ALGONQUIN COLLEGE

**Mission:** *To transform hopes and dreams into lifelong success.*
**Vision:** *To be a global leader in personalized, digitally connected, experiential learning.*
**Values:** *Caring, Integrity, Learning, Respect*

# MEETING OF THE BOARD OF GOVERNORS

MEETING NUMBER FIVE HUNDRED AND TWENTY THREE OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON MONDAY, APRIL 19, 2021 FROM 4:00 PM – 6:40 PM, BY ZOOM WEBINAR:

**Register in advance for this Board Meeting:**
https://algonquincollege.zoom.us/webinar/register/WN_BFWB1LKARy6XEu2jaVkS_Q

| | AGENDA | Presenter | Time |
|---|---|---|---|
| **0.** | **Celebrating Student Success – Changemaker Award**<br>*Pembroke Campus, Indigenous Youth and Wellness Club* | Chris Janzen | 10 m.<br>4:00-4:10 |
| **1.** | **CONSTITUTION OF THE MEETING AND APPROVAL OF THE AGENDA** | Jay McLaren | 1 m. |
| **2.** | **DECLARATIONS OF CONFLICT OF INTEREST** | Jay McLaren | 1 m. |
| **3.** | **APPROVAL OF PREVIOUS MEETING MINUTES AND THE CONSENT AGENDA** | | |
| | 3.1 Minutes of the Board of Governors' meeting of February 22, 2021 | Jay McLaren | 1 m. |
| | 3.2 Board Executive Committee Report (verbal) | Jay McLaren | 5 m.<br>4:15-4:20 |
| | 3.3 Academic and Student Affairs Committee Report<br>Appendix A: Enrolment Update<br>**For Approval:**<br>Appendix B: 2020-21 Sexual Assault/Sexual Violence Annual Report to the Board | Cyril McKelvie | 10 m.<br>4:20-4:30 |
| | 3.4 Audit and Risk Management Committee Report | Steve Barkhouse | 5 m.<br>4:30-4:35 |
| | 3.5 Governance Committee Report<br>Appendix A: BGI-01 Responsibilities of the Board Compliance Report Card<br>**For Approvals:**<br>Appendix B: Governors in-Waiting Guidelines (amended)<br>Appendix C: Transmittal External Governor Reappointments | Audrey Lawrence | 5 m.<br>4:35-4:40 |
| **4.** | **BUSINESS ARISING FROM THE MINUTES** | | |
| | There is no business arising from the minutes | | |
| **5.** | **NEW BUSINESS** | | |
| | 5.1 Campus Accessibility Major Capital Project<br>Appendix A: Investment Case AODA Compliance Project | D. McNair<br>R. Southwood | 20 m.<br>4:40-5:00 |
| | 5.2 R3 (Rethink, Redesign, Reimagine) Project Update and 2021-22 Funding Request | L. Stanbra<br>K. Pearson<br>L. Pollock | 30 m.<br>5:00-5:30 |

| | | | |
|---|---|---|---|
| **6.** | **DECISION ITEMS AND REPORTS** | | |
| | 6.1 2021-23 Business Plan and 2021-22 Annual Budget<br>Appendix A: Draft 2021-23 Business Plan and 2021-22 Annual Budget | Laura Stanbra<br>Ron McLester<br>Claude Brulé<br>Chris Janzen<br>Diane McCutcheon<br>Duane McNair<br>Mark Savenkoff<br>Grant Perry | 1 h.<br>5:30-6:30 |
| **7.** | **ITEMS FOR INFORMATION** | | |
| | 7.1 Report from the Board Chair | Jay McLaren | 5 m.<br>6:30-6:35 |
| | 7.2 Report from the President | Claude Brulé | 5 m.<br>6:35-6:40 |
| | 7.3 Board of Governors Management Summary Report | Executive Team | 0 |
| | 7.4 2020-21 Board of Governors Workplan | Jay McLaren | 0 |
| | 7.5 Confirmation of Mandatory Government Remittances | Grant Perry | 0 |
| **8.** | **UPCOMING EVENTS** | **Date** | |
| | • Board of Governors Meeting & Annual General Meeting (Virtual) | June 7, 2021 | |
| | • President's End of Year Dinner – For Board of Governors June 25, 2021 | (Cancelled) | |
| | • 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 | |
| **9.** | **REGULAR MEETING ADJOURNMENT** | | |

**DRAFT**

# BOARD OF GOVERNORS MEETING MINUTES

MINUTES OF THE MEETING NUMBER FIVE HUNDRED AND TWENTY TWO OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON MONDAY, FEBRUARY 22, 2021 AT 4:00 PM, BY ZOOM WEBINAR VIDEO/TELECONFERENCE.

| **Present:** | **Presenters/Guests:** |
|---|---|
| Jay McLaren, Board Chair<br>Claude Brulé, President & CEO<br>Gail Beck, Board Vice Chair<br>Andre O'Bonsawin<br>Audrey Claire Lawrence<br>Cyril McKelvie<br>Enrico DeFrancesco<br>Ikram Zouari<br>Jamie McCracken<br>Jeff Darwin<br>Rodney Wilson<br>Sheilagh Dunn<br>Shivang Dhawan<br>Stephen Tudor<br>Steve Barkhouse<br>Valerie Sayah<br>Wayne Johnson<br><br>**Algonquin College Executive Team:**<br>Chris Janzen, Senior Vice President, Academic<br>Diane McCutcheon, Vice President, Human Resources<br>Duane McNair, Vice President, Finance & Administration<br>Laura Stanbra, Vice President, Student Services<br>Mark Savenkoff, Vice President, Advancement<br>Ron Deganadus McLester, Vice President, Truth, Reconciliation and Indigenization<br>Tracy McDougall, Director, Communications & President's Office | Charlene Miller, Manager, Private College Partnerships<br>Emily Woods, Director, Director, Financial Planning<br>Ernest Mulvey, Director, International Education Centre<br>Grant Perry, Chief Financial Officer<br>Krista Pearson, Registrar<br>Patrick Devey, Associate Vice-President, Global, Online and Corporate Learning, Academic Services<br><br>**Changemaker Awards:**<br>Cindy Harrison, Chair, Police & Public Safety<br>Jill Reeves, Coordinator, Police Foundations<br>Lucia Mara Guder (student), Police Foundations, Ontario College Diploma<br><br>**External Guest(s):**<br>Martin Aquilina, Chief Operating Officer and International Business Lawyer, HazloLaw Professional Corporation<br>Clark Lonergan, Partner/Senior Vice President, BDO Canada Ltd.<br>Doris Zheng, Senior Analyst, Corporate Financial Recovery Strategies, BDO Canada Ltd.<br><br>**Recorder:**<br>Victoria Tiqui-Sanford, Executive Assistant, Board of Governors |

## WELCOME REMARKS

Governor McLaren, Board Chair welcomed members and observers to the meeting at 4:01 p.m.

**0. <u>Celebrating Student Success – Changemaker Award:</u>** *Sharing Information and Creating Networking Opportunities About the Student Experience as a Newcomer to Canada*

C. Janzen, Senior Vice President, Academic, provided members with an overview of the presentation by student Lucia Mara Guder regarding her experience as a new comer to Canada and also as student attending the Police Foundations program. He introduced C. Harrison, Chair, Police & Public Safety, and J. Reeves, Coordinator, Police Foundations. Through an Instagram social media platform account, student Lucia Mara Guder developed an information sharing site of her experiences as new comer to Canada and life as a student at Algonquin College. Posts on the account address everything from lifestyle and culture to employment networking to navigating college services to city transportation, making both large and small aspects of daily life in Canada easier for students. One of her videos about the Police Foundations program on the account was viewed 6,000 times. The Changemaker award recognizes how remarkably effective she has been in making the transition to life in Canada easier and more joyful for other newcomer students.

Questions from members were answered. Members commended Ms. Guder for being a great promoter for the College.

Board Chair McLaren and President and CEO Brulé congratulated Ms. Guder and thanked her for all the work and leadership she has displayed through this initiative. Chair McLaren informed Ms. Guder that she will receive a Changemaker Award certificate in the coming days.

Governor Wilson joined the meeting at 4:09 p.m.

Governor Dhawan joined the meeting at 4:12 p.m.

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

Governor McLaren, Chair Board of Governors, constituted the meeting at 4:19 p.m. and asked whether any Governors wished to remove or add an item to the agenda. No items were removed or added.

**RESOLUTION**

**MOVED & SECONDED: V. Sayah & S. Barkhouse**

**THAT** the Board of Governors approves the meeting agenda of February 22, 2021.

**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**

**<u>3.1 Minutes of the Board of Governors' meeting of December 7, 2020</u>**

Approval of the Board of Governors Meeting minutes of December 7, 2020.

**RESOLUTION**

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

**THAT** the Board of Governors approves the December 7, 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 February 11, 2021 Board Executive Committee meeting. Meeting highlights included an update on Lieutenant Governor in Council public appointments; the Committee selected Human Resources Strategy as the topic for the next Generative Discussion with the Board and Algonquin College Executive Team scheduled for March 9, 2021; and the Committee reviewed the March 27, 2021 Board Retreat agenda.

Members accepted this report for information.

**3.3 Academic and Student Affairs Committee Report**

Members accepted this report for information. Board of Governors approval of the Public College Private Partnership (PCPP) was requested in the IN CAMERA meeting under agenda item 10. Public College Private Partnership (PCPP).

Board of Governors approval was requested for the following:

Program Proposal: Artificial Intelligence Software Development, Ontario College Graduate Certificate

**RESOLUTION**

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

**THAT** the Board of Governors approves of the Artificial Intelligence Software Development, Ontario College Graduate Certificate program effective Fall 2022.

**CARRIED.**

Board of Governors approval of the 2021-22 Schedule of Tuition and Ancillary Fees was requested under agenda item 6.3 2021-22 Schedule of Tuition and Ancillary Fees.

Board of Governors approval of the amended Academic and Student Affairs Committee Terms of Reference was requested under agenda 3.5 Governance Committee Report.

**3.4 Audit and Risk Management Committee Report**

Members accepted this report for information. Board of Governors approval of the Public College Private Partnership (PCPP) was requested in the IN CAMERA meeting under agenda item 10. Public College Private Partnership (PCPP).

Board of Governors approval was requested for the following:

Audit and Risk Management Committee Terms of Reference (amended section - Term of Appointment)

**RESOLUTION**

**MOVED & SECONDED: S. Barkhouse & J. Darwin**

**THAT** the Audit and Risk Management Committee recommends to the Board of Governors approval of the Audit and Risk Management Committee's Terms of Reference as amended.

**CARRIED.**

Board of Governors approval of the Second Quarter 2020-21 Financial Projection was requested under agenda item 6.1 Second Quarter 2020-21 Financial Projection. Board of Governors approvals were requested for the following:

Investment Policy for College Operating Funds – Annual Review and Amendments

**RESOLUTION**

**MOVED & SECONDED: S. Barkhouse & C. McKelvie**

**THAT** the Board of Governors approves of the Investment Policy for College Operating Funds without amendment.

**CARRIED.**

Investment Policy for College Endowment Funds – Annual Review and Amendments

**RESOLUTION**

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

**THAT** the Board of Governors approves of the Investment Policy for College Endowment Funds without amendment.

**CARRIED.**

**3.5 Governance Committee Report**

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

Amendments to Academic and Student Affairs Committee and Governance Committee Terms of References (Reviewed against Bylaw 1)

**RESOLUTION**

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

**THAT** the Board of Governors approves of the amendments to Bylaw 1, Section 17.2 as presented;
And
**THAT** the Board of Governors approves of the amendments to the Membership and Terms of Office sections of the Academic and Student Affairs Committee;
And
**THAT** the Board of Governors approves of the amendments to the Term of Appointment section of the Governance Committee Terms of Reference.

**CARRIED.**

## 4. BUSINESS ARISING FROM THE MINUTES

There was no business arising from the minutes.

## 5. NEW BUSINESS

There was no new business.

## 6. DECISION ITEMS & REPORTS

**6.1 Third Quarter 2020-21 Financial Projection**

G. Perry, Chief Financial Officer presented the Third Quarter 2020-21 Financial Projection. The Third Quarter projection maintains a $19M deficit as presented in the First and Second quarter projections. 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 unfavourable variance is offset by the projected increase in enrolment, operational spending decreases, and an overall decrease in the expenditures within Strategic Investment Priorities projects. Overall, Third Quarter enrolment has

increased by 1.8% from the First Quarter Financial Projection, an increase of 1.4% in domestic enrolments and 3.9% increase in international enrolments. The projected COVID-19 expenditures have increased from $3M (First Quarter) to $5M (Third Quarter), and was projected at $3.7M. Additional expenditures have been incurred for software, purchase of Information Technology equipment for employees and students, and an increase in demand for personal protective equipment. G. Perry provided details of the Internally Restricted Funds, budgeted balances as of March 31, 2021, and informed members that the College will continue to monitor pandemic related risks and adjust accordingly to the changing environment. The College community is focused on presenting the 2021-22 budget that will demonstrate progress towards the return to financial sustainability and stability.

**RESOLUTION**
**MOVED & SECONDED: G. Beck & S. Barkhouse**
**THAT** the Board of Governors approves the Third Quarter 2020-21 Financial Projection report as presented.
**CARRIED.**

**6.2 2021-22 Budget Assumptions, Three-Year Pro Forma, First Draft Concepts of the 2021-23 Business Plan**

D. McNair, Vice President, Finance and Administration provided an overview of the 2021-22 Budget Assumptions and Three-Year Pro Forma and introduced G. Perry and backup presenter E. Wood, Director, Director, Financial Planning to present. Presenters for the First Draft Concepts of the 2021-23 Business Plan are: L. Stanbra, Vice President, Student Services; R. McLester, Vice President, Truth, Reconciliation & Indigenization; and back up presenters, President C. Brulé; and Governor A. O'Bonsawin, Director - Indigenization, Indigenous Services and Partnerships.

G. Perry informed members that in the current year, the College will realize a deficit of approximately $19 million resulting from the College's financial challenges due to the COVID-19 pandemic. In the last 12 months, the College has proactively made efforts to achieve financial sustainability by reducing capital and operational expenditures in order to maintain the $10 million maximum deficit in the next fiscal year. The College anticipates that the majority of enrolment growth will come from international students in the short term with a modest growth from domestic students. It is anticipated that the tuition 10% reduction mandated in 2019-20 will be extended to the 2021-22 fiscal year. The College projects that enrolment growth will not reach pre-COVID-19 levels until 2023-24. He presented the preliminary 2021-22 Pro Forma Assumptions which included Salaries and Benefits; Operating Expenses, Strategic Investment Priorities capacity, and Contributions to the Reserves. Strategic Investments Priorities projects have been reduced this year to address only Ministry-funded projects, Board of Governors approved major capital projects, and other projects that are deemed essential in the next fiscal year. The College will continue to refine and confirm budget assumptions and estimates prior to its presentation of the final draft budget to the Audit and Risk Management Committee on March 30, and to the Board of Governors on April 19, 2021.

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

R. McLester and L. Stanbra presented the First Draft Concepts of the 2021-23 Business Plan. R. McLester informed members that Algonquin College has committed to weaving traditional Indigenous knowledge to the very fabric of the organization. In this transition, the College business planning will be more agile, reflective of the AC Way methodology. He proposed that the first year be flexible and

the second year more fluid. L. Stanbra informed members that emphasis will be on Information Technology in the next two years, in particular, the Student Information System. She presented the Targets of Distribution for the Run, Grow, and, and Transform Model noting that the overall efforts to run College business is 80%, 10% to grow the business, and 10% to transform. Members were reminded of the College's four Strategic Directions (People, Innovation and Quality, Sustainable, and Connected) with Learner Driven being in the epicenter of the strategic plan.

President Brulé addressed Governor Beck's question on the Targets of Distribution model. He informed members that it is a model to approximate the distribution of resources and how the College will apportions efforts in the coming year in order to recover from the pandemic.

Additional questions from members were answered. Members accepted this report for information.

**6.3 2021-22 Schedule of Tuition and Ancillary Fees**

L. Stanbra reminded members that the tuition and ancillary fee development is an annual process brought to the Board after many months of consultation. The proposed 2021-22 Tuition and Fees Schedules apply to the academic year beginning September 1, 2021 and ending August 31, 2022. K. Pearson, Registrar presented members with the preparation process of the 2021-22 Schedule of Tuition and Ancillary Fees. The Schedule of Fees is compliant with the Government of Ontario's Ministry of Colleges and Universities' Tuition and Ancillary Fees Minister's Binding Policy Directive and Tuition and Ancillary Fees Reporting Operating Procedure. There is no tuition increase for domestic students. The average domestic tuition rate will remain at $1,361.29 per term in 2021-22. International tuition fees are comprised of the domestic tuition rate plus an international premium. It was proposed that an additional 1% will be applied to the international premium per term in 2021-22. On average, students will pay $115.37 for program ancillary fees in 2021-22. This is a $5.28 more compared to the average ancillary fee in 2020-21. Very few adjustments were made to the compulsory ancillary fees, most notably is the proposed Athletics and Recreation Fee of $150.00 per term, formerly a Sports Fee at $72.63 per term.

Questions from members were answered.

**RESOLUTION**
**MOVED & SECONDED: G. Beck & J. McCracken**
**THAT** the Board of Governors approves the proposed 2021-22 Schedule of Tuition and Ancillary Fees.
**CARRIED.**

## 7. ITEMS FOR INFORMATION

**7.1 Third Quarter 2020-21 Business Plan Performance**

Members accepted this agenda item for information.

**7.2 Employee Engagement – Update**

Members accepted this agenda item for information.

**7.3 Report from the Board Chair**

Governor McLaren provided highlights of the following from his report:

- 2021 Algonquin College Board of Governors Internal Election;
- 2020-21 Board Performance; and

- 2021-22 Governor Reappointments, Board Committee Memberships, and Board Committee Chair and Vice Chair Positions.

Members accepted this agenda item for information.

**7.4 Report from the President**

President Brulé provided highlights of the following from his report:

- Virtual meetings with key external contacts, elected officials, and community leaders;
- Attended the City of Ottawa's Virtual Economic Rebound Roundtable; and
- Committee of Presidents virtual meetings.

Members accepted this agenda item for information.

**7.5 Board of Governors Management Summary Report**

Members accepted this agenda item for information.

**7.6 2020-21 Board of Governors Workplan**

Members accepted this agenda item for information.

**7.7 Confirmation of Mandatory Government Remittances**

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 meeting was moved and seconded by Governors Barkhouse and Beck.

The regular meeting adjourned at 5:55 p.m.

Governor Johnson exited the meeting at 5:30 p.m.

**10. IN CAMERA**

**RESOLUTION**
**MOVED & SECONDED: J. McCracken & A. O'Bonsawin**
**THAT** the Board of Governors moves into an IN CAMERA session.
**CARRIED.**

An In Camera session was held beginning at 6:06 p.m.

College staff presenters and external guests exited the meeting at 6:47 p.m.

**11. MEETING WITHOUT MANAGEMENT**

The meeting without management was held beginning 6:47 p.m.

**12. IN CAMERA MEETING ADJOURNMENT**

Jay McLaren, Chair

Victoria Tiqui-Sanford, Recorder

**APPENDIX A: Observers**:

Ahmed Waked, Associate Director Facilities Development, Facilities Management
Alison Feather, Project Manager, Finance and Administrative Services
Anna Labelle, Professor, School of Media and Design
Anne Kalil, Manager, Student Recruitment, Marking and Recruitment
Barb Nauth, Algonquin College Retiree
Ben Bridgstock, Director, Student Support Services, Student Services
Brett Thoms, Student/Journalist, School of Media and Design
Bryan Eburne, Manager, Fees, Curriculum and Reporting, Registrar's Office
Charlene Miller, Manager, Private College Partnerships, International Education Centre
Cindy Harrison, Acting Chair, Police & Public Safety Institute
Claire Ramsay, Manager, Workday Support
Colin Bonang, Director, Risk Management
Cory Haskins, Acting Chair Culinary Arts, School of Hospitality & Tourism
Cresdelle Zubrycki, Senior Financial Analyst, Financial Services
Dan Pihlainen, Chair, Media Studies, Faculty of Arts, Media and Design
Daphne Thomson, Executive Assistant to the Vice President, Human Resources
David Ferries, Professor, School of Business
David Soltis, Director, People Culture, Human Resources
Doreen Jans, Manager, Financial Services, Finance and Administrative Services
Emily Woods, Director, Financial Planning, Finance and Administrative Services
Eric Marois, Dean, School of Advanced Technology, Academic Services
Erin Langevin, Director, Labour Relations, Human Resources
Ernest Mulvey, Director, International Education Centre
Fatima Matar, Executive Support Clerk, Board of Governors
Grant Perry, Chief Financial Officer, Finance and Administrative Services
Ian Lewer, Director of Philanthropy, Advancement
Jamie Bramburger, Manager, Community and Student Affairs, Pembroke Campus
Jane Trakalo, Dean, Faculty of Health, Public Safety and Community Studies
Janet Hunter, Communications Manager, Registrar's Office
Jennifer Vanderburg, Library Technician, Library, Ottawa Campus
Jill Reeves, Program Coordinator, Police Foundations, Police and Public Safety Institute
Jodi Jaffray, Chair, Community Studies, Faculty of Health, Public Safety and Community Studies
John Weerdenburg (Governor in-waiting)
Julie Beauchamp, Dean, School of Business
Katherine Leyton, Communications Officer, Public Relations & Communications
Kathyrn Leroux, Manager, Global, Online and Corporate Learning
Kellea Cole, Change Manager, Student Information System Implementation, Registrar's Office
Keltie Jones, Dean, Algonquin College, Pembroke
Krista Pearson, Registrar, Registrar's Office
Lois Pollock, Chief Digital Officer, ITS, Finance and Administration
Louise Boudreault, Professor, Nursing Studies
Lucia Guder, Student, Police Foundations, Police and Public Safety Institute
Maggie Cusson, Dean, Academic Development
Marina Spivak, Senior Financial Analyst, Financial Services
Mary Baxter, General Manager, Food and Conference Services
Michelle Tait Eburne, Business Relationship Manager, Information Technology Services

Nancy Druick, Manager of Philanthropy, Development and Fundraising
Patrick Devey, Associate Vice-President, Global, Online and Corporate Learning, Academic Services
Rebecca Volk, Manager, Centre for Organizational Learning
Robyn Heaton, Dean, Faculty of Arts, Media and Design
Ryan Southwood, Acting Executive Director, Facilities Management
Sandra Brancatelli, Chair, Information & Communications Technology
Sandra Larwill, Academic Chair, Academic Operations and Planning
Teri Kinnunen, Manager, Corporate Budgeting

**Captioners – AI-MEDIA.TV**

3.3

# MEMO

ALGONQUIN COLLEGE

President/Board of Governors

**DATE:** April 19, 2021

**TO:** Board of Governors

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

**SUBJECT:** **Academic & Student Affairs Committee (ASAC) meeting of March 24, 2021**

---

***Board members can review meeting materials from the* March 24, 2021 *meeting by accessing the Board of Governors 'Teams site'*** ***Academic & Student Affairs Committee – March 24, 2021.***

## A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL

1) Program Proposal: Supply Chain Management – Global, Ontario College Graduate Certificate

The program focuses on global business Supply Chain Management and will help prepare students for careers in the fields of logistics, procurement, and supply chain and operations management. In this program, students explore ways to integrate end-to-end supply chain functions from raw material suppliers to the final customer, aligned with the companies' product and service strategies.

**RESOLUTION**
**MOVED & SECONDED: A. Lawrence & R. Wilson**
**THAT** the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Supply Chain Management - Global, Ontario College Graduate Certificate program, effective Winter 2022.
**CARRIED.**

2) Program Proposal: Strategic Global Business Management, Ontario College Graduate Certificate (two-year)

In this two-year Ontario College Graduate Certificate program, students will learn to navigate complex geopolitical climates and develop positive cross-cultural relationships to support business in global success. Students will explore the ways that areas of business management work together to form a strategic global approach.

**RESOLUTION**
**MOVED & SECONDED: E. DeFrancesco & J. McLaren**
**THAT** the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Strategic Global Business Management, Ontario College Graduate Certificate (two-year) program, effective Fall 2021.
**CARRIED.**

3) Program Proposal: Brand Management, Ontario College Graduate Certificate (two-year)

The Brand Management, Ontario College Graduate Certificate (one-year) program successfully launched in September 2015. The program prepares students for a career in the dynamic field of brand management. Branding is a globally-recognized, specialized function of marketing communication. Students gain tools, strategies and business savvy to drive success around a company's most precious asset – the brand – in the global, digital, and socially-conscious marketplace. This program has proven popular with both domestic and international students. As part of a strategy to attract more international students, the College explored the feasibility of offering non-funded two-year graduate certificates for international students, starting with a review of current graduate certificates that have predominantly international enrolments.

**RESOLUTION**

**MOVED & SECONDED: E. DeFrancesco & R. Wilson**

**THAT** the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Brand Management, Ontario College Graduate Certificate, two-year program, effective Winter 2022.

**CARRIED.**

4) 2020-21 Preliminary Sexual Assault/Sexual Violence Annual Report to the Board

Members were referred to the 2020-21 Preliminary Sexual Assault/Sexual Violence Annual Report. A copy of the final 2020-21 Sexual Assault/Sexual Violence Annual Report, requested by the Ministry of Colleges and Universities, will be provided to the Board of Governors for approval at the April 19, 2021 meeting. The report provided the required information by the Ministry for the Perth, Pembroke and Ottawa campuses by the required deadline of June 1, 2021. The report is provided in Appendix B: 2020-21 Sexual Assault/Sexual Violence Annual Report to the Board.

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

1) College Quality Assurance Audit Process (CQAPP) Preparation 2020-21

Members were presented with the CQAAP preparation 2020-21. The College is in the process of finalizing the draft 2020-21 Self-Study report to be submitted to the Ontario College Quality Assurance Service (OCQAS) on April 5, 2021 in advance of the virtual site visit occurring June 2 to June 4, 2021. Its purpose is developmental, and its intent is to ensure continual improvement. Academic Development is responsible for assessing the effectiveness of Algonquin College's quality assurance systems and for ensuring that the college's policies, procedures, practices and protocols are aligned with the standards established by the Ontario College Quality Assurance Service.

2) Academic Affairs and Research Policies – Update

There are currently a total of 43 policies under the Academic Affairs banner with 39 under the Executive Sponsorship of the Senior Vice President, Academic. Three of the policies fall under the Executive Sponsorship of the Vice President, Student Services and one under the Vice President, Finance and Administration. There are policies outside of the five-year cyclical review process that

have been identified as requiring policy and procedure updates, or revisions that are more robust in nature. As a result, work on these policies has superseded work on policies as requiring a mandatory review, thereby contributing to some unprecedented delays. In addition, the pandemic has had an impact on capacity to complete some reviews in a timely manner.

3) 2019-20 Ombudsman's Annual Report

In accordance with section 3, subsection (3.11) of policy SA02: Ombudsman, Terms of Reference, the Office of the Ombudsman presents an annual report of the activities and observations of the Ombudsman. In the 2019-20 reporting period, the Office of the Ombudsman opened 539 files. Of these, 456 were student files, 79 were non-student files (comprising staff, faculty, and the Algonquin College Students' Association), and four files involved other stakeholders. A total of 1,304 concerns were raised within the 539 total files for which the Office of the Ombudsman provided a broad spectrum of services to advance the overall success of the learning and working experience at Algonquin College.

4) 2020-21 Student Success Initiatives

The report provided members with an update of the student success initiatives within the College. As a learner-driven institution, Algonquin College is committed to supporting student success. Due to the rapid onset of the COVID-19 pandemic and implementation of the College's enhanced safety measures during the 2020-21 academic year, a variety of new initiatives in support of the College's commitment to providing an engaging, supportive remote learning experience for learners have been implemented. The majority of the initiatives outlined in this report are funded through department operating expenses. The balance of initiatives are funded by the College's Strategic Initiatives Project fund or government grants.

5) Enrolment Update Report

The report provided a status update on Spring 2021 and Fall 2021 terms. Details of the Enrolment Update are provided in Appendix A: Enrolment Update.

6) 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
(as at March 23)

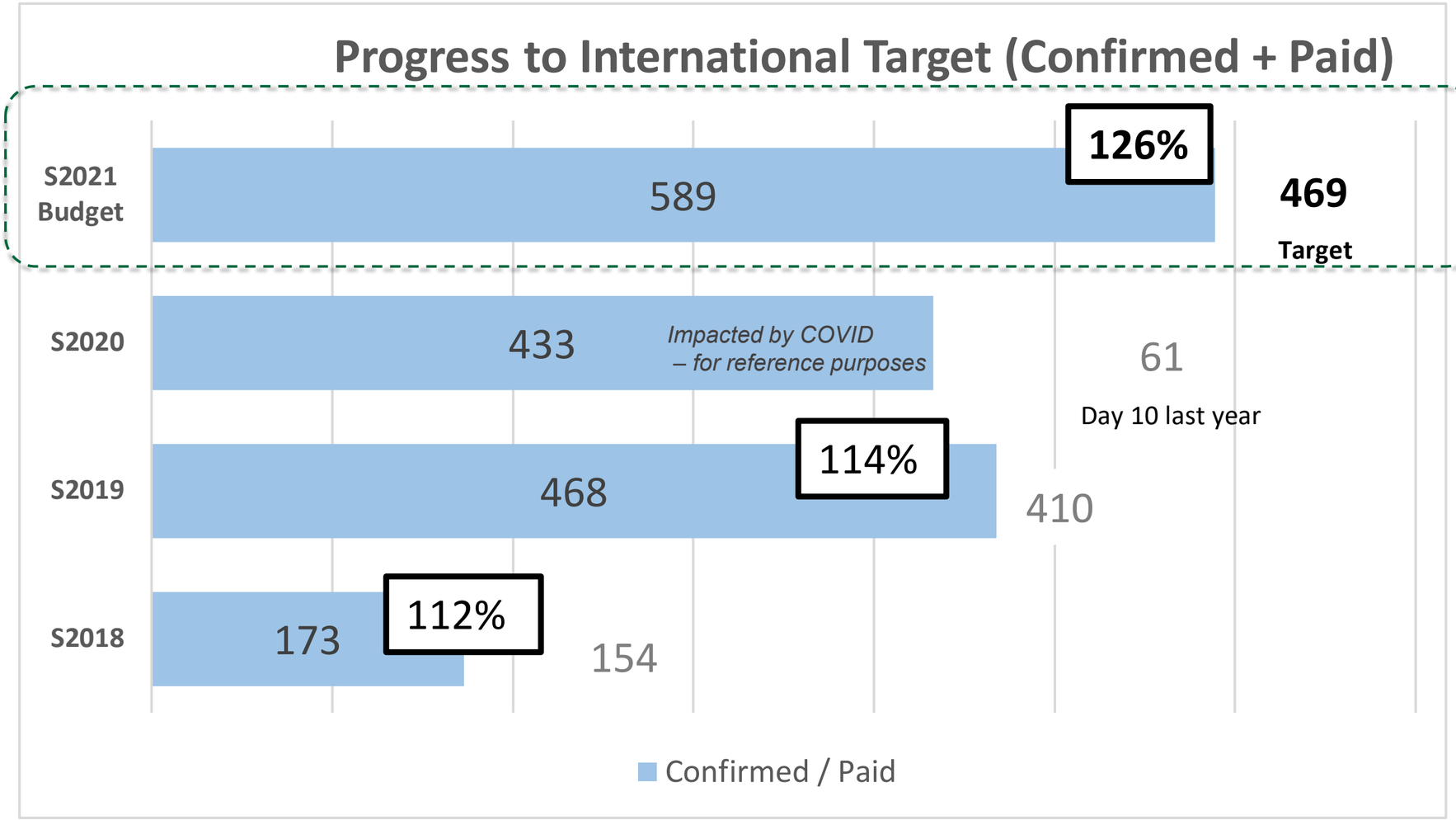
## Academic and Student Affairs Committee

March 24, 2021

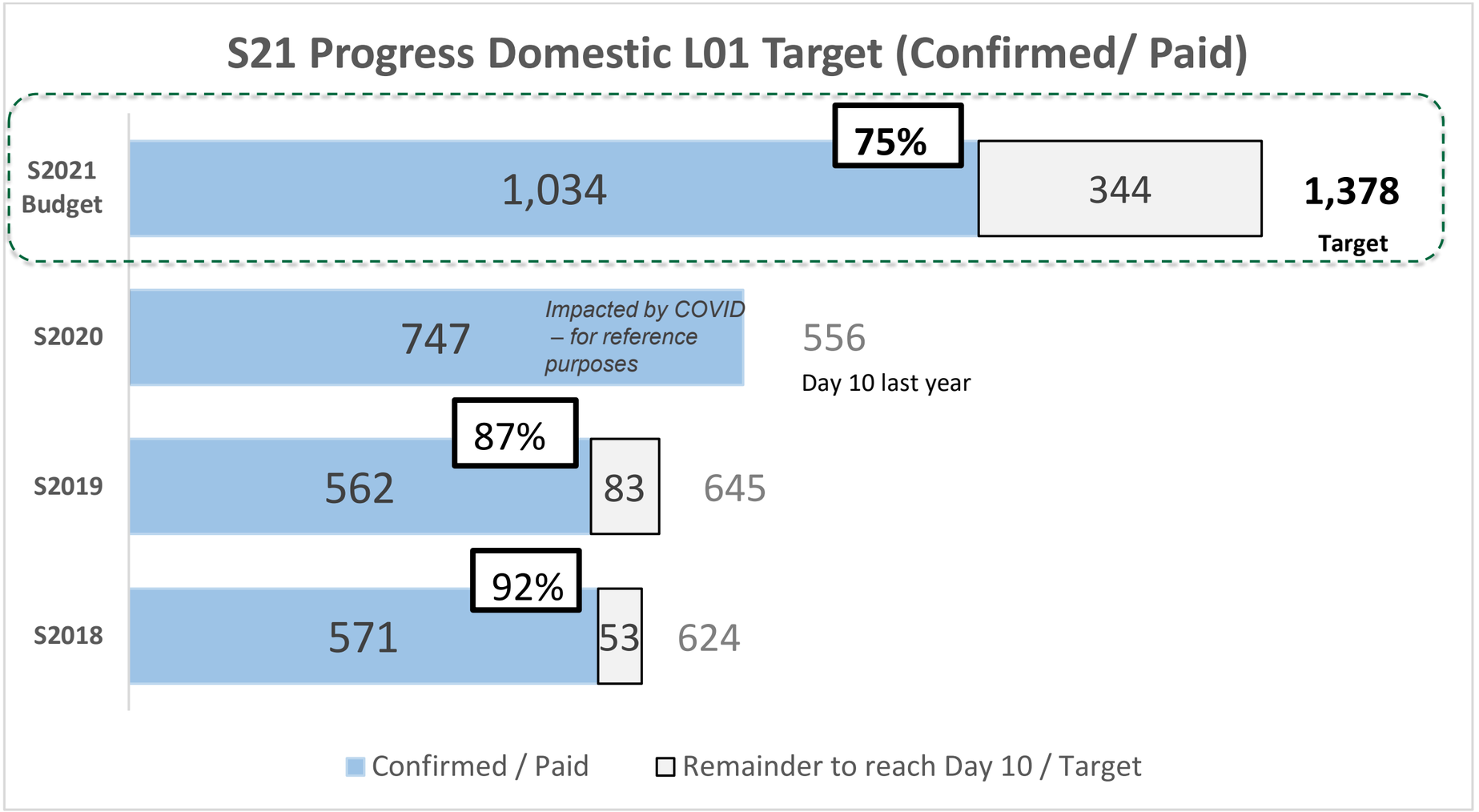
Academic Operations and Planning

And the Registrar's Office

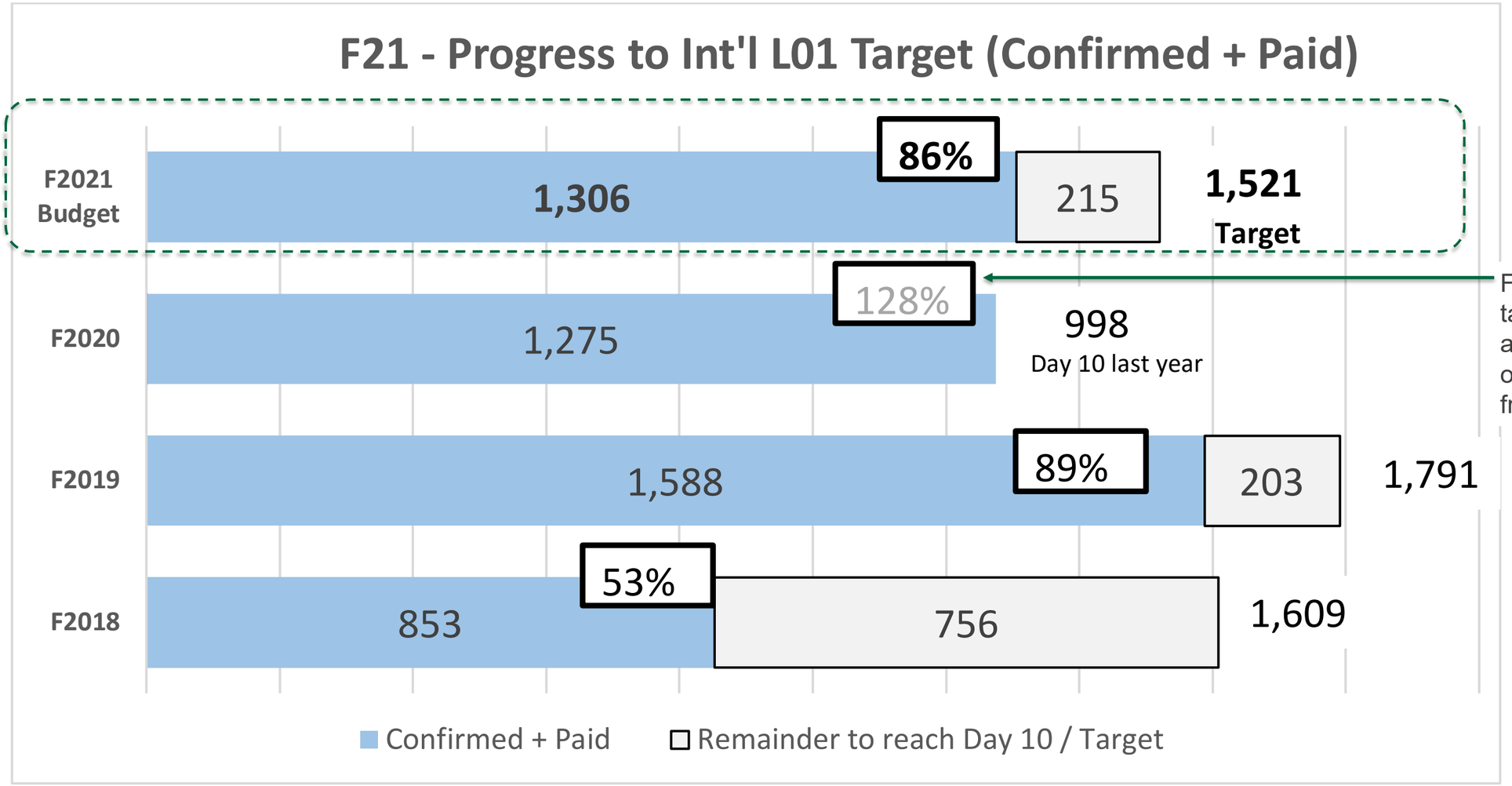
# Spring ‘21 international on track to target - trending well on yoy # and progress to target %



# Spring ‘21 domestic # of confirmed / paid significantly ahead of previous years however trailing on progress to target % metric

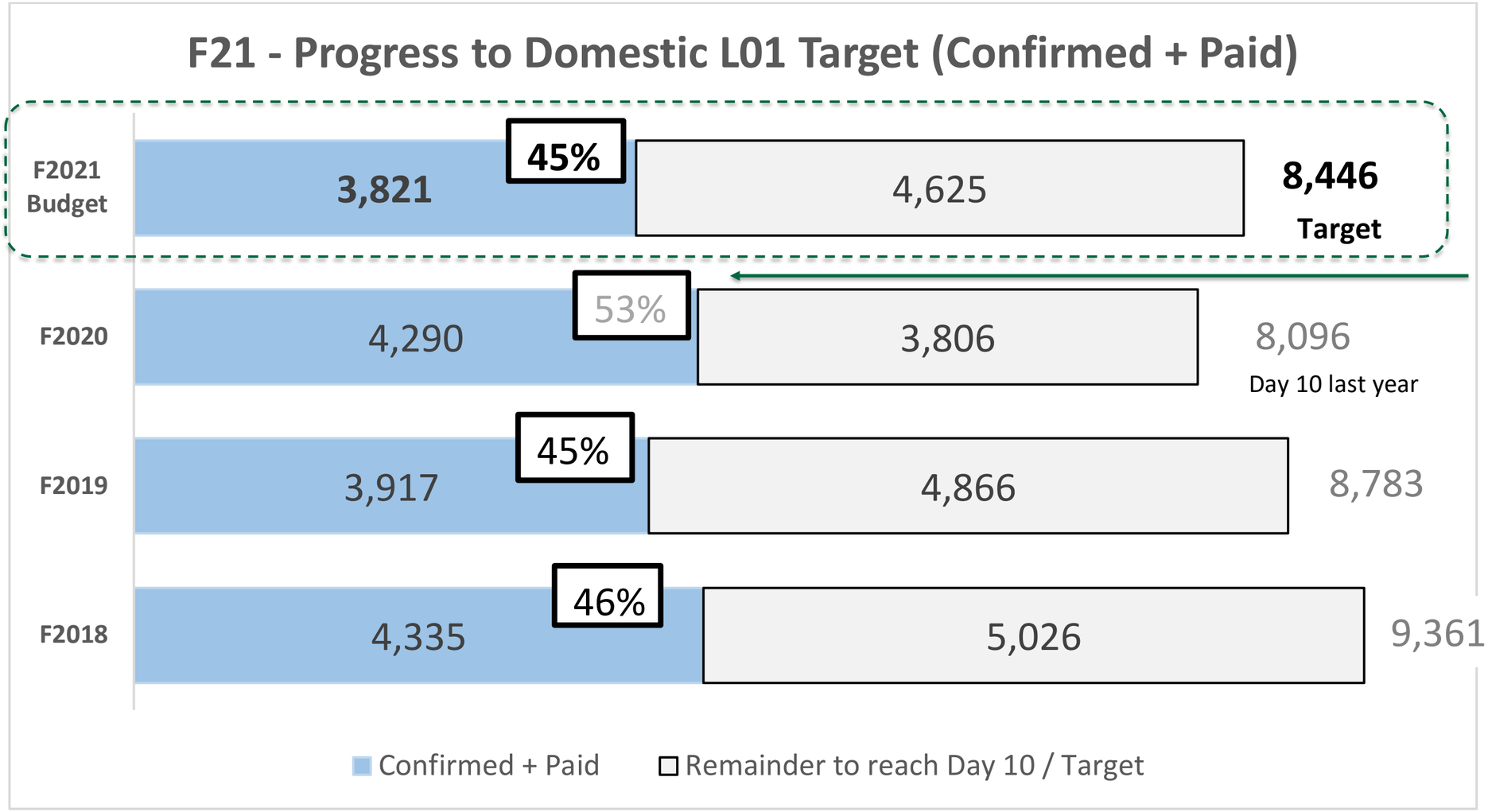


# Fall ’21 international intake progress % in line with pre COVID terms




Fall ’20 progress to target metric may be an anomaly due to impact of applicant deferrals from Spring ’20

# Fall ’21 domestic intake % progress to target metric comparable to pre COVID terms




Fall ’20 progress to target metric may be an anomaly due to impact of applicant deferrals from Spring ’20

**3.3 Appendix B**

Sexual Violence Prevention Task Force

# 2020-2021 Sexual Violence Prevention Annual Report

April 1st, 2021

ALGONQUIN COLLEGE

# Introduction

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

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

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

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

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

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

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

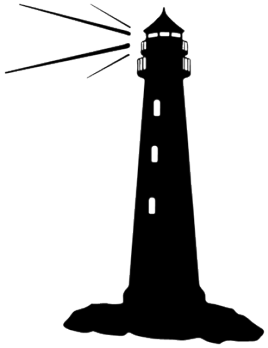
In the reporting period of April 1, 2020 to March 31, 2021, 11 students presented at either Counselling Services or Health Services seeking support, services or accommodations due to sexual violence, sexual exploitation and stalking compared to 27 in the year before. Of the 11 that presented looking for services or support, 0 requested accommodations, compared to 6 requests for accommodations in 2019-2020. It is worth noting that the vast majority (9 of 11) of disclosures related to off-campus incidents from more than 12 months ago. The significant drop in students seeking support is consistent with both the vastly reduced student numbers on all three campuses and in residence during the pandemic, and is consistent with other health agencies' pandemic experience across the province.

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

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

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

# Sexual Violence Prevention Efforts



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

- Providing leadership to both student employees and placement students;
- Liaising with institutional leads at colleges and universities across the province, sharing best practice information, ideas, and expertise; and
- Developing new materials for students and employees, including booklets, swag, podcasts, and videos.

## Online Programming

Due to COVID-19, all programming was switched to a digital format and delivered online in the reporting period.

Project Lighthouse has facilitated 157 sessions during the reporting period, including: 77 events, 23 training sessions, 2 classroom presentations, and 44 Facebook/Instagram live events, with a total of **62,463** students participating in our outreach efforts. In the previous reporting period, there were 35 events, 2 training events, 4 classroom presentations and 42 "tabling" sessions allowing Project Lighthouse to reach **8,764** students. In this reporting period, the number of students reached by Project Lighthouse increased **613** percent!

Activities included:

Social Media Initiatives:
Two new initiatives that were introduced as a response to COVID-19 generated a great deal of interest. We participated in a social media campaign with students online through geo-fencing at all 4 post-secondary institutions in Ottawa. This allowed us to reach over **200,000** people that interacted with our messaging. The second initiative, our radio appearances promoting Project Lighthouse and Healthy Sexuality, were heard by an estimated **40,000** people.

Strengthening External Relationships and Increasing "Direct Access" On Campus Services
The College strengthened relationships with the Ottawa Rape Crisis Centre, and the Regional Sexual Assault and Partner Abuse Care Program from the Ottawa Hospital. As well, the Ottawa Rape Crisis Centre was contracted to provide their services to students on campus for the first time.

Maximizing Internal Partnerships
The College sought opportunities to maximize existing internal partnerships with the Students Association, the Residence, the Mamidosewin Centre, Counselling Services, Health Services, and the International Education Centre. This was achieved by coordinating each semester's programming through the Mental Health Steering Committee and delivering programming in collaboration with these College partners.

Participation in Orientation Activities
Project Lighthouse participated in "AC Day 1" activities, Campus Village events, and the "Get to Know the College Services" events.

Honouring and Action Events
Project Lighthouse lead and coordinated the College's "December 6th Day of Remembrance" and "Action on Violence Against Women" events, as well as through "Ask an Expert" social media series, and "Glitter and Gab" sessions in which participants across the country were mailed crafting materials to create a shared virtual forum through which to have open and honest conversations about sexual health and consent.

Outreach Activities to Other Ontario Post-Secondary Institutions
Project Lighthouse planned and executed outreach activities with multiple Ontario post-secondary institutions; outreach sessions included such subject-sensitive discussions as, "I Believe You", "Just Got Weird" and "Let's talk about sex trivia".

| Residence – Ottawa Campus |
|---|
| Project Lighthouse has facilitated 8 sessions since the start of the reporting period, including: 7 events and 1 training session, with a total of 118 students participating in our outreach efforts. |
| These events included "Banging Brunch", "Hot Drinks and Hot Topic's, "Sexual Health Awareness", "Jeopardy", and several "Glitter and Gab" craft-making sessions |
| Residence campaigns and events were scheduled to coincide with high-risk periods of the year like Valentine's Day, Canada Day, St Patrick's Day, Halloween, Christmas and New Year's Day. |

# Women's Campus Safety Fund

Algonquin College has received funding through the Campus Safety Fund for over 13 years. These funds can be used for programming, resources, equipment, and events, and employee salaries. During this reporting period, Algonquin College received $ 227,899.00 from the provincial Campus Safety Fund. These funds were shared with Security Services and allocated as follows:

- $66,186– for multiple large-scale campus events, including swag, supplies and mail information, events and guest speakers, and targeted online ads for students.
- $15,000 – to the Ottawa Rape Crisis Centre staff to provide specific support to those who experienced sexual violence. This support was offered in both individual and group formats
- $40,000- to Security Services for an enhanced security emergency broadcast system, Campus Safety app.
- $106,713 - in staff salaries for the Sexual Violence Prevention and Harm Reduction Coordinator and the Student peer staff.

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

Data collected between April 1, 2020, and March 31, 2021, by Security Services at all three Algonquin College campuses indicated the following:

| Total number of Complaints/Reports of Sexual Violence | 2018/19 | 2019/20 | 2020/21 |
|---|---|---|---|
| Total number of formal complaints/reports of sexual assault | **25** | **34** | **25** |
| Total number of formal complaints/reports of sexual harassment | **16** | **17** | **14** |
| Total number of formal complaints/reports of stalking | **2** | **2** | **2** |
| Total number of formal complaints/reports of indecent exposure | **1** | **1** | **0** |
| Total number of formal complaints/reports of voyeurism | **1** | **2** | **1** |
| Total number of formal complaints/reports of sexual exploitation | **0** | **1** | **0** |

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

Incidents reported by students to College services are typically a mixture of new incidents and historical incidents. Irrespective of when an incident occurred, supports are offered to the students in question.

Students seeking support were assisted through the College's Security Services, Health Services, and Counselling Services, and where appropriate, by community partnersin Ottawa, Perth, and Pembroke.

**4. The implementation and effectiveness of the policy.**

# Sexual Assault/Sexual Violence Policy

In the summer of 2019, Algonquin College's Sexual Violence Prevention Task Force was established (see Appendix A for mandate and Appendix B for membership) and led a review of the College's Sexual Assault / Sexual Violence policy, SA16. The review was completed in September 2019 and approved by Algonquin College's Board of Governors. The updated policy can be reviewed at https://www.algonquincollege.com/policies/files/2019/11/SA16.pdf

# Sexual Violence Task Force

The Sexual Violence Prevention Task Force met seven times during this reporting period for the purposes of reviewing and revising the Sexual Violence policy and reviewing survey statistics. The Task Force also discussed the efficiency and effectiveness of programs, support services, training delivery and overall awareness with regards to sexual assault and sexual violence prevention. A number of new attendees were added to this Task Force – see Appendix B for the full listing of attendees.

The Sexual Violence Prevention Coordinator participated in the Sexual Violence Task Force, the Mental Health Steering Committee, Crime Prevention Ottawa's Gender Based Reference Group, and the Ottawa Coalition to End Violence Against Women's Public Education Advisory Committee. The Coordinator also served as Co-Chair of the CACUSS Sexual Violence Prevention and Response Community of Practice, and as the Chair the Ontario Colleges' Network of Sexual Violence Prevention and Response staff.

# Sexual Violence Prevention Training

In the spring of 2019, Algonquin College's Human Resources department developed an online training tool on the topic of the SA16 - Sexual Violence/Sexual Assault policy that was added to the College's professional development web site – learn more at https://www.algonquincollege.com/pd/.

All front-line student-facing employees were mandated to take the training, and all new employees are instructed to complete the training as part of their induction. As of

March 31, 2021, 396 employees have completed the online training module, compared to 2,063 in the previous reporting period. To ensure all new employees are aware of this policy, the following steps have been put in place:

- New employees are directed to take this mandated online training in Algonquin's human resource management system "Workday", and are prompted toindicate in Workday when it is completed
- The onboarding dashboard in Workday has a link to register for this mandated online training as well as a checklist for new employees that includes the training
- New employees attending College orientation are reminded of their obligation to complete this mandatory online training
- Departmental orientations are to include a reminder for all new employeesto complete this mandatory online training

# Data Collection

In the spring of 2019, Algonquin College participated for the second time in the National College Health Association (NCHA) survey. The next iteration of this survey is due to take place in the spring of 2022.

# Conclusion

The pandemic has defined the activities of Project Lighthouse during the reporting period, with two significant impacts. First, all activities were carried out virtually, and the creative and innovative approaches taken have resulted in a massive increase in reach as indicated in the report. Second, the number of students coming forward to both Security Services, Health Services and Counselling was significantly reduced, in line with the experience of health agencies across the Province. It is not known if the incidences of sexual violence are actually lower during the pandemic, or if the reporting alone has reduced.

As we move out of the pandemic, it will be imperative to continue using digital tools to maximize Project Lighthouse's reach. This includes both a focus on violence prevention through continued proactive education initiatives, as well as by ensuring students are aware of all the resources available to support them if they experience sexual violence during the pandemic, or at any stage in their life.

Algonquin College remains a leader in the field of sexual violence prevention in post-secondary education, and the Sexual Violence and Harm Reduction Coordinator is to be applauded for leading these efforts here at the College.

**Appendix A**

**Mandate of the Sexual Violence Prevention Task Force (as of October 21, 2019)**
(Ministry Mandated Task Force)

As stated during the Ministry's March 19, 2019 announcement, each institution is required to create a task force by September 30, 2019.

The task force will be responsible for:

- Assessing the sufficiency of Algonquin College's sexual violence policy;
- Assessing the effectiveness of the current programs and services to combatsexual violence on campus;
- Providing recommendation on the additional steps that Algonquin College may take to ensure a safe environment for all.

The task force should represent the diversity of Algonquin College's student population, as well as faculty and administration.

Each task force must submit their independent report to their respective Board of Governors by June 1 of each year.

- Annual Report to the Board – Pursuant to subsection 17 (7.1) of the Ministry of Training, Colleges and Universities Act, Algonquin College is required to prove an annual report to its Board of Governors. For the 2018-19 academic year, the Minister requires that a copy of the report be provided on or before December 31, 2019. Beginning in 2020, the Minister will require Algonquin College to provide a copy of that report on or before June 1st. For transparency purposes, the ministry asks that Algonquin College makes the report to the Board publicly available, and share the report with the ministry.

***The Ministry Act that outlines the Board Report requirement:***

**Information required for Minister**

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

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

**Annual report to board of governors**

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

The rights and privacy of individuals is of utmost concern. The task force should not act as an investigative or adjudicative body responsible for receiving or investigating complaints or incidents of sexual violence.

ALGONQUIN COLLEGE

**Appendix B**

# Sexual Violence Prevention Task Force Membership

As of March 31, 2021

| | Area | Title | Employee name |
|---|---|---|---|
| 1 | Communications | Manager, Communications | Chris Lackner |
| 2 | Faculty | Full-Time Professor | Robert Chabassol |
| 3 | Faculty | Full-Time Professor | Heidi Upson Ferris |
| 4 | Human Resources | Labour Relations Specialist | Helen Ens |
| 5 | International Operations | Associate Director, International Operations | Christine Peachey |
| 6 | International Operations | Manager, International Student Integration | Martha White |
| 7 | Office of the Ombudsman | Assistant Ombudsman | Barbara Carswell |
| 8 | Office of the Ombudsman | Ombudsman | George Cole |
| 9 | Risk Management | Director of Risk Management | Colin Bonang |
| 10 | Risk Management | Manager, Risk Management | Michael Laviolette |
| 11 | Security Services | Coordinator, Security Investigations | Jason Condon |
| 12 | Security Services | Sexual Assault & Sexual Violence Investigator | Michel Houle |
| 13 | Students' Association | President of the Students' Association | Emily Ferguson |
| 14 | Students' Association | Director on the Students' Association Board | Victoria McLellan |
| 15 | Students' Association | Wellness and Equity Centre Coordinator | Quinn Blue |
| 16 | Student Services | Vice President Student Services (Chair) | Laura Stanbra |
| 17 | Student Services | Director, Student Support Services | Ben Bridgstock |
| 18 | Student Services | Manager, Counselling & Spiritual Centre | Doug Stringer |
| 19 | Student Services | Manager, Mamidosewin Centre | Gail Lafleur |
| 20 | Student Services | Sexual Violence Prevention & Harm Reduction Coordinator | Sarah Crawford |
| 21 | Student Services | Mental Health Nurse | Fiona Weber |

3.4

# MEMO

ALGONQUIN COLLEGE

President/Board of Governors

**DATE:** April 19, 2021

**TO:** Board of Governors

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

**SUBJECT:** **Audit & Risk Management (ARM) Committee meeting of March 30, 2021**

---

***Board members can review meeting materials from the March 30, 2021 meeting by accessing the Board of Governors 'Teams site' Audit & Risk Management Committee, March 30, 2021 meeting folder.***

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

1) 2021-22 Draft Annual Budget

Members were presented with the 2021-22 Draft Annual Budget. A detailed presentation will be provided under 6.1 2021-23 Business Plan and 2021-22 Annual Budget at the April 19, 2021 Board of Governors meeting with a recommendation for approval.

**RESOLUTION**
**MOVED & SECONDED: S. Barkhouse & G. Beck**
**THAT** the Audit and Risk Management Committee endorses the 2021-22 Draft Annual Budget with a projected net contribution deficit of $10 million for presentation to the Board of Governors for approval on April 19, 2021.
**CARRIED.**

2) Campus Accessibility Major Capital Project

Members were provided with a presentation on the Campus Accessibility Major Capital Project. A detailed presentation will be provided under 5.1 Campus Accessibility Major Capital Project at the April 19, 2021 Board of Governors meeting with a recommendation for approval.

**RESOLUTION**
**MOVED & SECONDED: C. McKelvie & J. McLaren**
**THAT** the Board of Governors approve an expenditure of up to $1,200,000, funded 50% from internally restricted net assets and 50% from in-year Strategic Investment Priorities budget, for fiscal year 2021-22 to address non-mandatory campus infrastructure upgrades and select deferred maintenance liabilities to improve campus accessibility for learners and employees with disabilities.
**CARRIED.**

3) R3 (Rethink, Redesign, Reimagine) Project Update and 2021-22 Funding Request

Members were presented with the R3 Project Update and 2021-22 Funding Request. A detailed presentation will be provided under 5.2 R3 (Rethink, Redesign, Reimagine) Project Update and 2021-22 Funding Request at the April 19, 2021 Board of Governors meeting with a recommendation for approval.

**RESOLUTION**
**MOVED & SECONDED: S. Barkhouse & J. McLaren**
**THAT** the Audit and Risk Management Committee present the following motion to the Board of Governors on April 19, 2021:

**THAT** the Board of Governors approves a $21.8 million expenditure for fiscal year 2021-22 from College reserve funds to continue the implementation work for the R3 Project consisting of the contracted work with Unit4 and the supporting activities of developing the business architecture, identity and access management, and data governance required to support implementation of a new Unit4 Student Management System.
**CARRIED.**

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

1) College Violence-Related Incidents

Members were referred to the College Violence-Related Incidents transmittal included in their meeting materials. The report provided is new and for information purposes as requested at the February 9, 2021 Audit and Risk Management Committee. Statistics that will be included in the quarterly report are generated by the Security and Emergency Services area of the Risk Management Department.

**RESOLUTION**
**MOVED & SECONDED: S. Barkhouse & C. McKelvie**
**THAT** the Audit and Risk Management Committee accepts this report for information and endorses this information to be included as part of the quarterly Enterprise Risk Management report.
**CARRIED.**

## C. ITEM(S) THE COMMITTEE HAS REVIEWED – FOR INFORMATION TO THE BOARD

2) 2020-21 Audit and Risk Management Workplan

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

# MEMO

ALGONQUIN COLLEGE

President/Board of Governors

**DATE:** April 19, 2021

**TO:** Board of Governors

**FROM:** Governor Audrey Lawrence, Chair, Governance Committee

**SUBJECT:** **Governance Committee meeting March 2 and March 29, 2021**

---

***Board members can review meeting materials from the January 27, 2021 meeting by accessing the Board of Governors 'Teams site' Governance Committee meeting folder, March 2 and March 29, 2021 meeting folder.***

## A. ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL

### Meeting of March 29, 2021

1) Governors in-Waiting Guidelines - Subcommittee amendments

Members were presented with the Governors in-Waiting Guidelines amended by subcommittee members including President Brulé, Governors McCracken, Tudor, and Board Chair McLaren. The amendments to the guidelines are provided in Appendix B: Governors in-Waiting Guidelines (amended) and will be presented at the April 19, 2021 Board of Governors meeting for approval.

**RESOLUTION**
**MOVED & SECONDED: J. McCracken & S. Tudor**
**THAT** the Governance Committee recommends to the Board of Governors approval of the Governors in-Waiting Guidelines as amended.
**CARRIED.**

2) 2021-22 External Governor Reappointments, Board Committee Memberships, and Board Committee Chair and Committee Vice Chair Positions (Update)

Members were informed that Governors Darwin and Tudor whose term of office ends on August 31, 2021 have expressed their interest for a reappointment. The Board Office is still awaiting for confirmation from the Ministry's Public Appointments Secretariat's office on Governor Tudor's Lieutenant Governor in Council reappointment. Details of the reappointment are provided in Appendix C: Transmittal External Governor Reappointments.

**RESOLUTION**
**MOVED & SECONDED: C. Brulé & J. McCracken**
**THAT** the Governance Committee recommends to the Board of Governors the reappointment of Governors Jeff Darwin and Stephen Tudor for a second term of office, effective September 1, 2021.
**CARRIED.**

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

**Meeting of March 2, 2021**

1) Board of Governors Succession Planning (Board Chair/Vice Chair)

The Committee discussed aligning the Board Chair and Vice Chair positions appointment process with Board Policy BGI-07 Board Succession Planning and Board of Governors Succession Guidelines. The policy guidelines was used as a cross-reference check point to ensure that the Committee has adhered to the policy and guidelines, consulted with Board members to avoid any violations of the policy and guidelines, and met its obligations of the succession plan.

2) Chair and Board Vice Chair Succession Plan and Process

**Board Chair discussion:**

The Committee agreed that based on their interpretation of the Policy and Guidelines, that there is no vacancy for the Board Chair position for 2021-22, and recommended the reappointment of Governor McLaren as Board Chair for a second year. The Committee also agreed to review and amend both the Policy and Guidelines to ensure that the language is clear for the appointment of the Chair position within the Procedure section for future succession planning.

**Vice Chair discussion:**

There are two eligible Governors who have expressed their interest for the Board Vice Chair position. Remaining Board members will be canvassed on a voluntary basis for their input and feedback on the strengths and competencies of each candidate. Governors who opted to provide feedback will remain anonymous. The Governance Committee Chair will share the summarized feedback at the March 29, 2021 Governance Committee meeting. This process will ensure that the Committee has adhered to the Policy and Guidelines.

**Meeting of March 29, 2021**

3) Results - 2021 Internal Election of Governors (Academic & Student)

Members were provided with an overview of the Internal Election process. This year's election was for an Academic Staff representative and a Student representative. Rebecca Wakelin will represent the Academic Staff for a three-year term. Cyan Shields won by acclamation and will represent the students for a one-year term.

4) 2021-22 External Governor Reappointments, Board Committee Memberships, and Board Committee Chair and Committee Vice Chair Positions (Update)

- Board Chair – Reappointment of Jay McLaren

Members were informed that based on the Committee's interpretation of Board Policy BGI-07 Board Succession Planning and Board of Governors Succession Guidelines on the appointment and reappointment of the Board Chair at the March 2, 2021 Committee meeting, the Committee agreed

that Jay McLaren will be reappointed as Board Chair for 2021-22. This appointment will be presented at the June 7, 2021 Annual General Meeting of the Board for approval.

- Board Vice Chair appointments (Discussion)

The Governance Committee reviewed feedback received from Governors who opted to provide feedback on the strengths and competencies on two Governors interested in the Board Vice Chair position for 2021-22. The Committee carefully thought-out each members' strengths, competencies, and board related experiences and collectively decided to appoint Governor Beck for the Board Vice Chair position for 2021-22. This appointment will be presented at the June 7, 2021 Annual General Meeting of the Board for approval.

- Appendix B: 2021-22 BOG Officer Position - Committee Memberships

The Governance Committee discussed the 2021-22 Board Committee Chair, Committee Vice Chair appointments, and Committee memberships. The Governance Committee carefully thought-out the following considerations during deliberations in order to establish functional Committees of the Board:

- Governor's Expression of interests;
- Governor's Expertise and Experience; and
- Assignment of members to Committees with low memberships in order to establish quorum.

A. Lawrence, Committee Chair, will send a Memo to appointed Committee Chairs and Vice Chairs with the Committee Membership results for 2021-22. The Committee Memberships and Committee Chair/Vice Chair appointments will be presented at the June 7, 2021 Annual General Meeting of the Board for approval.

5) Board Policies and Directives – Mandatory Review

Members were informed that Appendix A: BG I-04 Responsibilities of the Board Chair is reviewed annually to ensure compliance. All other Board Policies are reviewed every three to five years. Appendix B: BG I-01 Responsibilities of the Board – Compliance Report Card is presented to the Committee at the March meeting. Policy BGI-01 Responsibilities of the Board of Governors states: "The Governance Committee shall report on Board compliance with all Board responsibilities by reporting to the Board any deficiencies on an annual basis." This table was developed from the list of Board responsibilities listed in each of the key Board source documents – By-Laws, terms of reference and governance policies.

6) Board of Governors' Evaluation Tools

Members were informed that the Board Evaluation Survey will be distributed to Board members on April 6. Completed Board Evaluation survey results will be compiled in a report and will be reviewed and analyzed at the May 19 Committee meeting. The Committee will prepare a Report that will be submitted to the Board at the June 7, 2021 Board meeting as part of the Governance Committee Report to the Board. The Governor Self-Assessment questionnaire will be distributed to Governors April 19. Results are confidential and are forwarded to the attention of the Board Chair and not shared with the Governance Committee.

7) February 22, 2021 Board Meeting Evaluation (verbal)

Governor Lawrence provided feedback from Board members who were in attendance at the February 22, 2021 Board Meeting. The evaluations were extremely positive and members suggested more time to be allocated to important topics for future meetings.

8) 2020-21 Board of Governors Workplan

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

ALGONQUIN COLLEGE

# BGI-01 Responsibilities of the Board

**Report Card as of March 29, 2021**

**3.5 Appendix A**

Policy BGI-01 Responsibilities of the Board of Governors states: "The Governance Committee shall report on Board compliance with all Board responsibilities by reporting to the Board any deficiencies on an annual basis." This table was developed from the list of Board responsibilities listed in each of the key Board source documents – By-Laws, terms of reference and governance policies.

| # | Source Document | Responsibility | Comments |
|---|---|---|---|
| **1.** | Bylaw 5 | Summary of the Program Advisory Committees' Annual Report. | A summary of the Program Advisory Committees' Annual Report was submitted to the Academic and Student Affairs Committee at the January 27, 2021 meeting, and to the Board of Governors at the February 22, 2021 meeting. |
| **2.** | Executive Committee Terms of Reference | Conduct the President's annual performance on the attainment of corporate goals and outcomes and compensation review. (1-3) | The President's annual performance for 2020-21 is to be completed in June 2021. |
| **3.** | BGI-01 and<br>Audit and Risk Management Committee, Terms of Reference | Risk Management/Internal Controls<br>The Board should ensure that appropriate practices are implemented to identify and manage risk including appropriate monitoring and reporting. (BGI-01, 2.2) | The Audit and Risk Management Committee reviews the corporate risk profile and receives updates on corporate risks and risk mitigation plans on a quarterly basis. The risk reports are submitted to the Board through the Audit and Risk Management Committee's regular reports to the Board. |
| **4.** | Financial Statement review | Review the annual draft financial statements. | This will be conducted through the Audit and Risk Management Committee at the May 26, 2021 meeting, and submitted to the Board at the June 7, 2021 meeting. |

ALGONQUIN COLLEGE

# BGI-01 Responsibilities of the Board

**Report Card as of March 29, 2021**

| # | Source Document | Responsibility | Comments |
|---|---|---|---|
| **5.** | Audit and Risk Management Committee Terms of Reference | Evaluate the Audit and Risk Management Committee's performance through the periodic review of the Terms of Reference. | The Audit and Risk Management Committee's work plan includes a review of the Terms of Reference, which was completed at the September 22, 2020 meeting. The review resulted in no changes to the Terms of Reference. At the February 9, 2021 Audit and Risk Management Committee meeting, the Term of Office section of the Terms of Reference was amended and recommended for approval at the February 22, 2021 Board of Governors meeting and was approved by the Board. |
| **6.** | Governance Committee Terms of Reference | To be responsible for the annual nomination of the Chair and Vice Chair. | The Governance Committee will recommend the appointment of the Chair and Vice Chair to the Board at the June 7, 2021 Board meeting. |
| **7.** | BG I-01 Responsibilities of the Board of Governors | The Board shall establish governance structures to enable the achievement of expected institutional outcomes with clear lines of communication and internal accountability. (1-1) | For the 2020-21 Academic year, the Board started exercising Board Oversight of the President by including the President's Performance Contract review/update as part of the agenda in the In Camera portion of every Board meeting.<br><br>In support of the Board responsibilities, the Board has started the Meeting without Management in 2017. This meeting occurs directly after the Board meeting and allows reflection on the meeting and additional information as required. |
| **8.** | | The Board shall assess periodically the attainment of College mission and strategic plan. (1-2) | Quarterly business plan updates are submitted to the Board. The Board annually reviews Key Performance Indicator results and final results of the business plan, based on the Strategic Plan. The Key Performance Indicator results will be presented at the June 7, 2021 Board meeting as part of the Academic and Student Affairs Committee Report to the Board. |

ALGONQUIN COLLEGE

# BGI-01 Responsibilities of the Board

## Report Card as of March 29, 2021

| # | Source Document | Responsibility | Comments |
|---|---|---|---|
| **9.** | | The Board shall review, amend, and approve the College's annual business plan, budget, and annual report that support the strategic plan. (1-4) | The Board will approve the annual business plan and budget at the April 19, 2021 Board meeting.<br>The annual report will be submitted for approval at the June 7, 2021 Board meeting. |
| **10.** | | The Board shall periodically assess its effectiveness with respect to governance, accountability, and the attainment of the College mission and strategic plan. (1-5) | The Board will complete the Board Evaluation Survey and Self-Assessment Survey in April 2021. The Board of Governors Evaluation Survey Results will be presented to the Board at the June 7, 2021 meeting. |
| **11.** | Board Accountability | The Board shall take corrective action, as necessary, if any expected outcomes or quality of performance are not achieved. (1-6) | Processes are in place to ensure that reviews of all outcomes and performance are completed in a regular and timely fashion. Board reporting follows work plan timelines for all committees. |
| **12.** | | The Board shall approve all programs of instruction that a college will offer, suspend or cancel.<br>The Board shall ensure that programs of instruction are developed and implemented consistent with provincial standards where they exist. (1-7) | The Program Review Committee ensures all programs of instruction are developed and implemented consistent with provincial standards where they exist. This occurs prior to programs being submitted to the Academic and Student Affairs Committee and Board for approval. Following Board approval, the Credential Validation Service validates programs once it is demonstrated that they are in compliance with the Minister's Binding Policy Directive Framework for Programs of Instruction and in adherence with Program Provincial Standards where they exist. Such credentials can only be conferred by the College once validation from the Credential Validation Service has been received. |
| **13.** | | The Board shall approve the creation of a wholly owned subsidiary corporation if required. (1-8) | The College does not require an additional subsidiary corporation at this time. |

# BGI-01 Responsibilities of the Board

## Report Card as of March 29, 2021

| # | Source Document | Responsibility | Comments |
|---|---|---|---|
| **14.** | | The Board should ensure that proven methods for program development and review occur. (2-1) | The Program Review Committee has a mature and well documented program development and approval process. The Program Quality Assurance Framework is detailed within policy AA38: Program Quality Assurance that consists of three primary elements, Annual Curriculum Review, Program Mix Review and a cyclical five-year Program Quality Review. Deans' Program Quality Review and Implementation Follow-up status reports are provided to the Academic and Student Affairs Committee at the November meeting, and to the Board at the December meeting. Due to the COVID-19 pandemic, the report was provided to the Academic and Student Affairs Committee on January 27, 2021, and presented to the February 22, 2021 Board meeting as part of the Academic and Student Affairs Committee Report to the Board. The Program Lifecycle Management process is reviewed with new governors during Fall of each year. |
| 15. | | The Board should ensure that regular reports on the operational and financial situation of the College are completed, including reports on the progress the College is making towards meeting the strategic plan and on performance measures against benchmarks. The Board should also ensure that necessary audit systems are in place. (2-3) | Regular quarterly progress reports against the annual business plan and quarterly financial projections are provided to the Board in October, December, February, and June.<br>Performance against the Strategic Plan is included in the College's annual report. Any deficiencies are reported to the Board of Governors through the quarterly business plan updates. |
| 16. | | The Board should use an established process for recruitment, delegation of accountability for College operations, and performance review and compensation of the President. (2-4). | A performance evaluation framework is in place.<br>The President's performance is evaluated by the Board and the final review is delegated to the Board's Executive Committee. |

ALGONQUIN COLLEGE

# BGI-01 Responsibilities of the Board

**Report Card as of March 29, 2021**

| # | Source Document | Responsibility | Comments |
|---|---|---|---|
| 17. | | The Board should ensure that the College's communications with students, business, community stakeholders, and the Ministry is ongoing and effective. (2-5) | The College's total communication efforts will be summarized in the June 2020-21 Annual Report. The Director, Communications, Marketing and Government Relations ensures timely and comprehensive communication of major initiatives and issues. |
| 18. | | The Board should ensure that the college operates in accordance with legal and regulatory requirements. (2-6) | Quarterly remittance declarations are presented to the Board to identify compliance with legal and regulatory requirements. A statement is included in the College's Annual Report. |
| 19. | | The Board should ensure that ongoing review and development of academic programs uses proven methods that involve stakeholders in an effective and meaningful way. (2-7)<br>The Board should ensure the College's commitment to quality education and service excellence including continuous improvement. (2-8) | All programs have Advisory Committees in place in accordance with College policy AA01: Advisory Committees. Due to the COVID-19 pandemic, the Program Advisory Committees Annual Report was submitted to the Board at the February 22, 2021 Board meeting. Typically, this is submitted annually at the October Board meeting. The Program Quality Review process engages faculty, student, and industry stakeholders in informing continuous improvement processes. |
| | | The Board should ensure that the College's applied research activities have appropriate accountability for research funds and appropriate processes for research outcomes, including commercialization. (2-9) | Reports are submitted to all granting and funding agencies, as per contractual obligations including timeline and audit requirements.<br>The Academic and Student Affairs Committee reviewed an annual report from the Algonquin College Research Ethics Board at the November 10, 2020 meeting. |
| | BG I-02 Appointment/ Reappointment Of External Governors | The Governance Committee will bring recommendations for appointments or reappointments of external governors for approval. | Governance Committee will submit recommendations to the Board at the April 19, 2021 meeting. |

ALGONQUIN COLLEGE

# BGI-01 Responsibilities of the Board

**Report Card as of March 29, 2021**

| # | Source Document | Responsibility | Comments |
|---|---|---|---|
| | BG I-03 Communication with the Board of Governors | Communication of all major issues and initiatives will be made with approval of the Board Chair. | Policy BGI-04 describes the responsibility of the Board Chair in terms of communications on behalf of the Board.<br>Board members are given a brief update of College events and initiatives at each Board meeting, for use in the community. |
| | BG I-04 Responsibilities of the Board Chair | The Board Chair's responsibilities will be clearly defined in a Board policy with accompanying procedures. | Policy BGI-04 has a mandatory review every 5 years, however the policy is reviewed annually to ensure compliance. The last policy update was approved by the Board on December 11, 2017. |
| | BG II-01 Programs of Instruction | The Board shall be informed of joint college university programs and new apprenticeship programs. | Staff will submit information to the Board regarding joint college/university programs and new apprenticeship programs, through the Academic and Student Affairs Committee. This information is included in the Summary Report of Program Launches and Enrolments that will be submitted to the Committee at the May 18, 2021 meeting. |
| | BG II-01 Programs of Instruction | The Board is responsible for approving program suspensions. | Program suspension occur as needed. At the December 10, 2018 Board meeting, the Board of Governors approved three program suspensions. There were no program suspensions for the 2020-21 academic year. |
| | BG II -02 Financial Management | At fiscal year end, the President shall present to the Board for approval a report on the achievements of the operational outcomes of that year's Business Plan and the audited financial statements. | This occurs annually at the June Board meeting. The report will be presented at the June 7, 2021 Board meeting. |
| | | The Board's annual report shall be submitted. | This occurs annually at the June Board meeting. |

ALGONQUIN COLLEGE

# BGI-01 Responsibilities of the Board

**Report Card as of March 29, 2021**

| # | Source Document | Responsibility | Comments |
|---|---|---|---|
| | | The College will have an Integrated College Development Plan (ICDP). | Management presented the Integrated College Development Plan at the September 2014 Board Retreat. The Five-Year Ottawa Campus Master Development Plan was presented to the Board at the June 8, 2015 meeting. Management has developed a new Integrated College Development Planning (ICDP) Framework Principles that was presented at the June 8, 2020 Board meeting. The completion of the Master Campus Development Plan has been deferred due to the COVID-19 pandemic. It is currently anticipated that it will be presented to the Board of Governors in early fiscal year 2022-23. |
| | Freedom of Information | Under the Freedom of Information and Protection of Privacy Act (FIPPA) the Board must be informed of Freedom of Information requests made to the College. | The Information and Privacy Commission of Ontario's Year-End Statistical Report for Algonquin College for the 2020 reporting year will be submitted to the Board at the June 7, 2021 meeting. |
| | Sexual Assault/Sexual Violence Policy | To monitor compliance with SA16 Sexual Assault/Sexual Violence policy | The Academic and Student Affairs Committee will review the 2020-21 annual report regarding frequency of use and effectiveness of policy SA16 Sexual Assault/Sexual Violence at its March 24, 2021 meeting. The 2020-21 Sexual Assault/Sexual Violence Annual Report to the Board will be presented at the April 19, 2021 Board meeting. |
| | New BOG Responsibility | To oversee Executive Compensation and performance of President and Vice Presidents, through an Executive Compensation Committee of the Board. | As per Provincial directive, a new Board Executive Compensation Committee will be required subsequent to the Executive Compensation Program being approved and posted. There has been no new development on this program in 2020-21. |

ALGONQUIN COLLEGE
Board of Governors

# GOVERNOR(S) IN-WAITING

## Preamble

From time to time, the Board will experience vacancies in its external governor membership, either as a result of the expiry of a governor's term, or other unplanned circumstances. The Governance Committee oversees the recruitment process that includes advertisement and a formal selection process. This is an expensive and time-consuming process. Therefore, it is advantageous to use this process to also identify other high potential individuals.

A Governor In-Waiting process therefore provides a mechanism to identify potential candidates that meet Board skills matrix requirements should a vacancy become available at some point in the future for an external governor.

## Purpose

In support of the Governor in-Waiting concept approved at the April 15, 2019 Board of Governors meeting, the Governor in-Waiting Guidelines will assist the Board and specifically the Governance Committee with external governor membership recruitment and succession planning and will provide additional time for candidate preparation.

---

## GOVERNOR(S) IN-WAITING GUIDELINES

1. This guideline is aligned with Algonquin College's values: Caring, Integrity, Learning, Respect.

2. The Governance Committee through the Board Office, will notify Governors in-Waiting of any Board related composition changes before any public announcements are made.

3. Should an external governor vacancy occur, the Governance Committee will review the Board of Governors skills matrix to determine if there is alignment with any of the skillsets within the Governors in-Waiting group. The Board acknowledges that Governors in-Waiting have skillsets potentially needed by the Algonquin College Board of Governors, and as they have been interviewed, they will not be required to submit an application for a period of three years.

4. For any candidate identified as a Governor in-Waiting prior to this guideline coming into effect (i.e. prior to October 26, 2020), the three-year period starts as of September 1, 2021.

5. Governors in-Waiting should apprise the Board Office of any new skill set(s) obtained in order to update their skills matrix record with the Board Office.

6. As circumstances may change, the role is to be considered without obligation on either party. After the three-year period, candidates may re-apply for positions on the Board via the regular interview process. Governors in-Waiting are also encouraged to apply for Lieutenant Governor in Council appointment through the Public Appointments process for positions on the Algonquin College Board of Governors.

7. The Algonquin College Board of Governors appointment process may involve a multi-year process and therefore, a Governor in-Waiting has no legal obligation to remain a Governor in-Waiting. Governor(s) in-Waiting are free to pursue other opportunities outside of the Algonquin College Board of Governors. The waiting period for a Board vacancy provides Governors in-Waiting time to continue to familiarize themselves with various aspects of the College in advance. A full Board Orientation will be provided to all new incoming Board members which the selected Governor in-Waiting will attend in the year they are appointed to be on the Board at the Annual General Meeting of the Board in June.

8. Notices for public Board Meetings will be sent to Governors in-Waiting in a timely manner. As the Governors in-Waiting role is a courtesy position, Governors in-Waiting do not have any legal or fiduciary responsibilities.

9. Governors in-Waiting may be invited to College events at the discretion of the Board Chair. Governor in-Waiting attendance is not mandatory.

10. As Board members are ambassadors for the College in their own social environments, it is expected that Governors in-Waiting will act in a similar manner.

ALGONQUIN COLLEGE

President/Board of Governors

Agenda Item No: 3.5 Appendix C

| | |
|---|---|
| Report title: | External Governor Reappointment |
| Report to: | Board of Governors |
| Date: | April 19, 2021 |
| Author/Presenter: | Audrey Lawrence, Chair, Governance Committee<br>Claude Brulé, President and CEO |

1. RECOMMENDATION:

   **THAT** the Board of Governors approves the reappointment of Governor Jeff Darwin for a second term of office, effective September 1, 2021.

2. PURPOSE / EXECUTIVE SUMMARY:

   The purpose of this report is to provide the Board of Governors with information regarding vacancies and terms of office that are ending, to ensure external Governors' terms of office are aligned with Algonquin College Bylaw 1, that identifies external governors' terms and term limits (4.5). The Governance Committee will present the reappointment of Governor Jeff Darwin at the April 19, 2021 Board of Governors meeting for approval.

3. BACKGROUND:

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

4. DISCUSSION:

   Governors whose terms of office are coming to an end are approached to ask if they wish to continue on the Board. Governors Jeff Darwin have expressed his desire to be reappointed for a second three-year term of office that would take him to the six-year maximum term as of August 31, 2024.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

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

7. FINANCIAL IMPACT:

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

8. HUMAN RESOURCES IMPACT:

   There are no direct human resources impacts associated with the reappointments of Governors to the Board.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

   In accordance with Algonquin College's corporate Bylaw 1, the Board of Governors is responsible for the appointment and reappointment of external governors as follows:
   ***Section 4.2.2***
   ***"Eight (external) governors are to be appointed by the members of the Board holding office at the time of appointment;*** "

10. COMMUNICATIONS:

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

11. CONCLUSION:

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

Respectfully submitted:

Claude Brulé
President and CEO

ALGONQUIN COLLEGE

President/Board of Governors

Agenda Item No: 5.1

| | |
|---|---|
| Report title: | Campus Accessibility Major Capital Project |
| Report to: | Board of Governors |
| Date: | April 19, 2021 |
| Author/Presenter: | Ryan Southwood, Acting Executive Director Facilities Management<br>Duane McNair, Vice President Finance and Administration |

1. RECOMMENDATION:

   **THAT** the Board of Governors approve an expenditure of up to $1,200,000, funded 50% from internally restricted net assets and 50% from in-year Strategic Investment Priorities budget, for fiscal year 2021-22 to address non-mandatory campus infrastructure upgrades and select deferred maintenance liabilities to improve campus accessibility for learners and employees with disabilities.

2. PURPOSE / EXECUTIVE SUMMARY:

   The purpose of this Business Case is to seek approval from the Algonquin College Board of Governors to proceed with the Campus Accessibility project as a major capital project. This project will implement various renovations to College grounds and existing buildings to align best practices for built environment standards related to accessibility. This multi-year project is estimated to cost between $9,000,000 and $10,000,000. An initial expenditure of up to $1,200,000 is presented for approval for fiscal year 2021-22. In subsequent years, additional stages of the project will be presented to the Board of Governors for approval. This stage gate approach will permit College management to assess the affordability of the project as the College works to restore financial sustainability following the pandemic impacts. Future funding requests will address remaining accessibility improvements included in the Algonquin College Executive Team (ACET) endorsed Option 2 identified in the Investment Case.

3. BACKGROUND:

   Facilities Management previously completed an Accessibility Audit of all College-owned facilities which provided an extensive list of renovations to align with the Accessibility for Ontarians with Disabilities Act (AODA). This audit was supplemented with additional recommended renovations to further increase accessibility to meet best standards in accessibility. The Audit report was sub-divided into five priority areas which ranged from life safety and immediate hazards to best practices and enhanced paths of travel.

A formal legal review was sought and has indicated that the College is not obligated to conduct renovations to existing facilities to meet the January 1, 2025 legislative deadline. The AODA legislation only applies to new construction or major renovations of existing facilities. However, there remains reputational risk to the College if accessibility to the existing facilities is not improved.

The Algonquin College Executive Team previously approved the development of the full Investment Case on November 12, 2020. The full Investment Case was subsequently presented and accepted by ACET on February 17, 2021. The full Investment Case was presented to the Audit and Risk Management Committee on March 30, 2021 and was endorsed.

4. DISCUSSION:

Appendix A: Investment Case Campus Accessibility Project provides an overview of the recommended project scope in order to designate this a Major Capital Project. The Investment Case proposes that the College implement Option 2. This includes the full implementation of the recommendations identified in the Audit report by initiating renovations, including those above and beyond the minimum requirements, to improve accessibility at all three of the College's physical campuses.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

The project will enhance student experience by improving life safety, removing physical barriers throughout the Ottawa, Pembroke and Perth campuses and promoting inclusivity for students regardless of ability.

7. FINANCIAL IMPACT:

The order of magnitude project cost estimate for the recommended approach (Option 2) is $9,000,000 to $10,000,000. Currently, $1,200,000 has been allocated to start the Campus Accessibility project in the College's fiscal year 2021-22 budget. Scope of work to be included in the initial $1,200,000 to be determined in consultation with the Steering Committee.

| AODA Compliance Project Costs | | | Estimate |
|---|---|---|---|
| Design & Consultant Fees | $ | 572,936 | |
| Construction | $ | 8,050,332 | |
| Permits, Insurances & Other Costs | $ | 225,000 | |
| Building A-D Link Upgrades | $ | 400,000 | |
| Contingency | $ | 416,172 | |
| Taxation | $ | 329,557 | |
| **Total AODA Compliance Project Costs (incl. Taxes)** | | | **$ 9,993,997** |

8. HUMAN RESOURCES IMPACT:

This initiative is not anticipated to result in any adjustments to the College's current employee complement. It will provide further opportunities to promote the College as an inclusive work place, increase staff retention rates, and attract new talent.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The College is not legally obligated to renovate existing facilities to comply with the AODA legislation by January 1, 2025 except when undertaking new construction or extensive renovations.

10. COMMUNICATIONS:

A detailed Communications Plan will be developed at the start of the Project ahead of any physical construction work to minimize occupants' disruption and impact on overall service delivery. The Communication plan will includes an internal consultation with all stakeholders, issuing any notice of disruption to the college community, and following all safety regulations during the implementation.

11. CONCLUSION:

Algonquin College is committed to supporting learners, employees and the community by addressing existing barriers to our physical infrastructure. Implementing these renovations and modifications will increase accessibility for persons with disabilities and will make our campuses more welcoming and inclusive for all Ontarians. The College's intent to exceed the

minimum standard will be another example of aligning its physical campuses with Algonquin College's stated Mission, Vision, and Values.

Respectfully submitted:

Duane McNair
Vice President, Finance and Administration

Approved for submission:

Claude Brulé
President and CEO

**Appendices:**

| |
|---|
| Appendix A: Investment Case Campus Accessibility Project |

5.1 Appendix A

March 2021

# Campus Accessibility Major Capital Project

## Investment Case

# Table of Contents


Executive Summary ..... 3
Background ..... 4
Problem Statement ..... 5
Investment Objectives ..... 6
Internal Environment ..... 7
External Environment ..... 9
The City of Ottawa ..... 9
Hospitals and Health Care ..... 10
Competitive Environment ..... 11
Universities ..... 11
Colleges ..... 12
Options Analysis ..... 14
Financial Analysis ..... 18
Recommendation ..... 21
Implementation Strategy ..... 22
Change Management Strategy ..... 24
Risk Assessment ..... 25
Governance and Oversight ..... 26
Appendix A: Risk Appetite Test ..... 28
Value Drivers ..... 29
Appendix B: Risk Evaluation Matrix ..... 32
Appendix C: Estimated Construction Costs by Building ..... 34
Appendix D: Proposed Cash Flow ..... 35
Appendix E: Letter, LXM Law re: AODA Compliance ..... 36
Appendix F: Reserve Continuity Schedule ..... 37

## Executive Summary

The Government of Ontario has mandated that Colleges and Universities be compliant with the Accessibility for Ontarians with Disabilities Act (AODA) by January 1, 2025. While this legislation applies to new construction and *major renovation* *, there are reputational risks to not providing better access to College facilities for persons with disabilities.

In 2019, Algonquin College, Facilities Management completed an accessibility audit of the Ottawa, Perth, and Pembroke campuses to develop a plan to eliminate physical and architectural barriers for persons with disabilities.

The Accessibility Audit Report details the modifications (buildings and grounds) required for the College to achieve compliance with the Ontario Building Code, the enhanced practices covered under the City of London (Ontario) Facilities Accessible Design Standard (FADS), City of Ottawa Accessibility Design Standard and Design for Public Spaces Standards (DOPSS).

The City of London Facilities Accessible Design Standard helped guide the Province's updates to the January 2015 Ontario Building Code changes. The Design of Public Spaces Standards was developed in January of 2016. Both these design standards apply to extensive renovations and new construction projects. While the Facilities Accessible Design Standard / Accessibility Design Standard and elements of the Design of Public Spaces Standards (DOPSS) go beyond the Ontario Building Code, industry adoption of these standards is expected by people with disabilities. Taking steps to adopt these best-practice standards will place Algonquin College in good standing with many other post-secondary institutions committed to ensuring their learners and employees' inclusivity with disabilities.

After consultation with the College’s legal counsel, it has been confirmed that the AODA legislation is not retroactive, and the College is not obligated to implement accessibility improvements to comply with the legislation by January 1, 2025. A letter describing the legislative requirements in further detail has been included in Appendix E.

An initial phase of accessibility improvements is currently scheduled to be completed in the 2021-22 fiscal year. Beginning in the 2022-23 fiscal year, the AODA Project intends to utilize a Construction Management project delivery model to complete the balance of the accessibility improvements. The Project is valued up to $10M over a period of at least three years and will impact every building on the Ottawa, Perth, and Pembroke campuses. This project delivery model has been chosen because it encourages close collaboration between the Project's design consultants and constructors, maximizes value for money and will help minimize the impact on campus activities/schedule.

However, given the significant uncertainty of the College’s future financial health and resources, the requests for funding will be staged and presented annually for the Board of Governors approval. This will enable the College administration to re-assess its financial position before embarking on the next stage of the project.

**We recommend:**

That the Board of Governors approve an expenditure of up to $1,200,000, funded 50% from internally restricted net assets and 50% from in-year Strategic Investment Priorities budget, for fiscal year 2021-22 to address non-mandatory campus infrastructure upgrades and select deferred maintenance liabilities to improve campus accessibility for learners and employees with disabilities.

## Background

As one of the largest Ontario colleges, Algonquin College is a landmark in the Nation's capital and home to over 20,000 students, and thousands of continuing education students, and 3,500 employees. Algonquin's partnerships with local businesses and community organizations have helped ensure our programs remain up to date and that our graduates are job-ready.

As a result of 50 years of operation, the College's infrastructure (buildings and grounds) incorporate building code and design standards that were in place at the time of construction.

The Government of Ontario mandated that all public institutions, including Colleges and Universities, are fully compliant with the Accessibility for Ontarians with Disabilities Act (AODA) by January 1, 2025. While this legislation applies to new construction and major renovation, there are reputational risks to not providing better access to College facilities for persons with disabilities.

Implementing the AODA standards will require that all new College infrastructure is constructed to comply with the standard and that existing facilities will need to comply only if major renovations are undertaken.

* *As per Ontario Building Code, the major/extensive renovation is clarified under Part 11 of the Building Code, must comply with section 3.8, if the proposed construction:*
*1. is within an existing suite area that is greater than 300 square metres of space;*
*2. involves installations of new interior walls/floor assemblies or new ceilings;*
*3. is within a buildings main floor area located within 200 mm of the nearby ground floor (or in a floor area that is accessible by an elevator from the buildings main floor area that is located within 200 mm of the nearby ground floor).*
*All three tests must be met to qualify as an extensive renovation that triggers the enhanced accessibility requirements under section 3.8 of the Building Code.*

## Problem Statement

Algonquin College's more recently constructed buildings will require minor updates to align with the accessibility standards that comply with AODA. However, many legacy buildings will require significant renovations to meet these accessibility standards.

A recently completed Accessibility Audit Report identified that several accessibility deficiencies would require the College to renovate facilities. Renovations to align with the minimum Provincial legislative requirements are relatively minor, while significant enhancements will be necessary to move closer to achieving organizational goals of inclusivity that align with College values. In some cases, these facility renovations are not feasible or financially practical such as major interventions related to the pedestrian ramp that connects Buildings A and D or installation of elevators in Buildings G and M.

**We submit that:**

In response to the legislative requirements of the Accessibility for Ontarians with Disabilities Act, Algonquin College should undertake renovations to its aging physical infrastructure to competitively position us with other post-secondary institutions that adopted Ontario Building Code, the enhanced practices covered under the City of London-Ontario Facilities Accessible Design Standards (FADS) / City of Ottawa Accessible Design Standards (ADS), and Design of Public Spaces Standards (DOPSS).

## Investment Objectives

Approval of this investment case is requested to enable renovations to College facilities to create a barrier-free environment and improve overall accessibility. This investment aligns with our College values and the intent of Provincial accessibility legislation that requires public institutions to comply with the Accessibility for Ontarians With Disabilities Act (AODA) by January 1, 2025, for any new construction or major renovation.

The purpose of the AODA is noted as "Recognizing the history of discrimination against persons with disabilities in Ontario".

The Act benefits all Ontarians by:

- Developing, implementing, and enforcing accessibility standards that achieve accessibility for Ontarians with disabilities concerning goods, services, facilities, accommodation, employment, buildings, structures, and premises on or before January 1, 2025.
- Providing for the involvement of persons with disabilities, the Government of Ontario, representatives of industries, and various sectors of the economy in the development of the accessibility standards."

## The Key Deliverables for the AODA project are as follows:

1. Life Safety Upgrades related to access to defibrillators, fire pull stations, washroom grab bars, emergency call buttons, and visual alarms.
2. Automatic door openers & levers, detectable warning surfaces at stairs, service counters, various washroom adjustments, new signage, lighting enhancements, parking lot requirements.
3. Widening door openings, directional/accessible signage, automatic flush toilets & faucets, handrails for ramps, colour contrasting slip-resistant strips at stair nosing.
4. Staff kitchen upgrades, including automatic doors, access to doors, and washrooms.

## The Key Opportunities for the AODA project as follows:

1. Public path of travel enhancements including improved colour contrast, detectable guiding/attention patterns, slip-resistant strips, and detectable warning surfaces.
2. Voice annunciator for elevators.
3. Increased illumination levels in washrooms and ancillary areas.
4. Closing stair risers and other lesser enhancements.

*Note: The Accessibility Audit Report included priority items that have been excluded from the scope of this Project due to feasibility concerns and financial impacts. Elements identified in the Accessibility Audit but excluded from the current project scope will be included as part of future campus developments and as seen appropriate to the business case developed.*

## Internal Environment

The College maintains 22 buildings across the Ottawa, Perth, and Pembroke campuses, some of which were constructed in the 1960s; many have received numerous renovations, and others are still being constructed today.

Over the past decade, accessibility standards and barrier-free building design has been seamlessly incorporated into architectural design and Provincial building codes. Unfortunately, the College's older buildings have only fundamental accessibility features such as ramps and elevators; many of which no longer comply with current accessibility standards.

Our recent Accessibility Audit Report detailed that all of the College's 22 buildings contain some form of barrier to those with disabilities (persons with physical, sensory, or cognitive disability). Not surprisingly, the scope of the disability barrier generally increases with the age of each building.

During 2018-19, Algonquin College Facilities Management retained an accessibility consultant to complete a detailed audit of all College facilities. The consultant developed an inventory of accessibility issues and recommended actions to align with the AODA legislation. The audit included a best-practices assessment perspective that incorporated compliance with the City of London (Ontario) Facility Accessible Design Standards and Design of Public Spaces Standards (DOPSS).

*Fig 1. Summary of Building Deficiencies by Priority and Number of Occurrence (2019 Accessibility Audit Report)*

| Site/Building | Priority 1 | Priority 2 | Priority 3 | Priority 4 | Priority 5 | Total |
|---|---|---|---|---|---|---|
| Building A | 9 | 56 | 9 | 5 | - | **79** |
| Building B | 11 | 24 | 13 | 15 | - | **63** |
| Building C | 8 | 33 | 28 | 1 | - | **70** |
| Building D | - | 8 | - | - | | **8** |
| Building E | 2 | 15 | - | - | - | **17** |
| Building F | 2 | 5 | - | 2 | - | **9** |
| Building G | 3 | 13 | 8 | - | 1 | **25** |
| Building H | 2 | 28 | 4 | - | - | **34** |
| Building J | 5 | 23 | 6 | - | - | **34** |
| Building K | 4 | 5 | 4 | - | - | **13** |
| Building M | 2 | 9 | 2 | 1 | 1 | **15** |
| Building N | - | 12 | 2 | - | - | **14** |
| Building P | - | 21 | 7 | - | - | **28** |
| Building R | 2 | 18 | 9 | 8 | - | **37** |
| Building S | 2 | 4 | 3 | - | - | **9** |
| Building T | - | 10 | 14 | 1 | - | **25** |
| Building V | 0 | 7 | 3 | - | - | **10** |
| Building Z | 1 | 5 | - | 2 | - | **8** |
| Building CA | 3 | 13 | 5 | - | - | **21** |
| Perth | 4 | 20 | 6 | - | - | **30** |
| Pembroke | 3 | 20 | 5 | 2 | - | **30** |
| Ottawa(Parking) | - | 22 | - | - | - | **22** |
| **Total** | **63** | **371** | **128** | **38** | **1** | **601** |

## Building Renovations are Ongoing

As buildings undergo renovation to modernize spaces, accommodate increased enrollment, and address deferred maintenance the standards of the latest Ontario Building Code are applied and AODA requirements will be addressed. Some recent examples of projects which incorporated accessibility improvements include:

| Building | Project | Year Completed |
|---|---|---|
| Building X | Athletics & Recreation Centre | 2021 |
| Building C | C150 Classroom Conversion | 2019 |
| Building C | DARE District | 2018 |
| Building C | Student Central | 2018 |
| Building A | A158 Classroom Conversion | 2018 |
| Building F | Applied Research Renovations | 2017 |

Algonquin College Facilities Management addresses barriers to accessibility across the campus on an ongoing basis - focusing on those which provide the most benefit or address life safety risks. Unfortunately, due to the sheer number of accessibility barriers on the College's three campuses, a dedicated project is required to systematically eliminate the physical and architectural barriers required to align with the AODA legislation, our College values, and create an inclusive post-secondary experience for our students and employees.

The College's Centre for Accessible Learning currently estimates over 3,600 students rely on Centre for Accessible Learning services.

## External Environment

It is estimated that there are over 1.8 million persons with disabilities in the Province of Ontario, with over 40% having some form of a post-secondary credential[1].

## The City of Ottawa

The City of Ottawa has developed detailed Accessibility Design Standards that apply to both new construction and renewal projects for city-owned infrastructure. The Accessibility Design Standards are similar to the City of London (Ontario) Facilities Design Standards. Currently, the City appears to be focusing on exterior accessibility elements specifically related to the Design of Public Spaces Standard to achieve AODA compliance, including outdoor public use eating spaces, outdoor play spaces, exterior paths of travel, and accessible parking[2].

> "The City of Ottawa has developed Accessibility Design Standards (ADS) to ensure that all City owned and operated spaces and facilities are inclusive and accessible to everyone. This commitment extends to residents, visitors and employees with visible or non-visible disabilities. The City is committed to providing equal treatment to people with disabilities with respect to the use and benefit of City services, programs, goods and facilities in a manner that respects their dignity and that is equitable in relation to the broader public."

[1] https://www.ontario.ca/page/path-2025-ontarios-accessibility-action-plan

[2] https://ottawa.ca/en/city-hall/accessibility-services/accessibility-design-standards-features

## Hospitals and Health Care

Health care facilities must follow the AODA standards in the Ontario Building Code legislation and are subject to additional provisions, specific to the health care sector. Although hospitals and health care facilities generally have a greater emphasis on accessibility when constructed, the level of compliance with AODA can vary greatly depending on their age.

The Ottawa Hospital has a long-term renovation program to continually improve accessibility across each of its campuses. Their Multi-Year Accessibility Plan (2018-22) identifies the following: renovations and new construction must be “compliant with current standards and best practices", increase the number of accessible washrooms, repairs/restoration of parking and sidewalks to be addressed on an annual basis, upgrades to wayfinding, and enhancements to accessibility signage. The Ottawa Hospital is currently developing the New Civic Campus, which will "…involve [the] Accessibility group in the design phase and consider best practices and AODA standards/guidelines."[3]

Their Annual Accessibility Report (2019) notes that renovations completed by The Ottawa Hospital are "…guided by Ontario Building Code, AODA, Canadian Standard Association, Ottawa Accessibility Design Standards, and other federal/universal guidelines/standards/codes during renovations"[4].

Long-term care and similar health care facilities generally have enhanced levels of accessibility standards compliance, however similar to hospitals; this varies significantly with the facility's age and the facility operator. A summary review of available information identifies the Province's long-term care providers indicates that most intend to adhere to the minimum requirements for compliance with AODA, namely exterior improvements to paths of travel, parking, building access, and related elements. Minimal information on their interior accessibility renovations is available, but it would be safe to assume they follow a “need-to” renovate model rather than a "nice-to" renovate model.

[3] https://www.ottawahospital.on.ca/en/documents/2018/11/multi-year-accessibility-plan-2018-2022.pdf/

[4] https://www.ottawahospital.on.ca/en/documents/2020/02/annual-report-on-accessibility-2019.pdf/

## Competitive Environment

Most post-secondary institutions in the Province are still developing their strategies to align with the AODA legislation and, at the very least, fully intend to meet the Ontario Building Code compliance requirements. Typically, this includes addressing significant accessibility issues through Facilities Renewal Program funds. Generally, Facilities Renewal Program funds are modest and allow for only a limited number of accessibility upgrades to be completed. Unfortunately, this results in a build-up of accessibility issues that post-secondary institutions must address special project funding (as with this AODA project).

## Universities

Carleton University

Carleton University has developed a Coordinated Accessibility Strategy that speaks to all forms of accessibility, including their infrastructure environment where the intent is to upgrade facilities beyond the minimum Ontario Building Code requirements. More recently, they have committed to achieving certification by the Rick Hansen Foundation, which is one of the highest accessibility standards available – standards above the Facilities Accessible Design Standard and Design of Public Spaces Standards (DOPSS). All their new facilities must meet the Rick Hansen Foundation Gold level certification while existing facilities must meet the certified level. Various accessibility audits are currently underway which will allow for "…systematic retrofitting to address current problems and meet the new standards for the physical campus"[5]. In accomplishing this systematic retrofitting, Carleton University is moving forward with a permanent annual accessibility budget envelope.

University of Ottawa

The University of Ottawa's Multi-year Accessibility Plan (2019-24) indicates a phased approach where facilities and grounds are "…generally improved as party of the normal upgrade cycle". Their most urgent and pressing accessibility needs have been identified as part of recent audits such as construction of new accessible washrooms and renovations to existing washrooms, improving classroom accessibility, improve wayfinding, improve life safety through visual alarms (fire alarms) and accessible outdoor areas. Details regarding specific accessibility standards being followed are not readily available but appear to be Ontario Building Code with other select enhancements with the intent to revisit accessibility priorities over the coming years.

[5] https://carleton.ca/read/wp-content/uploads/Carleton-University-Coordinated-Accessibility-Strategy.pdf

## Colleges

Fanshawe

Fanshawe College continues to renovate beyond the Ontario Building Code by adopting the current CSA Accessible Design Standards. Their renovation program particularly includes Integrated Accessibility Standards Regulations which target improved accessible/universal design for all physical infrastructure. Fanshawe's multi-year AODA plan details their intention to address accessibility improvements over time and accessibility improvements being addresses through special project funding. As of 2018-19, "…all new construction and renovations projects will meet the Ontario Building Code and the AODA, Integrated Accessibility Standards and where these standards/regulations are lacking we will follow the CSA B651-12 Accessible Design for the Built Environment".

The noted CSA standard is comparable to the City of London Facilities Accessible Design Standard.

Fanshawe has established an AODA Steering Committee and an Accessibility Advisory Committee reporting to the Steering Committee. These committees review all aspects of AODA, not just the built environment. With a combination of capital funding for particular AODA improvements and, their multi-year AODA plan, the AODA Steering Committee intends to position Fanshawe as fully accessible to persons with disabilities.

Humber

Humber College recently completed a detailed accessibility audit similar to that conducted for Algonquin College in 2018-19. Subsequently, they have attempted to obtain special project funding to "apply universal design principles to ensure Humber's products and environments enable accessibility, functionality and social inclusion". Like Fanshawe, Humber conducts accessibility facility renewals using an annual $250,000 budget allocation, focusing on addressing high-priority items related to life safety. Humber has adopted enhanced accessibility standards that are above the Ontario Building Code legislative requirements.

Niagara

Although still under internal review, Niagara College is expected to allocate a limited annual budget to gradually improve infrastructure accessibility at the campus. They intend to adopt enhanced standards above the Ontario Building Code legislative requirements, and where possible, the Facilities Accessible Design Standard and Design of Public Spaces Standards (DOPSS) best practices. Upgrades will be completed through a combination of their internal forces and contractors.

La Cité

La Cité College states that it intends to exceed the minimum requirements for AODA compliance when conducting renovations to their facilities. The College is currently reviewing its accessibility strategy and evaluating required funding to complete special accessibility projects.

## Options Analysis

The options presented below seek to deliver a balance of best value for maximum benefit.

Options are based upon the recently completed 2019 Accessibility Audit Report. However, some identified recommendations were judged as impractical – as such, not all recommendations have been included within the options. Whenever possible, alternate enhancements are included to ensure impractical items are addressed. For example, with the footbridge link between Building A–D, flooring, handrails, and associated elements will be replaced to improve accessibility conditions. However, addressing the incline of the footbridge ramps to meet current accessibility standards would require replacing the bridge or similar major construction and is therefore deemed impractical. As the footbridge was constructed in compliance with the Ontario Building Code in place at the time, it has "grandfathered" compliance. As such, the College is not legislatively required to replace it.

Furthermore, although the Accessibility Audit Report is exhaustive, site investigation during the detailed design phase of the Project has identified additional building accessibility deficiencies that should be addressed.

The College is not obligated to retroactively renovate existing facilities to be in compliance with AODA legislation. Ontario Building Code and associated accessibility standards must only be implemented for new construction or extensive renovation projects. During the preparation of this AODA Investment Case, the College's Executive Team identified that the College intends to exceed the minimum accessibility standards.

## Option 1: Maintain Existing Practices

Maintain existing College approach to accessibility in the built environment by improving existing conditions on an as-needed basis only as part of regular facilities maintenance. New construction projects or those including extensive renovations to existing facilities will be required to meet Ontario Building Code and AODA.

Pros:

- College maintains compliance with existing legislation as existing spaces are not required to be retrofitted, College has "grandfathered" compliance.
- No immediate costs incurred or long-term commitments required
- Allows College to strategically select which accessibility improvements are undertaken based on priority, allowing for further cost control

Cons:

- Potential negative reputational risks due to inaction
- Does not provide enhanced accessibility to College facilities
- Does not reduce existing risks to life safety or barriers to paths of travel
- Potential for unexpected future costs due to unforeseen building improvements if completed on emergency basis
- Potential increased liability risk if known accessibility issues are not addressed
- Cannot promote the College as a leader in accessibility

## Option 2: Enhanced Accessibility Standards

Renovate existing facilities to go beyond the Ontario Building Code by implementing Facility Accessibility Design Standards / Ottawa Accessibility Standards and Design of Public Open Spaces accessibility standards.

Pros:

- Aligns fully with AODA and exceeds the legislative requirement
- Maximizes accessibility throughout all facilities providing the best possible experience for all occupants
- Promotes the College as a leader in accessibility
- Maximizes the College's ability to recruit and retain talent
- Maximizes the College's ability to attract students
- Promotes the College's values
- Opportunity for potential external funding, grants, and recognition subject to further investigation to secure (Rick Hansen Foundation)

Cons:

- This option requires the largest initial investment and likely will take more time to implement than other options
- Potential additional disruption to occupants and College services as some interventions may be more invasive; however, this will be managed through a proper planning and coordination with all stakeholders.

## Option 3: Hybrid Approach

Renovate existing facilities to meet the minimum Ontario Building Code requirements and strategically implement the enhanced Facilities Accessible Design Standard / Accessible Design Standards and Design of Public Spaces Standards (DOPSS) wherever possible subject to available funding and to prioritize the implementation based on agreed strategy (campus-wide, building by building or space priority):

Pros:

- Aligns fully with AODA legislation
- Enhancements can be gauged on a case-by-case basis, a practical approach
- Balance of value and enhanced accessibility
- Cost control by only implementing additional measures on a value/impact basis
- Reduced disruptions, less invasive than Option 2

Cons:

- Enhanced measures will be limited to the amount of funding available
- Only partial compliance with the Facilities Accessible Design Standard / Accessibility Design Standard and Design of Public Spaces Standards (DOPSS)
- Limits the College's ability to attract talent and students
- Demonstrates only a partial commitment to a fully accessible campus
- Less likely to be eligible for external funding or grants associated with AODA unless a significant portion of the enhanced measures can be implemented

### Options Analysis Summary

Both Options 2 and 3 could be delivered through a phased implementation, which aligns with the College annual funding priorities or a set period determined by the College. However, Option 3 is expected to result in higher costs over a medium/long time frame due to inflation and overall reduced efficiency and would defer important accessibility upgrades into the future. In all cases a Construction Management delivery methodology provides the most benefit to the College by completing work within a shorter time period. A traditional stipulated sum contract completed by a general contractor may be considered for select work packages that are less complex or present lower overall risk to delivery.

Furthermore, the intent is to fully design the accessibility upgrades as identified in Option 2 including any such works subject to potential future re-development at the College such as the

Campus of Care project. However, renovations to these facilities would be deferred until such time that locations of future re-development are confirmed.

When recognizing the history of discrimination against persons with disabilities in Ontario as an objective of the AODA Compliance Project and the College's Executive Team's desire to adopt best practice standards that will ensure inclusivity for their disabled students and employees, it is recommended that:

**Option 2** best ensures full alignment with AODA legislation and adopts the correct level of accessibility standards to demonstrate the College's commitment to inclusivity for disabled students and employees. However, due to the College's fiscal reality the work will be phased appropriately.

## Financial Analysis

The order of magnitude project cost estimate for the recommended approach (Option 2) is $9M to $10M. Currently, $1.2M has been earmarked, subject to approval, to start the AODA project as part of the 2021-22 Strategic Investment Priority budget. Scope of work to be included in the initial $1.2M to be determined in consultation with the Steering Committee.

This estimate is based on rough order of magnitude prepared by both the accessibility consultant as part of the Accessibility Audit Report and Prime Design Consultant and in consultation with Algonquin College Facilities Management and Colliers Project Leaders. In consultation with the Prime Design Consultant and Construction Manager once retained, cost estimates will be further refined as site investigations and detailed design move forward allowing for further cost certainty. Opportunities for value engineering to achieve greater cost savings and ensuring best value for money will continue to be considered upon receipt of Class 'D' cost estimate and once the Construction Manager is retained. Although existing construction cost estimates and contingency identified in the budget will accommodate typical annual inflation over the proposed budget schedule, all costs are estimated in current dollars (2021) and annual inflation of these values should be considered if implementation of the project extends significantly into future years.

For clarity, the proposed budget includes both a contingency allowance embedded directly within the construction costs and a separate overall project contingency.

Beyond the cost to implement the Project, there are no significant additional or incremental operational costs anticipated. It is expected that the Project will address some deferred maintenance upgrades through the course of completing necessary accessibility upgrades and wherever practical or provide the best value for the College.

| AODA Compliance Project Costs | | | Estimate |
|---|---|---|---|
| Design & Consultant Fees | $ | 572,936 | |
| Construction | $ | 8,050,332 | |
| Permits, Insurances & Other Costs | $ | 225,000 | |
| Building A-D Link Upgrades | $ | 400,000 | |
| Contingency | $ | 416,172 | |
| Taxation | $ | 329,557 | |
| **Total AODA Compliance Project Costs (incl. Taxes)** | | | **$ 9,993,997** |

| AODA Compliance Project Sources of Funds | | | |
|---|---|---|---|
| College Strategic Investment Priorities | $ | 4,996,999 | |
| College Reserves | $ | 4,996,999 | |
| **Total AODA Compliance Project Costs (incl. Taxes)** | | | **$ 9,993,997** |

Note: The College will return to the Board of Governors to request these funds once the College fiscal picture is more precise.

Appendix C identifies the estimated costs to upgrade each building.

Appendix D provides an anticipated cash flow.

**Key Advantages of the Construction Management project delivery methodology:**

- Best Value and Maximize Efficiency: Delivery of the work as a single project creates larger packages to increase buying power and opens opportunities to engage more prominent vendors. Work can happen concurrently, where renovations can happen in multiple locations at once. Both the Construction Manager and sub-trades are competitively procured, which ensures the best pricing.
- A well-coordinated schedule: All work can be coordinated at a program level, minimizing downtime, ordering long-lead materials
- Risk Reduction: Life safety is improved and access increased for all individuals
- Maintain Service Delivery: Minimize disruptions by carrying out the work in an efficient manner and maintaining student experience.

Alternatively, should the College choose Option 1 (Maintain Existing Practices) no additional costs will be incurred as part of the project apart from the current sunk costs. There is approximately $322,000 previously committed Design & Consulting fees (FY 2020-21) and $400,000 to complete accessibility enhancements to the Building A – D pedestrian bridge. Option 3 (Hybrid Approach) could be delivered at any value up to a maximum budget envelope determined by the College.

## Scope Deferral Options

Considering current funding constraints, a scope ladder has been prepared to provide cost recovery options in the short term. All items noted on the scope ladder would be fully validated and designed by the project team but would only be implemented should costs for the base scope of work be lower than anticipated or if supplemental funding becomes available. This would also allow the College to defer portions of the existing scope of work to future years that align with funding priorities.

Cost estimates are an order of magnitude only and subject to further validation by the project team and Construction Manager. Further developed Class 'D' cost estimate will be available April 2021. Item groupings are suggestions only to demonstrate significant budget thresholds and may be re-allocated to reflect College priorities.

| Item | Description | Estimated Savings | Estimate |
|---|---|---|---|
| 1 | Defer Elevator Annunciators | $ 1,200,000 | |
| | **Revised Total AODA Compliance Project (incl. Taxes)** | | **$ 8,437,106** |
| | | | |
| 2 | Defer Buildings Identified for Future Re-Development (A, G) | $ 100,000 | |
| | *Reduce Number of Automatic Door Operators by 50% | $ 370,200 | |
| | *Reduce Budget for Lever-style Door Handles to $100,000 | $ 172,000 | |
| | Reduce Scope of Exterior & Parking Lot Improvements | $ 100,000 | |
| | Include preceding costs (Item #1) | | |
| | **Revised Total AODA Compliance Project (incl. Taxes)** | | **$ 7,474,168** |
| | | | |
| 3 | Defer All Washroom Upgrades in Building B | $ 203,000 | |
| | Defer All Washroom Upgrades in Building C | $ 83,000 | |
| | Include preceding costs (Item #1 and #2) | | |
| | **Revised Total AODA Compliance Project (incl. Taxes)** | | **$ 7,103,109** |

*Public facing areas such as corridors, classrooms and access to College services will take priority for door operators and related hardware upgrades. Interior offices, facilities, and other back-of-house spaces to be secondary.

## Recommendation

Approving and implementing the AODA Compliance Project across the Ottawa, Perth, and Pembroke campuses will ensure full alignment with the Accessibility for Ontarians with Disabilities Act by January 1, 2025. The Project will remove physical barriers to students, staff, faculty, and visitors who rely on accessible access to College facilities.

Adopting accessibility standards beyond the minimum requirements will position Algonquin College as a leader in Ontario Colleges and demonstrate our commitment to inclusivity and our core values of Caring, Integrity, Learning, and Respect.

This Project holds the potential of positively impacting student enrollment and the College's ability to attract talented staff and faculty. Due to the wide-ranging scope of work which will impact every building on campus, it is expected implementing this Project will reduce the College's deferred maintenance and emergency-based repairs. This will be confirmed upon completion of the final design.

**We recommend:**

That the Board of Governors approve an expenditure of up to $1,200,000, funded 50% from internally restricted net assets and 50% from in-year Strategic Investment Priorities budget, for fiscal year 2021-22 to address non-mandatory campus infrastructure upgrades and select deferred maintenance liabilities to improve campus accessibility for learners and employees with disabilities.

## Implementation Strategy

After reviewing the KPMG Audit of Major Capital Projects completed on November 23, 2020, this project continues to build on the established strengths identified by KPMG by the use of external project management support, the implementation of a steering committee, regular reporting, the engagement of key stakeholders to develop the scope and following regular procurement guidelines.

This project will also seek to address the areas of improvement identified in the audit by trialing a Department level information management standardization, establishing clear terms of reference for the Steering Committee, and regularly monitoring and reporting on the changes to the established risk register.

1. Project Sponsor
   Vice-President, Finance, and Administration

2. Project Lead
   Executive Director, Facilities Management

3. Project Management
   Facilities Management has retained Colliers Project Leaders to provide project management services for the Project. Colliers will report directly to the Associate Director of Facilities Development.

4. Scope Changes

   Any scope change identified before or during construction, which involves a Project Schedule extension and/or an increase in cost above the Project Budget allocations, must be approved in writing by the Steering Committee prior to commencement of the work.

5. Schedule Changes

   Any changes to the Project Schedule must be approved in writing by the Steering Committee.

6. Cost Tracking

   The Project Manager will develop a Cost Tracking Log that tracks all cost commitments for the Project. The Project Team will progressively elaborate the Cost Tracking Log throughout the Project and the Project Manager will prepare monthly updates of the Cost Tracking Log.

   The Project Manager will report the forecast cost at completion at each Project Steering Committee meeting and will provide a recommended strategy to address any forecast increases beyond the budget. The Steering Committee will be consulted on any changes to the project budget and are responsible for approving or rejecting any such changes. All changes shall be documented and recorded in the Cost Tracking Log and associated reporting documents. The tracking of invoice payments will be maintained by the College finance department.

7. Schedule Monitoring

   The Project Manager will develop a Master Project Schedule. The Project Team will progressively elaborate the Master Project Schedule throughout the Project and the Project Manager will prepare monthly updates of the Master Project Schedule.

   During construction, the Contractor will create a construction schedule that will be updated monthly. The Project Manager and Construction Manager will carry out a monthly Earned Value Management analysis of the construction schedule as required and prepare a monthly report on these findings.

   The Project Manager will report any deviations from the Master Project Schedule at the Project Steering Committee meetings and will provide a recommended response.

8. Status Reports

   The Project Manager will prepare weekly Project Status Reports incorporated into the existing Major Capital Project Status Report submitted to ACET which will communicate the status of the project performance concerning scope, schedule, cost, and risk issues.

   Upon closeout of the project the Project Manager will conduct a Lessons Learned session with the Steering Committee and key project stakeholders to support the successful delivery of future projects at the College. The outcome of this session will be incorporated into a closeout report which will summarize key project metrics including, but not limited to:

   - Schedule and budget variance,
   - Change orders including identifying why they were required, approval authority,
   - Effectiveness of risk management planning / responses, and;
   - Overall value for money analysis.

## Change Management Strategy

A detailed Communications Plan will be developed at the start of the Project ahead of any physical construction work to minimize occupants' disruption and impact on overall service delivery.

Key communications initiatives will include:

- Early consultation with department leads on a building-by-building basis ahead of any works to minimize disruption and flag any potential issues,
- Consultation with Centre for Accessible Learning (CAL) with regards to any potential impacts on accessible routes within buildings before work commencement,
- Distribution of disruption notices directly to the Algonquin College Leadership Team (ACLT) ahead of any works,
- Posting of disruption notices to College MyAC website at least 72 hours before any disruptive work, 1-week, if work is longer-term, is causes significant disruption such as impacts to accessibility, paths of travel or pick-up points (e.g. ParaTranspo); and,
- Construction signage and wayfinding for detours to be posted indicating the work and any immediate hazards to occupants.

Facilities Operations Maintenance and Engineering Services (FOMES) will be consulted during the design development process to determine staff training and operations requirements, which would be conducted as renovations are completed for each building. Although changes to existing building systems are expected to be minimal, existing operations manuals and as-built building drawings will be updated to ensure the latest information is available to operations staff.

## Risk Assessment

A Risk Appetite Test was conducted on October 13, 2020, a follow-up Risk Evaluation Workshop on December 10, 2020. The results of both sessions have been summarized in Appendix A and B. In line with the KPMG Audit of Major Capital Projects completed on November 23, 2020 these risks will be monitored throughout the project and the Steering Committee will report on any changes to the identified risks and how they will be mitigated.

## Governance and Oversight

Steering Committee

The Steering Committee is responsible for the overall authority and responsibility for the acceptance of the deliverables. The Steering Committee will be chaired by the Project Lead and have representation from Algonquin College and Colliers Project Leaders. The Steering Committee will meet monthly or at a frequency most suited depending on the phase of the Project.

The responsibilities of the Steering Committee include, but are not limited to:

- Decision-makers on original scope, budget and schedule,
- Final Decision on Project changes to scope, budget, and schedule,
- Review of risks and related mitigation actions as presented from the Risk Log,
- Review and advise on any other issues related to the Project, and
- Ensure the Project is continuing to meet the College's goals and objectives.

The Steering Committee will meet monthly or otherwise required during the Project.

The Steering Committee is responsible to review any scope changes and put the recommendation forward either to reject or approve any changes, subject to the available budget envelope. If supplemental funding is required, a recommendation shall be escalated to the Algonquin College Executive Committee (ACET) or Board of Governors as appropriate.

At each meeting, the Project Manager will present where applicable:

- Schedule update,
- Budget update including ongoing use of contingency,
- An update of the Risk Log including newly identified risks and mitigation measure and risk that have been identified as completed, and
- Any proposals for project changes that require the approval of the Steering Committee.

Steering Committee members' initial list is noted below for consideration and will be confirmed upon project approval.

| Member | Position |
|---|---|
| Duane McNair | Vice-President, Finance and Administration |
| Ryan Southwood | Acting Executive Director, Facilities Management |
| Ahmed Waked | Associate Director, Facilities Development |
| Sarah Gauen | Inclusion and Diversity Specialist, Human Resources |
| Sara Jordan | Manager, Centre for Accessible Learning |
| TBD | Academic |

| | |
|---|---|
| TBD | Student Services |
| TBD | Finance |
| TBD | Risk Management |
| Philip Belanger | Project Manager, Colliers Project Leaders |

## Appendix A: Risk Appetite Test

Board of Governors – Appetite Statements and Responses

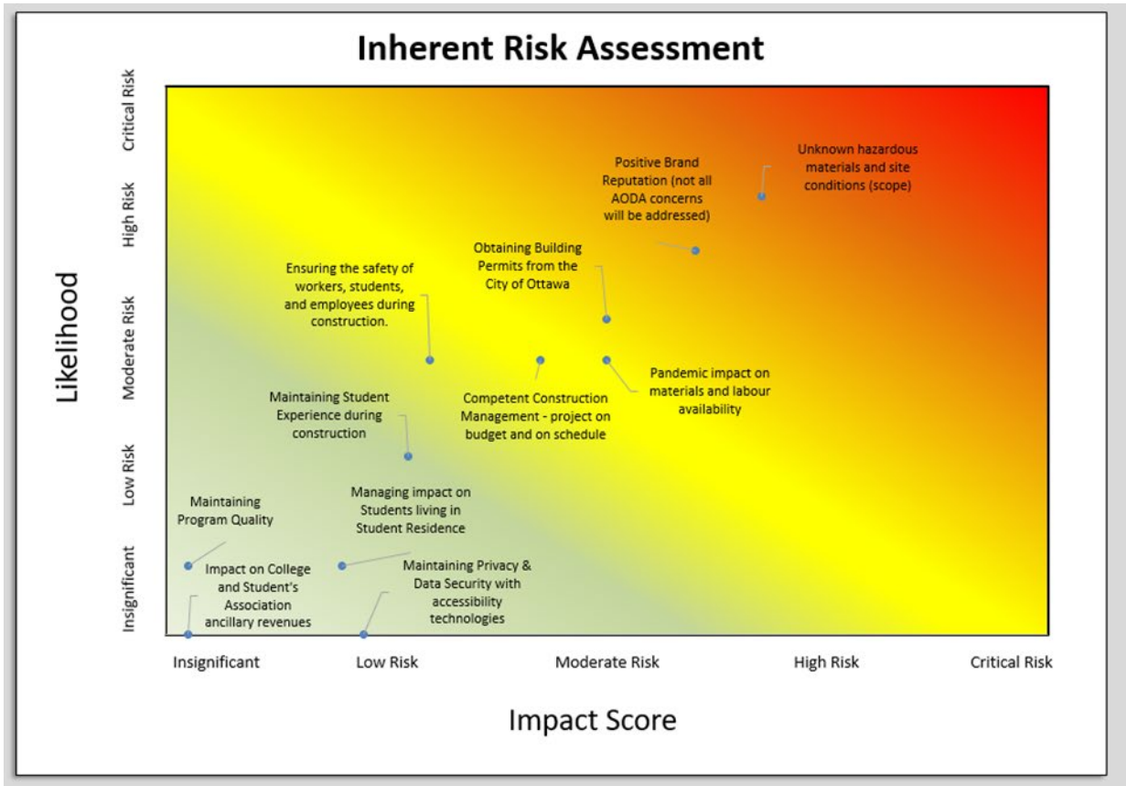
| | |
|---|---|
| Statement 1 | Algonquin College accepts a moderate level of risk to embark on innovative program development that supports academic excellence & program relevance in a technologically advanced landscape, as long as it does not compromise the student experience, program success metrics or financial health. |
| Response | The AODA Compliance Project is unlikely to directly impact academic excellence and innovative program development. However, the Project is likely to include innovative technologies designed to improve the accessibility of College services and infrastructure for all students. For students who choose to pursue their education on-campus, accessibility improvements will likely have a positive impact on student experience, and this should increase student success metrics. |
| Statement 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. |
| Response | The AODA Compliance Project is likely to include technology advancements that will improve accessibility for all on-campus students. This may include technologies that capture student identification for granting access to services and infrastructure. With the introduction of access technologies, private student information will be captured, verified and stored. With the introduction of these technologies, the College must be vigilant to ensure regulatory compliance is maintained (including FIPPA and PIPEDA). |
| Statement 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. |
| Response | The AODA Compliance Project is unlikely to significantly impact the greater financial health of the College. However, the estimated cost associated with the Project is significant. The College will need to be mindful of how expenses associated with this Project, when combined with other approved major capital projects, may draw on its capital reserves, and thereby impact the College's ability to develop and improve other mission-centric programs and services. |
| Statement 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. |
| Response | The AODA Compliance Project includes provincially mandated infrastructure renovations and technology modifications. In support of the College's values, the Project will result in removing accessibility barriers for Ontarians with disabilities. Its completion will be an important signal to the disabled community that Algonquin College respects and values the contributions they make to our on-campus culture and our shared academic aspirations. |

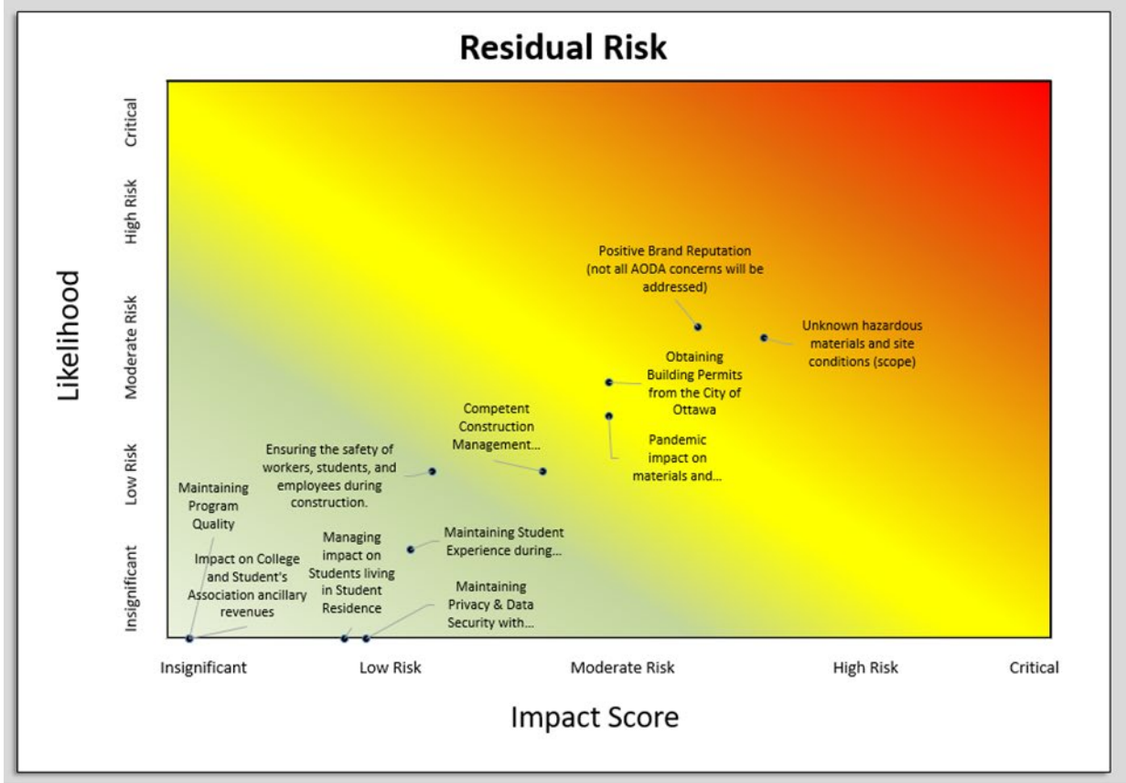
## Value Drivers

| | | |
|---|---|---|
| Reputational | Opportunities: | • Must be AODA compliant by January 1, 2025. (March 15, 2021) Formal legal review has indicated that the College does not need to meet AODA legislation in existing facilities unless a major renovation is undertaken. The College facilities are grandfathered to previous code. Now all buildings will be accessible since we have completed a detailed building by building audit.<br>• Supports enhanced enrollment for all users including international students.<br>• Be a leader in accessibility, not just being compliant. The enhanced Facilities Accessible Design Standard and DOPSS further demonstrate the College's commitment to accessibility.<br>• Awards and external funding are available, such as the Rick Hansen Foundation (noted that foundation's accessibility standard is very high).<br>• Disability community organizes around social media, avoid being targeted online for physical accessibility issues on campus. This could develop to a formal HR compliant.<br>• Noted that 15% of students register with Centre for Accessible Learning (CAL).<br>• Increased accessibility helps all staff / students / general public, not just those who identify with disabilities. Better for everybody.<br>• Noted that the Pembroke campus received funding from industry Canada, enhanced standards were used in designing the building. |
| | Risks: | • If not compliant by January 1, 2025 there are potential repercussions from the Province. (March 15, 2021) Formal legal review has indicated that the College does not need to meet AODA legislation in existing facilities unless a major renovation is undertaken. The College facilities are grandfathered to previous code.<br>• Negative reputational impact should buildings not be compliant.<br>• Currently seen as a relatively accessible campus, but without these renovations could risk falling into the 'average' category or worse. |
| Financial Health and Capacity | Opportunities: | • Considering COVID-19 funding is limited at this time, College is being extremely cautious with its' financial commitments.<br>• Enhanced accessible spaces, particularly beyond Building Code, could help alleviate reduced enrollment due to COVID-19.<br>• Potential for external funding for AODA compliance is possible.<br>• Opportunity to complete additional renovations or upgrades as the base scope is completed, always costs less to complete additional work during construction. |
| | Risks: | • Scope of Project should respond to all types of disabilities, gaps in the building audit need to also be responded to resulting in additional work.<br>• Some elements can be expensive (i.e. elevator card readers), however standardizing where possible can result in reduced costs over the long term.<br>• Finding a balance between what can be done versus what should be done.<br>• Enrollment is in flux due to COVID-19, reduction in accessibility may negatively impact this further.<br>• If not compliant by January 1, 2025 there are potential financial repercussions from the Province. Current Provincial government unlikely to seek these penalties but could change in the future. |
| Student Experience | Opportunities: | • Can have a significant impact on the physical experience, consistency and managing expectations across all physical assets is critical.<br>• Vital in order to level the playing field, supports all students to be successful.<br>• Allows for full participation by all students, both academically, and socially.<br>• With a lesser number of students on campus due to COVID-19 in the short term, opportunity to minimize construction disruption if completed now versus in the future. |

| | | |
|---|---|---|
| | | • Strategically locating services related to accessibility could enhance student experience.<br>• Provides a space which reflect the core values of the society / the College. |
| | Risks: | • Not completing works result in leaving both physical and social barriers to success, makes it more challenging for those with disabilities to engage and participate. |
| Academic Excellence & Program Relevance | Opportunities: | • There are some programs at the College such as training personal support workers that relate to accessibility.<br>• The Algonquin Centre for Construction Excellence (ACCE) and best accessibility practices during construction.<br>• Opportunity to incorporate accessibility into new student businesses, entrepreneurship.<br>• We want industry partners focused on accessibility and various types of talents, inclusivity and diversity are key. Partners focused on values.<br>• Increasing our experience with accessibility will support integrated and co-operative learning by helping guide our educational partners and co-op placements and sharing our expertise. |
| | Risks: | • Loss of potential learning opportunities, teaching importance of accessibility where College facilities may not be compliant. |
| External Stakeholder Relationships | Opportunities: | • Development of bursaries, scholarships for specific disabilities from various donors.<br>• Improved accessible spaces will allow for additional rentals, events from the community.<br>• Seeking out other partnerships, not necessarily financial focused. Opportunity for increased enrollment, further inclusivity. |
| | Risks: | • Loss of dignity, barriers to inclusivity and engagement on campus.<br>• Loss of voice, losing additional perspectives |
| Our People | Opportunities: | • We want our workforce to reflect our student population, workplace should be just as accessible for students, staff and faculty.<br>• Important to recognize this is one part of the community that anyone could become part of.<br>• Retention of staff and recruitment opportunity working in an environment where accessibility isn't a concern. Being able to identify the College as a fully accessible campus.<br>• Enhanced accessibility training for staff, especially for recruitment. |
| | Risks: | • If not seen as accessible, could be missing out potential employees to other organizations that are more accessible.<br>• Risk of potential HR complaints if not in compliance with accessibility standards.<br>• Potential for friction with union partners or grievances. |
| Technological Capability and Capacity | Opportunities: | • Hands free environment supports both accessibility and health.<br>• Having consistent technology is more efficient, simplifies maintenance, will set expectations across buildings.<br>• Any equipment purchased would need to align with AODA requirements, embedded in current College Procurement standards. |
| | Risks: | • If we implement a technology and turns out it doesn't work, it could be costly to replace or maintain.<br>• Need to be cautious of personal information that could be retained (e.g. swipe cards).<br>• Unreliable technology can negatively impact student experience, College reputation. |

## Appendix B: Risk Evaluation Matrix



## Project Risk Summary

| Risk # | Impact Category | Risk Category | Risk Definition | Inherent Risk | Mitigation | Mitigation Strength | Residual Risk |
|---|---|---|---|---|---|---|---|
| 1 | Operational / Hazard | Ensuring the safety of workers, students, and employees during construction. | The risk that AODA project will result in a construction worker, student, or employee safety accident. | 2.6 | Communications strategy identifying construction locations, duration, and way-finding. Mediums should include online channels (internal and externally available) along with<br>Construction manager and sub-contractors will provide documented safety plans, product data safety sheets, and sub-contractor licenses. Compliance with all legislative<br>In the event of an incident, College and Construction Manager will enact the emergency response plan.<br>Physical barriers preventing entry to construction areas.<br>0 | Moderate | 2.1 |
| 2 | Reputational | Positive Brand Reputation (not all AODA concerns will be addressed) | The risk of reputational damage when the College does not rectify some grandfathered AODA compliance issues. | 3.6 | Communications strategy to specifically address accessibility elements will not be altered within this project but included in future campus development plans.<br>Collaborate with Accessibility Committee and Centre for Accessible Learning to inform learners of the accessible infrastructure elements being addressed with the AODA project.<br>0<br>0<br>0 | Weak | 3.4 |
| 3 | Operational / Hazard | Managing impact on Students living in Student Residence | The risk of interruptions or safety concerns for students living in the student residence. | 1.7 | Communications strategy identifying construction locations, duration, and way-finding. Mediums should include online channels (internal and externally available) along with<br>Construction Manager instructed to (whenever possible) initiate work during off-hours in order to minimize the impact on residents.<br>Coordinating with Campus Services to minimize resident impact.<br>Physical barriers preventing entry to construction areas.<br>0 | Moderate | 1.2 |
| 4 | Financial | Competent Construction Management - project on budget and on schedule | The risk the Construction Manager will not be able to deliver the project on budget, and/or on schedule. | 2.9 | Create a strong Project Charter that can assist in the search for a well qualified Construction Manager. Verify proponent references.<br>Creation of a Project Steering Committee that will meet regularly and will be compelled to escalate indication of material budget and schedule changes to the College Executive.<br>Pre-qualify the Construction Manager with a RFQ before the RFP is issued.<br>0<br>0 | Moderate | 2.4 |
| 5 | Reputational | Maintaining Student Experience during construction | The risk that construction activities will impact student experience. | 2.2 | Communications strategy identifying construction locations, duration, and way-finding. Mediums should include online channels (internal and externally available) along with appropriate/legislated physical signage.<br>Physical barriers preventing entry to construction areas.<br>0<br>0<br>0 | Moderate | 1.7 |
| 6 | Financial | Pandemic impact on materials and labour availability | The risk that COVID 19 will interrupt the Construction Manager's ability to obtain appropriate materials and sufficient construction labour. | 3.0 | Choose materials that are known to be readily available and pre-identify equal-quality alternatives.<br>Pre-order items that are known required but have the potential of being in short supply.<br>Delay the on-site start of the project.<br>0<br>0 | Weak | 2.8 |
| 7 | Compliance & Legal | Maintaining Privacy & Data Security with accessibility technologies | The risk that AODA technologies will capture and store private information that is susceptible to data theft. | 1.5 | Minimizing the use of access technologies.<br>Ensuring private "swipe" identification data is single use, not stored.<br>0<br>0<br>0 | Weak | 1.2 |
| 8 | Strategic | Maintaining Academic Program Quality and Delivery | The risk the project will introduce significant interruption to the College's ability to deliver academic programming. | 1.3 | Communications strategy identifying construction locations, duration, and way-finding. Mediums should include online channels (internal and externally available) along with<br>Construction Manager instructed to (whenever possible) initiate work during off-hours in order to minimize the impact on academic delivery.<br>0<br>0<br>0 | Moderate | 0.8 |
| 9 | Operational / Hazard | Unknown hazardous materials and site conditions (scope) | The risk the project will encounter unknown hazardous materials and/or structural deficiencies. | 4.0 | Designated Substance Report done by a third party before commencing significant construction.<br>Assign a budget within the project to address the need for abatement or encapsulation.<br>Avoid disturbing known areas of concern. Adjust the scope of construction work as hazardous conditions become apparent.<br>Investigations to determine whether to proceed with planned construction or to reconsider scope.<br>0 | Moderate | 3.5 |
| 10 | Financial | Impact on College and Student's Association ancillary revenues | The risk the project will impact the College's and the Student's Association ability to generate ancillary revenues. | 1.1 | Communications strategy identifying construction locations, duration, and way-finding. Mediums should include online channels (internal and externally available) along with<br>Construction Manager instructed to (whenever possible) initiate work during off-hours in order to minimize the impact on academic delivery.<br>Physical barriers preventing entry to construction areas.<br>0<br>0 | Weak | 0.8 |
| 11 | Operational / Hazard | Obtaining Building Permits from the City of Ottawa | The risk of extremely long wait times for City issued building permits. | 3.2 | Early consultation with City building officials.<br>Separate permits for building/project components.<br>Apply for permits early.<br>0<br>0 | Weak | 2.9 |

| Preliminary Construction Order of Magnitude Cost Estimate - By Building | | | | | | | |
|---|---|---|---|---|---|---|---|
| Cost Item | Building A | Building B | Building C | Building CA | Building D | Building E | Building F |
| Construction | $ 524,751 | $ 1,286,831 | $ 967,194 | $ 181,476 | $ 55,034 | $ 177,924 | $ 44,584 |
| General Expenses | $ 52,475 | $ 128,683 | $ 96,719 | $ 18,148 | $ 5,503 | $ 17,792 | $ 4,458 |
| Construction Manager Fees | $ 21,305 | $ 52,245 | $ 39,268 | $ 7,368 | $ 2,234 | $ 7,224 | $ 1,810 |
| Constuction Contingency | $ 31,485 | $ 77,210 | $ 58,032 | $ 10,889 | $ 3,302 | $ 10,675 | $ 2,675 |
| **Total:** | **$ 630,016** | **$ 1,544,969** | **$ 1,161,213** | **$ 217,880** | **$ 66,074** | **$ 213,616** | **$ 53,528** |

| Building G | Building H | Building J | Building K | Building M | Building N | Building P | Building S |
|---|---|---|---|---|---|---|---|
| $ 151,214 | $ 285,093 | $ 346,372 | $ 64,131 | $ 74,807 | $ 260,047 | $ 334,967 | $ 35,825 |
| $ 15,121 | $ 28,509 | $ 34,637 | $ 6,413 | $ 7,481 | $ 26,005 | $ 33,497 | $ 3,583 |
| $ 6,139 | $ 11,575 | $ 14,063 | $ 2,604 | $ 3,037 | $ 10,558 | $ 13,600 | $ 1,454 |
| $ 9,073 | $ 17,106 | $ 20,782 | $ 3,848 | $ 4,488 | $ 15,603 | $ 20,098 | $ 2,150 |
| **$ 181,548** | **$ 342,283** | **$ 415,854** | **$ 76,995** | **$ 89,813** | **$ 312,212** | **$ 402,161** | **$ 43,011** |

| Building T | Building V | Building Z | Parking | Pembroke | Perth | Residence | Totals |
|---|---|---|---|---|---|---|---|
| $ 232,274 | $ 48,107 | $ 118,589 | $ 471,262 | $ 375,391 | $ 148,930 | $ 513,062 | $ 6,697,863 |
| $ 23,227 | $ 4,811 | $ 11,859 | $ 47,126 | $ 37,539 | $ 14,893 | $ 51,306 | $ 669,786 |
| $ 9,430 | $ 1,953 | $ 4,815 | $ 19,133 | $ 15,241 | $ 6,047 | $ 20,830 | $ 271,933 |
| $ 13,936 | $ 2,886 | $ 7,115 | $ 28,276 | $ 22,523 | $ 8,936 | $ 30,784 | $ 401,872 |
| **$ 278,868** | **$ 57,757** | **$ 142,378** | **$ 565,797** | **$ 450,694** | **$ 178,805** | **$ 615,982** | **$ 8,050,332** |

# Appendix D – Proposed Cash Flow

| | | 2020-2021 FY | | | | 2021-2022 FY | | | | 2022-2023 FY | | | | 2023-2024 FY | | | | 2024-2025 FY | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Allocation** | **Budget** | **Q1** | **Q2** | **Q3** | **Q4** | **Q1** | **Q2** | **Q3** | **Q4** | **Q1** | **Q2** | **Q3** | **Q4** | **Q1** | **Q2** | **Q3** | **Q4** | **Q1** | **Q2** | **Q3** | **Q4** |
| 80.6% | $ 8,050,332 | | | | | $ 76,319 | $ 516,446 | $ 76,260 | | $ 87,152 | $ 427,402 | $ 469,178 | $ 839,419 | $ 652,806 | $ 1,036,808 | $ 714,084 | $ 375,000 | $ 449,219 | $ 1,241,017 | $ 964,223 | $ 116,121 |
| 5.7% | $ 572,936 | $ 69,956 | | $ 57,064 | $ 145,683 | $ 56,218 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 |
| 6.3% | $ 625,000 | | | | | $ 150,000 | $ 200,000 | $ 50,000 | | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 |
| 4.2% | $ 416,172 | | | | | $ 10,000 | $ 19,508 | $ 10,000 | $ 9,508 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 |
| 3.3% | $ 329,557 | $ 2,385 | | $ 1,946 | $ 4,968 | $ 4,861 | $ 18,831 | $ 3,496 | $ 879 | $ 5,209 | $ 16,812 | $ 18,236 | $ 30,862 | $ 24,498 | $ 37,593 | $ 26,588 | $ 15,025 | $ 17,556 | $ 44,556 | $ 35,117 | $ 6,197 |
| **100%** | **$ 9,993,997** | $ 72,341 | | $ 59,010 | $ 150,651 | $ 297,398 | $ 771,052 | $ 156,024 | $ 26,655 | $ 157,975 | $ 509,828 | $ 553,028 | $ 935,895 | $ 742,918 | $ 1,140,015 | $ 806,286 | $ 455,639 | $ 532,389 | $ 1,351,187 | $ 1,064,954 | $ 187,932 |

| **Preliminary Cash Flow - By Building** | | | 2020-2021 FY | | | | 2021-2022 FY | | | | 2022-2023 FY | | | | 2023-2024 FY | | | | 2024-2025 FY | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | **Allocation** | **Budget** | **Q1** | **Q2** | **Q3** | **Q4** | **Q1** | **Q2** | **Q3** | **Q4** | **Q1** | **Q2** | **Q3** | **Q4** | **Q1** | **Q2** | **Q3** | **Q4** | **Q1** | **Q2** | **Q3** | **Q4** |
| Construction | | | | | | | | | | | | | | | | | | | | | | |
| Building A | 6.3% | $ 630,016 | | | | | | | | | | | | | $ 252,006 | $ 330,000 | $ 48,010 | | | | | |
| Building B | 15.5% | $ 1,544,969 | | | | | | | $ 18,260.00 | | | | | | $ 151,709 | $ 400,000 | $ 600,000 | $ 375,000 | | | | |
| Building C | 11.6% | $ 1,161,213 | | | | | | $ 21,968.00 | | | | | | | | | | | $ 94,153 | $ 348,364 | $ 580,607 | $ 116,121 |
| Building CA | 2.2% | $ 217,880 | | | | | | | | | $ 87,152 | $ 130,728 | | | | | | | | | | |
| Building D | 0.7% | $ 66,074 | | | | | | | | | | | | | | | $ 66,074 | | | | | |
| Building E | 2.1% | $ 213,616 | | | | | | | | | | | | | $ 106,808 | $ 106,808 | | | | | | |
| Building F | 0.5% | $ 53,528 | | | | | | | | | | $ 53,528 | | | | | | | | | | |
| Building G | 1.8% | $ 181,548 | | | | | | | | | | | | $ 181,548 | | | | | | | | |
| Building H | 3.4% | $ 342,283 | | | | | | | | | | | | | $ 142,283 | $ 200,000 | | | | | | |
| Building J | 4.2% | $ 415,854 | | | | | | $ 22,000.00 | | | | | | | | | | | | $ 144,342 | $ 249,512 | |
| Building K | 0.8% | $ 76,995 | | | | | | | | | | | $ 76,995 | | | | | | | | | |
| Building M | 0.9% | $ 89,813 | | | | | | | | | | | | $ 89,813 | | | | | | | | |
| Building N | 3.1% | $ 312,212 | | | | | | $ 33,000.00 | | | | | $ 91,885 | $ 187,327 | | | | | | | | |
| Building P | 4.0% | $ 402,161 | | | | | | | | | | | $ 160,864 | $ 241,297 | | | | | | | | |
| Building S | 0.4% | $ 43,011 | | | | | | | | | | $ 43,011 | | | | | | | | | | |
| Building T | 2.8% | $ 278,868 | | | | | | | | | | | $ 139,434 | $ 139,434 | | | | | | | | |
| Building V | 0.6% | $ 57,757 | | | | | | | | | | $ 57,757 | | | | | | | | | | |
| Building Z | 1.4% | $ 142,378 | | | | | | | | | | $ 142,378 | | | | | | | | | | |
| Parking | 5.7% | $ 565,797 | | | | | $ 76,319 | $ 439,478 | $ 50,000 | | | | | | | | | | | | | |
| Pembroke | 4.5% | $ 450,694 | | | | | | | $ 3,000.00 | | | | | | | | | | $ 108,673 | $ 339,021 | | |
| Perth | 1.8% | $ 178,805 | | | | | | | $ 5,000.00 | | | | | | | | | | | $ 39,701 | $ 134,104 | |
| Residence | 6.2% | $ 615,982 | | | | | | | | | | | | | | | | | $ 246,393 | $ 369,589 | | |
| Consultant Fees | 5.7% | $ 572,936 | $ 69,956 | | $ 57,064 | $ 145,683 | $ 56,218 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 | $ 16,268 |
| Permits, Insurance & Other Costs | 6.3% | $ 625,000 | | | | | $ 150,000 | $ 200,000 | $ 50,000 | | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 | $ 18,750 |
| Contingency | 4.2% | $ 416,172 | | | | | $ 10,000 | $ 19,508 | $ 10,000 | $ 9,508 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 | $ 30,596 |
| Taxation | 3.3% | $ 329,557 | $ 2,385 | | $ 1,946 | $ 4,968 | $ 4,861 | $ 18,831 | $ 3,496 | $ 879 | $ 5,209 | $ 16,812 | $ 18,236 | $ 30,862 | $ 24,498 | $ 37,593 | $ 26,588 | $ 15,025 | $ 17,556 | $ 44,556 | $ 35,117 | $ 6,197 |
| **Total** | **100%** | **$ 9,993,997** | $ 72,341 | | $ 59,010 | $ 150,651 | $ 297,398 | $ 771,052 | $ 156,024 | $ 26,655 | $ 157,975 | $ 509,828 | $ 553,028 | $ 935,895 | $ 742,918 | $ 1,140,014 | $ 806,285 | $ 455,639 | $ 532,388 | $ 1,351,187 | $ 1,064,955 | $ 187,932 |

## Appendix E – Letter, LXM Law re: AODA Compliance

LXM LAW LLP
Business Law | Consulting

LXM LAW LLP
302-626 King Street West
Toronto, Ontario M5V 1M7
Visit us at lxmlaw.ca

**SOLICITOR-CLIENT PRIVILEGED**

**BY EMAIL** – wakeda@algonquincollege.com

March 17, 2021

Ahmed Waked
Associate Director Facilities Development
Algonquin College
1385 Woodroffe Avenue
Ottawa, ON K2G 1V8

Dear Mr. Waked:

You have requested an opinion on whether the College is subject to a legal requirement to retrofit buildings and surrounding public spaces to achieve compliance with applicable accessibility requirements in AODA by 2025.

***Executive Summary***

As the below confirms, the College is not legally required to proactively retrofit its existing facilities to meet accessibility requirements currently found in the AODA legislation and the Ontario Building Code. The standards need only be implemented in buildings and exterior facilities, generally speaking, in the context of planned renovations or new constructions.

As to the 2025 date, the AODA legislation contains a legislated commitment by Ontario to put across-the-board accessibility standards in place by 2025. This is not a date set for the College to achieve facilities-related accessibility standards.

***A. Review of the General Legal Framework***

The legal framework for incorporating accessibility standards in facilities, including buildings, to comply with provincial accessibility standards for the disabled is set out in two principal statutes: the *Accessibility for Ontarians with Disabilities Act, 2005*, S.O. 2005, c. 11 (*AODA*) and the *Ontario Building Code*, Regulation 332/12 (*Building Code*) under the *Ontario Building Code Act*, 1992, S.O. 1992, c. 23.

*AODA*

*AODA* sets out general goals for removing barriers that prevent the disabled from fully participating in all aspects of society, including physical, architectural and technological barriers, among other barriers.[1] Its

[1] AODA, subsection 2(1).

LXM LAW LLP
Business Law | Consulting

LXM LAW LLP
302-626 King Street West
Toronto, Ontario M5V 1M7
Visit us at lxmlaw.ca

stated purpose is to develop, implement and enforce accessibility standards in order to achieve accessibility for Ontarians with disabilities with respect to goods and services.[2]

AODA's Integrated Accessibility Standards O. Reg 191/11 requirements dealing with public spaces (which may be tied to facilities at the College) apply to the design of public spaces under Part IV.1. Section 80.2(1) says except as provided, the standards apply to public spaces at the College that are *newly constructed or redeveloped on or after January 1 2016*. Thus the law does not contemplate a mandatory retrofit of existing spaces or buildings for the sole purpose of complying with the AODA standards after 2016.

*The Building Code (administered by a different Provincial ministry than AODA)*

Accessibility requirements for buildings have been incorporated in section 3.8 of the *Building Code*.

The general rule is that Section 3.8 that contains the accessibility standards for buildings only applies to new buildings and buildings that are more than five years old if extensive renovations take place to those buildings.[3] There are a number of exceptions to the obligation to comply with Section 3.8 prescribed in the *Building Code* as they apply to *new buildings and renovations*. There is the general exception where a building undergoes material alteration or repair, the standards only apply to that part of the building undergoing a material alteration or repair and not to the older part of the building. There are also exceptions for certain renovations that are defined as basic. These exceptions are discussed below.

*The Extension of An Existing Building or Material Alteration or Repair.* Extensions to existing buildings or material alterations or repairs to existing buildings would come within the scope of section 3.8. Section 1.1.2.7 of Division A of the *Building Code* states:

> ....if an existing building is extended or is subject to material alteration or repair, this Code applies only to the design and construction of the extensions and those parts of the building that are subject to the material alteration or repair.

*The Basic Renovation Exception.* A further exception is in found in Part 11 of the *Building Code*, which governs renovations generally. The *Building Code* distinguishes between basic and extensive renovation. Basic renovations are exempt from the *Building Code*.[4] A basic renovation is defined in section 11.3.3.1 as follows:

---

[2] See, for example, *8750 v. Director under the Accessibility for Ontarians with Disabilities Act, 2005*, 2014 CanLII 46587 (ON LAT).

[3] *Building Code*, section 1.1.2.2, Application of Parts 3, 4, 5, and 6. (Part 3 includes section 3.8). See the commentary by G. Thomson, *Accessing Accessibility Under the Building Code, the AODA and the OHRC*, June 5, 2017 (Note prepared for the Accessibility for Ontarians with Disabilities Act website). See also *Payne v Mak*, 2017 ONSC 243, where the Court comments that generally, the provisions of the *Building Code* do not apply retroactively (para. 122). By extension, section 3.8 would not apply retroactively.

[4] An extensive renovation that would require compliance with section 3.8 is set out in section 11.3.3.2. That section, however, only applies to existing *suites* that meet certain prescribed criteria none of which are relevant to the concerns expressed by the College about potential non-compliance of its buildings.

LXM LAW LLP
302-626 King Street West
Toronto, Ontario M5V 1M7
Visit us at lxmlaw.ca

> **(1)** Except as provided in Sentence (2) and Article 11.3.3.2., *construction* may be carried out to maintain the existing *performance level* of all or part of an existing *building*, by the reuse, relocation or extension of the same or similar materials or components, to retain the existing character, structural uniqueness, heritage value, or aesthetic appearance of all or part of the *building*, if the *construction* will not adversely affect the early warning and evacuation systems, *fire separations* or the structural adequacy or will not create an unhealthy environment in the *building*.

This provision gives building owners a broad latitude for construction work to existing facilities that would be outside the scope of section 3.8, provided the construction is being done to "maintain the existing *performance level* of all or part of an existing *building*" or to "retain the existing character, structural uniqueness, heritage value, or aesthetic appearance of all or part of the *building,*" provided that the construction will not adversely affect various safety features such as early warning and evacuation systems or create an healthy environment in the building.

As the above confirms, the Ontario Building Code does not impose obligations to retrofit buildings for the sole purpose of achieved compliance with accessibility standards and in fact, there are exceptions to the degree to which these must be integrated in some cases.

***B. Is there a 2025 Deadline to Achieve Compliance with Building/Facilities Accessibility Standards?***

Section 1 of the AODA Act, states the following:

> *Purpose*
> *1. Recognizing the history of discrimination against persons with disabilities in Ontario, the purpose of this Act is to benefit all Ontarians by,*
> *(a) developing, implementing and enforcing accessibility standards in order to achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025;...*

Under the Standards Development Process part of the Act, it goes on to impose obligations on standards developments committees to, among other things, identify the measures, policies, practices and requirements that it believes should be implemented by or before January 1, 2025.

Thus the 2025 date in the ADOA legislation is not linked to compliance but to achievement of certain standards development goals.

There's nothing explicit in the Act or the regulations that imposes a deadline of full compliance with all facility and building accessibility standards by 2025 and such a deadline would be in conflict with the language of AODA and the Ontario Building Code which only require compliance to be designed into new constructions and renovations. Nothing in my research has uncovered such a legal requirement and in fact, everything I have read suggests there is no obligation to retrofit buildings to achieve the accessibility standards.[5] In my opinion, this date should not govern the College's building retrofit plans.

[5] AODA, Part 1, Section 1 (a) Purpose; Section 9 (2), 9(9)(b).

LXM LAW LLP
Business Law | Consulting

LXM LAW LLP
302-626 King Street West
Toronto, Ontario M5V 1M7
Visit us at lxmlaw.ca

I trust this answers your questions. I'd be pleased to discuss this further if there are questions.

Yours truly,

Lise Patry, Partner
Partner, LXM Law LLP
613.601.6333

Cc: Scott McDermott,

## Appendix F – Reserve Continuity Schedule

| Infrastructure Renewal Reserve | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|
| **Opening Balance** | 6,377,667 | 6,456,750 | 5,886,126 | 4,804,251 | 8,313,818 |
| **Draws on Reserve*** | - | (610,656) | (1,102,139) | (1,562,692) | (1,575,923) |
| **Contributions/Adjustments to Reserve**** | 79,083 | 40,032 | 20,264 | 5,072,258 | 6,110,977 |
| **Closing Balance** | **6,456,750** | **5,886,126** | **4,804,251** | **8,313,818** | **12,848,871** |

* Draws on reserve include AODA requirements only, additional draws could occur in alignment with the Finance Budget Principle, or with Board of Governors approval.

**Contributions to this reserve are paused due to COVID-19 budget restraints, but are scheduled to begin again in 2023-24. Other adjustments reflect interest earned on the fund balance.

ALGONQUIN COLLEGE

President/Board of Governors

Agenda Item No: 5.2

| | |
|---|---|
| Report title: | R3 (Rethink, Redesign, Reimagine) Project Update, 2021-22 Funding Request |
| Report to: | Board of Governors |
| Date: | April 19, 2021 |
| Author/Presenter: | Laura Stanbra, Vice President, Student Services & R3 Project Executive Sponsor<br>Krista Pearson, Registrar & Business Co-Lead of the R3 Project<br>Lois Pollock, Chief Digital Officer & Business Co-Lead of the R3 Project |

1. RECOMMENDATION:

   **THAT** the Board of Governors approves a $21.8 million expenditure for fiscal year 2021-22 from College reserve funds to continue the implementation work for the R3 Project consisting of the contracted work with Unit4 and the supporting activities of developing the business architecture, identity and access management, and data governance required to support implementation of a new Unit4 Student Information System.

2. PURPOSE / EXECUTIVE SUMMARY:

   This is an update on the R3 Project. The last update for the Board of Governors was on October 26, 2020, where approval to proceed with the contract with Unit4 was received.

3. BACKGROUND:

   Algonquin College's current Student Information System is over 25 years old. It was developed in-house in 1992 and fully released in 1994. The programming language used to develop the Student Information System is no longer supported (built using ABF – Activity Based Forms). This limits the ability to support ongoing development and maintenance. Ingres Database, used to develop GeneSIS, no longer develops the databases used for GeneSIS, resulting in limited external support and exacerbating the dependency on internally developed resources. As a result, the age of GeneSIS poses a significant resource, development, maintenance, and security risk. The use of GeneSIS has been recognized as an organizational risk, and therefore is included in the College's five-year capital investment plan that is routinely presented to the Board of Governors.

   As the Student Information System that is the core of GeneSIS is replaced, the numerous functions also supported by GeneSIS will need to be addressed and are included in the scope of this project. The objectives of the Student Information System project are:

- **Improved student success and satisfaction:** As measured by the reduction in lead time and increase access to student supports and Student Net Promoter Scores.
- **Improved employee satisfaction and productivity:** As measured by the reduction of process cycle time, enabling employees to reinvest their time in more rewarding work and Employee Net Promoter Scores.
- **Improved data quality, security and resilience:** As measured by the reduction in free text fields, double entry of data, access of private and personal information (PPI), and integrations with systems such as Workday, Brightspace, and Salesforce.
- **Better, faster decision making:** As measured by the access of employees to dashboards and reports.
- **Growth in new markets:** As measured by the capacity of the Student Information System to track student success in "non-direct" markets including; continuing education, online education, in-the-workplace training, leisure learning, and corporate training.

The College continues its digital transformation journey with the Software as a Service solution for the Student Information System. Software as a Service is a modern, flexible cloud computing technology solution and Student Information Systems are in the early stages of development. This enables the College to pave the way as an influential leader in the Ontario postsecondary landscape in new strategies and technologies. Pursuing a Software as a Service Student Information System provides the College the opportunity to inform product design and deployment.

The Request for Proposal was posted on MERX on October 25, 2019 and closed on December 20, 2019. The evaluation included thirty-two evaluators representing related expertise from across the College. The evaluation period began December 21, 2019 and concluded on March 20, 2020 with a recommendation for a solution presented to the Algonquin College Board of Governors on April 20, 2020.

In addition to the Unit4 Student Information System solution, the scope of this project includes the Enterprise Architecture, Identity and Access Management, and Data Governance work which are underway. All this work is factored into the proposed budget ranges and will contribute to long-term sustainability of the College's Information Technology infrastructure.

4. DISCUSSION:

Following the October 26, 2020 Board of Governors approval, contract signatures were completed on November 19, 2020 with a Unit4 project start date established for January 11, 2021.

On January 11, 2021, Algonquin College and Unit4 began establishing the joint project team. These initial activities are expected to span two months, resulting in a project plan with key deliverables over the duration of the implementation. There will be joint application discovery sessions and workshops scheduled to validate business requirements.

The activities included establishing guiding principles and building a strong partnership with Unit4. To facilitate this foundation, a meet and greet with the Algonquin College Executive Team and the Unit4 Leadership Team was held on January 13, 2021. In addition, a joint governance structure, aligned to contractual commitments, will be completed by the end of the current fiscal year in support of the next phase of work known as the "Familiarize" phase. This phase will encompass most of the fiscal year 2021.

In support of the contractual commitment for the Student Information System implementation, a human resourcing plan aligned with the project deliverables and proposed budget was prepared and presented to the Algonquin College Executive Team. Consideration was made with respect to the current financial sustainability efforts underway as a result of the COVID-19 pandemic.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

This project supports and aligns with the Learner-Driven Plan. One of the objectives of the Student Information System investment is to improve and modernize the student experience. This includes access to information and a system that supports the evolving needs of students in services and programming.

7. FINANCIAL IMPACT:

The Algonquin College Board of Governors request for approval of a $21.8 million expenditure for fiscal year 2021-22 is aligned to the five-year expenditure forecast for this project. This work will continue the implementation work for the R3 Project consisting of the contracted work with Unit4, and the supporting activities of developing the business architecture, identity and access management, and data governance required to support

implementation of a new Unit4 Student Information System. The budget projection for this project is for the fiscal years 2019-20 to 2024-25 with a current estimated expenditure valued between $58 million and $78 million. The estimated Five-Year Financial Projection includes Class A (+/- 5%), Class B (+/- 20%) and Class C Estimates (+/- 30%) based on risk and outlook. Earlier years have a greater clarity while later years have greater uncertainty.

The R3 project is funded through a combination of net contribution from operations and from College reserves. The impact of the COVID-19 pandemic on the net assets of the College has been significant and the plan to recover to financial sustainability is underway. This project investment will require a significant draw on current and future years' reserves and in-year net revenues contributions. The Draft 2021-22 Annual Budget demonstrates the College's plan to return to financial sustainability while funding this project.

8. HUMAN RESOURCES IMPACT:

Replacing the College's Student Information System will have significant impact on all areas of the College. GeneSIS is at the center of the College's enterprise level information system which is all the processes that enable core business, such as admissions, registration, progression, graduation, and curriculum management.

As a part of the Student Information System Project Plan, the project team has developed a multi-year human resource plan, including various employee categories (additional support staff opportunities, secondments, fixed term administration, student, and consultants), for the life of the project. Core project team resources are expected to be a part of the College for an additional three to five years.

Recruitment is continues for resources required to support the project for the fiscal year 2021-22.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The implementation of a new Student Information System solution will fully comply with information privacy, access, and data storage regulations.

As part of its due diligence, the College has confirmed that it is complying with relevant Provincial legislation, regulations, and directives. Throughout the process, Legal counsel was consulted for contract negotiations and reviews.

10. COMMUNICATIONS:

Recognizing the people-centered project commitment, the College community engagement has remained critical. The official project launch was celebrated as a community on February 8, 2021 where the project brand, "R3" was revealed. R3 represents "Rethink,

Redesign, Reimagine". The branding concept builds on the learner-driven plan and 50+5 strategic plan leveraging internal understanding and familiarity with the College goals and vision. Question and Answer sessions have resumed on March 4, 2021 to further inform and engage employees. The next College community session will be held on April 26, 2021.

11. CONCLUSION:

This project is a major business transformation initiative for Algonquin College. It will replace the Student Information System functionality but also address numerous other functions currently supported by GeneSIS. It will leverage current technology and best practices to enhance learner and employee experience and improve the security of personal and corporate data.

College Management continues to closely monitor the project and regularly reports project status and risks to the Algonquin College Executive Team, Audit and Risk Management Committee, and the Board of Governors.

Respectfully submitted:

Laura Stanbra
Vice President, Student Services

Approved for submission:

Claude Brulé
President and CEO

ALGONQUIN COLLEGE

President/Board of Governors

Agenda Item No: 6.1

| | |
|---|---|
| Report title: | 2021-23 Business Plan and 2021-22 Annual Budget |
| Report to: | Board of Governors |
| Date: | April 19, 2021 |
| Author/Presenter: | Laura Stanbra, Vice President, Student Services<br>Duane McNair, Vice President, Finance & Administration<br>Ron McLester, Vice President, Truth, Reconciliation, & Indigenization<br>Grant Perry, Chief Financial Officer |

1. RECOMMENDATION:

   **THAT** the Board of Governors approves the draft 2021-23 Business Plan and the 2021-22 Draft Annual Budget with a projected net contribution deficit of $10 million.

2. PURPOSE / EXECUTIVE SUMMARY:

   The purpose of this report is to present details of the 2021-23 Business Plan and the 2021-22 Annual Budget for approval by the Board of Governors.

3. BACKGROUND:

   The Ministry of Colleges and Universities requires Ontario colleges to prepare and submit an Annual Budget and Business Plan each year.

   College management presents the Draft Annual Budget to the Board of Governors for approval in February each year to enable staff to begin projects that align with the Business Plan at the start of the first quarter of the new fiscal year. Due to the uncertainty of the financial impacts to the College related to the COVID-19 pandemic, the presentation of the Draft Annual Budget to the Board of Governors is delayed to April this year.

4. DISCUSSION:

   This year's Business Plan has been developed to deliver on the College's mission *to transform hopes and dreams into lifelong success* and is guided by the 2017-22 Strategic Plan. This includes a shift that began in the 2018-19 Business Plan from the previous practice of outlining new projects to one aimed at strengthening and measuring the College's success in terms of core activities. As such, the 2021-23 Business Plan focuses on key activities with significant emphasis on: efforts related to recovery from the Coronavirus Pandemic; addressing the top presenting elements of the College's Corporate Risk Profile; reducing the

breadth of projects to increase the depth of achievement within each project; and thriving through creativity.

Given that the "refreshed" Strategic Plan for 2022-25 will be finalized at the June 7, 2021 Board of Governors meeting, the proposed foundation of the two-year plan remains guided by learner-driven activities. Initiatives will be focused on creating a more personalized and pro-active approach to supporting prospective and current students and deepen the learner-driven culture of the College.

The support and development of Algonquin's employees remains an important component of attaining strategic objectives. As such, business plan initiatives for the next two years are proposed to include further processes and professional development related to remote work; support for psychological health and resources provided by the College during the pandemic, and continued offerings in support of diversity and inclusion in the workplace.

Financial recovery from the Coronavirus Pandemic is also a significant focus of strategic objectives with activities focused on preserving financial reserves, implementing short-term budget austerity measures, capitalizing on alternative sources of revenues, and a focus on longer-term financial sustainability efforts through the Strategic Exercise to Restore Financial Sustainability (SERFS) Project which will provide a roadmap that will guide decision-making and support the future development of strategic plans, business plans and College initiatives. Many of these initiatives will be visible through increased metrics in the business plan scorecard. Details are provided on page 14 of Appendix A: Draft 2021-23 Business Plan and 2021-22 Annual Budget.

The College's commitment to Truth, Reconciliation and Indigenization will continue to evolve and become further embedded in activities of the College, and evidenced through more people engaged in learning and working in ways that reflect Indigenous heritage and culture.

Innovation and quality will continue to be championed at every level of the College and the R3 Project to rethink, redesign and reimagine work associated with the Student Information System will continue to be a major College-wide undertaking.

Initiatives within the Business Plan that highlight thriving through creativity include the launch and growth of the Public College Private Partnership initiative to recruit and educate international students, in addition to new program offerings for all students at existing campuses, including AC Online.

Strengthening and deepening connections with the external College community is a proposed business plan objective with a goal of growing the number of strategic partnerships between the College and external employers.

Due to the conclusion of the current Strategic Plan in 2021-22 in addition to ongoing uncertainty regarding what post-Pandemic learning and working environments will consist of, this draft business plan has been developed with agility in mind. The first year of the Business Plan (2021-22) is submitted as a flexible plan and the second year (2022-23) of Business Plan is provided as a fluid road map to continue to deliver on substantive projects that are underway to achieve the goals of the College's 2017-22 Strategic Plan.

For Algonquin, a True North goal is defined as an ideal state the College should strive for, a reflection of the purpose of the organization, and the foundation of a strategic plan.

Underpinning the College's Business Plan are a set of Divisional, School, and Departmental plans that align each business units' work with the College's True North metrics. This cascading effect allows the College to marshal its resources and strengths in support of the College's strategic direction, mission, vision and values.

Supporting the achievement of the College's Business Plan is the 2021-22 Annual Budget.

The 2021-22 Draft Annual Budget projects an overall net contribution deficit of a $10 million. This is an $8.9 million improvement over the $18.9 million deficit from the College's 2020-21 Third Quarter Projection Report.

The 2021-22 Draft Annual Budget takes into consideration that the College's spring and fall 2021 terms will continue to accommodate a limited face-to-face activity model with the majority of learning being delivered remotely. It is anticipated that by Winter 2022, students and College staff will be able to return to campus for greater levels of on-campus activity. During 2020-21, enrolment declined by 16% from the Approved Annual Budget because of the challenges and restrictions resulting from the COVID-19 pandemic. While enrolments are projected to grow by 5% from the 2020-21 Third Quarter projection, enrolment is not projected to return to pre-pandemic levels until 2023-24.

The 2021-22 Draft Annual Budget reflects that the tuition freeze imposed by the Ministry of Colleges and Universities in 2019 is expected to continue through 2021-22, and therefore tuition fees remain flat. The Provincial corridor funding model will also continue in 2021-22. This model includes the introduction of key performance metrics taking effect under the third iteration of the Strategic Mandate Agreement, requiring the College to achieve targets associated with metrics to receive 100% of their grant allocation. However, because of the COVID-19 pandemic, the Ministry of Colleges and Universities have announced that institutions will not have their 2021-22 grant funding reduced. These items are discussed further in the Treasurer's Report section of the 2021-22 Draft Annual Budget document.

Details of the proposed budget are provided in Appendix A: Draft 2021-23 Business plan and 2021-22 Draft Annual Budget. The budget document includes key assumptions for capital,

operating and Business Plan requirements that will require the use of Internally Restricted Funds. The Treasurer's Report is provided as an introduction to the Draft Annual Budget document.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

Through this proposed business plan and budget, additional learner-centric investments will be realized by growing academic offerings, providing more pro-active and personalized communication, and addressing top presenting issues of students. Learners will also benefit from the Colleges' continued investment in information technology infrastructure, academic equipment, renovations and adaptations to learning spaces, and the maintenance of existing learning spaces.

7. FINANCIAL IMPACT:

The proposed 2021-22 Draft Annual Budget projects an overall deficit net contribution of $10 million. The Draft Annual Budget projects no contributions to Internally Restricted Funds (accumulated surpluses) due to the current financial constraints. Draws of up to $27.7 million are required from Internally Restricted Funds to support the projects and initiatives detailed in the Strategic Investment Priorities budget.

The 2021-22 Annual Budget results in five of the seven Financial Health Indicators being at or above the established benchmarks. The projected deficit of $10 million has adversely impacted the Annual Operating Results metric and the Net Income to Revenue ratio.

8. HUMAN RESOURCES IMPACT:

   The proposed 2021-22 Annual Budget provides support for the continued implementation of the College's People Plan with a focus on the employee experience in a hybrid work model.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

   In compliance with both the Board of Governors' Financial Management Policy, and the Ministry of Colleges and Universities Business Plan Operating Procedure directive, the 2021-22 Draft Annual Budget maintains a positive accumulated surplus position.

10. COMMUNICATIONS:

    Pending approval of the 2021-23 Business Plan and the 2021-22 Annual Budget by the Board of Governors, the document will be submitted to the Ministry of Colleges and Universities, and posted to the College's website. In addition, a Town Hall meeting will be held on April 22, 2021 for all College employees to review the 2021-23 Business Plan and 2021-22 Approved Annual Budget.

11. CONCLUSION:

    The 2021-23 Business plan supports strategic initiatives of the College and the 2021-22 Draft Annual Budget identifies resources 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, revenues, and expenditures closely and providing financial projection updates throughout this fiscal year. The Algonquin College Executive Team endorses the attached 2021-23 Business Plan and 2021-22 Draft Annual Budget.

Respectfully submitted:

Duane McNair
Vice President, Finance and Administration

Respectfully submitted:

Laura Stanbra
Vice President, Student Services

Approved for submission:

Claude Brulé
President and CEO

Agenda Item No: 6.1

**Appendices:**

| |
|---|
| Appendix A: Draft 2021-23 Business Plan and 2021-22 Annual Budget |

# Business Plan

## 2021-2023

April 19, 2021

DRAFT

ALGONQUIN COLLEGE

Algonquin College finds itself in a period of transition, and in an environment of higher volatility, uncertainty, complexity and ambiguity due to the COVID-19 pandemic, which has caused an unprecedented impact on College operations and a monumental shift in post-secondary education.

Normally, the first year of the Business Plan is firm and the second year is considered flexible, however in deference to the present circumstances, it is proposed for the first year of the Business Plan to be flexible and the second year as fluid. This is necessary due to the unpredictable nature of the COVID-19 pandemic, as well as the College's pending Strategic Plan refresh.

Creativity, resiliency and adaptability have framed how the College has addressed evolving public health policy and government measures designed to protect the health of Ontarians as the province's pandemic response. However, the heart of the organization remains unchanged. Algonquin's culture continues to be defined by its mission, vision and core values. They will remain front and centre in our new Strategic Plan (2022-2025).

DARE District

# Our Mission, Vision & Values

## OUR MISSION

To transform hopes and dreams into lifelong success.

## OUR VISION

To be a global leader in personalized, digitally connected, experiential learning.

## OUR VALUES

Caring, Learning, Integrity, Respect

Ishkodewan

50+5

## Algonquin College: Strategic Plan refresh

Algonquin College is in the process of completing 50+5, the organization's current 2017-22 Strategic Plan, and an ongoing Strategic Plan refresh that will launch in 2022-23 and guide the College through to 2025.

Our 2017-22 Strategic Plan outlined five overarching strategic directions, rooted in the concept of transitioning from the traditional one-size-fits-all era of education to a new age, focused on personalized, experiential learning.

Those themes remain central to our strategic refresh and will anchor the College's new 2022-25 Strategic Plan.

At Algonquin, we will be learner driven, with an unwavering commitment to the personal and professional success of our learners. We will focus on innovation and quality, and build on our 50+ years of providing an exceptional learning experience and pioneering new approaches.

Through innovation, creativity and flexibility, we can transform the scope of opportunities available to college students.

We will also stay connected, in an increasingly connected world. We will work to strengthen relationships with alumni and employers, and their interactions with learners. We will be sustainable, serving as a leader in education, research and exchange of environmentally sustainable practices. We will pursue Truth and Reconciliation, and be mindful of our social and economic responsibilities. We will empower people, respecting and valuing them so that they feel supported throughout their careers and know that they make a difference.

To deliver on our mission and vision, we have identified eight core beliefs that support the five goals that will guide our strategic priorities and budget process.

# Standing Up the Tree

And so we turn our attention to the Trees. We acknowledge them for their stability, for helping to build and heat our homes. We also give thanks that they continue to refresh the air.

Automotive Service Technician

Photo taken pre-pandemic

Bachelor of Commerce
(e-Supply Chain Management)
Co-op

DARE District
Indigenous Mural

# Our Core Beliefs

1. **Human Potential:** We believe in the development of human potential, that in all of us lies the innate ability to learn, to better ourselves, and to have a positive impact on our individual achievement, our families, and our community.

2. **Access:** We believe in access, that Algonquin College is best known for those we include rather than exclude, and that in today's knowledge economy, a post-secondary education is fundamental to all.

3. **Experiential Learning:** We believe in experiential learning, that it is the best form of learning and that an applied, hands-on education is essential to developing the skills and competencies required to make a positive difference in the world.

4. **Technology:** We believe in the power of technology, that when used purposefully it can enhance learning exponentially.

5. **Global Citizenship:** We believe in the importance of global citizenship, that in today's world all learners must acquire the skills and competencies to work in a diverse and constantly changing world, and that everyone — regardless of the country or culture they were born into – has the right to a good education.

6. **Employment:** We believe in the power of employment, that securing a good job does more than just put money in your pocket — it builds confidence, pride, maturity, strengthens relationships, improves health, and fosters a sense of purpose and responsibility.

7. **Community:** We believe in community, that as individuals and institutions we have a social responsibility to care for each other, our environment, and our society, in Canada and around the world.

8. **Personal Relationships:** We believe in the power of personal relationships, that learning remains a distinctly relationship-based enterprise with the student-faculty connection at its heart across all Ontario colleges.

# Direction & Goals*

## Our Strategic Direction

### LEARNER DRIVEN

**Goal #1:**
Establish Algonquin as the leader in personalized learning across all Ontario colleges

### CONNECTED

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

### PEOPLE

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

### INNOVATION AND QUALITY

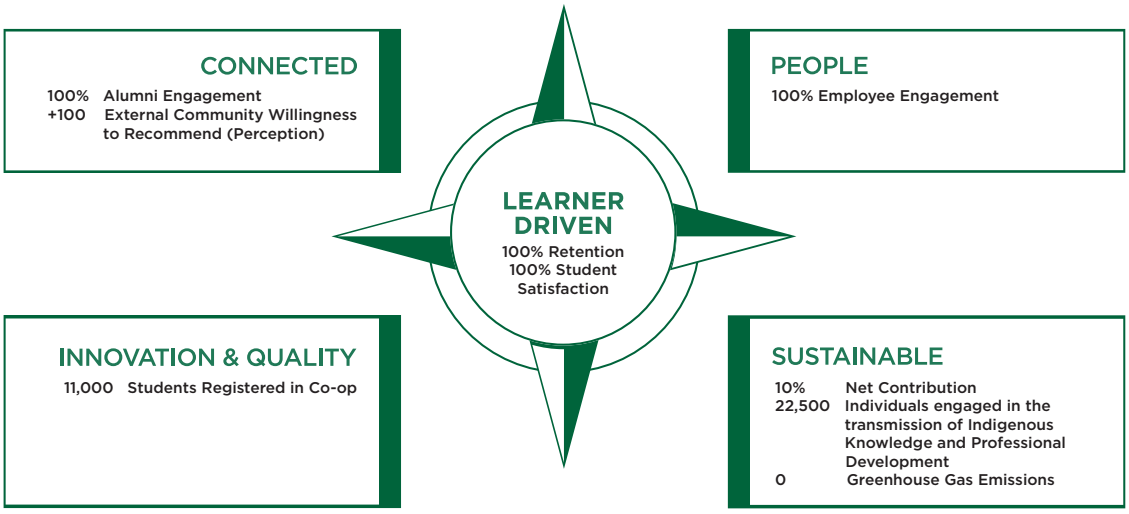
**Goal #4:**
We will be leaders and continuously improve the quality, impact and innovativeness of teaching, learning and service delivery

### SUSTAINABLE

**Goal #5:**
Pursue Truth and Reconciliation, social, environmental, and economic sustainability

*FOR 2017-22 STRATEGIC PLAN, 2022-25 STRATEGIC DIRECTIONS UNDER DEVELOPMENT

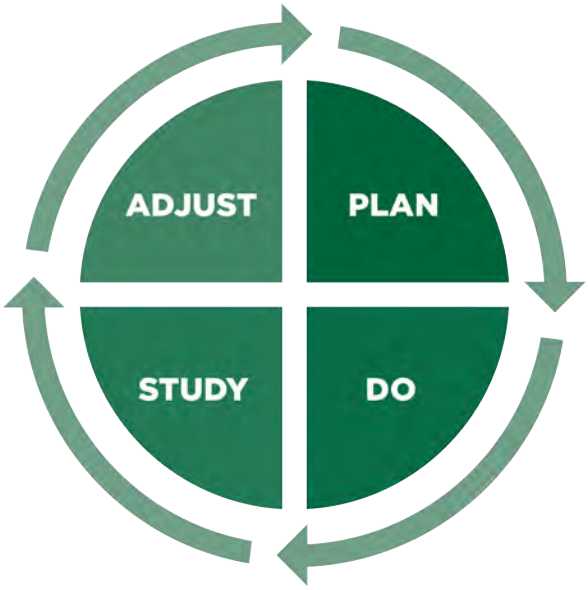
# Aspirational True North Targets*




*FOR 2017-22 STRATEGIC PLAN, 2022-25 TARGETS UNDER DEVELOPMENT

**BECOMING AGAIN**
We now turn our minds to the natural world
beginning to wake up from the Big Sleep.
All of our relations now start to become again.

# Plan, Do, Study, Adjust



Algonquin College is committed to continuous improvement through the AC Way as well as embedding traditional Indigenous Knowledge into the very fabric of our institution. These two designs reflect this commitment and displays Indigenous Knowledge in action.

## 2021-2022 BUSINESS PLAN (FLEXIBLE)

| # | STRATEGIC DIRECTION | OBJECTIVE | 2020-21 TARGET | 2020-21 (RESTATED) TARGET | 2021-22 TARGET | TRUE NORTH | INITIATIVES |
|---|---|---|---|---|---|---|---|
| **LEARNER DRIVEN** | | | | | | | |
| 1 | **Establish Algonquin as the leader in personalized learning across all Ontario colleges** | Improve student retention<br><br>Improve overall student satisfaction | 86.8%<br><br>79.2% | 81%<br><br>71% | 81.5%<br><br>71.2% | 100%<br><br>100% | 1.1) Response to communication gaps in content to prospective students and applicants completed by October 31, 2021.<br><br>1.2) Tactics identified to improve the prospect and applicant web user experience implemented by February 1, 2022.<br><br>1.3) AC Online and International nurture campaigns refreshed by March 31, 2022.<br><br>1.4) Mitigation plan for top presenting issue from student experience surveys in place by the start of the subsequent academic term to enhance student experiences and deepen learner-driven culture. |
| **CONNECTED** | | | | | | | |
| 2 | **Become an integral partner to our alumni and employers** | Build and steward strategic industry and community partnerships | N/A | N/A | 4 | 20 | **Industry Partnership Framework:**<br><br>2.1) Partnership Development Framework implemented by July 15, 2021.<br><br>2.2) External Partner Engagement and Needs Assessment Survey launched by October 15, 2021. |
| **PEOPLE** | | | | | | | |
| 3 | **Be recognized by our employees and the community as an exceptional place to work** | Improve employee engagement | 59% | N/A | N/A | 100% | 3.1) Employee Engagement Pulse survey and corresponding action framework launched by June 30, 2021. |
| **INNOVATION AND QUALITY** | | | | | | | |
| 4 | **We will be leaders and continuously improve the quality, impact and innovativeness of teaching, learning and service delivery** | Reduce the risk of failure of information technology infrastructure and software applications | N/A | N/A | N/A | N/A | **Phase two of the R3 - Student Information System Transformation project milestones reached by March 31, 2022, including:**<br><br>4.1) Organizational Change Management Plan completed by June 30, 2021.<br><br>4.2) Technical Design Phase of the Student Information System implementation completed by January 31, 2022.<br><br>4.3) Test Plan to validate configuration in subsequent project phases completed by March 31, 2022. |
| 5 | **We will be leaders and continuously improve the quality, impact and innovativeness of teaching, learning and service delivery** | Finalize a new three-year Strategic Plan for 2022-2025 | N/A | N/A | N/A | N/A | 5.1) The 2022-2025 Strategic Plan finalized and approved by the Board of Governors by June 7, 2021. |

A TIME FOR GROWING
We now turn our minds to the activities of the natural world who use this time for growing. All of our relation now use this time to grow and become strong.

## 2021-2022 BUSINESS PLAN (FLEXIBLE)

| # | STRATEGIC DIRECTION | OBJECTIVE | 2020-21 TARGET | 2020-21 (RESTATED) TARGET | 2021-22 TARGET | TRUE NORTH | INITIATIVES |
|---|---|---|---|---|---|---|---|
| **SUSTAINABILITY** | | | | | | | |
| 6 | **Pursue Truth and Reconciliation, social, environmental, and economic sustainability** | Establish Algonquin College's first partnership pursuant to the Ministry of Colleges and Universities Binding Policy Directive: Public College Private Partnerships | N/A | N/A | 200 learners enrolled | 8,000 learners enrolled | **Launch a partnership with a private college to recruit and educate international students:**<br>6.1) Minister of Colleges and Universities approval of Collaborative Education Agreement received by May 31, 2021.<br>6.2) Minister of Finance approval of Section 28 of the Financial Administration Act received by May 31, 2021.<br>6.3) Three Algonquin College programs launched with the private college partner by September 30, 2021.<br>6.4) Two additional Algonquin College programs launched with the private college partner by January 31, 2022. |
| 7 | **Pursue Truth and Reconciliation, social, environmental, and economic sustainability** | Grow enrolment to pre-COVID-19 levels by 2023-24 | 47,724<br>6% year-over-year growth | 41,223<br>9% year-over-year decline | 43,284<br>5% year-over-year growth | 70,000 | 7.1) Fall level 1 admission conversions increased from 19% to 21% by September 30, 2021.<br>7.2) Program capacity increased through Board of Governors approval of three two-year Ontario College Graduate Certificates by October 30, 2021.<br>7.3) Program capacity increased through the conversion of three existing programs for delivery through AC Online by June 30, 2021 and launched for the Winter 2022 term. |
| 8 | **Pursue Truth and Reconciliation, social, environmental, and economic sustainability** | Manage and preserve appropriate cash reserves as of March 31, 2021 for future College strategic investments | $66M | $70M | $48M | $100M | 8.1) Draws on cash reserves to fund essential initiatives, programs and services limited to $28M by March 31, 2022.<br>8.2) Strategic initiatives, implementation timelines and resource required to restore financial sustainability developed by December 31, 2021. |
| 9 | **Pursue Truth and Reconciliation, social, environmental, and economic sustainability** | Engage members of the College community (students, employees and community members) in Truth and Reconciliation activities | 500 | 600 | 900 | 22,500 | **Year 3 of the Indigenization Strategy implemented:**<br>9.1) Jidwá:doh – Let's Become Again Advisory Council established with an action plan presented and approved by the Algonquin College Executive Team by January 31, 2022.<br>9.2) Indigenous Knowledge - 'Exploring Stories', hosted monthly with summary reports/videos presented to Algonquin College Leadership Team until March 31, 2022.<br>9.3) New multi-year Indigenization strategic framework "Standing Up the Tree" developed by March 31, 2022. |

FALLING LEAVES

We now turn our minds to the activities of the natural world that use this time to sustain us. We thank many of our relations for a harvest that will allow us to continue our way of life.

## 2022-2023 BUSINESS PLAN (FLUID)

| # | STRATEGIC DIRECTION | OBJECTIVE | 2021-22 TARGET | 2022-23 TARGET | TRUE NORTH | INITIATIVES |
|---|---|---|---|---|---|---|
| **LEARNER DRIVEN** | | | | | | |
| 1 | **Establish Algonquin as the leader in personalized learning across all Ontario colleges** | Improve student retention<br><br>Improve overall student satisfaction | 81.5%<br><br>71.2% | 81.7%<br><br>71.4% | 100%<br><br>100% | 1.1) Response to communication gaps in content to returning and graduating students completed by October 31, 2022 to heighten personalization and student success.<br><br>1.2) Perth and Pembroke Campus engagement campaigns to forge connections with prospective students refreshed by March 31, 2023.<br><br>1.3) Public College Private Partnership engagement campaigns, informed by 2021-22 learner feedback and data outcomes, enhanced by March 31, 2023.<br><br>1.4) Mitigation plan for top presenting issue from student experience surveys in place by the start of the subsequent academic term to enhance student experiences and deepen learner-driven culture.<br><br>1.5) A phased improvement plan addressing website user experience, leveraging pro-active learner-centric supports and artificial intelligence defined by November 1, 2022.<br><br>1.6) Flexible program delivery options for learners added by March 31, 2023. |
| **CONNECTED** | | | | | | |
| 2 | **Become an integral partner to our alumni and employers** | Build and steward strategic industry and community partnerships | 4 | 6 | 20 | **Industry Partnership Framework:**<br><br>2.1) Response to External Partner Engagement and Needs Assessment Survey findings completed by June 1, 2022. |
| **PEOPLE** | | | | | | |
| 3 | **Be recognized by our employees and the community as an exceptional place to work** | Improve employee engagement | N/A | 70% | 100% | 3.1) A performance management framework for administrative staff, leveraging Workday functionality, delivered by December 1, 2022.<br><br>3.2) A phased implementation plan to deliver a succession planning framework for cross-College roles, leveraging Workday functionality, launched by March 31, 2023. |
| 4 | **Be recognized by our employees and the community as an exceptional place to work** | Improve organizational support for diversity | N/A | 81% | 100% | 4.1) Multiple awareness, learning and engagement activities on diversity and inclusion provided each quarter.<br><br>4.2) Diversity and Inclusion blueprint 2.0 developed and launched by March 31, 2023. |
| **INNOVATION AND QUALITY** | | | | | | |
| 5 | **We will be leaders and continuously improve the quality, impact and innovativeness of teaching, learning and service delivery** | Reduce the risk of failure of information technology infrastructure and software applications | N/A | N/A | N/A | **Phases three and four of the R3 - Student Information System project milestones reached by March 31, 2023, including:**<br><br>5.1) Training Plan developed by January 31, 2023.<br><br>5.2) Configuration and validation significantly completed by March 31, 2023.<br><br>5.3) Initial draft of deployment plan completed by March 31, 2023. |

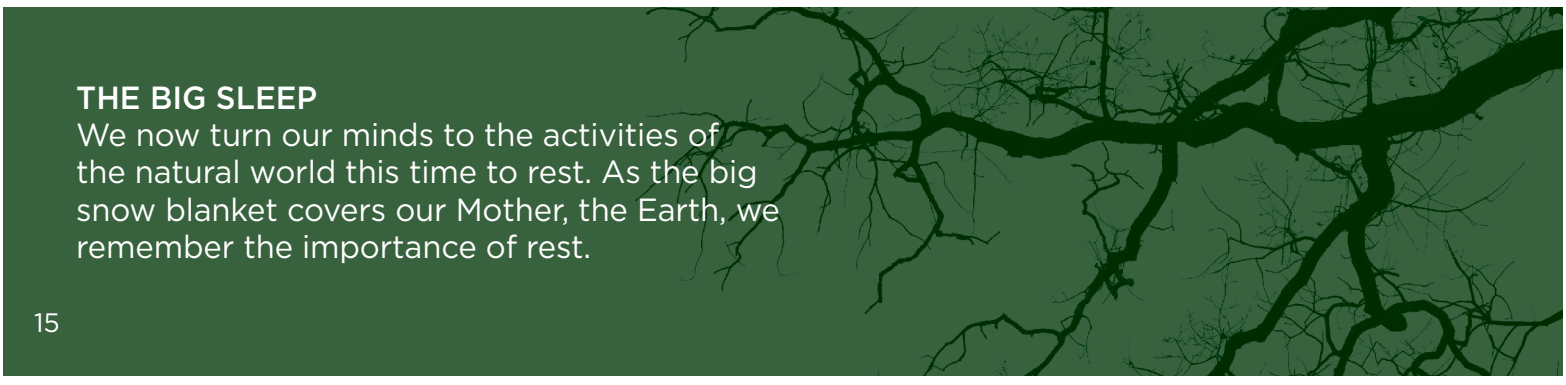
## 2022-2023 BUSINESS PLAN (FLUID)

| # | STRATEGIC DIRECTION | OBJECTIVE | 2021-22 TARGET | 2022-23 TARGET | TRUE NORTH | INITIATIVES |
|---|---|---|---|---|---|---|
| **SUSTAINABILITY** | | | | | | |
| 6 | **Pursue Truth and Reconciliation, social, environmental, and economic sustainability** | Establish Algonquin College's first partnership pursuant to the Ministry of Colleges and Universities Binding Policy Directive: Public College Private Partnerships | 200 learners enrolled | 1,000 learners enrolled | 8,000 learners enrolled | **Expand and grow domestic Public College Private Partnership (PCPP) with private college partner to recruit and educate international students:**<br>6.1) Approval for up to 5 additional programs for delivery in 2023-24 received by December 15, 2022.<br>6.2) Program offerings expanded to new locations by January 31, 2023.<br>6.3) Additional program and course initiatives, including articulation agreements, corporate training and online program delivery, explored with PCPP partner by March 31, 2023. |
| 7 | **Pursue Truth and Reconciliation, social, environmental, and economic sustainability** | Grow enrolment to pre-COVID-19 levels by 2023-24 | 43,284<br>5% year-over-year growth | 44,500<br>3% year-over-year growth | 70,000 | 7.1) Program capacity increased through Board of Governors approval of two new 2-year Ontario College Graduate Certificates by January 31, 2023.<br>7.2) Two new stackable micro-credentials launched by August 31, 2022.<br>7.3) Program capacity increased by converting two programs for full-time delivery through AC Online by August 31, 2022.<br>7.4) Business case for a School of Graduate Studies developed by March 31, 2023. |
| 8 | **Pursue Truth and Reconciliation, social, environmental, and economic sustainability** | Enabling adoption of themes and action for advancing sustainability over the short and medium timeframe of the Strategic Exercise to Restore Financial Sustainability project | N/A | 8.2) 100% of People Leaders trained | 8.2) 100% of People Leaders trained | **Enable People Leaders to effectively manage and lead their teams in the workplace of the future:**<br>8.1) Resources and tools to support employees in the new hybrid working modality developed and deployed by June 30, 2022.<br>8.2) Training and support tools on effective financial acumen and management for all People Leaders created and deployed by September 30, 2023.<br>8.3) A change management framework to equip People Leaders with tools to manage significant transformative changes launched by February 28, 2023. |
| 9 | **Pursue Truth and Reconciliation, social, environmental, and economic sustainability** | Achieve financial sustainability with a balanced budget and financial results that demonstrates the College can recover its full economic costs, maintain appropriate cash reserves and invest in its key infrastructure and resources | $48M in cash reserves | $43M in cash reserves | $100M in cash reserves | 9.1) Plans to restore financial sustainability and maximize funding under the Strategic Mandate Agreement initiated by September 30, 2022.<br>9.2) Algonquin College Campus Master Development Plan for the Perth, Pembroke and Ottawa campuses completed by March 31, 2023.<br>9.3) Digital strategy to continue the transformation of academic program delivery, learner experiences and administrative processes completed by March 31, 2023. |
| 10 | **Pursue Truth and Reconciliation, social, environmental, and economic sustainability** | Engage members of the College community (students, employees and community members) in Truth and Reconciliation activities | 900 | 3,640 | 22,500 | 10.1) New "Standing Up the Tree" multiyear Indigenization strategic framework operationalized by March 31, 2023.<br>10.2) Jidwá:doh Council launched and 13 meetings hosted in reflection of the lunar cycle by March 31, 2023.<br>10.3) Indigenous Knowledge and stories, collected and distributed through Burnt Water activities, transmitted to the Algonquin College community via Keeping the Fire initiative once per academic term, by March 31, 2023.<br>10.4) Indigenous Leadership Academy piloted by March 31, 2023. |

## SCORECARD - METRICS – ALGONQUIN COLLEGE BUSINESS PLAN 2021-2023

| 2017-2023 STRATEGIC DIRECTIONS | 2017-18 BENCH-MARK | 2017-18 ACTUALS | 2018-19 ACTUALS | 2019-20 ACTUALS | 2020-21 TARGET | 2020-21 (RESTATED) TARGET | 2021-22 TARGET | 2022-23 TARGET | TRUE NORTH |
|---|---|---|---|---|---|---|---|---|---|
| **1 LEARNER DRIVEN** | | | | | | | | | |
| Student Retention | 86.8% | 83.1% | 85.0% | 85.7% | 86.8% | 81.0% | 81.5% | 81.7% | 100% |
| Student Satisfaction | 77.4% | 73.2% | 79.0% | 76.3% | 79.2% | 71.0% | 71.2% | 71.4% | 100% |
| **2 CONNECTED** | | | | | | | | | |
| Alumni Engagement | N/A | 8,515 (12%) | 1,161 (2%) | 5,101 (6%) | 4,600 (5%) | 4,100 (4.5%) | 5,000 (6%) | 5,500 (6%) | 100% |
| Willingness to Recommend (Perception): External Community | -35 | -25 | -36 | -36 | -34 | -38 | -36 | -35 | 100 |
| Build and steward strategic industry and community partnerships | N/A | N/A | N/A | N/A | N/A | N/A | 4 | 6 | 20 |
| **3 PEOPLE** | | | | | | | | | |
| Employee Engagement | 60.0% | 56.0% | N/A | 68.0% | N/A | N/A | N/A | 70.0% | 100% |
| Improve organizational support for diversity | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 81.0% | 100% |
| **4 INNOVATION AND QUALITY** | | | | | | | | | |
| Reduce the risk of failure of information technology infrastructure and software applications | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Number of Students Registered in Co-op | 1,500 | 1,500 | 2,549 | 3,661 | 4,000 | 4,000 | 5,500 | 6,000 | 11,000 |
| **5 SUSTAINABLE (Financial, Social, Environmental)** | | | | | | | | | |
| Establish Algonquin College's first partnership pursuant to the Ministry of Colleges and Universities Binding Policy Directive: Public College Private Partnerships | N/A | N/A | N/A | N/A | N/A | N/A | 200 learners enrolled | 1,000 learners enrolled | 8,000 learners enrolled |
| Grow Enrolment to pre-COVID-19 levels by 2023-24 | 38,056 1% year-over-year growth | 39,725 4% year-over-year growth | 43,524 10% year-over-year growth | 45,064 4% year-over-year growth | 47,724 6% year-over-year growth | 41,223 9% year-over-year decline | 43,284 5% year-over-year growth | 44,500 3% year-over-year growth | 70,000 |
| Enabling adoption of themes and action for advancing sustainability over the short and medium time-frame of the Strategic Exercise to Restore Financial Sustainability project | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 100% People Leaders trained | 100% People Leaders trained |

| 2017-2023 STRATEGIC DIRECTIONS | 2017-18 BENCH-MARK | 2017-18 ACTUALS | 2018-19 ACTUALS | 2019-20 ACTUALS | 2020-21 TARGET | 2020-21 (RESTATED) TARGET | 2021-22 TARGET | 2022-23 TARGET | TRUE NORTH |
|---|---|---|---|---|---|---|---|---|---|
| **5 SUSTAINABLE (Financial, Social, Environmental) (cont.)** | | | | | | | | | |
| Achieve financial sustainability with a balanced budget and financial results that demonstrates the College can recover its full economic costs, maintain appropriate cash reserves and invest in its key infrastructure and resources | N/A | N/A | N/A | N/A | N/A | $70M in cash reserves | $48M in cash reserves | $43M in cash reserves | $100M in cash reserves |
| Engage members of the College community (students, employees and community members) In Truth and Reconciliation activities | N/A | N/A | N/A | N/A | 600 | 600 | 900 | 3,640 | 22,500 |
| Greenhouse Gas Emissions measured in tonnes C02, scope 1 & 2 Emissions | 8,239 | 6,635 | 10,309 | 6,977 | 11,870 | 11,870 | 11,870 | 11,870 | 0 |



## THE BIG SLEEP

We now turn our minds to the activities of the natural world this time to rest. As the big snow blanket covers our Mother, the Earth, we remember the importance of rest.

Online Learning

Massage Therapy

Photo taken pre-pandemic

Culinary Skills

# Annual Budget

## 2021-22

April 19, 2021

DRAFT

ALGONQUIN COLLEGE

DARE District Library

# Treasurer's Report

## 2021-22 Annual Budget

On March 11, 2020 COVID-19 was declared a pandemic by the World Health Organization and countries around the world implemented social distancing and other measures to reduce the spread of the virus. On March 13, 2020, Algonquin College closed its doors to in-person class instruction, switching to a remote delivery format for the remainder of the Winter 2020 semester and required all but essential employees to work from home. As the pandemic continued, Algonquin was able to resume some in-person training over the 2020-21 academic year for those areas of learning requiring face-to-face instruction with restricted class sizes and other health and safety measures in place. As a result of the pandemic, the College realized a drop in overall enrolment of 16% against the 2020-21 Approved Annual Enrolment Budget, which included a reduction of International enrolments of 33%. Additionally, incremental costs to support the transition to remote learning and working, and reduced class sizes for those classes requiring on-site training, added significant incremental costs to the College. The pandemic is expected to have a significant impact on College finances for the next three to four years as the College returns to pre-pandemic enrolment levels and adjusts to the new learning and working realities and opportunities.

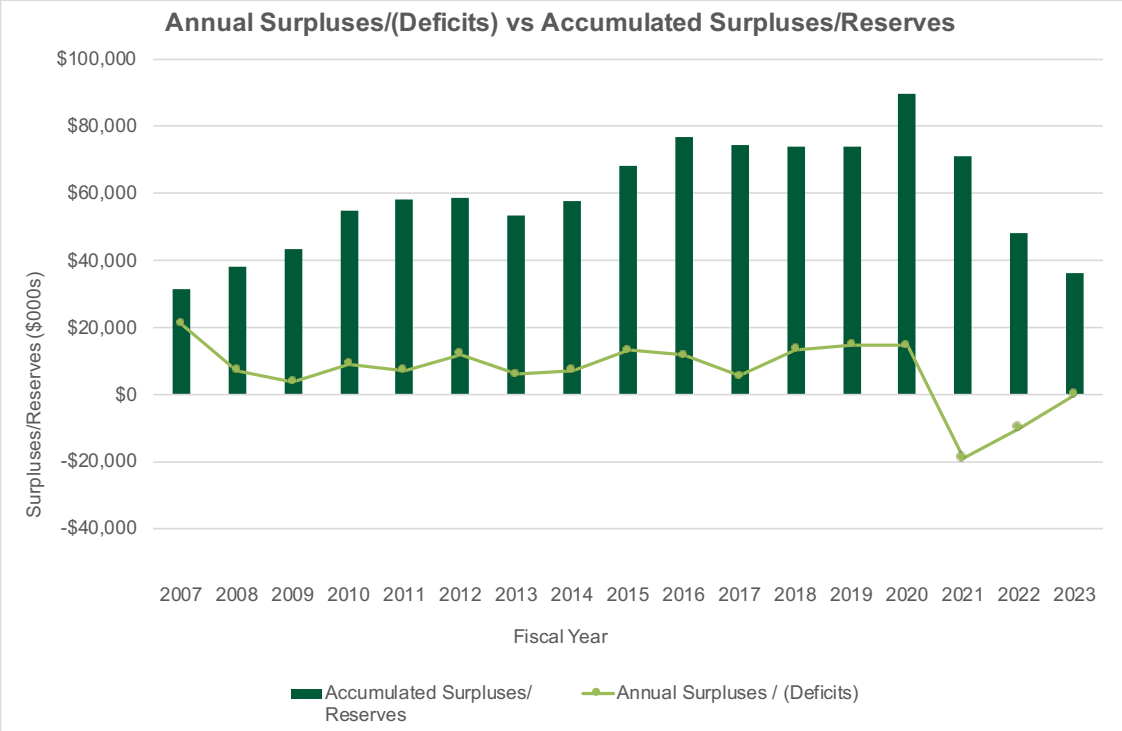
The 2021-22 Annual Budget provides the College with the resources required to deliver on the commitments detailed in the 2021-23 Business Plan and the College's 2017-22 Strategic Plan. The 2021-22 Annual Budget projects an in-year deficit of $10 million. Despite the projected deficit, the College remains compliant with the Ministry of Colleges and Universities Binding Policy Directive with a positive accumulated surpluses balance.

**Internally Restricted Net Assets/Accumulated Surpluses**

While the College is projecting a deficit of $19 million in 2020-21 as a result of the pandemic impacts, in the 2019-20 fiscal year the College realized a net contribution of $14.7 million, exceeding the budgeted $1.2 million by $13.5 million. This positive variance was achieved through an over-estimation of the impacts of the provincial governments changes to student ancillary fees, a 3% increase in international student enrolment above projections, and an extraordinary gain resulting from the sale of College owned land on March Road in Kanata. The positive result in 2019-20 added to the College's accumulated surpluses.

The College has grown its accumulated surplus balance during the past 15 years in its Internally Restricted Net Asset accounts and are reserved for specific purposes. These reserve funds are managed closely to provide resources to fund Strategic Investment Priorities that will enhance the overall experience of learners. In addition, these reserves are used for the Board of Governors mandated Contingency Fund which the College was able to draw on in response to the financial impacts of the COVID-19 pandemic.

The College draws on reserves to fund projects such as the replacement of the legacy Student Information System through the R3 Project, the construction of a Pedestrian Bridge to Rapid Transit Station and to provide contributions to the Athletics and Recreation Centre.
The accumulated surpluses of the Internally Restricted Net Assets enables the College to address significant capital investment requirements and address unanticipated operating budget challenges.




Through a business planning process that engaged all areas of the College, a series of major initiatives aimed at making improvements to academic facilities, student services and business process automations that require draws from internally restricted accounts were identified.

The President is submitting a recommendation to the Board of Governors to approve spending from the College's Specific Reserves and Reserve Funds for Future Capital Expansion within Internally Restricted Net Assets for the following significant capital projects and initiatives in 2021-22:

| 2021-22 EXPENDITURES FROM INTERNALLY RESTRICTED NET ASSETS | |
|---|---|
| R3 (Student Information System Replacement - Phase 2) | $21,860,000 |
| Information Technology and Physical Infrastructure Renewal Projects | 3,228,000 |
| Pedestrian Bridge to Rapid Transit Station (this is not an additional new request but within the allocation approved at the June 12, 2017 Board of Governors meeting) | 1,260,000 |
| Athletics and Recreation Centre Enabling Works (this is not an additional new request but within the allocation approved at the October 28, 2019 Board of Governors meeting) | 900,000 |
| Campus Services Reserves | 345,000 |
| Health Services Agreement with the Students' Association | 117,000 |
| Total Expenditures from Internally Restricted Net Assets | $27,710,000 |

As the College continues to respond to and recover from the COVID-19 pandemic, there are no budgeted contributions to reserves for the 2021-22 fiscal year.

Please refer to the Net Assets Continuity Schedule in the budget document below on page 17 of this document. for more information on budgeted adjustments and expenditures from Internally Restricted Net Assets.

The pandemic has had a significant negative impact on Campus Services revenues resulting in operating deficits and depletion of the Campus Services Reserves balance. This budget proposes to permit an accumulated deficit in the Campus Services Reserves balance to fund essential operating and investment needs in 2021-22. As Ottawa campus activity increases over the coming years and Campus Services sales return to pre-pandemic levels, future net contributions will be allocated to the Campus Services Reserve to restore a positive balance.

The budgeted 2021-22 fiscal year-end balance of Unrestricted Net Assets plus Internally Restricted Net Assets are as follows:

| UNRESTRICTED AND INTERNALLY RESTRICTED NET ASSETS | |
|---|---|
| Unrestricted Net Assets | $0 |
| Internally Restricted Net Assets | |
| • Specific Reserves | |
| o Other Projects and Initiatives | 21,050,000 |
| o Campus Services Reserve Fund* | (3,921,000) |
| o Employment Stabilization Fund | 603,000 |
| o Contingency Reserve Fund | 10,039,000 |
| • Reserve Fund – Future Capital Expansion | 17,805,000 |
| • Net Proceeds from Sale of March Road Land | 2,403,000 |
| Total Unrestricted and Internally Restricted Net Assets | $47,979,000 |

* The negative balance in the Campus Services Reserve Fund represents losses incurred due to COVID-19. These losses will be repaid through planned future contributions.

## Challenges and Opportunities Facing the College

The development of the 2021-22 Annual Budget required significant engagement from the Algonquin College Leadership Team and input from the College community. The COVID-19 pandemic continues to be a major influence on the College's operations and budget. During 2020-21 enrolment declined 16% from the Approved Annual Budget. While enrolments are projected to grow by 5% from the 2020-21 Third Quarter projection, it is not projected to return to pre-pandemic levels until 2023-24. In addition to reduced tuition and other student fee revenues resulting from reduced enrolments, reduced campus activity continues to significantly impact Campus Services. This has resulted in lower sales in Food Services, Campus Retail Services, Residence Operations and Parking Services. Compounding this pressure, the 2019 announcement of a tuition reduction of 10 per cent and a further two-year freeze on tuition rates is expected to continue through the 2021-22 fiscal year. To address these pressures, Algonquin College staff have chosen to implement various cost containment initiatives to manage the budget.

The Ministry of Colleges and Universities maintains the existing corridor funding model in 2021-22 and have introduced a new requirement for colleges and universities to achieve specified key performance metrics in order to receive full grant funding. However, as a result of the COVID-19 pandemic, the Ministry of Colleges and Universities have announced that institutions will not have their 2021-22 grant funding reduced The corridor funding model and key performance metrics are intended to improve student outcomes and increase trust and accountability through transparency and improved performance. It also provides more predictable funding and supports enrolment planning. While the corridor funding model provides predictability, it does not provide for year-to-year grant funding increases for domestic enrolment growth or inflationary pressures. Along with the tuition fee freeze, domestic operating revenues on a per student basis decreases each year as domestic enrolment increases.

This requires the College to pay close attention to program costs and ensure that there are sufficient margins generated to support the overhead and corporate costs of the College. In addition, the corridor funding model requires an analysis of the revenue mix between funded domestic enrolment growth and non-funded International fee premiums.

On January 31, 2021, the first Part-Time Support Staff Collective Agreement expired. Negotiations between the College Employer Council and the OPSEU Part-Time Support Staff Bargaining Unit were ongoing during the 2020-21 fiscal year and continue into the 2021-22 fiscal year. Finalization of a new collective agreement will likely result in manageable adjustments to the College's operating budget.

Additionally, on September 30, 2021, the Academic Employees Collective Agreement will expire. It is expected that negotiations between the College Employer Council and the OPSEU Academic Employees Bargaining Unit will be ongoing in 2021-22. It is believed that the finalization of a new collective agreement will result in manageable adjustments to the College's operating budget.

The College relies on people, processes and technology to operate and transform its service operations and program delivery. Several significant investments are being made in the College's enterprise resource planning information technology systems to support transformation. The first phase of the R3 project development and implementation of a new student information system software solution was undertaken in 2020-21 and the second phase of this transformation is planned and funded in the 2021-22 Annual Budget.

## Assumptions

A number of assumptions were made in the preparation of estimates to be included in the Annual Budget. A list of the most significant assumptions for 2021-22 are as follows:

### Revenues

- The College Operating Grant will be maintained at a constant value as the previous year.
- Tuition fee rates for funded programs have remained the same as the 2020-21 rates in anticipation of the provincial government's announcement to maintain the tuition fee freeze introduced in 2019.
- Enrolment growth in full-time post-secondary programs is projected to increase by 5 per cent over the 2020-21 Third-Quarter Projection due to a partial return to pre-pandemic enrolment levels, the launch of new programs, and improved retention efforts.
- Other non-funded revenue sources have been updated to respond to the projected enrolment changes, the economy, international opportunities, and anticipated market conditions.

### Operating Expenditures

- Wage increases for all faculty and staff will not exceed the current collective agreements and ongoing wage restraint legislation.
- Other expenditures will increase at a rate consistent with the rate of inflation or will remain constant.

**Strategic Investment Priorities**

- As a result of the continued impacts of the COVID-19 pandemic, the College's projects in Strategic Investment Priorities for 2021-22 were scrutinized to ensure all proposed investments were deemed to be essential and in support of the College's Strategic Plan and Corporate Risk Profile. Funded projects are those that support transformation of services, renew existing curriculum and develop new programs, deliver high quality instructional equipment for students, and mitigate the risk of physical and technological infrastructure failure. More specifically, the 2021-22 Annual Budget provides funding for the following initiatives:

  - Development and implementation of Learner Driven Plan initiatives, through the Strategic Enrolment Management project.
  - Development of a new Student Information System, the R3 project.
  - Campus expansion through the infrastructure work required to support the development of the Athletics and Recreation Centre.
  - Implementing strategies to improve employee engagement; and
  - Continuing to upgrade and improve the service and reliability of wired and wireless networks.

## Risk

Management believes that this budget is reasonable under the circumstances. The following identifies and assesses budget risks:

| RISK SCHEDULE | | | |
|---|---|---|---|
| **Risk Identification** | **Impact in 2021 - 22** | **Likelihood in 2021 - 22** | **Risk Mitigation** |
| International and Domestic Enrolment Less than Projection Impacting Tuition and Other Revenues due to COVID-19 | Major | Possible | • New Programs<br>• Increased Focus on Conversion of Applications to Registrations<br>• Retention Initiatives<br>• International Recruitment<br>• Ongoing lobbying for government support |
| Other Revenues Less than Budgeted | Moderate | Possible | • International Initiatives<br>• Corporate Training<br>• Cost Containment |
| Labour Relations - Collective Agreement Renewal Negotiations are Prolonged or Cause Labour Disruption | Low | Likely | • Part-Time Support Negotiations Between College Employer Council and OPSEU Part-Time Support Staff Bargaining Unit |

| RISK SCHEDULE (continued) | | | |
|---|---|---|---|
| **Risk Identification** | **Impact in 2021 - 22** | **Likelihood in 2021 - 22** | **Risk Mitigation** |
| Labour Relations (continued) | Low | Likely | • Academic Negotiations Between College Employer Council and OPSEU Academic Employees Bargaining Unit |
| Information Technology Assets and Services – Business Interruption | Moderate | Possible | • Upgraded IT Infrastructure<br>• Business Continuity/ Disaster Recovery Planning |
| Major Capital Projects Exceed Budget | Moderate | Unlikely | • Project Governance Structure<br>• Major Capital Projects Internal Audit<br>• Ongoing Monitoring and Reporting |
| Expenses Higher than Budget Due to Aging Facilities and Deferred Maintenance Liability | Moderate | Likely | • Contingency Funds<br>• Ongoing Monitoring<br>• Prioritization of Critical Projects |

## Conclusion

The 2021-22 Annual Budget provides the College with the resources required to deliver on the commitments detailed in the 2021-23 Business Plan and the College's 2017-22 Strategic Plan.

While the 2021-22 Annual Budget presents a deficit budget, the College remains committed to focusing on a return to financial sustainability. Through the Strategic Exercise to Return to Financial Sustainability (SERFS) Project, the College is reviewing revenue generation opportunities, cost containment, continuous improvement and capital planning to ensure that the College has the resources to invest in the future.

This budget continues the practice of investing in the future of the College and its people. Investments in equipment, personalized learning, new capital building developments, physical and information technology infrastructure, and process improvements will result in an enhanced learner experience.

Additional details of new initiatives are included in the College's Annual Business Plan.

# Thank You

## To the College Budget Committee

I would like to conclude by thanking all of those involved in the development of the Annual Budget for their hard work and ongoing commitment to the College, with a special mention of the efforts of the College Budget Committee (CBC):

- Alanna McDonell, (Acting Chair), Director, Marketing
- Mark Leduc, (Acting Vice-Chair) Executive Director, Academic Operations and Planning
- Annette Bouzi, OPSEU Local Academic Staff Union President
- Maggie Cusson, Dean, Academic Development
- Christine Kelsey, OPSEU Local Support Staff Union President
- Teri Kinnunen, (Resource) Manager, Corporate Budgeting
- Erin Langevin, Director, Labour Relations
- Ernest Mulvey, Director, International Education Centre
- Andre O'Bonsawin, Director, Indigenization
- Krista Pearson, Registrar
- Grant Perry, (Resource) Chief Financial Officer
- Lois Pollock, Chief Digital Officer
- Joanne Souaid, Director, Advancement Services
- Ryan Southwood, Acting Executive Director, Facilities Management
- Emily Woods, (Resource), Director, Financial Planning

**Duane McNair**
**Treasurer and Vice President, Finance and Administration**

# PRO FORMA SUMMARY

(All figures in 000's)

| | Actual 2019-20 | Annual Budget 2020-21 | Q1 Projection 2020-21 | Q3 Projection 2020-21 | Annual Budget 2021-22 | Pro Forma 2022-23 | Pro Forma 2023-24 |
|---|---|---|---|---|---|---|---|
| **Funded Activity/College Operations** | | | | | | | |
| Revenue | $ 272,575 | $ 278,268 | $ 243,578 | $ 245,085 | $ 260,223 | $ 273,088 | $ 281,622 |
| Expenditures [1] | 253,022 | 267,248 | 256,839 | 256,260 | 267,926 | 270,778 | 277,207 |
| Net Contribution | 19,553 | 11,020 | (13,261) | (11,175) | (7,703) | 2,310 | 4,415 |
| **Contract Activity & Other Non-Funded Activity** | | | | | | | |
| Revenue | 33,100 | 27,805 | 39,526 | 43,724 | 70,589 | 48,989 | 53,320 |
| Expenditures | 32,000 | 28,181 | 37,441 | 41,363 | 65,117 | 45,228 | 49,396 |
| Net Contribution | 1,100 | (376) | 2,085 | 2,361 | 5,472 | 3,761 | 3,924 |
| **Campus Services** | | | | | | | |
| Revenue | 39,388 | 40,888 | 23,049 | 14,995 | 15,779 | 27,028 | 34,274 |
| Expenditures [1] | 32,163 | 33,398 | 21,826 | 18,792 | 16,604 | 23,946 | 28,372 |
| Net Contribution | 7,225 | 7,490 | 1,223 | (3,797) | (825) | 3,082 | 5,902 |
| **International Education Centre** | | | | | | | |
| Revenue | 60,303 | 67,079 | 43,775 | 46,796 | 50,978 | 60,075 | 63,980 |
| Expenditures | 38,649 | 48,442 | 33,605 | 34,152 | 36,850 | 41,182 | 43,210 |
| Net Contribution | 21,654 | 18,637 | 10,170 | 12,644 | 14,128 | 18,893 | 20,770 |
| **Strategic Investment Priorities** | | | | | | | |
| Revenue | 9,796 | 41,545 | 41,545 | 41,503 | 8,903 | 6,500 | 6,500 |
| Expenditures [2] | 50,144 | 80,341 | 66,992 | 65,579 | 40,875 | 42,256 | 40,115 |
| Net Contribution | (40,348) | (38,796) | (25,447) | (24,076) | (31,972) | (35,756) | (33,615) |
| **Extraordinary Item** | | | | | | | |
| Net Proceeds from Sale of March Road Land - to Reserve Funds | 2,403 | - | - | - | - | - | - |
| **Non-Cash Revenue Adjustments** | | | | | | | |
| Capital Grants recorded as Deferred Capital Contributions | (2,120) | (1,300) | (1,300) | (1,300) | (1,300) | (1,200) | (1,200) |
| Amortization of Deferred Capital Contributions | 7,721 | 7,900 | 8,000 | 8,000 | 8,200 | 8,000 | 8,000 |
| **Non-Cash Expenditure Adjustments** | | | | | | | |
| Expenditures to be Capitalized | 14,400 | 18,000 | 13,700 | 13,800 | 19,600 | 16,800 | 11,800 |
| Amortization Expense | (15,838) | (17,000) | (16,000) | (16,000) | (16,100) | (16,000) | (16,000) |
| Change in Vacation, Sick Leave & Post-Employment Benefits | (1,010) | 110 | 1,860 | 560 | 500 | 110 | 110 |
| **Net Contribution as per Public Sector Accounting Standards (PSAS)** | **$ 14,740** | **$ 5,685** | **$ (18,970)** | **$ (18,983)** | **$ (10,000)** | **$ -** | **$ 4,106** |

1. Expenditures do not reflect $3.6M in principal debt repayments in 2021-22.

2. Strategic Investment Priorities Expenditures includes authorized and proposed spending from Internally Restricted Net Assets.

## PRO FORMA SUMMARY - continued

(All figures in 000's)

| | Actual 2019-20 | Annual Budget 2020-21 | Q1 Projection 2020-21 | Q3 Projection 2020-21 | Annual Budget 2021-22 | Pro Forma 2022-23 | Pro Forma 2023-24 |
|---|---|---|---|---|---|---|---|
| **Net Assets** | | | | | | | |
| Unrestricted | $ 1,000 | $ 1,000 | $ - | $ - | $ - | $ - | $ - |
| Investment in Capital Assets | 93,940 | 104,123 | 101,843 | 101,943 | 114,526 | 125,972 | 132,656 |
| Vacation, Sick Leave and | | | | | | | |
| Post-Employment Benefits | (20,248) | (19,018) | (18,388) | (19,688) | (19,188) | (19,078) | (18,968) |
| Internally Restricted | | | | | | | |
| Appropriations | - | 100 | - | - | - | - | - |
| Specific Reserves | 51,630 | 37,215 | 43,387 | 38,872 | 17,731 | 7,131 | 1,214 |
| Contingency Reserve Fund | 10,383 | 10,513 | 5,000 | 10,039 | 10,039 | 10,039 | 10,933 |
| Reserve Funds - Future Capital Expansion | 24,405 | 22,725 | 20,400 | 19,747 | 17,805 | 16,850 | 19,185 |
| Reserve Funds - Net Proceeds from Sale of March Road Land | 2,403 | 2,403 | 2,403 | 2,403 | 2,403 | 2,403 | 2,403 |
| Endowments | 26,943 | 29,070 | 27,543 | 27,543 | 32,918 | 33,518 | 34,518 |
| | **190,456** | **188,131** | **182,188** | **180,859** | **176,234** | **176,835** | **181,941** |
| **Accumulated Remeasurement Losses** | (5,408) | (4,808) | (5,408) | (5,408) | (5,408) | (5,408) | (5,408) |
| **TOTAL NET ASSETS** | **$ 185,048** | **$ 183,323** | **$ 176,780** | **$ 175,451** | **$ 170,826** | **$ 171,427** | **$ 176,533** |

# STATEMENT OF FINANCIAL POSITION

(All figures in 000's)

| | March 31, 2021 Annual Budget | March 31, 2021 Q3 Projection | March 31, 2022 Proposed Budget |
|---|---|---|---|
| **ASSETS** | | | |
| **Current Assets** | | | |
| Cash and Short Term Investments | $ 82,678 | $ 82,103 | $ 68,084 |
| Accounts Receivable | 25,000 | 27,500 | 26,000 |
| Inventory | 1,550 | 1,550 | 1,550 |
| Prepaid Expenses | 2,700 | 3,200 | 3,500 |
| | **111,928** | **114,353** | **99,134** |
| **Investments** | **40,000** | **32,000** | **23,700** |
| **Long Term Prepaid Asset** | **5,500** | **5,500** | **5,436** |
| **Endowment Assets** | **29,070** | **27,543** | **32,918** |
| **Capital Assets** | **294,513** | **293,327** | **296,827** |
| **TOTAL ASSETS** | **$ 481,011** | **$ 472,723** | **$ 458,015** |
| **LIABILITIES AND NET ASSETS** | | | |
| **Current Liabilities** | | | |
| Accounts Payable & Accrued Liabilities | $ 32,000 | $ 29,000 | $ 29,000 |
| Accrued Salaries & Employee Deductions Payable | 10,000 | 10,000 | 9,500 |
| Deferred Revenue | 42,000 | 42,000 | 42,000 |
| Current Portion of Long Term Debt | 3,718 | 3,718 | 3,846 |
| | **87,718** | **84,718** | **84,346** |
| **Long Term Debt** | **34,649** | **34,649** | **32,338** |
| **Vacation, Sick Leave & Post-Employment Benefits** | **19,018** | **19,688** | **19,188** |
| **Deferred Capital Contributions** | **152,022** | **153,017** | **146,117** |
| **Interest Rate Swaps** | **4,281** | **5,200** | **5,200** |
| **Net Assets** | | | |
| Unrestricted | 1,000 | - | - |
| Investment in Capital Assets | 104,123 | 101,943 | 114,526 |
| Vacation, Sick Leave & Post-Employment Benefits | (19,018) | (19,688) | (19,188) |
| Internally Restricted | 72,956 | 71,061 | 47,978 |
| Endowment Fund | 29,070 | 27,543 | 32,918 |
| | **188,131** | **180,859** | **176,234** |
| **Accumulated Remeasurement Losses** | **(4,808)** | **(5,408)** | **(5,408)** |
| | **183,323** | **175,451** | **170,826** |
| **TOTAL LIABILITIES AND NET ASSETS** | **$ 481,011** | **$ 472,723** | **$ 458,015** |

# REVENUE SCHEDULE

(All figures in 000's)

| | Funded Activity/ College Operations | Contract Activity & Other Non-Funded Activity | Campus Services | International Education Centre | Strategic Investment Priorities | Annual Budget 2021-22 | Q3 Projection 2020-21 | Q1 Projection 2020-21 | Annual Budget 2020-21 | Actual 2019-20 |
|---|---|---|---|---|---|---|---|---|---|---|
| **Grants** | | | | | | | | | | |
| Post Secondary Activity | $ 105,843 | $ - | $ - | $ - | $ - | $ 105,843 | $ 105,632 | $ 105,436 | $ 105,213 | $ 105,471 |
| Capital & Equipment | - | - | - | - | 6,503 | 6,503 | 6,503 | 4,009 | 4,008 | 3,043 |
| Apprentice | 4,932 | - | - | - | - | 4,932 | 2,847 | 4,656 | 5,501 | 5,293 |
| Flow-Through Student Aid | 1,530 | - | - | - | - | 1,530 | 1,659 | 1,659 | 1,659 | 1,692 |
| **TOTAL GRANTS** | 112,305 | - | - | - | 6,503 | 118,808 | 116,641 | 115,760 | 116,381 | 115,499 |
| **Tuition Fees** | | | | | | | | | | |
| Full-Time Post Secondary | 79,028 | 2,466 | - | 45,424 | - | 126,918 | 115,591 | 109,099 | 144,266 | 137,959 |
| Full-Time Non-Funded | 257 | 201 | - | - | - | 458 | - | - | - | - |
| Part-Time | 10,255 | 1,609 | - | - | - | 11,864 | 10,158 | 9,823 | 11,753 | 13,203 |
| Adult Training | 1,405 | - | - | - | - | 1,405 | 508 | 780 | 1,402 | 1,005 |
| Student Technology Fees | 8,131 | - | - | - | - | 8,131 | 7,744 | 7,966 | 8,552 | 8,523 |
| **TOTAL TUITION FEES** | 99,076 | 4,276 | - | 45,424 | - | 148,776 | 134,001 | 127,668 | 165,973 | 160,690 |
| **Contract Educational Services** | | | | | | | | | | |
| Provincially Funded Programs | - | 43,826 | - | - | - | 43,826 | 24,571 | 24,781 | 12,183 | 18,160 |
| Corporate & Other Programs | 6,136 | 16,667 | - | 1,808 | - | 24,611 | 19,925 | 15,691 | 18,781 | 19,578 |
| **TOTAL CONTRACT EDUCATIONAL SERVICES** | 6,136 | 60,493 | - | 1,808 | - | 68,437 | 44,496 | 40,472 | 30,964 | 37,738 |
| **CAMPUS SERVICES SALES** | - | - | 15,779 | - | - | 15,779 | 14,995 | 23,048 | 40,888 | 39,388 |
| **Other** | | | | | | | | | | |
| Students' Association Contribution | | | | | | | | | | |
| (Ishkedowan Courtyard & Athletics and Recreation Centre) | - | - | - | - | 2,400 | 2,400 | 35,000 | 37,537 | 37,537 | 5,433 |
| Early Learning Centre | 808 | - | - | - | - | 808 | 466 | 713 | 1,106 | 1,110 |
| Student Ancillary Fees | 6,079 | - | - | - | - | 6,079 | 5,151 | 5,405 | 6,672 | 6,930 |
| Investment Income | 1,607 | - | - | - | - | 1,607 | 1,165 | 1,165 | 1,165 | 3,469 |
| Transfer from International Education Centre | 23,785 | - | - | - | - | 23,785 | 23,329 | 21,553 | 26,982 | 24,090 |
| Miscellaneous | 10,427 | 5,820 | - | 3,746 | | 19,993 | 16,859 | 18,152 | 27,917 | 20,815 |
| **TOTAL OTHER** | 42,706 | 5,820 | - | 3,746 | 2,400 | 54,672 | 81,970 | 84,525 | 101,379 | 61,847 |
| **TOTAL REVENUE** | $ 260,223 | $ 70,589 | $ 15,779 | $ 50,978 | $ 8,903 | $ 406,472 | $ 392,103 | $ 391,473 | $ 455,585 | $ 415,162 |

| | | | | | |
|---|---|---|---|---|---|
| Funded Activity/College Operations | $ 260,223 | $ 245,085 | $ 243,578 | $ 278,268 | $ 272,575 |
| Contract Activity & Other Non-Funded Activity | 70,589 | 43,724 | 39,526 | 27,805 | 33,100 |
| Campus Services | 15,779 | 14,995 | 23,049 | 40,888 | 39,388 |
| International Education Centre | 50,978 | 46,796 | 43,775 | 67,079 | 60,303 |
| Strategic Investment Priorities | 8,903 | 41,503 | 41,545 | 41,545 | 9,796 |
| Total Revenue | $ 406,472 | $ 392,103 | $ 391,473 | $ 455,585 | $ 415,162 |

# EXPENDITURES SCHEDULE

(All figures in 000's)

| | Funded Activity/ College Operations | Contract Activity & Other Non-Funded Activity | Campus Services | International Education Centre | Strategic Investment Priorities | Annual Budget 2021-22 | Q3 Projection 2020-21 | Q1 Projection 2020-21 | Annual Budget 2020-21 | Actual 2019-20 |
|---|---|---|---|---|---|---|---|---|---|---|
| **Full-Time Salaries & Benefits** | | | | | | | | | | |
| Full-Time Salaries & Benefits - Academic | $ 77,580 | $ 1,153 | $ - | $ - | $ - | $ 78,733 | $ 75,915 | $ 77,521 | $ 78,106 | $ 74,576 |
| Full-Time Salaries & Benefits - Administrative | 25,603 | 4,228 | 1,301 | 1,595 | - | 32,727 | 29,758 | 29,672 | 32,213 | 27,362 |
| Full-Time Salaries & Benefits - Support | 44,150 | 4,085 | 2,019 | 840 | - | 51,094 | 49,734 | 47,829 | 50,201 | 44,376 |
| **Total Full-Time Salaries & Benefits** | 147,333 | 9,466 | 3,320 | 2,435 | - | 162,554 | 155,407 | 155,021 | 160,520 | 146,314 |
| **Other Staff Salaries & Benefits** | | | | | | | | | | |
| Other Staff Salaries & Benefits - Academic | 37,680 | 1,721 | - | 184 | - | 39,585 | 39,070 | 36,836 | 38,252 | 40,955 |
| Other Staff Salaries & Benefits - Administrative | 1,765 | 2,368 | 8 | 5 | - | 4,146 | 4,589 | 4,344 | 3,057 | 4,708 |
| Other Staff Salaries & Benefits - Support | 8,398 | 2,414 | 314 | 197 | - | 11,323 | 10,856 | 11,073 | 13,879 | 15,522 |
| **Total Other Staff Salaries & Benefits** | 47,843 | 6,503 | 322 | 386 | - | 55,054 | 54,515 | 52,253 | 55,188 | 61,185 |
| **TOTAL SALARY & BENEFITS** | 195,176 | 15,969 | 3,642 | 2,821 | - | 217,608 | 209,922 | 207,274 | 215,708 | 207,499 |
| **Other Operating** | | | | | | | | | | |
| Mandated Student Aid | 5,825 | - | - | 5 | - | 5,830 | 5,904 | 5,903 | 5,903 | 6,162 |
| Contingencies | 5,327 | - | - | - | - | 5,327 | 3,255 | 4,255 | 5,013 | 4,698 |
| Long Term Debt Interest | 658 | - | 1,410 | - | - | 2,068 | 2,512 | 2,729 | 2,729 | 2,577 |
| Contract Services | 16,725 | 37,185 | 1,266 | 5,973 | - | 61,149 | 43,250 | 40,513 | 34,062 | 29,161 |
| Instructional Supplies & Equipment | 5,065 | 3,544 | 14 | 2 | - | 8,625 | 5,458 | 6,070 | 7,501 | 6,821 |
| Information Technology | 12,009 | 582 | 235 | 18 | - | 12,844 | 11,359 | 11,737 | 10,199 | 10,215 |
| Marketing and Promotion | 1,684 | 957 | 151 | 331 | - | 3,123 | 2,252 | 2,775 | 3,906 | 3,285 |
| Building Maintenance & Utilities | 14,285 | 76 | 1,539 | - | - | 15,900 | 13,821 | 13,886 | 15,545 | 16,174 |
| Flow-Through Student Aid | 1,530 | - | - | - | - | 1,530 | 1,786 | 1,999 | 2,004 | 1,742 |
| Cost of Goods Sold | 171 | - | 7,225 | 9 | - | 7,405 | 7,630 | 9,405 | 14,683 | 14,803 |
| Transfer from International Education Centre | - | - | - | 23,785 | - | 23,785 | 23,329 | 21,553 | 26,982 | 24,610 |
| Other | 9,471 | 6,804 | 1,122 | 3,906 | - | 21,303 | 20,089 | 21,612 | 33,034 | 28,087 |
| **TOTAL OTHER OPERATING** | 72,750 | 49,148 | 12,962 | 34,029 | - | 168,889 | 140,645 | 142,437 | 161,561 | 148,335 |
| **STRATEGIC INVESTMENT PRIORITIES EXPENDITURES** | - | - | - | - | 40,875 | 40,875 | 65,579 | 66,992 | 80,341 | 50,144 |
| **TOTAL EXPENDITURES** | $ 267,926 | $ 65,117 | $ 16,604 | $ 36,850 | $ 40,875 | $ 427,372 | $ 416,146 | $ 416,703 | $ 457,610 | $ 405,978 |

| | | | | | |
|---|---|---|---|---|---|
| **Funded Activity/College Operations** | $ 267,926 | $ 256,260 | $ 256,839 | $ 267,248 | $ 253,022 |
| **Contract Activity & Other Non-Funded Activity** | 65,117 | 41,363 | 37,441 | 28,181 | 32,000 |
| **Campus Services** | 16,604 | 18,792 | 21,826 | 33,398 | 32,163 |
| **International Education Centre** | 36,850 | 34,152 | 33,605 | 48,442 | 38,649 |
| **Strategic Investment Priorities** | 40,875 | 65,579 | 66,992 | 80,341 | 50,144 |
| **Total Expenditures** | $ 427,372 | $ 416,146 | $ 416,703 | $ 457,610 | $ 405,978 |

# STRATEGIC INVESTMENT PRIORITIES

(All figures in 000's)

| | Grants & Fundraising | College Funded | Annual Budget 2021-22 | Q3 Projection 2020-21 | Q1 Projection 2020-21 | Annual Budget 2020-21 | Actual 2019-20 |
|---|---|---|---|---|---|---|---|
| **SOURCE OF FUNDS** | | | | | | | |
| Facilities Renewal Grant | $ 4,000 | $ - | $ 4,000 | $ 4,000 | $ 1,505 | $ 1,505 | $ 1,505 |
| College Equipment Renewal Fund Grant | 1,503 | - | 1,503 | 1,503 | 1,503 | 1,503 | 498 |
| Greenhouse Gas Campus Retrofit Grant | - | | - | - | | - | 1,203 |
| Apprenticeship Capital Grant | 1,000 | - | 1,000 | 1,000 | 1,000 | 1,000 | 1,040 |
| Students' Association Contribution | 2,400 | - | 2,400 | 35,000 | 37,537 | 37,537 | 5,433 |
| Miscellaneous | - | - | - | - | - | - | 116 |
| **TOTAL SOURCE OF FUNDS** | 8,903 | - | 8,903 | 41,503 | 41,545 | 41,545 | 9,795 |
| **EXPENDITURES** | | | | | | | |
| **Major Capital Projects** | | | | | | | |
| Athletics and Recreation Centre | 2,200 | - | 2,200 | 34,800 | 37,337 | 37,337 | 10,633 |
| Athletics and Recreation Centre Enabling Work | - | 1,800 | 1,800 | 9,800 | 8,616 | 8,616 | 1,946 |
| Pedestrian Bridge to Bus Rapid Transit Station | - | 1,260 | 1,260 | - | - | - | 660 |
| R3 (Student Information System) | - | 21,860 | 21,860 | 6,557 | 6,557 | 11,000 | 2,517 |
| Solar Photovoltaic Plan | - | - | - | 625 | 625 | - | 1,777 |
| Energy Services Company Project (ESCO2) | - | - | - | - | - | - | 1,533 |
| Learning Management System Implementation and Modernization | - | - | - | - | - | - | 108 |
| **Total Major Capital Projects** | 2,200 | 24,920 | 27,120 | 51,782 | 53,135 | 56,953 | 19,174 |
| **Other** | | | | | | | |
| College Technologies | 628 | 2,078 | 2,706 | 2,768 | 2,778 | 3,211 | 3,435 |
| College Space & Infrastructure | 4,000 | 1,960 | 5,960 | 5,871 | 5,339 | 9,294 | 2,986 |
| New Program Initiatives | - | 702 | 702 | 853 | 853 | 959 | 1,300 |
| Academic & Other Equipment | 875 | - | 875 | 618 | 618 | 1,440 | 1,320 |
| Initiatives & Opportunities | - | 2,917 | 2,917 | 3,437 | 3,269 | 8,441 | 19,189 |
| Campus Services | - | 345 | 345 | - | - | - | 1,696 |
| Appropriations | - | - | - | - | - | 100 | - |
| Apprenticeship Enhancement Fund | 1,000 | - | 1,000 | 1,000 | 1,000 | 1,000 | 1,040 |
| Net Contribution Surplus Carryover | - | - | - | - | - | 2,500 | - |
| Adjustment for Anticipated Underspend | - | (750) | (750) | (750) | - | (3,557) | - |
| **Total Other** | 6,503 | 7,252 | 13,755 | 13,797 | 13,857 | 23,388 | 30,966 |
| **TOTAL EXPENDITURES** | 8,703 | 32,172 | 40,875 | 65,579 | 66,992 | 80,341 | 50,140 |
| **NET CONTRIBUTION** | $ 200 | $ (32,172) | $ (31,972) | $ (24,076) | $ (25,447) | $ (38,796) | $ (40,345) |

## STRATEGIC INVESTMENT PRIORITIES - Initiatives & Opportunities Projects

(All figures in 000's)

| | | Annual Budget 2021-22 |
|---|---|---|
| **Initiatives & Opportunities** | | |
| Academic Services | Public College Private Partnership | $ 500 |
| Academic Services | Strategic Enrolment Management | 380 |
| Academic Services | Program Lifecycle Management System | 286 |
| Academic Services | Learning & Teaching Services - Centre for Organizational Learning Programs Transition | 200 |
| Academic Services | Applied Research and Innovation Data Analytics Centre | 140 |
| Academic Services | College Quality Assurance Audit Process Preparation | 50 |
| Academic Services | Innovation Fund | 15 |
| Communications | Strategic Plan Development | 250 |
| Human Resources | Human Resources Programs | 456 |
| Student Services | Program Marketing | 640 |
| **TOTAL EXPENDITURES** | | $ 2,917 |

## NET ASSETS CONTINUITY SCHEDULE

(All figures in 000's)

| | Q3 Projection March 31, 2021 | 2021-22 Budgeted In Year Use of Funds | 2021-22 Budgeted Year End Adjustments | Budgeted Balance March 31, 2022 |
|---|---|---|---|---|
| **Specific Reserves** | | | | |
| Other Projects & Initiatives | 38,276 | 25,205 | 7,978 | 21,049 |
| Campus Services Reserve Fund | - | 345 | (3,576) | (3,921) |
| Employment Stabilization Funds | 596 | - | 7 | 603 |
| | 38,872 | 25,550 | 4,409 | 17,731 |
| **Contingency Reserve Fund** | 10,039 | - | - | 10,039 |
| **Reserve Funds** | | | | |
| Future Capital Expansion | 19,747 | 2,160 | 218 | 17,805 |
| Net Proceeds from Sale of March Road Land | 2,403 | - | - | 2,403 |
| | 22,150 | 2,160 | 218 | 20,208 |
| **TOTAL INTERNALLY RESTRICTED NET ASSETS [1]** | **$ 71,061** | **$ 27,710** | **$ 4,627** | **$ 47,978** |
| **TOTAL UNRESTRICTED NET ASSETS [1]** | **$ -** | **$ -** | **$ -** | **$ -** |
| **Investment in Capital Assets** | $ 101,943 | $ - | $ 12,583 | $ 114,526 |
| **Vacation, Sick Leave & Post-Employment Benefits** | (19,688) | - | 500 | (19,188) |
| **Interest Rate Swaps** | (5,408) | - | - | (5,408) |
| **Endowment Fund** | 27,543 | - | 600 | 32,918 |
| **TOTAL NET ASSETS** | **$ 175,451** | **$ 27,710** | **$ 18,310** | **$ 170,826** |

1. Budgeted balances of Internally Restricted Net Assets and Unrestricted Net Assets includes the impact of budgeted expenditures from Appropriations, Specific Reserves and Reserve Funds, as well as adjustments to Reserve Funds for the fiscal year 2021-22. The Board of Governors Financial Management Policy requires that the Board of Governors approve any spending from Reserve Funds.

# SUMMARY OF FUNDED POSITIONS

| | February 28, 2021 | | | | Proposed Budget 2021-22 | | | |
|---|---|---|---|---|---|---|---|---|
| | Academic | Admin | Support | Total | Academic | Admin | Support | Total |
| **Academic Services** | | | | | | | | |
| Senior Vice-President Academic Services | - | 3 | - | 3 | - | 3 | - | 3 |
| Academic Development | 7 | 5 | 10 | 22 | 8 | 5 | 11 | 24 |
| Academic Operations and Planning | 1 | 3 | 4 | 8 | 1 | 3 | 4 | 8 |
| Algonquin College Heritage Institute | 7 | 3 | 9 | 19 | 7 | 3 | 8 | 18 |
| Algonquin College In The Ottawa Valley | 29 | 7 | 34 | 70 | 29 | 7 | 34 | 70 |
| Algonquin Centre for Construction Excellence | 65 | 3 | 11 | 79 | 65 | 3 | 11 | 79 |
| Faculty of Arts Media and Design | 136 | 8 | 34 | 178 | 136 | 8 | 34 | 178 |
| Faculty of Health, Public Safety & Community Studies | 125 | 9 | 32 | 166 | 125 | 9 | 32 | 166 |
| School of Advanced Technology | 112 | 6 | 17 | 135 | 112 | 6 | 17 | 135 |
| School of Business | 90 | 4 | 8 | 102 | 90 | 3 | 8 | 101 |
| School of Hospitality and Tourism | 44 | 4 | 9 | 57 | 44 | 4 | 9 | 57 |
| Global, Online and Corporate Learning | - | 25 | 46 | 71 | - | 25 | 47 | 72 |
| Experiential Learning and Innovation | - | 8 | 21 | 29 | - | 9 | 23 | 32 |
| Total | 616 | 88 | 235 | 939 | 617 | 88 | 238 | 943 |
| **Advancement** | | | | | | | | |
| Advancement Operations | - | 7 | 5 | 12 | - | 7 | 5 | 12 |
| Total | - | 7 | 5 | 12 | - | 7 | 5 | 12 |
| **Finance and Administration** | | | | | | | | |
| Vice-President's Office | - | 2 | - | 2 | - | 2 | - | 2 |
| Campus Services | - | 15 | 70 | 85 | - | 10 | 20 | 30 |
| Facilities Management | - | 11 | 36 | 47 | - | 11 | 36 | 47 |
| Finance and Administrative Services | - | 13 | 26 | 39 | - | 13 | 26 | 39 |
| Information Technology Services | | 25 | 93 | 118 | - | 25 | 93 | 118 |
| Risk Management | - | 10 | 1 | 11 | - | 10 | 1 | 11 |
| Total | - | 76 | 226 | 302 | - | 71 | 176 | 247 |
| **Human Resources** | | | | | | | | |
| Vice-President's Office | - | 2 | - | 2 | - | 2 | - | 2 |
| Labour Relations | - | 14 | - | 14 | - | 14 | - | 14 |
| People and Culture | 1 | 12 | 3 | 16 | - | 12 | 3 | 15 |
| Total | 1 | 28 | 3 | 32 | - | 28 | 3 | 31 |
| **President & Board of Governors** | | | | | | | | |
| President's Office | - | 4 | - | 4 | - | 4 | - | 4 |
| Communications | - | 4 | 6 | 10 | - | 4 | 5 | 9 |
| Total | - | 8 | 6 | 14 | - | 8 | 5 | 13 |

## SUMMARY OF FUNDED POSITIONS - continued

| | February 28, 2021 | | | | Proposed Budget 2021-22 | | | |
|---|---|---|---|---|---|---|---|---|
| | Academic | Admin | Support | Total | Academic | Admin | Support | Total |
| **Student Services** | | | | | | | | |
| Vice-President's Office | - | 2 | - | 2 | - | 2 | - | 2 |
| Business Improvement Office | - | 5 | - | 5 | - | 2 | - | 2 |
| Marketing and Recruitment | - | 2 | 27 | 29 | - | 2 | 27 | 29 |
| Registrar | - | 9 | 66 | 75 | - | 9 | 68 | 77 |
| Student Support Services | 20 | 11 | 41 | 72 | 20 | 11 | 39 | 70 |
| Total | 20 | 29 | 134 | 183 | 20 | 26 | 134 | 180 |
| | | | | | | | | |
| **Truth, Reconciliation & Indigenization** | | | | | | | | |
| Indigenous Services and Partnerships | - | 4 | - | 4 | - | 5 | - | 5 |
| Total | - | 4 | - | 4 | - | 5 | - | 5 |
| | | | | | | | | |
| **COLLEGE TOTAL** | 637 | 240 | 609 | 1,486 | 637 | 233 | 561 | 1,431 |

The complement report represents the total number of positions for each of the College's major Areas.
Not all positions are 100% funded in the budget, as some positions are vacant at the start of the year, and other positions have a start date projected other than April 1st.
The College Total number of positions of 1,431 reflects a reduction of 64 positions that was required to respond to the impact of the COVID-19 pandemic.

## PROJECTED ENROLMENT VERSUS 2020-21 Q3 PROJECTED ENROLMENT

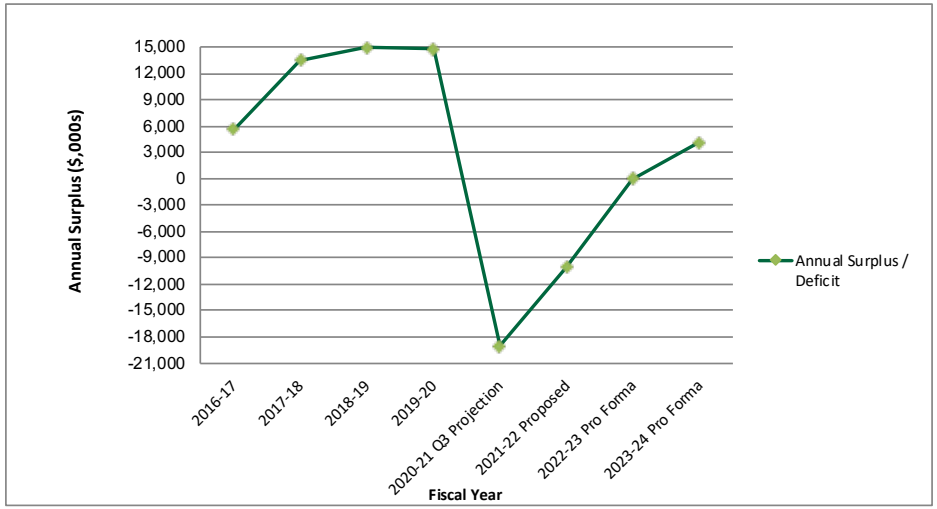
| | Projected 2021-22 | Q3 Projection 2020-21 | Variance (#) | Variance (%) |
|---|---|---|---|---|
| Domestic Students | 35,155 | 33,663 | 1,492 | 4.4% |
| International Students | 8,129 | 7,560 | 569 | 7.5% |
| **Total** | **43,284** | **41,223** | **2,061** | **5.0%** |

In addition to the above, the 2021-22 Annual Budget supports the following:

| | |
|---|---|
| Apprentice Seat Purchases | 2,189 |
| Collaborative Enrolments | 2,483 |
| Full-Time Non-Funded Enrolments | 449 |

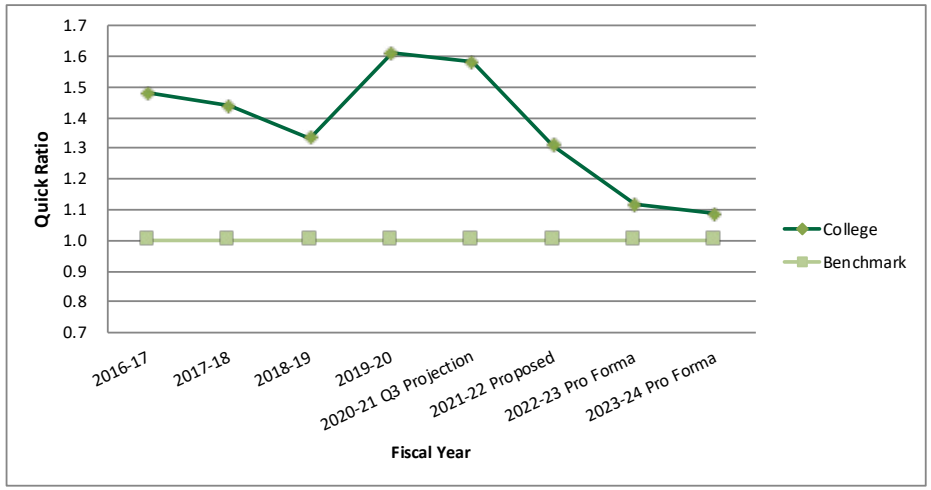
# FINANCIAL HEALTH INDICATORS

## OPERATING RESULTS: ANNUAL SURPLUS / DEFICIT




**Objective:**
Measures the excess of revenues over expenses in a given year.
**Benchmark:**
Must be greater than $0.
**Rationale:**
An annual deficit or declining surpluses may indicate a decline in an institution's financial health.

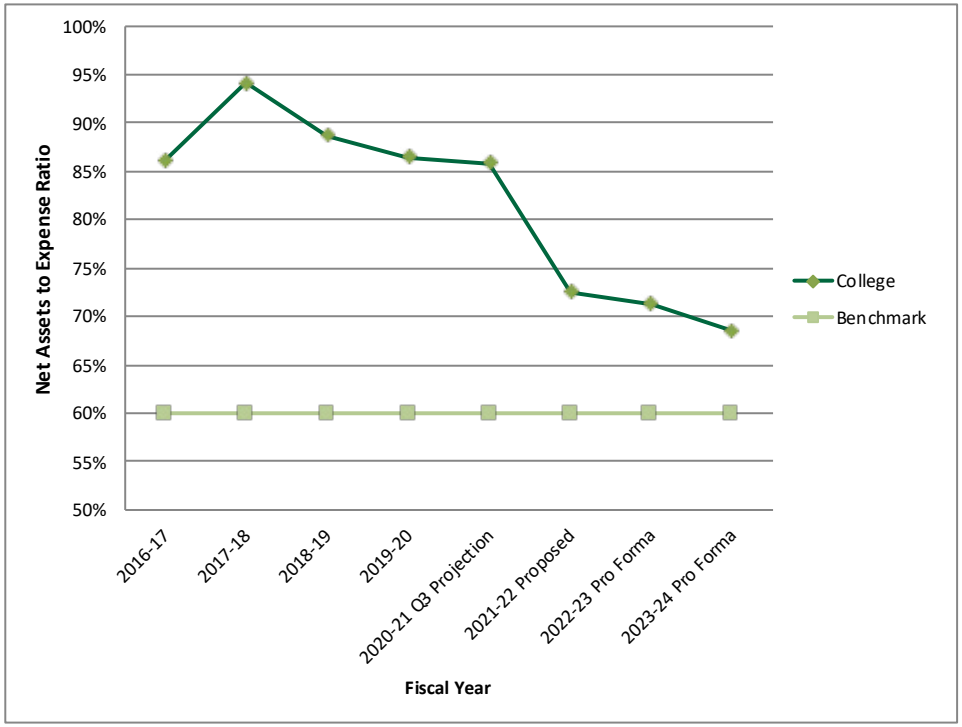
## MEASURING LIQUIDITY: QUICK RATIO




**Objective:**
Fiscal performance indicator testing the college's ability to pay its short term maturing obligations (e.g. biweekly payroll payments).
**Benchmark:**
A ratio of 1 or higher indicates that a college should be able to meet its short term obligations.
**Rationale:** A ratio of 1 is a typical business standard. Less than 1 may indicate that a college is not able to meet its short term obligations. When including surplus cash invested in longer term investments (greater than 1 year) Algonquin's Quick Ratio is 1.59 for 2021-22.

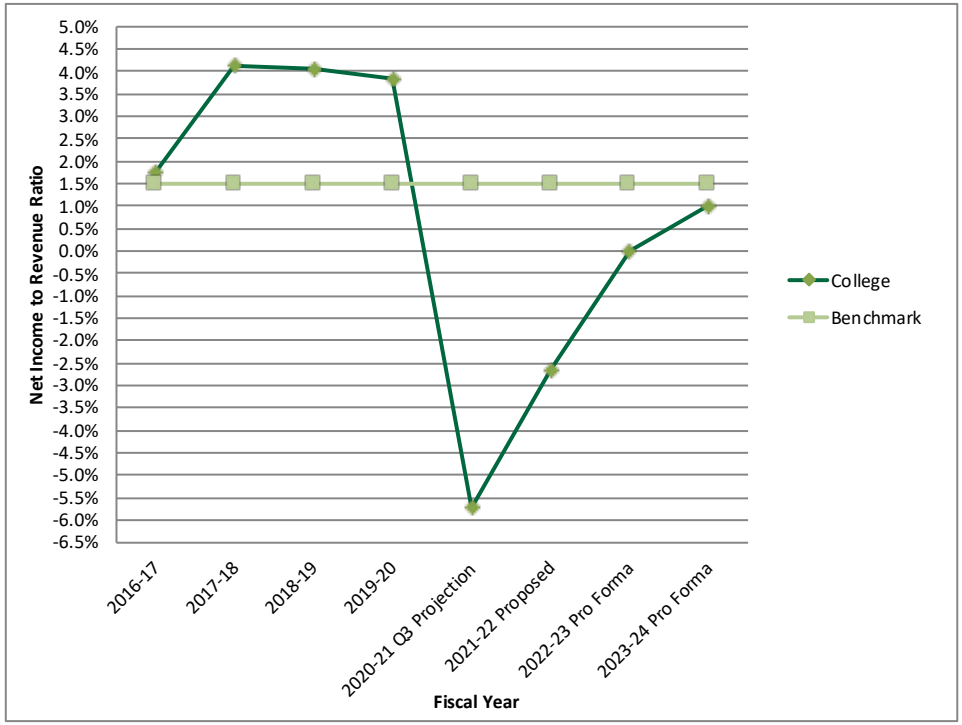
# FINANCIAL HEALTH INDICATORS

## 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.

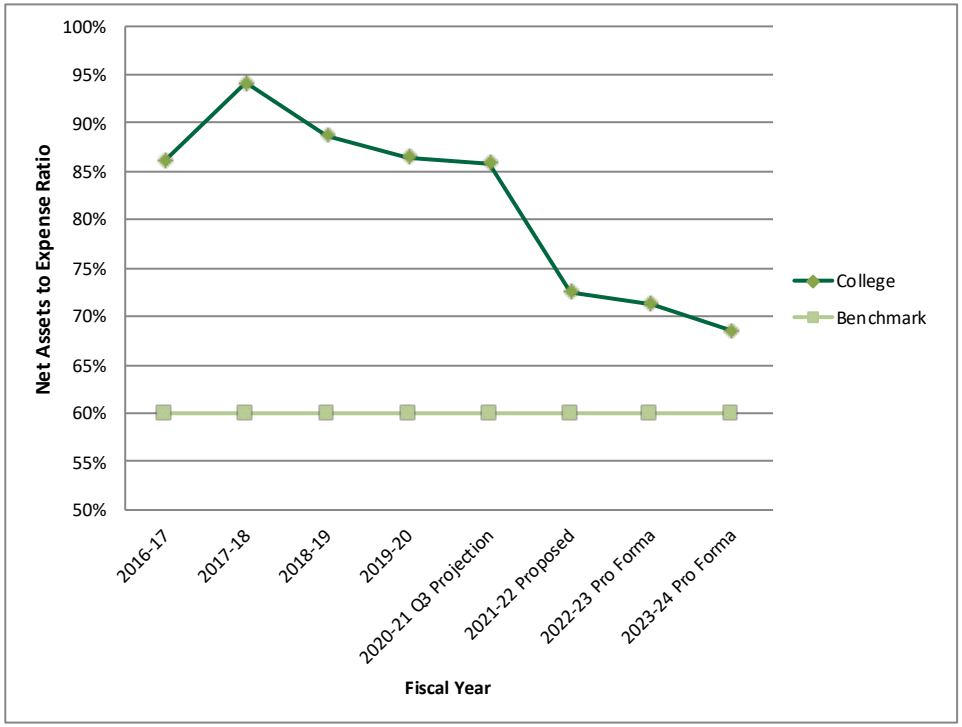
## OPERATING RESULTS: NET INCOME TO REVENUE RATIO




**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.

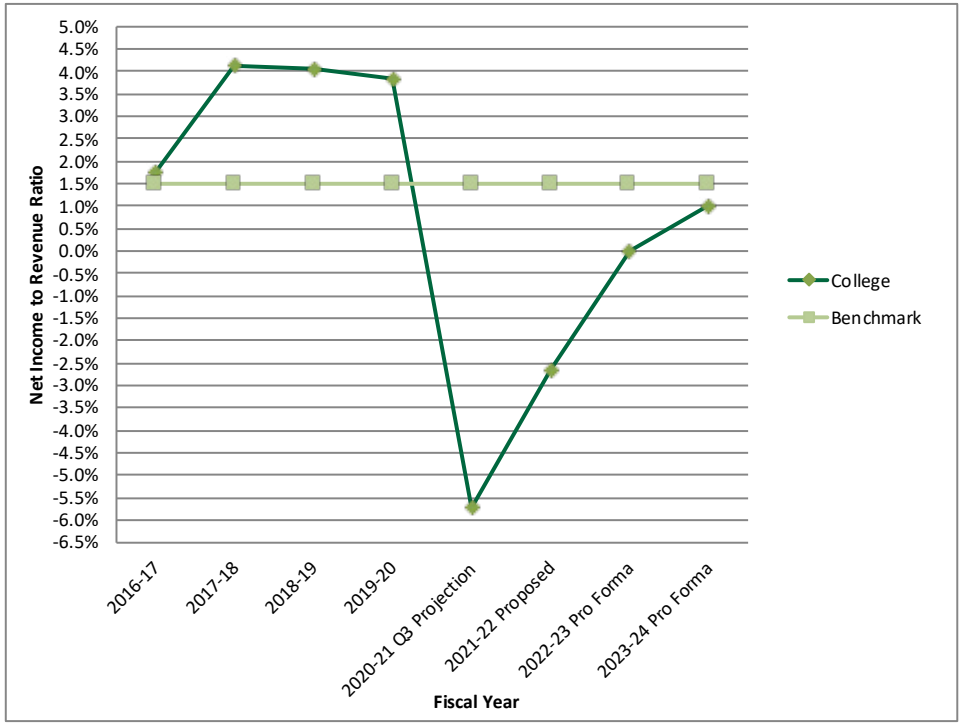
# FINANCIAL HEALTH INDICATORS

## MANAGING DEBT: TOTAL DEBT TO ASSETS 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.

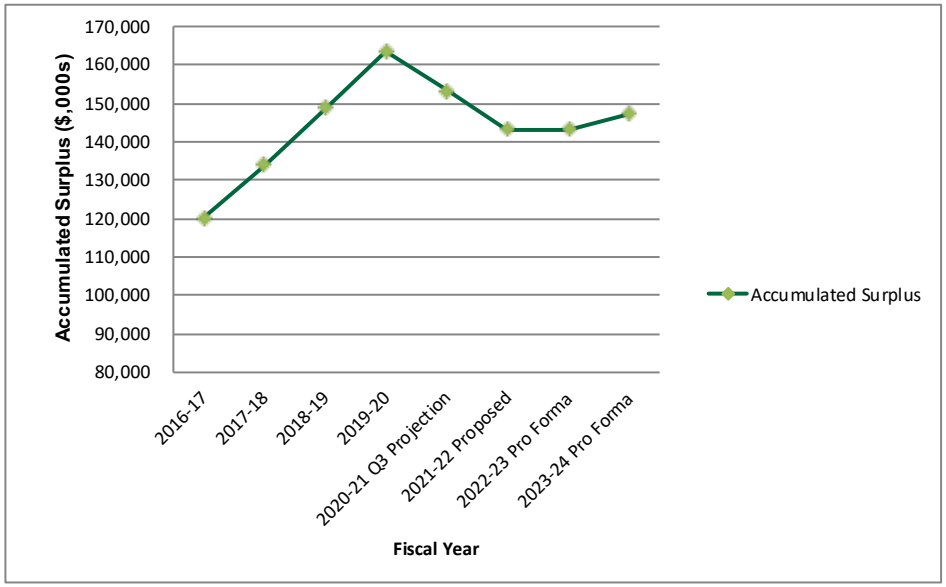
## MANAGING DEBT:DEBT SERVICING RATIO




**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.

# 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.

**Agenda item: 7.1**

ALGONQUIN COLLEGE

**Report from the Chair**
**Board of Governors Meeting**
**April 19, 2021**

---

## 2021 Election of Internal Members to the Board of Governors – Results

The call for nominations for an Academic Staff representative and a Student representative went out College-wide on February 1, with the close of nominations on February 12, 2021. Rebecca Wakelin is the Governor-elect for the Academic Staff and Cyan Shields won by acclamation and will represent the students. Appointments will be effective September 1, 2021 with the Academic representative serving a three-year term, and the Student representative serving a one-year term.

## 2020-21 Board Performance

The Board Governance Committee will coordinate the annual Evaluation of the Board, and the Governor Self-Appraisal process. The online evaluation tools was circulated in early April by the Board Office. These tools allow Governors to evaluate their own effectiveness, and the effectiveness of the Board as a whole. Governors were encouraged to complete these surveys promptly, to allow the Governance Committee to review and discuss the results. The results of the Evaluation of the Board will be shared with all Board members before the end of the academic year. The results of the Governor Self-Appraisal will be submitted to the Board Chair only for his review.

## 2021 Spring Board of Governors Retreat – March 27, 2021

Board members attended the virtual 2021 Spring Board of Governors Retreat on March 27, 2021. The Retreat focused on the development of the Algonquin College 2022-25 Strategic Plan. Board members and the Algonquin College Executive Team participated in defining the future state of the Strategic Plan lead by Keltie Jones, Dean, Pembroke Campus and Project Lead and the Deloitte Team. Retreat activities included establishing the College's strategic priorities, goals, and key performance indicators over the next three years, and what it will take the College to get there.

## New Governor Recruitment Campaign – Perth Area

The Board Governance Committee launched a governor recruitment campaign in the Perth area in late March and closed on April 16, 2021 to fill Governor Wayne Johnson's vacancy. On April 8, 2021, Board Chair Mclaren and President Brulé met with the Director of Public Appointments, Ministry of Colleges and Universities to discuss updates on Lieutenant Governor in Council appointments and reappointments, and as a result, the Perth Area recruitment campaign has been suspended until further notice.

## 2020-21 Board Meeting Dates

The Board meeting dates from September 2020 to June 2021 are posted on the Board's public website. The following remaining Board meeting will be held virtually until further notice:

- Monday, June 7, 2021 Board meeting and Annual General Meeting

## 2020-21 Board Dinners and Board Retreat

- Board of Governors End of Year Dinner – (June 2021 **Postponed** until further notice)

**Agenda item: 7.2**

**Report from the President**
**Board of Governors Meeting**

**April 19, 2021**

---

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:

- President and CEO of La Cité, Lise Bourgeois;
- Board members of Polytechnics Canada; Business Higher Education Roundtable; College Employer Council;
- Committee members Ottawa Campus of Care project;
- Ottawa Mayor, Jim Watson;
- Partner, KPMG LLP, Public Sector Audit Practice in Ottawa, Rob Clayton;
- Retiree Senior Executive, Federal Public Service and Algonquin College Alumni, Julie Leese;
- President and CEO of Northern Alberta Institute of Technology (NAIT), Laura Jo Gunter;
- Perth Mayor, John Fenik;
- Member of Provincial Parliament, Jeremy Roberts;
- Deputy Minister at Ontario Ministry of Colleges and Universities, Shelley Tapp;
- Chief Operating Officer of The Perley and Rideau Veterans' Health Centre, Akos Hoffer;
- President and CEO, Queensway Carleton Hospital, Dr. Andrew Falconer;
- Senior Consultant, Urban Equation, Steve Dulmage;
- Councillor, Council Liaison for Women and Gender Equity, Theresa Kavanagh;
- Minister of Innovation, Science and Industry, Honourable François-Philippe Champagne;
- Parliamentary Secretary to Minister of Innovation, Science and Industry (Science), Will Amos; and
- President and CEO, Invest Ottawa, Michael Tremblay.

On February 25, 2021, President Brulé and Board Chair, Jay McLaren virtually attended the Mayor's Breakfast with guest speaker Adrian Harewood, CBC News Ottawa. The theme was Black History Month; joined with panelists: Rev. Dr. Anthony Bailey, Coordinating Minister of Parkdale United Church; Jock Climie, Partner, Emond Harnden LLP; and Solange Tuyishime, President & CEO, Elevate International.

President Brulé also attended the virtual Pembroke Campus Winter Carnival to introduce Dr. Robyne Hanley-Dafoe, an award-winning psychologist, and the author of a new book entitled, *Calm Within the Storm*. Dr. Hanley-Dafoe has an incredible story to tell. From her own personal struggles with mental health to her amazing journey to be one of Canada's leading experts on human resiliency. She shared an inspiring story of hope on how we can all make it through the challenges that life brings us.

On February 26, 2021, President Brulé hosted the virtual Future of Health and Wellness Speaker Series with guest speaker Amy T. Hsu PhD, Investigator at Bruyère Research Institute, Affiliate Investigator at Ottawa Hospital Research Institute and Faculty member in the Department of Family

Medicine at the University of Ottawa. Ms Hsu discussed the impacts of COVID-19 on long-term care, the lessons learned to date, and ideas for future research. Attendees included members of the Algonquin College Board of Governros, Keith Egli, City Councillor, Ward 9 (Knoxdale/Merivale), Chair of Ottawa Public Health, partners from the Ottawa Public Health and Bruyère, Guy Chartrand, Heidi Sveistrup and Peggy Taillon.

President Brulé also attended on February 26, 2021, the virtual panel event in recognition of Black History Month, entitled "Towards a Racially Just Workforce: Leadership and the Black Experience". The event focusted on the contributions and achievements of Black Canadian leaders and how we can move towards becoming a more equitable and inclusive workforce by drawing from their personal and professional experiences. The discussion featured leaders from across the city including: The Honourable Wanda Thomas Bernard, Senate of Canada; Councillor Rawlson King, Councillor, Ward 13, Rideau-Rockcliffe; and Camille Williams-Taylor, Director of Education, Ottawa-Carleton District School Board.

On March 1, 2021, President Brulé attended the virtual meeting to discuss the current state of Youth Futures Program model and the contributions of partners. The meeting was also to reaffirm partner's commitment to Youth Futures and identify opportunities to collaborate and support the program. Attendees included: Donna Gray, General Manager, Community and Social Services, City of Ottawa; City Councillor, Mathieu Fleury; and Stéphane Giguere, CEO, Ottawa Community Housing.

On March 2, 2021, President Brulé virtually attended the Canadian Club Toronto conference with guest speaker Bharat Masrani, Group President and Chief Executive Officer, TD Bank Group. The event was held to discuss what he observed and learned in 2020, and how it must inform the future of TD Bank and Canadian society.

On March 4, 2021, President Brulé hosted the Ottawa Campus of Care meeting with attendees: Chief Operating Officer of The Perley and Rideau Veterans' Health Centre, Akos Hoffer; President and CEO, Queensway Carleton Hospital, Dr. Andrew Falconer; and Senior Consultant, Urban Equation, Steve Dulmage.

President Brulé also attended the Canadian Colleges for a Resilient Recovery meeting. Attendees included College Presidents from Ontario Colleges and College Presidents from other provinces who are member institutions of this consortium. The meeting was chaired by Mohawk College President and Committee Chair, Ron McKerlie.

On March 5, 2021, President Brulé virtually attended the Kiwanis Meeting with guest speaker Peter Sloly, Chief of Ottawa Police Service on the topic of 'How Policing is Changing'.

On March 8, 2021, President Brulé virtually Skills Ontario's International Women's Day 2021 Conference. The event was dedicated to empowering those who identify as women through relatable and engaging conversations. This year, International Women's Day 2021 has an official theme: Choose to Challenge, because a challenged world is an alert world. We can choose to challenge and call out gender bias, discrimination, and stereotypes and collectively create a more gender-equal world. The Skills Ontario International Women's Day Conference 2021 provides viewers with the opportunity to listen to and engage with women working in skilled trades and technologies. Women who are exploring and entering these careers will be able to hear firsthand from women in the industry on their experiences and advice.

On March 16, 2021, President Brulé attended the follow up meeting from the February 9, 2021 Economic Rebound Roundtable meeting hosted by Mayor Jim Watson and attended by Medical Officer of Health, Ottawa Public Health, Dr. Vera Etches; General Manager, Planning, Infrastructure and Economic Development Department, Stephen Willis, and City Councillors. The Roundtable brought together economic development partners and leaders from the business and academic community to share insights on how to best position Ottawa for a successful economic rebound as well as to identify opportunities for collaboration and shared advocacy.

President Brulé also virtually attended the Canadian Club Toronto conference to hear from the Honourable Catherine McKenna, Minister of Infrastructure and Communities, in conversation with Amanda Lang, about how she's bringing Canada's priorities into action as a part of the government's new blueprint for building modern, sustainable infrastructure as Canada charts a path for a prosperous, inclusive and net-zero emissions future.

On March 18, 2021, President Brulé spoke at the virtual opening event of the 2021 Algonquin College Public Relations Program Charity Campaign, called Brighter Days. Guest speakers included: Member of Parliament, Anita Vanderbeld; Member of Provincial Parliament, Jeremy Roberts; and Ottawa Mayor, Jim Watson. The campaign that the Public Relations program puts on every year has positively impacted the community and student in multiple ways. This year is particularly special, as many of the students have never met in person and are still managing to come together as a group and organize an outstanding campaign.

On March 23, 2021, President Brulé attended a Federal Pre-Budget consultation meeting organized by Polytechnics Canada, with the Minister of Innovation, Science and Industry, Honourable François-Philippe Champagne, and Parliamentary Secretary to Minister of Innovation, Science and Industry (Science), Will Amos.

On March 26, 2021, President Brulé and Board Members virtually attended the Mayor's Breakfast with guest speaker Lisa Raitt, Vice-Chair, Global Investment Banking, CIBC Capital Markets.

On March 29, 2021, President Brulé virtually attended the opening of Siemens' first MindSphere Application Center (MAC) in Canada.

On March 30, 2021, President Brulé attended an 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 April 9, 2021, President Brulé attended the Kiwanis Club of Ottawa Virtual Meeting as a guest speaker of the topic of Recovery from the Pandemic.

On April 14, 2021, President Brulé virtually attended the Colleges Institutes, Perspectives Live event on Changing the narrative in post-secondary education. This past year has been one characterized by change in global economic systems, in new technologies and workforce needs, and in calls to address social injustice and inequality. As leaders now begin to look forward, future-oriented post-secondary institutions must also re-evaluate their role in Canada's innovation ecosystem.

**Committee of Presidents Meetings**

On March 1, 2021, , President Brulé met with a Colleges Ontario sub-committee (Fiscal Sustainability Working Group) to discuss the scope and timeline of the Financial Health Analysis Report.

The Committee of Presidents continued to meet virtually on a regular bi-weekly basis. While the meetings have remained largely focused on COVID-19 system-wide response coordination and planning, including such aspects as Personal Support Worker Accelerated training program, and planning for the Fall term in discussion with government, they will begin to be scheduled less frequently and become more strategic in nature, recognizing that from time to time the pandemic or other issues may require adding a meeting or two.

Future meetings will include strategic topics such as advocacy to government regarding funding framework, credentialing framework, international recruitment and education, public-private partnerships, etc. It will also include the development of stronger rapport with the Ministry of Labour, Training and Skills Development on apprenticeship modernization, workforce skills development and reskilling strategies, improving process for consultation with Colleges, among others.

ALGONQUIN COLLEGE

President/Board of Governors

**BOARD MANAGEMENT SUMMARY REPORT**
**April 19, 2021**

**7.3**

| **For Algonquin College to deliver on its Mission and Vision we have five Strategic Directions and six supporting goals. These commitments guide our strategic priorities and budget process.** | |
|---|---|
| **Strategic Direction** | |
| **Reporting Timeframe**: January 2, 2021 to March 8, 2021 | |
| **LEARNER DRIVEN**<br>Goal 1: Establish Algonquin as the leader in personalized learning across all Ontario colleges. | |
| **Summary Report from**: | **Activity** |
| Academic | • Nursing Studies launched the Personal Support Worker Accelerated program initiated by a proposal from Ontario Colleges and funded by the Ontario government to help meet the demand for personal support workers in the community. An overwhelming response since registration opened resulted in almost full capacity for May and June intakes.<br>• Nine students completed the recently created Entrepreneurship Co-operative Education course, a new learning environment that allows students to earn their academic credit through partnership between the Cooperative Education Department and the Applied Research, Innovation, and Entrepreneurship Department.<br>• Accreditation Canada completed their accreditation visit via Zoom on February 3 and 4, 2021 for the Respiratory Therapy, Cardiovascular Technology, and Diagnostic Medical Sonography programs. All programs received accreditation status.<br>• The College of Nurses of Ontario completed their annual program review and approved the Practical Nursing program. Graduates of the program are now eligible to register as Registered Practical Nurses in Ontario.<br>• The Marketing Research and Business Intelligence program has been recognized as a post-graduate program of choice by the Certified Analytics and Insights Professionals of Canada, which is also affiliated with the Canadian Research and Insights Council.<br>• Corporate Training piloted a hybrid virtual classroom allowing learners in the classroom and virtually to have similar involvements in training activities such as breakout groups, class discussions, and participation. Early results indicated that new technology and the introduction of virtual moderators have a positive impact on learners' experience and satisfaction levels. |

**7.3**

| | |
|---|---|
| | • The Department of Architecture and the Office of Applied Research Innovation and Entrepreneurship have set a long-term collaboration with the Canadian Museum of Nature to make a 3D model of the magnificent building. Through the third-year work placements, students interacted with different sets of information, including photographs, Computer Aided Design (CAD) drawings, surveying information and heritage documents to recreate the current condition of the building. Additionally, students participate in remote "daily meetings" with the architects, physical resources manager, and museum staff to collect, interpret, and validate some of the discoveries. From Mechanical elements to heritage ornaments, this experience offers the students the opportunity to turn highly detailed complex heritage buildings into digital assets for operations and maintenance. |
| Advancement | • Advancement worked with the School of Advanced Technology on a donation of two new Ford vehicles (Lincoln Corsair and Ford F-150) from Lincoln Heights Ford to the College, which will be used by Automotive Service Technician students learning their trade. The vehicle donation also included access to Ford Canada's Automotive Career Exploration program for Algonquin College faculty and students. Automotive Career Exploration includes many online courses taken by Ford technicians to attain speciality certifications and will give students the opportunity to receive current industry-level training.<br>• A total of 80 students wrote messages of thanks to those donors who created awards, bursaries and scholarships. |
| Communications, Marketing and External Relations | • Government Relations met with the Dean, Faculty of Arts, Media and Design to strategize the College's involvement with supporting Provincial Government initiatives related to film, animation and eSports. |
| Finance and Administration | • Algonquin College Executive Team approved the prioritization of space renovations for fiscal year 2021-22 focused on improvement to academic spaces that will increase revenue.<br>• Card Services implemented curbside pickup, for the beginning of January, to ensure U-pass availability while adhering to public health guidelines. |
| Human Resources | • Learner-centered modules rolled out for Algonquin Leadership in Education Institute II, Hiring Practices, Performance Management, and Standard Workload Formula microcredential courses.<br>• Updated Algonquin College Policy HR10 New Employee Orientation to include a recently designed and implemented General Orientation course. This just-in-time, on demand repository of information and services for College employees at the Ottawa, Pembroke and Perth campuses compliments the virtual New Hire College Orientation session. |

**7.3**

| | |
|---|---|
| Student Services | • Personalized marketing engagment communications amounted to 231,000 email sends during the reporting timeframe, with a successful 47% open rate (industry comparison approximately 25%), and a 13% clickthrough (industry comparison approximately 4%). Operational email communications (referencing application information, financial aid, awards, etc.) had 185,000 email launches with a 62% open rate and a 28% clickthrough rate.<br>• The Student Learning Centre redesigned the Coaching Lab website to increase usability; the website now directs students to a separate page for each coaching subject.<br>• The Student Learning Centre provided 1,350 online peer tutoring appointments and 477 online coaching sessions to students.<br>• In response to feedback on the Student Satisfaction Survey, the Library has added a new search "help button" on the home page, which directs students to a page of search tips.<br>• There were 89,207 sessions held on the Library website, representing an increase of 8.79% over the same period the previous year (82,000 sessions).<br>• In this reporting period, Project Lighthouse and the Umbrella Project held 24 virtual events with approximately 4,200 views.<br>• Health Services and the AC Hub collaborated to host six events during Mental Health Awareness Week, including "Bell Let's Talk Day". The virtual events took place during the week of January 25 to 29, 2021 with a total of 289 live participants.<br>• On January 11, 2021, the College welcomed 1,482 level 01 learners at AC Day 1. AC Day 1 is the fifth step in the onboarding process each semester. The comparator for winter 2020 AC Day 1 was 1,271 level 01 learners in attendance.<br>• Due to the transition to remote delivery, the call center experienced an increase in calls by 23.8% compared to the same period last year (from 30,031 to 37,191). The call answer rate increased by 19.5% compared to the same time last year (from 26,036 to 31,124) due to continuous improvement strategies in triaging calls. Email service has also significantly increased (by 113%) over the same time last year (from 7,732 to 16,486), which was expected with dependence on remote service delivery during the pandemic.<br>• Approximately 1,450 international student applications were processed with an average turnaround time of 11.26 days. For the same period last year, 2,115 international student applications were processed, and the average turnaround time was 9.16 days. This represents a 31% decrease in applications processed. The decrease in volume |

**7.3**

| | |
|---|---|
| | can be attributed to a reduction in applications received for processing as a result of the pandemic. The increase in processing time is also attributed to the pandemic given the additional processing time required per applicant with issuing and re-issuing letters based upon public health and delivery impacts. |
| **INNOVATION AND QUALITY**<br>Goal 2: Lead the college system in co-op and experiential learning.<br>Goal 3: Attain national standing in quality, impact and innovation within each school and service. | |
| **Summary Report from**: | **Activity** |
| Academic | • More than 70 Cooperative Education students are registered in the Winter 2021 term at the Pembroke Campus in six programs.<br>• The number of Cooperative Education work-terms for Winter 2021 are up 29% when compared to the same period in 2020 (pre-pandemic). The 460 students working in cooperative education roles represents an all time record for the number of work-terms during a Winter term.<br>• On January 11, 2021, the Victimology Research Centre welcomed six students from the Bachelor of Public Safety program to the research team. The students are completing their Cooperative Education Term on a project in partnership with the Ottawa Police Service – Victim Support Unit to help build a mass incident response framework.<br>• On February 12, 2021, the Victimology Research Centre welcomed seven students from the Victimology graduate certificate program to the research team. The students are completing their practicum placement with the Centre by participating in a range of projects and activities to enhance skill sets and complement course material.<br>• The first cohort of Paralegal students successfully completed the new virtual simulated field placement, which was developed to support learners unable to undertake an industry placement due to the impact of the pandemic on the legal profession in the National Capital Region. |
| Advancement | • Advancement partnered with the School of Media and Design and accepted a student placement from the Public Relations program. The placement gives the student a valuable learning opportunity that both supports College priorities and their program learning outcomes. |
| Communications, Marketing and External Relations | • Government Relations met with staff from the Ministry of Innovation, Science and Industry to discuss the importance of investment in the applied research sector.<br>• Government Relations participated in several meetings with the Ottawa Campus of Care partners, elected officials and bureaucrats to continue with advocacy for the Ottawa Campus of Care initiative. |

**7.3**

| | |
|---|---|
| Finance and Administration | • The Agent Commission Project went live on January 20, 2021 and represents significant work undertaken by individuals in the Information Technology Services area (ITS) of the College, spanning 2019 to 2021. The solution enhances and streamlines the payment process for recruiting agents, and the management/tracking of these payments by the International Education Centre and Finance. This 'behind-the-scenes' solution has a very big impact to the College. Approximately 70% of international students admitted to Algonquin College are through a Recruiting Agent. By streamlining this process, Algonquin becomes a more attractive partner for agents which helps drive international enrolment.<br>• Print Services - The introduction of Mobility Print on campus has simplified the printing experience, allowing users to easily print directly from their devices to campus printers. |
| Human Resources | • Enabled the Employee Learning Moment (ELM) feature in LinkedIn Learning and provided an update to all College employees. This resource highlights tools and 'work-life balance' techniques to support employee learning and development in-the-flow-of-work.<br>• Offered a LinkedIn Learning promotional session to raise awareness of the availability of the wide variety of online-curated resources provided by LinkedIn Learning available to all employees. |
| Student Services | • A pilot project from November 2020 to March 2021 between Health Services and the Royal Ottawa to offer psychology sessions to students for short-term, solution focused therapy with Dr. Susan Farrell was deemed a success by Dr. Farrell and the Algonquin College Physician team. A total of 22 psychology sessions with students were completed during the pilot. The psychology consults will continue to be offered to students. |
| **CONNECTED**<br>Goal 4: Become an integral partner to our alumni and employers. | |
| **Summary Report from**: | **Activity** |
| Academic | • A strategic student recruitment email and social media campaign has been launched utilizing Pembroke Campus alumni who are sharing their story of how they became a student at Algonquin College and how their decision to enroll in College has paid off for them.<br>• The Cooperative Education Department began new relationships, or strengthened existing ones, with organizations including (but not limited to); Deloitte, Honeywell – Areospace Division, Lockheed Martin, Canadian Coast Guard, Ontario Energy Board, Natco Pharma, Giatec Scientific, Innovapost, BEX Interiors, Ashcroft Homes, The Bruce Hotel, Carleton University, Canadian Space Services Ltd., etc. |

**7.3**

| | |
|---|---|
| | • The Employment Support Centre hosted its first virtual "job fair" style event titled AC Career Week from March 1 to March 5, 2021. Students and graduates engaged with ten featured employers including Rogers Communications, the Public Service Commission, McIntosh Perry, Spiria, the Royal Canadian Mounted Police, SNC Lavalin, Sophos and the Royal Bank of Canada, among others. This five-day event included three career readiness workshops, an alumna Coffee Chat, and additional programming in collaboration with the Library and Counselling Services. Over 650 attendees participated over 16 sessions. A total 85% of survey respondents reported that they felt more confident and prepared for their current or future job search as a result of the sessions they attended. |
| Advancement | • The College has engaged over 5,000 alumni, exceeding its goal of 4,100 for 2020-21.<br>• Alumni were invited to attend select AC Engage events on February 9, 2021 including the keynote speaker session with Neil Pasricha, and the fireside chat with Barry Seller, Manager of Alumni Engagement, and alumnus and local celebrity Stu Schwartz.<br>• Advancement and the Alumni & Friends Network hosted "Becoming Again – A Conversation with the Algonquin College Community" on February 23, 2021 to engage alumni, donors and retirees in the College's strategic planning process. Over 180 individuals registered to attend.<br>• The Alumni & Friends Network Advisory Committee met on March 10, 2021. Students' Association President Emily Ferguson attended the meeting and provided an overview of Students' Association priorities.<br>• Alumni sessions were held during AC Career Week from March 1 to 5, 2021. Alumni Relations moderated a Coffee Chat session with alumna Lindsay Kavanagh from Invest Ottawa and supported an employer session with Rogers Communications where Sandra Plagakis and Brenden McBride were guest alumni speakers. Career Week had 407 alumni registrations, which represents 21% of the tickets.<br>• In partnership with Communications, three alumni were recognized in February for Black History Month: Carl Clergé, Resa Solomon-St. Lewis and Keshana King. |
| Communications, Marketing and External Relations | • Government Relations participated in the Mayor's City Address as on-going support for City initiatives.<br>• Corporate Events - in partnership with Bruyère Foundation and Ottawa Public Health hosted the 26th installment of the on-going Future of Health and Wellness Speaker Series. The Keynote Speaker for this virtual event was Dr. Amy Hsu, who's topic of discussion was providing better support for those who work in long-term care homes. |
| Human Resources | • Three employees at New Employee College Orientation were identified as Algonquin College Alumni and referred to the Alumni & Friends Network, Advancement department. |

**7.3**

| | |
|---|---|
| Student Services | • The Tourism-Travel Services program hosted an industry panel titled, "The Future of Travel." The event was coordinated by the Marketing and Recruitment department and brought together leading experts from a variety of sectors in the field to discuss what tourism and travel might look like following the COVID-19 pandemic. The panel encouraged student engagement and participation while providing inspiration to those unsure about the future. |
| **SUSTAINABLE**<br>Goal 5: Enhance Algonquin's global impact and community social responsibility. | |
| **Summary Report from**: | **Activity** |
| Academic | • Dr. Nadim Abboud, Professor and Coordinator, e-Supply Chain Management and Dr. Ahmad Teymouri, Professor, Supply Chain Management, were awarded a $25,000 Social Sciences and Humanities Research Council grant through the College and Community Innovation Program – Engage Grants for Colleges, for a project entitled "Supply Chain and Network Design to Reduce Greenhouse Gas Emissions".<br>• The AC Waterfront Walkers raised $3,185 during their Coldest Night of the Year fundraiser. The Waterfront Walkers team completed their walks independently or in small groups adhering to public health guidelines, to support and serve people and families experiencing homelessness, hurt, and hunger in the Pembroke community. Their dedication and community-minded spirit have helped to ensure that The Grind Pembroke continues to receive support during these challenging times.<br>• Chrystal Toop (C. Waban Toop) joined the Pembroke Waterfront Campus team as a Research Associate for the Mamiwi Maadaadizi Indigenous initiative. She is a member of Pikwakanagan First Nation, a Seed Keeper, and entrepreneur who brings a great deal of knowledge and insight towards the initiatives.<br>• In January 2021, the Perth Campus launched its first offering of the Introduction to Canadian Health Care Certificate program for a group of international students.<br>• AC Online reported a record number of full-time online student enrolments in online programs for any term in Winter 2021 of 2,098 surpassing the "old" mark set in Fall 2020 of 1,898.<br>• Forty Health and Community Studies Occupational Therapist Assistant/Physiotherapist Assistant (OTA/PTA) Level 02 students participated in a cultural competency training session focussed on developing a therapeutic relationship with indigenous clients, in collaboration with the Cree Board of Health and Social Services of James Bay, to supplement their virtual clinical placement hours. |

**7.3**

| | |
|---|---|
| | • Health and Community Studies, Nursing Studies, is partnering with Ontario Centres for Learning, Research and Innovation to support clinical leadership in long term care communities.<br>• Health and Community Studies, Nursing Studies in collaboration with the International Education Centre and Colleges and Institutes Canada (CICan) piloted an elder care educational course in China via Zoom. This initiative was supported with funding through the CanExport – Associations program administered by Global Affairs Canada. |
| Advancement | • Canadian Museum of History established the 'David Loye Award' with a $15,000 pledge over three years in support of students enrolled in Level 6 of the Applied Museum Studies Diploma Program.<br>• ROMA Fence Group established the 'ROMA Fence Bursary' with a $5,000 pledge over five years to support students in any of our Construction Engineering Technician Programs.<br>• Regulvar donated a gift-in-kind valued at over $34,000 in support of Architecture, Civil, Electrical and Building Science.<br>• Mazda donated two vehicles with a total value of over $64,000 in support of Automotive Service Technician students. |
| Communications, Marketing and External Relations | • The Communications Social Media Team launched their annual social media campaign for Bell Let's Talk Day. The campaign encouraged students to tweet and share the hashtag #BellLetsTalk and invited the Algonquin College Community to join in the College's virtual photo album, allowing community members to share a photo of themselves with words of inspiration and support attached to them. The posts earned over 25,000 impressions, with the national hashtag trending throughout the day.<br>• Government Relations met with Mohawk College to discuss Algonquin College's participation in the Canadian Colleges for a Resilient Recovery Working Group. |
| Human Resources | • Human Resources sponsored and hosted a conversation with Irshad Manji, thought leader and founder of the Moral Courage Institute on March 8, 2021 in recognition of International Women's Day. Over 200 employees and learners were in attendance. |
| Indigenous Initiatives | • On February 5, 2021, Andre O'Bonsawin, Director of Indigenous Initiatives, joined the Indigenous Employment Advisory Leadership Table, an external committee supported by United Way, Kagita Mikam Aboriginal Employment and Training Inc, and the Ottawa Aboriginal Coalition. The Committee's objectives are to better understand the labour market issues faced by Indigenous youth, to engage partners and build stronger relationships between the Indigenous community, employment service providers, employers and post-secondary and other stakeholders to |

**7.3**

| | |
|---|---|
| | work on the issues, to support and lift the sector by increasing the knowledge and awareness of employers to create more inclusive workplaces and recruitment practices (create best practice tools and approaches), and engage in opportunities to promote employment for Indigenous youth including community benefit agreements, social enterprise and social procurement. |
| Student Services | • The 2021 Winter Virtual Open House was held online on January 20, 2021. The event had 2,224 pre-register guests building the College's lead database (increase of 47.6% over 2020) and 1,400 event attendees (increase of 98.5% over 2020). Paid promotional tactics included Google Search Ads, Facebook/Instagram Paid ads, Snapchat, Spotify and traditional radio in Ottawa, Brockville, Kingston and Cornwall.<br>• The Financial Aid Office processed 13,241 active Ontario Student Assistance Program applications as of March 15, 2021, with $124 million awarded. Of the Ontario Student Assistance Program awarding, $73 million (59%) was in grant funding. Compared to 2020 at the same time, this is a 3% decrease in applications (from 13,652 to 13,241) and 6% increase in funding (from $117 million to $124 million). Proportion of grant funding increased from 52% to 59%. This increase was expected due to Ministry adjustments in allocating student funding.<br>• A total of 8,044 bursary applications were received for the winter 2021 term and 2,881 bursaries were disbursed, representing 36% of the total bursary applicants. By comparison, in winter 2020, 8,545 bursary applications were received, with 3,558 bursaries disbursed, representing 42% of total bursary applicants. The decline in bursary applications reflects the pandemic-related decline in enrolment; whereas the reduction in proportion awarded reflects student access to funding through multiple sources including the Ontario Student Assistance Program, COVID-19 Student Emergency Award, and federal programs for students. Fortunately, the average award per bursary applicant increased by 37% over last year at the same time (from $769.20 to $1,053.35) providing financial support where there is greater unmet need. |
| **PEOPLE**<br>Goal 6: Be recognized by our employees and the community as an exceptional place to work. | |
| **Summary Report from**: | **Activity:** |
| Academic | • On February 3, 2021, CTV interviewed Acting Chair, Cory Haskins. Cory spoke to how our Restaurant International pivoted to curbside pickup meals during the COVID-19 pandemic. For full details go to: https://ottawa.ctvnews.ca/video?clipId=2132426&binId=1.1164511&playlistPageNum=1 |

**7.3**

| | |
|---|---|
| | • Chef Harsh Singh, Coordinator, Baking and Pastry Arts and Marie France Boudreault Champagne, Coordinator of the Bartending and Sommelier programs did a special Valentine's Day interview with CTV. They presented pairings of truffles/bonbons made by students paired with wines chosen by Marie France. Pairing Sake and Chocolate turns out to be an excellent combination! Full details can be viewed here: Valentine's With Algonquin College 2 \| CTV News |
| Communications, Marketing and External Relations | • The Corporate Events Team hosted two Employee Town Hall meetings and an All Admin meeting which provided key updates from the Executive Team and allowed employees to ask open forum questions. Any questions that were not answered during the Town Halls, were reviewed and answered offline by the Executive Team. The Town Hall responses were shared with the College Community by the Communications Team.<br>• The Corporate Events Team launched the inaugural Employee Event - AC Engaged: A Day to Get Inspired, Share, Celebrate and Connect. This entirely virtual event was built off the previous AC Vision framework with an aim to bring the College community back together and reconnect. Sessions were held throughout the day for College staff. |
| Human Resources | • An employee engagement pulse survey was conducted in January to collect data on the College's response to COVID-19, remote working, psychological health, and resources provided by the College. A total of 1,830 surveys were received resulting in a 51.2% response rate. Overall, results were favourable with improvements in job engagement, organizational engagement, and departmental engagement. Results were compared to the last employee engagement survey and against the higher education sector survey. Results demonstrated that the College's approach to communication and support of employees during the pandemic was well received and kept employees engaged.<br>• There was significant activity within the Equity, Diversity and Inclusion portfolio including blogs, podcasts, Ethical Upstander Training for Inclusion Leaders and the rollout of an Introduction to Inclusion & Diversity Algonquin College course.<br>• The Inclusion and Diversity Circle along with Indigenous and Black advisors, and the support of the entire College community, planned and delivered the College's first 'Taking A Stand: Disrupting Black and Indigenous Racism' week to 847 participants. Occurring from February 1 to 5, 2021, the ten main events featured 24 speakers and performers; parallel actions such as fundraising, targeted outreach for employee mentoring and calling for support creating diversified course content; centering the wellness of Black and Indigenous learners and colleagues and the strong communications activities. These activities were effective in building awareness, celebrating Black and Indigenous cultures and encouraging the community to take action to foster an inclusive College. |

**7.3**

| | |
|---|---|
| | • Launched the Pilot Assessing Applicant Inclusion Competence in Faculty Recruiting: The pilot asked candidates to submit a description of how the applicant through their past, present, and planned contributions to equity, diversity, and/or inclusion in teaching, research and/or service support a diverse and inclusive community at Algonquin College. The pilot is currently active for eight positions: four positions in the School of Advanced Technology, two positions in the School of Media & Design, one position in Wellness & Innovation as well as one complete competition in Learning & Teaching services.<br>• Four virtual wellness sessions were held for mental health in the workplace.<br>• Work continues in the Psychological Health & Safety Task Force on the creation of an action plan on the survey results from the Guarding Minds at Work Survey. The two areas of focus are clear Leadership expectations and organizational culture.<br>• The Centre for Organizational Learning offered two New Employee College Orientation sessions hosting 21 new employees.<br>• Employee Learning and Development provided course design, course scheduling, Learning Management System guidance and overall advice for the delivery of 58 Professional Development workshops to 789 registrants. These workshops were offered in collaboration with: Financial Planning, Human Resources, Learning & Teaching Services and Centre for Accessible Learning.<br>• Offered six sessions from the Management Academy and the Support Staff Academy to 91 registrants.<br>• Welcomed 20 new participants in the winter semester, hybrid offering (asynchronous online and synchronous remote learning) of the Algonquin Leadership in Education Institute (ALEI) Program, Level 1: The Leader in Me.<br>• Delivered four facilitation sessions for Microsoft Teams Essentials with ongoing one-on-one support for employees.<br>• New approach for system training for Workday was established with an emphasis on job aids, and instructional videos to highlight new Workday functionality. |
| Student Services | • On January 19, 2021, training took place on the topic of gender identity, presented by Dr. Layman-Pleet of the Royal Ottawa with a total of 75 College employees in attendance.<br>• On March 4, 2021, training took place on Attention Deficit Hyperactivity Disorder, presented by Dr. Vase of the Royal Ottawa with 44 College employees in attendance.<br>• On March 3, 2021, the Registrar's Office hosted its fifth annual team day, and first virtual team day, involving 90 employees with themes of belonging, resilience and diversity were the focus of the day. |

**7.3**

| **STUDENT & EMPLOYEE SUCCESSES:** | **Activity** |
|---|---|
| Academic | • Former Algonquin College Board of Governors Chair, Del O'Brien, was named to the Ontario Agriculture Hall of Fame. Mr. O'Brien served as the Pembroke Campus representative on the board for six years from 1994 to 2000. He continues to be a strong advocate for the campus.<br>• Cameron Dube, Technologist, Outdoor Adventure/Adventure Naturalist programs took part in the 4x4x48 Challenge (running four miles, every four hours, for 48 hours) to raise funds for the Canadian Cancer Society, starting March 05, 2021. His goal of raising $1,000 was met with an additional $2,000 pledged.<br>• Pembroke Campus Virtual Winterfest activities were held on February 25. Learners and employees had the opportunity to embrace winter through virtual activities including Spin the Wheel, AC Dog Squad Café, and a Household Scavenger Hunt. Dr. Robyne Hanley-Dafoe delivered the keynote address "Calm Within the Storm-An Empowering Presentation on Human Resiliency".<br>• Pembroke Campus Business program alumnus and Canadian Country recording artist, Jason Blaine, provided a virtual musical performance from his home in Nashville, Tennessee, on February 25, 2021 as part of the Virtual Winter Carnival.<br>• Perth Campus Heritage Carpentry & Joinery Program student Frédéric Garceau received a Red Seal Designation.<br>• Health and Community Studies second year Recreation and Leisure Services students raised $7,724 for various charities in the Ottawa area.<br>• As part of the curriculum, students in the Carpentry and Renovation Techniques program and Carpenter Apprentice students built sheds for community members.<br>• The Early Learning Centre Preschool program created a quilted wall hanging for the residents of the Perley Rideau Veteran's Hospital. |
| Advancement | • Mark Savenkoff, Vice President, Advancement was recognized with the 2021 'Professional of the Year Award' by the Council for Advancement and Support of Education. The Council for Advancement and Support of Education reviewed submissions from across eastern North America, and its criteria was based on program innovation in any area of institutional advancement (fundraising, alumni relations, communications and partnership development), contributions to the advancement profession and volunteer service to the community. |

**7.3**

| | |
|---|---|
| | • Barry Seller, Manager, Alumni Engagement, was awarded the Virginia Carter Smith Scholarship from Council for Advancement and Support of Education. This is Barry's second scholarship this year; he was also the recipient of the Paul Webb Scholarship from the Canadian Council for the Advancement of Education.<br>• Barry Seller was invited to be a judge for the Canadian Council for the Advancement of Education Prix d'Excellence 2021 awards program in the category of Best Print Brochure, Newsletter or Flyer. |
| Human Resources | • Implemented Salesforce within the Centre for Organizational Learning to assist with collecting request for support/service metrics. |

## 7.4 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 |
|---|---|---|---|---|---|---|
| **STRATEGIC DIRECTION SETTING** - The Board develops and adopts a strategic plan consistent with its mission, vision and values, and enables the organization to realize its mission. The Board oversees major decisions, monitors progress on implementation of strategic directions and approves annual business plans. The Board annually reviews the Strategic Plan as part of the regular planning cycle. | | | | | | |
| 2021-22 Budget Assumptions, Three-Year Pro Forma, First Draft Concepts of the 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 (Deferred from Feb to April meeting) as requested by R. Southwood) | 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 |
| Learner-Driven Plan Implementation Update (Paused During COVID-19) | C. Janzen | | | | | |
| People Plan (Information item only October & June meetings)<br>Employee Engagement Update (Information item for October) Defer to Feb. 22, 2021 | D. McCutcheon | X<br>People Plan | | X<br>Emp. Engage. | | X |
| Public College Private Partnership (Deferred Approval from Dec. to Feb. IN CAMERA) Information Dec & Jun meeting | D. McNair | X | X | X<br>Approval | | X |
| Rethink, Redesign, Reimagine (R3) Project - Update (Contract Proposal Oct. 26 IN CAMERA) April for approval regular meeting | L. Stanbra | X | | | X | |
| Salesforce Lighting Upgrade - Business Case (Approval) | D. McNair | | | | | X |
| Strategic Exercise to Restore Financial Sustainability (SERFS) - Final Report (Approval) | D. McNair | | | | | X |
| Transforming Indigenization Initiatives Update Presentation | R. McLester | | X | | | X |
| **OVERSIGHT OF THE PRESIDENT –** The Board selects and supervises the President, including developing and approving the job description, recruiting and selecting the President, reviewing and approving annual performance goals, evaluating performance and determining compensation and ensuring a succession plan is in place. | | | | | | |
| Board Oversight of the President (IN Camera & Meeting Without Management) | C. Brulé<br>J. McLaren | X | X | X | X | X |
| **PERFORMANCE MONITORING –** The Board ensures that management has identified appropriate measures of performance, and has plans in place to address variances from expected/planned performance. | | | | | | |
| Annual Report 2020-21 and progress against Strategic Plan 2017-22 | T. McDougall | | | | | X |
| Quarterly 2020-21 Business Plan Update (for information) | L. Stanbra | Q1 | Q2 | Q3 | | |
| Fourth Quarter 2020-21 Business Plan performance | L. Stanbra | | | | | Q4 |
| Program Advisory Committee's Annual Report (ASAC Report) | C. Janzen | | | X | | |
| 2020-21 Sexual Assault/Sexual Violence Annual Report to the Board (Information item ASAC Report) | L. Stanbra | | | | X | |

| ROLE OF THE BOARD | RESPONSIBLE AREA /PERSON | 26-Oct 2020 | 7-Dec 2020 | 22-Feb 2021 | 19-Apr 2021 | 7-Jun 2021 |
|---|---|---|---|---|---|---|
| **FINANCIAL OVERSIGHT** – The Board is responsible for stewardship of financial resources, approves policies for financial planning, approves the annual operating and capital budgets, monitors financial performance against budget and compliance against investment policies, ensures the accuracy of financial information and approves the annual audited financial statements and ensures management has put into place measures that ensure the integrity of internal controls. | | | | | | |
| 2021-22 Schedule of Tuition and Ancillary Fees (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 **Projection (*this year only, 1st Q was presented July 13, 2020 extra Board meeting)** | D. McNair | | Q2 | Q3 | | |
| Fourth Quarter Financial **Results** | D. McNair | | | | | Q4 |
| Appointment of auditors (AGM agenda) | D. McNair | | | | | X |
| Draft Audited Financial Statements (AGM agenda) | D. McNair | | | | | X |
| **RISK IDENTIFICATION AND OVERSIGHT –** The Board oversees management's risks program, and identifies unusual risks in the organization and ensures plans are in place to manage and prevent such risks. | | | | | | |
| Freedom of Information Annual Report | D. McNair | | | | | X |
| **STAKEHOLDER COMMUNICATION AND ACCOUNTABILITY –** The Board ensures the organization appropriately contributes to strong stakeholder relationships, and advocates on behalf of College stakeholders in support of the mission, vision, values and strategic directions. | | | | | | |
| Board Management Summary Report (Information published in YourAC are not to be included in this Report) | Algonquin College Executive Team | X | X | X | X | X |
| **GOVERNANCE –** The Board is responsible for the quality of its own governance, establishes by-laws and governance policies to facilitate the performance of the Board's role and performance. | | | | | | |
| Review and adoption of the Governors' Code of Ethical Conduct (Discussed at Fall Board Retreat) | J. 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 |
| **LEGAL COMPLIANCE –** The Board ensures that appropriate processes are in place to effect compliance with legal requirements. | | | | | | |
| Confirmation of mandatory Government remittances (hand out to Board members at the meeting) | D. McNair | Q1&2 | | Q3 | Q4 | |

**7.5**

ALGONQUIN COLLEGE

## REMITTANCE DECLARATION

The Financial Officers of the Corporation confirm that, as of March 31, 2021, 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
Chief Financial Officer
Algonquin College

Duane McNair
Vice President, Finance and Administration
Algonquin College