 91.3% (from 10,388 to 19,872), while also decreasing call wait times from 16:53 minutes to 2:28 minutes. This is a dramatic service improvement attributed to the call flow redesign. • In-person service decreased in the Registrar’s Office by 23.7% during this reporting period this year compared to the same time last year (from 18,486 to 14,113). This decrease is attributed to additional online functionality and enhancements to self-service. • The AC Hub hosted 20 different events, workshops, and off-campus experiences during the first two months of the 2019 Fall Term. These activities served to promote the Algonquin College culture and foster student engagement by building a sense of community. • Mental Health 360° is a new series of events brought to learners by the AC Hub, providing wellness opportunities for students to relieve stress, connect with their peers, and be supported in the Algonquin College Community. • The AC Hub team, in partnership with the Registrar’s Office and Communications successfully executed the 2019 Fall Convocation ceremonies on October 22, 2019. Attendance increased from 840 or 31% of eligible graduates in 2018 to 995 or 38% of eligible graduates in 2019. With a goal of continuous improvement for the graduate and guest experience, changes were implemented including a new venue at the Shaw Centre. Graduates as a whole were very satisfied with the Shaw Centre as the event venue with 90% (129) providing an overall rating of very good or excellent with no responses indicative of a poor rating. |

| |
|---|
| <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> |
|---|

| Summary Report from: | Activity |
|--|--|
| Academic | <ul style="list-style-type: none"> • The inaugural class of Business Agriculture students at the Perth Campus participated in four days of out-of-the-classroom events during “Agriculture Experience Week”. On one stop, students visited the North Gower Grains facility where they learned about safety, growing crops, and managing a grain elevator and feedlot. The students visit was featured in the Eastern Ontario AGRINEWS. • On September 12, 2019, Indigenous Cook students volunteered at the National Arts Centre for the Celebratory Dinner of Indigenous Culinary Tradition with Seventh Fire’s Executive Chef, Rich Francis. • Accreditation Canada reviewed the Diagnostic Cardiac Sonography program and accorded the program an <i>Accredited with condition</i> status until December 31, 2021. This is the highest level possible for a new program without graduate data. • There were 900 observations of the Early Learning Centre by Early Childhood Education, Medical Radiation Technology, Recreation & Leisure Studies and Child and Youth Care students during the first half of the Fall term. • The Pembroke Campus hired a job developer to secure more work placement experiences for co-operative education students. The funding for the position was secured through a grant application to Renfrew County Community Futures Development Corporation. The grant will also allow the College to offer 50% wage subsidies to employers who hire co-operative education students within Renfrew County. |
| Communications, Marketing and External Relations | <ul style="list-style-type: none"> • Communications continued implementing a Communications and Marketing Plan for a new vision for Program Advisory Committees. Website design has been completed in tandem with Marketing and will soon be ready to promote internally and externally. • The Events Team engaged in detailed planning for the soft launch of Algonquin College’s new downtown Corporate Training facility on December 11, 2019. • Communications continued to develop a variety of material in support of the launch of a new training initiative being pioneered by five community colleges partnered as the Eastern Ontario College Consortium – with Algonquin College as the lead. Initiatives in Fall 2019 included web material and video shoot development with sector partners, and discussion about a potential launch event in conjunction with the province. This collaborative Eastern Ontario College Consortium model, approved by Ontario’s Ministry of Colleges and Universities on March 20, 2019 aims to address the ongoing impact of U.S. steel and aluminum tariffs and workforce skills transformation. Algonquin previously developed a microsite and guidelines for the other colleges, with the help of Communications and Marketing. |

| | |
|-------------------------|--|
| Human Resources | <ul style="list-style-type: none"> Human Resources sponsored the implementation of a new learning management platform and registration system for employee learning, leveraging the College’s Learning Management System, Brightspace. This innovative approach will be one of many supports of the new vision for employee learning at the College. Human Resources has launched a new pilot project for a Human Resource Service Center with in-the-moment services designed to answer tier one Human Resources questions related to: recruiting, performance management, benefits, pension, employee engagement, Workday HR activities and others. The project will continue until March 31, 2020 and value will be determined upon the results of a variety of metrics including number of employees served, interaction satisfaction, and resolution of questions/concerns. Other initiatives include the development of an HR Digest, Podcasts, open office hours in the Employee Learning Exchange, a library of information sessions focused on walking employees through processes and an HR kiosk that will deploy across the college in various buildings on a rotating schedule. |
| Innovation and Strategy | <ul style="list-style-type: none"> Cooperative Education updated its interview, job offer, and job acceptance process to a system called “rank-and-offer”. This new approach enables increased learner and employer online self-service, task automation, and timeliness in offering and confirming co-op job offers. As a result, co-op student hires for the 2020 Winter term are up 28% as compared to the same time period last year. Four unique applied research projects were embedded into the curriculum for the Environmental Technician Program in Pembroke with the aid of local businesses and organizations. They include Edible Ecosystem Living Lab, Environmental Monitoring Equipment Installation, Data Analysis and Water Quality Monitoring and Streambank Assessment. |
| Student Services | <ul style="list-style-type: none"> During this reporting period, Marketing launched the Perth and Pembroke campus virtual tours. The tours for all three campuses have generated 1,018 leads during the report timeframe in addition to in-person campus tours. The Algonquin College website is performing well with an increase of 5.1% in new visitors over the same period last year. Session traffic is up 11.8% and visitors are staying 14.6% longer on our web pages. The electronic medical records in Health Services were successfully migrated to a cloud-based solution with Telus Health from October 22 to 26, 2019. This initiative was part of a quality improvement process to help further enhance data security of personal health information. The AC Hub hosted the first-ever AC Reconnect event following the Fall mid-term break on October 28, 2019. The purpose of the event was to re-connect with learners upon their return from the break. More than 15 Algonquin College services and supports participated, providing resources, answering questions, and facilitating a smooth transition as learners entered the second half of the 2019 Fall term. |

| CONNECTED | |
|---|--|
| Goal 4: Become an integral partner to our alumni and employers. | |
| Summary Report from: | Activity |
| Academic | <ul style="list-style-type: none"> On September 26, 2019, the School of Hospitality and Tourism hosted a Colleges and Institutes Canada (CICan) Sodium Reduction Project event. The Project is a two-year pan-Canadian initiative aiming to develop and test supplementary sodium reduction teaching material which would be incorporated into college and institute courses and programs related to food preparation. Funded by Health Canada, the project's ultimate objective is to reduce sodium levels in the food supply and consequently reduce sodium intake levels by Canadians. Liane Gallop, Manager of the Algonquin College Early Learning Centre joined the Children's Inclusion Support Services Advisory Committee. |
| Communications, Marketing and External Relations | <ul style="list-style-type: none"> Continued implementation of communications plan to support and recruit new members (especially alumni) to Program Advisory Committees. Ongoing promotion of Algonquin College Advancement's Alumni at Work segments on Good Morning Algonquin College. President Claude Brulé had additional introductory meetings with many community partners and stakeholders as part of the President's 100-day Plan to continue building on the College's strong external relationships. Communications coordinated media relations and external and internal communications to raise awareness of the Alumni of Distinction Awards Gala held on September 26, 2019. |
| Innovation and Strategy | <ul style="list-style-type: none"> Ottawa Employment Hub partnered with the Ottawa Board of Trade for its inaugural Talent Summit on September 24, 2019, with 120 business and community partners attending the event. Cristina Holguin-Pando, Director Applied Research, Innovation and Entrepreneurship, represented Algonquin College at the Conselho Nacional das Instituições da Rede Federal de Educação Profissional, Científica e Tecnológica (Conif) Conference held in Grand Florianopolis, Brazil from September 9 to 13, 2019. Participated in a series of panel discussions focused on international collaboration, Cristina addressed trends and best practices with conference members while raising the College's profile in Brazil. |
| Student Services | <ul style="list-style-type: none"> After a successful launch in October 2018, Masterclass events are back and continue highlighting Algonquin College Alumni. These events highlight local talent, creating opportunities for industry leaders to share insights and expertise with Algonquin College learners. |

| | |
|--|---|
| | <ul style="list-style-type: none"> • The Employment Support Centre and the Volunteer Centre co-hosted the Part-time Job & Volunteer Fair on September 19, 2019. The event featured 40 organizations including the Royal Bank of Canada, Fairmont Chateau Laurier, Shaw Centre, the Canadian Armed Forces, and First Air. Over 450 students attended the event. • The Volunteer Centre delivered 12 Community Projects from September 11 to November 4, 2019. This included Algonquin College’s first Fall 2019 mid-term break. The Fall 2019 mid-term break from October 22 to 26, 2019 focused on Indigenous service learning with organizations like Recreation and Parks Association of Nunavut, Indigenous beading with Lili Miller, and Minwaashin Lodge. |
| <p>SUSTAINABLE Goal 5: Enhance Algonquin’s global impact and community social responsibility.</p> | |
| <p>Summary Report from:</p> | <p>Activity</p> |
| <p>Academic</p> | <ul style="list-style-type: none"> • Perth Campus hosted the launch party for the Community Settlement Initiative, an innovative settlement service delivery pilot project funded by Immigration, Refugees and Citizenship Canada. Algonquin College has partnered with Community Settlement Initiative in an effort to create welcoming communities for newcomers to Canada including international students. • On September 20, 2019, fifteen Hairstyling students, one Event Management student, four Bartending students and six faculty partnered with Hair Donation Ottawa and CHEO for their ninth annual fundraising event in support of cancer research. • Police Foundations students volunteered in the following three activities: <ul style="list-style-type: none"> ○ cleaned the park adjacent to the Ottawa Campus; ○ participated in the Parkdale United Church <i>In from the Cold</i> supper for those in the community experiencing marginalization; and ○ participated in the <i>9RunRun</i> event which shows support for the region’s Emergency Services’ personnel while encouraging health and fitness in the community. • Dental Hygiene students participated in the <i>One Health Pet Fair</i> at the Youth Services Bureau where the students were involved in planning, implementing and offering services and care for street-engaged youth and their pets. • The College surpassed the full-time online enrollment target for Fall 2019 of 1,511 by 14 enrollments, and continues to increase. • The Pembroke Campus unveiled its Pride Sidewalk on September 30, 2019 as part of Campus Pride week activities. • Second year Environmental Technician students organized a waterfront cleanup on September 24, 2019. The shoreline of the Ottawa River near the Pembroke Campus was severely impacted by the spring flooding. |

| | |
|---|---|
| <p>Communications, Marketing and External Relations</p> | <ul style="list-style-type: none"> • Government Relations continues to work closely with partners on making the Healthy Living Education project a reality. A recent Memorandum of Understanding has been finalized with the Perley and Rideau Veteran’s Health Centre and Ottawa Community Housing. • Government Relations has monitored the new policy changes announced by the Ministry of Colleges and Universities on public-private partnerships. • Government Relations continued to work closely with the City of Ottawa on infrastructure projects like the Light Rail Transit Phase 2 and the Athletics and Recreation Centre. • Government Relations participated in the Strategic Mandate Agreement (SMA) 3 discussions with the Ministry of Colleges and Universities. |
| <p>Indigenous Initiatives</p> | <ul style="list-style-type: none"> • In October and November, and in partnership with the Algonquin College Student Association, the Office of Truth, Reconciliation and Indigenization hosted four college community engagement sessions focused on branding opportunities for the new Athletics and Recreation Centre. The work explored college identity expression through the lens of health, wellness and Indigenous Knowledge. |
| <p>Innovation and Strategy</p> | <ul style="list-style-type: none"> • Algonquin Corporate Training generated over \$487,000 in training to thirteen steel and aluminum manufacturing and metal fabrication companies through the SkillsAdvance Ontario Project. • Delivered training to over 317 learners, Algonquin Corporate Training Centre generated over \$206, 000 in training services to nine Indigenous organizations, including Government of Nunavut, Mamisarvik Healing Centre, Tungasuvvingat Inuit, Nunavut Municipal Training Organization, Larga Baffin and Cree Nation of Mistissini • The Information Technology Services led the College’s participation in the annual October National Cyber Security Awareness Month campaign. Activities, events, and initiatives focused on expanding cybersecurity awareness and education on College campuses to both learners and employees. |
| <p>Student Services</p> | <ul style="list-style-type: none"> • Leads generated through the pay-per-click (PPC) campaigns increased 35% (from 2,323 to 3,587) year-over-year. The cost per lead decreased by 44% (from \$15.65 to \$10.90). Marketing continues to implement modifications to pay-per-click advertisements to reach the College’s target audience at a competitive cost per lead. • The Financial Aid and Student Awards Office had 12,376 active Ontario Student Assistance Program applications as of November 13, 2019, with \$111 million awarded including \$54 million (51%) in grant funding. Compared to 2018 at the same time, this is a 6% decrease in applications (from 13,103 to 12,376) and 15% decrease in funding (from \$131 million to \$111 million). Proportion of grant funding decreased from 58% to 51%. This decrease in funding was expected as a result of the Ministry of Colleges and Universities’ funding formula changes announced in March 2019 and in effect for the 2019-2020 academic year. |

| 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"> • Developed a communications plan for the implementation of the 2019 Employee Engagement Survey launched on November 26, 2019, including a promotional video with the President, and regular digital features promoting Algonquin College advancements in Engagement since the 2017 survey. • The Communications Department continues to solicit stories from employees and editorial development on a new Culture Book about the different personalities and experiences that make up the Algonquin College culture. • Recruited new employees and, more importantly, their dogs – to join Algonquin College’s Therapy Dog program. After a lengthy internal communications campaign, over 20 new dogs applied of which 15 participated in training to narrow down candidates for the program. • The Communications Office supported the ongoing development of a new Employee Expert webpage to be launched later this term. This new, interactive site will offer a new vehicle to showcase Algonquin’s talented experts to outside media. • The Events Team organized and communicated the President’s Listening Tour for Fall 2019. This included a Communications strategy on myAC and in Good Morning Algonquin. • The Events Team coordinated a Remembrance Day service at the Ottawa Campus, including members from the Executive Team, the Leadership Team, students, employees and some community stakeholders. • The Events Team coordinated Fall Harvest Coffee Breaks at the three campuses where the Three Sisters soup was served to employees. An opportunity for employees to take a break and socialize with their colleagues. • The Events team organized an event honouring the Students’ Association’s investment in the DARE District’s Indigenous elements. The communications team provided assistance with promotion and writing for the event. • Developed material to promote the Fall Mid-term Break in October (and corresponding non-academic events for employees and students). Communications material included ongoing website content (and a special Fall Break subpage), myAC posts, a special advertorial in the Algonquin Times, social media, and TV screen promotions. • Ongoing work with Information Technology Services to promote new cybersecurity measures like Cybersecurity Month of October, Safe Links and communications strategy around a new 12-digit password protocol for employees. • 2020 Employee Awards: early meetings and communications strategy is being developed. • The Communications team worked with Human Resources to add a weekly blog post on inclusion and diversity to the Good Morning Algonquin newsletter. |

| | |
|------------------|--|
| Human Resources | <ul style="list-style-type: none"> • The Centre for Organizational Learning offered one New Employee Orientation session hosting 12 new employees. • The Part-Time Faculty Orientation Program supported the learning of 173 part-time faculty which included five face-to-face sessions. One-hundred and eighteen part-time faculty completed the online module, Finding Your Way at AC. • The Centre for Organizational Learning coordinated the delivery of 18 Professional Development workshops to 194 registrants. These workshops are offered in collaboration with Learning & Teaching Services, Center for Continuing and On-line Learning (Brightspace), Centre for Accessible Learning, and Academic Development and Finance. • An Intercultural Competence workshop hosted by the Centre for Organizational Learning during break week and attracted 27 registrants. • Twenty employees are enrolled in the Leadership Mentoring Program which is coordinated and delivered by the Centre for Organizational Learning. • Nine employees are enrolled in the Algonquin Leadership in Education Institute level 3 program. • Management Academy and Support Staff Academy provided six workshops to 50 registrants. • The Teaching Adult Lifelong Learners program graduated 19 employees in Teaching Adults: Getting Started. • Twelve Algonquin College support staff (as a part of a total of 65 participants from 6 Eastern Region colleges), participated in the annual Support Staff Development Program. The 2019 theme was “Personal Growth for Professional Impact: Learning Leads to Success”. The Program comprised of a Plenary entitled “Daily Habits to Manage Your Energy” and Closing Keynote with Deborah Kimmett. Workshops included “Breathing with Intent”, “Restorative Practices”, “Emotional Intelligence: Your Inner & Outer Self”, and “Cultural Communication”. • On October 7, 2019, the Mental Health Awareness initiative, “Not Myself Today” was launched College wide. Not MySelf Today is an evidence-based, practical solution to help Algonquin transform mental health at work. Spearheaded by the College’s Psychological Health and Safety Taskforce, the objective is to raise awareness and understanding of mental health and illnesses, reduce stigma, and foster a safe and supportive work environment. Since the launch, 253 college employees have logged into the Not Myself Today portal. The portal includes many resources, including conversation starters about mental health, tools and resources to help break down barriers and make mental health accessible to all employees. • Fourteen full-time Professor positions have been posted. In addition, nineteen full-time hires joined Algonquin College during this timeframe: seven Administrative employees and twelve Support Staff employees. |
| Student Services | <ul style="list-style-type: none"> • An Employee Awards Wall installation was completed outside of Nawapon, Ottawa campus. The portraits will be updated annually as Algonquin College looks to shine a brighter light on our most recent winners. Past winners will be honoured online. |

| STUDENT & EMPLOYEE SUCCESSES: | Activity |
|--|--|
| Academic | <ul style="list-style-type: none"> • On November 4, 2019, the School of Advanced Technology and the Algonquin Centre for Construction Excellence held their Awards night where valued donors and appreciative students mixed and mingled after current students and some now alumni received awards in recognition of their academic achievements. • Matthew Bruins, graduate, Heritage Carpentry and Joinery program, was featured in Lee Valley’s Fall 2019 Woodworking Catalogue and in a promotional video for their woodworking tools. • Gillian Cummings, graduate, Heritage Carpentry and Joinery program was featured in an article in the Algonquin Times. Gillian is the program coordinator for “Grow Studios Workshop” which provides members of the community the opportunity to learn a skill that will allow them to re-enter the workforce. • Hopewell Eating Disorder Support Centre held its third annual signature fundraiser in the Horticulture Building at Lansdowne Park on Wednesday, October 23, 2019. The culinary student team Chefs Evilien Santa T. Santuri, Grant Buttrey, Nghi Do and Luwei Cheng, presented their vegetarian banh mi, which was voted the guests' favourite sandwich at <i>Breaking Bread, Breaking Stigma</i> and brought home the 2019 People’s Choice Award. • Altaf Sovani, Chair, Hospitality attended the grand opening of Mazarine Restaurant co-owned and operated by Algonquin Alumni Selina Qaqish and Yesmine El-Ayoubi. • October 31, 2019 Esthetician students were working hard at Halloween themed make up in the Student Commons. All proceeds went toward the Umbrella Project and SA Food Cupboard. • <i>The Ghost Keeper</i> written by Natalie Morrill, Professor, Professional Writing, was shortlisted (three nominees) in the fiction category for the 2019 Vine Awards for Jewish Literature. • The Pembroke Campus continues to host a very successful Speaker Series that is attracting well known authors and personalities as part of its community outreach programming. Recent speakers have included journalist Andrew Cohen on September 17, 2019 and historian Chris Gainor on October 17, 2019. • John Yakabuski, Minister of Natural Resources and Forestry visited the Pembroke Campus on September 26, 2019. Mr. Yakabuski met with students and faculty in the Forestry Technician and Urban Forestry-Arbiculture programs. • Numerous successful United Way fundraising activities were held in September and October at the Pembroke Campus, including a spaghetti luncheon, bake sale, pie sale, Halloween tea party and book sale. The campus goal of \$10,000 will be achieved. |

President/Board of Governors

| | |
|--|--|
| Communications, Marketing and External Relations | <ul style="list-style-type: none"> • Communications solicited, developed, wrote and edited ten comprehensive Colleges and Institutes Canada Award nomination for submission on November 18, 2019. They included nominations for Internationalization, Indigenous, Applied Research, and Program Excellence. |
| Human Resources | <ul style="list-style-type: none"> • Training sessions were provided to managers and employees on the part-time support collective agreement and Workday implementation. The training sessions were very well attended. |
| Student Services | <ul style="list-style-type: none"> • Ben Bridgstock, Director of Student Support Services and Doug Stringer, Manager of Counselling Services presented at the Centre for Innovation and Campus Mental Health 2019 conference in Toronto on October 15, 2019. The topic of the conference was “Whole Communities, Healthy Communities’. Ben Bridgstock and Doug Stringer presented a longitudinal study on applying LEAN and Stepped Care based principles to the service delivery model of a counselling service. |

2019-2020 BOG Work Plan

| ROLE OF THE BOARD | RESPONSIBLE AREA /PERSON | MEETING DATES | | | | |
|---|---------------------------------|---------------|-------------|-------------|-------------|------------|
| | | 28-Oct 2019 | 16-Dec 2019 | 24-Feb 2020 | 20-Apr 2020 | 8-Jun 2020 |
| STRATEGIC DIRECTION SETTING - The Board develops and adopts a strategic plan consistent with its mission, vision and values, and enables the organization to realize its mission. The Board oversees major decisions, monitors progress on implementation of strategic directions and approves annual business plans. The Board annually reviews the Strategic Plan as part of the regular planning cycle. | | | | | | |
| 2020-2021 Budget Assumptions, Three-Year Pro Forma, First Draft Concepts of the 2020-2022 Business Plan | D. McNair, L. Stanbra | | X | | | |
| DARE Vision Plan (Including Innovation and Entrepreneurship - Information item only) | P. Devey | | | | | X |
| Approval of 2020-2021 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 | |
| International Education Strategic Plan Refresh (Information item only) | P. Devey | | | | | X |
| Information Technology Modernization Plan | P. Devey | | | | X | |
| Key Performance Indicators Report Back (included in ASAC Report) | C. Janzen | | X | | | X |
| Lean Management Plan (Presentation) | L. Stanbra | | | | | X |
| People Plan (Information item only October & presentation at June meeting) | D. McCutcheon | X | | | | X |
| Employee Engagement Update (Information item for October & Presentation for June) | | | | | | |
| Strategic Mandate Agreement 3.0 – (in 2017, update presented at April 2017 BOG, then to the 2017 Fall BOG Retreat For information only at the February, Presentation June meeting) | C. Janzen | | | X | | X |
| Student Information System - Update | P. Devey | X | | | X | |
| Transforming Indigenization Initiatives Update | R. McLester | | X | | | X |
| Learner-Driven Plan Implementation Update | L. Stanbra, C. Jansen, P. Devey | | X | | | |
| Athletic & Recreation Centre - Investment Case | 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 2019-2020 and progress against Strategic Plan 2017-2022 | T. McDougall | | | | | X |
| Quarterly 2019-2020 Business Plan Update | L. Stanbra | Q1 | Q2 | Q3 | | |
| Fourth Quarter 2019-2020 Business Plan performance | L. Stanbra | | | | | Q4 |

| ROLE OF THE BOARD | RESPONSIBLE AREA /PERSON | 28-Oct 2019 | 16-Dec 2019 | 24-Feb 2020 | 20-Apr 2020 | 8-Jun 2020 |
|--|----------------------------------|--------------------|--------------------|--------------------|--------------------|-------------------|
| Program Advisory Committee's Annual Report (ASAC Report) | C. Janzen | | | X | | |
| SA 16: Sexual Assault/Sexual Violence Policy (ASAC Report) | L. Stanbra | X | | | | |
| 2018-2019 Sexual Assault/Sexual Violence Annual Report to the Board (Information item ASAC Report) | L. Stanbra | | X | | | |
| 2019-2020 Sexual Assault/Sexual Violence Annual Report to the Board (Information item ASAC Report) | L. Stanbra | | | | X | |
| FINANCIAL OVERSIGHT – The Board is responsible for stewardship of financial resources, approves policies for financial planning, approves the annual operating and capital budgets, monitors financial performance against budget and compliance against investment policies, ensures the accuracy of financial information and approves the annual audited financial statements and ensures management has put into place measures that ensure the integrity of internal controls. | | | | | | |
| 2020-2021 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 2019-2020 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. | | | | | | |
| Corporate Risk Profile | D. McNair | | X | | | |
| 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 2020-2021 | J. Brockbank | | | | X | |
| Governance Committee Report to include Board Officer and Committee Appointments; BGI-01 Report Card; Governor Reappointments | G. Beck | | | | X | |
| BOG Officer & Committee Memberships (AGM agenda) | G. Beck | | | | | X |
| 2019-2020 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 | |