

## MEETING OF THE BOARD OF GOVERNORS

MEETING NUMBER FIVE HUNDRED AND TWENTY ONE OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE  
TO BE HELD ON MONDAY, DECEMBER 7, 2020 FROM 4:00 PM – 6:00 PM, BY ZOOM WEBINAR:

**REGISTER FOR THIS MEETING:**

[https://algonquincollege.zoom.us/webinar/register/WN\\_R1i\\_\\_5\\_MRZK6a4JotHrZtQ](https://algonquincollege.zoom.us/webinar/register/WN_R1i__5_MRZK6a4JotHrZtQ)

AGENDA		Presenter	Time
<b>0.</b>	<b>Celebrating Student Success:</b> <ul style="list-style-type: none"> <li>• <i>COMPLEET Artificial Intelligence – Project Management</i></li> </ul>	Chris Janzen	10 m. 4:00-4:10
<b>1.</b>	<b>Constitution of the Meeting and Approval of the Agenda</b>	Jay McLaren	1 m.
<b>2.</b>	<b>Declarations of Conflict of Interest</b>	Jay McLaren	1 m.
<b>3.</b>	<b>APPROVAL OF PREVIOUS MEETING MINUTES AND THE CONSENT AGENDA</b>		
	3.1 Minutes of the Board of Governors’ meeting of October 26, 2020	Jay McLaren	1 m.
	3.2 Board Executive Committee Report (verbal) Appendix A: 2020 Fall Board of Governors Retreat – Survey Results	Jay McLaren	5 m. 4:15-4:20
	3.3 Academic and Student Affairs Committee Report Appendix A: Enrolment Update	Cyril McKelvie	5 m. 4:20-4:25
	3.4 Audit and Risk Management Committee Report Appendix A: Second Quarter 2020-21 Major Capital Projects Report Appendix B: Second Quarter 2020-21 College Operating Funds Investment Report Appendix C: Second Quarter 2020-21 Endowment Funds Investment Report	Steve Barkhouse	5 m. 4:25-4:30
	3.5 Governance Committee Report Appendix A: New Governor Board Orientation Part 1 – Survey Results Appendix B: New Governor Board Orientation Part 2 – Survey Results	Audrey Lawrence	5 m. 4:30-4:35
<b>4.</b>	<b>BUSINESS ARISING FROM THE MINUTES</b>		
	4.1 Public College - Private Partnership Update	Duane McNair Chris Janzen Ernest Mulvey Charlene Miller	20 m. 4:35-4:55
<b>5.</b>	<b>NEW BUSINESS</b>		
	5.1 Five-Year Capital Investment Plan Appendix A: Five-Year Capital Investment Plan 2021-22 to 2025-26	Duane McNair	15 m. 4:55-5:10
	5.2 Transforming Indigenization Initiatives Update	Ron McLester	20 m. 5:10-5:30

	Appendix A: Lighting the Fire Final Report Appendix B: Press Release Youthbuild Appendix C: Press Release COVID-19 Rapid Response		
<b>6.</b>	<b>DECISION ITEMS AND REPORTS</b>		
	6.1 Second Quarter 2020-21 Financial Projection Appendix A: Second Quarter 2020-21 Financial Projection Appendix B: Second Quarter 2020-21 Compliance Schedule	Duane McNair Grant Perry	15 m. 5:30-5:45
<b>7.</b>	<b>ITEMS FOR INFORMATION</b>		
	7.1 Second Quarter 2020-21 Business Plan Performance Appendix A: Second Quarter 2020-21 Business Plan Dashboard Appendix B: Second Quarter Exceptions Report	Laura Stanbra	0
	7.2 Report from the Board Chair	Jay McLaren	5 m. 5:45-5:50
	7.3 Report from the President	Claude Brulé	5 m. 5:50-5:55
	7.4 Board of Governors Management Summary Report	Executive Team	0
	7.5 2020-21 Board of Governors Workplan	Jay McLaren	0
	7.6 Confirmation of Mandatory Government Remittances	Grant Perry	0
<b>8.</b>	<b>UPCOMING EVENTS</b>	<b>Date</b>	
	• Board of Governors Holiday Dinner ( <i>December 11, 2020</i> )	<b>CANCELLED</b>	
	• Development of the New Strategic Plan – Kick-off (Virtual)	December 14, 2020	
	• Board of Governors Meeting (Virtual)	February 22, 2021	
	• 2021 Spring Board of Governors Retreat (Virtual)	March 27, 2021	
	• Board of Governors Meeting	April 19, 2021	
	• Board of Governors Meeting & Annual General Meeting	June 7, 2021	
	• President’s End of Year Dinner – For Board of Governors	June 25, 2021 (Tentative)	
	• 2021 New Governors Orientation Part 1	August 19, 2021	
	• 2021 New Governors Orientation Part 2	September 12, 2021	
	• 2021 Fall Board of Governors Retreat	September 12 & 13, 2021	
<b>9.</b>	<b>REGULAR MEETING ADJOURNMENT</b>		

**DRAFT**

**BOARD OF GOVERNORS MEETING MINUTES**

MINUTES OF THE MEETING NUMBER FIVE HUNDRED AND TWENTY OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON MONDAY, OCTOBER 26, 2020 AT 4:00 PM, BY ZOOM WEBINAR VIDEO/TELECONFERENCE:

**Register in advance for this meeting:**

[https://algonquincollege.zoom.us/webinar/register/WN\\_rG5lwDIkTPW\\_GiEbHMTRLA](https://algonquincollege.zoom.us/webinar/register/WN_rG5lwDIkTPW_GiEbHMTRLA)

<p><b><u>Present:</u></b>                  Jay McLaren, Board Chair                  Claude Brulé, President &amp; CEO                  Gail Beck (Board Vice Chair)                  Andre O'Bonsawin                  Audrey Claire Lawrence                  Cyril McKelvie                  Enrico DeFrancesco                  Ikram Zouari                  Jamie McCracken                  Jeff Darwin                  Sheilagh Dunn                  Shivang Dhawan                  Stephen Tudor                  Steve Barkhouse                  Valerie Sayah                  Wayne Johnson  <b><u>Recorder:</u></b>                  Victoria Tiqui-Sanford,                  Executive Assistant, Board of                  Governors</p>	<p><b><u>Algonquin College Executive Team:</u></b>                  Chris Janzen, Senior Vice President, Academic                  Diane McCutcheon, Vice President, Human Resources                  Duane McNair, Vice President, Finance &amp; Administration                  Laura Stanbra, Vice President, Student Services                  Mark Savenkoff, Vice President, Advancement                  Ron Deganadus McLester, Vice President, Truth, Reconciliation and                  Indigenization                  Tracy McDougall, Director, Communications &amp; President's Office</p> <p><b><u>Presenters/Guests:</u></b>                  Colin Bonang, Director, Risk Management                  Grant Perry, Chief Financial Officer                  Krista Pearson, Registrar                  Lois Pollock, Chief Digital Officer</p> <p><b><u>Changemaker Awards:</u></b>                  Cindy Harrison, Acting Chair, Police &amp; Public Safety Institute, Faculty                  of Health, Public Safety &amp; Community Studies                  Ashley Murfin, Coordinator, Paramedic Program</p> <p><b><u>Students:</u></b>                  Aaren Wierdsma                  Adrienne Miller                  Antosh Sinclair                  Justin Jordans                  Stephanie Gagnon</p>
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**WELCOME REMARKS**

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

**0. Celebrating Student Success – Changemaker Award: Paramedic Program on the COVID-19 Front Line**

C. Janzen, Senior Vice President, Academic, provided members with an overview of the Paramedic Program on the COVID-19 Front Line. Learners from the Paramedic program have volunteered to help frontline Paramedics at drive-through COVID-19 testing sites in Renfrew County and Ottawa. They

directly helped the community while getting pandemic-level experiential training working in the “new normal” of health care. C. Janzen, introduced C. Harrison, Acting Chair, Police and Public Safety Institute, Faculty of Health, Public Safety and Community Studies, and A. Murfin, Coordinator, Paramedic Program. A. Murfin informed members that due to COVID-19, hospital placement opportunities for learners were put on hold, and in order to continue learning and gain valuable experience, 20 students from the Paramedic Program volunteered at drive-through COVID-19 testing sites in Renfrew County and Ottawa. The following students provided a presentation of their experience working the front lines:

- Aaren Wierdsma
- Adrienne Miller
- Amanda Gagnon
- Antosh Sinclair
- Justin Jordans; and
- Stephanie Gagnon

Board Chair McLaren and President and CEO Brulé congratulated and informed students that all student who volunteered will each receive a Changemaker Award certificate.

#### **1. CONSTITUTION OF THE MEETING & APPROVAL OF THE AGENDA**

Governor McLaren, Chair Board of Governors, constituted the meeting at 4:26 p.m. and asked whether any Governors wished to remove or add an item to the agenda. Governor Lawrence, Chair, Governance Committee requested to add the Board of Governors approval for the appointment of Governor Sheila Dunn to the Board of Governors and her Committee Membership to the Academic and Student Affairs Committee. The request was added under agenda 3.5 Governance Committee Report. No other items were removed or added.

#### **RESOLUTION**

**MOVED & SECONDED: J. McCracken & V. Sayah**

**THAT** the Board of Governors approves the meeting agenda of October 26, 2020 with the addition to agenda item 3.5 Governance Committee Report.

**CARRIED.**

#### **2. DECLARATION OF CONFLICT OF INTEREST**

Governor McLaren 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 July 13, 2020**

Approval of the Board of Governors Meeting minutes of July 13, 2020.

#### **RESOLUTION**

**MOVED & SECONDED: I. Zouari & S. Dhawan**

**THAT** the Board of Governors approves the July 13, 2020 meeting minutes.

**CARRIED.**

### **3.2 Board Executive Committee Report (verbal)**

Governor McLaren provided members with a verbal report of agenda items discussed at the October 15, 2020 Board Executive Committee meeting. Meeting highlights included Governors in-Waiting update, Lieutenant Governor in Council Update, Development of the New Strategic Plan, and informed members that the Committee debriefed on the 2020 Fall Board of Governors Retreat held on September 13 and 14, 2020. The planning for the March 27, 2021 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. There was no item requiring Board of Governors approval.

### **3.4 Audit and Risk Management Committee Report**

Members accepted this report for information. Board of Governors approval will be requested in the IN CAMERA meeting following the Regular Board meeting.

### **3.5 Governance Committee Report**

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

Sheilagh Dunn – Appointment to the Board of Governors and Committee Membership to the Academic and Student Affairs Committee

#### **RESOLUTION**

**MOVED & SECONDED: A. Lawrence & J. McCracken**

**THAT** the Board of Governors approves the appointment of Sheilagh Dunn to the Board of Governors effective April 16, 2020;

And,

**THAT** the Board of Governors approves the Board Committee membership of Sheilagh Dunn to the Academic and Student Affairs Committee effective October 26, 2020.

**CARRIED.**

Bylaw 1 – Review Size and Constitution of the Board

#### **RESOLUTION**

**MOVED & SECONDED: A. Lawrence & W. Johnson**

**THAT** the Board of Governors approves reverting back to Bylaw 1 approved at the June 10, 2019 Board meeting with the addition of Section 4.2.4 found in Bylaw 1 approved at the December 16, 2019 Board meeting.

**CARRIED.**

Governors in-Waiting – Update

#### **RESOLUTION**

**MOVED & SECONDED: A. Lawrence & S. Tudor**

**THAT** the Board of Governors approves of the Governor in-Waiting Guidelines as presented.

**CARRIED.**

### **3.6 Banking Officers Resolution**

D. McNair, Vice President Finance and Administration referred members to the Banking Officers Resolution. 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.

#### **RESOLUTION**

**MOVED & SECONDED: S. Tudor & G. Beck**

**THAT** the Board of Governors approves the Banking Officers Resolution effective October 26, 2020.

**CARRIED.**

## **4. BUSINESS ARISING FROM THE MINUTES**

### **4.1 College Response to COVID-19 and Financial Risk Assessment**

President Brulé provided a brief overview of the College's activities and efforts in response to the COVID-19 pandemic since the last update at the July 13, 2020 Board meeting. He informed members that the College's top priorities continue to be the safety and well-being of the College's employees and learners, and seeing to learner success through continued academic planning and delivery.

C. Bonang, Director, Risk Management presented members with a briefing since the last presentation at the July 13, 2020 Board of Governors meeting. This update focused on the implementation of plans through the period from July to September 2020 in accordance with the provincial reopening activities. He presented an overview of the Student Support Services' first week and available amenities at the start of the 2020 Fall Term. Operationally, the College remained agile regarding ongoing regulatory changes such as the modified Stage 2 measures introduced on October 9, 2020, the enhanced measures zones, and recent targeted controls for fitness facilities and indoor dining. To date, there were seven campus-involved COVID-19 positive cases since reopening, no known on-campus transmissions, and reporting, cleaning/disinfection procedures have been implemented.

G. Perry, Chief Financial Officer informed members that as the Second Quarter Financial Projection Report is being finalized, a decrease in overall enrolment of 15% from the Approved Annual Budget continues to be projected, comprised of a reduction of 9% in domestic enrolment and 34% in international student enrolment. This takes into consideration that the College's Fall 2020 Term, and Winter 2021 Term will accommodate limited in-class activity model with the majority of learning being delivered online. The most significant change from the First Quarter Financial Projection is a \$5 million decrease in the net contribution of the College's Campus Services business. This further degradation in net contribution is linked to the College's decision to maintain a predominately remote delivery format for the Winter 2021 Term.

The College's Academic Continuity Plan has been informing the direction that the College will follow as it continues to offer high quality program offerings to learners through a variety of hybrid delivery modalities. This ongoing work has provided an opportunity to refine the College's enrolment projections and three updated scenarios: (1) Current view, which aligns to the Interim Second Quarter 2020-21 Projection, (2) a Moderate Case view, and (3) a Worst Case view.

Financial modeling is ongoing across the College under the leadership of the Finance Team. This work endeavors to project the negative impact to the 2020-21 net contribution and net assets of the College. The College is slowly gaining clarity regarding the possible length on the COVID-19 pandemic,

the ensuing impact to international and domestic student enrolment, and the anticipated return to regular operations. It will remain challenging to provide a reliable estimate of projected net contribution for 2020-21. The college is committed to return to a financial sustainable position as soon as possible.

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

## **5. NEW BUSINESS**

### **5.1 Public College Private Partnership (PCPP) - Update**

D. McNair provided a brief overview of the Public College Private Partnership Update. E. Mulvey, Director, International Education Centre, and C. Miller, Manager, Private College Partnerships, International Education Centre presented members with the progress made in the Public College Private Partnership exploration process with the upcoming timelines.

A Request for Expressions of Interest was posted on MERX from May 19 to June 12, 2020. Nineteen proponents submitted documents relating to their organizational and financial capacity, programs, student services, quality assurance, and information security for a technical evaluation. Two proponents were recommended to be shortlisted to the Phase II process, involving direct negotiations. The preferred proponent is undergoing an in-depth risk analysis by BDO, focused on examining its corporate background, governance, and finances. The finalized Collaborative Education Agreement will be presented at the December 7, 2020 Board of Governors meeting for approval.

The aim is to select a partner that can deliver Algonquin College programs beginning in May 2021.

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

## **6. DECISION ITEMS & REPORTS**

There was no decision item.

## **7. ITEMS FOR INFORMATION**

### **7.1 First Quarter 2020-21 Business Plan Performance**

Members accepted this agenda item for information.

### **7.2 AC Way Update**

Members accepted this agenda item for information.

### **7.3 People Plan**

Members accepted this agenda item for information.

### **7.4 Report from the Board Chair**

Members accepted this agenda item for information.

### **7.5 Report from the President**

Members accepted this agenda item for information.

**7.6 Board of Governors Management Summary Report**

Members accepted this agenda item for information.

**7.7 2020-21 Board of Governors Workplan**

Members accepted this agenda item for information.

**7.8 2020-21 Board of Governors Meeting Schedule**

Members accepted this agenda item for information.

**7.9 Confirmation of Mandatory Government Remittances (hand-out)**

Members accepted this agenda item for information.

**8. UPCOMING EVENTS**

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

**9. REGULAR MEETING ADJOURNMENT**

There being no further business, the motion to adjourn the Regular Meeting was moved by Governor S. Tudor.

The regular meeting adjourned at 5:52 p.m.

**10. IN CAMERA**

An In Camera session was held beginning at 6:05 p.m.

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Jay McLaren, Board Chair

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Victoria Tiqui-Sanford, Recorder



## **APPENDIX A: Observers:**

Aaren Wierdsma, Algonquin College Student  
Adrienne Miller, Algonquin College Student  
Alanna McDonnell, Director of Marketing, Student Services  
Alison Feather, Contractor  
Annette Bouzi, Professor, Business Administration and Service Courses  
Antosh Sinclair, Algonquin College Student  
Arsha Aruvaythil, Contractor  
Barb Nauth, Algonquin College Retiree  
Barry Seller, Manager, Alumni Engagement, Advancement  
Ben Bridgstock, Director, Student Support Services, Student Services  
Charlene Miller, Manager, Private College Partnerships  
Chris Lackner, Acting Manager, Communications  
Christine Kelsey, Assistive Technologist, Centre for Accessible Learning  
Claire Ramsay, Manager, Workday Support  
Cindy Harrison, Acting Chair, Police & Public Safety Institute  
Craig Delmage, Manager, Information Security, Information Technology Operations  
Cresdelle Zubrycki, Senior Financial Analyst, Financial Services  
Dan Melone, Contractor  
Dan Pihlainen, Chair, Media Studies, Faculty of Arts, Media and Design  
Daniel Kelly, Clerk, Applied Science & Environmental Technology  
Daphne Thomson, Executive Assistant, Vice President, Human Resources  
Doreen Jans, Acting Manager, Financial Services  
Emily Woods, Director, Financial Planning, Finance and Administrative Services  
Eric Marois, Chair, Electrical, Civil and Building Science, Dean, Algonquin Centre for Construction  
Erin Langevin, Director, Labour Relations  
Ernest Mulvey, Director, International  
Fatima Matar, Acting Executive Assistant, Vice President Truth, Reconciliation, and Indigenization  
Gordon Warner, Associate Director, Strategic Procurement, Finance and Administrative Services  
Ian Lewer, Director of Philanthropy, Advancement  
Izabela Buglar, Executive Assistant, Vice President, Finance & Administration  
Jacquie Miller, Postmedia Company  
Jamie Bramburger, Manager, Community and Student Affairs  
Janet Hunter, Communications Manager  
Jessica House, Manager, Business Process Review  
Joanne Guibord, Support Specialist, School of Advanced Technology  
Joanne Souaid, Associate Director, Advancement  
Jodi Jaffray, Chair, Community Studies, Faculty of Health, Public Safety and Community Studies  
John Weerdenburg (Governor in-waiting)  
Jorge Antunes, Part-Time Academic - Non-Teaching, International Language Testing  
Julie Beauchamp, Dean, School of Business  
Justin Jordens, Algonquin College Student  
Kathryn Leroux, Acting Executive Director, Global, Online and Corporate Learning  
Keltie Jones, Dean, Algonquin College, Pembroke  
Kendra Swallow, Library Technician, Perth Campus  
Kina Simmonds, Administrative Assistant, Finance and Administrative Services  
Linda Nguyen, Budget Officer, School of Business, School of Business

Lisa Inderwick, Prospect Researcher and Data Analyst, Development and Fundraising  
Maggie Cusson, Dean, Academic Development, Academic Services  
Marina Spivak, Senior Financial Analyst, Financial Services  
Mark Leduc, Executive Director, Academic Operations and Planning, Academic Services  
Michael Nauth, Professor, Architecture, Construction & Civil  
Michelle Tait Eburne, Manager, Digital Strategy  
Nancy Druick, Manager of Philanthropy, Development and Fundraising  
Patrick Devey, Dean, Algonquin College Online, Global, Online and Corporate Learning  
Paula Benbow, Professor, Allied Health  
Rahul Sharma, Business Solutions Advisor, Workday Support  
Rebecca Volk, Manager, Centre for Organizational Learning  
Robyn Heaton, Dean, Faculty, Arts, Media and Design, Academic Services  
Rodney Wilson (Governor in-waiting)  
Sandra Larwill, Acting Leadership and Organizational Learning Manager, Centre for Organizational  
Sara-Lynne Levine, Support Officer, Communications  
Tamara O'Connor, Support Services Officer  
Teri Kinnunen, Manager, Corporate Budgeting  
Vicki Davey, Financial Analyst Finance, Operational Accounting, Purchasing and Logistics  
Yazmin Gonzalez Palacios, Algonquin College Student  
Yusuf Khan (Governor in-waiting)

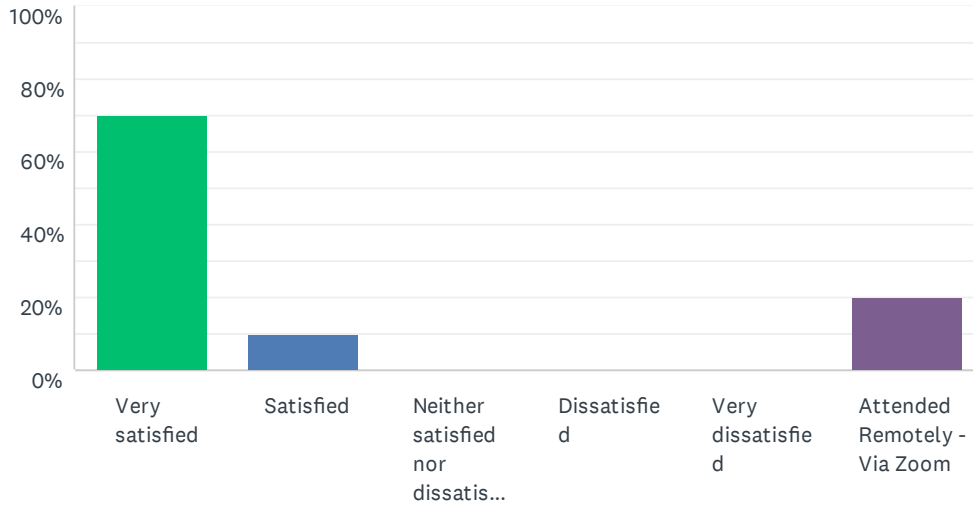
**Captioners – AI-MEDIA.TV**

Alessandra Blundy

Shaterra Frost

Q2 If you attended the retreat in person, how satisfied were you with the venue location of the Retreat? (If you attended remotely via Zoom, please select the last option below).

Answered: 10 Skipped: 0

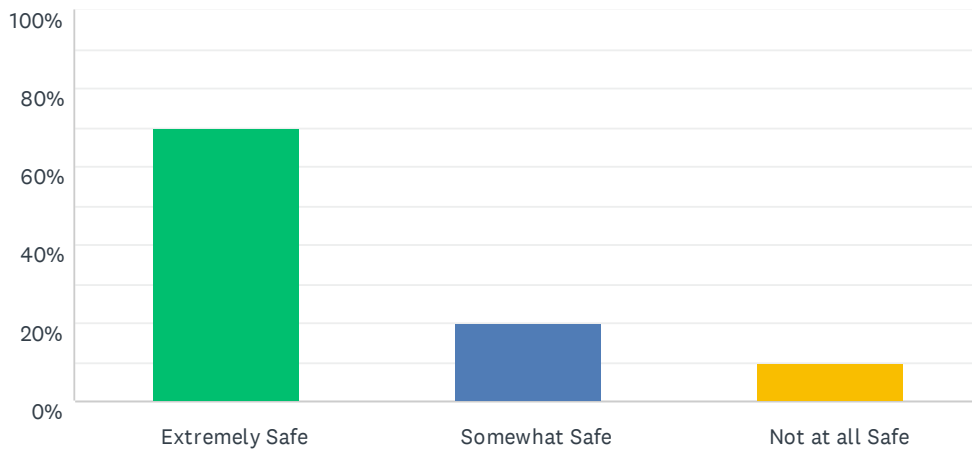


ANSWER CHOICES	RESPONSES	
Very satisfied	70.00%	7
Satisfied	10.00%	1
Neither satisfied nor dissatisfied	0.00%	0
Dissatisfied	0.00%	0
Very dissatisfied	0.00%	0
Attended Remotely - Via Zoom	20.00%	2
<b>TOTAL</b>		<b>10</b>

#	IF, DISSATISFIED OR VERY DISSATISFIED, PLEASE EXPLAIN:	DATE

**Q3 To ensure the health & safety of our in-person attendees at this year’s Board Retreat, extra efforts were put in place by following Public Health Ontario’s health & safety measures/guidelines in order to prevent the spread of COVID-19. How safe did you feel attending the retreat in person?**

Answered: 10 Skipped: 0

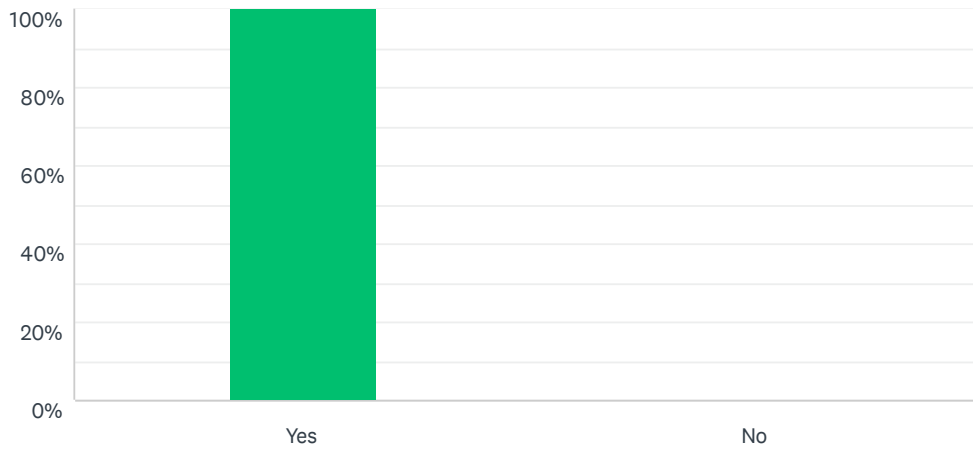


ANSWER CHOICES	RESPONSES
Extremely Safe	70.00% 7
Somewhat Safe	20.00% 2
Not at all Safe	10.00% 1
<b>TOTAL</b>	<b>10</b>

#	IF NOT AT ALL SAFE, PLEASE EXPLAIN:	DATE

## Q4 Were the Retreat read-ahead materials adequate to prepare you for the Agenda items?

Answered: 10 Skipped: 0

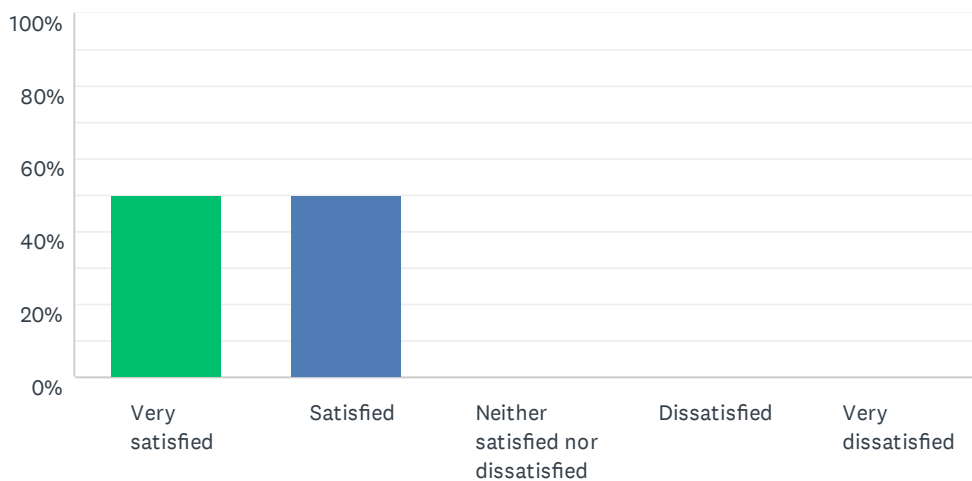


ANSWER CHOICES	RESPONSES	
Yes	100.00%	10
No	0.00%	0
TOTAL		10

#	IF NO, WHAT WAS MISSING?	DATE

## Q5 How satisfied were you with the Retreat format (in person & Zoom) and pace/timing?

Answered: 10 Skipped: 0

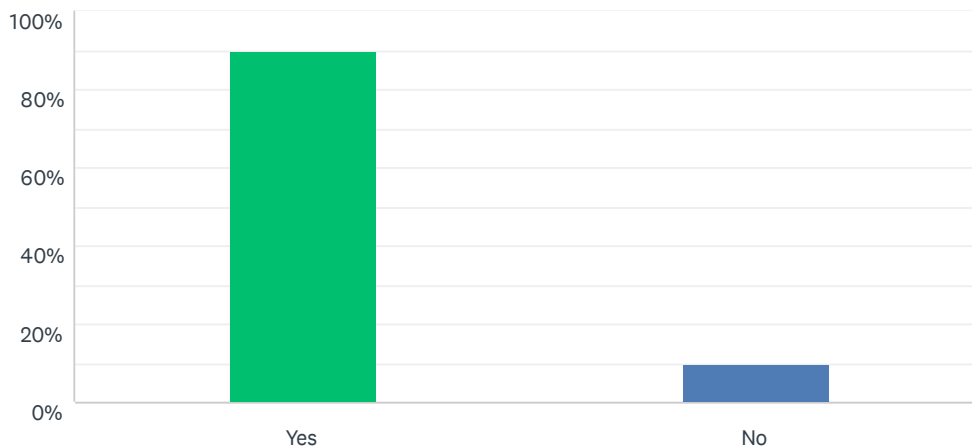


ANSWER CHOICES	RESPONSES	
Very satisfied	50.00%	5
Satisfied	50.00%	5
Neither satisfied nor dissatisfied	0.00%	0
Dissatisfied	0.00%	0
Very dissatisfied	0.00%	0
<b>TOTAL</b>		<b>10</b>

#	IF DISSATISFIED OR VERY DISSATISFIED, PLEASE EXPLAIN/PROVIDE AREAS FOR IMPROVEMENT.	DATE

### Q6 Did the facilitator (Elizabeth Costello) meet your needs in guiding you through the breakout sessions/exercises, and answering your questions?

Answered: 10 Skipped: 0

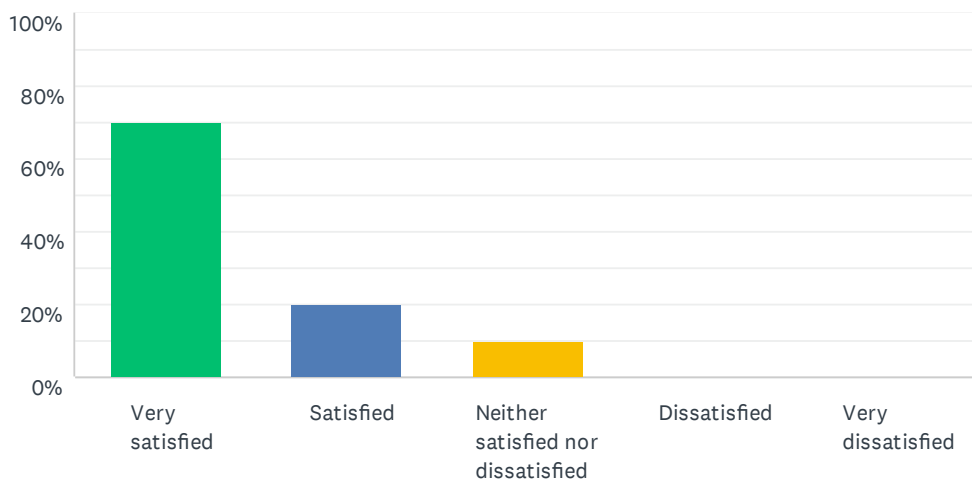


ANSWER CHOICES	RESPONSES
Yes	90.00% 9
No	10.00% 1
TOTAL	10

#	IF NO, PLEASE EXPLAIN/PROVIDE AREAS FOR IMPROVEMENT.	DATE

## Q7 How satisfied were you that there were enough opportunities for fulsome dialogue and discussions?

Answered: 10 Skipped: 0



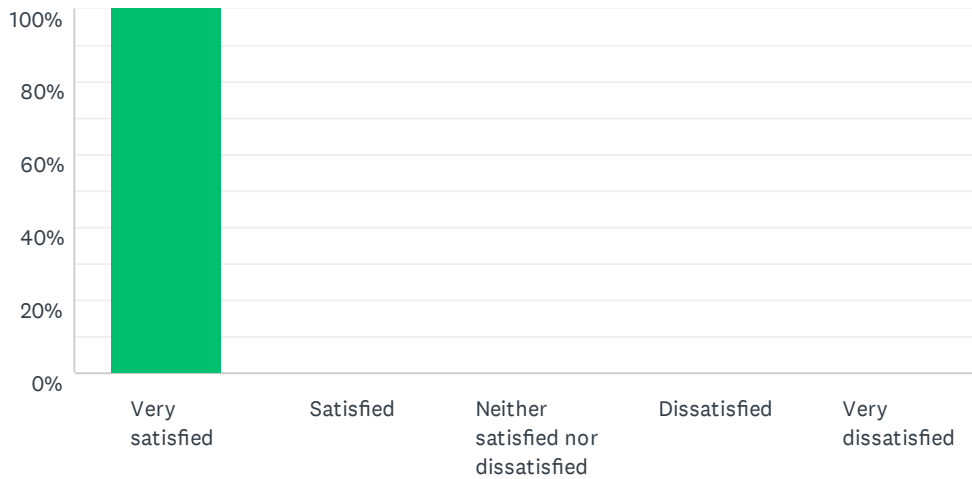
ANSWER CHOICES	RESPONSES	
Very satisfied	70.00%	7
Satisfied	20.00%	2
Neither satisfied nor dissatisfied	10.00%	1
Dissatisfied	0.00%	0
Very dissatisfied	0.00%	0
<b>TOTAL</b>		<b>10</b>

#	IF DISSATISFIED OR VERY DISSATISFIED, PLEASE PROVIDE YOUR COMMENTS.	DATE



### Q8 How satisfied were you with our guest speaker (Linda Franklin) in her effectiveness in communicating the content of her presentation "The Pandemic and Beyond - Looking to The future for the College System And the Province"?

Answered: 10 Skipped: 0

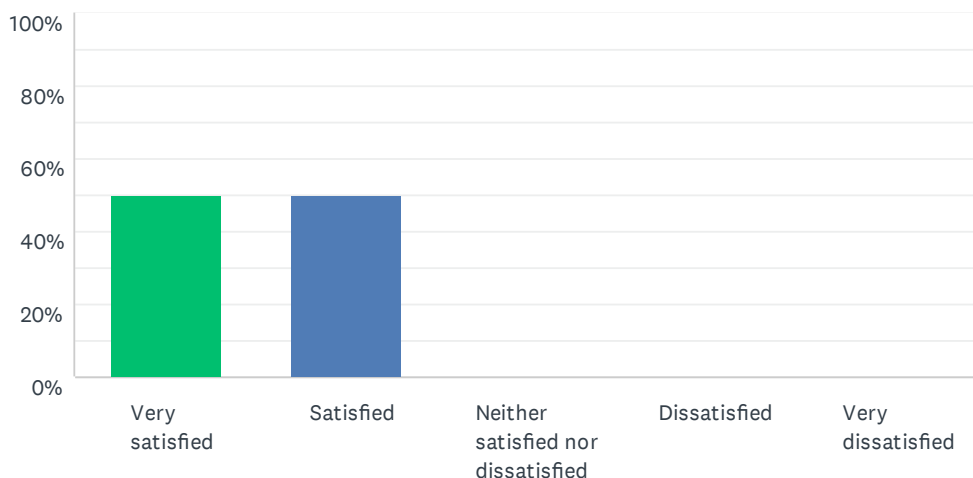


ANSWER CHOICES	RESPONSES	
Very satisfied	100.00%	10
Satisfied	0.00%	0
Neither satisfied nor dissatisfied	0.00%	0
Dissatisfied	0.00%	0
Very dissatisfied	0.00%	0
<b>TOTAL</b>		<b>10</b>

#	IF DISSATISFIED OR VERY DISSATISFIED, PLEASE PROVIDE YOUR COMMENTS.	DATE
1	Very informative. Thank you.	9/24/2020 9:32 AM
2	Always a treat!	9/21/2020 8:04 AM

### Q9 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: 10 Skipped: 0

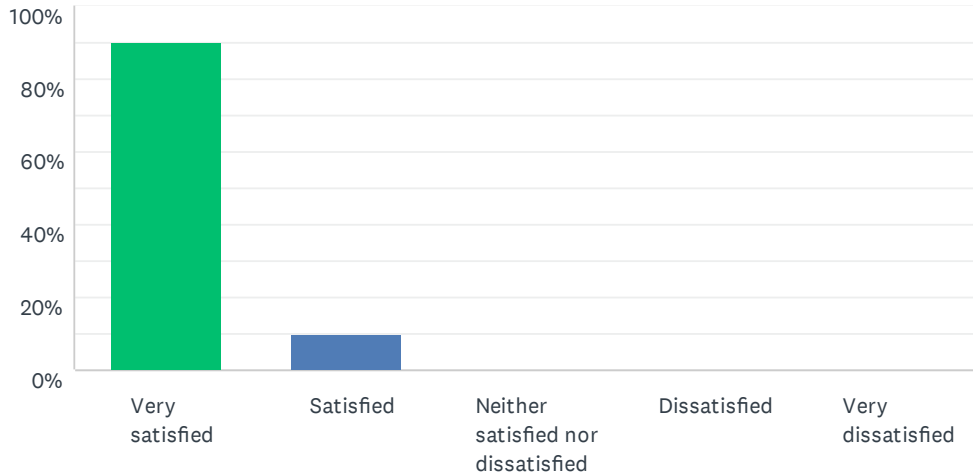


ANSWER CHOICES	RESPONSES	
Very satisfied	50.00%	5
Satisfied	50.00%	5
Neither satisfied nor dissatisfied	0.00%	0
Dissatisfied	0.00%	0
Very dissatisfied	0.00%	0
<b>TOTAL</b>		<b>10</b>

#	IF DISSATISFIED OR VERY DISSATISFIED, PLEASE EXPLAIN/PROVIDE SUGGESTIONS FOR IMPROVEMENT.	DATE
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### Q10 How satisfied were you with our guest speaker (Gerard Puccio) in his effectiveness in communicating the content of his presentation "Creativity as an essential 21st century work and life skill"?

Answered: 10 Skipped: 0

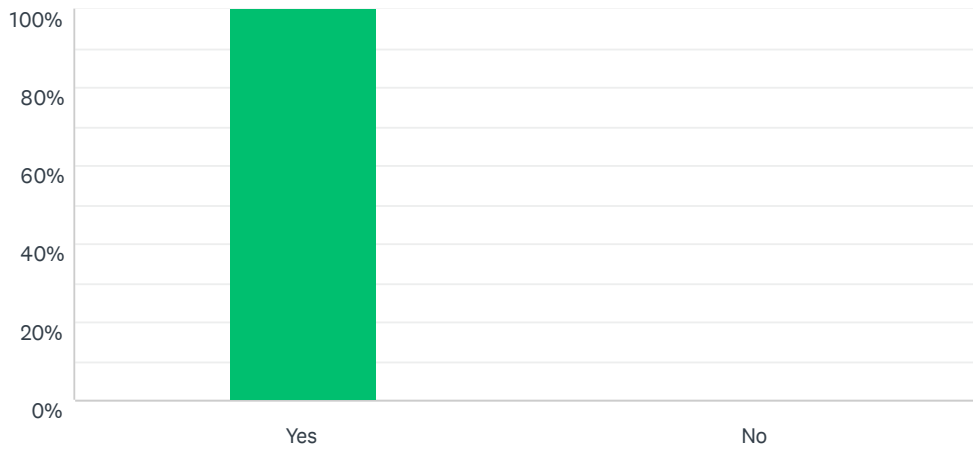


ANSWER CHOICES	RESPONSES	
Very satisfied	90.00%	9
Satisfied	10.00%	1
Neither satisfied nor dissatisfied	0.00%	0
Dissatisfied	0.00%	0
Very dissatisfied	0.00%	0
<b>TOTAL</b>		<b>10</b>

#	IF DISSATISFIED OR VERY DISSATISFIED, PLEASE EXPLAIN:	DATE
1	Very interesting topic great speaker.	9/21/2020 8:04 AM

### Q11 Were you satisfied that there was good variety between presentations and small group exercises?

Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	10
No	0.00%	0
TOTAL		10

#	IF NO, PLEASE EXPLAIN WHY.	DATE

## Q12 What improvements could be made for future retreats?

Answered: 10 Skipped: 0

#	RESPONSES	DATE
1	I was very satisfied. I felt somewhat separated from folks on Zoom but, sharing did happen and circumstances did not permit all of us being together physically. It was nice to have the camera feature!	10/4/2020 4:35 PM
2	None	9/27/2020 11:58 AM
3	More time allotted for group recap / reflection at end of retreat	9/24/2020 9:32 AM
4	None that I can think of at this time.	9/22/2020 3:58 PM
5	If possible mix the groups up more often to be exposed to as many governors as possible over the two days. perhaps have groups on AM of day one then new groups in PM same for day 2.	9/21/2020 8:04 AM
6	i would like to see the generative discussions lead to solutions. these can be in the form of next steps, commitments, actions. otherwise, what is the purpose?	9/19/2020 9:16 AM
7	Can't think of any off hand. It was a great retreat. Congratulations.	9/19/2020 8:43 AM
8	Either in-person OR Zoom, but not both at once.	9/18/2020 3:42 PM
9	More interactive session; during Gerarda's session, we were held to the seats due to multiple activities!	9/18/2020 3:37 PM
10	More time, but I appreciate the load on the Leadership Team	9/18/2020 2:51 PM

## Q13 Do you have any additional comments, feedback, or suggested question(s) for our retreat surveys that you would like to share?

Answered: 10 Skipped: 0

#	RESPONSES	DATE
1	There was good information shared in a safe environment and lots of opportunity for networking, sharing and making Board member recommendations. Kudos to the organizers!!	10/4/2020 4:35 PM
2	None	9/27/2020 11:58 AM
3	The flow of the retreat was great given that the group was divided in-person / online.	9/24/2020 9:32 AM
4	Not at this time.	9/22/2020 3:58 PM
5	Thank you for making these retreats interesting and fun. By far one of my highlights as a governor.	9/21/2020 8:04 AM
6	our organization uses a similar model to the one shared by Gerard Puccio. I think it would be valuable to include in the agenda one (the biggest) challenge the college is facing and work through the model in the meeting to provide an outside perspective on solutions. this need only take 30 minutes. I know, i say the same thing every year :)	9/19/2020 9:16 AM
7	None	9/19/2020 8:43 AM
8	Need an opportunity to ask ACET members questions.	9/18/2020 3:42 PM
9	Excellent job Victoria, Tracy, Elizabeth and other Executives!!	9/18/2020 3:37 PM
10	.	9/18/2020 2:51 PM

# MEMO

**DATE:** December 7, 2020

**TO:** Board of Governors

**FROM:** Governor Cyril McKelvie, Chair, Academic & Student Affairs Committee

**SUBJECT:** **Academic & Student Affairs Committee (ASAC) meeting of November 10, 2020**

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*Board members can review meeting materials from the November 10, 2020 meeting by accessing the Board of Governors [‘Teams site’ Academic & Student Affairs Committee – November 10, 2020.](#)*

**A. ITEMS REQUIRING BOARD OF GOVERNORS’ APPROVAL**

There was no item requiring Board of Governors’ approval

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

1) Public College Private Partnership (PCPP)

Members were presented with the progress made in the Public College – Private Partnership exploration process. The committee was informed of the proposed program plan, quality assurance framework and Student College experience for a potential partnership.

2) Enrolment Update Report

The report provided a status update on the Winter 2021 term. Details of the Enrolment Update are provided in Appendix A: Enrolment Update.

3) Research Ethics Board Annual Report 2019-20

Members were provided with the status of the Algonquin College Research Ethics Board for the 2019-20 academic year. The report included an overview of the work completed, the data and statistics of protocol reviews, and priorities for the upcoming year.

4) 2020-21 Academic and Student Affairs Committee Workplan

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

# Enrolment Update

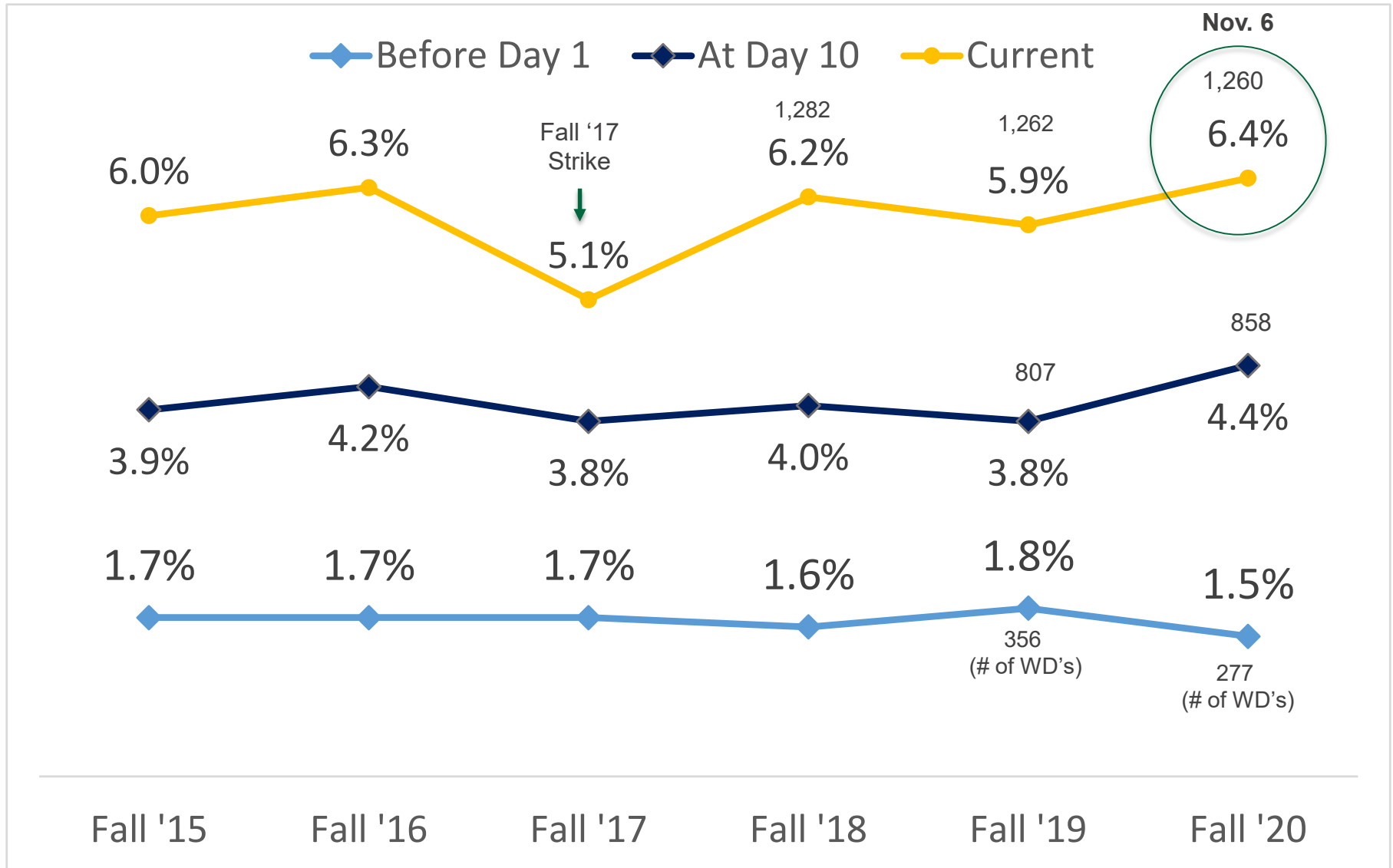
Academic and Student Affairs Committee

November 10, 2020

Academic Operations and Planning  
and the Registrar's Office



# Fall Withdrawal Trends (as % of Total Registered)



# Admissions Dashboard – Winter 2021

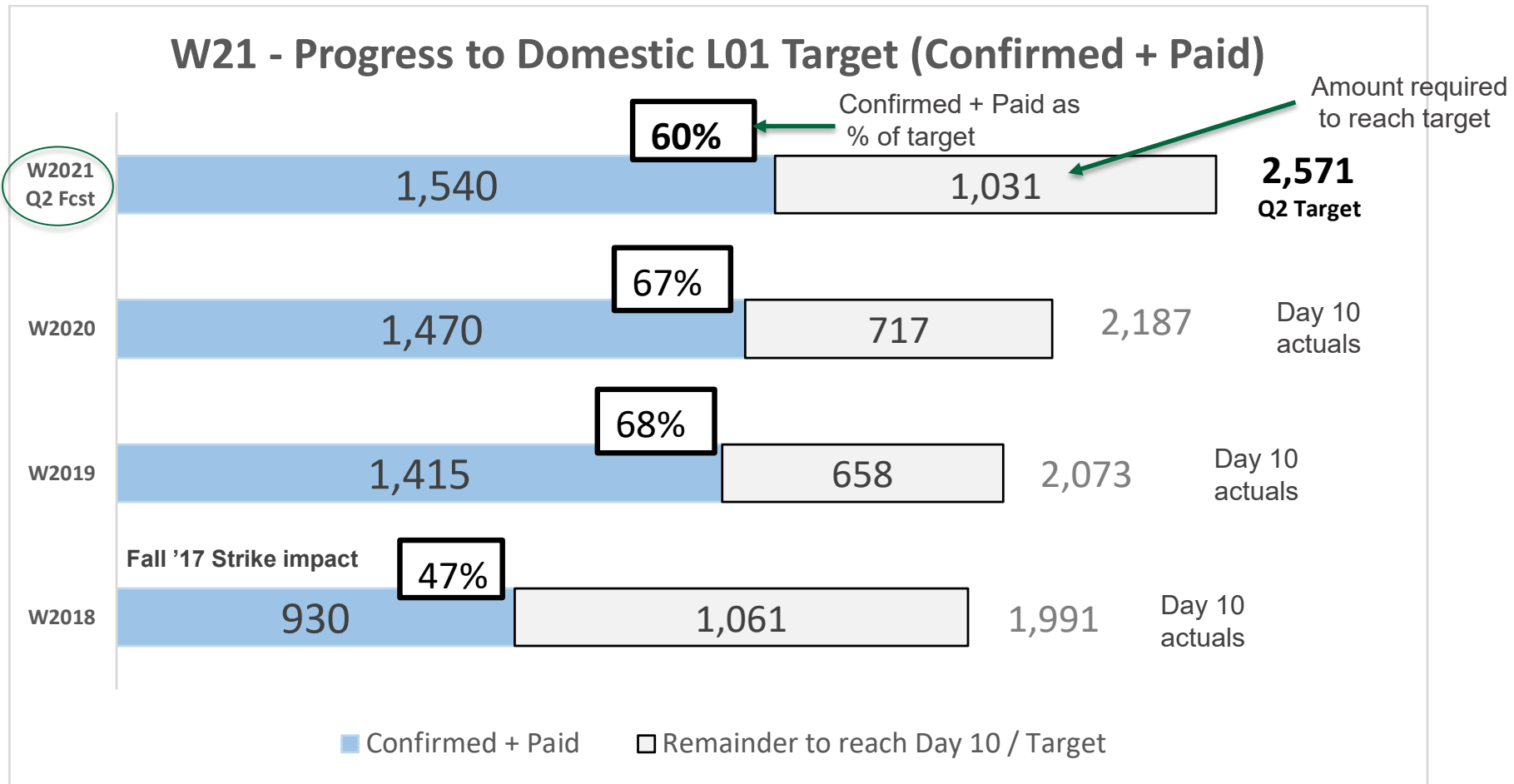
## COLLEGE ENROLMENT - 2021 Winter (Intake) (Post Secondary & Graduate Certificates)

	Actual (at Nov. 9, '20)	Previous Year (at Nov. 4, '19)		Status YoY
		YoY #	YoY %	
<b>Applications (Total)</b>				
Domestic	9,511	1,531	19.2%	●
International	2,840	(1,261)	(30.7%)	◆
<b>Total</b>	<b>12,351</b>	<b>270</b>	<b>2.2%</b>	●
<b>Distinct Applicants</b>				
Domestic	6,972	1,789	34.5%	●
International	2,650	(741)	(21.9%)	◆
<b>Total</b>	<b>9,622</b>	<b>1,048</b>	<b>12.2%</b>	●
<b>1st Choice</b>				
Domestic	3,311	326	10.9%	●
<b>Confirmed / Paid / Reg.</b>				
Domestic	1,540	70	4.8%	●
<b>Paid (Full / Partial) / Reg.</b>				
Domestic	1,386	768	124.3%	●
International	915	(11)	(1.2%)	▲
<b>Total</b>	<b>2,301</b>	<b>757</b>	<b>49.0%</b>	●

- Majority of domestic enrolment indicators currently at green status on a year-over-year basis
- COVID-19 has negatively impacted international applicant metrics on a year-over-year basis

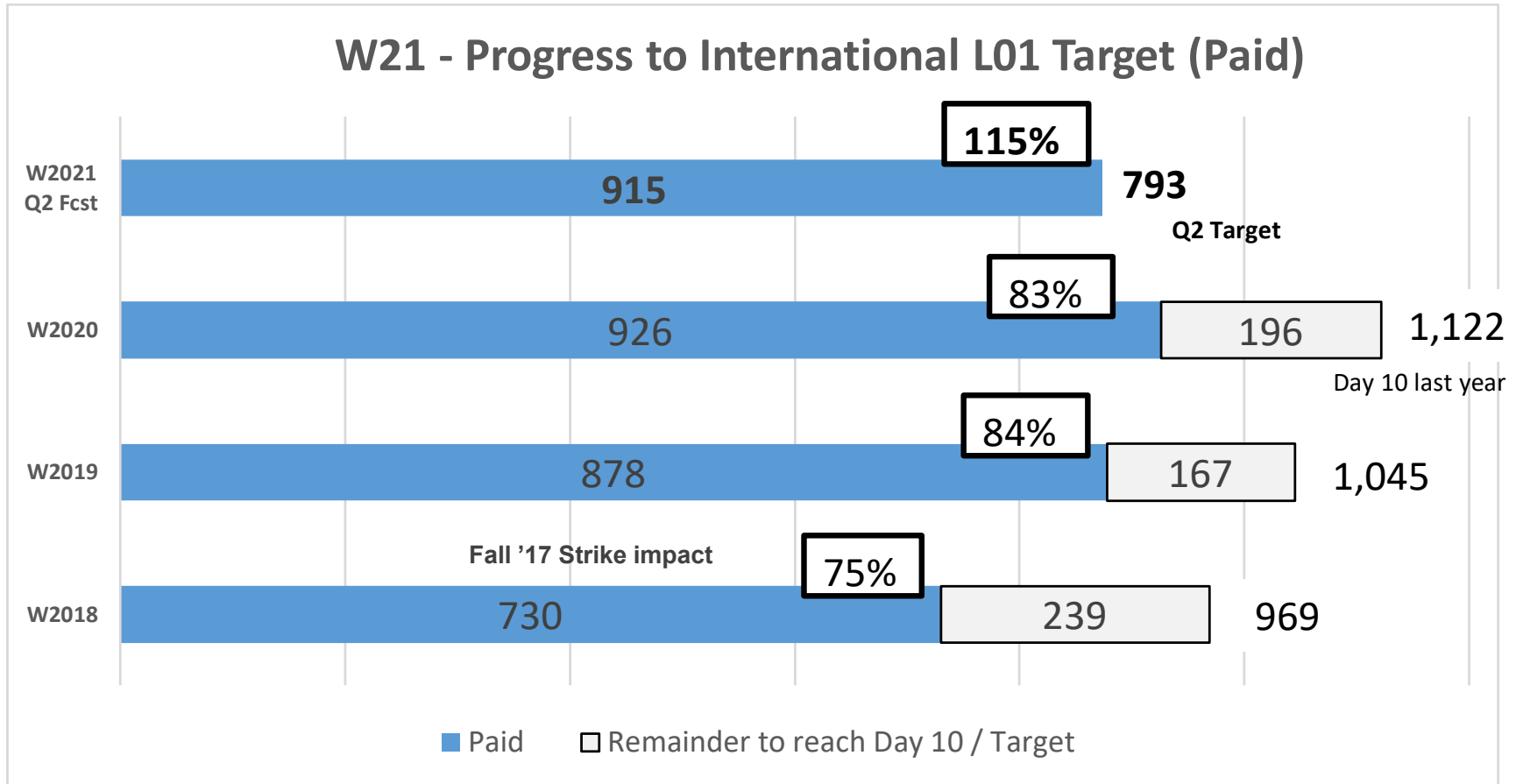
Positive year-over-year trend for domestic students with a paid status (deposit). Partly due to change in deposit due date in W21 (Nov. 1 vs. Nov. 15), new program intakes and AC Online growth

# Progress to Budget Targets – Winter 2021



- Domestic confirmed & deposit ratio trailing previous years
- Mitigations include actions focused on applicant conversion and program capacity increases where feasible

# Progress to Budget Targets – Winter 2021



Caution should be exercised when reviewing the international Paid metric. Possible risk of international applicants deferring their decision to travel as well as delays in processing of international student study permits.

## MEMO

**DATE:** December 7, 2020

**TO:** Board of Governors

**FROM:** Governor Steve Barkhouse, Chair, Audit & Risk Management Committee

**SUBJECT:** **Audit & Risk Management (ARM) Committee meeting of November 17, 2020**

*Board members can review meeting materials from the November 17, 2020 meeting by accessing the Board of Governors [‘Teams site’ Audit & Risk Management Committee, November 17, 2020 meeting folder.](#)*

**A. ITEM(S) REQUIRING BOARD OF GOVERNORS APPROVAL(S)**

1) Second Quarter 2020-21 Financial Projection

Members were referred to the Second Quarter 2020-21 Financial Projection. The full report will be presented under agenda 6.1 Second Quarter 2020-21 Financial Projection at the December 7, 2020 Board of Governors meeting with a recommendation for approval.

**RESOLUTION**

**MOVED & SECONDED: G. Beck & I. Zouari**

**THAT** the Audit and Risk Management Committee endorses the Second Quarter 2020-21 Financial Projection report for presentation to the Board of Governors for approval on December 7, 2020.

**B. ITEM(S) COMMITTEE HAS APPROVED – FOR INFORMATION TO THE BOARD**

1) 2020-21 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. McLaren & J. Darwin**

**THAT** the Audit and Risk Management Committee approves the 2020-21 Audit Plan as presented.

**CARRIED.**

2) Second Quarter 2020-21 Enterprise Risk Management Report

Members were presented with the Second Quarter 2020-21 Enterprise Risk Management Report. The report provided an update on high-risks and risk mitigation planning, legal and insurance cases, and the bi-annual report on incidents of fraud. Committee approvals were requested for the revised Integrated Internal Control Framework Development Timeline and Audit and Risk Management Committee Transmittal Template.

**RESOLUTION**

**MOVED & SECONDED: C. McKelvie & J. Darwin**

**THAT** the Audit and Risk Management Committee approve a revision to the Integrated Internal Control Framework Development Timeline to reflect a projection for the next three years of development of the internal control framework;

**CARRIED.**

And

**RESOLUTION**

**MOVED & SECONDED: G. Beck & J. McLaren**

**THAT** the Audit and Risk Management Committee approve the revised transmittal template for the Audit and Risk Management Committee.

**CARRIED.**

**C. ITEM(S) THE COMMITTEE HAVE REVIEWED – FOR INFORMATION TO THE BOARD**

1) Public College - Private Partnership (PCPP)

Members were provided with an update on the College's progress to establish a Public College - Private Partnership (PCPP). The Ministry of Colleges and Universities issued a binding policy directive on December 23, 2019 for Public College - Private Partnerships. The International Education Centre is leading the partnership exploration process.

2) 2020-21 Bi-Annual Report on Cyber Security

Members were provided with details of the 2020-21 Cyber Security Bi-annual Report update. On March 2, 2017, the Audit and Risk Management Committee approved the College to undertake an audit of Cyber Security in 2017-18 as part of the Audit and Risk Management Committee's annual audit planning cycle in recognition of these business risks. Ernst & Young completed the audit and 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.

3) Second Quarter 2020-21 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 2020-21. The College committed to 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 is provided in Appendix A: Second Quarter 2020-21 Major Capital Projects Report.

4) Five-year Capital Investment Plan

The report provided members with an overview of the College's Five-Year Capital Investment Plan. The plan detailed current and future capital investment requirements and identified the expected sources of funds required. The College has a number of significant investments underway, including the replacement of the College's Student Information System (GeneSIS), and the Athletics and Recreation Centre. College administration ensures 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 second Strategic Mandate Agreement.

5) Second Quarter 2020-21 College Operating Funds Investment Report

The report presented the College Operating Funds performance results for the quarter ended September 30, 2020. The fund produced a return of 0.30% for the second quarter, underperforming the benchmark which returned 0.40%. The College Operating Funds one-year return was 3.70% achieving the benchmark index, which was 3.26%. As at September 30, 2020, the market value of the fund was reported at \$63.6 million, compared to \$62.8 million at March 31, 2020. Details of the report are provided in Appendix B: Second Quarter 2020-21 College Operating Funds Investment Report.

6) Second Quarter 2020-21 College Endowment Funds Investment Report

The report provided members with the Endowment Funds' performance results for the quarter ended September 30, 2020. The endowment funds produced a return of 4.60%, over performing the benchmark which returned 3.56%. The Endowment Funds' one-year return as of September 30, 2020 was 11.0% exceeding the benchmark of 7.86%. The annual target rate of return according to the Policy is 5.6%. The five-year return (compounded annual return) is 6.50% as of September 30, 2020. Details of the report are provided in Appendix C: Second Quarter 2020-21 College Endowment Funds Investment Report.

7) Canada Revenue Agency – Harmonized Sales Tax Audit Update (2014-15)

Members were provided with a brief background on the Canada Revenue Agency – Harmonized Sales Tax Audit Update (2014-15) for information.

8) 2020-21 Audit and Risk Management Workplan

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

**3.4 APPENDIX A –  
Second Quarter 2020-21  
Major Capital Projects Report**

## Summary of Major Capital Projects

Page	Project	Board of Governors Approved Project Value \$M	Percentage of Current Major Capital Projects
2	Energy Service Company Project - (ESCO 2)	\$51.1	38%
5	Algonquin Students' Association Athletics and Recreation Centre (ARC)	61.8	47%
9	Pedestrian Bridge to Bus Rapid Transit Station	3.1	2%
11	Solar Photovoltaic Plan	8.0	6%
14	Student Information System	9.5	7%
	<b>Total Approved <u>Current</u> Projects Value</b>	<b>\$133.5</b>	<b>100%</b>
17	<b>Summary of Projects <u>Completed</u> Since Fiscal 2011-12</b>	<b>\$278.44</b>	



**3.4 APPENDIX A –  
Second Quarter 2020-21  
Major Capital Projects Report**

**Energy Service Company Project - (ESCO 2)**

<b>Reviewed and approved by Algonquin College Executive Team Sponsor:</b> D. McNair
<b>Algonquin College Leadership Team Project Dean/Executive Director:</b> R. Southwood
<b>Project Manager:</b> A. Waked

<b>Board of Governors and Key Approval Dates</b>	<b>Dates</b>
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

<b>Key Construction Highlight Dates</b>	<b>Dates</b>
B-Building heating, ventilation and cooling substantial completion date	February 2015
Design of co-generation Plant	April 2015
Co-generation plant electrical generator substantial completion date (revised from December 2015)	April 2016
Second co-generator installed (revised date from original: Winter 2016-17)	April 2018
Installation of underground thermal pipeline network completed (revised date from original: Winter 2016-17). Delays associated with the award of the prime contracts to complete this scope of work.	December 2018
Thermal network vertical risers and tie-in to associated mechanical systems complete and coordinated with building operation requirements.	October 2019
Heating loop construction completed.	March 2020

<b>Approved Project Funding</b>	<b>Gross Project Costs</b>	<b>Less Incentives &amp; Contributions</b>	<b>Net Project Costs for Financing</b>
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
<b>Total</b>	<b>\$60.5 million</b>	<b>\$9.4 million</b>	<b>\$51.1 million</b>

**3.4 APPENDIX A –  
Second Quarter 2020-21  
Major Capital Projects Report  
Energy Service Company Project (ESCO 2) - continued**

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

<b>Total Savings (Construction Still in Progress) Realized to Date/Projected</b>	<b>Value</b>
Realized Savings to March 31, 2015	\$0.6 million
Realized Savings in Fiscal Year 2015-16	1.4 million
Realized Savings in Fiscal Year 2016-17	2.9 million
Realized Savings in Fiscal Year 2017-18	2.0 million
Realized Savings in Fiscal Year 2018-19	3.9 million
Realized Savings in Fiscal Year 2019-20	3.5 million
Actual and Projected Savings in Fiscal Year 2020-21	3.6 million
<b>Total</b>	<b>\$17.9 million</b>

<b>Total Payments to Manulife (Construction Still in Progress)</b>	<b>Value</b>
Actual Payments to March 31, 2015	\$0 million
Actual Payments in Fiscal Year 2015-16	1.5 million
Actual Payments in Fiscal Year 2016-17	2.8 million
Actual Payments in Fiscal Year 2017-18	3.2 million
Actual Payments in Fiscal Year 2018-19	3.4 million
Actual Payments in Fiscal Year 2019-20	3.5 million
Actual and Projected Payments in Fiscal Year 2020-21	3.6 million
<b>Total</b>	<b>\$18.0 million</b>

**3.4 APPENDIX A –  
Second Quarter 2020-21  
Major Capital Projects Report  
Energy Service Company Project (ESCO 2) - continued**

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

<b>G</b>	<b>Governance</b>	Appropriate Project Sponsorship and Governance is in place.
<b>G</b>	<b>Scope Management</b>	The first cogeneration plant was restarted on November 1, 2019. The second cogeneration plant is operating based on demand for electricity.
<b>Y</b>	<b>Cost Management</b>	The College and Siemens continue to work through the final scope changes and financial close out of the project to ensure alignment with the original contract, containment of all change orders within the overall budget, finalizing close out discussions, and resolving any cost increases related to risk mitigation. The monitoring and verification period for the remaining grant funding started in December 2019. The College electrical load requirements are currently insufficient to meet the mandated efficiency and amount of power to be generated to receive the full grant. This situation is further exacerbated by the pandemic and the limited on campus presence. The College is currently discussing the situation with Ottawa Hydro and there is a willingness to change the monitoring and verification period to a time when the College’s electrical load returns to normal levels.
<b>Y</b>	<b>Schedule Management</b>	A combination of technical and intentional strategic delays associated with the installation of both cogeneration units and associated infrastructure and equipment resulted in these last elements of the ESCO2 project to be completed in Q3 of 2019-20. Further delay occurred due to the discovery of asbestos in the dust in the boiler room and tunnels which the College addressed with Siemens and its sub-contractors. The College and Siemens successfully worked together and achieved a November 1, 2019 completion date.  Further delays associated with the second absorber chiller are due to the pandemic. Due to the border closure between Canada and the USA, the manufacturer representative that oversees the commissioning process of the second absorption chiller could not travel to Canada, therefore delaying the start-up of the second absorption chiller.
<b>G</b>	<b>Project Resources</b>	Asbestos cleaning has been completed in areas related to project scope. The College is working with Siemens to close out the project.
<b>Y</b>	<b>Risk Management</b>	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. Due to the pandemic, electricity load has been reduced which has impacted the monitoring and verification requirements for one of the incentive grants. The College is working with respective stakeholders to monitor and mitigate this situation.
<b>G</b>	<b>Stakeholder Engagement</b>	Active stakeholder engagement continues on a targeted basis in consideration of the impact of the operation of the cogeneration plants. Algonquin College and Siemens discussed and agreed to a settlement for associated delay claims and counter-claims.

**3.4 APPENDIX A –  
Second Quarter 2020-21  
Major Capital Projects Report**

**Algonquin Students’ Association Athletics and Recreation Centre (ARC)**

The Algonquin Students’ Association has entered into an agreement with Algonquin College to collaborate in the construction of a new Athletics and Recreation Centre with a size of approximately 122,800 gross square feet. The proposed recreation centre will replace current recreation infrastructure in an area of the College constructed in the early 1960s. This new facility will significantly increase the physical capacity of student fitness, increase athletic opportunities, and offer students unlimited access to state-of-the-art recreational facilities. The location for this newest infrastructure build is on the north-west corner of the College’s main parking (lot 8).

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

<b>Board of Governors Key Approval Dates</b>	<b>Dates</b>
<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"> <li>• All regulatory and legislative requirements, including Section 28 of the Financial Administration Act, are met; and</li> <li>• A favourable operating agreement between the Algonquin Students’ Association and Algonquin College has been reached, and</li> <li>• The Algonquin Students’ Association acquires suitable loan financing.</li> </ul>	June 2017
<p>Meeting #514 – The Board of Governors approves the construction of an Athletics and Recreation Centre, pedestrian link and related enabling works on the Ottawa campus with a 50-year land lease to the Algonquin Students’ Association, and the transaction structure and the associated governing implementation agreements, with a total cost of construction up to \$61.8 million over the fiscal years 2019-20 to 2021-22. This project will be financed as follows:</p> <ul style="list-style-type: none"> <li>• Algonquin College will contribute \$5.5 million to the construction costs of the Centre from College reserves in 2019-20; and</li> <li>• Algonquin College will contribute up to \$11.9 million to the construction costs of the pedestrian link and enabling works funded 50% from College reserves and 50% from the College’s Strategic Investments Priorities budgets in fiscal years 2019-20 to 2021-22; and</li> <li>• Algonquin Students’ Association will contribute \$30.5 million financed from a major Canadian bank loan and \$13.9 million from the Association’s reserves.</li> </ul> <p>Final approval of this construction project is contingent on the following conditions being met:</p> <ul style="list-style-type: none"> <li>• The College meeting all regulatory and legislative requirements including Section 28 of the Financial Administration Act; and</li> <li>• The Algonquin Students’ Association acquiring suitable loan financing.</li> </ul>	October 2019

<b>Project Milestones</b>	<b>Dates</b>
Project start date	March 27, 2018
Substantial completion date	May 2021

**3.4 APPENDIX A –  
Second Quarter 2020-21  
Major Capital Projects Report**

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

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

<b>Project Contingency</b>	<b>Value</b>
Approved budget project contingency	\$4.7 million
Contingency balance as at September 30, 2020	1.8 million

<b>Actual/Projected Project Cost</b>	<b>Value</b>
Expenditures in Fiscal 2018-19	\$0.4 million
Expenditures in Fiscal 2019-20	12.6 million
Expenditures in Fiscal 2020-2021 (April 1, 2020 to September 30, 2020)	9.1 million
Projected Expenditures remaining in Fiscal 2020-21	37.2 million
Fiscal 2021-22	2.4 million
Fiscal 2022-23	0.1 million
<b>Total</b>	<b>\$61.8 million</b>

<b>Total Project Variance</b>	<b>\$0 million</b>
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**3.4 APPENDIX A –  
Second Quarter 2020-21  
Major Capital Projects Report**

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

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

<b>G</b>	<b>Governance</b>	Steering Committee membership and Executive sponsors established. Terms of reference for Committee finalized and approved by the Steering Committee. Regular Steering Committee meetings and updates to the Audit and Risk Management Committee and Algonquin College Executive Team are ongoing. Agreements between the Students’ Association and College were approved previously. Section 28 approvals were received from the Ministry.
<b>G</b>	<b>Scope Management</b>	Final functional program validated against the original program concept. Project scope being managed within allowed budget. Deferred works (Students’ Association fit-up) in excess of ARC project funding to be managed from Students’ Association reserves. Final detailing of building elements is substantially completed. Pedestrian link design development completed and initial construction of foundations commenced. Scope of other enabling works including North Service Road to be determined.
<b>G</b>	<b>Cost Management</b>	Final budget confirmed and Students’ Association financing is in place. Currently tracking to initial forecast after previous application of cost reduction strategies. The College continues to work with the Students’ Association to identify remaining Students’ Association fit-up items. Strategy for recovery of pedestrian link shortfall realized. COVID-19 Force Majeure costs mitigated to \$100K or less. Contingency levels reasonable to address other scope commitments and remaining risks.
<b>G</b>	<b>Schedule Management</b>	Baseline schedule developed with consideration for due process and stakeholder engagement. Currently tracking to overall substantial completion milestone despite realized impacts of COVID-19 on construction activities. Integration between project timelines and Algonquin College/Students’ Association agreements completed. Construction activities resumed May 4, 2020. Currently forecasting project completion ahead of grand opening including the pedestrian link whose completion is now scheduled for March 2021 due to design coordination issues impacting fabrication and delivery of main trusses. A contract has been awarded for the North Service Road improvements which will allow design to be completed for the 2021 construction season.
<b>G</b>	<b>Project Resources</b>	Campus Development Consortium developed functional program. Project Manager, Prime Design Consultant, Construction Manager and various other technical service providers retained. Approximately 95%+ of trade contractors retained for ARC building and portions of pedestrian link. Student’s Association and College resources identified. Impacts from COVID-19 on material and equipment supply chains, and labour resources is limited.
<b>G</b>	<b>Risk Management</b>	A project risk register has been developed for ongoing update with input from various team members. Risks are being reviewed with the Steering Committee on an ongoing basis. Risks due to COVID-19 pandemic have been mitigated and developments monitored closely. Remaining risks addressed by contingency allocations.

**3.4 APPENDIX A –  
Second Quarter 2020-21  
Major Capital Projects Report**

<b>G</b>	<b>Stakeholder Engagement</b>	The Algonquin Students’ Association performed extensive engagement with key stakeholders, the students. The Project Vision Principles were finalized. Detailed consultation has taken place with stakeholders during development of the design. Design Project Review Team meetings are conducted on a monthly basis. <i>Algonquin Wolves</i> branding was chosen. Engagement of College FOMES and ITS ongoing for controls, ITS and operational coordination. Engagement for the North Service Road improvements has been initiated.
<b>G</b>	<b>Operational Readiness</b>	Planning for the commissioning and operation of building systems started. Athletics operations formed part of the Prime Design Consultant scope.

**3.4 APPENDIX A –  
Second Quarter 2020-21  
Major Capital Projects Report  
Pedestrian Bridge to Bus Rapid Transit Station**

In partnership with the City of Ottawa, this investment will construct an above-grade pedestrian bridge that will link the Algonquin Centre for Construction Excellence (ACCE) facility with a new OC Transpo rapid transit station being built as part of the Light Rapid Rail Transit Stage 2 (LRT2) project. This pedestrian bridge will provide a safe method for crossing College Avenue and an efficient link for transit riders to enter Algonquin College’s Ottawa campus.

<b>Reviewed and approved by Algonquin College Executive Team Sponsor:</b> D. McNair
<b>Algonquin College Leadership Team Project Dean/Executive Director:</b> R. Southwood
<b>Project Manager:</b> City of Ottawa (lead) – TBD (Colliers Project Leaders)

<b>Board of Governors Key Approval Dates</b>	<b>Dates</b>
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

<b>Project Milestones</b>	<b>Dates</b>
Project start date	2019
Anticipated construction start date	2022
Substantial completion date	2023

<b>Project Funding</b>	<b>Value</b>
Algonquin College reserve funds	<b>\$3.1 million</b>

<b>Project Contingency</b>	<b>Value</b>
Approved project contingency	Not required

<b>Actual/Projected Project Cost</b>	<b>Value</b>
Expenditures in Fiscal 2018-19	\$0.02 million
Expenditures in Fiscal 2019-20	0.66 million
Fiscal 2021-22	1.26 million
Fiscal 2022-23	1.16 million
<b>Total</b>	<b>\$3.1 million</b>

<b>Total Project Variance</b>	<b>\$0.0 million</b>
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**3.4 APPENDIX A –  
 Second Quarter 2020-21  
 Major Capital Projects Report  
 Pedestrian Bridge to Bus Rapid Transit Station - continued**

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

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

**3.4 APPENDIX A –  
Second Quarter 2020-21  
Major Capital Projects Report  
Solar Photovoltaic Plan**

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

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

<b>Board of Governors Key Approval Dates</b>	<b>Dates</b>
Meeting #508 – Board of Governors approves the Moving Algonquin College to Net Zero - Solar Photovoltaic Plan project in the amount of \$6,825,060, fully funded from the Ministry of Advanced Education and Skills Development – Greenhouse Gas Campus Retrofit Program (GGCRP) to implement a solar photovoltaic array, battery storage infrastructure, and infrastructure upgrades on the Ottawa campus in 2018-19.	June 11, 2018
Meeting #511 – Board of Governors approved an additional \$1,200,000 of funding to be contributed by the College in relation to the scope change for the electrification component of the project.	February 25, 2019

**3.4 APPENDIX A –  
Second Quarter 2020-21  
Major Capital Projects Report  
Solar Photovoltaic Plan - continued**

<b>Major Milestones</b>	<b>Completion Date</b>
<b>Planning and Development Phase</b>	
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

<b>Execution</b>	
Installation of Solar Panels Substantially Completed	March 2019
Selected Building Upgrades Completed	August 2019
Battery Energy Supply System Installation	October 2019
Hot Water Electrification Substantially Complete (Modified Scope)	October 2019
<b>Close-out</b>	May 2021

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

<b>Project Contingency</b>	<b>Value</b>
Approved project contingency	\$0.6 million
Contingency balance as at March 31, 2020	0.0 million

<b>Actual/Projected Project Cost</b>	<b>Value</b>
Expenditures in Fiscal 2018-19	\$5.6 million
Expenditures in Fiscal 2019-20	1.8 million
Expenditures in Fiscal 2020-21 (April 1, 2020 to September 30, 2020)	0.1 million
Projected Expenditures remaining in Fiscal 2020-21	0.5 million
<b>Total</b>	<b>\$8.0 million</b>

<b>Total Project Variance</b>	<b>\$0 million</b>
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**3.4 APPENDIX A –  
Second Quarter 2020-21  
Major Capital Projects Report  
Solar Photovoltaic Plan – continued**

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

<b>G</b>	<b>Governance</b>	Appropriate sponsorship and governance implemented with refinement as required during project development.
<b>G</b>	<b>Scope Management</b>	Scope for solar array and battery storage defined previously. Remaining scope changes managed on case-by-case basis with consideration of budget, schedule and code compliance for the battery storage component. Portion of specific electrification works scope deferred to ensure total cost compliance with budget. Electric Safety Authority engaged for successful completion of requirements. Ottawa Hydro requirements and map to completion identified. Remaining deficiencies or incomplete work also identified including resolution of persistent ground fault issue.
<b>G</b>	<b>Cost Management</b>	To ensure the project budget remains within the approved limit of \$8.0 million, the scope of electrical conversion to heat water has been reduced from the previously reported approximate 12 building locations and the central plant to approximately 4 building locations and central plant. Any deferred maintenance items previously defined within scope of this project will be addressed through the College’s Facilities Renewal Project.
<b>Y</b>	<b>Schedule Management</b>	Solar system installation is complete. Battery Energy Storage System with batteries installed. Electrification substantially completed. Existing plant room constraints resolved. Approvals, in whole or part, from Electrical Safety Authority and Ottawa Hydro received The Offer to Connect between Algonquin College and Hydro Ottawa/Hydro One has been signed. Design and implementation of connection infrastructure has been delayed due to COVID-19 and coordination issues between Hydro One/Hydro Ottawa. Design of the connection will begin in the third quarter. Final connection of the system will likely require an eight hour campus electrical shutdown. This final connection may move to April or May 2021 in an effort to reduce the risk to College support systems due to cold weather. Available Building Automation Systems and MicroGrid programming underway for commissioning later in 2020 or early 2021. Delayed MicroGrid implementation due to ESCO2 project has been mitigated.
<b>G</b>	<b>Project Resources</b>	College resources needed to support this project have been identified along with external resources. Restrictions on foreign travel to Algonquin for commissioning due to COVID-19 restrictions is possible.
<b>G</b>	<b>Risk Management</b>	Project substantial completion date of October 31, 2019 was achieved.
<b>G</b>	<b>Stakeholder Engagement</b>	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.
<b>G</b>	<b>Operational Readiness</b>	Operational readiness planning and implementation continues.

**3.4 APPENDIX A –  
Second Quarter 2020-21  
Major Capital Projects Report  
Student Information System Project**

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

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

<b>Board of Governors Key Approval Dates</b>	<b>Dates</b>
Meeting #511 – Board of Governors approves \$3.1 million for the Student Information System, with 50% of funding from the College’s internally restricted net asset account and 50% from the Strategic Investment Priorities budget in Fiscal year 2019-20.	February 25, 2019
Meeting #517 – Board of Governors approves a \$4 million expenditure to continue development of the business architecture, identity and access management and data governance required to support implementation of a new Student Information System. These project expenditures will be funded 50% from the College’s internally restricted net asset accounts and 50% from the Strategic Investment Priorities budget in fiscal year 2020-21.	April 20, 2020
Meeting #520 – Board of Governors approves the software company Unit4 as the software solution and implementer for the new Student Information System, as the second step in the two-step approach endorsed on April 20, 2020, including: (1) the procurements of a Software as a Services subscription contracts with Unit4 with a value up to \$1.4 million per year for a five-year total of up to \$7 million; and (2) the implementation services contract with Unit4 with a value of up to \$13 million over the estimated three years of implementation (including contingency, proposed travel expense and net tax of 3.41%). The Board of Governors also approves the fourth quarter budget expenditure approval of \$2.4 million for the 2020-21 fiscal year.	October 26, 2020

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

<b>Approved Project Funding</b>	<b>Approved Value</b>
Internally Restricted Net Assets	\$4.75 million
Strategic Investment Priorities Budget allocation	\$4.75 million

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

**3.4 APPENDIX A –  
Second Quarter 2020-21  
Major Capital Projects Report**

<b>Actual/Projected Project Cost</b>	<b>Value</b>
Expenditures in Fiscal 2019-20	\$2.5 million
Expenditures in Fiscal 2020-21 (April 1, 2020 to September 30, 2020)	\$2.1 million
Projected Expenditures remaining in Fiscal 2020-21	\$4.3 million
Estimated Expenditures Fiscal 2021-22	\$21.9 to \$25.1 million
Estimated Expenditures Fiscal 2022-23	\$20.2 to \$23.2 million
Estimated Expenditures Fiscal 2023-24	\$13.7 to \$15.8 million
Estimated Expenditures Fiscal 2024-25	\$5.1 to \$5.8 million
<b>Total Estimated Costs</b>	<b>\$70.0 to \$79.1 million</b>
<b>Total Project Variance (to approved expenditures)</b>	<b>\$0.0 million</b>

**3.4 APPENDIX A –  
Second Quarter 2020-21  
Major Capital Projects Report**  
Student Information System Project - continued

**Risk and Status Dashboard**

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

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

**3.4 APPENDIX A –  
Second Quarter 2020-21  
Major Capital Projects Report  
Summary of Projects Completed Since Fiscal 2011-12**

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



# Second Quarter 2020-2021 College Operating Funds Investment Report

Period ended September 30, 2020

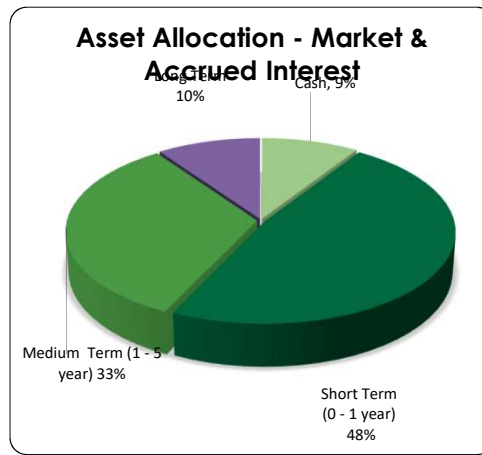
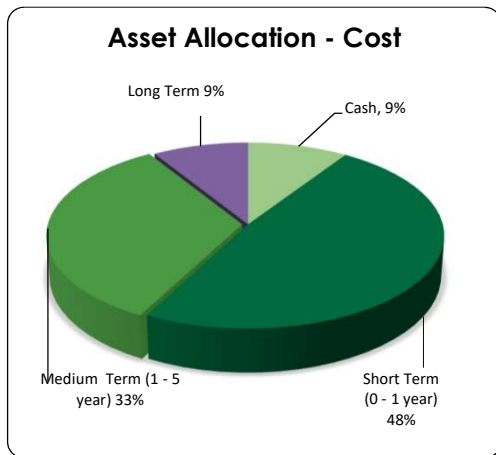
**Fund Balance**

	Book Value	Market Value*
<b>Fund Balance March 31, 2020</b>	<b>\$ 62,115,644</b>	<b>\$ 62,750,012</b>
Withdrawals	-	-
Accrued Interest from Buys/Sells	(69,291)	(69,291)
Fees (YVL, NBCN)	(34,053)	(34,053)
Investment Income (Loss)	730,732	730,732
Accrued Interest already reported in beginning Market Value	-	489,085
Realized Gain/Loss	(369,632)	-
Market Value Gain/Loss	-	(281,492)
<b>Fund Balance as per Yorkville September 30, 2020</b>	<b>\$ 62,373,401</b>	<b>\$ 63,584,994</b>

\* includes accrued interest

**Asset Allocation**

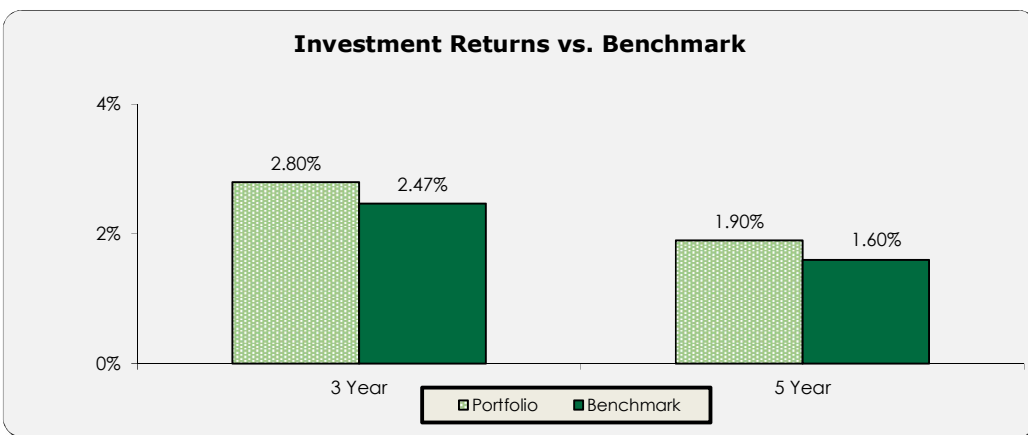
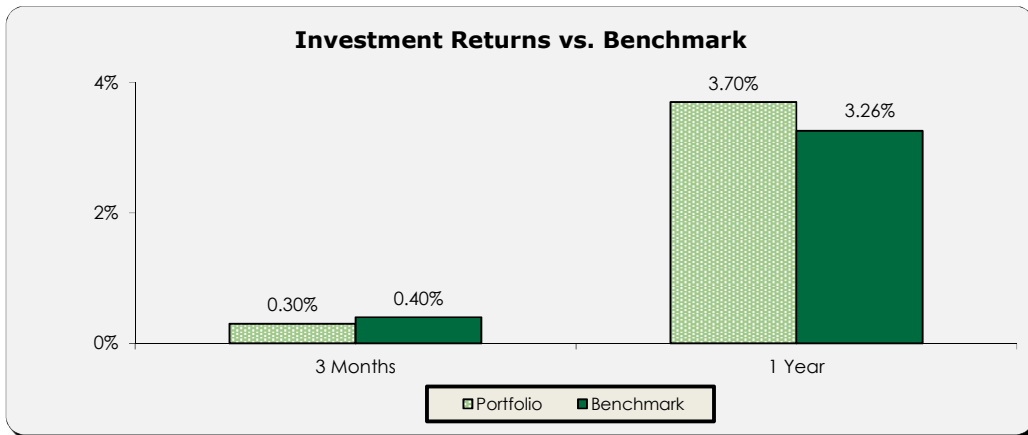
Fund Balance September 30, 2020	Cost	Percentage	Market & Accrued Interest	Percentage	Target	Min/Max
Cash	\$ 5,828,299	9%	\$ 5,828,299	9%	0%	n/a
Short Term (0 - 1 year)	30,171,580	48%	30,432,845	48%	50%	40% - 100%
Medium Term (1 - 5 year)	20,819,137	33%	21,063,174	33%	45%	0% - 50%
Long Term (5 - 10 year)	5,554,385	9%	6,260,676	10%	5%	0% - 10%
<b>Total Portfolio</b>	<b>\$ 62,373,401</b>	<b>100%</b>	<b>\$ 63,584,994</b>	<b>100%</b>	<b>100%</b>	



**Performance Review**

	<b>Portfolio Performance</b>	<b>Benchmark *</b>	<b>Relative Performance</b>
<b>FY 2015</b>	2.00%	2.50%	-0.50%
<b>FY 2016</b>	1.20%	0.86%	0.34%
<b>FY 2017</b>	0.90%	0.91%	-0.01%
<b>FY 2018</b>	0.20%	0.18%	0.02%
<b>FY 2019</b>	3.00%	2.61%	0.39%
<b>FY 2020</b>	3.40%	2.69%	0.71%
<b>Q1 FY 2021</b>	1.10%	1.14%	-0.04%
<b>Q2 FY 2021</b>	0.30%	0.40%	-0.10%
<b>Annual Return</b>			
<b>6.75-year Compounded Return</b>	<b>1.86%</b>	<b>1.73%</b>	<b>0.12%</b>

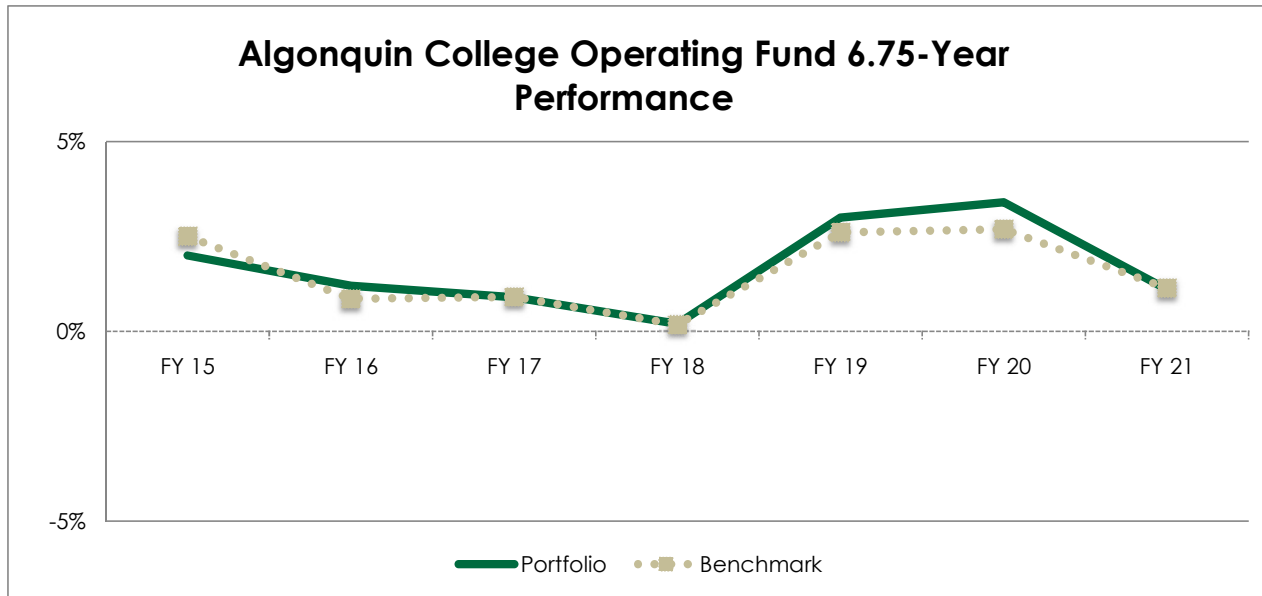
**Performance Review**



**Investment Returns**

	3 Months	1 Year	3 Year	5 Year
Portfolio	0.30%	3.70%	2.80%	1.90%
Benchmark*	0.40%	3.26%	2.47%	1.60%

\* Compounded Annual Return



# Second Quarter 2020-2021 College Endowment Funds Investment Report

Period ended September 30, 2020

## Second Quarter 2020-2021 College Endowment Funds Investment Report

### Fund Balance

	Cost	Market*
<b>Fund Balance March 31, 2020</b>	<b>\$ 24,805,228</b>	<b>\$ 26,596,274</b>
Withdrawals	(1,068,093)	(1,068,093)
Investment Fees	(51,665)	(51,665)
Investment Income (Loss)	965,965	4,201,021
<b>Fund Balance as per Yorkville September 30, 2020</b>	<b><u>\$ 24,651,435</u></b>	<b><u>\$ 29,677,537</u></b>
<b>Fund Balance as per College September 30, 2020</b>	<b><u>\$ 24,651,435</u></b>	<b><u>\$ 29,677,537</u></b>

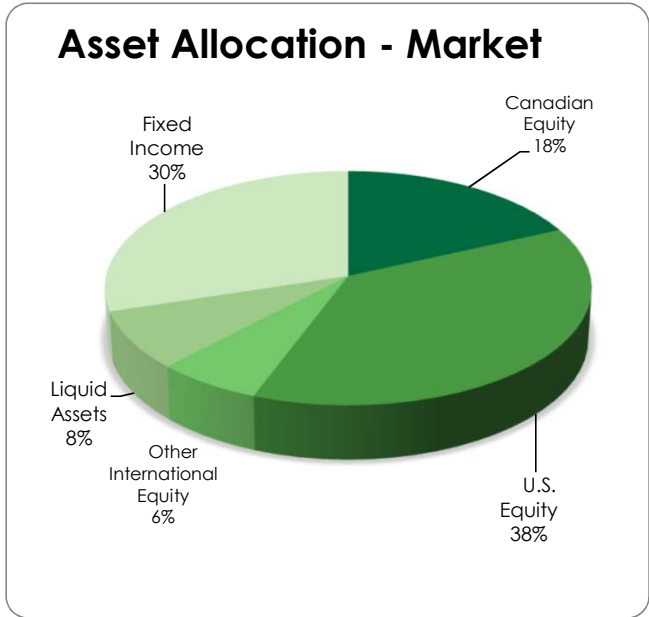
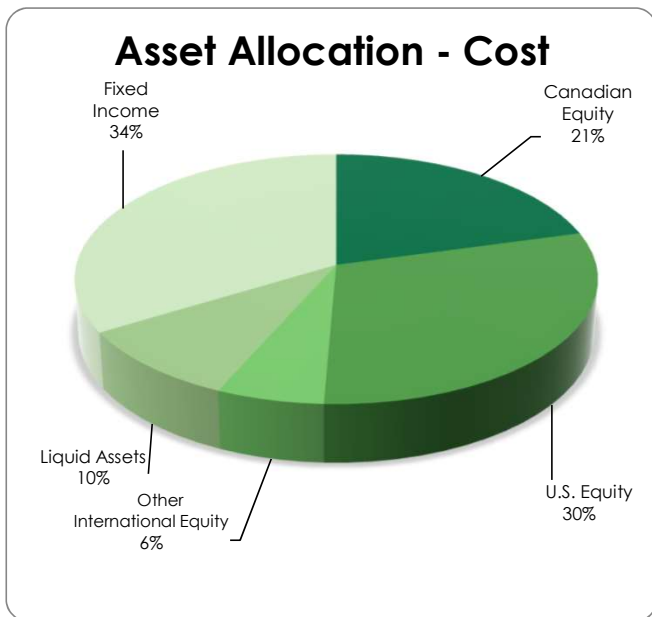
Fund Balance - Breakdown September 30, 2020							
	Cost	% of Cost	Market*	% of Market	Benchmark	Policy Range	
Cash	\$ 2,390,319	10%	\$ 2,390,669	8%	3%	0-20%	
Fixed Income	\$ 8,292,926	34%	8,848,130	30%	35%	25-45%	
Canadian Equity	\$ 5,116,184	21%	5,398,418	18%	22%	12-32%	
US Equity	\$ 7,375,528	30%	11,143,468	38%			
Other International Equity	\$ 1,476,479	6%	1,896,853	6%			
Total Global Equity	8,852,007	36%	13,040,321	44%	40%	30-50%	
<b>Total</b>	<b><u>\$ 24,651,435</u></b>	<b>100%</b>	<b><u>\$ 29,677,537</u></b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	

\* excludes accrued interest



**Asset Allocation**

	Cost	Percentage	Market	Percentage	Benchmark (effective 04/11/16)
<b>Canadian Equity</b>	\$ 5,116,184	21%	\$ 5,398,418	18%	22.0%
<b>U.S. Equity</b>	\$ 7,375,528	30%	\$ 11,143,468	38%	n/a
<b>Other International Equity</b>	\$ 1,476,479	6%	\$ 1,896,853	6%	n/a
<b>Global Equity</b>	\$ 8,852,007	36%	\$ 13,040,321	44%	40.0%
<b>Total Equity</b>	\$ 13,968,191	57%	\$ 18,438,738	62%	62.0%
<b>Liquid Assets</b>	\$ 2,390,319	10%	\$ 2,390,669	8%	3.0%
<b>Fixed Income</b>	\$ 8,292,926	34%	\$ 8,848,130	30%	35.0%
<b>Total Portfolio</b>	\$ 24,651,435	100.0%	\$ 29,677,537	100.0%	100.0%



## Second Quarter 2020-2021 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%
Fiscal 2020	1.81%	2.17%	-0.36%	7.37%	4.39%	2.98%	-8.46%	-14.22%	5.76%	1.67%	-4.16%	5.83%	0.45%	-2.93%	3.38%
Q1 2021	0.10%	0.13%	-0.03%	4.20%	5.91%	-1.71%	5.70%	16.97%	-11.27%	18.30%	14.19%	4.11%	9.30%	11.48%	-2.18%
Q2 2021	0.10%	0.08%	0.02%	0.20%	0.45%	-0.25%	4.90%	4.73%	0.17%	8.90%	5.90%	3.00%	4.60%	3.56%	1.04%
Fiscal 2021	0.20%	0.21%	-0.01%	4.41%	6.39%	-1.98%	10.88%	22.50%	-11.62%	28.83%	20.93%	7.90%	14.33%	15.45%	-1.12%
Annual Return **															
4.5 year compounded	1.27%	1.21%	0	0.06%											
21.25 year compounded				5.73%	5.50%	0.23%	8.74%	6.66%	2.08%	7.20%	4.41%	2.79%	7.51%	6.59%	0.93%

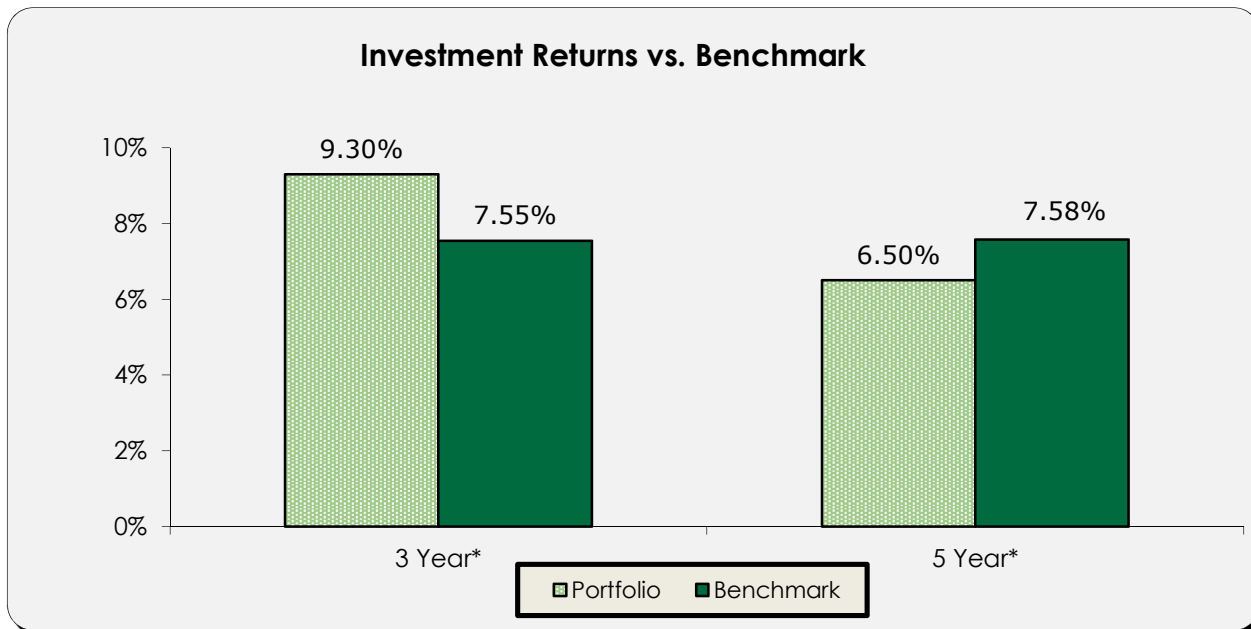
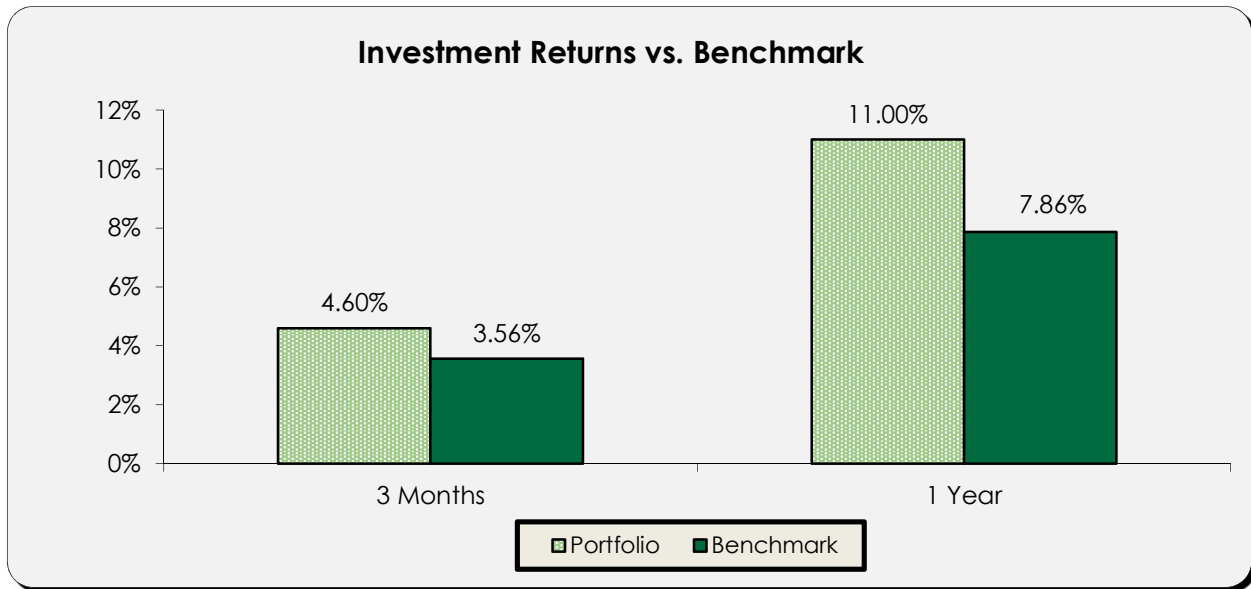
Returns are before fees.

\*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

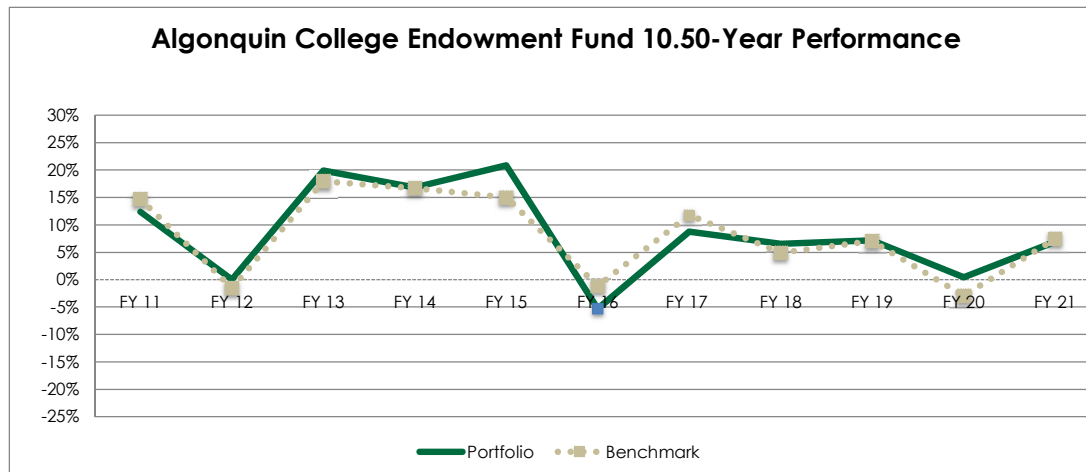


### Investment Returns

	3 Months	1 Year	3 Year*	5 Year*
Portfolio	4.60%	11.00%	9.30%	6.50%
Benchmark	3.56%	7.86%	7.55%	7.58%

\* Compounded Annual Return

Second Quarter 2020-2021 College Endowment Funds Investment Report



**Sharpe Ratio**

Sharpe Ratio Endowment Funds Equity Portfolio vs Benchmark			
Period Ending	1 Year Equity Portfolio Sharpe Ratio	1 Year Equity Benchmark Sharpe Ratio	Relative Performance
30-Jun-17	8.79	7.78	1.00
30-Sep-17	5.98	5.82	0.16
31-Dec-17	4.78	5.66	-0.88
31-Mar-18	2.56	2.24	0.32
30-Jun-18	5.25	6.05	-0.80
30-Sep-18	7.82	5.55	2.27
31-Dec-18	-0.85	-1.01	0.16
31-Mar-19	1.65	0.98	0.67
30-Jun-19	0.76	0.98	-0.22
30-Sep-19	0.00	0.48	-0.48
31-Dec-19	8.27	5.71	2.56
31-Mar-20	-0.62	-0.98	0.36
30-Jun-20	1.78	1.09	0.70
30-Sep-20	3.24	1.72	1.52

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 2020-2021 College Endowment Funds Investment Report

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

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Amount available for future distribution, beginning of year	\$ 530,141	\$ (383,968)	\$ (470,851)	\$ (430,400)	\$ (798,352)	\$ (528,091)	\$ 2,067,205	\$ 2,497,016	\$ 2,699,434	\$ 3,543,474	\$ 4,213,486	\$ 3,755,820
Realized investment income/(loss)	\$ (546,374)	\$ 387,189	\$ 594,826	\$ 240,716	\$ 966,012	\$ 3,302,409	\$ 1,363,388	\$ 1,182,259	\$ 1,830,019	\$ 1,703,517	\$ 622,076	\$ 1,792,398
Investment fees	\$ (32,735)	\$ (37,072)	\$ (46,260)	\$ (51,690)	\$ (56,572)	\$ (49,974)	\$ (80,721)	\$ (97,448)	\$ (87,257)	\$ (100,539)	\$ (97,112)	\$ (126,534)
Amount distributed	\$ (335,000)	\$ (437,000)	\$ (508,115)	\$ (556,978)	\$ (639,179)	\$ (657,139)	\$ (852,856)	\$ (882,393)	\$ (898,722)	\$ (932,966)	\$ (982,630)	\$ (1,043,837)
Amount available for future distribution, end of year	\$ (383,968)	\$ (470,851)	\$ (430,400)	\$ (798,352)	\$ (528,091)	\$ 2,067,205	\$ 2,497,016	\$ 2,699,434	\$ 3,543,474	\$ 4,213,486	\$ 3,755,820	\$ 4,377,847

### Schedule of Unrealized Investment Income/ (Loss)

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Unrealized income/(loss)	\$ (1,316,128)	\$ 1,808,247	\$ 660,041	\$ (237,912)	\$ 738,307	\$ (318,027)	\$ 2,869,617	\$ (2,440,923)	\$ 168,461	\$ (136,038)	\$ 1,255,147	\$ (1,583,331)

### Fund Balance as per Yorkville

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

\* combined U.S. & international

### Asset Mix - Market

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Cash	\$ 152,669	\$ 734,213	\$ 876,587	\$ 923,830	\$ 394,277	\$ 933,791	\$ 738,663	\$ 1,396,853	\$ 1,511,625	\$ 2,240,828	\$ 3,594,267	\$ 1,780,221
Fixed Income	\$ 2,501,241	\$ 3,378,620	\$ 4,169,647	\$ 4,509,659	\$ 5,674,855	\$ 8,069,566	\$ 9,129,860	\$ 8,747,242	\$ 6,521,153	\$ 7,458,927	\$ 7,941,402	\$ 8,851,991
Canadian Equity	\$ 3,902,505	\$ 5,713,231	\$ 7,085,974	\$ 7,336,200	\$ 3,900,716	\$ 2,843,840	\$ 3,844,897	\$ 4,168,105	\$ 5,681,573	\$ 4,453,579	\$ 3,957,871	\$ 4,428,934
Global Equity*	\$ 1,077,435	\$ 1,681,417	\$ 2,133,033	\$ 2,299,217	\$ 7,841,598	\$ 8,867,647	\$ 10,830,127	\$ 8,419,248	\$ 10,644,332	\$ 11,366,416	\$ 11,561,129	\$ 11,535,128
Total	\$ 7,633,850	\$ 11,507,481	\$ 14,265,241	\$ 15,068,906	\$ 17,811,446	\$ 20,714,844	\$ 24,543,547	\$ 22,731,448	\$ 24,358,683	\$ 25,519,750	\$ 27,054,668	\$ 26,596,274

\* combined U.S. & international

# MEMO

**DATE:** December 7, 2020  
**TO:** Board of Governors  
**FROM:** Governor Audrey Lawrence, Chair, Governance Committee  
**SUBJECT:** Governance Committee meeting November 16, 2020

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*Board members can review meeting materials from the November 16, 2020 meeting by accessing the Board of Governors [‘Teams site’ Governance Committee meeting folder, November 16, 2020 meeting folder.](#)*

## **A. ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL**

### 1) Appointment of Rodney Wilson to the Board of Governors

#### **RESOLUTION**

#### **MOVED & SECONDED: A. Lawrence & J. McCracken**

**THAT** the Governance Committee recommends to the Board of Governors approval of the appointment of Rodney Wilson to the Board of Governors effective October 22, 2020.

**CARRIED.**

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

### 1) Lieutenant Governor In Council (LGIC) – Update

Members were informed that with the LGIC appointment of Rodney Wilson to the Board of Governors, there is one LGIC vacancy remaining. Following the October 5 Governance Committee meeting, the Board office submitted Governor Lawrence’s name for LGIC appointment consideration to the Ministry. To date, there has been no status update from the Ministry’s office.

### 2) Governors in-Waiting – Final Update

Members were informed that the Governors in-Waiting Guidelines was approved at the October 26, 2020 Board meeting. Following the Board meeting, a ‘Preamble’ to the guidelines was added, and minor word edits to #7, but does not change its intent. On November 5, the final version was sent out to all Governors pointing out the Preamble and the updated wording to #7. The Guidelines was distributed to the three Governors in-waiting for their information.

### 3) Bylaw 1 – Final Update

Members were referred to Bylaw 1 approved at the October 26, 2020 Board meeting. The approved version has been posted to the Board of Governors public website. The Board composition is back to being compliant to the Ontario Regulation 34/03. The approved version also retained section 4.2.4 of Bylaw 1 (December 16, 2019 version).

4) New Governor Orientation Survey Results

Overall, survey results were very positive. New Governors gained valuable knowledge of the roles that each committee of the Board plays in Orientation Part 1, and were provided with an overview of the College and each Area's core responsibilities in Orientation Part 2. Details of the survey results are provided in Appendix A: New Governor Board Orientation Part 1 – Survey Results, and Appendix B: New Governor Board Orientation Part 2 – Survey Results.

5) 2021-22 Recruitment Campaign

Members were informed that there will be no requirement to launch a 2021 recruitment campaign for external governors as Governors Darwin, Tudor, and Johnson have expressed their interest in a second three-year term of office. The 2021 Internal Election of Governors will launch early January 2021 and will be fully virtual for the election of an Academic staff representative and a Student representative.

6) October 26, 2020 Board Meeting Evaluation (verbal)

Governor Lawrence provided feedback from Board members who were in attendance at the October 26, 2020 Board Meeting. Feedback resulting in an action item will be communicated to the respective Algonquin College Executive team member.

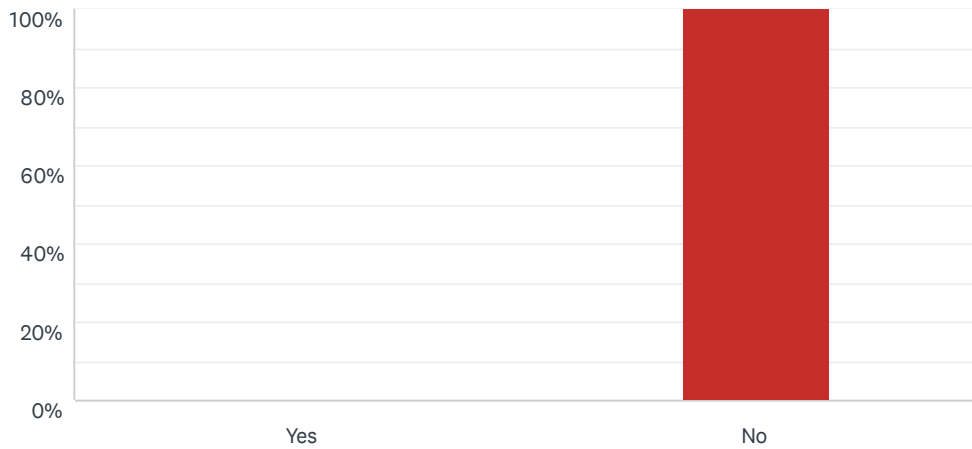
7) 2020-21 Board of Governors Workplan

Members were referred to the 2020-21 Board of Governors Workplan for information.



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

Answered: 5 Skipped: 0

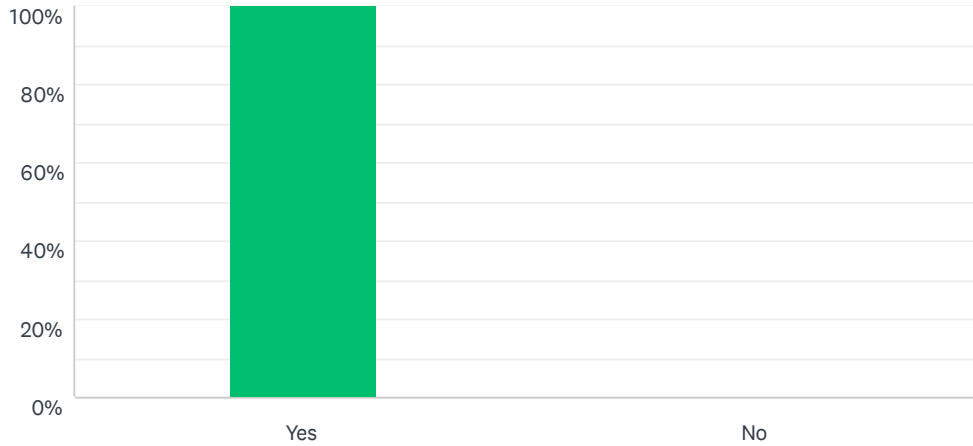


ANSWER CHOICES	RESPONSES	
Yes	0.00%	0
No	100.00%	5
TOTAL		5

#	IF YES, PLEASE PROVIDE PRESENTATION TITLE AND DETAILS.	DATE
	There are no responses.	

### Q3 Did the presentation New Governor On-boarding provide you with enough information to get you started in your new role as a Governor?

Answered: 5 Skipped: 0

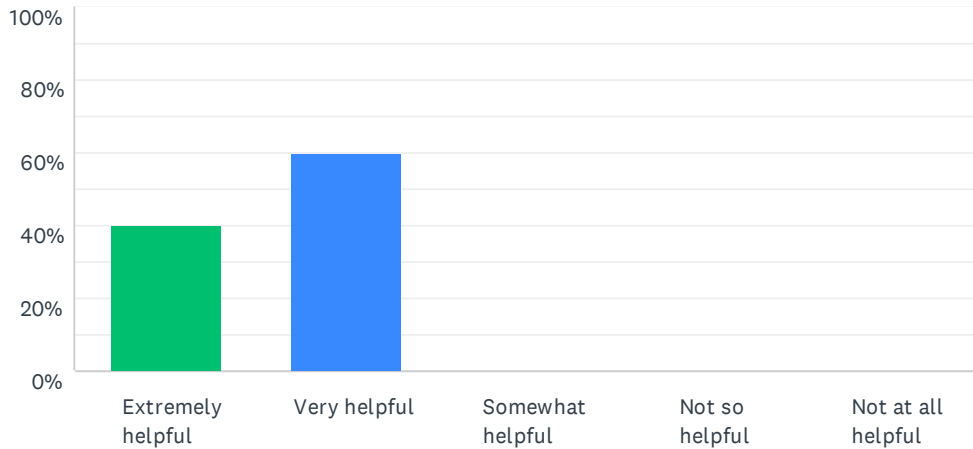


ANSWER CHOICES	RESPONSES	
Yes	100.00%	5
No	0.00%	0
<b>TOTAL</b>		<b>5</b>

#	IF NO, PLEASE COMMENT	DATE
1	Well drafted and easy to follow.	8/20/2020 3:13 PM
2	N/A for me, but I thought the breadth and depth of the material was spot on	8/20/2020 2:55 PM

**Q4 In the Board Orientation Part 1 (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: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely helpful	40.00%	2
Very helpful	60.00%	3
Somewhat helpful	0.00%	0
Not so helpful	0.00%	0
Not at all helpful	0.00%	0
<b>TOTAL</b>		<b>5</b>

#	IF NOT SO HELPFUL OR NOT AT ALL HELPFUL, PLEASE EXPLAIN.	DATE
1	All committee chairs were well prepared and provided an excellent presentation of their topic.	8/20/2020 3:13 PM

## Q5 How satisfied were you with the level of details in Orientation Part 1?

Answered: 5 Skipped: 0

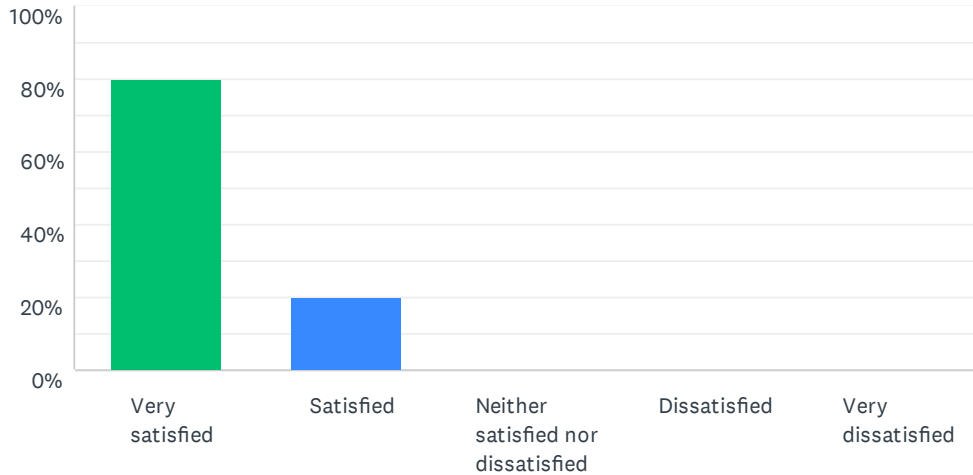


ANSWER CHOICES	RESPONSES	
Very satisfied	100.00%	5
Satisfied	0.00%	0
Neither satisfied nor dissatisfied	0.00%	0
Dissatisfied	0.00%	0
Very dissatisfied	0.00%	0
<b>TOTAL</b>		<b>5</b>

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

## Q6 How satisfied are you that the Algonquin College Board Governance Model described in Orientation Part 1 gives you a good understanding of your role as a Governor and prepare you for Board meetings?

Answered: 5 Skipped: 0

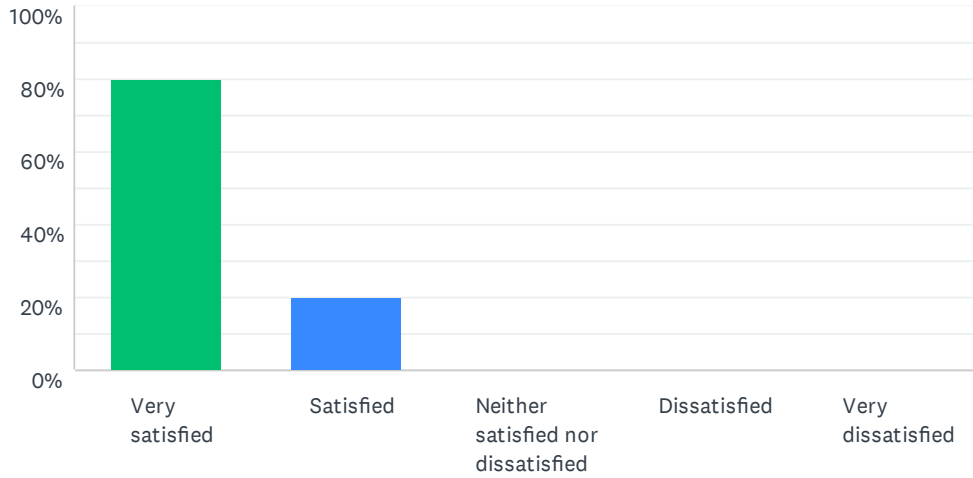


ANSWER CHOICES	RESPONSES	
Very satisfied	80.00%	4
Satisfied	20.00%	1
Neither satisfied nor dissatisfied	0.00%	0
Dissatisfied	0.00%	0
Very dissatisfied	0.00%	0
<b>TOTAL</b>		<b>5</b>

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

## Q7 How satisfied were you with the Board Monitoring & Oversight presented by the President, VP of Finance, & VP of Student Services?

Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very satisfied	80.00%	4
Satisfied	20.00%	1
Neither satisfied nor dissatisfied	0.00%	0
Dissatisfied	0.00%	0
Very dissatisfied	0.00%	0
<b>TOTAL</b>		<b>5</b>

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

## Q8 Do you have any suggestion(s) where we can improve the Board Orientation Part 1 program next year?

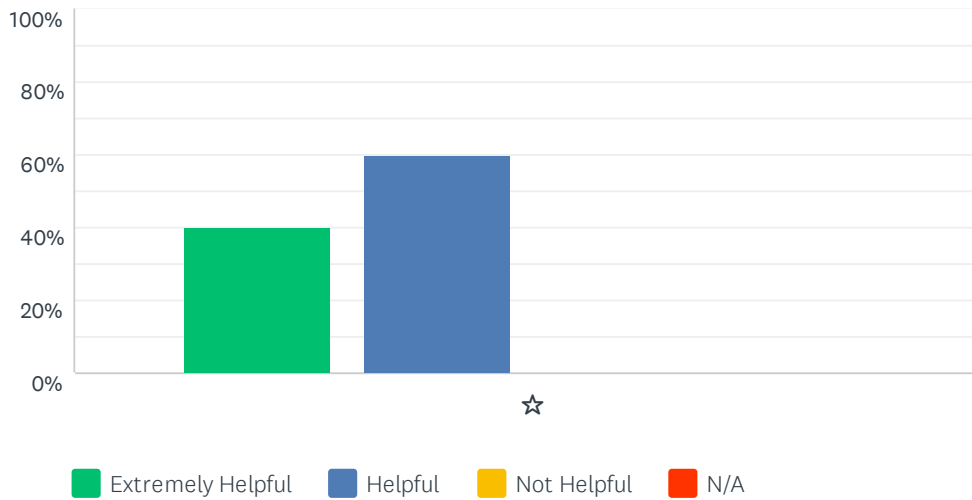
Answered: 5 Skipped: 0

#	RESPONSES	DATE
1	To have the minutes of the last respective committee meeting available for review. A new Governor can see in more details of what is expected from a new Governor in their committee role. This would give us a chance to ask questions.	9/24/2020 9:40 AM
2	Not at the moment!	9/18/2020 3:39 PM
3	I'm not sure that there is a big advantage in doing this presentation face to face. Zoom worked very well.	8/20/2020 3:13 PM
4	None	8/20/2020 2:57 PM
5	.	8/20/2020 2:55 PM

## 2020 New Board of Governor Orientation Part 2 - Survey

Q2 The Board Orientation Part 2 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: 5 Skipped: 0



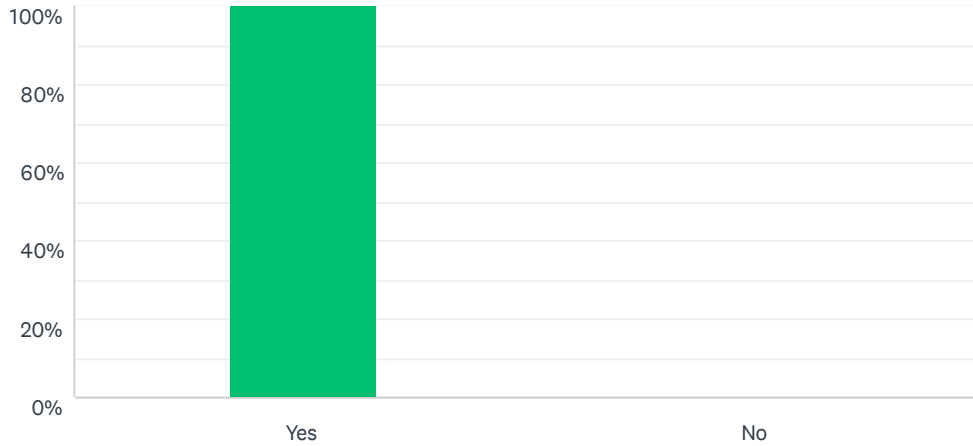
	EXTREMELY HELPFUL	HELPFUL	NOT HELPFUL	N/A	TOTAL	WEIGHTED AVERAGE
☆	40.00%	60.00%	0.00%	0.00%	5	3.80
	2	3	0	0		

#	OPTIONAL COMMENT(S)	DATE
1	I missed part of this but always find it helpful.	9/18/2020 4:48 PM



### Q3 Will the information that you received at the New Governor Orientation Part 2 help prepare you to contribute effectively to the Algonquin College Board of Governors?

Answered: 5 Skipped: 0

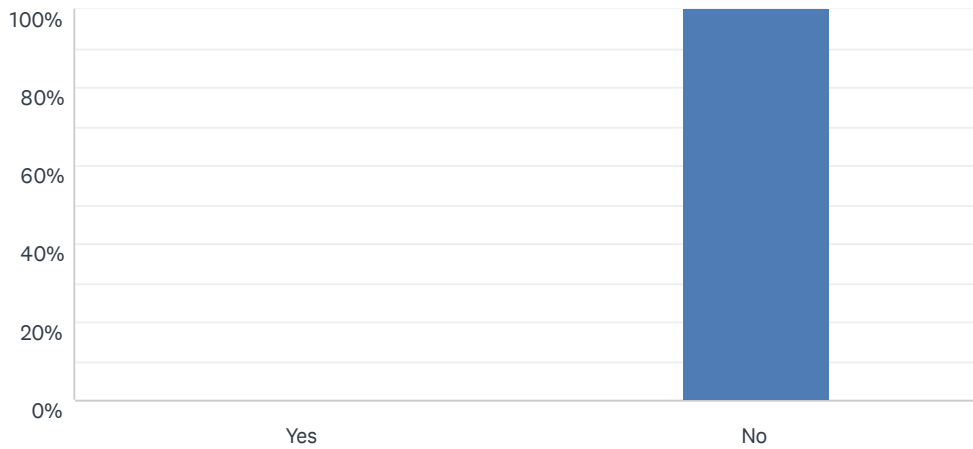


ANSWER CHOICES	RESPONSES
Yes	100.00% 5
No	0.00% 0
<b>TOTAL</b>	<b>5</b>

#	OPTIONAL COMMENT(S)	DATE
	There are no responses.	

### Q4 Were there any presentation topics you would have liked to have discussed in more detail?

Answered: 5 Skipped: 0

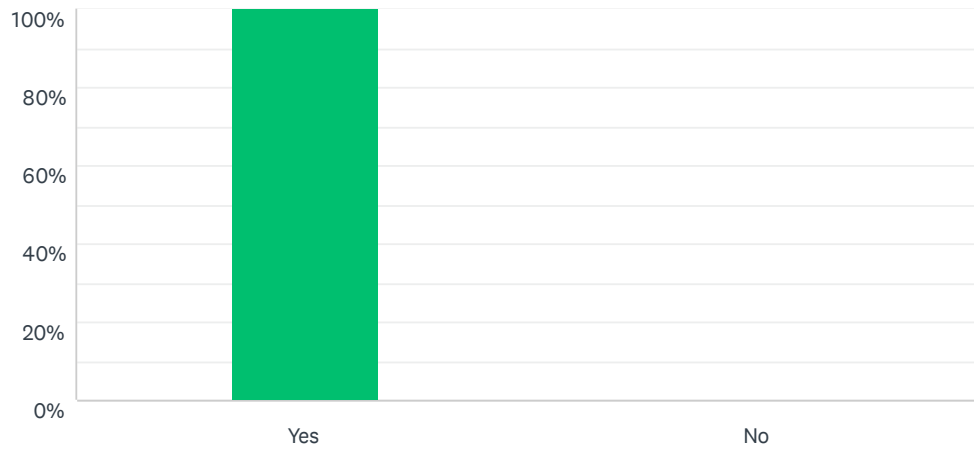


ANSWER CHOICES	RESPONSES	
Yes	0.00%	0
No	100.00%	5
TOTAL		5

#	IF YES, PLEASE PROVIDE TOPIC AND DETAILS	DATE
	There are no responses.	

## Q5 Did we provide you with a basic understanding of the post-secondary education system in Ontario?

Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	5
No	0.00%	0
<b>TOTAL</b>		<b>5</b>

#	IF NO, PLEASE PROVIDE DETAILS	DATE
1	Excellent session with Linda and related discussions.	9/18/2020 4:48 PM

## Q6 Do you have any suggestions where we can improve the Board Orientation program next year?

Answered: 5 Skipped: 0

#	RESPONSES	DATE
1	Have the minutes for respective committees available so we can review and have questions ready to ask (if any)	9/24/2020 9:44 AM
2	perhaps new members could buddy up with the chair of the committee they will sit on. this may make it easier to ask those 'dumb' questions that everyone has but are often too shy to ask??	9/19/2020 9:24 AM
3	Hopefully, it can be in person. Very well organized given the context of the times.	9/18/2020 4:48 PM
4	More socially active sessions, more public as well	9/18/2020 3:38 PM
5	.	9/18/2020 2:46 PM

Report title:	Public College – Private Partnership (PCPP) - Update
Report to:	Board of Governors
Date:	December 7, 2020
Author/Presenter:	Ernest Mulvey, Director, International Education Centre Charlene Miller, Manager, Private College Partnerships, International Education Centre

1. RECOMMENDATION:

**THAT** the Board of Governors accepts this update on the Public College – Private Partnership initiative for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this transmittal is to inform the Board of Governors of the progress made in the Public College – Private Partnership (PCPP) exploration process and to inform the Board of updates to upcoming timelines.

3. BACKGROUND:

Algonquin College began exploring the potential for a Public College – Private Partnership (PCPP) in August 2019 with the formation of a Working Group, which included representatives from Academic Services, Business Development, Finance, Government Relations, Human Resources, International, Student Services, Information Security, and Risk Management. The Working Group was formed to facilitate planning, consider risks and opportunities, and make recommendations for a potential partnership. A rubric to identify the partner was provided by the Algonquin College Executive Team and a contact list of potential partners began to be developed based on interest from the private sector.

The Ministry of Colleges and Universities issued a binding policy directive on December 23, 2019 for Public College – Private Partnerships (PCPP). In January 2020, the International Education Centre took the lead of the partnership exploration process in order to support the College’s strategic objectives of:

- Growing onshore international enrolment in post-secondary programs;
- Supporting collaboration with an innovative private partner to enhance the Algonquin College student experience; and
- Enhancing the presence of Algonquin’s institutional brand across various locations in Canada.

An update on the partnership exploration process was provided to the Board of Governors on October 26, 2020, which included information about the process for selecting a partner, the business model, and timeline to reach an agreement with the preferred partner. It also stated that prior to the finalization of a Collaborative Education Agreement with a third party for a Public College – Private Partnership, and before receiving final approval from the Board of Governors, the following conditions must be met:

- I. All regulatory and legislative requirements, including the requirements of the Binding Policy Directive on Public College – Private Partnerships and Section 28 of the Financial Administration Act.
- II. The third party in the Agreement must pass a thorough due diligence review including a background check and risk analysis conducted by an independent auditing body, subject to review by the Audit and Risk Management Committee and the Algonquin College Executive Team subgroup.

#### 4. DISCUSSION:

##### Timeline:

In order to allow more time for consultation with Algonquin College stakeholders, to determine resource requirements for implementation of a partnership agreement, and to understand regulatory requirements for operations outside of Ontario, the Algonquin College Executive Team endorsed a revised timeline to seek approval of a finalized agreement for a Public College – Private Partnership (PCPP).

The revised timeline includes delivering presentations and seeking endorsement of the partnership from:

- The Deans and Directors Council, January 12, 2021
- The Algonquin College Executive Team, January 20, 2021
- The Academic and Student Affairs Committee on January 27, 2021
- The Audit and Risk Management Committee on February 9, 2021

Should the above endorsements be received, conditional approval from the Board of Governors will be sought on February 22, 2021, before submitting a PCPP application to the Ministry of Colleges and Universities with a plan for the first pilot programs to launch in the 2021-2022 fiscal year.

##### Due Diligence

The reviews and endorsements by a variety of Algonquin College stakeholders are part of the planned **due diligence process** around the formation of a partnership, to ensure that all requirements from the [Binding Policy Directive](#) have been carefully considered and accounted for in the Collaborative Education Agreement (contract) and Business Case.

The Directive incorporates lessons learned from existing public-private partnerships that were created outside of the Directive and it outlines the requirements that Ontario Public Colleges must adhere to when entering into a PCPP. This includes, but is not limited to:

- Using funds earned through the PCPP to support core College business within the local communities of the home campuses.
- Ensuring the same student protections and standards of services, accountability, and quality assurance as home campuses.
- Ensuring the same rights and privileges for students (student supports, housing).
- Giving priority to domestic students for access to over-subscribed programs.
- Ensuring the ongoing quality, relevancy and currency of programs.
- The regular collection and publication of performance measures (KPIs, surveys, Strategic Mandate Agreement).
- Having publicly-available protocols for student grading, academic advancement, and dispute resolution.
- Ensuring that the advertising and marketing of programs is transparent and accurate, and adheres to the Ministry's guidelines for accuracy and clarity, program costs, guarantees (e.g. employment or job placement), and testimonials.
- Having a Risk Management Strategy and Contingency Plan associated with the termination of partnership agreement or failure to deliver services.
- Having an enrolment management plan to not exceed a 1:2 ratio of international home campus enrolment to international PCPP enrolment.

The Ministry of Colleges and Universities has provided a draft agreement that takes account of the Directive's requirements in order to facilitate the process for Ontario Colleges seeking to form a partnership. Algonquin College is using that template and is making adjustments to further reduce risks based on input from internal and external legal, financial, and risk advisors.

Algonquin College has also held consultation meetings with public colleges with existing private partnerships. Prior to the issuance of the Directive, there were three known Public Colleges with private partnerships:

- St. Lawrence College with Alpha International Academy (Scarborough) and with Canadian College (Vancouver)
- Lambton College with Cestar College (Toronto) and with Queen's College (Mississauga)
- Cambrian College and Hanson College (Brampton, Toronto, Vancouver)

Since the Directive was issued, the following colleges are known to have formed a partnership:

- Sault College with Trios College (Brampton)
- Northern College with Pures College of Technology (Scarborough)
- Seneca College with (partner unknown)

- Loyalist College with Toronto Business College (Toronto)
- St. Clair College with Ace Acumen Academy (Toronto)
- Canadore College with Stanford International College
- Georgian College (underway)

During the final stages of negotiations with the preferred partner, presentations were delivered to the Academic and Student Affairs Committee on November 10, with discussion and feedback provided on:

- Partnership roles and responsibilities in a PCPP
- Quality Assurance Framework
- College experience for PCPP students

A presentation was delivered to the Audit and Risk Management Committee on November 17, with discussion on:

- How a PCPP fits into the Algonquin College Strategic Plan
- The Corporate Risk Profile of the PCPP and mitigating strategies
- The issues identified for consideration in the background search and risk assessment of the preferred partner by BDO
- The risk evaluation matrix for the PCPP

The feedback from the above stakeholders are being incorporated into final plans and contracts.

#### Program and Implementations Plans

Program Plans have been developed in coordination with Academic Development. This includes a “pilot” phase for the first one to two years of the partnership, introducing a limited number of programs in order to develop the quality assurance process and correct any deficiencies before scaling up. Pilot programs will be selected based on:

- Programs in highest demand and specific labour market need
- Programs with minimal technological or special equipment requirements
- Programs that have been previously delivered through Algonquin College partnerships, with existing curriculum packages

Performance indicators will be monitored closely during the pilot phase – “Phase 1” – and if performance is satisfactory, “Phase 2” will see an expansion of those programs to new locations and the introduction of new programs in high demand.

Further implementation planning is underway with consideration to the additional resources required to prepare for program launch. Consultation meetings have been held with Information Technology Services, Marketing, Registrar’s Office, Student Recruitment, and



Quality Assurance. The projected increase in student intake and enrolment, which will be managed by Algonquin College, requires additional analysis to determine the business requirements and technology solutions to ensure that the process can be managed smoothly in the short-term and long-term. Resources have been allocated for this purpose and a solution will be developed based on the outcomes of the business analysis in the early months of 2021.

5. LINK TO STRATEGIC PLAN:

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

The PCPP initiative supports Goal Five, SUSTAINABLE, to enhance Algonquin’s global impact and community social responsibility, and support onshore growth of international enrolment in post-secondary programs. The PCPP supports Algonquin College’s sustainability goals by sharing resources with the private sector, while leveraging the resources from the private partner to improve and expand opportunities for Algonquin College students. The PCPP will attract primarily international students who would not otherwise study at Algonquin College and provide them with a high quality education, while developing a new revenue stream from a diverse student population.

6. STUDENT IMPACT:

- a. The PCPP would have no impact on currently enrolled students and programs at Algonquin College Campuses.
- b. Students enrolled through the PCPP would have access to similar opportunities and resources as Algonquin College students have at the Perth or Pembroke campuses.
- c. Students enrolled through the PCPP would be tracked as part of the Key Performance Indicators in Algonquin College’s Strategic Mandate Agreement.

7. FINANCIAL IMPACT:

A Public College – Private Partnership would allow Algonquin College to generate additional net operating revenue. The Ministry of Colleges and Universities has capped international student enrolment in the PCPP to a ratio twice the international enrolment at Algonquin College campuses (1:2 ratio). Algonquin College currently has about 3,000 international students at its campuses. Thus, up to an additional 6,000 international students could be enrolled at the PCPP.

A five-year financial forecast would see up to 1,000 international students enrolled in Algonquin College programs per semester in the PCPP. When a Collaborative Education Agreement is finalized with the Partner, including the specific programs and enrolment targets from 2021-26, the financial forecast will be finalized by January 2021. As per the binding policy directive, the economic benefits must be reinvested in the home campus and local communities. The financial forecast and enrolment plan will form the basis of the Business Case, which will be submitted to the Board of Governors for approval on February 22, 2021, after review and endorsement by the Audit and Risk Management Committee.

8. HUMAN RESOURCES IMPACT:

The establishment of the PCPP currently requires one Project Manager supported by the International Education Centre. Since the location of the partnership would be located outside of the Ottawa-Gatineau, Perth, and Pembroke regions, there would be no impact on Academic employees and the Partner would be responsible for hiring appropriately qualified faculty to deliver the programs on their campuses. If the PCPP is operationalized, additional Algonquin College employees will be required to support Quality Assurance, Marketing, Student Recruitment, and Admissions according to the business model.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The Ministry of Colleges and Universities' Binding Policy Directive provides the framework for public colleges to enter into contractual agreements for the delivery of programs in locations across Canada. When submitting a partnership application, the College must also seek Section 28 approval under the *Financial Administration Act* since the partnership could result in the increase of contingent liabilities for the College. The College must ensure that they are in compliance with Section 28 requirements.

Agreements that take place outside of Ontario would additionally have to comply with the regulations within that jurisdiction. Those requirements are being investigated according to plans to operate the partnership primarily outside of Ontario.

10. COMMUNICATIONS:

Information on the plans and objectives of the PCPP are provided internally to the Deans and Directors Council, the Algonquin College Leadership Team, the Audit and Risk Management Committee, and the Academic and Student Affairs Committee. Meetings are scheduled to update Algonquin College's union partners. No further public communications are planned until the final agreement has been approved by the Ontario Government.

11. CONCLUSION:

A Public College – Private Partnership represents a significant opportunity for Algonquin College and is guided by the Ministry of Colleges and Universities' binding policy directive as a means to generate revenue that will benefit home campuses and local communities. If an Agreement with a third party can be reached and passes successful through a rigorous due diligence process, a final agreement will be presented to the Board of Governors meeting on February 22, 2021.

Respectfully submitted:



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Duane McNair  
Vice President, Finance and Administration

Approved for submission:



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Claude Brulé  
President and CEO

Report title:	Five-Year Capital Investment Plan
Report to:	Board of Governors
Date:	December 7, 2020
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 expected 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. This plan will support the next iteration of the Algonquin College Campus Master Development Plan which is due to be updated shortly. The Five-Year Capital Investment Plan identifies current and future investment requirements and the anticipated sources of funds to support the Integrated College Development Plan, the Campus Master Development Plan, and other Strategic Investment Priorities.

Before the COVID-19 pandemic, the College annually invested approximately \$20 million in Strategic Investment Priorities projects. In extraordinary years, the College invests greater amounts when responding to critical needs or projects of strategic importance.

Currently, the College has a number of significant investments underway, including the replacement of the College's Student Information System (GeneSIS), and 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 second Strategic Mandate Agreement.

As a result of the COVID-19 pandemic, it is expected that the College will not return to our 2019-20 realized enrolment levels until the 2023-24 fiscal year. While the College will continue to invest in Major Capital Projects to mitigate corporate risks and support the development of new revenue sources, care must be taken to ensure investments made during this critical period are essential and support the ongoing sustainability of the College.

The Five-Year Capital Investment Plan is maintained to inform decisions regarding capital project investments. This plan is provided in Appendix A: Five-Year Capital Investment Plan 2021-22 to 2025-26.

#### 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.

Three of the major capital projects (Athletics and Recreation Centre, the Student Information System and the Pedestrian Bridge to Bus Rapid Transit) have already been approved in whole, or in part by the Board of Governors and work continues on these projects.

There are two major capital projects (Ottawa Campus of Care and the Cyber Security Audit Redress) which have not yet been approved by the Board of Governors, as they are in the advocacy and planning stage. Investment cases are under development and sources of funding will be identified when, and if, these projects are brought forward to the Board of Governors for approval.

Additionally, four new projects have been added to this report (Data Centre Facility, Accessibility for Ontarians with Disabilities Act Requirements, Infrastructure Renewal Project and the Salesforce Lightning Transition Project). These projects are still in the planning stage, and further investigation is ongoing to develop each project's scope, schedule, costs and outcomes.

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, the Athletics and Recreation Centre, and the Student Information System replacement project. 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 debt financing.

5. LINK TO STRATEGIC PLAN:

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

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 to the College.

Respectfully submitted:



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Duane McNair  
Vice President, Finance and Administration

Approved for submission:



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Claude Brulé  
President and CEO

**Appendices:**

Appendix A: Five-Year Capital Investment Plan 2021-22 to 2025-26
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# ALGONQUIN COLLEGE

## Five-Year Capital Investment Plan 2021-2022 to 2025-2026





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## 1. Introduction

This document presents Algonquin College's Five-Year Capital Investment Plan for the fiscal years 2021-2022 to 2025-2026. The purpose of the Plan is to guide the development of capital assets until the fiscal year 2025-2026.

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 2023. The College is embarking on the 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 Colleges and Universities (MCU) and to shifting market opportunities.

At the time of the updated report, the College is navigating the impacts of the COVID-19 pandemic on our learners and on the College's financial outlook. As reported in our Second Quarter 2020-21 Financial Projection Report, overall net contribution is a projected \$19 million deficit. Looking forward to the 2021-22 fiscal year, the College is targeting to achieve a maximum deficit of \$10 million, as we chart a path to financial sustainability. The impacts of these deficit budgets will reduce the College's reserve account balances. These reserve accounts represents accumulated surpluses from prior years that have been set aside to address the anticipated capital investment needs of the College, as detailed in this report. As such, this year's Five-Year Capital Investment Plan will need to maintain the flexibility required to respond to the financial impacts of the pandemic, and maintaining the ability to respond to the critical capital needs of the College.

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. The plan provides additional details for those projects in Advocacy and Approved status, and high-level information for those projects that are still in Planning status.

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](#). This policy 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 continued success of the College.

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)				
						2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
1	Athletics and Recreation Centre	Approved	2019-2020	2021-2022	\$61.8M	\$3.6~				
2	Student Information System	Approved^ /Planning	2019-2020	2024-2025	\$70.0M to \$79.1M	\$21.8 to \$25.1	\$20.2 to \$23.2	\$13.7 to \$15.8	\$5.1 to \$5.8	
3	Pedestrian Bridge to Bus Rapid Transit	Approved	2019-2020	2023-2024	\$3.1M	\$1.3	\$1.2			
4	Ottawa Campus of Care	Advocacy	2022-2023	2025-2026	\$77.0M to \$105.0M	\$1.0	\$8.0 to \$14.0	\$7.0 to \$10.0	\$30.0 to \$40.0	\$30.0 to \$40.0
5	Cyber Security Audit Redress	Approved/ Advocacy/ Planning	2020-2021	2024-2025	\$3.4M	\$0.4	\$1.6	\$0.5	\$0.5	
6	Data Centre Facility	Planning	2021 - 2022	2023-2024	\$1.5M to \$2.5M	\$0.8 to \$1.3	\$0.7 to \$1.2			
7	AODA Requirements	Planning	2021-2022	2024-2025	\$6M to \$7M	\$0.6 to \$0.8	\$2.0 to \$2.3	\$1.9 to \$2.2	\$1.5 to \$1.7	
8	Infrastructure Renewal Project	Planning	2022-23	2026-27	\$100M to \$125M		\$20.0 to \$25.0	\$20.0 to \$25.0M	\$20.0 to \$25.0	\$20.0 to \$25.0
9	Salesforce Lightning Transition Project	Planning	2021-22	2022-23	\$2.2M to \$3.8M	\$0.8M to \$1.5	\$1.4M to \$2.3M			

~Athletics and Recreation Centre: 2021-22 represents the final close out of this project.

^Student Information System: To date, \$28.1M of the total estimated expenditures have been approved by the Board of Governors.

\*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	Ryan Southwood

### 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.

### 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 is a 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 concern for weather conditions.

### 6. Project Cash Flow

Project Phase	Projected Expenditures (in millions)							
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
1. Planning	\$0.4	\$0.5						
2. Advocacy		\$0.3						
3. Implementation		\$11.8	\$46.3	\$2.4				
4. Closeout (training, moving, etc.)					\$0.1			
5. Operationalize				N/A				
6. Review					N/A			



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 reducing as present as the tendering processes for final building elements continue. Ongoing monitoring of costs and Steering Committee reviews 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 that 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)	2018-2019				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	Q1	Q2	Q3	Q4
1. Planning	Shaded	Shaded	Shaded	Shaded																								
2. Advocacy					Shaded	Shaded	Shaded	Shaded																				
3. Implementation									Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded												
4. Closeout (training, moving, etc.)													Shaded	Shaded	Shaded	Shaded												
5. Operationalize																	Shaded	Shaded	Shaded	Shaded								
6. Review																					Shaded	Shaded	Shaded	Shaded				

Project #	Project Category	Campus / Location	Project Name	Project Stage	Project Lead
2	Technological Investment	All	Student Information System	Planning/ Approved	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 in-house developed programs, there is little documentation of the coding and system architecture for the program available.

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 of up to \$70.0 million over a five-year period in a Student Information System replacement. This estimate is based on the experience of other Ontario colleges that have undertaken a student information system implementation in recent years.

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. On April 20, 2020, the College Board of Governors approved an additional \$4,000,000 to continue development of the business architecture, identity and access management and data governance to support the Student Information System. On October 26, 2020, the Board of Governors approved the next stage of the project to approve the awarding of the contract to the preferred vendor, Unit4, and the related expenditures of up to \$21,000,000 over the next five years.

### 2. Project Description

The Student Information System (SIS) replacement 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. Support 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:

- 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 our learners, 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	\$2.5					
2. Advocacy						
3. Implementation		\$6.6	\$21.8 to \$25.1M	\$20.2 to \$23.2	\$13.7 to \$15.8	\$5.1 to \$5.8
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 (total approved as of October 26, 2020)	28,100,000	High
2019-20 to 2020-21 Strategic Investment Priorities (actuals and budgeted)	4,550,000	High
College Reserves (not approved-estimates)	\$6,900,000 to \$11,450,000	High
Strategic Investment Priorities (not approved-estimates)	\$30,450,000 to \$35,000,000	High
Total Estimated Range	\$70,000,000 to \$79,100,000	

### 8. Risk Management (mitigations)

- IT Strategy / Infrastructure/ Capabilities: The current legacy system has a character-based interface resulting in a 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 cannot perform 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	Ryan Southwood

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 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 concern for 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	\$0.7		\$1.3	\$1.1		
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				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 (training, moving, etc.)																								
5. Operationalize																	■	■						
6. Review																						■		

Project #	Project Category	Campus / Location	Project Name	Project Stage	Project Lead
4	Capital Expansion	Ottawa	Ottawa Campus of Care	Advocacy	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.

The parties will work together to investigate opportunities to develop a new space together and determine the best location of such a development, and to explore how to fund and govern such an undertaking.

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 work together. This work will aim 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 opportunities.

3. Project Objectives

The key advocacy objectives are:

- Finalize the individual and collective program requirements, including type of space and square footage requirements 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 Colleges and Universities.
- Stakeholder Relationships: This initiative will require significant external legal and accounting support.
- Our People: If approved, the Ottawa Campus of Care 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 site;
- Developing a high-level functional program.
- Identifying funding opportunities, and approach, in the context of a collaborative effort, 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)				
	2021 -2022	2022 -2023	2023 -2024	2024 -2025	2025 -2026
1. Planning		\$2.0 to \$5.0			
2. Advocacy	\$1.0				
3. Implementation (not approved-estimates)		\$6.0 to \$9.0	\$7.0 to \$10.0	\$30.0 to \$40.0	\$30.0 to \$40.0
4. Closeout (training, moving, etc.)					
5. Operationalize					
6. Review					

#### 7. Sources of Funds

Project Sources of Funds	Amount	Assurance Level
College Reserves (not approved-estimates)	\$16,000,000 to \$19,000,000	High
Strategic Investment Priorities (not approved-estimates)	\$10,000,000 to \$13,000,000	Moderate
Capital Grants / Partnership Funding (not approved-estimates)	\$30,000,000 to \$40,000,000	Moderate
Debt Financing (not approved – estimates)	\$15,000,000 to \$23,000,000	Moderate
Fundraising (not approved – estimates)	\$5,000,000 to	Moderate



	\$10,000,000	
Total Estimated Range (Algonquin Spaces Only)	\$76,000,000 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 requirements.

9. Project Schedule

Project Phases (shade boxes to indicate timing)	2019 -2020				2020 -2021				2021 -2022				2022 -2023				2023 -2024				2024 -2025				2025 -2026							
	Q	Q	Q	Q	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	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
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 recommended that 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 24, 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:

- Deployment of network access control security technologies;
- Separating the College’s Microsoft cloud services (including data storage and email services) into three segments (learner, employee, Student Association) to provide better policy control and enhanced data protection;

- Implementation of Microsoft cloud services data loss prevention (DLP) technology to protect sensitive learner and employee information;
- Development of IT disaster recovery plan (DRP) elements including the conduct of a business impact assessment, development of a disaster recovery plan, and formal testing of the plan;
- Implementation of cloud access security brokerage (CASB) security technology to provide better security visibility into growing cloud based applications; and
- Implementation of security software to protect 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
1. Planning		\$135,000	\$85,000	\$20,000		
2. Advocacy						
3. Implementation	\$377,500	\$225,000	\$1,430,000	\$480,000	\$490,000	
4. Closeout (training, moving, etc.)		\$25,000	\$50,000	\$35,000	\$10,000	
5. Operationalize				TBD	TBD	TBD
6. 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	Moderate
College Reserves (estimates - not approved)	\$1,300,000	Moderate
<b>Total</b>	<b>\$3,362,500</b>	

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			
	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																								

## Projects in Planning / Advocacy Status

Project #	Project Category	Campus / Location	Project Name	Project Stage	Project Lead
6	Technological Investment	Ottawa	Data Centre Facility	Planning	Lois Pollock

The implementation of security safeguards is required in order to reduce the College's exposure to business interruption, 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 24, 2018 they delivered their findings and recommendations to the Audit and Risk Management Committee. One of the ten key security requirements identified was Information Technology Disaster Recovery.

While significant progress has been made on the audit findings, there are still remaining security requirements around the Disaster Recovery Plan which would consist of a duplicate data center facility. The previous Chair of the Audit and Risk Management Committee provided direction that all of the recommendations from the audit are to be addressed. As a result, this project is being added to the Five-Year Capital Plan with an estimated cost of approximately \$1.5 to \$2.5 million.

Project #	Project Category	Campus / Location	Project Name	Project Stage	Project Lead
7	Capital Expansion	Ottawa Perth Pembroke	AODA Requirements	Planning	Ryan Southwood

The Government of Ontario has mandated that all public institutions across the province be fully compliant with the Accessibility for Ontarians with Disabilities Act (AODA) by January 1, 2025. This project is designed to ensure that all of Algonquin College's campuses are compliant with the Act, eliminating all physical and architectural barriers for those with disabilities. The project is estimated to cost approximately \$6 to \$7 million, beginning in 2021-22, and ending in alignment with the mandated 2025 compliance date.

Project #	Project Category	Campus / Location	Project Name	Project Stage	Project Lead
8	Capital Expansion	Ottawa	Infrastructure Renewal	Planning	Ryan Southwood

Algonquin College conducted Facility Condition Audits on its campuses in 2010, 2014, and 2019. Each of the audits has indicated an increasing growth in the College's deferred maintenance backlog. Deferred maintenance is work that is deferred on a planned or unplanned

basis due to a lack of funds in an annual budget cycle. Deferred maintenance includes existing major repairs and replacements; it does not include future maintenance, capital improvements or grandfathered code issues. The 2019 audit has estimated the current replacement value of Algonquin College facilities to be approximately \$690M. The current estimate of deferred maintenance in 2020 is approximately \$54M across the three campuses. Based on the audit forecast the deferred maintenance backlog will reach \$211M by 2032. This increased deferred maintenance backlog has a direct impact on the learning and working environment through health and safety issues and sudden system failures. It will also have an impact on the College achieving its strategic goals as the facilities lose their curb appeal, which may impact student enrolment. Algonquin College is developing a strategy to mitigate this increasing deferred maintenance liability. The intent is to determine the human and financial resources required to address the deferred maintenance backlog and keeping the facility condition at its current level.

Project #	Project Category	Campus / Location	Project Name	Project Stage	Project Lead
9	Technological Investment	Ottawa	Salesforce Lightning Transition Project	Planning	Lois Pollock

Algonquin College’s reliance on Salesforce has been increasing exponentially yet this enterprise solution does not have a proper support model to focus on new initiatives that will simplify and automate processes for business users. In addition to the lack of a proper support model, Salesforce has announced that it will sunset its current “Classic” version and all solutions built in “Classic” will be required to be upgraded to the “Lightning” version. The Salesforce Lightning Transition Project will enable Salesforce administrators/developers to be more agile through the configurations of new functionalities and use of built-in integrations providing an enhanced user experience through improved user interfaces.

Based on discussions with Salesforce and other higher education institutions and accounting for the complexity of Algonquin College, it is estimated that the Salesforce Lightning Transition Project will take one and a half to two years to complete, which in addition to Salesforce Lightning transition would require a Data Re-architecture component to support the Lightning transition project.

## Schedule A: Five-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 Date: November 9, 2020

CATEGORY	Class Estimate	Five Year Forecast								Five Year Total
		Approved Budget 2020-2021	Q2 Projection 2020-2021	Forecast 2021-22	Forecast 2022-23	Forecast 2023-24	Forecast 2024-25	Forecast 2025-26		
<b>Base Ongoing Maintenance Costs</b>										
Information Technology Infrastructure Renewal		\$ 3,027,000	\$ 1,690,000	\$ 3,027,000	\$ 3,117,810	\$ 3,211,344	\$ 3,307,685	\$ 3,406,915	\$ 16,070,754	
Equipment - Academic		1,236,000	618,000	1,236,000	1,273,080	1,311,272	1,350,611	1,391,129	6,562,092	
Equipment - Non-Academic		204,000		204,000	208,080	212,242	216,486	220,816	1,061,624	
Physical Infrastructure Maintenance		2,870,000	1,711,000	2,870,000	2,956,100	3,044,783	3,136,126	3,230,210	15,237,220	
Campus Services (Maintenance)		-		100,000	200,000	100,000	100,000	100,000	600,000	
Residence Maintenance		-		400,000	300,000	-	-	-	700,000	
Appropriations		100,000		-	-	-	-	-	-	
<b>Total Base Ongoing Maintenance Costs</b>		<b>7,437,000</b>	<b>4,019,000</b>	<b>7,837,000</b>	<b>8,055,070</b>	<b>7,879,641</b>	<b>8,110,908</b>	<b>8,349,071</b>	<b>40,231,690</b>	
<b>Base Recurring Development Needs</b>										
Initiatives & Opportunities		10,421,000	5,422,000	6,934,000	1,523,030	1,544,375	1,566,041	1,588,032	13,155,478	
New Program Development		959,000	853,000	959,000	987,770	1,017,403	1,047,925	1,079,363	5,091,461	
Apprenticeship Enhancement Fund Investments		1,000,000	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		-		-	-	-	-	-	-	
<b>Information Technology Development Projects - General</b>										
Information Technology Development Projects		873,000	944,000	672,000	800,000	-	-	-	1,472,000	
<b>Campus Expansion Projects / Physical Resources Development</b>										
Integrated College Development Planning (ICDP)		-		900,000	-	-	-	-	900,000	
Adaptations and Renovations		1,408,000	465,000	1,408,000	1,450,240	1,493,747	1,538,560	1,584,716	7,475,263	
<b>Total Base Recurring Development Needs</b>		<b>14,661,000</b>	<b>8,684,000</b>	<b>11,873,000</b>	<b>5,761,040</b>	<b>5,055,526</b>	<b>5,152,526</b>	<b>5,252,111</b>	<b>33,094,203</b>	
<b>Subtotal Base Maintenance &amp; Development Needs</b>		<b>22,098,000</b>	<b>12,703,000</b>	<b>19,710,000</b>	<b>13,816,110</b>	<b>12,935,167</b>	<b>13,263,434</b>	<b>13,601,182</b>	<b>73,325,893</b>	
<b>Approved Major Capital Projects</b>										
Algonquin Students' Association Athletic Recreation Centre (ARC)		37,337,000	37,337,000	1,800,000	-	-	-	-	1,800,000	
Athletics and Recreation Centre Enabling Work		8,616,000	8,616,000	1,800,000	-	-	-	-	1,800,000	
Pedestrian Bridge to Bus Rapid Transit Station		-		1,260,000	1,161,000	-	-	-	2,421,000	
Campus Moving to Net Zero: Solar Photovoltaic Plan		-	625,000	-	-	-	-	-	-	
Student Information System (SIS)		11,000,000	6,557,050	21,860,464	20,175,161	13,739,724	5,080,778	-	60,856,127	
Cyber Security Redress Audit		250,000	144,000	400,000	1,600,000	500,000	500,000	-	3,000,000	
<b>Total Approved Major Capital Projects</b>		<b>57,203,000</b>	<b>53,279,050</b>	<b>27,120,464</b>	<b>22,936,161</b>	<b>14,239,724</b>	<b>5,680,778</b>	<b>-</b>	<b>69,877,127</b>	
<b>Potential Major Capital Projects - Estimated Costs</b> <i>(these items are not included in the 2020-21 Approved Projects)</i>										
<b>Advocacy Stage:</b>										
Ottawa Campus of Care (HLE)	Class G			1,000,000	15,600,000	23,400,000	27,300,000	11,700,000	79,000,000	
Provisioning a Data Centre Facility	Class G			-	750,000	750,000	-	-	1,500,000	
AODA Requirements - Facilities Management	Class G			800,000	1,800,000	1,900,000	1,500,000	-	6,000,000	
Infrastructure Renewal Project	Class G			800,000	20,000,000	20,000,000	20,000,000	20,000,000	80,000,000	
Salesforce Lightning Transition Project	Class G				1,700,000				2,500,000	
<b>Total Major Potential Capital Projects - Estimated Costs</b>		<b>-</b>	<b>-</b>	<b>2,600,000</b>	<b>39,850,000</b>	<b>46,050,000</b>	<b>48,800,000</b>	<b>31,700,000</b>	<b>169,000,000</b>	
<b>Total Major Capital Project Costs</b>		<b>57,203,000</b>	<b>53,279,050</b>	<b>29,720,464</b>	<b>62,786,161</b>	<b>60,289,724</b>	<b>54,380,778</b>	<b>31,700,000</b>	<b>238,877,127</b>	
<b>GRAND TOTAL PROJECT COSTS</b>		<b>\$ 79,301,000</b>	<b>\$ 65,982,050</b>	<b>\$ 49,430,464</b>	<b>\$ 76,602,271</b>	<b>\$ 73,224,891</b>	<b>\$67,644,212</b>	<b>\$ 45,301,182</b>	<b>\$ 312,203,020</b>	

**SUMMARY OF FIVE YEAR CAPITAL INVESTMENT SOURCES OF FUNDS**

Version: November 9, 2020

CATEGORY	Approved		Five Year Forecast					Five Year Total
	Budget 2020-21	Q2 Projection 2020-21	Forecast 2021-22	Forecast 2022-23	Forecast 2023-24	Forecast 2024-25	Forecast 2025-26	
<b>High Assurance Funds</b>								
Funded & Non-Funded Activity Contributions to Strategic Investment Priorities	\$ 22,884,000	\$ -	\$ 10,415,900	\$ 16,394,800	\$ 18,629,450	\$ 21,600,200	\$ 22,167,150	\$ 89,207,500
Students' Association Contribution - Athletics & Recreation Centre	37,337,000	37,337,000	1,800,000	-	-	-	-	1,800,000
Students' Association Contribution - Indigenous Initiatives	200,000	200,000	-	-	-	-	-	-
Specific Purpose Grants (Facilities Renewal Program, Apprenticeship Enhancement Fund, Colleges Equipment Renewal Fund)	4,008,000	5,514,000	6,503,000	6,503,000	6,503,000	6,503,000	6,503,000	32,515,000
<b>Approved Drawdown from Internally Restricted Net Assets</b>								
Information Technology and Physical Infrastructure Renewal Projects	3,104,000		3,228,000	4,165,204	4,830,919	6,148,434	7,161,776	25,534,333
Academic and Administrative Equipment	500,000		500,000	500,000	500,000	500,000	500,000	2,500,000
Approved Multi-year Strategic Investment Priorities Expenditures	2,500,000		-	-	-	-	-	-
Athletics and Recreation Centre & Enabling Works	4,308,000	4,308,000	900,000	-	-	-	-	900,000
Pedestrian Bridge to Bus Rapid Transit Station			1,260,000	1,161,000				2,421,000
Student Information System	5,500,000	3,278,525	21,860,464	2,017,516	1,373,973	5,080,778	-	30,332,731
<b>Proposed Drawdown from Internally Restricted Net Assets</b>								
<b>Total High Assurance</b>	<b>80,341,000</b>	<b>50,637,525</b>	<b>46,467,364</b>	<b>30,741,520</b>	<b>31,837,342</b>	<b>39,832,412</b>	<b>36,331,926</b>	<b>185,210,563</b>
<b>Moderate Assurance Funds</b>								
Funded & Non-Funded Activity Contributions to Strategic Investment Priorities			1,225,400	1,928,800	2,191,700	2,541,200	2,607,900	10,495,000
<b>Potential Additional Debt</b>								
Ottawa Campus of Care				3,800,000	3,700,000	6,807,405	500,000	14,807,405
Infrastructure Renewal Project				20,000,000	14,450,000			34,450,000
<b>Capital Grants / Partnership Funding</b>								
Ottawa Campus of Care - Potential Grants			-	7,800,000	11,700,000	14,942,595	4,557,405	39,000,000
<b>Fundraising</b>								
Ottawa Campus of Care - Potential Fundraising			-	2,000,000	3,000,000			5,000,000
<b>Additional Unapproved Withdrawal from Internally Restricted Net Assets</b>								
Ottawa Campus of Care - Future Capital Expansion				3,000,000	5,000,000	2,000,000		10,000,000
Cyber Security Audit Redress			200,000	600,000	250,000	250,000		1,300,000
<b>Total Moderate Assurance</b>	<b>-</b>	<b>-</b>	<b>1,425,400</b>	<b>39,128,800</b>	<b>40,291,700</b>	<b>26,541,200</b>	<b>7,665,305</b>	<b>115,052,405</b>
<b>Low Assurance Funds</b>								
Funded & Non-Funded Activity Contributions to Strategic Investment Priorities	-		612,700	964,400	1,095,850	1,270,600	1,303,950	\$ 5,247,500
<b>Additional Unapproved Withdrawal from Internally Restricted Net Assets</b>								
Base Development Needs			925,000	5,767,552				6,692,552
<b>Total Low Assurance</b>	<b>-</b>	<b>-</b>	<b>1,537,700</b>	<b>6,731,952</b>	<b>1,095,850</b>	<b>1,270,600</b>	<b>1,303,950</b>	<b>11,940,052</b>
<b>Grand Total - Sources of Funds</b>	<b>\$ 80,341,000</b>	<b>\$ 50,637,525</b>	<b>\$ 49,430,464</b>	<b>\$ 76,602,272</b>	<b>\$ 73,224,892</b>	<b>\$ 67,644,212</b>	<b>\$ 45,301,181</b>	<b>\$ 312,203,020</b>

### Summary of Sources of Revenue and Shortfall

POTENTIAL SOURCE OF FUNDS AVAILABLE FOR STRATEGIC INVESTMENT PRIORITIES	
2021-22 : 2025-26	
<b>High Assurance of Funds / Low Risk</b>	
Approved Drawdown from Internally Restricted Net Assets	\$ 61,688,063
Specific Purpose Grants (FRP, AEF, CERF)	32,515,000
Funded & Non-Funded Activity Contributions to SIP	89,207,500
Students' Association Contribution - Athletics and Rec Centre	1,800,000
	185,210,563
<b>Moderate Assurance of Funds / Medium Risk</b>	
Additional Debt	49,257,405
Funded & Non-Funded Activity Contributions to SIP	10,495,000
Potential Capital Grants - Ottawa Campus of Care	39,000,000
Fundraising - Ottawa Campus of Care	5,000,000
Withdrawal from Internally Restricted Net Assets	11,300,000
	115,052,405
<b>Low Assurance of Funds / High Risk</b>	
Funded & Non-Funded Activity Contributions to SIP	5,247,500
Withdrawal from Internally Restricted Net Assets	6,692,552
	11,940,052
<b>TOTAL IDENTIFIED AND POTENTIAL SOURCES OF FUNDS</b>	<b>312,203,020</b>
CUMULATIVE 5 YEAR CAPITAL INVESTMENT REQUIREMENTS	
<b>Base Ongoing Maintenance Costs</b>	40,231,690
<b>Base Recurring Development Needs</b>	33,094,203
<b>Approved Major Capital Projects</b>	69,877,127
<b>Potential Major Capital Projects</b>	169,000,000
<b>TOTAL 5-YEAR CAPITAL PROFORMA CURRENT PRELIMINARY ESTIMATES</b>	<b>312,203,020</b>
<b>HIGH ASSURANCE FUNDS LESS CURRENT PRELIMINARY ESTIMATES</b>	<b>(126,992,458)</b>
<b>HIGH &amp; MODERATE ASSURANCE FUNDS LESS CURRENT PRELIMINARY ESTIMATES</b>	<b>(11,940,053)</b>
<b>ALL AVAILABLE FUNDS LESS CURRENT PRELIMINARY ESTIMATES</b>	<b>\$ 0</b>

Report title:	Transforming Indigenization Initiatives Update
Report to:	Board of Governors
Date:	December 7, 2020
Author(s)/Presenter(s):	Ron McLester, Vice President, Truth, Reconciliation & Indigenization

1. RECOMMENDATION:

**THAT** the Board of Governors accepts this update for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide the Board of Governors with an update based on the work that was undertaken since the July 13, 2020 Board of Governors meeting report on Indigenization. This includes the work that has been done to advance the creation of the Algonquin College Indigenization Plan and various internal and external Indigenous Initiatives. The Office of Truth, Reconciliation and Indigenization respectfully submits this report and presentation to the Board of Governors for information.

3. BACKGROUND:

To create a baseline of understanding of Indigenous Initiatives in Canada’s postsecondary institutions, 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 Office of Truth, Reconciliation and Indigenization 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 Office of Truth, Reconciliation and Indigenization continued to work with this research and recommendations to further inculcate Indigenous ways of knowing into the organizational culture of Algonquin College, continued to embed Indigenous Knowledge into the AC Way (Algonquin College’s adaption of Lean methodology), and further explored new options for revenue generation. Furthermore, the Office of Truth, Reconciliation and Indigenization acknowledges the recent increase in activity and support as both the Office of the AC Way and the Office of the Office of Truth, Reconciliation and Indigenization continue

to collaborate and have renewed their commitment to amplify each other's work in a Good Way.

4. DISCUSSION:

The work that has been completed since the July 13, 2020 Board of Governors meeting has focused heavily on internal Indigenization work while continuing to expand current activities and secure additional external contract work. Due to the impacts of COVID-19, changes such as remote working and socio-cultural adaptations by Indigenous communities, there have not been as much focus on the Indigenous Advisory Circle over the past few months. While this was a shift in focus, it has allowed the Office of Truth, Reconciliation and Indigenization to accomplish a considerable amount of celebrated deliverables in that same time frame. With incredible support of a small but mighty team, with great pride, the following accomplishments are noted:

**Lighting the Fire**

The Office of Truth, Reconciliation and Indigenization in partnership with the Indigenous Peoples' Education Circle (IPEC), launched a four-part Indigenous Knowledge-sharing and storytelling initiative, *Lighting the Fire*, that connected Indigenous and non-Indigenous students and leaders from across Ontario. This Burnt Water production invited college students, and anyone with an interest, to join the virtual sessions with Indigenous leaders, that inspired and stimulated different ways of thinking, including how the province, the country and the entire world considers the path forward from the COVID-19 pandemic. Fanshawe College lead the second session on July 8, Sault College lead the third session on July 29, and the fourth session on August 19, was co-hosted by three well-known and highly respected women leaders in postsecondary education; Rebecca Jamieson, Brend Small and Kory Wilson. Details of the report are provided in Appendix A: Lighting the Fire Final Report.

**Indigenous Knowledge Book Club**

Over the Summer and Fall months of 2020, the Truth, Reconciliation and Indigenization began hosting an Indigenous Knowledge book club. The main goal of this program was to locate early adopters and Indigenous Initiative supporters regardless of positional placement within the organization. The book club is used to understand who the natural leaders within the organization are, who are drawn to Indigenous Knowledge. The group used the 'Jidwá:doh – Let's Become Again' book to establish a baseline understanding of some key Indigenous Knowledge concepts, including but are not limited to: the Creation Story, the Great Law, the Clan System, and the Thanksgiving Address. While the club is in its infancy, the Office of Truth, Reconciliation and Indigenization now have a handful of very invested, highly intelligent and diverse college stakeholders. Each of these leaders will be asked to step up and help with

future critical initiatives which will contribute to Indigenization through sociocultural change at Algonquin College.

**Repatriation of the Mamidosewin Centre and Staff**

The Office of Truth, Reconciliation and Indigenization participated in the broader college re-organization. As part of the work, the College accepted the repatriation of the Mamidosewin Centre and staff back into the Student Service Division under the direction of Student Support Services.

These changes enable Mamidosewin staff direct access to all student supports and activities happening within Student Services. The Office of Truth, Reconciliation and Indigenization will continue to help the Mamidosewin Centre in supporting Indigenous learners and communities. This year, with influence by the Mamidosewin students and staff, Truth, Reconciliation and Indigenization will help guide the creation of an enhanced Elders on Campus program, represented with more Indigenous diversity. Additionally, there will be opportunities to contribute to the creation of the Algonquin College Indigenous Leadership Academy.

**Indigenous Focused Entrepreneurship in Collaboration with University of Victoria**

The Office of Truth, Reconciliation and Indigenization's Indigenous Initiatives are in negotiations with the University of Victoria to deliver Indigenous focused entrepreneurship programming in two communities; the Algonquins of Pikwakanagan and Akwesasne Territory. This will be a two-year \$2.2Million project. The Office of Truth, Reconciliation and Indigenization are looking at hosting four cohorts. The target is 22 Indigenous learners per cohort. This authentic, Indigenous-focused program will help develop 88 Indigenous youth to be entrepreneurs.

**Indigenous Tourism Entrepreneurship Training**

Indigenous Initiatives, in partnership with Ottawa Tourism, launched the Indigenous Tourism Entrepreneurship Training to Indigenous learners who are interested in starting a business or developing their business idea to support Indigenous tourism in Ottawa. The training is funded by FedDev Ontario (\$500,000) and offered free of charge to participants. The pilot project received 33 applicants and 22 Indigenous learners were selected to participate in the ten-week training. The educational initiative provides business start-up skills training, market-readiness tools, and access to Ottawa's tourism ecosystem with the objective of supporting local Indigenous tourism businesses and motivating both visitors and the local community in Ottawa to engage with Indigenous culture. Upon completion, successful participants will receive a certificate of recognition from Algonquin College and Ottawa Tourism.

**Office of Truth, Reconciliation, and Indigenization supporting Pembroke Campus' Indigenous Research Project: Mamiwi Maadaadizi – Start of an Algonquin Journey**

Julie Sylvestre, Program Director and Dr. Keltie Jones, Dean of the Pembroke Campus were successfully awarded a three-year proposal from Social Sciences and Humanities Research Fund (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC). The funding will support the examination of how a small regional campus situated on unceded territory might re-build new learning frameworks and processes across student services and academic programs to support decolonizing education systems and building reconciliation for all students and community members. This project will explore how to better address and support Indigenous learner needs in a rural context with its unique history, implicit biases, and culturally dominant ways of life.

**Offering Algonquin College programs at Iohahi:lo Akwesasne Education and Training Institute**

This year, the Office of Truth, Reconciliation and Indigenization, Indigenous Initiatives and the Chair of General Arts and Science have signed a Program Delivery Agreement between Algonquin College and Iohahi:lo Akwesasne Education and Training Institute to deliver the Pathways to Indigenous Empowerment Program in Akwesasne Territory. By offering this program in their community, it raised student registration from eight to 20 Indigenous learners.

Last Fall, the Office of Truth, Reconciliation and Indigenization, and the Chair of Apprenticeship Training Construction Trades and Building Systems offered the Gas Technician program at Iohahi:lo to 12 Akwesasne students. They all successfully completed the program and received their Algonquin College credential.

Truth, Reconciliation and Indigenization is collaborating with two other academic areas to offer in-community programming. The Director of Indigenous Initiatives and Pembroke Campus' Chair of Business, Technology & Outdoor Training are working to offer the Carpentry and Restoration Techniques Program at Iohahi:lo. Additionally, the Director of Indigenous Initiatives and the Chair of Nursing Studies are working to offer the Personal Support Worker Program in Kitigan Zibi.

**Pathways to Construction – Indigenous Benefits Plan**

The Office of Truth, Reconciliation and Indigenization is currently working closely with Public Services and Procurement Canada and La Cité regarding their Indigenous Benefit Plan. This work is creating a multi-year program leveraging Pathways to Construction for Indigenous learners. Next, Algonquin College's Chair in Construction will be invited to explore the opportunities to engage Indigenous youth in trades.

### **Algonquin College Student Association – Fire Side exploration of Indigenous Knowledge**

As part of ongoing relationship development between the Office of Truth, Reconciliation and Indigenization and the Algonquin College Students' Association, this late summer both invested an entire evening sharing Indigenous teachings and stories while sitting next to the fire in the Ishkodewan courtyard. This year, the Office of Truth, Reconciliation and Indigenization has worked closely with the Student Association to conduct campus engagement strategies for the broader college community as well as targeted Indigenous learner's engagement sessions to explore varsity rebranding opportunities.

The Office of Truth, Reconciliation and Indigenization and the Students' Association have reaffirmed their commitment to working together and pursuing the Indigenous inclusion in their work and thinking. The commitment extends to meeting once per lunar cycle in order to share stories and teachings.

### **YouthBuild**

Algonquin College is leading the \$7-million expansion of a national project to help Indigenous youth obtain trades training while attending school.

The three-year project, funded by Employment and Social Development Canada, is mandated through Indigenous YouthBuild Canada, a national job-readiness program that brings First Nations communities together with educational institutions, government, and corporate partners to help Indigenous youth acquire job-ready skills while extending their education.

Earlier this year, Algonquin College secured and oversaw a \$1.2 million demonstration project that supported 80 Indigenous youth in receiving trade skills and schooling. The project's success set the stage for the longer term program. With the renewed funding, Algonquin College will team up with four postsecondary institutions and two Indigenous organizations from across Canada to provide First Nations, Métis, and Inuit youth with earn-as-you-learn opportunities. Details of the press release are provided in Appendix B: Press Release Youthbuild.

### **Reconciliation Education Professional Development Course – 4 Season of Reconciliation**

This self-paced multi-media course provides a basic, foundational knowledge on truth and reconciliation that nearly all Canadians missed during their education journey and is intended for Indigenous and non-Indigenous learners. This three-hour course offers Algonquin College employees a concise primer on the truths and implications of the historical and contemporary relationship between Indigenous Peoples and those who settled on their lands in Canada.



With over 20 hours of bonus award-winning films and videos, the library shines a bright light on the contributions of Indigenous Peoples and debunks myths and stereotypes.

**COVID-19 Rapid Response Project**

Algonquin College is leading a \$2.5 million program to provide more than 250 Indigenous youth across Canada with hands-on job training and employment skills related to the impact or effects of the pandemic.

The program, funded by Employment and Social Development Canada (ESDC), is part of the federal government’s Youth Employment and Skills Strategy involving departments and agencies mandated to help young people gain work experience and skills they need to enter the labour market. ESDC, as one of those agencies, is focusing on sectors that need immediate assistance along with those that support the delivery of essential services. Details of the press release is provided in Appendix C: Press Release COVID-19 Rapid Response.

**Jidwá:doh – Let’s Become Again**

Becoming Again is the next big initiative that is being led by the Office of Truth, Reconciliation and Indigenization, and the AC Way. Part of this update focuses on understanding the ground work that was needed to get this initiative where it is today. Then, the need to reflect on the teachings that have been shared and acknowledge the learning that has taken place. Next, as a collective, the College will need to identify what is needed to be successful on the next part of its journey.

In addition to all of the new Indigenous capital assets in the DARE District, and the work highlighted above, it’s time to reflect on the new reality brought into sharp focus by the COVID-19 pandemic.

Over the Winter and into the Spring, in partnership with the AC Way, the Office of Truth, Reconciliation, and Indigenization will be working closely with the Algonquin College Leadership Team on the most important work yet - Jidwá: doh – Let’s Become Again. This work will take concepts from the Two Row Wampum, the Thanksgiving Address, and the formation of the Great Law, with inspirations of the Clans systems to begin the operationalization of Indigenization.

5. LINK TO STRATEGIC PLAN:

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

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

6. STUDENT IMPACT:

The college has begun to understand that Indigenous Knowledge represents unrealized opportunities within every executive division; opportunities that will be realized when the Thanksgiving Address framework is launched across the organization. The College will continue to embed Indigenous ways of knowing deeper into the organization, thereby impacting learners in the following ways:

- a) Exposing learners to the 94 recommendations of the Truth and Reconciliation Commission’s Calls to Action, and in particular those related to education.
- b) Students will benefit from additional investments in Indigenous Knowledge transmission and acquisition through renovations and adaptations to learning spaces, as well as investment in Indigenous pedagogy.
- c) By working towards reducing the duplication of specialized Indigenous student service oversight, the freed-up capacity of the Office of Truth, Reconciliation and Indigenization will help support the transmission of traditional Indigenous Knowledge throughout the college community.

7. FINANCIAL IMPACT:

Due to the existing and additional external contracts and the focus on growing internal Indigenous initiatives, the plan is to leverage the resources generated to enhance Indigenous activities to expand the Truth, Reconciliation and Indigenization team while reducing the draw on College resources. Over the last 24 months, Burnt Water has successfully secured considerable resources and projects that now have national exposure to Indigenous communities, thought leaders and prospective clients.

8. HUMAN RESOURCES IMPACT:

The Mamidosewin Centre and staff have been in their new location for a short time but this has added considerable capacity for the Office of Truth, Reconciliation, and Indigenization as evidenced above. The capacity that is being generated by this realignment is being

redeployed as an investment into Burnt Water, Indigenous Initiatives and Indigenization activities on campus and virtually.

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 playback 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 as well as timely Indigenous Gathering Council meetings. Additionally, every Algonquin College Leadership Team meeting will continue to include a focus, to varying degrees, on Indigenization and on Truth and Reconciliation.

11. CONCLUSION:

The body of work provided in this update report helps clarify for the Board of Governors the promising practices that exist within Algonquin College as they relate to Indigenization. This progress, 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 served by the College.

Respectfully submitted:



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Ron McLester  
Vice President, Truth, Reconciliation and  
Indigenization

Approved for submission:



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Claude Brulé  
President and CEO

**Appendices:**

Appendix A: Lighting the Fire Final Report
Appendix B: Press Release Youthbuild
Appendix C: Press Release COVID-19 Rapid Response

# LIGHTING THE FIRE

A Burnt Water Initiative - Algonquin College in partnership with Indigenous Peoples' Education Circle (IPEC)

## JOIN US BY THE FIRE ON ZOOM

Please join us for the last session of the initial pilot.

**AUGUST 19<sup>TH</sup> FROM 2PM TO 4PM**

Our session will be co-hosted by three well known and highly respected women leaders in post-secondary education.

**REBECCA:** President-CEO Six Nations Polytechnic  
Discussing her reflections on Indigenous leadership in post-secondary education.

**BRENDA:** Vice President, Centre for Policy and Research in Indigenous Learning at Confederation College  
Indigenous post-secondary education in public institutions: Navigating the front line.

**KORY:** Executive Director of Indigenous Initiatives and Partnerships for British Columbia Institute of Technology  
Moderator: reflections from the session.



REBECCA JAMIESON



BRENDA SMALL



KORY WILSON

**ALGONQUIN**  
COLLEGE  
Burnt Water

# Algonquin College

## BURNT WATER

### Lighting the Fire Sessions Summary Report

August 2020

 **academica group**  
moving higher ed forward

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# Executive Summary

## PROJECT OVERVIEW & HIGHLIGHTS

The Office of Truth, Reconciliation and Indigenization at Algonquin College, under the Burnt Water initiative, launched a pilot series of knowledge-sharing and storytelling sessions that were held with the goal of bringing together college students, leaders, and Indigenous Elders from across Canada. The four sessions were called *Lighting the Fire* and took place between June 24 and August 19, 2020.

Representatives from six institutions were actively involved in the facilitation of the sessions, with a host institution identified for each session, along with one or two Elders. The colleges involved were Algonquin College, Fanshawe College, Sault College, Six Nations Polytechnic, British Columbia Institute of Technology, and Confederation College. Sessions took place on Zoom, a videoconferencing software, and typically ran for two hours. The number of unique logins, which included groups and individuals from both Canada and the United States, ranged from 56 to 70 with a total of over 250 logins across all four sessions.

Academica Group was retained under the auspices of Burnt Water to observe and record (with permission) the sessions for the purposes of providing a thematic analyses, report summary, and qualitative observations concerning process, key learnings, and recommendations for next steps.

## SESSION DESIGN

Each of the four sessions were unique with host institutions designing the content and organizing the speakers. The first and final sessions were hosted and designed by the project team and addressed Indigenous knowledge and Indigenous leadership.

## THEMATIC HIGHLIGHTS

Throughout the sessions, hosts introduced themes that would shape the discussions of the day. Themes also emerged organically by way of questions and comments from participants. The following thematic highlights emerged:

- Importance of Indigenous ways of knowing, teaching and learning
- Storytelling/lived experiences
- Indigenous space-making
- Community-building and relationships
- Allyship

## IMPORTANCE OF INDIGENOUS WAYS OF KNOWING, TEACHING, AND LEARNING

A common thread that was woven consistently into each session was the importance of Indigenous knowledge and its application to 21<sup>st</sup> century thinking. This theme emerged several times when considering our current state, the pandemic, and the clear opportunity it has given us to reflect on Indigenous knowledge and consider how we want to move forward in our world both beyond the pandemic and in general.

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*“We should be leveraging Indigenous knowledge to change the way we conduct ourselves at the very ground level. How we govern, how we talk, decide, celebrate, feast, plan, relate with each other as the two leggeds but also the flyers, the swimmers and the future generations.”*

---

This theme was also discussed in relation to Indigenous education and the ways in which we can and should be utilizing lessons in our day to day operations. As a prominent theme, presenters consistently grounded their comments, reflections, and concepts in Indigenous knowledge. The sessions flowed with this common theme demonstrating a unique and unifying experience and perspective that was similar across each of the institutions represented.

## STORY AND LIVED EXPERIENCES

The theme of storytelling and lived experience was another common thread throughout each of the sessions. It relates to other thematic concepts presented here, including Indigenous knowledge, community and relationship-building, and allyship. This may be the most important theme as it carries with it the entire concept of the *Lighting the Fire* series. Each session was based on authentic, values-based storytelling and lived experiences as passed down through the oral tradition. Stories and lessons created a space where participants could share a connection and learn from one another, reflect on past experience and learning and think about how we might carry these ideas into our future.

Common to all was an acknowledgement of the many struggles yet to overcome, including both widespread prejudices, misconceptions and mis-information among non-Indigenous populations and a lack of understanding by Indigenous students of their own cultural identities and collective pasts, which inhibits meaningful personal learning and growth.

## INDIGENOUS SPACE-MAKING

The speakers also commented on space making – the significance of spaces, visual representation of Indigenous culture, places for students to gather or events where students, staff and the community gather. The students in particular noted the significance of this.

Many non-Indigenous participants wondered how to create welcoming spaces for Indigenous students on campus. A key to connection, community and relationship building, it was clear through comments and stories the importance of creating space that reflects Indigenous culture. It was also noted that even where

these spaces exist, they are of little value unless leaders are successful in breathing life into the spaces by engaging Indigenous leaders and students, and continuing to support the use of and celebration of Indigenous culture.

## COMMUNITY AND RELATIONSHIP-BUILDING

The concept of community and relationship-building was consistently weaved into participant comments and host discussions. In the postsecondary realm, this topic was discussed at length from the perspective of both its importance, and the many challenges associated with understanding and building a sense of community. Indigenous staff and students stressed how foreign the idea of the campus or college environment was for them. They spoke of the deep sense of loss and alienation of leaving their communities to attend PSE and of the significance of being welcomed by supportive Indigenous staff, peers, and the Indigenous spaces, activates, and supports that create this environment.

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*“You, me, us, together. Creating change, making the world a better place for our communities, working through our challenges, overcoming obstacles, and creating understanding.”*

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## ALLYSHIP

Allyship was a prominent theme throughout all four sessions, with respectful and informed allyship a key for many participants. Participant comments and questions often brought up the idea of “how” to be a good ally and what allyship means in the context of postsecondary education and Indigenous education specifically.

Several sessions included individuals who spoke about their experience and of their own fears and struggles with the learning curve of becoming sincere and effective allies.

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*“Allyship is about listening, trying to hear the authentic voices of the people that are speaking from the Indigenous community. Allyship is also about looking at my privilege. How do I use my privileges to facilitate the voice, and echo and support... and have the Indigenous voice unfold through my own privilege?”*

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Some Indigenous speakers called on the two-row wampum and the story of the Ship and the Canoe to explain, provide context, and guide Indigenous and non-Indigenous relationship development and goals.



# CONCLUDING OBSERVATIONS & RECOMMENDATIONS

## OBSERVATIONS

As noted above, Academica Group was retained to observe, summarize, and provide a qualitative assessment of the process and key takeaways. We were also asked to comment on possible next steps.

Our analysis of the process and content of the *Lighting the Fire* pilot sessions leads us to conclude that they were highly successful in terms of: a) quantity of participation, b) perceived quality of engagement, and c) the quality of output. These conclusions support another; namely, that these successes were largely due to the process (methodology). Although participants did not talk a lot about the process, it was quickly apparent the name ‘Lighting The Fire’ reinforced the core Indigenous value of ‘connection to the land’; while the method of engaging Elders and other leaders to facilitate an open discussion, reinforced Indigenous ways and values, including the importance of oral tradition, respect for Elders, and welcoming all perspectives. We also observed that the process of inviting different schools to facilitate their own session certainly promoted a wider variety of issues and highlighted the perceived importance of local and regional differences.

We observed two possible limitations or challenges. The first, which may reflect in part, the medium itself (online Zoom meeting), concerned the relatively lower level of participation from non-speakers and facilitators. This is speculative since it is unknown whether these participants desired more opportunity to comment. A second potential limitation is that the process provided no formal means to gather participant feedback.

## RECOMMENDATIONS

- 1) Program Feedback - We first recommend a modest follow-up study to tap into participant feedback about the sessions. We say ‘modest’ because we suggest this include just two components as follows: 1) conduct follow-up telephone interviews with participating leaders/facilitators; and 2) an online survey of the remaining participants. The purposes of this follow-up would be to confirm and further explore the above observations, identify possible additional observations, and to assess the interest in, and recommendations for, potentially expanding the program.
- 2) Leadership Program Development – Pending the results of the above we recommend Burnt Water explore the potential of *Lighting the Fire* as a national program for Indigenous Student Leadership development. The very notion that incoming Indigenous students from institutions across Canada could have this virtual access to Indigenous Elders, scholars, and PSE leaders is thrilling.

This would represent a true ‘bundling of arrows’ to expose young potential leaders to a crash course in the most important challenges facing Indigenous and non-Indigenous relations in this country. We speculate that it would also serve as a platform to engage Indigenous students, increase their breadth and depth of Indigenous cultural awareness, cultural identity and belonging.

- 3) Subject Program Development – The five themes summarized from these sessions are vitally important. Moreover, the content summaries reveal that we have only ‘scratched the surface’ of these critical and complex challenges. We recommend that Burnt Water review each of the key themes for their potential as possible ‘leadership topics’ around which to build both teaching and consulting curriculums.

# Introduction & Method

## INTRODUCTION

Burnt Water is an initiative of the Office of Truth, Reconciliation and Indigenization at Algonquin College that is devoted to providing a vision and curriculum for Indigenous leadership and entrepreneurship. In partnership with the Indigenous Peoples' Education Circle, the Burnt Water initiative launched a series of knowledge-sharing and storytelling sessions that were held with the goal of bringing together college students, leaders, and Indigenous Elders from across Ontario. The sessions, known as *Lighting the Fire*, were recorded (with permission) and the content and discussion themes summarized by Academica Group, are reported on here. Detailed session notes are provided in Appendix A.

## METHOD

*Lighting the Fire* sessions were held over Zoom, a videoconferencing software. There were a total of four sessions held with different hosts for each session, outlined below. Each session was hosted by an individual college and typically included one host and one Elder from the community. Each college decided whom to invite as facilitators and determined the structure and discussion outline for their session.

	Date	Host Institution
Session 1	June 24, 2020	Algonquin College
Session 2	July 8, 2020	Fanshawe College
Session 3	July 29, 2020	Sault College
Session 4	August 19, 2020	Algonquin College

# Summary of Sessions

## SESSION 1 – ALGONQUIN COLLEGE

As the inaugural session, host Ron McLester from Algonquin College laid out the framework for the session and those that will follow. Two Elders were in attendance to speak alongside the host and 70 participants gathered at the session's peak. The overarching theme of this session was Indigenous knowledge its application to the 21<sup>st</sup> century, with a focus on the ways the pandemic has created an opportunity to assess how we will move forward as a society.

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<b>Date</b>	June 24, 2020
<b>Host Institution</b>	Algonquin College
<b>Host Name</b>	Ron McLester, Wayne Poirier
<b>Elders/Knowledge Keepers</b>	Audrey Lawrence, Janice McLester
<b>Number of attendees</b>	70

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### Key themes:

- Exploring Indigenous knowledge and its application for 21<sup>st</sup> century thinking, especially when exploring a possible way forward

### Topics, stories shared and other themes:

- Disrupting rigid identity politics
- Significance of multiple perspectives
- How the pandemic might not only be an obstacle but an opportunity too
- The canoe and the ship
- The two-row wampum
- 'Knew Knowledge'
- Allyship
- Relationship and community building

### Key questions/comments:

- How do I be an ally while passing as white (disconnected from Indigenous roots)?
- How do we make culturally-appropriate spaces that reflect Indigenous culture?

### Resources shared:

- 1) “Thank you Coronavirus” video as introduction to story
- 2) *Unpack the Invisible Knapsack* by Peggy McIntosh
- 3) *And Grandma Said... Iroquois Teachings as Passed Down through the Oral Tradition* by Tom Porter

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*“We should be leveraging Indigenous knowledge to change the way we conduct ourselves at the very ground level. How we govern, how we talk, decide, celebrate, feast, plan, relate with each other as the two leggeds but also the flyers, the swimmers and the future generations.”*

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## SESSION 2- FANSHAWE COLLEGE

Host Guy Williams from Fanshawe College conducted this session in a storytelling model. He shared a number of stories and lived experiences and asked participants to reflect and share two interesting things they learned and one thing they would like to learn more about. One Elder was in attendance and shared a powerful image of the medicine wheel and how it fits in with all of society from education to justice to health. 56 participants gathered at the session's peak. The overarching theme of this session was storytelling as a framework for lifelong learning, and the ways that Indigenous ways of knowing and learning can be incorporated into our stories and how we build community and relationships.

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<b>Date</b>	July 8, 2020
<b>Host Institution</b>	Fanshawe College
<b>Host Name</b>	Guy Williams
<b>Elders/Knowledge Keepers</b>	Liz Akiwenzie
<b>Number of attendees</b>	56

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### Key themes:

- Indigenous ways of knowing and learning
- Storytelling as teaching and learning; 'we are story'
- "You, me, us – together."

### Topics, stories shared and other themes:

- Intergenerational knowledge sharing
- Life-long learning with our mind, body, heart and spirit
- Land-based learning
- Community and humanity and reciprocal relationships
- Indigenous identity

### Key questions/comments:

- Why is land-based learning important today?
- How do educators in the public education system learn to adapt land-based teaching strategies?

## Resources shared:

- Liz’s visual/linguistic interpretation of the medicine wheel
- Be Indigenous – First Nations Centre Fanshawe College  
(<https://www.youtube.com/channel/UCg03E6hJhX4oXv5LVs1nhg>)
- FNC : The Experience | Orianna Elijah Brown performs “Oh Canada”  
(<https://www.youtube.com/watch?v=mVZgxHETl-c&list=PLROkL-LCVqBntSD7f3yIbButqg7EQwss&index=3&t=0s>)
- FNC : The Experience | Hannah performs her poem “Dare” on Parliament Hill  
(<https://www.youtube.com/watch?v=9Fg5CjVPOo0&list=PLROkL-LCVqBntSD7f3yIbButqg7EQwss&index=3>)
- One Take|The Medicine Wheel (<https://www.youtube.com/watch?v=pb-RdeVyNeQ&list=PLROkL-LCVqBntSD7f3yIbButqg7EQwss&index=4>)
- The Sitdown: Lifelong Learning  
(<https://www.youtube.com/watch?v=zJLbqObvMjE&list=PLROkL-LCVqBntSD7f3yIbButqg7EQwss&index=5>)
- “Making Indigenous-Led Education a Public Policy Priority: The Benefits of Land-Based Education and Programming” – Danielle Cherpako (PDF)
- *Nlakapmux Grandmothers’ Traditional Teachings and Learnings* – Beatrice Marie Anderson (PDF)
- Host PowerPoint

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*“You, me, us, together. Creating change, making the world a better place for our communities, working through our challenges, overcoming obstacles, and creating understanding.”*

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## SESSION 3- SAULT COLLEGE

Hosted by Carolyn Hepburn and Jonathan Boyer-Nolan on behalf of Sault College, this session was shaped around students, alumni, and faculty perspectives. Two students and one alumna joined to answer questions from the hosts and from session participants. Questions focused on challenges and obstacles facing students, particularly Indigenous students, when entering postsecondary and what supports would help them in their journey. In the second part of the session, two faculty members discussed their perspectives on allyship. One Elder was in attendance who spoke at the closing of the session about her experience early on at Sault College, creating space for Indigenous people in higher education, and allyship. The overarching theme of this session was lived-experiences of students and faculty and the importance of allyship, community, connection and support.

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<b>Date</b>	July 29, 2020
<b>Host Institution</b>	Sault College
<b>Host Name</b>	Carolyn Hepburn, Jonathan Boyer-Nolan
<b>Elders/Knowledge Keepers</b>	Barbara Nolan
<b>Number of attendees</b>	61

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### Key themes:

- Allyship: What does allyship mean in the context of Indigenous education?
- Importance of feeling connected/connection, community and support
- Students' perspectives on Indigenous postsecondary education

### Topics, stories shared and other themes:

- Community
- Lived experiences and best practices
- Resiliency
- Importance of the two-row wampum in fostering ally relationships
- Space-making

### Key questions/comments:

- As a college staff member what do you think we could do, to make our services less intimidating for students to access?
- How can we create a feeling of community when we aren't physically able to gather?
- What and who defines community? How do people come together? Indigenous and non-Indigenous perspectives. Can we belong to more than one community? How does community impact me? Why is community important? Value of collective thought and action.



**Resources shared:**

- Academica Group report on Indigenization

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*“Allyship is about listening, trying to hear the authentic voices of the people that are speaking from the Indigenous community. Allyship is also about looking at my privilege. How do I use my privileges to facilitate the voice, and echo and support... and have the Indigenous voice unfold through my own privilege?”*

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## SESSION 4- ALGONQUIN COLLEGE

Co-hosted by three women Indigenous leaders, Rebecca Jamieson (Six Nations Polytechnic), Brenda Small (Confederation College), and Kory Wilson (British Columbia Institute of Technology), the session focused on Indigenous leadership and education and the ways in which we can and must incorporate Indigenous knowledge and ways into mainstream institutions and all areas of life. Rebecca Jamieson spoke of the current state of Six Nations Polytechnic and the difference between Indigenous education “about” and “for” Indigenous learners and the importance of remembering the many layers and issues Indigenous students are facing. Brenda Small spoke about her own experience with entering education as a child and later as an employee and how there is still so much work to be done in terms of creating an experience that is focused and inclusive of Indigenous learners. She also emphasized the “backdrop” of white privilege in mainstream higher education and what needs to be done. Kory Wilson also reflected on her experience in the education sector and encouraged participants to share the ways in which they have been able to incorporate Indigenous ways into their institutions.

<b>Date</b>	August 19, 2020
<b>Host Institution</b>	Algonquin College
<b>Host Name</b>	Ron McLester with co-hosts Rebecca Jamieson, Brenda Small, Kory Wilson
<b>Elders/Knowledge Keepers</b>	-
<b>Number of attendees</b>	63

### Key themes:

- The path forward for Indigenous education
- Utilizing and incorporating Indigenous ways of knowing into mainstream institutions and all areas of life
- Indigenous leadership, women as Indigenous leaders; Acknowledgement of work that has been done by Indigenous leaders

### Topics, stories shared and other themes:

- Ways to emphasize the importance of Indigenous ways
- Two-row wampum and idea of reciprocal respect and understanding
- The ship and the canoe; building a canoe together out of the crisis of the pandemic and the forced “docking” of the ship
- Looking back in order to build a positive way forward

### Key questions/comments:

- How do we maintain a sense of self and a sense of strength and hope in just being an Indigenous person in the academy? How do we maintain balance?
- Having our voices as Indigenous people heard is challenges. Does anybody have suggestions for ensuring their voice is heard within their own institution?
- Are there any ways that people have bridged the gaps to form allies at institutions?
- How do we work together and ensure that next generations have better experiences not only in education but generally? How do we build the canoe together?
- How do we instill voice of strength and self confidence in our young people education?

**Resources shared:**

- N/A

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*“We know that what we’re interested in doing is ensuring Indigenous ways are recovered, revitalized and restored and they become part of our future generation’s way of being. We want to be able to put our attention to that as we support students.”*

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# Appendix A: Detailed Session Notes

## SESSION 1 NOTES: ALGONQUIN COLLEGE

### INTRODUCTION AND ACKNOWLEDGEMENTS

- Opening address/Thanksgiving address: Ron's version of a land acknowledgement. Address involved thanking of the places, beings, and people that support, and are supported by, our living and thriving.
- All meetings start with the thanksgiving address where we acknowledge all things in the world and give those greetings and thanks and toss them into the four directions.
- "And now our minds are one"
- Welcoming the Elders/Knowledge Keepers: Audrey spoke to the importance of the strawberry for the month of June. June is a special month because strawberries connect us (looks a bit like a heart; red is also the colour of blood, love, and passion); strawberries are medicine, nourishment, and the fruit of reconciliation. Some strawberries grow on runners. Like us, they are both seen and unseen. Strawberries represent connections between us all, and how those connections can be both visible and invisible. The strawberry and related meanings thus function as a kind of thematic centering point for this session's discussions: interconnectedness; shared joys and struggles; nourishment [not simply nutritional] as medicine (and vice versa).
- Introductions: Carolyn Hepburn - Chair of the Indigenous People Education Circles and Dean of Indigenous Studies and Academic Upgrading at Sault College

### SESSION OPENING AND CONTENT

- o Ron discusses how folks need to think deeper about land acknowledgements. Instead of simply stating which territory you are working/living/learning on, Ron encourages persons delivering such statements to communicate what a land acknowledgement means to one personally.
- o Who is Indigenous? Who is Indigenization for? Ron spoke at length about the idea that we are all Indigenous; we are all 'two-legged.'
- o What role do we as individuals have in reconciliation? Reconciliation should not simply rest on certain people's shoulders.

- To demonstrate people’s interconnectedness, Ron tells the story about the project to build a new public library where he brought a group of White people to discuss plans with local Indigenous communities. On the way back, the disparate group became fast friends, or bonded, over the ‘first day of spring’ (i.e. ice thawing).
- Two-row Wampum: a beaded belt with two rows (should be displayed vertically, not horizontally, so that no row or stream is on top of the other – implying hierarchy). One row represents the ship (cousins who colonized the land); the other row represents Indigenous folks. Ron argues that we have all been on ‘the ship’ for a long time, and COVID-19 may be our opportunity to ‘get off the ship,’ and reconnect with each other and the land. COVID-19 “forced the ship to dock.”
  - Given us an opportunity to think about where we’re at, how we got here, and where do we want to go from here? Thinking about a new future that is informed by traditional Indigenous knowledge.
- Three Sisters: corn, beans, and squash. All are companion plants, meaning they grow together.

## OPENING UP THE FLOOR – PARTICIPATION & DISCUSSION

- Ron to group: How can we do good work for the community, put it out there for the target audience (Indigenous learners) but not worry about the numbers and work together in a good way and open it up to everyone? Ron describes ideation of Lighting the Fire; Ron plants thought seeds: Our way forward – asks about where we want to be? We have an opportunity to be lot less car-centric; do we want to take this forward with us? Working from home; connecting with family more; do we want this to come with us out of the pandemic?
- Carolyn: What creates that sense of community? We’ve been given the gift of time (from COVID); time to reflect; how important relationships are that we have with one another. Since working from home it seems like you’re constantly in zoom meetings so it’s mentally exhausting. Didn’t realize how much time I spent visiting. Important to continue to nurture that as we move forward. What creates sense of community? Accepting, embracing group identity.
- Audrey: How can we do better at resource allocation? Audrey explains people appreciating being able to teach youth important outdoor skills. Connection. Addresses spring and collective experience of coming together. Obawa/Obawatadayim: shared experience of both people not being tight and tense but relaxing and working together to find solutions and move forward into another future.
- Johnathan Boyer: for expert knowers – what advice can you give allies for supporting Indigenous folks and communities despite the challenges that this work presents?
  - What advice would you give allies? This work can often be difficult and challenging for people who don’t have same perspectives? What advice to stay motivated, stay engaged in becoming an ally?

- Ron: If you are engaging with our folks, be willing to engage, be willing to learn. Bring humility, bravery, honesty, and get ready to learn. Don't be too worried about making mistakes. "Do the best that you can"; "Bring a good mind with good intentions for the benefit of the community"; "Nothing about us without us". Not possible to be a strong ally without being truly informed. Have an idea of what you're really looking for. Algonquin is supportive of Indigenous; in strat plan, business plan, board level priority, but sometimes it's really hard being everything to everybody.
- Carolyn: It's important to realize as Indigenous people we're all on different journeys and levels of realization in terms of dealing with what's happened [in our past]. You may be rebuffed. Don't take it personally. Dealing with intergeneration healing. "We have to get comfortable with feeling uncomfortable". Importance of element of trust – why should I engage with you as a non-Indigenous person given the challenges we've had with you in terms of engagement? Importance of trust and relationship building.
- The relationship is more important than making mistakes.
- Audrey: Mistake = mis/take, so you can do it better next time. Relationship is key
- Ron talks about Indigenous Place-making in response to participant question of how we can make Indigenous people more comfortable in places in Canada (on-campus)?
- Audrey: family history in Hudson's Bay. Discusses lateral violence; white privilege is not a great concept because white people aren't always privileged.
- Rod: Difficult to speak as a white person to other white people Indigenous issues. White privilege linked to the way forward. Capture the opportunity and try to affect change; now is a time to try to bridge the connection.
- Audrey: Difference between equality and equity. We can't have equality until we have equity. How can it be fair if they're not equal? Structural privilege.
- Jonathan: Feels like wheels are spinning. We've been working on this for so long and it hasn't gotten anywhere. What does it mean to be an ally? Indigenous privilege?
- Ron: Agrees it is exhausting. VP of T&R. 90% of time is spent in executive meetings. Typecast as a VP to do admin stuff. No time to do Indigenous work. Only time to do this work is off the side of the desk. A lot of people won't be here soon. Doesn't feel like he's moving the needle of Indigenous. Indigenous is not hiring more people, doing electives, those are things the institution should be doing as a baseline. T&R should also not be dealing with the Indigenous student services area. He should be leveraging Indigenous knowledge to change the way we conduct ourselves at the very ground level. How we govern, how we talk, decide, celebrate, feast, plan, relate with each other as the two leggeds but also the flyers, swimmers, and future generations. Reconciliation as a priority for all of us.
- Questions/comments from participants?
  - Elise Abrams-Ogg: How do I be an ally while passing as white (disconnected from Indigenous roots)?
- Key themes:

- Respectful and informed allyship.
- Creating spaces/places that reflect Indigenous cultures/work, and enable the creation of such work.

### **SESSION CLOSING**

- Closing remarks: Ron asks everyone to share their final thoughts for the meetings. Most sign-offs included gratitude for being able to participate.
- Key takeaways: Ron is working on strategies not tactics. While tactics might involve tasks like hiring Indigenous faculty, Ron believes this work is baseline for institutions. What postsecondary institutions need are Indigenous strategies that involve a longer-term approach/mentality.

### **BREAKOUT ROOM NOTES**

N/A

## SESSION 2 NOTES: FANSHAWE COLLEGE

### INTRODUCTION AND ACKNOWLEDGEMENTS

Ron McLester gave a brief introduction, and land acknowledgement. Also discusses issues that the ‘newcomers’ (colonizers) brought with them and caused for Indigenous peoples.

Liz Akiwenzie follows with a thanksgiving and land acknowledgement.

Opening address by Guy Williams; focuses on acknowledging ancestors and losses from colonization.

### SESSION OPENING AND CONTENT

Guy describes the session as “highly organized; loosely structured.”

Key themes from the session include:

- A focus on intergenerational learning (i.e. Grandmother Teachings) that is reciprocal (young learn from old and vice versa).
  - o Traditional storytelling was a natural pedagogy to guide the growth and development of children within our Indigenous communities. Our Grandparents had a large role in the raising of our children, while the parents tended to the community and family responsibilities.
  - o Key quote: “All that we are is story, from the moment we are born to the time we continue on our spirit journey. We are involved in the creation of our time here. It is all we arrive with; it’s all that we leave behind. We are not the things that we accumulate and we are the things that we deem important. We are story. All of us. What comes to matter then is the creation of the best possible we can while we are here. You, me, us, together.”
  - o Reflection on life’s lessons is one of those Indigenous ways of being that seems to be engrained in us from an early age. We are provided the opportunity to experience life, make decisions and then reflect on those just as important as telling and sharing such stories. So is lifelong learning
- Idea of community means more to Indigenous folks than the average person in Canada. The average (white) Canadian “loves their systems: their charts, their categorizations, rules, definitions.” Challenge for Indigenous folks: these aren’t their ways or beliefs.
  - o For Guy, community is both something of heart and the mind. Community describes the practice of loving one’s extended family as well as the community to which one belongs (need to check on word he is using for community). Community is the practice of unconditional acceptance and the development of trust in order to learn and teach effectively.
- VISION FOR FANSHAWE



## STORIES AND LESSONS SHARED

- Throughout the session, Guy slowly tells the story of the day his life changed forever – the day he was severely burnt. Guy awoke early with his brother.
- Guy’s family’s experience of oppression within the Canadian Residential School System
- Guy weaves story of his childhood friend throughout the session to show “You, me, us, making a story” and the power of reciprocal relationships, celebrating life joyously;
- “You, me, us “creating change; making the world a better place for our communities; working through our challenges; overcoming obstacles and creating understanding.
- Lessons of humanity and community
- Connection to the land: land-based learning as a concept that people do not quite understand.
- “Everything is about relationships, respect, honesty, truth, love, humility”
- Diagram the medicine wheel that fits in all of society; education, justice, health, etc. Indigenous teaching and different levels of medicine wheels; medicine wheels are layers

## OPENING UP THE FLOOR – PARTICIPATION & DISCUSSION

Guy introduced three opportunities for participant engagement in the chat:

For the YouTube videos screened, Guy requested that participants: 1) record two things you find cool/interesting/impactful about the video, and 2) one thing mentioned in the video that you would like to know more about. Guy made this request for three videos. Participation in this exercise was low. Although Kascie submitted an example of her attempt in the exercise for “The Medicine Wheel” and “The Sitdown” videos (links above):

### *VIDEO 1*

*Cool things: 1) Connection between people and place. 2) Using circles/wheels in teaching to promote understanding interconnection.*

*Learn more: promote recognition of a shared vulnerability among persons who are trained/raised to and live/love/work within a community that value/idolizes self-interested individualism*

### *VIDEO 2*

*Cool things: 1) lifelong learning isn’t just about school, it’s about relationships, community and family. 2) there are teachers all around us, not necessarily the person at the front of the room.*

*Learn More: forging relationships across varying power dynamics that exist in the postsecondary 'classroom'.*

Guy also reflected on an assignment by Dr. Raven St Clair (during his discussion about community) where she asks students who their family is and where they are from. However, the catch to the assignment is: you can’t say you’re from Canada. Guy then poses the same question to participants to answer in the chat: who is your family? Where are they from?

*Wayne Poirier: I know that as a Franco Canadian settler ally, my connection to the East Coast is coded in my DNA. For generations my people lived by the water. Today, I am amazed as the calming affect that water has on me.*

*Charles Nasmith : Hi Charles here, I am a settler, family from Scotland and English historical location. Regarding the land and learning. I base my teaching at Algonquin College from my walks in the forest. I am academically trained as a research forest based scientist. Science identifies parts of the whole. Its method does not effectively capture the holistic complexity of community and land. The land has often been referred to as the 3rd teacher (1st family, 2nd education). Land/forest walks evoke senses that cannot be fully understood without walking there. Example, if someone says pine forest to me, I remember walks in a pine forest, but first the smell of it comes back to me. So, I leave a part of me in the forest, and take the forest with me. We need more land based learning :) Thanks.*

Finally, Guy also asked participants to respond to the following question in the chat: why is land-based learning important today? Brian repeated the question in the chat as, “What’s your thoughts on land based learning?” Significant responses included:

*Loraleigh Keashly : I had not thought of land based learning...we speak of community engagement but that rarely includes the land*

*Ron McLester : An exploration is Land Based Learning...sounds like a title of a future fire.*

*Tamara OConnor : I feel as though it reminds us that much of what we need to feed the aspects of our bodies and souls can be found within our relationship with the land*

*Carolyn Hepburn : Agree, think that a lot of people recognize the benefits, it's the "what" and "how to" pieces that I think folks stumble on*

*Tamara OConnor : Yes, we have very much become disconnected with these ways and there are many barriers to connect with the land the natural way it once was*

*Jennifer Ng : Land-based learning is necessary. How do educators in the public education system learn to adapt land-based teaching strategies? Land-based learning is necessary and integral to traditional Indigenous cultures, and benefits all.*

*Ron McLester: think about trying to learn to make a fire or lean to fish via YouTube. or from a lecture. There are the tactical skills of doing either of those things...which is all you get from YouTube or a call. But being out there, with an Elder, or a teacher, you learn about the water, the weather, the seasons, the connection to alllllll of those things. This is an over simplification of course.*

## **SESSION CLOSING**

Session closing introduced the next seminar leaders from Sault College. The next seminar will focus on the reality and experience of Indigenous learners.

Guy shows slideshow of 2020 Future Work Initiative;

Key takeaway: these sessions will help us develop best practices in delivering sessions/meetings regarding Indigenous education strategies that would be replicable at other institutions, sectors, and industries.

### **BREAKOUT ROOM NOTES**

No breakout rooms for this session. Important elements of chat captured above.

## SESSION 3 NOTES: SAULT COLLEGE

### INTRODUCTION AND ACKNOWLEDGEMENTS

Ron introduces himself and the Lighting the Fire Initiative

Jonathan introduces himself and Barbara Nolan, who proceeds to provide the Thanksgiving address. Participants engage in smudging.

Carolyn Hepburn then introduces herself as the Chair of the Indigenous People's Education Circle in Ontario. Thanks Algonquin College and Burnt Water production for bringing everyone together here today.

Carolyn lays out session topics/structure: will question students then engage on the topic of their experiences of postsecondary education, followed by faculty-ally perspectives.

Barbara: one of the founders of Indigenous Studies at Sault College. Also an Indigenous Student Counsellor, and is now Sault's Elder in Residence.

### SESSION OPENING AND CONTENT

In the first portion of the session, Jonathan posed a series of questions to student participants: Janelle, Kristin, and Tasha.

Question: What brought you to the decision to come to postsecondary?

Janelle: Wanted to make a difference in her community for a very young age. Normalizing postsecondary education attainment in her community. Janelle didn't have a lot of mentors growing up; about 5 people in her community have college degrees.

Jonathan: it is important to acknowledge and recognize that a lot of Indigenous folks are first-generation.

Kristin: mature social service worker student at Sault. Originally from Rochester, New York. Indigenous voices have historically been stifled and that needs to change. Kristin believes she can help, make a difference as an ally.

Tasha: her three children motivated her to attend postsecondary. One of the first people in her family to attend college.

Jonathan: there is a desire to make a better life for future generations.

Question: What were some of the supports that you wish you knew of, and accessed, at the college?

Janelle: for me it would be our education counsellors.

Kristin: everyone helps everyone at Sault College. If you need help, someone is there for you! Counselling, smudging, chatting, issues with school work or a professor – there's help!

Tasha: communities within communities at Sault – esp. for students who commute.

Question: What was your transition like to college? Why was it that way?

Janelle: not easy. Growing up in a Northern reserve, you see the same people all the time. Felt like she lost her sense of community; suffered for first month until Janelle started accessing supports like Enji.

Importance of ENJI to a sense of support and community at Sault.

- ENJI (Enji Maawnjing - “Where We Gather” – a daily gathering place for students, faculty and staff, and it accommodates special events that allow us to showcase and share our culture with the greater College community. See: <https://www.saultcollege.ca/Indigenous/enjimaawngiding.asp>)

Kristin: already went through the disconnect of leaving family and friends when she moved from New York. But, from the minute she walked into Sault she felt at home.

Tasha: was Confederation College transfer student. Difficult having two small children, living so far away from home. Hard to locate supports.

Question: Now that you’ve been at your first year of college or postsecondary, what advice would you give to a new student coming into the college?

Janelle: You’re capable of a lot more than you think you are. You don’t have to do it alone. Don’t second-guess yourself, don’t be stubborn. Reach out for help if you need it

Kristin: don’t wait to pursue postsecondary; do it sooner rather than later. As a non-Indigenous ally, there is also work to be done and bridges to be built. Speak up and be an ally.

Tasha: students need to realize the power of their voices. Non-Indigenous students: there is so much opportunity for learning and learning from each other.

Bonus question: What do you do (institutions) to make offering services less intimidating?

Janelle: do more than your job. Go above and beyond to have an emotional connection with clients/students.

Karen: engage with people/students.

Crystal: learn Indigenous greetings.

Janelle: hearing a greeting in Indigenous languages makes a big difference to students/participants.

In the second part of the session, Jonathan facilitated a discussion period with Peter Corbett and Colleen Brady from Sault College (Faculty Allies). What is the importance of allyship?

Jonathan: key points represented by two-row wampum: friendship, trust, and mutual respect. We need to keep this in mind to best support our students.

Introductions:

Colleen: honoured to be gifted with the idea that she is an ally. What does being an ally mean? I never thought of that label. It's just the right thing to do. I teach in the early childhood education program. On a learning journey for quite a few years. What I bring forward today are pieces I've picked up, what I've tried, what I've learned. Appreciate hearing the student voice.

Peter: part-time faculty since 2006, recently became full-time. Learned a lot through new hire training. Got to develop great friendships with folks at ENJI. I was always an ally... I shouldn't say it's something new to me.

Question: What does allyship mean to you?

Colleen: it's a word that she's been reflecting on for a while. Two row wampum – for me, when I think back to when I first heard that, the woman facilitating, she asked: who belongs to this treaty? No one raised hands. It dawned on me that I'm part of this treaty. Allyship is about listening, trying to hear the authentic voices of the people that are speaking from the Indigenous community. Allyship is also about looking at my privilege. How do I use my privileges to facilitate the voice, and echo and support... and have the Indigenous voice unfold through my own privilege?

Peter: allyship means equality.

Question: have you, or did you, encounter any barriers or challenges in becoming an ally, and how did you overcome those barriers/challenges?

Colleen: the biggest barrier was my own biases and my own lack of knowledge. When she first started to incorporate Indigenous knowledge/culture into her teaching, she was looking for stereotypical representations of Indigenous knowledge/culture. Not all of the self-identified Indigenous students come from a traditional background... so here I am talking about smudging assuming they all knew what she was talking about. Also recognizing the subtleties between different Indigenous communities. Also, challenging one's own assumptions regarding backgrounds of students.

Peter: I don't know if there's been challenges; I've just been very open minded. Peter tells the story about being an Indigenous man wanting to be a boyscout, but white folks judging him based on his appearance.

Question: what advice would you give a colleague of yours, or even a superior of yours, regarding being an ally and encouraging them to take on that responsibility?

Colleen: it's imperative that we all take the responsibility, as Peter said, finding out what is the history, listening, building relationships with the community both within and without the college. Learning, experiencing, going to a pow-wow, going down to Enji.

Peter: lead by example.

## OPENING UP THE FLOOR – PARTICIPATION & DISCUSSION

Aside from Ron: reiterates teachings of two row wampum. Asks: what was supposed to be protected inside the canoe? With everything going on with COVID, what if we put a knot in the two-row wampum? Not saying to re-bead it, or bring those lines closer together than ever before because of where we are at. This could be decolonization, Indigenization, but he has this question in his mind.

Ron then discussed a Tweet he recently posted that stated: I believe that everyone is Indigenous – they're Indigenous to somewhere (the creator sees us as Indigenous). Separation and segregating is a colonial way of thinking. Might this segregation be contributing to the problem? Ron realizes that this is a potentially contentious statement, but from that idea Ron is wondering: What does it mean to tie a knot in the two row? What does an accessible Indigenous identity look like? What does Indigenization look like? This might be an idea to follow up on (i.e. from lighting the fire to carrying the fire).

*Wayne: Personally, I think that colonization is important to understand. Equally important is capitalism. Capitalism was the turn that colonization took to salvage its key component - which is win/lose. Profit/loss. Have/have not. Rich/poor... these divisions are the source of oppression and a tool that used to divide us. I have been thinking of the Dish with One Spoon as a better economic model and traditional governance of the community. Today, traditional roles have changed. Many people are lost in the new reality. So how do we evolve and learn from the way the community cared for one another for thousands of years?*

## SESSION CLOSING

Barbara spoke at length about several different ideas and issues, including:

- Spoke about her early experience at Sault College: worked as a counsellor (1985). Also helped with Indigenous programming at the College. Placed in the basement of a building. Current president Jerry Maguire asked her: if we were to design a new space for Indigenous folks, what would it look like? Barbara described a circular, windowed building that she saw in a dream.
- Around the same time, Barbara had recently attended a talk by a man who spoke about invitational psychology. That talk resonated with her insofar as she saw her own disposition reflected in that idea: being as invitational to others as possible. Always had and has an open-door policy with students.
- Mobilized current and former students to paint classrooms and hallways with traditional Indigenous paintings. A prospective student once told her that those paintings made him want to come to the college. So her point is that: if you make a space as invitational as possible, making it like your home, that will attract your students.
- Allyship: getting along with each other – with whomever. It's not like 'us and them,' we are different, but we aren't.
- Before the TRC the ministry of colleges and universities wanted to become more helpful in Indigenous programming areas because they saw the number of Indigenous students increasing, and they wanted to increase the number of Indigenous employees. They provided some funding

to hire a recruiter, an additional secretary. The idea here was that once this funding came into place, the colleges were supposed to put that position under their operational budgets. What happened to this?

- As an Elder at the college, you might wonder... what do Elders do all day? We provide cultural knowledge and practices. Both individually and to classes.
- Barbara has been at a residential school and is very drawn to language work. She believes that the only way Indigenous folks are going to save their language proficiency is to create speakers.

## **BREAKOUT ROOM NOTES**

Not applicable.



## SESSION 4 NOTES: ALGONQUIN COLLEGE

### INTRODUCTION AND ACKNOWLEDGEMENTS

Ron opens up and introduces himself; gives Thanksgiving Address

- Lighting the Fire sessions are about Indigenous knowledge; first thing we do when we come together is acknowledge each other, the community, and rest of two leggeds; each of us were given sacred instructions and we acknowledge them.
- Acknowledges today's hosts, prominent women leaders in Indigenous education
- Bundle the arrows of our families and friends and create an online fire
- Ron shifts to introductions of presenters and encourages individual introductions in the chat

### SESSION OPENING AND CONTENT

Each co-host shares stories of their experience as Indigenous women in the postsecondary sector.

- Rebecca Jamieson:
  - o What is Indigenous Education? Two distinct categories:
    - the knowing “about” Indigenous people and Indigenous knowledge and history
    - then there's the “living” of Indigenous knowledge and the experience of Indigenous knowledge; as Indigenous students, many are living with the collective and historical Indigenous experience; when I talk about Indigenous education for them, it brings in that personal layer of emotional and spiritual energy that is required to function in today's society; carrying all of that collective experience and knowing and discovering their responsibilities as an Indigenous person. Indigenous education in that respect is quite different than just knowing “about”.
  - o University Consortium year 1 program is a partnership for Indigenous students; most still don't know their history, living with survivors of residential schools and their parents/grandparents have never spoken about it but still living with the dynamics family that are impacted by that. Year 1 ends up to be an exploration and they discover a number of things in that first year
  - o Indigenous education from an Indigenous institution perspective:
    - We have a particular role within our learners and that is around a recovery stage: recovery of knowledge, identity and language, and we are responsible for that to the community. It's 2020 and we still have students who are struggling with positive identity and everything that is involved in an Indigenous education experience.

- Pandemic: Six Nations still in stage 2; so many risk around the health and concerns around family and extended family and a lot of families live together. University programs all online for fall; college programs primarily online but lab based definitely on campus in limited numbers. Fear around COVID is very real. High school program SNP STEAM academy. Parents have a choice about school.
- Going back to identity: many young people engaged in land reclamation initiative. Another dynamic in our community. Young people pulled in many different directions because reconciliation has not happened on their community. Young people are getting frustrated and taking action.
- Six Nations is trying to address the realities of their learners in the midst of a pandemic, their own emotional and family dynamics, community land reclamation, etc. Reality of our learners is spread throughout all those demands and all those tensions and they're trying to learn their language, and their ceremonies, and take care of their elders.
- When we get into stressful situations we take a step back and look at the teachings we have been given and we know there is a way we can put things into perspective and we can find the path forward in a positive way.
- Having allies and partners that understand and can meet half way is very positive and important. No one institution can do it all. Our learners want to have that choice. Many students start at Six Nations and off they go to other "mainstream" institutions. But get their start with Six Nations. Awareness of the Indigenous experience is there and has grown over the last few years. But what has to happen next is more committed action.
- Outstanding land claim process: our community has been in court for nearly 30 years. Young people are fed up.
- Two row wampum: We know that what we're interested in doing is ensuring Indigenous ways are recovered, revitalized and restored and they become part of our future generation's way of being. We want to be able to put our attention to that as we support students. Indigenous education for Indigenous Students is layered in all those considerations that happen every day. All students have challenges but if we talk about Indigenous education as a dynamic as a process. We need to be mindful that that layer is there.
- Mainstream institutions not understanding of Indigenous ways. We've come a long way but there's more to be done. We have to have a relationship of interdependence but it has to be balanced, respectful and mutually supportive.
- Community now has a reciprocal agreement with local high school where public school kids can attend Indigenous schools and Indigenous kids can attend public schools.
- Two row being restored and rebalanced; very clear our school is about Indigenous thinking and Indigenous values and they learn about our history and our experience;

whether Indigenous or not, parents choose to send them there. 60% Indigenous and the remainder non-Indigenous. Indigenous and non-Indigenous students working together.

- Comment from Cheryl: Two rows: fact that you now have non-Indigenous students in your classrooms learning about Indigenous knowledge and the way and the meaning of Indigenous life to me is ground-breaking. I'm hoping if that could spread throughout the province and institutions across Canada. When we talk about the differences between what we think is going on vs what is really going on in terms of the tensions.

Brenda Small:

- Key to our future when Indigenous and non-Indigenous students can learn together.
- Talking about working in the mainstream and public institutions and how challenging it can be. Experience of relying on intuition and people knowledge and respond to people and work with them when sometimes we don't know where they're at or where they're coming from. Huge barriers between Indigenous and non-Indigenous staff working in the mainstream. Cultural framework or backdrop that does not recognize Indigenous people to a large extent. We're up against many barriers and obstacles and that is a challenging way to work. What it forces us to do is rely on our own community upbringing, the teachings that we have as a young person to help us navigate.
- Want to talk about my early upbringing because I think it's been really helpful. Cree, both parents Cree, from the James Bay coast but never lived in the community of Waskaganish (father's community); father was born in the bush and from a hunting trapping family; passed away in 2016 at 82 yrs of age. Mother passed away while she was in university in 1986.
- Parents placed a lot of emphasis on education and asked us: there was no question that we would be going to high school and university; a number of communities did not have highschool. Many students went away to Timmins, North Bay, to live with private homes in order to go to high school.
- Parents worked full time and maternal grandmother at home; not a normal situation.
- Didn't come into education easily or readily. I came in a roundabout way – pain of letting your child go away to school; punitive experience; sending away to school reminiscent of residential schools because you had to send kids away. When we went away to school we met other Indigenous students; gathering of young people going away to school; what I'm trying to convey is the challenge of that learning journey for individuals to go alone
- When working as a dean, always asked why retention was so low. There is a backdrop to learning that people don't understand; goes to upper middle class white privilege analysis of Indigenous education; those kinds of subjects and conversations need to be held in public learning institutions. But there needs to be a way in which Indigenous workers in those institutions are protected because we're leading with the hearts on our sleeves it's about our heart and soul and where we come from as people. It's about being vulnerable, subjective to institutionalized racism,

systemic racism, all aspects of working the mainstream. Our work is very much around social justice and advocacy.

- Experience of going away to school, of entering a public institution, being Indigenous, relying on ancestors to help navigate systems, looking to each other for comradery and solidarity is critical to our work but at the same time we're informing the process by bringing Indigenous knowledge, our hearts and our minds into the work.
- *Wayne: I want to acknowledge Rebecca for teaching me and being patient with me as I learn. She then is patient and teaches along the way as we partner. She gets back to it and keeps true to values and does it patiently while looking after her family, her community, SNP, its staff and students and her partners. Thank you. I value respect and am humbled for your friendship and care.*

## OPENING UP THE FLOOR – PARTICIPATION & DISCUSSION

Kory Wilson facilitates the next part of the session. Begins by introducing herself and telling her story, before moving into asking questions of the group about ways we do or can incorporate Indigenous ways of doing and knowing into higher education and all areas of life.

- When we know better we do better. We need to learn both sides. We need to create a space for learning both sides. Knowledge is absolutely power.
- School: We also had no choice, university was expected; it is possible to learn if we accept one another.
- We as individuals have to be aware of our privilege, our unconscious bias, our own challenges, strengths, and weaknesses as individuals, members of families, nations and larger communities.
- Seeing our people still at the negative end of every socioeconomic measure is disheartening but still remain hopeful.
- Diversity between and amongst us
  - o Acknowledges others' thoughts on the difference between education "about" and "for" Indigenous people and on the challenges of being an Indigenous person working in mainstream academia
- Question: wellness is extremely important. How do we maintain a sense of self and a sense of strength and hope in just being an Indigenous person in the academy? Any tools or comments about that?
  - o Mary Wabano: Things I've used to maintain my balance is to go back to community and sharing strong connections with family and community. Reaching out to peers and colleagues across the country. Having someone to vent to. It can be such frustrating work. Also asks: where institutions are at, each of us across the country because of declining enrolment and competing for increased enrolment, there's a heavy push on attracting international learners. 25-30% are Indigenous learners at Confederation (take

away international learners) but the more emphasis and work is going into trying to attract international students. It's like we had these competing priorities in our college and it makes our work much more difficult. Here we are advocating for Indigenous learners and inclusion of Indigenous spaces not just in student services but in the academic setting, what are some of the words or what are you using to get the ear and attention to make sure you're not getting diluted?

- Kory: many institutions rely on international students to fund the programs they have. So having our voices heard can be really challenging. Anybody have suggestions for ensuring your voice is heard?
- Brenda: example – we are working with VP academic and dean of int'l studies area and head of Indigenous student support services and a dean on a program where we're going to have a relationship building process between Indigenous students and international students. Tensions because the focus is always on international students. New program insists that international students learn about Indigenous people from Indigenous people on campus.
- Kory has also seen: where the senior Indigenous person is positioned. Positioning is important, having direct access to the president.
- Ron: A lot less interested in advocating for one more faculty hire, one more recruiter, one more elective. What I'm interested in is *how do we utilize Indigenous knowledge and influence 21<sup>st</sup> century thinking*. How do we use “knew knowledge”, known, tradition historical proven knowledge and embed that into the fabric of the institution so that we are changing everything that we do. From the way we market to the companies we select in our procurement to the way we utilize space provision on campus, how we celebrate, and govern, and meet. I think I know what I want Indigenization to be at Algonquin College: is founded on how we can relate that is founded on enhanced by leveraging traditional Indigenous knowledge, we are relating to all of creation in a way that we haven't done in hundreds of years. The thought was about defining indigenization, what is it, who is doing it? It occurred that maybe we don't have to do something new, but maybe we have to look backwards. The answer is in the two-row, already there, and it has to do with breathing life into that understanding of travelling down the River of life with our cousins that have come from across the water. How do they relate, respect each other, how do we breathe life into that understanding. Tactics vs. strategy. Strategy is alive in Indigenous knowledge and the two row wampum.
- Kory: systemic change and tearing down the foundation of the academy and rebuilding it in a way that is reflective of Indigenous values and knowledge. Not just a checked box. For some institutions that's the beginning but we have to figure out ways to help those institutions action it. My goal in my job is to work myself out of a job because when I no longer have a job that means everyone is embracing on their own the Indigenous vision I created. We've talked about Indigenous student perspectives, Indigenous staff perspectives. Are there any ways that people have bridged the gaps between allies?

- Ron suggested the idea that the ship has been forcibly docked and we have an opportunity to get off and explore the land; there are still Indigenous knowledge carriers that have the knowledge they might be willing to share with us and get some wood and light a fire. Indigenous knowledge exists but it's largely undervalued and under accessed and now we're at a time where we're considering interdependence, interconnection and interrelation like never before, perhaps it's time to reflect heavily on the ship being docked and put energy into building a canoe.
- Kory: out of crisis comes innovation. We have Indigenous knowledge but we have Indigenous people as well. Everybody has a role, everybody has value. There is no one job that is more valuable than another. It's only the white world that has viewed chiefs as the superior people or the decision makers. Chiefs are simply a figure head that does what he's told by the matriarchs of the family. One thing we can do in building the canoe is that everybody has a role, Indigenous or not. We need everyone to build the canoe. How do we work together and ensure that next generations have better experiences not only in education but generally.
- How do we build the canoe together?
  - o Mary Wabano: at the college working on meeting agendas to have an open, a ceremony, asking people to acknowledge gratitude or say a prayer. End of agenda is opportunity to reflect. When Indigenous folks reflect we talk about how we're feeling, how information struck us in the heart. When non Indigenous people reflect they do it through their head and there's very little heart attached to it.
  - o Kory: at its core is how we relate to one another.
  - o Shelley: entered education as an elder at an institution and then became elder advisor and worked at senior tables where we worked to make two centres and major installations in the college. I felt very proud of that and as I'm thinking about what Rebecca has shared and she divided Indigenous education into "about" and "for" as I went through that time and built those centres I come to a place where the notion of Indigenous education for Indigenous people that's where pushback started to come. We need to validate Indigenous knowledge. People learning about Indigenous knowledge at an academic level and don't have respect for traditional elders.
  - o Participants share about their experience becoming allies.
  - o Cheryl speaks about the need for Indigenous ways of doing in institutions.
- Kory: We still have a road to continue to go down. We need everybody to help build the canoe. It takes courage to voice your concerns as an Indigenous person in a room full of white men. Another questions for us as educators is how do we instill voice of strength and self confidence in their education?
- Brenda: Changes that have happened are because of Indigenous people and not non-Indigenous people. Expresses gratitude for the people who have done the work.

- Kory: Strength of our ancestors that lived through all the things that have been done to Indigenous people.

### **SESSION CLOSING**

- Ron closes with thank you to all participants.
- André O'Bonsawin closes the session.

### **BREAKOUT ROOM NOTES**

Not applicable.

# *Appendix B: Session Posters*



## SESSION 1

# LIGHTING THE FIRE

A Burnt Water Initiative - Algonquin College in partnership with Indigenous Peoples' Education Circle (IPEC)

### JOIN US BY THE FIRE ON ZOOM

**JUNE 24 AT 2PM** Hosted by Algonquin College

Ron (Deganadus) McLester  
Vice President - Truth, Reconciliation and Indigenization  
Reflecting on the pandemic, (k)new knowledge and  
where we go from here.

Audrey Lawrence Elder and Indigenous member of  
Algonquin College's Board of Governors

An opportunity to connect in circle around a fire.

Please register in advance with the link provided  
in the email and you will receive the Zoom link.

Future dates:

**JULY 8** Fanshawe College

**JULY 29** Sault College

**AUGUST 12** (TBD)

**ALGONQUIN**  
COLLEGE  
Burnt Water

## SESSION 2

# LIGHTING THE FIRE

A Burnt Water Initiative - Algonquin College in partnership with Indigenous Peoples' Education Circle (IPEC)

### JOIN US BY THE FIRE ON ZOOM

**JULY 8 AT 2PM** Hosted by Fanshawe College

#### *“Choonwensh”*

The lessons of the old ones are as important today as they were before the newcomers came to these lands. In these teachings, we are able to create a bridge between Indigenous and non-Indigenous perspectives, to create pathways forward for Indigenous youth to thrive in the future of work. As a college community, we are tasked with Choonwensh - creating conditions for successful learning. Indigenous wholistic approaches to education requires much creativity and imagination to address the learning gaps in our education today. Our teachings that we received in childhood are embedded in our physical, spiritual, emotional and mental realms through our learning relationships with our grandmothers and wisdom holders. So let's open our minds, share some story, and seek to understand how these old ways are more important today than they ever have been. Let us see how these learning principles are embedded in Fanshawe College's new 'Niisitaug FutureWork' initiative.

An opportunity to connect in circle around a fire.

Please register in advance with the link provided in the email and you will receive the Zoom link.

Future dates:

**JULY 29** Sault College

**AUGUST 12** (TBD)



## SESSION 3

# LIGHTING THE FIRE

A Burnt Water Initiative - Algonquin College in partnership with Indigenous Peoples' Education Circle (IPEC)

**JOIN US BY THE FIRE ON ZOOM** for our 3<sup>rd</sup> Session

**JULY 29 AT 2PM** Hosted by Sault College

**BIIDAABIN** - Honoring our past, acknowledging our present and learning for your future.

Resiliency / Allyship / Best Practices / Lived Experiences

Hear from Faculty who are Allies and how they have adapted their teaching methods to support Indigenous learners and sharing best practices. Current students and alumni will share their journey to post-secondary education from rural communities and how they found their place with amazing supports at Sault College through their resiliency and determination.

An opportunity to connect in circle around a fire.

Please register in advance with the link provided and you will receive the Zoom link.

Our last Lighting the Fire:  
**AUGUST 12, 2020**



# LIGHTING THE FIRE

A Burnt Water Initiative - Algonquin College in partnership with Indigenous Peoples' Education Circle (IPEC)

## JOIN US BY THE FIRE ON ZOOM

Please join us for the last session of the initial pilot.

## AUGUST 19<sup>TH</sup> FROM 2PM TO 4PM

Our session will be co-hosted by three well known and highly respected women leaders in post-secondary education.

**REBECCA:** President-CEO Six Nations Polytechnic

Discussing her reflections on Indigenous leadership in post-secondary education.

**BRENDA:** Vice President, Centre for Policy and Research in Indigenous Learning at Confederation College

Indigenous post-secondary education in public institutions: Navigating the front line.

**KORY:** Executive Director of Indigenous Initiatives and Partnerships for British Columbia Institute of Technology

Moderator: reflections from the session.



REBECCA JAMIESON



BRENDA SMALL



KORY WILSON

**ALGONQUIN**  
COLLEGE  
Burnt Water





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## 5.2 Appendix B

### **Algonquin College leads expansion of Indigenous YouthBuild program** **- National initiative helps Indigenous youth gain trade skills and education**

OTTAWA (Expected News Release date Jan 12 or 13, 2021) – Algonquin College is leading the \$7-million expansion of a national project to help Indigenous youth obtain trades training while attending school.

The three-year project, funded by Employment and Social Development Canada, is mandated through Indigenous YouthBuild Canada, a national job-readiness program that brings First Nations communities together with educational institutions, government, and corporate partners to help Indigenous youth acquire job-ready skills while extending their education.

Earlier this year, Algonquin oversaw a \$1.2-million demonstration project that supported 80 Indigenous youth in receiving trade skills and schooling. The project's success set the stage for the more long-term program. With the renewed funding, Algonquin will team up with four post-secondary institutions and two Indigenous organizations spread across Canada to provide First Nations, Métis, and Inuit youth with earn-as-you-learn opportunities.

“The enhancement of the Indigenous YouthBuild program and Algonquin’s role in it underscores our commitment to the principles of the Truth and Reconciliation Commission,” said Claude Brulé, President and CEO of Algonquin College. “At a very concrete level, the program offers a way forward for Indigenous youth to fully participate in the building of their communities and the wider Canadian community.”

**Carla Qualtrough, Minister of Employment, Workforce Development and Disability Inclusion, lauded Algonquin’s involvement. “....” she said.**

Algonquin College’s partners in this new project include the Akwesasne Education & Training Institute in southwestern Quebec, the Atoskiwin Training & Employment Centre in northern Manitoba’s Nisichawayasihk Cree Nation, the Manitoba Institute of Trades & Technology in Winnipeg, Assiniboine Community College in Brandon, Manitoba, Thompson Rivers University in Kamloops, B.C., and Nicola Valley Institute of Technology, an Indigenous public post-secondary institute in Merritt, B.C.

With Algonquin providing oversight and managing the funds on behalf of the federal government, the partners will collectively bring nearly 360 Indigenous youth into the program.

“I am delighted to see this program expand,” said Ron (Deganadus) McLester, Algonquin’s Vice President, Truth, Reconciliation & Indigenization. “The pilot project provided those who participated with the opportunity to gain the skills and education they need to contribute to the betterment of their communities and transform their own hopes and dreams into lifelong success.”

## 5.2 Appendix B

“There’s a massive opportunity here,” said Jeff Turner, the College’s Partnership Development Specialist, and project lead, noting that many of the youth who took part in the pilot program have found trades work in their First Nations. “We can do life-changing work in these communities – and change the lives of Indigenous youth in a profound way.”

For more information:

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About Algonquin College:

The mission of Algonquin College of Applied Arts and Technology is to transform hopes and dreams into lifelong success. Algonquin College, an Ontario public sector community college, does this by offering hands-on, digitally connected, experiential learning in more than 185 programs. Based in the Ottawa Valley, Algonquin College is the largest polytechnic institute in Eastern Ontario.

## 5.2 Appendix C

### **Algonquin College leads a \$2.5-million COVID-related program to help Indigenous youth – Training offered on job skills ranging from COVID screening to greenhouse operations**

OTTAWA (**Expected News Release date Dec 9 or 10, 2020**) – Algonquin College is leading a \$2.5-million program to provide more than 250 Indigenous youth across Canada with hands-on job training and employment skills related to the impact or effects of the pandemic

The program, funded by Employment and Social Development Canada (ESDC), is part of the federal government’s Youth Employment and Skills Strategy involving departments and agencies mandated to help young people gain work experience and skills they need to enter the labour market. ESDC, as one of those agencies, is focusing on sectors that need immediate assistance along with those that support the delivery of essential services.

That’s where Algonquin College comes in. With the ESDC’s funding, the College’s COVID-19 Rapid Response Initiative will support between 250 and 275 Indigenous youth in receiving work placement, training and skills to help them find employment in their communities. The College will provide funding to a number of organizations to deliver training and development programs in nearly a dozen First Nations communities in Nova Scotia, Québec, Ontario, Manitoba, Alberta, Saskatchewan, and British Columbia.

The projects generally reflect community experience in responding to the pandemic. For example, several Indigenous communities want to set up food sustainability projects that would make them less reliant on outside sources.

“Algonquin College excels at delivering this kind of experiential learning and is excited to take a leadership role in the federal government’s Youth Employment and Skills Strategy,” said Claude Brulé, President and Chief Executive Officer. “We are pleased and proud to demonstrate our commitment to Truth and Reconciliation by helping Indigenous youth gain the skills that serve them and their communities.”

Algonquin College is one of 13 institutions, organizations, and agencies – from the Halifax YWCA and the Canadian Mental Health Association to Trucking HR Canada and Simon Fraser University – selected to deliver ESDC’s portion of the Youth Employment and Skills Strategy.

“This is a welcome opportunity at a very difficult time for everyone,” said Ron (Deganadus) McLeister, Vice President, Truth, Reconciliation & Indigenization. “It is quite interesting and very telling that half of the partner communities are focussing on sustainability and food security, reflecting a very real need on First Nations.”



## 5.2 Appendix C

Carla Qualtrough, Minister of Employment, Workforce Development and Disability Inclusion, explained the government's intentions: "Over the last few months, young people from coast to coast to coast have experienced unique challenges brought on by the pandemic. Our government will continue to do everything we can to support young people, especially as many of them return to their studies. The series of measures highlighted ... will provide students and youth with the financial supports they need right now and for their futures."

Algonquin's partners in the COVID-19 Rapid Response Initiative include: the Confederacy of Mainland Mi'kmaq in Nova Scotia; Akwesasne Education & Training Institute in southwestern Quebec; The Wabano Centre in Ottawa; Tsi' Niyukwaliho: Learning Centre, Southwold, Ontario; Assiniboine Community College in Brandon, Manitoba; Aboriginal Health and Wellness Centre of Winnipeg; Montreal Lake Cree Nation, Saskatchewan; Little Red River Cree Nation and the Enoch Cree Nation, Alberta; Thompson Rivers University in Kamloops, B.C.; the Industry Training Authority based in Richmond, B.C.; and Nicola Valley Institute of Technology, an Indigenous public post-secondary institute in Merritt, B.C.

Jeff Turner, Algonquin's Partnership Development Specialist, pointed out that the projects include everything from operating greenhouses for greater food security and delivering meals to elders and homebound community members to training on agriculture and machinery, techniques for COVID screening, and knowledge sharing with elders.

"Everyone we approached with this opportunity has been enthusiastic and grateful, almost relieved that someone is offering help," Turner said. "They are fully engaged and together we will make a difference."

For more information:

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About Algonquin College:

The mission of Algonquin College of Applied Arts and Technology is to transform hopes and dreams into lifelong success. Algonquin College, an Ontario public sector community college, does this by offering hands-on, digitally connected, experiential learning in more than 185 programs. Based in the Ottawa Valley, Algonquin College is the largest polytechnic institute in Eastern Ontario.

Report title:	Second Quarter 2020-21 Financial Projection
Report to:	Board of Governors
Date:	December 7, 2020
Author/Presenter:	Duane McNair, Vice President, Finance and Administration Grant Perry, Chief Financial Officer

1. RECOMMENDATION:

**THAT** the Board of Governors approves the Second Quarter 2020-21 Financial Projection that maintains the First Quarter projected deficit of \$19 million. The projected deficit is a decrease of \$24.7 million from the Approved Annual Budget net contribution of \$5.7 million.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to present the Second Quarter 2020-21 Financial Projection including a summary of funded positions, and to provide an updated compliance status of the Board Policy BGII-02: Financial Management.

3. BACKGROUND:

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

On February 24, 2020, the Board of Governors approved the 2020-21 Annual Budget with an overall net contribution of \$5.7 million. In compliance with both the Board of Governors’ Direction and Ministry of Colleges and Universities Operating Directive, the 2020-21 Approved Annual Budget also returns a net surplus on Funded Activity/College Operations of \$11 million. This maintains the College’s commitment to balancing student tuition revenues and government-funded activities with associated operating expenditures.

In March 2020, the Province of Ontario declared a state of emergency in response to the COVID-19 global pandemic. This event has significantly disrupted College operations and required management to re-cast the 2020-21 annual financial projections, and to align our operating expenditures with reduced revenues and cash reserve requirements.

4. DISCUSSION:

On March 12, 2020, Algonquin College closed its doors to in-person class instruction, switching all classes to a remote, online format for the remainder of the winter 2020 term and ordered all but essential employees to work from home.

The Second Quarter Financial Projection takes into consideration that the College’s fall 2020 term and winter 2021 term continues to accommodate a limited in-class activity model with the majority of learning being delivered remotely. Overall, Q2 enrolment is expected to increase by 2.2% from the First Quarter Financial Projection; however, this equates to an overall reduction of 13.8% from the Approved Annual Budget.

The Second Quarter Financial Projection maintains a projected \$19 million deficit as approved by the Board of Governors in the First Quarter 2020-21 Financial Projection.

All identified changes have been included in Appendix A: Second Quarter 2020-21 Financial Projection. The most significant change from the First Quarter Financial Projection is a \$5.1 million decrease in the net contribution of the College’s Campus Services business. This further degradation in net contribution is associated with the College decision to maintain a predominately-remote delivery format for the winter 2021 term. This extension of remote delivery adversely affects food and retail sales, parking revenues, student residence occupancy, and other revenue sources. This increased unfavourable variance has been offset by the projected increase in enrolment, operational spending decreases, and an overall decrease in the expenditures within Strategic Investment Priorities projects.

5. LINK TO STRATEGIC PLAN:

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

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. The College is working to ensure that all students services for which students are charged ancillary fees are accessible to students throughout their studies. Additionally, the College allocated \$1 million in additional student aid to help ensure student success during the pandemic.

7. FINANCIAL IMPACT:

The Second Quarter 2020-21 Financial Projection reports projects a deficit of approximately \$19 million. College management will continue to identify and implement measures to limit the draws on cash reserves to \$19 million as per the guidance provided by the Board of Governors on April 20, 2020.

8. HUMAN RESOURCES IMPACT:

The 2020-21 Approved Annual Budget provides required funding for all existing full-time permanent staff complement positions and other than permanent positions. Due to the significant revenue reductions caused by the global pandemic, the Second Quarter 2020-21 Financial Projection reflects savings due to forced delays in filling vacant positions, employee layoffs, and the non-renewal of some employee contracts.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

In compliance with the Ministry of Colleges and Universities' Business Plan Operating Procedure Directive, the 2020-21 Approved Annual Budget and the Second Quarter 2020-21 Financial Projection maintain a positive accumulated surplus position for the College.

10. COMMUNICATIONS:

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

11. CONCLUSION:

The Algonquin College Second Quarter 2020-21 Financial Projection identifies resources supporting the Strategic Plan and revised Business Plan of the College while complying with Provincial government directives, and ensuring the financial health of the College now and into the future during these unprecedented times. College management will be monitoring

enrolments and revenues closely and providing financial projection updates throughout this fiscal year.

Respectfully submitted:



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Duane McNair  
Vice President, Finance and Administration

Approved for submission:



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Claude Brulé  
President and CEO

**Appendices:**

Appendix A: Second Quarter 2020-21 Financial Projection
Appendix B: Second Quarter 2020-21 Compliance Schedule

# Financial Projection

SECOND QUARTER  
2020-21

Board of Governors  
December 7, 2020

**ALGONQUIN**  
COLLEGE



## Second Quarter 2020-21 Financial Projection

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(all figures in \$ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q2 vs.Q1 Variance Favourable/ (Unfavourable)	Variance as % of Q1
<b>Funded Activity/College Operations</b>					
Revenue	\$ 278,123	\$ 243,578	\$ 244,524	\$ 946	0%
Expenditures	267,103	256,839	256,444	395	0%
Net Contribution	11,020	(13,261)	(11,920)	1,341	-10%
<b>Contracts &amp; Other Non-Funded Activity</b>					
Revenue	27,805	39,526	43,233	3,707	9%
Expenditures	28,181	37,441	41,140	(3,699)	-10%
Net Contribution	(376)	2,085	2,093	8	0%
<b>Campus Services</b>					
Revenue	40,888	23,049	15,671	(7,378)	-32%
Expenditures	33,398	21,826	19,589	2,237	10%
Net Contribution	7,490	1,223	(3,918)	(5,141)	-420%
<b>International Education Centre</b>					
Revenue	67,079	43,775	46,546	2,771	6%
Expenditures	48,442	33,605	35,100	(1,495)	-4%
Net Contribution	18,637	10,170	11,446	1,276	13%
<b>Strategic Investment Priorities</b>					
Revenue	41,545	41,545	43,051	1,506	4%
Expenditures	80,341	66,992	65,982	1,010	2%
Net Contribution	(38,796)	(25,447)	(22,931)	2,516	-10%
<b>Non-Cash Revenue Adjustments</b>					
Capital Grants recorded as Deferred Capital Contributions	(1,300)	(1,300)	(1,300)	-	0%
Amortization of Deferred Capital Contributions	7,900	8,000	8,000	-	0%
<b>Non-Cash Expenditure Adjustments</b>					
Expenditures to be Capitalized (Moved to Balance Sheet)	18,000	13,700	13,700	-	0%
Amortization Expense	(17,000)	(16,000)	(16,000)	-	0%
Change in Vacation, Sick Leave & Post-Employment Benefits	110	1,860	1,860	-	0%
<b>Net Contribution as per Public Sector Accounting Standards (PSAS)</b>	<b>\$ 5,685</b>	<b>\$ (18,970)</b>	<b>\$ (18,970)</b>	<b>\$ -</b>	<b>0%</b>



	March 31, 2020 Year-End Actual	March 31, 2021 Approved Annual Budget	March 31, 2021 Q1 Projected	March 31, 2021 Q2 Projected	Q2 vs. Q1 Variance
<b>ASSETS</b>					
<b>Current Assets</b>					
Cash and Short Term Investments	\$ 89,733	\$ 82,678	\$ 82,232	\$ 82,106	\$ (126)
Accounts Receivable	28,956	25,000	27,500	27,500	-
Inventory	2,044	1,550	1,550	1,550	-
Prepaid Expenses	4,588	2,700	3,200	3,200	-
	<b>125,321</b>	<b>111,928</b>	<b>114,482</b>	<b>114,356</b>	<b>(126)</b>
Investments	33,105	40,000	32,000	32,000	-
Long Term Prepaid Asset	5,500	5,500	5,500	5,500	-
Endowment Assets	26,943	29,070	27,543	27,543	-
Capital Assets	295,527	294,513	293,227	293,227	-
<b>TOTAL ASSETS</b>	<b>\$ 486,396</b>	<b>\$ 481,011</b>	<b>\$ 472,752</b>	<b>\$ 472,626</b>	<b>\$ (126)</b>
<b>LIABILITIES &amp; NET ASSETS</b>					
<b>Current Liabilities</b>					
Accounts Payable & Accrued Liabilities	\$ 20,878	\$ 32,000	\$ 29,000	\$ 29,000	\$ -
Accrued Salaries & Employee Deductions Payable	8,343	10,000	10,000	10,000	-
Deferred Revenue	45,092	42,000	42,000	42,000	-
Current Portion of Long Term Debt	3,502	3,718	3,718	3,718	-
	<b>77,815</b>	<b>87,718</b>	<b>84,718</b>	<b>84,718</b>	<b>-</b>
Long Term Debt	38,368	34,649	34,649	34,649	-
Vacation, Sick Leave & Post-Employment Benefits	20,248	19,018	18,388	18,388	-
Deferred Capital Contributions	159,717	152,022	153,017	153,017	-
Interest Rate Swaps	5,200	4,281	5,200	5,200	-
<b>Net Assets</b>					
Unrestricted	1,000	1,000	-	-	-
Investment in Capital Assets	93,940	104,123	101,843	101,843	-
Vacation, Sick Leave & Post-Employment Benefits	(20,248)	(19,018)	(18,388)	(18,388)	-
Internally Restricted	88,821	72,956	71,190	71,064	(126)
Endowment Fund	26,943	29,070	27,543	27,543	-
	<b>190,456</b>	<b>188,131</b>	<b>182,188</b>	<b>182,062</b>	<b>(126)</b>
Accumulated Remeasurement Losses	(5,408)	(4,808)	(5,408)	(5,408)	-
	<b>185,048</b>	<b>183,323</b>	<b>176,780</b>	<b>176,654</b>	<b>(126)</b>
<b>TOTAL LIABILITIES &amp; NET ASSETS</b>	<b>\$ 486,396</b>	<b>\$ 481,011</b>	<b>\$ 472,752</b>	<b>\$ 472,626</b>	<b>\$ (126)</b>

(all figures in \$ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q2 vs.Q1 Variance Favourable/ (Unfavourable)
<b>FUNDED ACTIVITY/COLLEGE OPERATIONS</b>				
<b>Grants</b>				
Post Secondary Activity	\$ 105,213	\$ 105,436	\$ 105,726	\$ 290
Apprentice	5,501	4,656	2,519	(2,137)
Flow-Through Student Aid	1,659	1,659	1,659	-
<b>TOTAL GRANTS</b>	<b>112,373</b>	<b>111,751</b>	<b>109,904</b>	<b>(1,847)</b>
<b>Tuition Fees</b>				
Full-Time Post Secondary	84,415	69,754	72,282	2,528
Part-Time	10,159	8,776	9,002	226
Adult Training	1,402	780	509	(271)
Student Technology Fees	8,552	7,966	7,817	(149)
<b>TOTAL TUITION FEES</b>	<b>104,528</b>	<b>87,276</b>	<b>89,610</b>	<b>2,334</b>
<b>Contract Educational Services</b>				
Corporate & Other Programs	6,491	6,091	5,865	(226)
<b>TOTAL CONTRACT EDUCATIONAL SERVICES</b>	<b>6,491</b>	<b>6,091</b>	<b>5,865</b>	<b>(226)</b>
<b>Other</b>				
Early Learning Centre	1,106	713	512	(201)
Student Ancillary Fees	6,626	5,363	4,976	(387)
Investment Income	1,165	1,165	1,165	-
Transfer from International Education Centre <sup>1</sup>	30,501	21,553	23,107	1,554
Miscellaneous	15,333	9,666	9,385	(281)
<b>TOTAL OTHER</b>	<b>54,731</b>	<b>38,460</b>	<b>39,145</b>	<b>685</b>
<b>TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS</b>	<b>278,123</b>	<b>243,578</b>	<b>244,524</b>	<b>946</b>
<b>CONTRACTS &amp; OTHER NON-FUNDED ACTIVITY</b>	<b>27,805</b>	<b>39,526</b>	<b>43,233</b>	<b>3,707</b>
<b>CAMPUS SERVICES</b>	<b>40,888</b>	<b>23,049</b>	<b>15,671</b>	<b>(7,378)</b>
<b>INTERNATIONAL EDUCATION CENTRE</b>	<b>67,079</b>	<b>43,775</b>	<b>46,546</b>	<b>2,771</b>
<b>STRATEGIC INVESTMENT PRIORITIES</b>	<b>41,545</b>	<b>41,545</b>	<b>43,051</b>	<b>1,506</b>
<b>TOTAL REVENUE</b>	<b>\$ 455,440</b>	<b>\$ 391,473</b>	<b>\$ 393,025</b>	<b>\$ 1,552</b>



**Second Quarter 2020-21 Financial Projection**  
**REVENUE SCHEDULE**  
**Variance Analysis** (all figures in \$ 000's)

Description	Variance Favourable/ (Unfavourable)	Comments
Post Secondary Activity	\$ 290	Favourable variance due to the deferral of a portion of COVID-19 emergency funding received from the Ministry of Colleges and Universities on March 27, 2020.
Apprentice	\$ (2,137)	Unfavourable variance due to a 44% decline in enrolment for Apprenticeship programs as well as a change in a Ministry directive for program fee subsidization for the COVID-19 pandemic.
Full-Time Post Secondary Tuition Fees	\$ 2,528	Favourable variance due to 2.2% higher than projected enrolment from First Quarter Projection.
Adult Training	\$ (271)	Unfavourable variance in Adult Training student tuition fees due to decrease in enrolment for Apprenticeship programs as well as other Adult Training programs.
Student Ancillary Fees	\$ (387)	Unfavourable variance due to the College's decision to reduce a portion of compulsory and non-essential ancillary fees as a result of program delivery adjustments when switching from on campus activity to remote learning, such as the Student Experience Fee and the Leadership & Volunteerism Fee.
Transfer from International Education Centre	\$ 1,554	Increased International Fee Premiums allocated to Funded Activity as a result of a 3.2% increase in International student enrolment over the First Quarter Projection.
Miscellaneous	\$ (281)	Unfavourable variance due to decrease in revenue projections for Pembroke Campus ancillary services and Academic Learning Enterprises within the School of Hospitality & Tourism offset by other minor increases.
Contract and Other Non-Funded Activity	\$ 3,707	Net favourable variance mainly due to additional revenue associated with new contracts for the Indigenous YouthBuild project, Indigenous Tourism Incubator Program and COVID-19 Rapid Response Initiative contract (partially offset by additional expenditures).
Campus Services	\$ (7,378)	Unfavourable variance due to further delay in fully opening the Campus, which resulted in less Campus Services activities. The Food and Conference Services food sales revenue declined by \$3.4M, which included the reduction in the mandatory meal plans due to decrease of residence occupancy. Residence revenue has declined by \$2.8M due to the decrease in student residence room rentals (less than 50% estimated occupancy) as a result of the shift to mainly remote learning. Parking revenue has declined by \$711K due to the significant decrease in student, employee and visitors to campus. Bookstore revenue declined by \$302K due to lower sales of miscellaneous products (computer hardware and accessories, clothing and school supplies) and as a result of decreased textbook sales which were partially offset by an increase in e-Text sales. Print Shop revenue declined by \$1.53K as a direct result of reduction in on-campus learning.
International Education Centre	\$ 2,771	Favourable variance due to 3.2% higher than projected international student enrolment from First Quarter Projection.
Strategic Investment Priorities	\$ 1,506	<i>See Strategic Investment Priorities Variances page for details.</i>
Total Explained Variances	\$ 1,902	
Other Minor Variances	\$ (350)	
Total Variance	\$ 1,552	



## Second Quarter 2020-21 Financial Projection EXPENDITURES SCHEDULE

(all figures in \$ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q2 vs.Q1 Variance Favourable/ (Unfavourable)
<b>FUNDED ACTIVITY/COLLEGE OPERATIONS</b>				
<b>TOTAL SALARIES &amp; BENEFITS</b>	\$ 190,702	\$ 185,706	\$ 185,641	\$ 65
<b>Other Operating Costs</b>				
Mandated Student Aid	5,898	5,898	5,898	-
Contingencies	5,255	4,255	4,255	-
Long Term Debt Interest	734	734	734	-
Contract Services	17,148	16,996	17,249	(253)
Instructional Supplies & Equipment	5,194	4,303	4,055	248
Information Technology	9,630	11,045	11,153	(108)
Marketing and Promotion	2,708	1,761	1,700	61
Building Maintenance & Utilities	13,125	12,135	12,144	(9)
Flow-Through Student Aid	1,659	1,659	1,659	-
Cost of Goods Sold	716	616	298	318
Other	14,334	11,731	11,658	73
<b>TOTAL OTHER OPERATING</b>	76,401	71,133	70,803	330
<b>TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS</b>	<b>267,103</b>	<b>256,839</b>	<b>256,444</b>	<b>395</b>
<b>CONTRACTS &amp; OTHER NON-FUNDED ACTIVITY</b>	<b>28,181</b>	<b>37,441</b>	<b>41,140</b>	<b>(3,699)</b>
<b>CAMPUS SERVICES</b>	<b>33,398</b>	<b>21,826</b>	<b>19,589</b>	<b>2,237</b>
<b>INTERNATIONAL EDUCATION CENTRE</b>	<b>48,442</b>	<b>33,605</b>	<b>35,100</b>	<b>(1,495)</b>
<b>STRATEGIC INVESTMENT PRIORITIES</b>	<b>80,341</b>	<b>66,992</b>	<b>65,982</b>	<b>1,010</b>
<b>TOTAL EXPENDITURES</b>	<b>\$ 457,465</b>	<b>\$ 416,703</b>	<b>\$ 418,255</b>	<b>\$ (1,552)</b>



**Second Quarter 2020-21 Financial Projection**  
**EXPENDITURES SCHEDULE**  
**Variance Analysis** (all figures in \$ 000's)

Description	Variance Favourable/ (Unfavourable)	Comments
Contract Services	\$ (253)	Unfavourable variance as a result of increased program delivery costs (\$173K) due to an increase in projected enrolment from First Quarter projection. Additional costs (\$450K) are also projected by the Information Technology department for consulting and contract services to maintain ongoing operational projects. These increases were partially offset by a \$200K decrease to the security contract due to reduced requirements as a result of the COVID-19 pandemic.
Instructional Supplies & Equipment	\$ 248	Favourable variance is due to decreases resulting from the shift to remote delivery of courses, decreased enrolment in certain programs, and a mandate to reduce discretionary spending to mitigate the financial impact of the COVID-19 pandemic.
Cost of Goods Sold	\$ 318	Favourable variance is primarily due to a decrease in store operations and the cafeteria at the Pembroke Campus. These decreases are driven by the shift to remote delivery of courses resulting in reduced students and employees on the Pembroke campus.
Contract and Other Non-Funded Activity	\$ (3,699)	Net unfavourable variance is due to additional costs associated with new contracts for the Indigenous YouthBuild project, Indigenous Tourism Incubator Program and COVID-19 Rapid Response Initiative contract (all costs are offset by additional revenues).
Campus Services	\$ 2,237	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	\$ (1,495)	Unfavourable variance due to increased expenditures required to support a 3.2% increase in international enrolment over the First Quarter projection.
Strategic Investment Priorities	\$ 1,010	See <i>Strategic Investment Priorities Variances</i> page for details.
Total Explained Variances	\$ (1,634)	
Other Minor Variances	\$ 82	
Total Variance	\$ (1,552)	

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q2 vs.Q1 Variance Favourable/ (Unfavourable)
<b>SOURCE OF FUNDS:</b>				
Facilities Renewal Grant	\$ 1,505	\$ 1,505	\$ 3,011	\$ 1,506
College Equipment Renewal Fund Grant	1,503	1,503	1,503	-
Apprenticeship Enhancement Fund Grant	1,000	1,000	1,000	-
Students' Association Contribution	37,537	37,537	37,537	-
<b>TOTAL SOURCE OF FUNDS</b>	<b>41,545</b>	<b>41,545</b>	<b>43,051</b>	<b>1,506</b>
<b>EXPENDITURES:</b>				
<b>Major Capital Projects</b>				
Solar Photovoltaic Plan	-	625	625	-
Student Information System	11,000	6,557	6,557	-
Athletics and Recreation Centre Enabling Work / Pedestrian Link	8,616	8,616	8,616	-
Athletics and Recreation Centre	37,337	37,337	37,337	-
<b>Total Major Capital Projects</b>	<b>56,953</b>	<b>53,135</b>	<b>53,135</b>	<b>-</b>
<b>Other</b>				
College Technologies	3,211	2,778	2,768	10
College Space & Infrastructure	9,294	5,339	4,784	555
New Program Initiatives	959	853	853	-
Academic & Other Equipment	1,440	618	618	-
Initiatives & Opportunities	8,441	3,269	3,324	(55)
Appropriations	100	-	-	-
Apprenticeship Enhancement Fund	1,000	1,000	1,000	-
Net Contribution Surplus Carryover	2,500	-	-	-
Adjustment for Anticipated Underspend	(3,557)	-	(500)	500
<b>Total Other</b>	<b>23,388</b>	<b>13,857</b>	<b>12,847</b>	<b>1,010</b>
<b>TOTAL EXPENDITURES</b>	<b>80,341</b>	<b>66,992</b>	<b>65,982</b>	<b>1,010</b>
<b>TOTAL NET CONTRIBUTION</b>	<b>\$ (38,796)</b>	<b>\$ (25,447)</b>	<b>\$ (22,931)</b>	<b>\$ 2,516</b>



Second Quarter 2020-21 Financial Projection  
 STRATEGIC INVESTMENT PRIORITIES SCHEDULE  
 Variance Analysis (all figures in \$000's)

Description	Variance Favourable/ (Unfavourable)	Comments
<b>Revenue</b>		
Facilities Renewal Grant	\$ 1,506	Anticipate additional funding from the Ministry of Colleges and Universities to address deferred maintaince.
<b>Expenditures</b>		
College Space & Infrastructure	\$ 555	Reduction in projected expenditures as a strategic decision to partially offset potential overall College deficit.
Adjustment for Anticipated Underspend	\$ 500	Based on historical trends, a provision has been added to account for anticipated underspending in Strategic Investment Priorities projects.
Total Explained Variances	\$ 2,561	
Other Minor Variances	\$ (45)	
Total Variance	\$ 2,516	

	Year-End Actual March 31, 2020	Projected In-Year Use of Funds (2020-21)	Projected Year- End Adjustments (2020-21)	Projected March 31, 2021
<b>Appropriations</b>	\$ -	\$ -	\$ -	\$ -
<b>Specific Reserves:</b>				
Other Projects & Initiatives	41,581	3,279	(26)	38,276
Campus Services Reserve Fund	4,460	4,460	-	-
Employment Stabilization Funds	589	-	7	596
COVID-19 Response Contingency	5,000	5,000	-	-
	<u>51,630</u>	<u>12,739</u>	<u>(19)</u>	<u>38,872</u>
<b>Contingency Reserve Fund</b>	10,383	923	-	9,460
<b>Reserve Funds:</b>				
Future Capital Expansion	24,405	4,308	249	20,346
Net Proceeds from Sale of March Road Land	2,403	-	-	2,403
	<u>26,808</u>	<u>4,308</u>	<u>249</u>	<u>22,749</u>
<b>TOTAL INTERNALLY RESTRICTED NET ASSETS*</b>	<b>\$ 88,821</b>	<b>\$ 17,970</b>	<b>\$ 230</b>	<b>\$ 71,081</b>
<b>TOTAL UNRESTRICTED NET ASSETS</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Investment in Capital Assets</b>	93,940	-	7,903	101,843
<b>Vacation, Sick Leave &amp; Post-Employment Benefits</b>	(20,248)	-	1,860	(18,388)
<b>Interest Rate Swaps</b>	(5,408)	-	-	(5,408)
<b>Endowment Fund</b>	26,943	-	600	27,543
<b>TOTAL NET ASSETS</b>	<b>\$ 185,048</b>	<b>\$ 18,970</b>	<b>\$ 10,593</b>	<b>\$ 176,671</b>

\* 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 2020-21. 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
<b>Academic Services</b>												
Academic Development	7	6	1	5	5	-	10	10	-	22	21	1
Academic Operations & Planning	1	1	-	3	3	-	4	4	-	8	8	-
Algonquin College Heritage Institute	7	7	-	3	3	-	9	9	-	19	19	-
Algonquin College In The Ottawa Valley	29	29	-	7	7	-	34	34	-	70	70	-
Algonquin Centre for Construction Excellence	66	62	4	3	1	2	11	10	1	80	73	7
Faculty Of Arts Media & Design	137	131	6	8	6	2	35	34	1	180	171	9
Faculty Of Health, Public Safety & Comm. Studies	125	116	9	9	8	1	32	32	-	166	156	10
School of Advanced Technology	112	101	11	6	6	-	17	14	3	135	121	14
School Of Business	90	81	9	5	5	-	8	8	-	103	94	9
School Of Hospitality & Tourism	44	41	3	4	4	-	9	8	1	57	53	4
Senior Vice-President Academic	-	-	-	36	19	17	60	57	3	96	76	20
<b>Academic Services Total</b>	<b>618</b>	<b>575</b>	<b>43</b>	<b>89</b>	<b>67</b>	<b>22</b>	<b>229</b>	<b>220</b>	<b>9</b>	<b>936</b>	<b>862</b>	<b>74</b>
<b>Advancement</b>												
Advancement Operations	-	-	-	6	6	-	6	5	1	12	11	1
<b>Advancement Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6</b>	<b>6</b>	<b>-</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>12</b>	<b>11</b>	<b>1</b>
<b>Finance &amp; Administration</b>												
Campus Services	-	-	-	16	15	1	72	68	4	88	83	5
Facilities Management	-	-	-	11	10	1	36	31	5	47	41	6
Finance And Administrative Services	-	-	-	13	10	3	27	26	1	40	36	4
Information Technology Services	-	-	-	24	21	3	88	80	8	112	101	11
Risk Management	-	-	-	10	10	-	1	1	-	11	11	-
Vice-President Finance and Administration	-	-	-	2	2	-	-	-	-	2	2	-
<b>Finance &amp; Administration Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>76</b>	<b>68</b>	<b>8</b>	<b>224</b>	<b>206</b>	<b>18</b>	<b>300</b>	<b>274</b>	<b>26</b>
<b>Human Resources</b>												
Centre for Organizational Learning	1	1	-	1	1	-	3	2	1	5	4	1
Labour Relations	-	-	-	14	14	-	-	-	-	14	14	-
Talent and HR Systems	-	-	-	11	9	2	-	-	-	11	9	2
Vice-President Human Resources	-	-	-	3	2	1	-	-	-	3	2	1
<b>Human Resources Total</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>29</b>	<b>26</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>33</b>	<b>29</b>	<b>4</b>

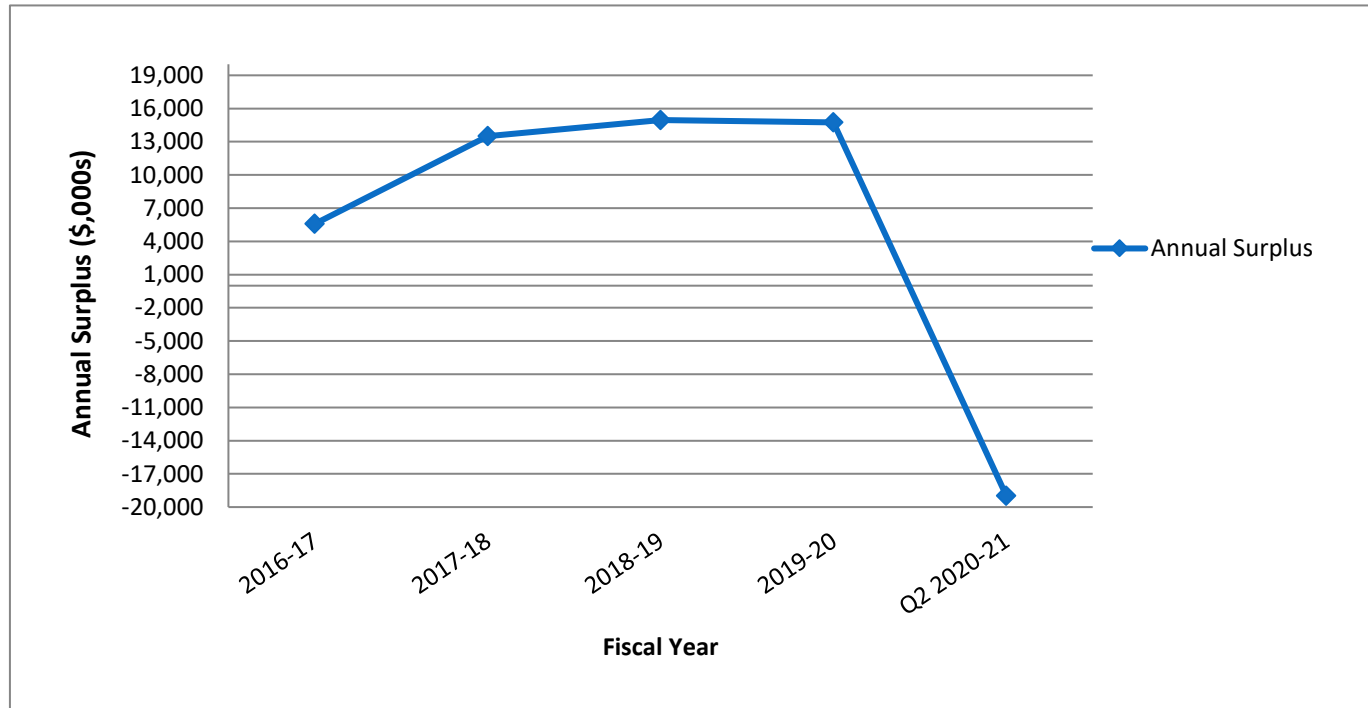
	Academic			Administrative			Support			Total		
	Positions	Staffed	Vacant	Positions	Staffed	Vacant	Positions	Staffed	Vacant	Positions	Staffed	Vacant
<b>President And Board Of Governors</b>												
Communications	-	-	-	4	3	1	6	6	-	10	9	1
President and Board Of Governors	-	-	-	4	4	-	-	-	-	4	4	-
<b>President And Board Of Governors Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8</b>	<b>7</b>	<b>1</b>	<b>6</b>	<b>6</b>	<b>-</b>	<b>14</b>	<b>13</b>	<b>1</b>
<b>Student Services</b>												
AC Way	-	-	-	5	5	-	-	-	-	5	5	-
Marketing & Recruitment	-	-	-	2	2	-	27	25	2	29	27	2
Registrar	-	-	-	9	9	-	64	62	2	73	71	2
Student Support Counselling And First Gen	20	19	1	11	9	2	43	42	1	74	70	4
Vice-President Student Services	-	-	-	2	2	-	-	-	-	2	2	-
<b>Student Services Total</b>	<b>20</b>	<b>19</b>	<b>1</b>	<b>29</b>	<b>27</b>	<b>2</b>	<b>134</b>	<b>129</b>	<b>5</b>	<b>183</b>	<b>175</b>	<b>8</b>
<b>Truth, Reconciliation &amp; Indigenization</b>												
Indigenous Services And Partnerships	-	-	-	4	3	1	-	-	-	4	3	1
<b>Truth, Reconciliation &amp; Indigenization Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>3</b>	<b>1</b>
<b>College Totals</b>	<b>639</b>	<b>595</b>	<b>44</b>	<b>241</b>	<b>204</b>	<b>37</b>	<b>602</b>	<b>568</b>	<b>34</b>	<b>1,482</b>	<b>1,367</b>	<b>115</b>

100.00% 92.24% 7.76%  
Total Total  
Staffed Vacant



Second Quarter 2020-21 Financial Projection  
Financial Health Indicators

Operating Results: Annual Surplus



**Objective:**

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

**Benchmark:**

Must be greater than \$0.

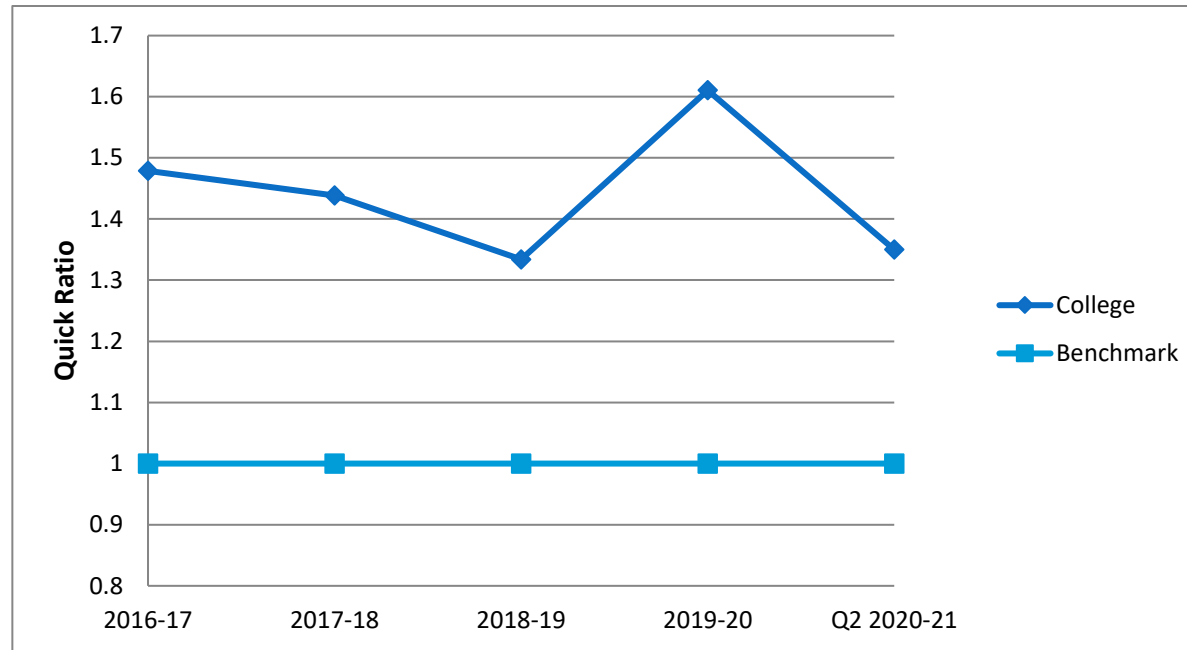
**Rationale:**

An annual deficit or declining surpluses may indicate a decline in an institution's financial health.



## Second Quarter 2020-21 Financial Projection Financial Health Indicators

### 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:**

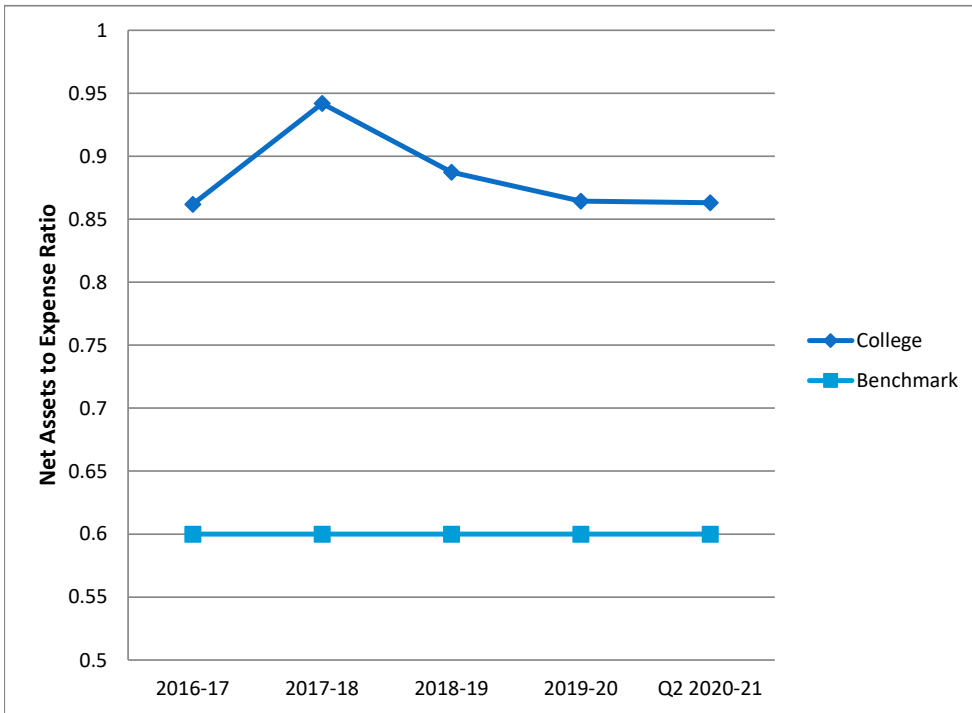
A ratio of 1 or higher indicates that a college should be able to meet its short-term obligations.

**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 1.73 for Q1 2020-21.



Second Quarter 2020-21 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.

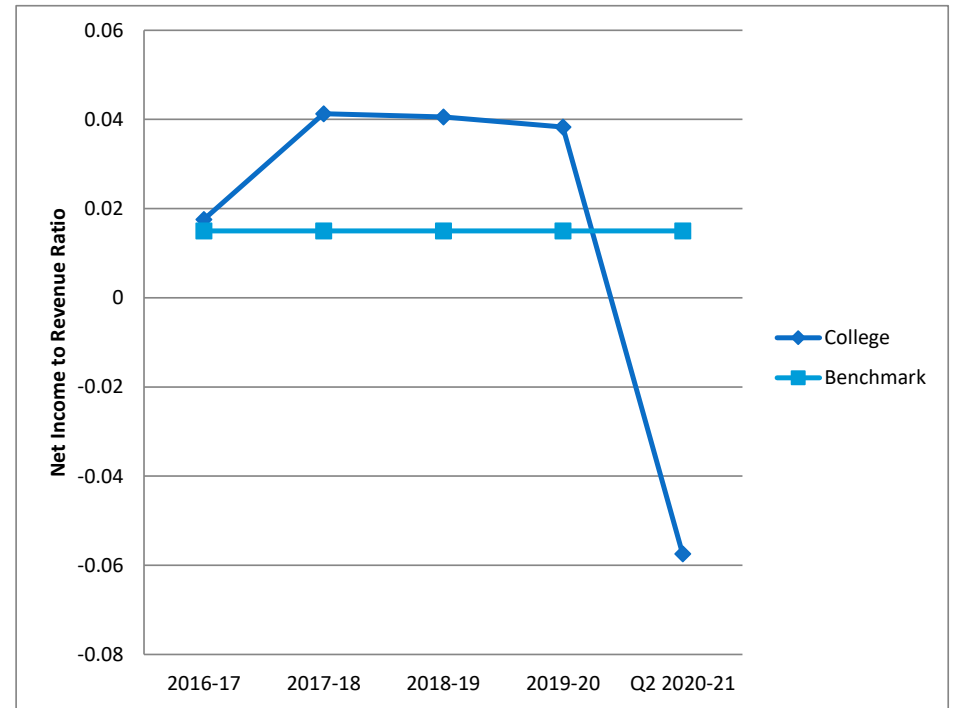
**Benchmark:**

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.

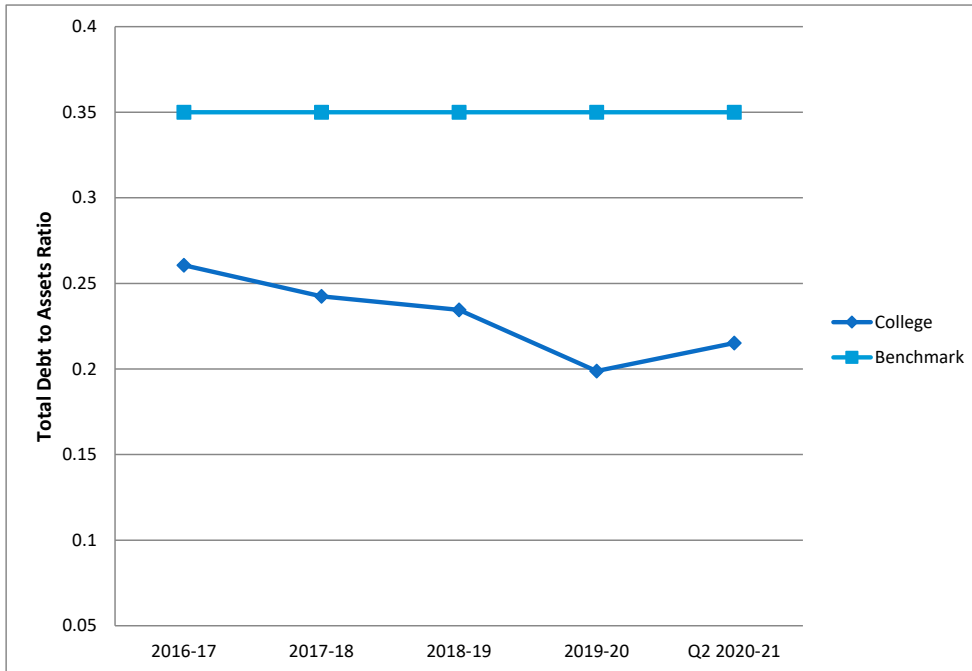
**Rationale:**

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

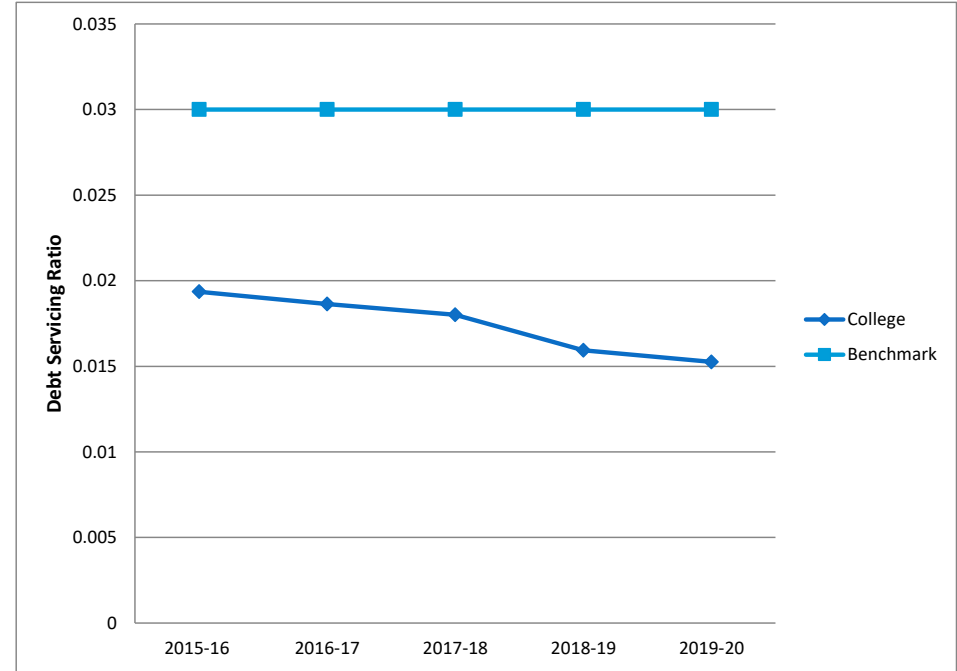


Second Quarter 2020-21 Financial Projection  
Financial Health Indicators

Managing Debt: Total Debt to Assets Ratio



Managing Debt: Debt Servicing 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.

**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.

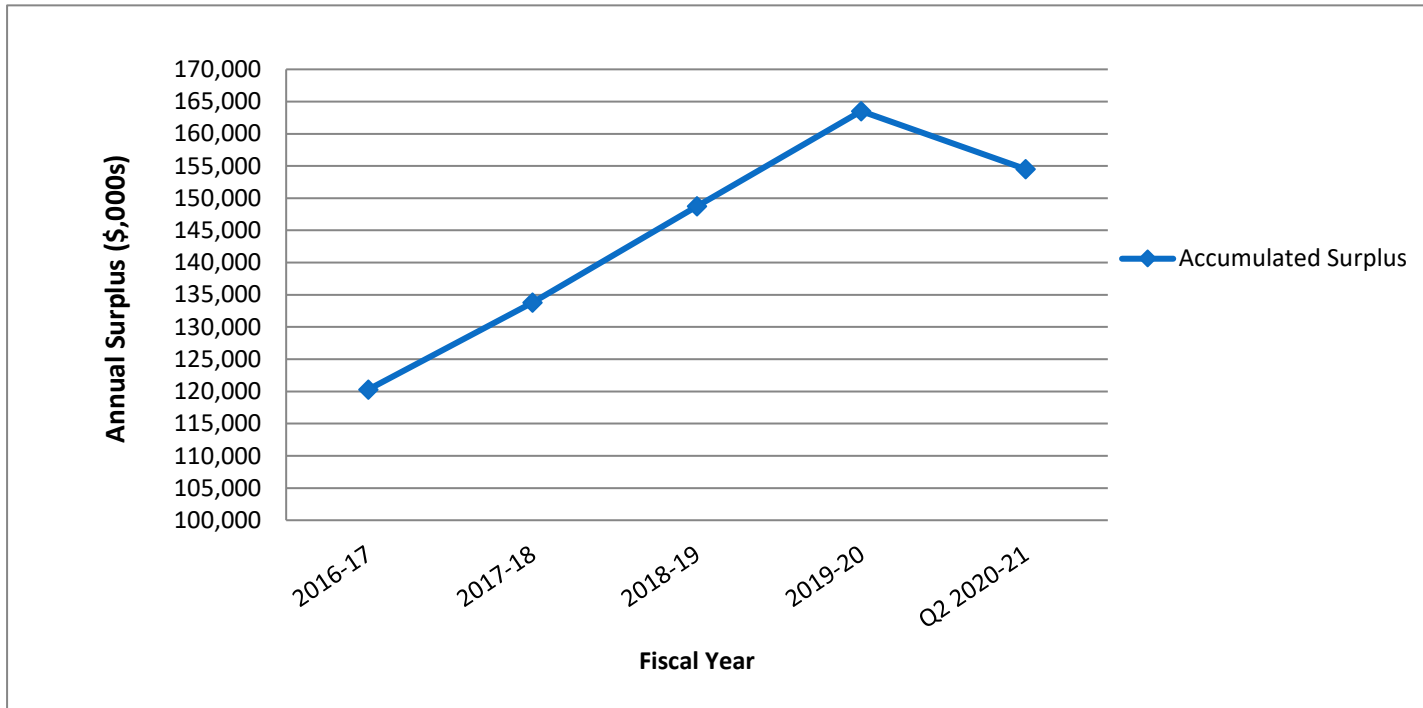
**Rationale:**

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.



Second Quarter 2020-21 Financial Projection  
Financial Health Indicators

Accumulated Surplus/(Deficit)



**Objective:**

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

**Benchmark:**

Must be greater than \$0.

**Rationale:**

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

6.1 EN I

**ANNUAL BUDGET AND QUARTERLY FINANCIAL PROJECTIONS COMPLIANCE SCHEDULE**

	<u>Source</u>	<u>Budget/Projection Requirement</u>	<u>Compliant (Y/N)</u>
1	BGII-02 Board Financial Management Policy	1.2 The annual budget [and Quarterly Projections] ... shall:  1.2.2 Have expenditures not exceeding revenues unless the Board has approved ... to spend from reserve funds;	N
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.	N
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.	N
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).	N



Report title:	Second Quarter 2020-21 Business Plan Performance
Report to:	Board of Governors
Date:	December 07, 2020
Author/Presenter:	Laura Stanbra, Vice President, Student Services

1. RECOMMENDATION:

**THAT** the Board of Governors accepts this update for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The Board of Governors is responsible for monitoring the College’s progress against key metrics and performance outcomes related to the institution’s strategic directions. The annual business plan is a tool used by management to set the direction for the College to achieve annual goals and targets in the context of the Strategic Plan.

3. BACKGROUND:

The Board of Governors is provided with quarterly updates on progress being made against the annual Business Plan using a Business Plan Dashboard and Exceptions Report. The Business Plan Dashboard for the Second Quarter covers the period July 1 through to Sept 30, 2020, provided in Appendix A: Second Quarter 2020-21 Business Plan Dashboard.

*Dashboard*

The legend for the dashboard reads as follows:

- *Blue – Completed:* Identifies targets or initiatives completed within the originally established quarter of the fiscal year.
- *Green – In Progress:* Identifies targets or initiatives 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 July 1 through to September 30, 2020, is provided in Appendix A: Second Quarter 2020-21 Business Plan Exceptions Report.

4. DISCUSSION:

Three of the 26 Business initiatives have a blue status, indicating they have been completed. Seventeen initiatives have a green status, indicating they are in progress to be completed on time. Three initiatives are currently coded as yellow, indicating the initiatives are delayed, and three items are identified as orange status and currently at risk of not being completed by fiscal year-end. There are no initiatives currently in a red status. Contingency action plans are implemented for all targets and initiatives that have a yellow or orange status.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

There is no negative student impact identified at this time. Students will ultimately benefit from the achievement of the targets of the annual Business Plan.

7. FINANCIAL IMPACT:

There is no current financial impact identified at this time.

8. HUMAN RESOURCES IMPACT:

There is no current human resources impact identified at this time.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

There is no 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 76 percent) completed or on track for originally anticipated completion and 12 percent of the current year business plan priorities are delayed but anticipated to be completed. The remaining 12 percent of business plan items are at risk of not 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:



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Laura Stanbra  
Vice President, Student Services

Approved for submission:



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Claude Brulé  
President and CEO






**Appendices:**

Appendix A: 2020-21 Second Quarter Business Plan Dashboard
Appendix B: Second Quarter Exceptions Report

# 7.1 ppen i

## Business Plan Dashboard

### Legend








-  Completed
-  In progress to reach completion
-  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, 2020

### Executive Sponsor





<b>AS</b> Academic Services	<b>HR</b> Human Resources
<b>SS</b> Student Services	<b>TRII</b> Truth Reconciliation and Indigenous Initiatives
<b>IS</b> Innovation & Strategy	<b>ADV</b> Advancement
<b>FA</b> Finance & Administration	<b>CER</b> Communications & External Relations

## LEARNER DRIVEN





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

Goal	ACET Sponsor	2020-21 Metric	Q2 Status
<b>Improve Student Retention</b>			
1.1	AS	100% of Winter and Spring 2020 students with outstanding face-to-face learning requirements have been provided opportunity to complete the Winter 2020 term by December 31, 2020.	
<b>Improve Overall Student Satisfaction</b>			
1.2	AS	Operational processes necessary to support and maintain delivery of micro-credentials developed by March 31, 2021.	
1.3	AS	Three new micro-credentials developed under Algonquin's micro-credential framework launched by March 31, 2021.	
1.4	FA	Athletics and Recreation Centre achieves substantial performance by March 31, 2021.	
1.5	AS	Instruments to measure the quality and student satisfaction of remotely delivered/online courses developed and implemented by September 1, 2020.	
1.6	SS	Process and metrics to monitor and continuously improve Student Service delivery in a remote environment defined by August 31, 2020 and process launched by September 15, 2020.	
1.7	FA	Identify and contract with a private sector college programs provider to establish Algonquin College's first partnership pursuant to the Ministry of Colleges and Universities Binding Policy Directive: Public College Private Partnerships by March 31, 2020.	

## CONNECTED





Become an integral partner to our alumni and employers			
Goal	ACET Sponsor	2020-21 Metric	Q2 Status
<b>Increase the number of alumni who are engaged in meaningful activities with Algonquin College</b>			
2.1	ADV	Data analytics and segmentation in alumni database implemented by July 31, 2020.	
2.2	ADV	Integrated alumni engagement pilot implemented in one academic School by August 31, 2020.	
2.3	ADV	Alumni-focused marketing and communications strategy implemented by August 31, 2020	
<b>Improve Willingness to Recommend External Community (Perception)</b>			
3.0	AS	Ottawa Campus of Care shovel-ready and ready for design and development upon approval of government funding, by March 31, 2021.	

## PEOPLE








Be recognized by our employees and the community as an exceptional place to work			
Goal	ACET Sponsor	2020-21 Metric	Q2 Status
<b>Improve Employee Engagement</b>			
4.0	HR	Employee Engagement Survey (2019) college-wide initiatives to promote engagement in our remote working environment implemented by March 31, 2021, including assessment of college-wide initiatives completed with recommendations provided to Algonquin College Executive Team by the Employee Engagement Task Force by November 30, 2020.	
<b>Engage members of the College community in Equity, Diversity and Inclusion activities by measuring participation in the Culture Climate Survey</b>			
5.0	HR	Elements of year two of the Equity, Diversity and Inclusion blueprint implemented by March 31, 2021, including: training on Active Bystander training and multiple learning opportunities through our Inclusion Infusion events.	
<b>Increase the strategic workforce planning forecasting focus of full-time and part-time staffing needs</b>			
6.0	HR	Year 1 of the Strategic Workforce and Talent Planning implemented by March 31, 2021, including: Task force within the Academic Area established by October 31, 2020.	
<b>Create Culture of Employee Learning and Development through increased organizational training satisfaction metric</b>			
7.0	HR	Cross-College Learning and Development Steering Committee established by January 31, 2021 and mandated to provide oversight for employee learning structure including: coordination of all employee remote learning delivery and oversight of the Employee Learning Experience Platform.	

## Innovation and Quality

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

Goal	ACET Sponsor	2020-21 Metric	Q2 Status
<b>Increase the number of Students Registered in Co-op</b>			
8.0	FA	Co-op A3 Plan countermeasures implemented by Aug. 31, 2019	
<b>Reduce the risk of failure of information technology infrastructure and software applications</b>			
9.0	SS	Ontario College Application Service (OCAS) application pilot project launched to enable co-op enrolment at the time of OCAS application for Jun. 30, 2019	
<b>Business Processes Improved, Time repurposed in hours, Non-personnel costs reinvested</b>			
10.0	SS	"Early Security Clearance" program piloted with 100 students aimed at reducing barriers to working in the Federal Government by Dec. 31, 2019	
<b>Create a new Strategic Plan</b>			
11.0	CER	2022-27 Strategic Plan planning process begun by September 30, 2020 and milestones reached by March 31, 2021	

## Sustainability

Pursue truth and reconciliation, social, environmental, and economic sustainability			
Goal	ACET Sponsor	2020-21 Metric	Q2 Status
<b>Grow net contribution</b>			
12.1	FA	College will limit its draws on reserves in response to the financial impacts of the COVID-19 pandemic to the balances available in the Contingency Reserve Fund plus the COVID-19 Response Contingency Fund. In addition, additional reserve draws will be executed for Board approved major capital projects.	
12.2	FA	Lead a strategic exercise to mitigate the financial impacts of COVID-19 by March 31, 2021 to strategically position the College on a path to restore financial sustainability.	
<b>Increase value of new cash, gift-in-kind donations, and pledges</b>			
13.0	ADV	Year 2 milestones of the three-year Advancement Plan implemented by March 31, 2021, including a focus on endowed revenue, major gifts and campaigns, and annual unendowed revenue.	
<b>Engage members of the College community (students, employees and community members) in Truth and Reconciliation activities</b>			
14.1	TRII	Year 2 of the Indigenization Strategy implemented, including: Indigenization Strategy updated and shared with College community in a town hall format, once per term by December 15, 2020.	
14.2	TRII	Revenue from Indigenization activities grown by 10%, by March 31, 2021.	
14.3	TRII	Burnt Water business case and operational plan completed by July 31, 2020.	
<b>Commissioning of the new Solar Photovoltaic and battery energy storage system completed by March 31, 2021.</b>			
15.0	FA	Commissioning of the new Solar Photovoltaic and battery energy storage system completed by March 31, 2021.	

## 7.1 ppen i

2020-21 Business Plan							
Second Quarter Exceptions Report							
	2017-22 Strategic Goals	2020-21 Metric	2020-21 Target	2020-21 Initiative/Leveraged Action	ACET Member	Status	Comments for Second Quarter
<b>Learner Driven</b>							
1.2	Establish Algonquin as the leader in personalized learning across all Ontario colleges	Improve overall student satisfaction	71%	Learner-driven Plan implementation of micro-credentials: 1.2) Operational processes necessary to support and maintain delivery of micro-credentials developed by March 31, 2021	C. Janzen		1.2) At risk. Resources have been allocated through the eCampus Ontario funding and the Consortium project led by Corporate Training. A Business Analyst has yet to be hired to complete the process mapping and identification of business requirements. A roadmap of business processes will be established to prioritize and guide the work of the BA by March 31, 2021.
1.7	Establish Algonquin as the leader in personalized learning across all Ontario colleges	Improve overall student satisfaction	71%	1.7) Identify and contract with a private sector college programs provider to establish Algonquin College's first partnership pursuant to the Ministry of Colleges and Universities Binding Policy Directive: Public College Private Partnerships by March 31, 2020.	C. Janzen		1.7) Delayed. Contract negotiations with the preferred partner are proceeding but delayed. It is anticipated that the agreement will receive Ministry approval by May 2021.
<b>Connected</b>							
2.3	Become an integral partner to our alumni and employer	Increase the number of alumni who are engaged with meaningful activities with Algonquin College	4,100 (5%)	2.3) Alumni-focused marketing and communications strategy implemented by August 31, 2020.	M. Savenkoff		2.3) Delayed. The Advancement Communications Officer position remains vacant. Advancement created the 200,000th Graduate Recognition Strategy; celebrating this historic milestone at fall convocation. Negotiations continue on an email management system for alumni and donors. The revised target date to implement the communications strategy is December 1, 2020.
3	Become an integral partner to our alumni and employer	Improve Willingness to Recommend External Community (Perception)	-38	3) Ottawa Campus of Care shovel-ready and ready for design and development upon approval of government funding, by March 31, 2021.	C. Janzen		3) At risk. In progress with risk that government funding may not be realized this year. A self funded approach to continue to advance the project to a shovel-ready state is being considered with the project partners.
<b>Sustainability</b>							
12.1	Pursue truth, reconciliation, social environmental, and economic sustainability	Maintain cash reserves of March 31, 2020 for future College investments	\$70M	12.1) College will limit its draws on reserves in response to the financial impacts of the COVID-19 pandemic to the balances available in the Contingency Reserve Fund plus the COVID-19 Response Contingency Fund. In addition, additional reserve draws will be executed for Board approved major capital projects.	D. McNair		12.1) At risk. This item remains at risk due to the changing and uncertain nature of the pandemic and the impact on the College's operations and learner population.
15.0	Pursue truth, reconciliation, social environmental, and economic sustainability	Reduce greenhouse gas emissions measured in tonnes CO2, scope 1&2 Emissions	11870	15) Commissioning of the new Solar Photovoltaic and battery energy storage system completed by March 31, 2021.	D. McNair		15) Delayed. The final connection of this new system to the Hydro Ottawa grid is delayed until Spring 2021 due to the pandemic-related delays at the utility and risks associated with completing the connection during the winter months.



**Report from the Chair  
Board of Governors Meeting  
December 7, 2020**

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**CANCELLED: Colleges Ontario 2020 Higher Education Summit (Toronto)**

The Higher Education Summit is an annual event that explores the top issues affecting postsecondary education today. Highlights include featured talks from world-renowned leaders and networking opportunities at the most senior level.

As colleges needed to focus on managing the wide-ranging and ongoing challenges associated with the COVID-19 pandemic, Colleges Ontario made the difficult decision to cancel the Higher Education Summit and Premier's Awards Gala for this year.

Board Excellence programs such as Good Governance and Board Orientation that are usually in-person as part of the pre-conference sessions at the Higher Education Summit are now offered virtually to all members of College Board of Governors.

**2020 Alumni of Distinction – Award Recipients**

Every year, Algonquin College celebrates the incredible achievements of its alumni through the Alumni of Distinction Awards. These awards honour the extraordinary contributions Algonquin College graduates make to the community while achieving career success. [Click for recipient bios.](#)

Alumnus of the Year: Ian Millar, Equestrian (Retired)  
Business Administration – Class of 1968

Apprenticeship: Shaun Barr, Chair, Algonquin College Construction Trades and Building Systems and Perth Campus  
Heating, Refrigeration and Air Conditioning Technician – Class of 1993

Business: Heidi Hauver, Vice President, Talent and HR, Leadership and Culture Mentor, Invest Ottawa Applied Management – Class of 2005, and Human Resources Management – Class of 2007

Changing Lives: Leslee Brown, Addiction Therapist, Addiction Services of Eastern Ontario Recreation and Leadership – Class of 1981

Community Services: Michael Nolan, Paramedic Service and Director, Emergency Services, County of Renfrew  
Ambulance and Emergency Care Paramedic – Class of 1991

Creative Arts & Design: Véronique Rivest, Owner, SOIF Bar à Vin, Sommelier, Air Canada  
Sommelier – Class of 1996

Health Sciences: Paula Doering, Senior VP, Clinical Programs, Chief Nursing Executive and Allied Health Professionals, Bruyère  
Practical Nursing – Class of 1982

Recent Graduate: Lexi Savoy, Scriptwriter  
Scriptwriting – Class of 2015

Rena Bowen Volunteer of the Year: Nazira Tareen, Early Childhood Educator (Retired)  
Early Childhood Education – Class of 1973

Technology: Luc Levesque, VP Growth, Shopify  
Computer Engineering Technology – Class of 1995

Alumni Employer of the Year: The Ottawa Hospital

### **2020-21 Board Meeting Dates**

The Board meeting dates from September 2020 to June 2021 are posted on the Board's public website and on SharePoint. They are as follows:

Monday, October 26, 2020 Board meeting  
Monday, December 7, 2020, Board meeting  
Monday, December 14, 2020, Development of the New Strategic Plan – Kick Off  
Monday, February 22, 2021 Board meeting  
Monday, April 19, 2021 Board meeting  
Monday, June 7, 2021 Board meeting and Annual General Meeting

### **2020-21 Board Dinners and 2021 Spring Board Retreat**

- Board Holiday Dinner scheduled for Friday, December 11, 2020 is cancelled.
- 2021 Spring Board Retreat: Saturday, March 27, 2021 (Virtual).
- Board of Governors End of Year Dinner – (June 2021 - to be confirmed)

**Report from the President  
Board of Governors Meeting  
December 7, 2020**

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

- Chief Operating Officer of The Perley and Rideau Veterans' Health Centre, Akos Hoffer;
- Chief Operating Officer of Ottawa Community Housing, Stéphane Giguère;
- President and CEO of St Lawrence College, Glenn Vollebregt;
- President and CEO of La Cité, Lise Bourgeois;
- Vice-President, Policy and Public Affairs at Genome Canada, Pari Johnston;
- Consultant, Lansdowne Technologies, Fiona Wright;
- President and CEO Invest Ottawa, Michael Tremblay;
- Board members, Polytechnics Canada;
- Board members, Kiwanis Club;
- Board members, College Employer Council; and
- Ottawa Mayor, Jim Watson.

On October 26, 2020, President Brulé hosted a virtual Future of Health and Wellness Speaker Series with guest speaker Cameron Love, President and CEO of The Ottawa Hospital.

On October 27, 2020, President Brulé virtually attended the Mayor's Breakfast with guest speaker Minister Catherine McKenna.

He also attended the Public Sector Network's Virtual Round Table – Strategies to Accelerate Growth and Innovation. The Public Sector Network is a research firm and social enterprise dedicated to connecting governments across Canada, the U.S., Australia and New Zealand. In addition to events, the growing online portal spans across Federal, State/Provincial, and Local government departments, healthcare and education, allowing members to share information and engage with diverse perspectives. Some of the participants included: Assistant Deputy Minister & Chief Information Officer; Alberta Health Services, Assistant Deputy Minister, BC Ministry of Citizens' Services; Director General, Canada Border Services Agency; Chief Technology Officer, University of Calgary; and Director General, Public Services and Procurement Canada.

On October 28, 2020, President Brulé attended the College's first virtual Convocation. The all-day event consisted of four separate Zoom ceremonies that included pre-recorded segments as well as post ceremony live virtual receptions.

On November 2, 2020, President Brulé met with the Presidents of Northern College, Sault College and Lambton College along with their Vice-Presidents Academic, as part of the Multi-College Collaborative Model, an inter-college collaboration arrangement that was originally initiated as part of the Strategic Mandate Agreement 2.

On November 3, 2020, President Brulé and Mark Savenkoff, Vice President, Advancement virtually attend the RBC Spirit of the Capital Youth Awards. The RBC Spirit Awards are an annual event that celebrates the extraordinary accomplishments of youth who are making our community, and the world a better place. The event itself is a complete celebration of young people.

On November 10, 2020, President Brulé attended the virtual Canadian Club of Toronto event with guest speaker Minister Catherine McKenna. Minister McKenna took to the podium "Resilience and Regeneration - Building out of a Pandemic and into a More Inclusive Low-Carbon Economy".

On November 20, 2020, President Brulé attended the Public Service Leaders' Forum, a regular venue for Ottawa-based Chief Executive Officers to discuss matters of mutual interest.

On November 25, 2020, President Brulé attended the Ottawa Community Loan Fund Board Meeting. The Ottawa Community Loan Fund (OCLF) is an incorporated non-profit charitable organization working for financial empowerment in the Ottawa area.

On November 26, 2020 President Brulé attended the Invest Ottawa / Innovation Centre at Bayview Yards Board Meeting.

On November 27, 2020, President Brulé and Algonquin College Board Chair, Jay McLaren, attended the virtual Mayor's Breakfast with guest speaker, Diane J. Brisebois, President and Chief Executive Officer of Retail Council of Canada.

On December 3, 2020, President Brulé hosted a virtual Future of Health and Wellness Speaker Series with guest speaker, Joanne Bezzubetz, President & CEO, The Royal Ottawa Hospital.

President Brulé attended a series of National Strategy Group – Polytechnics Canada Meetings:

- October 26: hosted by Andrew Sheer, Shadow Minister of Infrastructure and Communities, Member of Parliament for Regina;
- November 4: hosted by Canadian Chamber of Commerce, Honourable, Perrin Beatty, President & CEO, and Leah Nord, Senior Director, Workforce Strategies and Inclusive Growth;
- November 9: hosted by Department of Finance Canada, Honourable, Mona Fortier, Associate Minister of Finance and Minister of Middle Class Prosperity;
- November 10: Conservative Party of Canada, the Honourable Erin O'Toole, Leader of the Official Opposition and Conservative Party of Canada, M.P. for Durham

### **Committee of Presidents Meeting – COVID-19 Virtual Coordination Meetings**

The Committee of Presidents continued to meet virtually on a regular bi-weekly basis for COVID-19 system-wide response coordination and planning. Points of discussion included the approval process regarding institutional plans for arrival of international students; highlights of the November 20 Ontario Budget and its impact on Colleges.

The Committee also discussed non-COVID-19 related topics such as the signing of an Memorandum of Understanding for Provincial Asset Inventory Data Collection; end of LinkedIn contract; and a position paper submission by Colleges Ontario regarding apprenticeship to the Skilled Trades Panel.

Finally, the Committee of Presidents held its Annual General Meeting on December 1, 2020.

**7.4**

<p><b>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.</b></p>	
<p><b>Strategic Direction</b></p>	
<p><b>Reporting Timeframe:</b> September 8, 2020 to November 2, 2020</p>	
<p><b>LEARNER DRIVEN</b></p> <p>Goal 1: Establish Algonquin as the leader in personalized learning across all Ontario colleges.</p>	
<p><b>Summary Report from:</b></p>	<p><b>Activity</b></p>
<p>Academic</p>	<ul style="list-style-type: none"> <li>• During this reporting period, the Prior Learning Assessment and Recognition (PLAR) and Pathways team helped facilitate the completion of 58 PLAR challenges and processed 52 new PLAR applications. Staff also assisted 80 credit transfer students and 52 pathways students with advice on continuing their studies.</li> <li>• Algonquin College’s Credit Transfer Institutional Grant annual plan was approved by the Ministry of Colleges and Universities. This represented \$278,770 in funding to support student transfer to and from Algonquin College.</li> <li>• The Computer Programming program at the Ottawa Campus has fully transitioned to offering all levels in every term in the 2020-21 academic year. This offers learners the flexibility of designing their own progression by adding or removing break terms to suit their personal needs.</li> <li>• In response to a callout from Colleges and Institutes Canada for new Inclusive Pre-Apprentice pilots, the proposal for a Pre-Apprentice Culinary program for Individuals with Intellectual Developmental Differences submitted by the School of Hospitality and Tourism was approved.</li> <li>• The Early Learning Centre staff created videos that were remotely delivered to Early Childhood Education students. These sessions were used to support AC Online Virtual placements planned for November and December.</li> <li>• The Employment Support Centre, in collaboration with the International Education Centre, hosted six virtual job and career readiness workshops targeted to international students to help them prepare for the Canadian job market.</li> </ul>
<p>Communications, Marketing and External Relations</p>	<ul style="list-style-type: none"> <li>• Communications collaborated with Algonquin College Student Services and the International Education Centre, to create a variety of informational social posts in order to inform and protect International students within the Algonquin College community who are using online platforms and any online threats they may be facing.</li> <li>• The Student Events Team hosted a Virtual Algonquin College Day 1. The day consisted of Program Orientation in partnership with the Academic area to facilitate student success.</li> <li>• New and returning learners from all campuses participated in support sessions and social activities. Most sessions were recorded for those who could not attend live.</li> </ul>

**7.4**

	<ul style="list-style-type: none"> <li>For Algonquin College Day 1, Communications oversaw social media with #ACDAY1 hitting the number four slot in trending topics in Ottawa throughout Twitter and Instagram.</li> </ul>
Finance and Administration	<ul style="list-style-type: none"> <li>Coordinated the establishment of the Integrated College Development Planning (ICDP) Steering Committee, which will provide support, guidance and oversight to development planning proposals and processes for all campuses, including AC Online.</li> <li>Approximately 470 students moved into residence at Ottawa Campus in September 2020, which represents about 45% of our usual Residence population. Kudos to the Residence team for their efforts to ensure a safe, engaging residential environment for both students and employees. A focus on virtual events for orientation weekend saw 466 students register to participate.</li> <li>The Campus Store experienced unprecedented online growth in September 2020 as the team worked to ensure course materials were available by curbside pickup, in store and online.</li> <li>Food Services continues to serve those who are on campus at the Marketplace Food Court and 35th Street Market Café. The operation has been focused on safety, quality and experience including digital menus, location flow maps and seating signage. Food Services served over 22,000 transactions in its reduced operations.</li> <li>Print Services products can be seen across campus with the variety of decals and signage installed to support a safe campus experience and physical distancing measures. A key partner of Course Material Services, the Print Shop also printed 750 course manuals and 627 AC Press textbooks that were distributed in September 2020.</li> <li>Card Services safely distributed over 8,000 Student Cards and U-Passes year to date.</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>Design and curation of learner-centered modules for various programs to help support the continuous professional learning and development of employees in their work flow. Curated readings, videos, exercises and activities to support engagement in remote learning (synchronous &amp; asynchronous) and adhering to Universal Design for Learning principles.</li> <li>Participated in the Colleges Public-Private Partnership (PCPP) working group for the selection of the partner that Algonquin College will work with for this initiative.</li> </ul>
Indigenous Initiatives	<ul style="list-style-type: none"> <li>In Fall 2020, The Office of Truth, Reconciliation and Indigenization and the Chair of General Arts and Science signed a Program Delivery Agreement between Algonquin College and Iohahi:lo Akwesasne Education and Training Institute to deliver the Pathways to Indigenous Empowerment Program in Akwesasne Territory. By offering this program in their community, it raised student registration from eight to 20 Indigenous learners.</li> </ul>
Student Services	<ul style="list-style-type: none"> <li>Marketing engagement communications amounted to 480,000 emails sent during the reporting timeframe, with a 55% open rate (industry comparison ~25%), and a 11% clickthrough (industry comparison ~ 4%). Average industry rates during the pandemic indicate that college communications are performing exceptionally well.</li> </ul>

**7.4**

- There were 104,378 sessions held through the Library website, representing an increase of 27.62% over the same period the previous year (81,790 sessions).
- The AC Hub completed nine events for the period of this report with a total of 901 attendees. One highlight was Mental illness awareness week. The keynote speaker on October 7, 2020, Psychotherapist, Dr. Jennifer Thake, provided students with a variety of study and wellness tips geared to help learners start practicing “self-care”.
- The AC Hub staffed four “Here to Help” information booths across the College, using Covid-19 recommended safety measures. The booths were a resource to new and returning learners for the first two weeks of the semester; 1,133 inquiries were addressed at these booths.
- Health Services completed 3,298 appointments and 1,190 of those were completed face-to-face with appropriate personal protective equipment, safety guidelines and disinfection protocols.
- The first on-campus Flu Vaccination Clinic of 2020 commenced on November 2, 2020. The flu clinic was held in the Nawapon room in order to maintain physical distancing and appropriate traffic flow while still running regular medical appointments out of the main clinic.
- The Registrar’s Office call center recognized an increase in calls by 2.34% over last year (from 28,970 to 29,648) while the answer rate decreased by 3.68% over last year (from 26,471 to 25,497). This was a result of increased handle time (from 3.5 minutes to 5.75 minutes) attributed to additional per-student support to navigate the new remote delivery as well as the amalgamation of three service platforms (calls, emails and in-person) to two platforms (calls and emails). This also resulted in an average call wait time of 6 minutes from 4.25 minutes. The change is attributed to supporting students in a new remote learning environment as well as recognizing this reporting period captures the start of fall term activity, which is typically very busy with in-person service that shifted to calls and emails. The Registrar’s Office response time to student inquiries remains a priority and email turn-around time has remained at same-day for the majority of this period.
- The Registrar’s Office processed 1,177 international student applications with an average turn-around time of 11.88 days. For the same period last year, 1,323 international student applications were processed, and the average turnaround time was 13.34 days. This represents an 11% decrease in applications processed. The decrease in volume can be attributed to a 17.8% reduction in applications received for processing as a result of the pandemic.
- The Registrar’s Office developed webpages with information about program delivery (remote-only, remote + on-campus, other) for every program level running in the winter 2021 term, to inform and support applicants and students.
- The Registrar’s Office developed a new webpage with program availability for international students, in order to provide applicants and agents with easier access to this information.

**7.4**

<b>INNOVATION AND QUALITY</b>	
Goal 2: Lead the college system in co-op and experiential learning.	
Goal 3: Attain national standing in quality, impact and innovation within each school and service.	
<b>Summary Report from:</b>	<b>Activity</b>
Academic	<ul style="list-style-type: none"> <li>• A virtual Health Sciences Career Day was held at the Pembroke Campus on October 22, 2020. The event gave students an opportunity to explore their career interests and passions as an extension of their academic program and connect with a variety of health care professionals.</li> <li>• The Brick and Stone Mason Pre-Apprenticeship program, funded by the Government of Ontario, began on October 13, 2020 at the Perth Campus. Fourteen students began the program which offers in-class essential learning, in-lab practical experience including restoration masonry and an on-the-job work placement.</li> <li>• The Co-op Department set a new record with the number of co-op students working during the Fall 2020 term, despite complications due to the COVID-19 pandemic. There were 416 students who found co-op work-terms which is 29% above the previous record set in Fall 2019.</li> <li>• The School of Health &amp; Community Studies, in partnership with AC Online and simulations from McMaster University, created alternative experiences and assessments for placement in the Early Childhood Education, Social Services Worker and Developmental Service Worker programs through the use of a virtual 3D child care environment.</li> <li>• AC Online reports a record online enrolment for full-time (25% increase year over year) and part-time (19% over target) activity in Fall 2020.</li> <li>• All 2020 graduates in the Respiratory Therapy program (School of Health and Community Studies) passed the Canadian Board of Respiratory Care accreditation exam to be licenced Respiratory Therapists.</li> <li>• The Applied Research, Innovation and Entrepreneurship’s Social Innovation Lab project was featured in a Maclean’s article entitled “How Canadian colleges rose to the challenges of the COVID-19 pandemic”. This article also appeared in print in the Maclean’s 2020 Canadian Colleges Guidebook with the headline, “Made in a college; used in a national crisis.”</li> <li>• Algonquin College MakerSpace began a new partnership with Maker Space North based on a successful joint application to the “Business Higher Education Roundtable - Co-operative Education and Work Integrated Learning Request for Proposal 2020-21”.</li> </ul>
Advancement	<ul style="list-style-type: none"> <li>• On September 8, President Brulé and Mark Savenkoff, Vice President, Advancement were featured on local radio show "An Hour to Give" with radio host and Algonquin College alumna Sam Laprade. Listeners were provided with updates</li> </ul>



**7.4**

	on how the College is: managing COVID-19, offering student support, showcasing alumni who are building communities, and to present a call to action for donations and support.
Communications, Marketing and External Relations	<ul style="list-style-type: none"> <li>• Government Relations prepared and coordinated a speaking role for the President at the Ontario Finance Minister’s Community Budget Consultation.</li> <li>• Government Relations worked with Ottawa Tourism and Minister Catherine McKenna’s Office and participated in a video shoot with President Brulé, Michael Crockatt (CEO of Ottawa Tourism) and Minister McKenna for Algonquin College’s Indigenous Tourism Entrepreneurship Training.</li> <li>• Communications prepared and coordinated key messaging for an interview between President Brulé and Stuff Magazine regarding Eastern Ontario College Consortium, Ottawa Employment Hub, and Making it in Manufacturing Ottawa project.</li> <li>• Government Relations participated in meetings for the distribution of Stuff Magazine with Algonquin College Corporate Training and the Ottawa Local Employment Office.</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>• Support was provided for ongoing remote course offerings: Introduction to Inclusion &amp; Diversity at Algonquin College, which included online troubleshooting, providing clarity in online activity instructions and updating content resources.</li> </ul>
Student Services	<ul style="list-style-type: none"> <li>• The Library implemented contactless pickup of library materials, allowing students and faculty to borrow print books.</li> <li>• On October 30, 2020, Health Services launched a pilot program with The Royal Ottawa to offer Algonquin College students access to consultations via tele-medicine, with Dr. Susan Farrell, Psychologist and Vice President of Patient Care and Community Mental Health.</li> </ul>
<b>CONNECTED</b>	
Goal 4: Become an integral partner to our alumni and employers.	
<b>Summary Report from:</b>	<b>Activity</b>
Academic	<ul style="list-style-type: none"> <li>• The Pembroke Campus was the platinum sponsor for the Upper Ottawa Valley Chamber of Commerce Awards Night on Wednesday, September 30, 2020. College Governor Jay McLaren and his wife Linda were recognized by the chamber for a Lifetime Achievement award.</li> <li>• Pembroke Nursing students volunteered to assist the Renfrew County and District Health Unit with clearing a backlog of COVID test result notifications.</li> <li>• The Ottawa Bachelor of Science in Nursing (Year 4) community projects have supported the pandemic response by engaging in Covid messaging, supporting mental health in children during the pandemic and infection control.</li> <li>• The Employment Support Centre hosted six virtual Employer Information Sessions during the first two months of the Fall 2020 term. Students and alumni were encouraged to engage and connect with featured employers including</li> </ul>

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	Scotiabank, Public Services and Procurement Canada, Rogers Communications, Correctional Services and the Public Service Commission. A total of 493 students and graduates attended these recruitment centric events.
Advancement	<ul style="list-style-type: none"> <li>The Alumni &amp; Friends Network hosted an Advisory Committee meeting on September 23, 2020.</li> <li>Four alumni participated in the pilot of the Post-Convocation Zoom receptions on October 28, 2020. Of those, two alumni participated in the School of Business reception and two alumni participated in the AC Online reception.</li> <li>To commemorate the 2020 graduates, an Alumni Advice Initiative was developed to support the transition of graduates to employment. To date, 90 pieces of advice from alumni have been received.</li> <li>The total number of alumni who have donated to the College has surpassed the previous fiscal year's total by 58%.</li> </ul>
Communications, Marketing and External Relations	<ul style="list-style-type: none"> <li>Government Relations Manager met with the Chair of the Ottawa Board of Trade's Ambassadors Sub-committee to discuss collaboration opportunities with Algonquin College to support the Board of Trade's mandate to empower Ottawa business leaders, citizens and influencers to promote the Ottawa region as a global iconic city and invite them to live/work/play in Ottawa, build/grow a business in Ottawa, and invest in Ottawa's economic growth and development.</li> <li>Communications developed profiles and a communication strategy for Algonquin College's 2020 Alumni of Distinction awards</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>Five new employees have been identified as Algonquin College alumni and referred to Advancement.</li> </ul>
Indigenous Initiatives	<ul style="list-style-type: none"> <li>On September 7, 2020, the Office of Truth, Reconciliation and Indigenization helped to support the Advancement team to complete the Hugh Wright Bursary Agreement. Each year \$1,000 is awarded to Indigenous learners who demonstrate financial need. Students needing access to the emergency funds have been identified via the Indigenous Counsellor at the Mamidosewin Centre.</li> </ul>
Student Services	<ul style="list-style-type: none"> <li>In collaboration with the School of Business, the Marketing and Student Recruitment department created a Linked-In webpage to foster networking and community among learners, alumni and employers.</li> <li>The AC Hub volunteer Centre on-boarded 12 community partners who will provide volunteer opportunities to the new "Project in Kind" platform, which will capture Algonquin College's contributions towards the seventeen sustainability goals of the United Nations.</li> </ul>
<b>SUSTAINABLE</b>	
Goal 5: Enhance Algonquin's global impact and community social responsibility.	
<b>Summary Report from:</b>	<b>Activity</b>
Academic	<ul style="list-style-type: none"> <li>Through the Mamiwi Maadaadizi grant, the Pembroke Campus engaged a Kampus Kokum, Annie Parker, and Elder-in-Residence, Aimee Bailey, to support Indigenous learners. Kokum is the Cree word for Grandmother.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Aimee Bailey, Campus Elder-in-Residence hosted a virtual Talking Circle for Pembroke Campus students on October 30, 2020 to explore what it means to become a warrior for your education. A Talking Circle is a way of bringing people of all ages together in a quiet, respectful manner for the purposes of teaching, listening, learning, and sharing.</li> <li>• Applied Research, Innovation and Entrepreneurship’s Victimology Research Centre website was launched, profiling ongoing and completed projects, and providing links to community resources for victims and survivors of crime. The Centre hired seven students from the Victimology program as research assistants. The total value of the student’s research contract is \$85,500 over the coming year. As well, the research paper titled <i>Male Survivors of Intimate Partner Violence in Canada</i> was submitted to, and accepted by, the Office of the Federal Ombudsman for Victims of Crime for publishing on their website.</li> <li>• Nursing theory related to the Truth &amp; Reconciliation Committee has been embedded into all four levels of the Ottawa Practical Nursing program. It entails a reflective study on developing nursing understanding of First Nations’ Mental Wellness Continuum, social determinants of mental health, and cultural safety.</li> <li>• A collaboration between Jackie Tenute, Counsellor, Mamidosewin Centre, six fourth year Bachelor of Science in Nursing students and Carmen Hust, Nursing Professor, resulted in an education module for nursing students called Indigenous Lives Matter which addresses health disparity experiences by indigenous people in Canada.</li> <li>• Carmen Hust, Nursing Professor represented Algonquin College and the Canadian Federation of Mental Health Nurses (Ontario representative) in providing teaching/ curriculum support for a five part webinar series to bring awareness to the Human Trafficking Crisis in Southern Ontario which serves the needs of Walpole Island, Indigenous community.</li> <li>• Algonquin College and Ningbo Polytechnic, Ningbo, China, held an opening ceremony on October 22, 2020 to welcome the third cohort of 36 students to Algonquin’s Hospitality Hotel and Restaurant Operations Management program at Ningbo. Unique in the COVID-19 world, the ceremony was joined remotely by Algonquin staff including In Ningbo, as life is almost back to normal, the ceremony was held in the No. 1 Auditorium of the new Alliance Building, which is home to the Ningbo Polytechnic’s International Office and most of its international programs.</li> <li>• On October 29, 2020, Algonquin College held a virtual project launch for the Global Affairs Canada funded, Colleges and Institutes Canada (CICan) administered, Skills to Access the Green Economy (SAGE) project in Dominica. Algonquin, in partnership with Dalhousie University, is working with two Dominican education institutions, Dominica State College and the Centre Where Adolescents Learn to Love and Serve to strengthen curriculum and instruction, particularly for adolescent girls and women, for programs focussed on climate-smart construction and carpentry skills and entrepreneurship.</li> <li>• Algonquin College’s COVID-19 Readiness Plan for international students has been approved by Immigration, Refugee and Citizenship Canada (IRCC), and we are now on the IRCC list for international student travel to Canada, effective</li> </ul>
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	<p>November 2, 2020. International students with study permit approval can now plan to travel to Canada, for both fully remote and hybrid program delivery (combination of on-campus and remote delivery).</p>
Advancement	<ul style="list-style-type: none"> <li>• With a \$25,000 gift pledged over five years from Mercury Filmworks, the Kevin Kovcar Editing Award was established.</li> <li>• With a \$3,000 gift pledged over three years, the Victoria Banfield-Gagnon Memorial Bursary was established by the Banfield-Gagnon family.</li> <li>• With a \$5,000 commitment, both the PureSpirit bursary (\$2,500) and scholarship (\$2,500) were established to support full-time Indigenous students enrolled in the Computer Systems Technology, Computer Systems Technician and/or the Computer Systems Technology Security programs at the Ottawa campus.</li> <li>• The College has received donations from 357 donors, which represents 93% of the total number of donors in 2019-20.</li> </ul>
Communications, Marketing and External Relations	<ul style="list-style-type: none"> <li>• The Communications Department assembled a variety of resources to answer return-to-campus questions, and created a variety of different social media posts to inform the Ottawa community on the number of different steps the College had developed to ensure learners had a safe environment to return to.</li> <li>• Through Twitter, Facebook and Instagram, 20 posts were created and shared, reaching over 120,000 accounts.</li> <li>• Government Relations coordinated a press conference with the City of Ottawa and the four postsecondary institution Presidents to remind students to stay safe as they returned back to school.</li> <li>• The Communications Department created an Algonquin College flu shot awareness campaign that used social media platforms to share how, when and to whom the College would be providing flu shots this fall.</li> <li>• The Flu Shot campaign posts were shared on Twitter and Facebook earning a total reach of over 20,000.</li> </ul>
Finance and Administration	<ul style="list-style-type: none"> <li>• The College mounted a successful Fall Term start-up amid the COVID-19 landscape of regulations and public health precautions for infection prevention and control. Tremendous planning and implementation efforts across the College resulted in the College being able to offer on-campus, face-to-face instruction as part of the curriculum for approximately 7,200 students, while continuing to focus on remote delivery of instruction and services.</li> <li>• October was Cyber Security Awareness Month which is intended to raise awareness about cybersecurity risks and safe practices. Each October, the Cyber Security Unit (within the Information Technology Services (ITS) department undertakes many activities such as departmental presentations and College-wide weekly emails. This year's email topics focused on taking stock of devices, securing internet connected devices, working from home and Network Security Week. The Cyber Security Unit also hosted an Information Security &amp; Privacy Workshop open to the entire Algonquin College community on November 12, 2020.</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>• Assisted our colleagues to launch the self-directed course Introduction to Inclusion &amp; Diversity at Algonquin College, which has had 133 registrants to date.</li> </ul>

**7.4**

<p>Indigenous Initiatives</p>	<ul style="list-style-type: none"> <li>On September 29, 2020, Indigenous Initiatives in partnership with Ottawa Tourism launched the Indigenous Tourism Entrepreneurship Training for Indigenous learners who are interested in starting a business or developing their business idea to support Indigenous tourism in Ottawa. The training is supported by FedDev Ontario and offered free of charge to participants. The pilot project received 33 applicants and 22 Indigenous learners were selected to participate in the ten-week training. The educational initiative provided business start-up skills training, market-readiness tools, and access to Ottawa’s tourism ecosystem with the objective of supporting local Indigenous tourism businesses and motivating visitors and locals in Ottawa to engage with Indigenous culture. Upon completion, successful participants will receive a certificate of recognition from Algonquin College and Ottawa Tourism.</li> </ul>
<p>Student Services</p>	<ul style="list-style-type: none"> <li>The 2020-21 Brand Campaign launched into market leveraging OC Transpo bus ads, radio, billboards, and targeted digital and social media advertisements. Virtual events have been created in alignment with the campaign. The College is working with brand and student ambassadors, including Syed Zeehad (also known as ZEE) a rising YouTuber Star, to generate content that appeals to our various target audiences.</li> <li>Since many prospective students can no longer visit Algonquin campuses, the Virtual Tour has been an essential tool for the Marketing and Student Recruitment department; leads generated from this tool amount to 1,187 for the reporting timeframe, an increase of 18% year-over-year.</li> <li>To date, Student Recruitment has welcomed 3,791 unique participants to virtual presentations. Sessions include tours of the Ottawa and Perth Campus, a “How to Apply to College” session, and an “Applying as a Mature Student” session. In addition, the Recruitment Officers provide daily presentations to grade 11 and 12 students, conduct grade ten career classes, and have attended multiple events for Indigenous, non-direct and non-traditional students.</li> <li>The Marketing and Student Recruitment Department built a virtual forum for High School Guidance Counsellors inclusive of welcome videos from Perth and Pembroke Campus Deans, a new programs overview and program resources. <a href="https://www.algonquincollege.com/forum/">https://www.algonquincollege.com/forum/</a>.</li> <li>In 2019, Carleton University launched the Canadian Accessibility Network of post-secondary leaders, community service providers, government champions and corporate collaborators who are invested in advancing accessibility for people with disabilities. On September 28, 2020, Jeff Agate, Associate Director of Student Support Services, was named to the inaugural Governing Council of the network and as Chair of the Employment domain area committee. A press release covering the inaugural meetings of the network can be found at: <a href="https://newsroom.carleton.ca/story/can-inaugural-meeting/">https://newsroom.carleton.ca/story/can-inaugural-meeting/</a>.</li> <li>The Financial Aid and Student Awards Office had 10,780 active Ontario Student Assistance Program applications as of November 4, 2020, with \$107 million awarded. The Financial Aid and Student Awards Office received 9,334 bursary applications for 2020 Fall. Two thousand and ninety-one bursaries were disbursed and \$2M in funds awarded, resulting in 30% of the total applicants receiving a student assistance bursary. The average bursary amount was \$717.</li> </ul>

**7.4**

	In fall of 2019, 9,480 bursary applications were received, with 2,879 bursaries disbursed and \$1.7M funds awarded; 29% of total applicants received a bursary.
<b>PEOPLE</b>	
Goal 6: Be recognized by our employees and the community as an exceptional place to work.	
<b>Summary Report from:</b>	<b>Activity:</b>
Academic	<ul style="list-style-type: none"> <li>The Co-op Department hosted a panel session for College employees looking to better understand COVID-19 impacts to our international students as it relates to taking breaks from their studies and their status in Canada. The panel was anchored by the International Education Centre and featured members from the Registrar’s Office, Co-op Department, and Academic Chairs.</li> </ul>
Advancement	<ul style="list-style-type: none"> <li>Advancement has collaborated with the Culinary Arts team to provide catering for the 11 recipients of the Alumni of Distinction Awards.</li> <li>Advancement has collaborated with Applied Research, Innovation and Entrepreneurship team to produce an inspirational video surrounding the origins of the 2020 Alumni of Distinction awards.</li> </ul>
Communications, Marketing and External Relations	<ul style="list-style-type: none"> <li>The Corporate Events team coordinated and hosted several meetings and events to address employee questions and concerns including Town Halls in both September and October.</li> <li>The Corporate Events team coordinated and hosted the Annual Employee Awards to celebrate employee achievements and successes.</li> <li>Communications worked in collaboration with Risk Management and developed and communicated a variety of resources surrounding health, safety and COVID testing guidelines for the Algonquin College community. Communications also created a multi-pronged campaign to promote a new self-screening application being used at campus entrances to improve campus safety and access flow.</li> </ul>
Finance and Administration	<ul style="list-style-type: none"> <li>Under the pandemic posture, Facilities Management supported the Fall 2020 return to campus activities by:               <ul style="list-style-type: none"> <li>Reopening dormant buildings to ensure their readiness for the expanded return to campus activities.</li> <li>Managed the required infrastructure maintenance in response to Public Health direction regarding the pandemic.</li> <li>Reconfigured all required classrooms, labs and common spaces to support physical distancing.</li> </ul> </li> </ul>
Human Resources	<p><u>Employee Learning:</u></p> <ul style="list-style-type: none"> <li>Five employee Wellness sessions were held coupled with a Morneau Shepell online webinar: “The Importance of Unplugging”.</li> <li>October was Health Workplace Month, the Healthy Workplace Calendar was promoted as a College Community challenge to take action towards stress reduction and self-care during the month of October.</li> </ul>

**7.4**

	<ul style="list-style-type: none"> <li>Assisted in the delivery of 31 Professional Development workshops to 424 registrants. These workshops were offered in collaboration with: Centre for Accessible Learning, Financial Planning, Human Resources and Learning &amp; Teaching Services.</li> <li>Hosted first virtual and 18th annual Kaleidoscope Conference to 274 registrants.</li> <li>Launched the first hybrid version (of asynchronous online and synchronous remote learning) of the Algonquin Leadership in Education Institute (ALEI) Program with 14 participants and Leadership Mentoring Program with 22 participants.</li> <li>The Introduction to Inclusion &amp; Diversity at Algonquin College course was launched. During the first month of availability, 122 employees have registered for the course, and 32 employees have received a digital badge signifying completion.</li> <li>Ethical Upstander Training for Inclusion Leaders: On October 6, 2020, the first twenty employees completed the four-hour synchronous workshop. Six members of the Inclusion &amp; Diversity Circle are now qualified to deliver the workshop to employees across the College.</li> </ul> <p><u>Community Engagement:</u></p> <ul style="list-style-type: none"> <li>Active participation in the following organizations at the board or leadership level to provide internal talent development opportunities, support our community partners, and to access a new talent pool - Canadian Association for the Prevention of Discrimination and Harassment in Higher Education, Employment Accessibility Resource Network and Hire Immigrants Ottawa. As part of the College’s contract with CiCan for the Sustainable Agriculture in the Green Economy international development project, the Inclusion &amp; Diversity Specialist is leading the delivery of a Gender Based Analysis for two post-secondary educational institutions in St. Lucia.</li> </ul> <p><u>Talent Acquisition:</u></p> <ul style="list-style-type: none"> <li>The College posted a total of 55 positions during this period; three Academic positions, 41 Support Staff positions and 11 Administrative positions. A further breakdown is: 20 full-time permanent positions and 35 part-time positions.</li> </ul>
<p>Student Services</p>	<ul style="list-style-type: none"> <li>Dr. Gail Lafleur joined Algonquin College as Manager of the Mamidosewin Centre Indigenous Student Support Centre on October 5, 2020. Ms. Lafleur proudly identifies as an Anishinabekwe, Ojibwe woman and a member of the Nipissing First Nation and she readily leans on the Seven Grandfather Teachings of the Anishinabekwe culture. Ms. Lafleur brings a tremendous amount of education and experience related to education for Indigenous peoples to this new role. Additionally, she holds degrees in Doctor of Philosophy in Educational Studies and her doctoral thesis explored "Eldership and Indigenous youth identity as it relates to successful postsecondary and life experiences." She has held leadership positions supporting Indigenous learners at a number of postsecondary institutions, including Niagara College, Brock University, Wilfred Laurier University and University of Western Ontario.</li> </ul>

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	<ul style="list-style-type: none"> <li>The AC Way hosted the Ottawa Lean Community of Practice on September 29, 2020.</li> </ul>
<p><b>STUDENT &amp; EMPLOYEE SUCCESSES:</b></p>	<p><b>Activity</b></p>
<p>Academic</p>	<ul style="list-style-type: none"> <li>To keep Pembroke Campus employees connected and informed, virtual coffee breaks have been scheduled throughout the year for informal connections, and topic specific all-campus meetings have been scheduled monthly. The September 30, 2020 meeting focused on identifying specific activities to support the Campus strategic plan, and the October 30, 2020 meeting was led by the Student Services team and showcased support services that are available to students.</li> <li>Heritage Carpentry and Joinery students returned to the Perth Campus and completed projects that were left unfinished due to the campus closure in March. First Year Learners installed the exterior cladding and finish details on their outbuildings, while Second Year Learners returned to the joinery shop and finished their culminating projects. All projects were completed while respecting COVID-19 and social-distancing protocols.</li> <li>On September 21, the 2020, first annual Bruce Campbell Golf Tourney, was held at the Marshes Golf Course in memory of a beloved professor who passed away from cancer. Proceeds from the tournament will be used to create bursaries for deserving Police Foundations students at the Perth Campus.</li> <li>Chef-owner Resa Solomon-St.Lewis, an Algonquin College Aumni, was featured in the Ottawa Citizen with her new restaurant serving authentic Caribbean food from Baccanalle Restaurant.</li> <li>Alumni Chef Matt Burns has been selected to participate on the new reality TV series called Below Deck. A reality show featuring the daily lifes of people who work on yachts and he is the chef of the season. Click <a href="#">here</a> for details.</li> <li>The Bachelor of Hospitality and Tourism Management Students and Alumni Society held their very first webinar for World Tourism Day on September 28, 2020, on YouTube to learn about the impacts of COVID-19 on the Ottawa tourism sector and how we will recover together. Also discussed was tourism’s role in achieving the Sustainable Development Goals YouTube link: <a href="https://www.youtube.com/watch?v=j5JvedUvI9c">https://www.youtube.com/watch?v=j5JvedUvI9c</a> lead by Ahmed Jaffer, current Bachelor of Hospitality and Tourism Management student and Vice President and Chairman of the BHTM Students and Alumni Society.</li> <li>The Police &amp; Public Safety Institute Pre-Service Firefighter Training and Education students ran a virtual Boot Drive and donated \$1,660.00 to the Algonquin College Student Association’s Food Cupboard.</li> <li>Ian Anderson, Professor, Marketing and Management Studies has written a book <i>Training and Development</i> (Pearson Canada) for students of Canadian colleges and universities which will be published in February 2021.</li> </ul>



**7.4**

	<ul style="list-style-type: none"> <li>Carol Ann Samhaber, Professor, Marketing and Management Studies, has co-authored with Joseph Marocchio, <i>Strategic Compensation: A Human Resource Management Approach</i> (Canadian Edition), being published by Pearson Canada in 2021. Carol Ann has also written an online employee recruitment and selection Artificial Intelligence simulation for the Canadian colleges and universities audience.</li> </ul>
Advancement	<ul style="list-style-type: none"> <li>On October 15, 2020, Joanne Souaid, Associate Director of Advancement Services, was featured in an online podcast with TVO host Steve Paikin. Paikin and Souaid discussed her past career as an on-air host and fundraiser for TVOntario, Ontario’s Public Educational Television Broadcaster. The link to the interview is here: <a href="https://omny.fm/shows/tvoat50/how-tvo-found-its-telethon-superstar">https://omny.fm/shows/tvoat50/how-tvo-found-its-telethon-superstar</a></li> </ul>
Communications, Marketing and External Relations	<ul style="list-style-type: none"> <li>Events Coordinator, Bonnie Chan was interviewed by media outlets: The <a href="#">Ottawa Citizen</a> (front page), <a href="#">CTV News</a> and <a href="#">CBC Radio’s</a> All in a Day to discuss her work and experiences on Algonquin College’s first ever virtual convocation.</li> </ul>
Finance and Administration	<ul style="list-style-type: none"> <li>Mara Lowrey, Marketing Manager of Campus Services, was the recipient of the Administrative Staff Award.</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>A very big welcome to Carmela Paz who joined the Center for Organizational Learning team as the Systems Support Specialist. Carmela will support all employees in their use of the College's technology systems, platforms and software by creating and delivering employee learning programs and offering one-on-one support.</li> <li>A special thank you to the Information Technology Services Support team for all their help and guidance on the College’s first virtual Kaleidoscope Conference.</li> </ul>
Student Services	<ul style="list-style-type: none"> <li>Mr. Jonathan Holmes, Student Recruiter, was recognized with the AC Support Staff Award.</li> <li>Ms. Patti Hancock, Part-time Counsellor, was awarded the Dianne Bloor part-time faculty award.</li> <li>Ms. Karen Barclay-Matheson, Full-time Counsellor, received a Letter from the President after being recognized by her colleagues for her work in keeping the Counselling team organized and on-track during the manager’s prolonged medical leave.</li> <li>Employee Lifecycle Huddle members won the Algonquin team award for their work in improving the hire-to-first-pay process for (other than) full time academic employees using the AC Way.</li> <li>The Registrar’s Office team was recognized with a President’s letter for supporting the Academic Continuity Planning as a result of the COVID-19 pandemic.</li> </ul>

## 7.5

## 2020-2021 BOG Work Plan

ROLE OF THE BOARD	RESPONSIBLE AREA /PERSON	MEETING DATES				
		26-Oct 2020	7-Dec 2020	22-Feb 2021	19-Apr 2021	7-Jun 2021
<b>STRATEGIC DIRECTION SETTING</b> - The Board develops and adopts a strategic plan consistent with its mission, vision and values, and enables the organization to realize its mission. The Board oversees major decisions, monitors progress on implementation of strategic directions and approves annual business plans. The Board annually reviews the Strategic Plan as part of the regular planning cycle.						
2021-22 Budget Assumptions, Three-Year Pro Forma, First Draft Concepts of the 2021-23 Business Plan (Deferred from Dec. to Feb. mtg)	D. McNair, L. Stanbra			X		
AC Way Update (Information): Deferred from Jun. 8, 2020 meeting to Oct. 26, 2020	L. Stanbra	X				X
AODA (Accessibility for Ontarians with Disabilities Act), Business case - Major Capital Project	D. McNair, R. Southwood			X		
Approval of the 2021-23 Business Plan & 2021-22 Annual Budget (Deferred from Feb. to Apr. meeting)	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
Athletic & Recreation Centre - Update Presentation	D. McNair				X	
Campus Tours for BOG (Before each Board meeting) will commence once the College is back to regular operations	C. Brulé	X	X	X	X	X
Executive compensation	C. Brulé			X	X	
Five Year Capital Investment Plan	D. McNair		X			
Healthy Living Education Initiative (Information item only)	C. Janzen				X	
Key Performance Indicators Report Back (included in ASAC Report)	C. Janzen		X			X
Learner-Driven Plan Implementation Update (Paused During COVID-19)	C. Janzen					
People Plan (Information item only October & June meetings) Employee Engagement Update (Information item for October) Defer to Feb. 22, 2021	D. McCutcheon	X People Plan		X Emp. Engage.		X
Public College Private Partnership (Deferred Approval from Dec. to Feb. IN CAMERA) Information Dec & Jun meeting	D. McNair	X	X	X Approval		X
Student Information System - Update (Contract Proposal Oct. 26 IN CAMERA)	L. Stanbra	X			X	
Transforming Indigenization Initiatives Update Presentation	R. McLester		X			X
<b>OVERSIGHT OF THE PRESIDENT</b> – 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. McLaren	X	X	X	X	X
<b>PERFORMANCE MONITORING</b> – The Board ensures that management has identified appropriate measures of performance, and has plans in place to address variances from expected/planned performance.						
Annual Report 2020-21 and progress against Strategic Plan 2017-22	T. McDougall					X
Quarterly 2020-21 Business Plan Update (for information)	L. Stanbra	Q1	Q2	Q3		
Fourth Quarter 2020-21 Business Plan performance	L. Stanbra					Q4
Program Advisory Committee's Annual Report (ASAC Report)	C. Janzen			X		
2020-21 Sexual Assault/Sexual Violence Annual Report to the Board (Information item ASAC Report)	L. Stanbra				X	

<b>ROLE OF THE BOARD</b>	<b>RESPONSIBLE AREA /PERSON</b>	<b>26-Oct 2020</b>	<b>7-Dec 2020</b>	<b>22-Feb 2021</b>	<b>19-Apr 2021</b>	<b>7-Jun 2021</b>
<b>FINANCIAL OVERSIGHT</b> – The Board is responsible for stewardship of financial resources, approves policies for financial planning, approves the annual operating and capital budgets, monitors financial performance against budget and compliance against investment policies, ensures the accuracy of financial information and approves the annual audited financial statements and ensures management has put into place measures that ensure the integrity of internal controls.						
2021-22 Schedule of Tuition and Ancillary Fees (Deferred from Dec. 7, 2020 to Feb. 22, 2020 meeting)	L. Stanbra			X		
Banking Officers’ resolution (AGM agenda) if new officers are to be added, present at Oct. meeting	D. McNair	X				X
Colleges of Applied Arts & technology (CAAT) Retirement Compensation Annual Report to Sponsors (emailed to Governors)	C. Brulé					X
Quarterly 2020-21 Financial <b>Projection (*this year only, 1st Q was presented July 13, 2020 extra Board meeting)</b>	D. McNair		Q2	Q3		
Fourth Quarter Financial <b>Results</b>	D. McNair					Q4
Appointment of auditors (AGM agenda)	D. McNair					X
Draft Audited Financial Statements (AGM agenda)	D. McNair					X
<b>RISK IDENTIFICATION AND OVERSIGHT</b> – The Board oversees management’s risks program, and identifies unusual risks in the organization and ensures plans are in place to manage and prevent such risks.						
Freedom of Information Annual Report	D. McNair					X
<b>STAKEHOLDER COMMUNICATION AND ACCOUNTABILITY</b> – 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
<b>GOVERNANCE</b> – 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. McLaren					
Board Generative Discussion - Session to be held as required	J. McLaren					
Board Committee reports (Academic & Student Affairs; Audit & Risk Management; Governance)	V. Tiqui-Sanford	X	X	X	X	X
Appointment of new Governors for 2021-22	J. McLaren				X	
Governance Committee Report to include Board Officer and Committee Appointments; BGI-01 Report Card; Governor Reappointments	G. Beck				X	
BOG Officer & Committee Memberships (AGM agenda)	G. Beck					X
2020-21 Board of Governors Evaluation Results (include in Governance Committee Report to the Board)	G. Beck					X
Approval of previous year AGM Minutes	J. McLaren					X
<b>LEGAL COMPLIANCE</b> – 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	



**REMITTANCE DECLARATION**

The Financial Officers of the Corporation confirm that, as of September 30, 2020, in accordance with all Canada Revenue Agency and other various authorities' requirements and specified deadlines, the College has:

- (a) Made all applicable source deductions and remittances including the Employer Health Tax, Canada Pension Plan, Employment Insurance and Federal Income Tax; and,
- (b) All employee and employer benefit contributions have been remitted as required including Colleges of Applied Arts and Technology (CAAT) Pension Plan; and,
- (c) All salary and wages have been paid to employees as required; and,
- (d) The Harmonized Services Tax (HST) has been remitted, as required.

*Grant Perry*

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Grant Perry  
Chief Financial Officer  
Algonquin College

*Duane McNair*

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Duane McNair  
Vice President, Finance and Administration  
Algonquin College