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 FOUR OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON MONDAY, JUNE 7, 2021 FROM 4:00 PM – 7:10 PM, BY ZOOM VIDEO/TELECONFERENCE CALL:

Register in advance for this webinar:
https://algonquincollege.zoom.us/webinar/register/WN_YrxwRoFLR2-CWvsZsl6abw

AGENDA	Presenter	Time
0. **CELEBRATING STUDENT SUCCESS** – Changemaker Award *Footwear 4 Kids Charity*	Chris Janzen	10 m.
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 April 19, 2021	Jay McLaren	1 m.
3.2 Board Executive Committee Report	Jay McLaren	5 m. 4:10-4:15
3.3 Academic and Student Affairs Committee Report Appendix A: Enrolment Update **For Approval:** Appendix B: Bylaw 4 (amended)	Cyril McKelvie	10 m. 4:15-4:25
3.4 Audit and Risk Management Committee Report	Steve Barkhouse	5 m. 4:25-4:30
3.5 Governance Committee Report **For Approval at the Annual General Meeting:** Appendix A: Transmittal 2021-22 Board Officer and Committee Membership Appointments Appendix B: 2021-22 BOG Officer Position - Committee Memberships	Audrey Lawrence	5 m. 4:30-4:35
4. **BUSINESS ARISING FROM THE MINUTES**		
There is no business arising from the minutes		
5. **NEW BUSINESS**		
5.1 Algonquin College 2022-25 Strategic Plan Appendix A: 2022-25 Strategic Plan	Claude Brulé Keltie Jones	30 m. 4:35-5:05
5.2 Transforming Indigenization Initiatives Update Appendix A: Algonquin College Indigenous Student Needs Assessment Appendix B: Burnt Water Case for Support March 2021	Ron McLester	15 m. 5:05-5:20

	5.3 Salesforce Lightning Upgrade – Investment Case **For Approval:** Appendix A: Salesforce Lightning Upgrade – Investment Case	Duane McNair Yen Do Lois Pollock	15 m. 5:20-5:35
	5.4 Financial Sustainability Roadmap Appendix A: Financial Sustainability Roadmap	Duane McNair Alison Feather	15 m. 5:35-5:50
	5.5 Resolution of the Board of Governors to Liquidate and Dissolve Algonquin College – Saudi Arabia **For Approval:** Appendix A: Resolution-Liquidate-Dissolve Algonquin College Saudi Arabia	Grant Perry Martin Aquilina, HazloLaw	5 m. 5:50-5:55
6.	**DECISION ITEMS AND REPORTS**		

	6.1 Fourth Quarter 2020-21 Financial Report
	    Appendix A: Fourth Quarter 2020-21 Financial Report
	    Appendix B: Fourth Quarter 2020-21 Compliance Schedule
		Grant Perry
		Duane McNair
			25 m.
			5:55-6:20

	6.2 2020-21 Draft Audited Financial Statements
	
	For Approval at the Annual General Meeting:
	    Appendix A: 2020-21 Draft Audited Financial Statements – Algonquin College
	    Appendix B: 2020-21 Draft Audited Financial Statements – 2364193 Ontario Inc.
		Grant Perry
		Duane McNair
			15 m.
			6:20-6:35

7.	**ITEMS FOR INFORMATION**		

	7.1 Fourth Quarter 2020-21 Business Plan Performance
	    Appendix A: Fourth Quarter 2020-2021 Business Plan Dashboard
	    Appendix B: Fourth Quarter 2020-2021 Business Plan Exceptions Report
	    Appendix C: Business Plan Scorecard Metrics
		Laura Stanbra	10 m.
			6:35-6:45

	7.2 2020-21 Annual Report and Progress against Strategic Plan 2017-22 Appendix A: 2020-2021 Draft Annual Report Appendix B: Ministry of Training, Colleges and Universities Annual Report Operating Procedure (last revised September, 2010)	Tracy McDougall	10 m. 6:45-6:55
	7.3 AC Way Update	Laura Stanbra	0
	7.4 Freedom of Information and Protection of Privacy Act – 2020 Annual Report Appendix A: 2020 Freedom of Information Requests Summary Report Appendix B: 2020 Information and Privacy Commissioner Statistical Report	Duane McNair	0
	7.5 People Plan - Year Four Update Appendix A: People Plan	Diane McCutcheon	0
	7.6 Report from the Board Chair	Jay McLaren	5 m. 6:55-7:00

	7.7 Report from the President	Claude Brulé	5 m. 7:00-7:05
	7.8 Board of Governors Management Summary Report	Executive Team	0

	7.9 2021-22 Board of Governors Meeting Schedules and Workplan
	
	    Appendix A: 2021-22 Board of Governors Meeting Schedule
	
	    Appendix B: 2021-22 Board of Governors and Committee Meeting Schedule and Submission Deadlines
	
	    Appendix C: 2021-22 Board of Governors Workplan
		Jay McLaren	0

8.	**UPCOMING EVENTS**	**Date**	
	• President's End of Year Dinner – For the Board June 25, 2021	(Cancelled)	
	• 2021 Spring Convocation (Virtual)	June 23, 2021	
	• Board Executive Committee Retreat (Virtual)	June 25, 2021	
	• 2021 New Board of Governors Orientation Part 1 (In-person/Virtual TBD)	August 19, 2021	
	• AC Vision Event (In-person/Virtual TBD)	September 2, 2021	
	• 2021 New Board of Governors Orientation Part 2 (In-person/Virtual TBD)	September 12, 2021	
	• 2021 Fall Board of Governors Retreat (In-person/Virtual TBD)	September 12 & 13, 2021	
9.	**REGULAR MEETING ADJOURNMENT**		
	ANNUAL GENERAL MEETING OF THE BOARD		

Mission: *To transform hopes and dreams into lifelong success.*
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ALGONQUIN COLLEGE

President/Board of Governors

DRAFT

BOARD OF GOVERNORS MEETING MINUTES
MINUTES OF THE MEETING NUMBER FIVE HUNDRED AND TWENTY THREE OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON MONDAY, APRIL 19, 2021 AT 4:00 PM, BY ZOOM WEBINAR VIDEO/TELECONFERENCE.

Present:	Presenters/Guests:
Jay McLaren, Board Chair	Grant Perry, Chief Financial Officer
Claude Brulé, President & CEO	Krista Pearson, Registrar
Gail Beck, Board Vice Chair	Lois Pollock, Chief Digital Officer
Andre O'Bonsawin	Sam Wong, Senior Project Manager, R3
Audrey Claire Lawrence	
Cyril McKelvie	**Changemaker Awards:**
Enrico DeFrancesco	Angela Rintoul, Health & Community Studies, Pembroke Campus
Ikram Zouari	Keltie Jones, Dean, Pembroke Campus
Jamie McCracken	Kerri Lynn Weeks, Coordinator, Bachelor of Science in Nursing
Jeff Darwin	**Students:**
Rodney Wilson	Erin Moore, 4th year, Bachelor of Science in Nursing, Co-Lead
Sheilagh Dunn	Peggy Li, 4th year, Bachelor of Science in Nursing, Co-Lead
Shivang Dhawan	Mitchell Usher, 4th Year, Bachelor of Commerce in Supply Chain Management
Stephen Tudor	Hannah Usher, 2nd year Bachelor of Science in Nursing
Steve Barkhouse	Vera Wilson, 4th Year, Bachelor of Science in Nursing
Valerie Sayah	Desaray Rabb, 4th Year, Bachelor of Science in Nursing
Wayne Johnson	Ayanna Fisher, 3rd Year, Bachelor of Science in Nursing
Algonquin College Executive Team:	
Chris Janzen, Senior Vice President, Academic	**Recorder:**
Diane McCutcheon, Vice President, Human Resources	Victoria Tiqui-Sanford, Executive Assistant, Board of Governors
Duane McNair, Vice President, Finance & Administration	
Laura Stanbra, Vice President, Student Services	
Mark Savenkoff, Vice President, Advancement	
Ron Deganadus McLester, Vice President, Truth, Reconciliation and Indigenization	
Tracy McDougall, Director, Communications & President's Office	

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

0. **Celebrating Student Success – Changemaker Award:** *Pembroke Campus, Indigenous Youth and Wellness Club*

C. Janzen, Senior Vice President, Academic, provided members with an overview of the Pembroke Campus, Indigenous Youth and Wellness Club. The club consisting of seven students with different educational backgrounds, who share the same passion about advocating for, and educating people on Indigenous youth health and wellness. The Bachelor of Science in Nursing students at the Pembroke Campus co-lead this Indigenous Youth Health and Wellness Club. A. Rintoul, Health & Community Studies, Pembroke Campus introduced K. Jones, Dean, Pembroke Campus, K. Lynn Weeks, Coordinator, Bachelor of Science in Nursing and the following club member students:

- Erin Moore, 4th year, Bachelor of Science in Nursing, Co-Lead;
- Peggy Li, 4th year, Bachelor of Science in Nursing, Co-Lead;
- Mitchell Usher, 4th Year, Bachelor of Commerce in Supply Chain Management;
- Hannah Usher, 2nd year Bachelor of Science in Nursing;
- Vera Wilson, 4th Year, Bachelor of Science in Nursing;
- Desaray Rabb, 4th Year, Bachelor of Science in Nursing; and
- Ayanna Fisher, 3rd Year, Bachelor of Science in Nursing.

The five Bachelor of Science in Nursing students and one Bachelor of Commerce (e-Supply Chain Management) (Honours) student created the Indigenous Youth Health and Wellness club in the Fall of 2020 at Algonquin College's Pembroke Campus. Since then, they have collaborated with nursing stations in remote northern communities and worked with Canadian North Airlines to deliver the supplies to remote isolated communities. The first shipment of donated items included four boxes filled with approximately $1,000 of supplies including sanitary pads, diapers, socks/underwear, and craft supplies.

Fundraising efforts included a silent auction that was held over Instagram to sell calendars, stickers, buttons, and beaded art provided by an Indigenous arts and crafts business. A second fundraiser is being planned in collaboration with the Algonquin Students' Association.

Questions from members were answered.

Board Chair McLaren and President and CEO Brulé congratulated the students and thanked them for all their work and leadership through this initiative. Chair McLaren informed the students that they will receive a Changemaker Award certificate in the coming days.

1. **CONSTITUTION OF THE MEETING & APPROVAL OF THE AGENDA**
   Governor McLaren, Chair Board of Governors, constituted the meeting at 4:16 p.m. and asked whether any Governors wished to remove or add an item to the agenda. No items were removed or added.

   RESOLUTION
   MOVED & SECONDED: S. Barkhouse & A. O'Bonsawin
   THAT the Board of Governors approves the meeting agenda of April 19, 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

3.1 Minutes of the Board of Governors' meeting of February 22, 2021
Approval of the Board of Governors Meeting minutes of February 22, 2021.

RESOLUTION
MOVED & SECONDED: J. McCracken & V. Sayah
THAT the Board of Governors approves the February 22, 2021 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 next Generative Discussion with the Board and Algonquin College Executive Team scheduled for May 5, 2021 to validate the 2022-25 Strategic Plan; and the results of the 2021 Internal Election of Governors to the Board.

Members accepted this report for information.

3.3 Academic and Student Affairs Committee Report
Members accepted this report for information. Board of Governors approvals were requested for the following:

Program Proposal: Supply Chain Management – Global, Ontario College Graduate Certificate
RESOLUTION
MOVED & SECONDED: C. McKelvie & S. Tudor
THAT the Board of Governors approves of the Supply Chain Management - Global, Ontario College Graduate Certificate program, effective Winter 2022.
CARRIED.

Program Proposal: Strategic Global Business Management, Ontario College Graduate Certificate (two-year)
RESOLUTION
MOVED & SECONDED: C. McKelvie & S. Tudor
THAT the Board of Governors approves of the Strategic Global Business Management, Ontario College Graduate Certificate (two-year) program, effective Fall 2021.
CARRIED.

Program Proposal: Brand Management, Ontario College Graduate Certificate (two-year)
RESOLUTION
MOVED & SECONDED: C. McKelvie & R. Wilson
THAT the Board of Governors approves of the Brand Management, Ontario College Graduate Certificate, two-year program, effective Winter 2022.
CARRIED.

2020-21 Preliminary Sexual Assault/Sexual Violence Annual Report to the Board
RESOLUTION
MOVED & SECONDED: C. McKelvie & S. Barkhouse
THAT the Board of Governors approves the 2020-21 Sexual Assault/Sexual Violence Annual Report for submission to the Ministry of Colleges and Universities as presented.
CARRIED.

Governor McKelvie informed members that the Committee also reviewed the following information items:
- College Quality Assurance Audit Process (CQAPP) Preparation 2020-21;
- Academic Affairs and Research Policies – Update;
- 2019-20 Ombudsman's Annual Report;
- 2020-21 Student Success Initiatives;
- Enrolment Update Report; and
- 2020-21 Academic and Student Affairs Committee Workplan.

3.4 Audit and Risk Management Committee Report
Members accepted this report for information. Detailed presentations and Board of Governors approvals were requested separately for the following agenda items:
- 5.1 Campus Accessibility Major Capital Project;
- 5.2 R3 (Rethink, Redesign, Reimagine) Project Update and 2021-22 Funding Request; and
- 6.1 2021-23 Business Plan and 2021-22 Annual Budget

Governor Barkhouse informed members that the Committee also reviewed the following information items:
- 2020-21 College Violence-Related Incidents; and
- 2020-21 Audit and Risk Management Workplan.

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

Governors in-Waiting Guidelines - Subcommittee amendments
RESOLUTION
MOVED & SECONDED: A. Lawrence & V. Sayah
THAT the Board of Governors approves of the Governors in-Waiting Guidelines as amended.
CARRIED.

2021-22 External Governor Reappointments, Board Committee Memberships, and Board Committee Chair and Committee Vice Chair Positions (Update)
Appendix C: Transmittal External Governor Reappointments

RESOLUTION
MOVED & SECONDED: A. Lawrence & S. Tudor
THAT the Board of Governors approves the reappointment of Governor Jeff Darwin for a second term of office, effective September 1, 2021.
CARRIED.

Governor Lawrence informed members that the Committee also reviewed the following information items:

- Board of Governors Succession Planning (Board Chair/Vice Chair);
- Chair and Board Vice Chair Succession Plan and Process;
- 2021-22 Board of Governors Officer Position - Committee Memberships;
- Board Policies and Directives – Mandatory Review;
- Board of Governors' Evaluation Tools;
- February 22, 2021 Board Meeting Evaluation; and
- 2020-21 Board of Governors Workplan.

4. BUSINESS ARISING FROM THE MINUTES

There was no business arising from the minutes.

5. NEW BUSINESS

5.1 Campus Accessibility Major Capital Project
D. McNair, Vice President, Finance and Administration informed members that the purpose of the Investment Case is to seek approval from the 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. R. Southwood, Associate Director, Facility Planning and Sustainability, Facilities Management provided members with a presentation.

S. Southwood addressed Governor McKelvie's question and informed members that approval from the Board will be requested for additional funds taking into consideration the College's financial situation post COVID-19.

Additional questions from members were answered.

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

5.2 R3 (Rethink, Redesign, Reimagine) Project Update and 2021-22 Funding Request
L. Stanbra, Vice President, Student Services informed members that the last update to the Board of Governors was on October 26, 2020, where approval to proceed with the contract with Unit4 was received. The purpose of the presentation was to seek Board approval for the project's 2021-22 budget.

Co-business Leads L. Pollock, Chief Digital Officer, and K. Pearson, Registrar, presented an update of the R3 project. Phase 1 – Project Planning was completed on February 28, 2021. Members were provided with key activities of the project, including Phase 2 activities such as engaging the College

community with the R3 Speak Up session. L. Pollock presented members with the overall project cost and the estimated five-year financial projections.

S. Wong, Senior Project Manager, R3 attended the meeting to answer any questions from members.

Questions from members were answered.

Governor Darwin joined the meeting at approximately 4:45 p.m.

RESOLUTION
MOVED & SECONDED: S. Tudor & J. McCracken
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.
ABSTAINED: W. Johnson
CARRIED.

6. **DECISION ITEMS & REPORTS**

   6.1 2021-23 Business Plan and 2021-22 Annual Budget
   Members of the Algonquin College Executive Team presented the 2021-23 Business Plan and G. Perry, Chief Financial Officer, presented the 2021-22 Annual Budget. The Ministry of Colleges and Universities requires Ontario colleges to prepare and submit an Annual Budget and Business Plan each 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 was delayed to April this year. 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 to inform all College employees of the 2021-23 Business Plan and 2021-22 Approved Annual Budget.

   Governor Dhawan exited the meeting at 5:31 p.m.

   Questions from Governors on the Business Plan and 2021-22 Annual Budget were answered.

   RESOLUTION
   MOVED & SECONDED: R. Wilson & A. O'Bonsawin
   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.
   CARRIED.

7. **ITEMS FOR INFORMATION**

   7.1 Report from the Board Chair
   Governor McLaren provided highlights of the following from his report:
   - 2021 Election of Internal Members to the Board of Governors – Result;
   - 2021 Spring Board of Governors Retreat – March 27, 2021; and

- New Governor Recruitment Campaign – Perth Area

Members accepted this agenda item for information.

7.2 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;
- Continued advocacy regarding the Ottawa Campus of Care; and
- Committee of Presidents virtual meetings.

Members accepted this agenda item for information.

7.3 Board of Governors Management Summary Report
Members accepted this agenda item for information.

7.4 2020-21 Board of Governors Workplan
Members accepted this agenda item for information.

7.5 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.

Governor McLaren shared a special announcement acknowledging the generosity Governor Audrey Lawrence. Thanks to her vision and leadership, she is establishing the Audrey Lawrence AC Online Bursary with a generous donation of over $15,000. The bursary will be used to provide annual awards to two full-time students, and consideration for part-time students. The formal recognition event will be hosted at noon on May 3, and a formal invitation will be sent out in the next coming weeks. Governor McLaren thanked Governor Lawrence on behalf of the Board of Governors.

9. REGULAR MEETING ADJOURNMENT
There being no further business, the motion to adjourn the meeting was moved and seconded by Governors G. Beck and V. Sayah.

The regular meeting adjourned at 6:35 p.m. The Algonquin College Executive Team and College staff exited the meeting at 6:35 p.m.

10. IN CAMERA

An In Camera session was held for Governors only at 6:45 p.m.

11. MEETING WITHOUT MANAGEMENT

12. IN CAMERA MEETING ADJOURNMENT

_____   _____
Jay McLaren, Chair   Victoria Tiqui-Sanford, Recorder

APPENDIX A - Observers:

Ahmed Waked, Associate Director Facilities Development, Facilities Management
Alanna McDonell, Director of Marketing, Student Services
Angela Rintoul, Professor, Health and Community Studies, Pembroke Campus
Angela Peterson, Associate Chair, School of Advanced Technology
Ayanna Fisher, Student, Bachelor of Science in Nursing, School of Health & Community Studies
Barb Nauth, Algonquin College Retiree
Ben Bridgstock, Director, Student Support Services, Student Services
Brent Brownlee, Director, Campus Services
Brett Thoms, Student/Journalist, School of Media and Design
Bryan Eburne, Manager, Fees, Curriculum and Reporting, Registrar's Office
Carolyn McCluskey, Senior Financial Analyst, Academic Operations and Planning (Manager's Office)
Christopher Carroll, Social Media Officer, Communications
Cindy Harrison, Acting Chair, Police & Public Safety Institute
Colin Bonang, Director, Risk Management
Cresdelle Zubrycki, Senior Financial Analyst, Financial Services
Cristina Holguin-Pando, Director, Applied Research, Innovation and Entrepreneurship
Dan Pihlainen, Chair, Media Studies, Faculty of Arts, Media and Design
Daniel Kelly, Professor, School of Advanced Technology
Dave O'Grady, Manager, Talent & HR Programs, People and Culture
David Soltis, Director, People Culture, Human Resources
Deseray Rabb, Student, Bachelor of Science in Nursing, School of Health & Community Studies
Doreen Jans, Manager, Financial Planning, 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
Erin Moore, Student, Bachelor of Science in Nursing, School of Health & Community Studies
Ernest Mulvey, Director, International Education Centre
Farbod Karimi,Chair, Learning and Teaching Services, Academic Development
Fatima Matar, Executive Support Clerk, Board of Governors
Grant Perry, Chief Financial Officer, Finance and Administrative Services
Hannah Usher, Student, Bachelor of Science in Nursing, School of Health & Community Studies
Ian Lewer, Director of Philanthropy, Advancement
James Mwangi, Professor, ICT, Applications & Programming
James Pede, Manager, Accounting, Purchasing and Logistics, Finance and Administrative Services
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
Jeff Agate, Associate Director, Student Support Services
Jennifer Vanderburg, Library Technician, Library, Ottawa Campus
Jeremy Lavoie, Audio Visual Technician, End Point Support Services
Jerry Van Olst, Manager, AC Corporate Training (Sales), Business Development
Jessica House, Manager, Business Process Review, Student Services
Jodi Bucholtz, Marketing, Event Planning and Recruitment Coordinator, Community and Student Affairs
Jodi Jaffray, Chair, Community Studies, Faculty of Health, Public Safety and Community Studies
John Weerdenburg (Governor in-waiting)
Julie Beauchamp, Dean, School of Business

Kathyrn Leroux, Manager, Global, Online and Corporate Learning
Kelli Doucet, Financial Services Supervisor, Financial Services
Keltie Jones, Dean, Algonquin College, Pembroke
Kerri-Lynn Weeks, Program Coordinator, Bachelor of Science in Nursing, Health and Community Studies
Kina Simmonds, Administrative Assistant, Finance & Administrative Services
Krista Pearson, Registrar, Registrar's Office
Laura Williams, Contractor
Lisa Inderwick, Prospect Researcher and Data Analyst, Advancement Services
Lisbet Paulovich, Manager, IT Application Development, IT Service Delivery
Lois Pollock, Chief Digital Officer, ITS, Finance and Administration
Louise Boudreault, Professor, Nursing Studies
Maggie Cusson, Dean, Academic Development
Marina Spivak, Senior Financial Analyst, Financial Services
Mark Leduc, Executive Director, Academic Operations and Planning, Academic Services
Martha White, Manager, International Student Integration, International Operations
Melissa Jarvis, Professor, Health and Community Studies, Pembroke Campus
Michael Qaqish, Manager, Government Relations and Special Advisor to the President, President's Office
Michelle Cameron, International Student Advisor Lead, International Student Integration
Mitchell Usher, Student, Bachelor of Commerce in Supply Chain Management, School of Business
Nancy Druick, Manager of Philanthropy, Development and Fundraising
Nathaniel Parant, Activity and Events Representative, Mamidosewin Centre
Olivia Routliffe, Support Officer, Events
Patrick Devey, Associate Vice-President, Global, Online and Corporate Learning, Academic Services
Peggy Li, Student, Bachelor of Science in Nursing, School of Health & Community Studies
Philip Belanger, Project Manager, Colliers Project Leaders, Facilities Management
Rebecca Volk, Manager, Centre for Organizational Learning
Robyn Heaton, Dean, Faculty of Arts, Media and Design
Ryan Southwood, Acting Executive Director, Facilities Management
Sam Wong, Senior Project Manager, R3 Project
Sandra Larwill, Academic Chair, Academic Operations and Planning
Sara-Lynne Levine, Communications Officer, Communications
Sherryl Fraser, Chair, Design Studies, Faculty of Arts, Media and Design
Susan Mainse, Manager, Risk Management
Teri Kinnunen, Manager, Corporate Budgeting, Financial Planning
Vera Wilson, Student, Bachelor of Science in Nursing, School of Health & Community Studies
Yen Do, Associate Director, IT Service Delivery, Information Technology Services
Zachary Deorksen, Support Analyst, Financial Services

MEMO

ALGONQUIN COLLEGE

President/Board of Governors

DATE:	June 7, 2021
TO:	Board of Governors
FROM:	Governor Cyril McKelvie, Chair, Academic & Student Affairs Committee
SUBJECT:	**Academic & Student Affairs Committee (ASAC) meeting of May 18, 2021**

Board members can review meeting materials from the May 18, 2021 meeting by accessing the Board of Governors ['Teams site' Academic & Student Affairs Committee – May 18, 2021](#).

A. ITEMS REQUIRING BOARD OF GOVERNORS' APPROVAL

1) Program Proposal: Bachelor of Applied Science (Building Conservation - Honours)

This four-year degree prepares students for a career as a specialized professional with the ability to sustain the built environment and cultural heritage resources by learning the knowledge, skills and critical thinking of the craftspeople who created them. Students will learn the basics of construction and materials, techniques and technologies to hone skills as a craftsperson, how to address the nature of change, time and decay on the life and durability of a building, to validate design principles and values related to heritage buildings and resources, and how to plan for resilient and sustainable buildings and resources.

RESOLUTION
MOVED & SECONDED: G. Beck & W. Johnson
THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Bachelor of Applied Science (Building Conservation - Honours) effective Fall 2023.
CARRIED.

2) Program Proposal: Bachelor of Child and Youth Care, Honours

The field of Child and Youth Care is expanding to meet societal needs, and as a result, organizations seek to hire professionals with advanced skills and knowledge beyond what is taught in the three-year Advanced Diploma. Currently, there are only nine Bachelor degree programs in Canada, with just two programs located east of Alberta (both in Toronto). This degree will be the third program east of Alberta, the first one located outside of Toronto, and will offer a pathway for graduates from the advanced diploma program.

RESOLUTION
MOVED & SECONDED: A. Lawrence & J. McLaren
THAT the Academic and Student Affairs Committee recommends to the Board of Governors the approval of the Bachelor of Child and Youth Care, Honours program effective Fall 2023.
CARRIED.

3) Board of Governors Bylaw 4 – Amendment

The Board of Governors enacted Bylaw 4 to provide guidance for the establishment of the College Academic Council at Algonquin College. It provides guidance on definitions, purpose, mandate, members, terms of office, meetings, and the executive committee of the council. Bylaw 4 was last reviewed and approved on June 11, 2012. Bylaw 4 is Appendix 1 of Policy AA02 College Academic Council and was reviewed as part of the five-year policy review cycle of Policy AA02 College Academic Council mandated under policy AD01 Administration of College Policies. The review process included feedback received from the Academic Area, as well as other areas of the College, which has been incorporated into the policy accordingly. The amendments are provided with tracked changes in Appendix B: Bylaw 4 (amended).

RESOLUTION
MOVED & SECONDED: G. Beck & W. Johnson
THAT the Academic and Student Affairs Committee recommends to the Board of Governors approval of the amended Board of Governors Bylaw 4.
CARRIED.

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

1) Student Marketing and Recruitment Report

Members were presented with the Student Marketing and Recruitment Report. The report provided an update on student marketing and recruitment outcomes for 2020-21 in support of overall enrolment goals and outlined the Marketing and Recruitment response to the COVID-19 pandemic realities.

2) 2021-22 New Program Approval Pipeline – Workplan

Members were provided a high-level overview of the 2021-22 New Program Approval Pipeline – Workplan. Two Initial Scoping meetings were scheduled in 2020-21, but due to the COVID-19 pandemic, only one meeting was held, in November 2020, and the two Initial Scoping meetings planned for 2021-22 are deferred. The Academic and Student Affairs Committee can anticipate eight new program proposals for the 2021-22 Academic year. A schedule has been developed to inform the Academic and Student Affairs Committee 2021-22 workplan. The schedule will be subject to some variability depending on the continued impact of COVID-19 on capacity.

3) Student Satisfaction and Engagement Survey Results

Student satisfaction was one of the key indicators identified by the Ministry of Colleges and Universities to measure college performance. The Algonquin College annual Student Satisfaction and Engagement Survey instrument was developed and administered to learners between February and March 2021. The overall student satisfaction results was 78%, an increase of two percentage points compared to the 2019-20 survey results pre-COVID-19.

4) DRAFT 2021-22 Academic and Student Affairs Committee Workplan (Upcoming year)

Members were referred to the 2021-22 Academic and Students Affairs Committee DRAFT

MEMO

Workplan for information.

5) <u>Enrolment Update Report</u>
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) <u>Program Launches and Enrolments Summary Report</u>
Members were referred to the Program Launches and Enrolments Summary Report. The report provided an annual report to the Academic and Student Affairs Committee on the enrolment status of new program launches over a two-year timeframe for the period between Fall 2019 and Winter 2021.

7) <u>2020-21 Students' Associations Annual Priorities Year-End Update</u>
The Students' Association identified five main priorities, and shared with the College community on an annual basis. The Students' Association's priorities are identified with a goal of enhancing student life and student satisfaction with the Students' Association. The goals are based on feedback the Students' Association Board has received from their members.

8) <u>2021-22 Academic and Student Affairs Committee Meetings Schedule</u>
Members were referred to the 2021-22 Committee Meeting Schedule for information.

9) <u>2020-21 Academic and Student Affairs Committee Workplan (current year)</u>
Members were informed that the current 2020-21 Academic and Students Affairs Committee Workplan has been completed.

ALGONQUIN COLLEGE

Enrolment Update
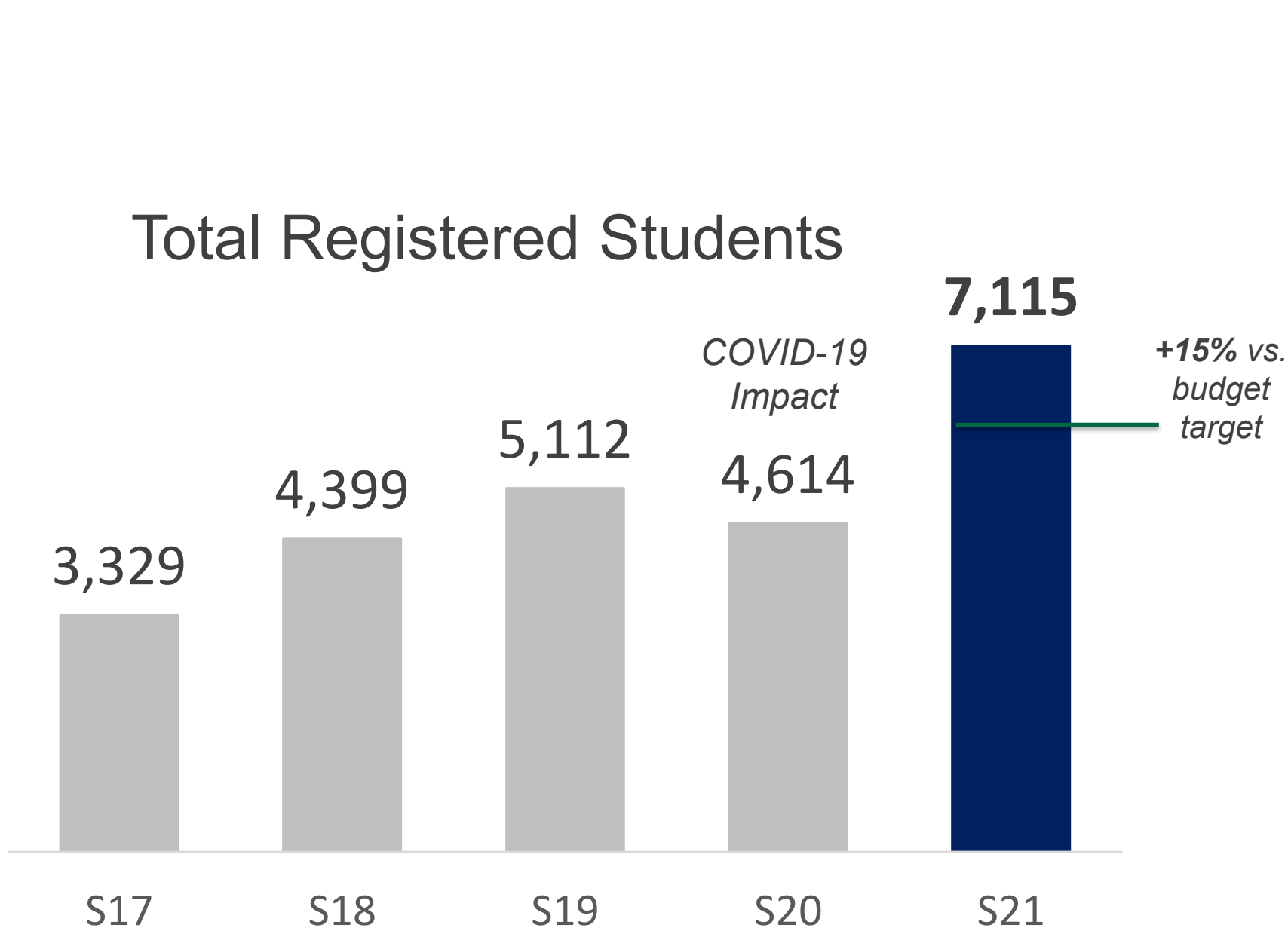
Academic and Student Affairs Committee
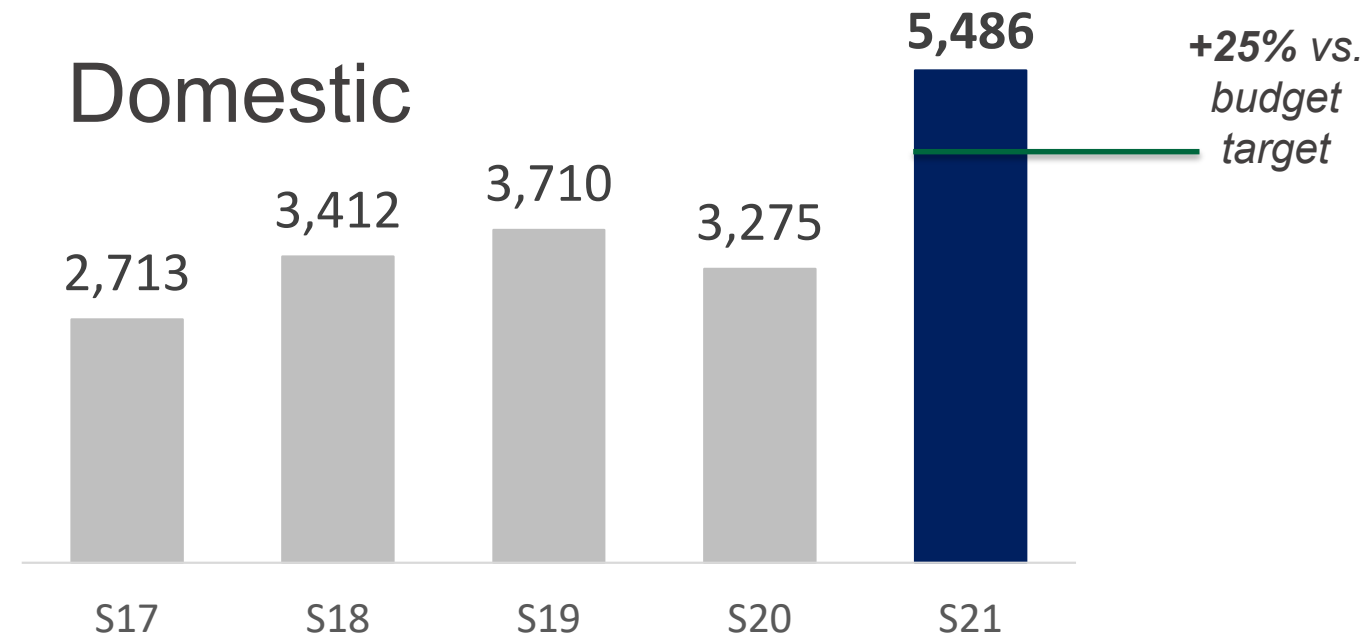
May 18, 2021

Academic Operations and Planning

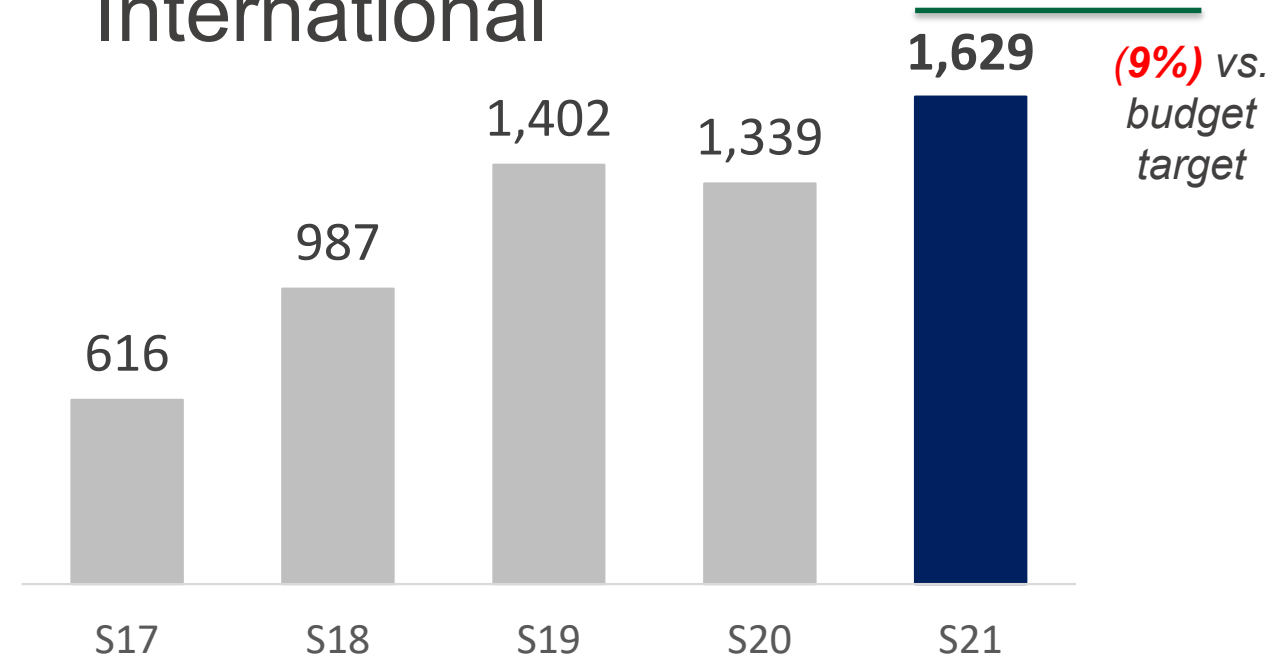And the Registrar's Office

Record Enrolment for Spring 2021

Total Registered Students

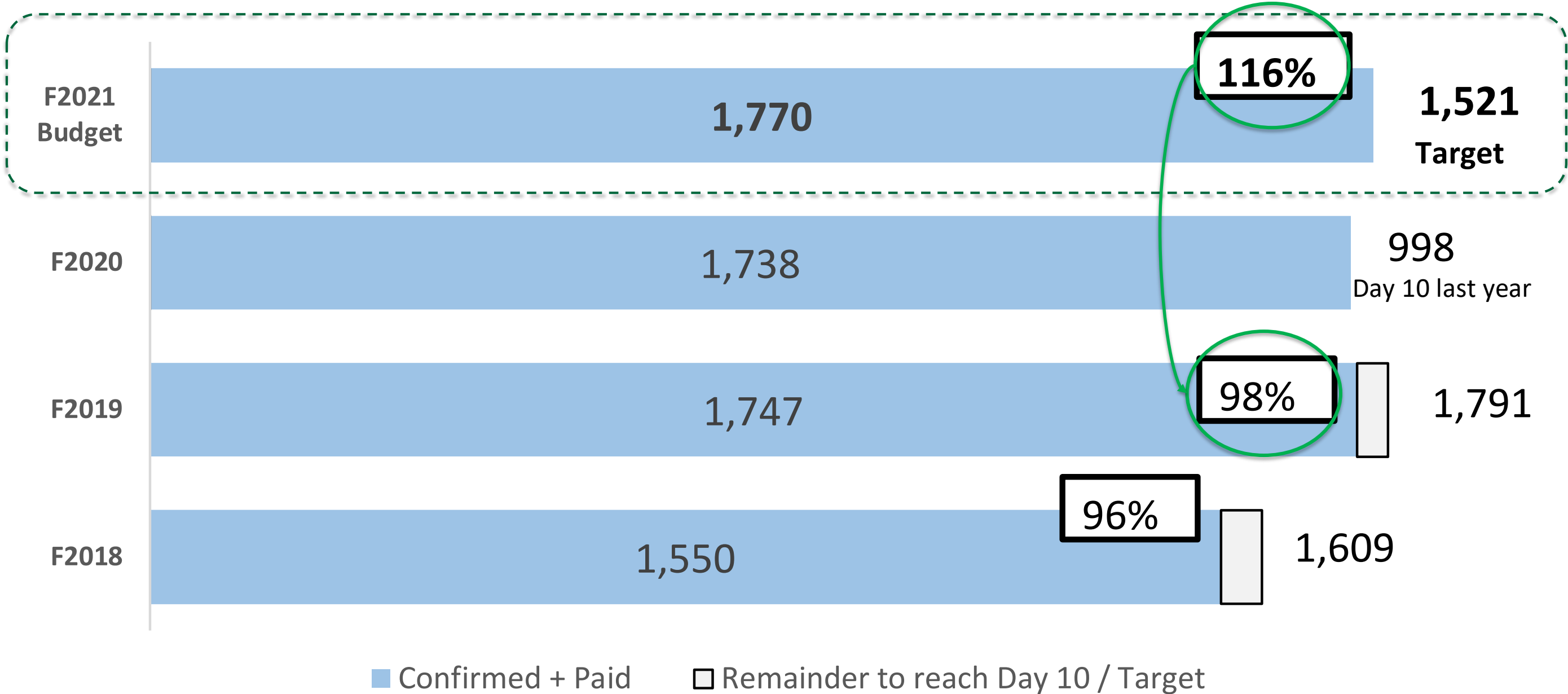COVID-19 Impact

3,329 — S17
4,399 — S18
5,112 — S19
4,614 — S20
7,115 — S21

+15% vs. budget target

Domestic

5,486

+25% vs. budget target

2,713 — S17
3,412 — S18
3,710 — S19
3,275 — S20
5,486 — S21

International

1,629

(9%) vs. budget target

616 — S17
987 — S18
1,402 — S19
1,339 — S20
1,629 — S21

Fall '21 international intake progress to target % ahead of pre COVID terms

F2021 Budget — 1,770 — 116% — **1,521 Target**

F2020 — 1,738 — 998 Day 10 last year

F2019 — 1,747 — 98% — 1,791

F2018 — 1,550 — 96% — 1,609

■ Confirmed + Paid   □ Remainder to reach Day 10 / Target

Fall '21 domestic intake % progress to target metric behind pre COVID terms

F2021 Budget

6,931   82%   1,515   **8,446 Target**

F2020

7,703   8,096   Day 10 last year

F2019

7,610   87%   1,173   8,783

F2018

8,354   89%   1,007   9,361

■ Confirmed + Paid   □ Remainder to reach Day 10 / Target

4
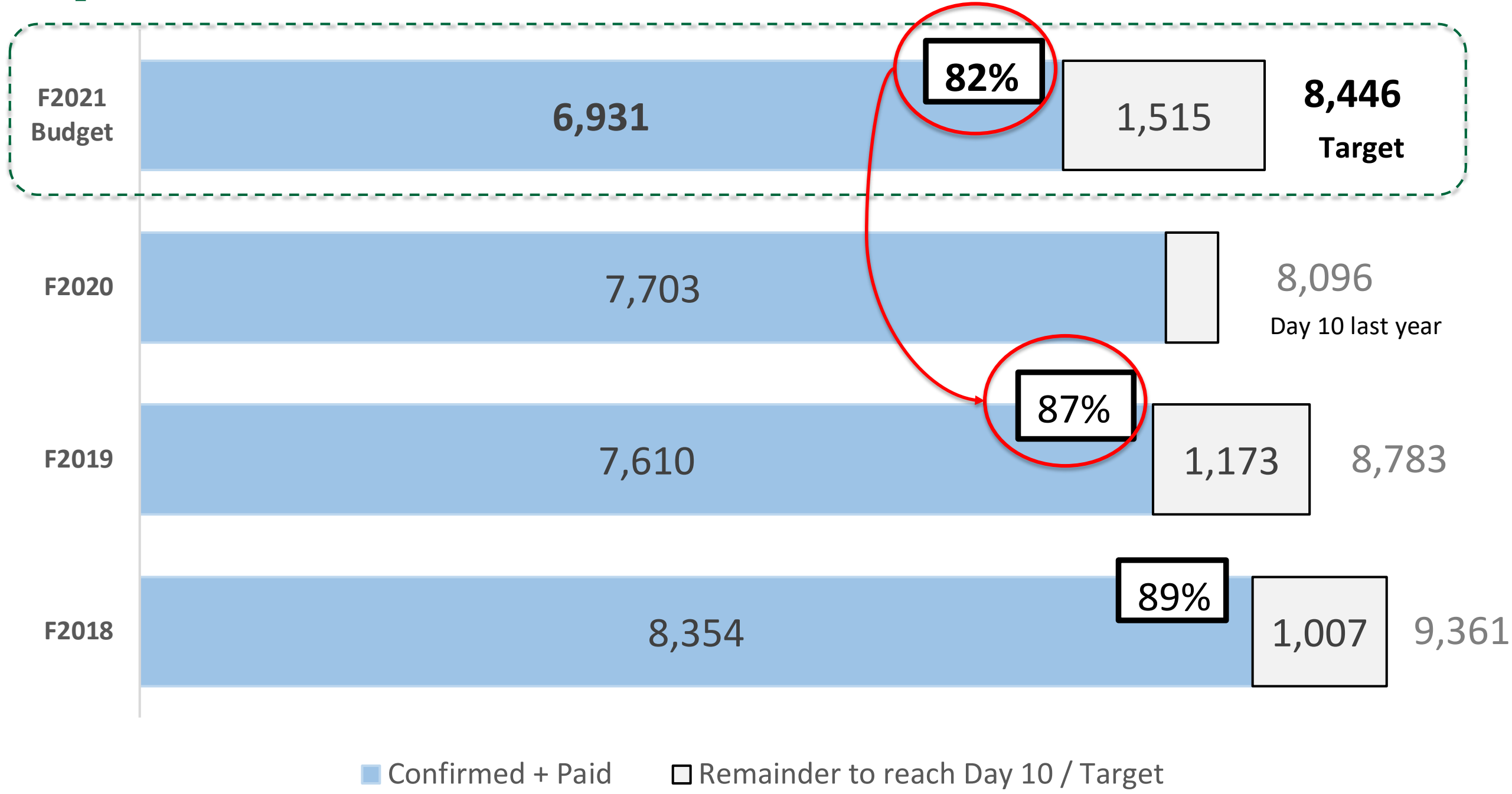
ALGONQUIN COLLEGE

BYLAW 4

THE BOARD OF GOVERNORS OF THE ALGONQUINCOLLEGE OF APPLIED ARTS AND TECHNOLOGY

This bylaw is pursuant to the Minister of ~~Training,~~ Colleges and University (M~~T~~CU) Binding Policy Directive *Governance and Accountability Framework* made under the *Ontario Colleges ofApplied Arts and Technologies Act, 2002* (*OCAAT Act*) regarding the establishment of anAdvisory College Academic Council .

BE IT ENACTED as a bylaw of THE BOARD OF GOVERNORS OF THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY as follows:

1.   ESTABLISHMENT of the ACADEMIC COLLEGE ADVISORY COUNCIL

In accordance with the Minister's Binding Policy Directive, Algonquin College of Applied Arts and Technology shall establish an Advisory College Academic Council to be called the College Academic Council, hereinafter referred to as the "Academic Council".

2.   DEFINITIONS

2.1   Academic Administrator means an Administrative Staff who is a Program Chair, Course Chair, Academic Manager or Dean.

2.2   Academic Staff means a person who is employed by the College as a teacher, counsellor or librarian.

2.3   Administrative Staff means a person who is employed by the College in a function other than as an academic or support staff.

2.4   Support Staff means a person who is employed by the College as a member of the office, clerical, technical, health services, maintenance, building service, shipping transportation, cafeteria or nursery staff.

2.5   Staff means Academic Staff, Administrative Staff and Support Staff, collectively.

2.6   Student means a person who is enrolled in a program of instruction on a full-time or part-time basis.

3.   PURPOSE

The purpose of the Academic Council is to establish a forum for Students and Staff of the College to provide advice to the President on matters of importance to Students and Staff. The Academic Council acts in an advisory capacity to the President.

4.   MANDATE

4.1   The Academic Council shall review, monitor and make recommendations to the President on such issues as:

   a.   pedagogy;
   b.   course and program evaluation;
   c.   teaching methodology and standards;
   d.   evaluation and promotion policies;
   e.   standards of student conduct and discipline;
   f.   admission policies and practices;
   g.   student awards and scholarships;
   h.   academic equivalencies.

4.2   Consistent with the consultative function of the Academic Council, its members shall endeavour to consult and report to their relevant constituency groups.

5.   MEMBERS

5.1   The Academic Council shall consist of voting members from the following constituency groups:

Academic Staff - one Academic Staff representative from each of the schools, institutes, or centres and one representative each from the librarians and counsellors.

Support Staff - 1 representative

Students - 3 representatives

Academic Administrators - 3 representatives

Chair/Past Chair- 2 representatives

The Academic Council shall also have the following non-voting members:

Ex-officio Non-Voting Members
   - Senior Vice President, Academic
   - Vice President, Student Services
   - Registrar
   - Administrative staff or designate from AC Online
   - Administrative staff or designate from Cooperative Education Office
   - Administrative staff or designate from Applied Research, Innovation and Entrepreneurship

5.2.   The Chair of Academic Council shall be elected by the members of the Academic Council from among themselves at its first meeting of the academic year, for a term of one year, renewable once. A vacancy in one of the constituency groups created with theappointment of the Chair of Academic Council will be filled as stated in article 6.6 below.

5.3   The Academic Council may appoint non-voting members to serve as resource persons, as required.

5.4   The Academic Council may appoint task forces as deemed necessary.

5.5   Academic Staff Election

5.5.1   The Faculty Union shall be responsible for the establishment of electoral procedures and the supervision of the election of the academic staff to sit on the Academic Council.

5.6   Support Staff Election

5.6.1   The Support Staff Union shall elect one support staff member to serve on the Academic Council.

5.7   Student Appointment

5.7.1   The Board of Directors of the Students' Association shall name three students to serve on the Academic Council.

5.8   Academic Administrators Selection

5.8.1   The Deans and Directors Academic Council shall request nominations from the academic administrators to sit on the Academic Council and select from the nominations received two academic administrators from different Schools to serve on the Academic Council.

6.   TERMS OF OFFICE

6.1   The terms of office of Academic Council members shall commence September 1 of each year and continue for two years.

6.2   No member representing a constituency group shall serve more than four consecutive years but on the expiration of two years after having served on the Academic Council, a person shall again be eligible for election.

6.3   A member of the Academic Council may resign at any time by submitting a written resignation to the Chair of the Academic Council.

6.4   Where an Academic Council member is absent from two consecutive meetings without regrets to the Chair of the Academic Council or the Secretary, or three consecutive meetings with regrets, that position shall be declared vacant.

6.5   If an Academic Council member changes status and can no longer represent the group or constituency, the position shall be declared vacant.

6.6   Vacancies, however caused, shall be filled in the following manner:

6.6.1   After March 31, at the time of the next election.

6.6.2   Before March 31, by appointment by the Students' Association, Support Staff Union, Faculty Union, the Deans and Directors Council Management Committee of the Vice President, Academic, as appropriate for the vacancy from their respective constituency group.

7.   MEETINGS

7.1   The Academic Council shall meet at least twice each fall and winter term.

7.2   All meetings shall be open to College staff and students. .

7.3   Fifty percent (50%) of the members plus one excluding vacancies shall constitute a quorum.

8.   EXECUTIVE COMMITTEE OF THE ACADEMIC COUNCIL

8.1   The Executive Committee of the Academic Council is composed of six members: the Chair, the past Chair and one Academic Council member representing the Academic Staff, the Support Staff, the Administrative Staff and Student constituency groups respectively.

8.2   The role of the Executive Committee is to:
- report to the President annually or sooner if needed;
- follow-up on Academic Council recommendations;
- prepare an annual report for submission to the President and the Board of Governors. The Academic Council annual report shall form part of the College annual report.

Enacted this 11th day of June, 2012.

_____

Jay McLaren~~Michael Dunlop~~
Chair, Board of Governors

_____

Claude Brule~~Robert Gillett~~
Secretary, Board of Governors

MEMO

ALGONQUIN
COLLEGE

President/Board of Governors

DATE: June 7, 2021

TO: Board of Governors

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

SUBJECT: **Audit & Risk Management (ARM) Committee meeting of May 25, 2021**

Board members can review meeting materials from the May 25, 2021 meeting by accessing the Board of Governors 'Teams site' Audit & Risk Management Committee, May 25, 2021.

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

1)   2020-21 Draft Audited Financial Statements

Members were referred to the 2020-21 Draft Audited Financial Statement included in their meeting materials. The report included the draft audited financial statements for Algonquin College for the year ended March 31, 2021 and the audited financial statements for 2364193 Ontario Inc. for the year ended March 31, 2021. The financial statements will be presented at the June 7, 2021 Board of Governors meeting under agenda item 6.2 2020-21 Draft Audited Financial Statements, and will be approved at the June 7, 2021 Annual General Meeting of the Board.

RESOLUTION
MOVED & SECONDED: S. Barkhouse & I. Zouari
a.   **THAT** the Audit and Risk Management Committee recommends the approval of the 2020-21 Draft Audited Financial Statements of Algonquin College (Appendix A: 2020-21 Draft Audited Financial Statements – Algonquin College) to the Board of Governors on June 7, 2021,
     AND
b.   **THAT** the Audit and Risk Management Committee recommends the approval for the transfer of $1,986,426 from internally restricted net assets to unrestricted net assets to the Board of Governors on June 7, 2021,
     AND
c.   **THAT** the Audit and Risk Management Committee accepts for information, the 2020-21 Audited Financial Statements for 2364193 Ontario Inc. (Appendix B: 2020-21 Audited Financial Statements – 2364193 Ontario Inc.).
CARRIED.

2)   Salesforce Stabilization Project – Investment Case

Members were presented with the Salesforce Stabilization Project – Investment Case. A detailed presentation will be provided under agenda 5.3 Salesforce Lightning Upgrade – Investment Case at the June 7, 2021 Board of Governors meeting with a recommendation for approval.

RESOLUTION
MOVED & SECONDED: G. Beck & J. McLaren
THAT the Audit and Risk Management Committee recommends to the Board of Governors approval of an expenditure of up to $5.5 million over the fiscal years 2021-22 to 2023-24, to upgrade the College's Salesforce Customer Relationship Management system from the "Classic" version to the current "Lightning" version with 50% of the funds drawn from College reserves and 50% from in-year Strategic Investment Priorities budgets.
OPPOSED: J. Darwin
CARRIED.

3)   Resolution of the Board of Governors to Liquidate and Dissolve Algonquin College – Saudi Arabia
Members were provided with a brief background on the Resolution of the Board of Governors to Liquidate and Dissolve Algonquin College – Saudi Arabia. The report is to seek approval for the liquidation and dissolution of the College's inactive entity, Algonquin College Saudi Arabia. Additional details will be provided under agenda 5.5 Resolution of the Board of Governors to Liquidate and Dissolve Algonquin College – Saudi Arabia.

RESOLUTION
MOVED & SECONDED: J. Darwin & I. Zouari
THAT the Audit and Risk Management Committee recommends to the Board of Governors for approval:
a. **Algonquin** College – Saudi Arabia (AC-SA) be liquidated and dissolved pursuant to the prescriptions of the laws of Saudi Arabia (including the Companies Act);
   AND
b. Each of Duane McNair and Grant Perry, are and they are hereby authorized to do all things and sign for and on behalf of the College and, as counsel may advise, of AC-SA, any and all documents necessary to procure the liquidation and dissolution of AC-SA including the Power of Attorney and Shareholders resolutions attached as Schedule "A", as well as take all actions that may be necessary, desirable or useful to give full effect to these Resolutions.
CARRIED.

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

1)   March 2021 Audit Results and Year-End Communication
Members were referred to the 2020 Audit Results and Year-End Communication report. The auditors provided details of their audit results and information of their audit findings. The audit focused on the risks specific to the College's operations and significant financial statement areas. College management addressed all auditors' findings in a timely manner.

2)   Fourth Quarter 2020-21 Financial Report
Members were presented with the Fourth Quarter 2020-21 Financial Report. The full report will be presented under agenda 6.1 Fourth Quarter 2020-21 Financial Report at the June 7, 2021 Board of Governors meeting for information.

MEMO

3) <u>Financial Sustainability Roadmap</u>

Members were presented with the Financial Sustainability Roadmap also known as the Strategic Exercise to Restore Financial Sustainability (SERFS). A detailed presentation will be provided under agenda 5.4 Financial Sustainability Roadmap at the June 7, 2021 Board of Governors meeting for information.

MEMO

ALGONQUIN COLLEGE

President/Board of Governors

DATE:	June 7, 2021
TO:	Board of Governors
FROM:	Governor Audrey Lawrence, Chair, Governance Committee
SUBJECT:	**Governance Committee meeting May 19, 2021**

Board members can review meeting materials from the May 19, 2021 meeting by accessing the Board of Governors ['Teams site' Governance Committee - May 19, 2021.](#)

A. ITEMS REQUIRING BOARD OF GOVERNORS APPROVAL

1) 2021-22 BOG Officer Position and Committee Memberships

Members were referred to Appendix A: Transmittal 2021-22 Board Officer and Committee Membership Appointments and Appendix B: 2021-22 BOG Officer Position - Committee Memberships. The Committee approved the appointments of External Governors to Board Leadership positions and Governors to Standing Committees. Board of Governors approval will be requested at the June 7, 2021 Board of Governors Annual General Meeting.

RESOLUTION
MOVED & SECONDED: S. Tudor & A. O'Bonsawin
THAT the Governance Committee recommends to the Board of Governors approval of the appointment of Officers of the Board and membership on Board Committees with terms beginning September 1, 2021 to August 31, 2022.
CARRIED.

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

1) Governor Orientation Part 1 & Part 2 - Agenda Review

Members were referred to the New Governor Orientation Part 1 - Algonquin College Board and Governance Model, and New Governor Orientation Part 2 - Overview of Algonquin College. New and current Governors are invited to attend both Orientations and details will be provided closer to the dates.

2) Board of Governors' Evaluation Tools

Members were referred to the 2020-21 Board of Governors Evaluation Survey Results. Overall, the survey results were positively strong, and, indicated that governors understood the Board's responsibilities and its leadership obligations. Survey comments were shared with the Committee and will be taken under advisement for the upcoming academic year.

3) Board Chair, Board Vice Chair and Executive Succession Follow Up

The Committee briefly discussed the Board Chair and Board Vice Chair succession planning and agreed to review and amend Board Policy BGI-07 Board Succession Planning and the Board of Governors Succession Guidelines at the October 4, 2021 Committee meeting. This will ensure clarity in the policy and guidelines, and greater consistency in the language of both documents.

4) April 19, 2021 Board Meeting Evaluation

Governor Lawrence provided feedback from Board members who were in attendance at the April 19, 2021 Board Meeting. The evaluations were extremely positive and in particular, the Board Chair was well prepared and staff presentations were done professionally.

5) 2021-22 Governance Committee Meetings Schedule

Members were referred to the 2021-22 Governance Committee Meetings Schedule for information.

6) 2021-22 Governance Committee Workplan DRAFT (Upcoming Year)

Members were referred to the Draft 2021-22 Governance Committee Workplan for the upcoming year for information.

7) 2020-21 Board of Governors Workplan

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

ALGONQUIN COLLEGE

President/Board of Governors

Report title:	2021-22 Board of Governors Officers and Committee Membership Appointments
Report to:	Board of Governors
Date:	June 7, 2021
Author/Presenter:	Audrey Lawrence, Chair, Governance Committee

1. RECOMMENDATION:

THAT the Board of Governors approves the appointments of Officers of the Board and membership on Board Committees with terms beginning September 1, 2021 to August 31, 2022.

The Governance Committee is pleased to present the 2021-22 Board Committee Chair, Committee Vice Chair appointments and Committee Memberships:

EXECUTIVE COMMITTEE	
Board Chair	**Jay McLaren**
Board Vice Chair	**Gail Beck**
President	Claude Brulé
Chair, Governance Committee	Jamie McCracken
Chair, Academic & Student Affairs Committee	Cyril McKelvie
Chair, Audit & Risk Management Committee	Ikram Zouari
GOVERNANCE COMMITTEE	
Committee Chair	**Jamie McCracken**
Committee Vice Chair	**Stephen Tudor** (pending LGIC reappointment)
Board Chair	Jay McLaren
President	Claude Brulé
Internal Governor	Andre O'Bonsawin
External Governor	Audrey Lawrence
External Governor	Steve Barkhouse
Internal Governor	Valerie Sayah
ACADEMIC & STUDENT AFFAIRS COMMITTEE	
Committee Chair	**Cyril McKelvie**
Committee Vice Chair	**Rodney Wilson**
Board Chair	Jay McLaren
President	Claude Brulé
Internal Governor	Andre O'Bonsawin
External Governor	Audrey Lawrence

Student Governor	Cyan Shields
Internal Governor	Rebecca Wakelin
External Governor	Sheilagh Dunn
Internal Resource, SVP Academic	Christopher Janzen
Internal Resource, VP Student Services	Laura Stanbra
Internal Resource, VP Truth, Reconciliation, & Indigenization	Ron McLester
AUDIT & RISK MANAGEMENT COMMITTEE	
Committee Chair	**Ikram Zouari**
Committee Vice Chair	**Jeff Darwin**
Board Chair	Jay McLaren
President	Claude Brulé
External Governor	Cyril McKelvie
External Governor	Jamie McCracken
External Governor	Rodney Wilson
External Governor	Stephen Tudor (pending LGIC reappointment)
Internal Resource, VP Finance & Administration	Duane McNair
Internal Resource, CFO, Finance & Administration	Grant Perry

Appendix A – 2021-22 BOG Officer Position - Committee Memberships

3.5 Appendix B

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ALGONQUIN COLLEGE BOARD OF GOVERNORS
2021-22 Board Committee Memberships

</div>

#		2021-22 ARM			2021-22 ASAC			2021-22 Governance		
		Members	Jeff Darwin Vice Chair	Ikram Zouari Chair	Members	Rodney Wilson Vice Chair	Cyril McKelvie Chair	Member	Stephen Tudor Vice Chair	Jamie McCracken Chair
1	Andre O'Bonsawin - *Administrative Staff Rep*				Member			Member		
2	Audrey Lawrence				Member			Member		
3	Claude Brulé - *President*	Member			Member			Member		
4	Cyan Shields - *Student Rep.*				Member					
5	Cyril McKelvie	Member					Chair			
6	**Gail Beck (Board Vice Chair)**									
7	Ikram Zouari			Chair						
8	Jamie McCracken	Member								Chair
9	**Jay McLaren (Board Chair)**	Member			Member			Member		
10	Jeff Darwin		Vice Chair							
15	Rebecca Wakelin - *Academic Staff Rep*				Member					
11	Rodney Wilson	Member				Vice Chair				
12	Sheilagh Dunn				Member					
13	Stephen Tudor	Member							Vice Chair	
14	Steve Barkhouse							Member		
16	Valerie Sayah - *Support Staff*							Member		
17	Perth Representative TBD									

	ARM	ASAC	Governance
	BOG Chair – Jay McLaren	BOG Chair – Jay McLaren	BOG Chair – Jay McLaren
	President – Claude Brulé	President – Claude Brulé	President – Claude Brulé
	+ at least 4 external Governors	**+ at least 5 Governors**	**+ at least 5 Governors**
	1. Cyril McKelvie	1. Andre O'Bonsawin	1. Andre O'Bonsawin
	2. Ikram Zouari (Cmt. Chair)	2. Audrey Lawrence	2. Audrey Lawrence
	3. Jamie McCracken	3. Cyan Shields (Student)	**3. Jamie McCracken (Cmt. Chair)**
	4. Jeff Darwin (Cmt. V. Chair)	**4. Cyril McKelvie (Cmt. Chair)**	**4. Stephen Tudor (Cmt. V. Chair)**
	5. Rodney Wilson	5. Rebecca Wakelin	5. Steve Barkhouse
	6. Stephen Tudor	**6. Rodney Wilson (Cmt. V. Chair)**	6. Valerie Sayah
		7. Sheilagh Dunn	
	Total = 8	**Total = 9**	**Total = 6**
Internal Resources > > > >	Duane McNair, Grant Perry	Chris Janzen, Laura Stanbra, Ron McLester	

ALGONQUIN COLLEGE

President/Board of Governors

Report title:	Algonquin College 2022-2025 Strategic Plan
Report to:	Board of Governors
Date:	June 7, 2021
Author(s)/Presenter(s):	Claude Brulé, President and CEO Keltie Jones, Dean, Pembroke Campus

1. RECOMMENDATION:

    THAT the Board of Governors approves the Algonquin College 2022-2025 Strategic Plan.

2. PURPOSE / EXECUTIVE SUMMARY:

    The Strategic Plan refresh process has culminated in the Strategic Plan for 2022-2025 at Appendix A, and is presented to the Board of Governors for approval.

3. BACKGROUND:

    The 50+5 Strategic Plan, covering the period 2017-2022, is coming to an end at a time of great uncertainty, ambiguity and complexity due to the impact that the COVID-19 pandemic is having on all sectors of the economy around the world, including the post-secondary sector. Additionally, a number of external factors including funding model, demographics, technology, and competition from private and other public educational entities, continue to challenge current structures and assumptions. Consequently, it was deemed prudent to aim for a shorter term planning horizon for the next Strategic Plan, hence a three-year refresh of the present plan that would build on a solid mission, vision and institutional values.

4. DISCUSSION:

    In the fall of 2020, the College engaged Deloitte to guide a strategic plan refresh. The planning process began in November 2020, followed by a kickoff session with the Board on December 14, 2020. The Board of Governors has been involved in the planning process from the outset, providing direction and input on various iterations of the priorities and outcomes.

    Given the constrained timeline, an approach was devised between Algonquin College and Deloitte that saw the strategic plan development unfold in four phases: an initial phase to kick-off the process, a phase to define the current state, a phase to define the future state and a final phase for finalization and promotion of the new strategic plan. The activities of

Agenda Item No: 5.1

the strategic development included interviews, focus groups, a survey, Board workshops, and validation sessions, all of which were conducted from January to May 2021 to gather input, generate strategic priorities and goals, and define the expected outcomes.

A Strategic Planning Advisory Team was formed at the start of the process. Its purpose was to help with facilitation of interviews and focus groups, review meeting notes and data from consultations, draft the 2022-2025 strategic plan, review the final design layout, and recommend the final draft to the College's Executive Team. The Strategic Planning Advisory Team membership is listed at page 21 of Appendix A.

The final plan document presents the process and the plan within the context of Becoming Again, and will help Algonquin College recover and thrive as the College emerge from the pandemic.

5. LINK TO STRATEGIC PLAN:

This new Strategic Plan will replace the current Strategic Plan effective April 1, 2022.

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

6. STUDENT IMPACT:

The implementation of the Strategic Plan will continue to have a significant positive impact for all students. Being learner-driven is one of the key strategic priorities for the strategic plan and this college-wide approach will serve as the primary factor to consider for all important institutional decisions.

7. FINANCIAL IMPACT:

The plan identifies financial sustainability as an important foundational theme in everything that the College does, thereby ensuring strong financial health of the College while ensuring that it is well-positioned to sustain delivery of its programs and services to its learners.

8. HUMAN RESOURCES IMPACT:

This Strategic Plan is built upon the premise that engaged employees, who are supported to be successful in their roles and their contributions valued, will have a positive impact on the learner experience. A focus on supporting and developing our people is one of the key strategic priorities of the 2022-2025 strategic plan.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

There is no government/regulatory/legal impact identified for the Algonquin College 2022-2025 Strategic Plan.

10. COMMUNICATIONS:

The Communications and Marketing teams are developing a full roll-out plan for the new Strategic Plan.

11. CONCLUSION:

The Algonquin College 2022-2025 Strategic Plan builds on the success of the predecessor 50+5 Strategic Plan, refreshing the strategic directions in order to allow the College to recover and thrive in a post-pandemic environment.

Respectfully submitted: Approved for submission:

_____   _____
Keltie Jones   Claude Brulé
Dean, Pembroke Campus   President and CEO

Appendices:

Appendix A: Algonquin College Strategic Plan 2022-2025

Algonquin College Strategic Plan

2022-2025

Becoming Again

We now turn our minds to the natural world, which renews itself every year as Winter turns to Spring, and it wakes up from the Big Sleep. As the snow melts, the world emerges. It looks familiar, but also different. Some trees and plants are gone, but some new ones are appearing. The wind and snow may have altered the landscape. Favourite places may be forever changed, new spaces may be waiting to become our favourites.

The world is also waking from a Big Sleep to find ourselves and the world around us changed – the way we work, the way we connect, the way we engage. We have the opportunity to choose new ways and let go of barriers from the past.

It is time to become again.

Message from Board Chair and President

As we near the end of our 50+5 Strategic Plan for 2017-2022, the world is emerging from an unprecedented period. Algonquin College finds itself in transition, along with other postsecondary institutions, as we consider the challenges and monumental shifts that have taken place. We decided it was time to pause and reflect on how the vision and values of our strategic plan should shape the direction we take over the next three years, as we recover from the undeniable impact of the pandemic and seize the opportunities that lie before us.

Since 2017, we have accomplished many of the goals set forth in our Strategic Plan. We elaborated on our commitment to our learners and our employees in our Learner-driven Strategy and our People Plan. We have also deepened our commitment to embracing Indigenous knowledge and practices and to understanding how they can inform and enhance what we do. You will find examples of these practices throughout this plan, and we are committing to ensuring that our work aligns with our refreshed strategic directions.

This plan is our roadmap for how we will recover and thrive as an institution, while helping our learners and the communities we serve recover and thrive in the new economy. Over the next three years, we will maintain our focus on being learner-driven and supporting our people, while nurturing innovation and quality in our programs, services and operations. We are committed to ensuring that all our initiatives are inspired by our deep-seated commitment to economic, environmental, and social sustainability while strengthening connections within the College and with our partners.

As we move forward, we are focusing our energy on a few key strategic initiatives that will ensure that we can continue to provide a best-in-class learning experience, while transforming hopes and dreams into lifelong success.

Jay McLaren
Chair, Board of Governors

Claude Brulé
President and Chief Executive Officer

Refreshing Our Strategic Directions

This strategic planning process is rooted in the 50+5 Strategic Plan, which set forth the College's mission, vision and values, and identified goals aligned with five strategic directions.

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   We have a sincere and compassionate interest in the well-being of the individual.

LEARNING   We believe in the pursuit of knowledge, personal growth and development.

INTEGRITY   We believe in trust, honesty and fairness in all relationships and transactions.

RESPECT   We value the dignity and uniqueness of the individual. We value the equity and diversity in our community.

At the beginning of the refresh process, the Board of Governors affirmed that the mission, vision, and values remain relevant for guiding the College over the next three years. Thus, the planning process focused on prioritizing and refining the five strategic directions and identifying relevant goals for the new plan.

The College engaged Deloitte to guide the planning process and identified an Advisory Team that would support the consultation and plan development while providing perspectives from across the College and externally.

50+5 STRATEGIC DIRECTIONS FOR 2017-2022

LEARNER-DRIVEN

The personal and professional success of our each and every one of our learners

PEOPLE

Being an exceptional place to work.

CONNECTED

Strengthening relationships with both alumni and employers, and their interactions with learners.

INNOVATION & QUALITY

Excellence in experiential learning, entrepreneurship, technology adoption, and continuous improvement.

SUSTAINABLE

Modeling and teaching socially, environmentally, and economically sustainable practices.
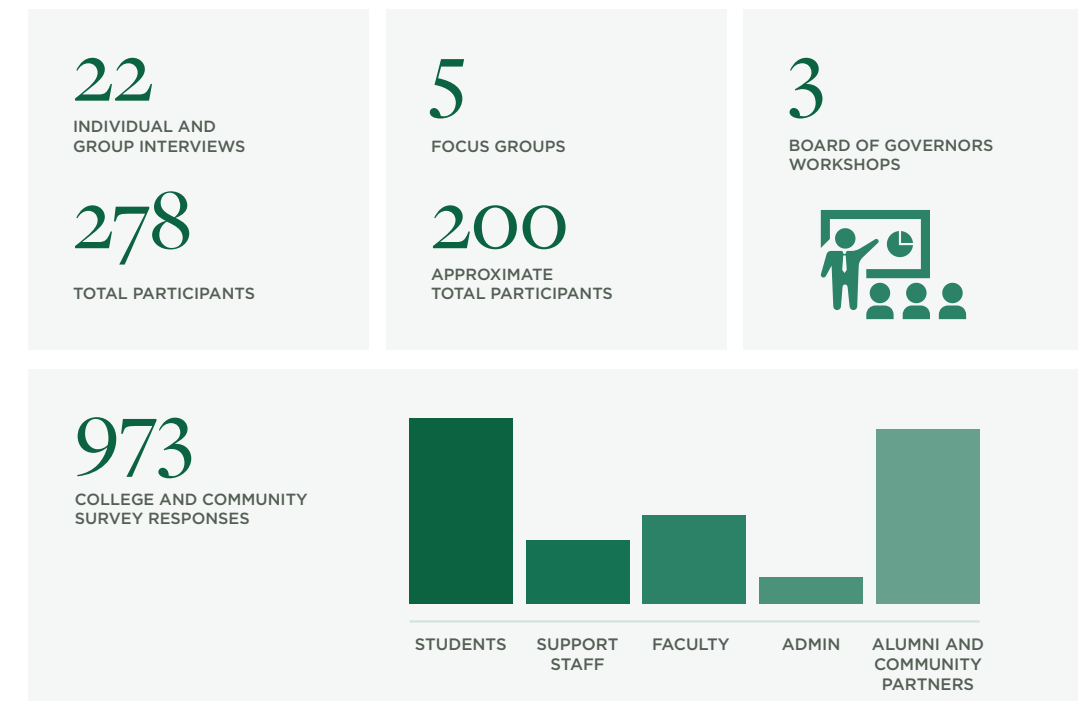
At Algonquin College, we begin many of our gatherings with the Haudenosaunee Thanksgiving Address, known in that community as "the words we say before we do anything important." We take time to honour all of the elements and creatures of the world we are part of and recognize the role we play in maintaining harmony and balance. In doing so, we bring our minds together as we embark on our work.

While the Thanksgiving Address comes from the Haudenosaunee people, the fundamental principles it conveys are common to many Indigenous cultures. It reminds us of the interconnection between all things, and that everything we do impacts the world around us, so we must be mindful about the actions we choose to take. This guidance is especially important as we emerge from the pandemic, making conscious decisions about how we will recover and thrive.

At Algonquin College, we recognize that we live and work on the traditional territory of the Algonquin people, and that we welcome learners from all across Turtle Island. We are committed to respecting that heritage and making Indigenous values part of how the College operates.

Throughout the planning journey, we incorporated Indigenous knowledge and storytelling to help ground and focus our work. We adopted the approach of Two-Eyed Seeing, a research method developed by Albert Marshall, a Mi'kmaq Elder, and researchers at Cape Breton University. With this approach, we examine the world around us with both Western and Indigenous perspectives. Just as when we see with two eyes at once, we discover more depth and detail by incorporating an Indigenous approach. According to Elder Marshall, the Indigenous perspective "is about life: what you do, what kind of responsibilities you have, how you should live while on Earth ... i.e., a guiding principle that covers all aspects of our lives: social, economic, environmental, etc. The advantage of Two-Eyed Seeing is that you are always fine tuning your mind into different places at once, you are always looking for another perspective and better way of doing things."
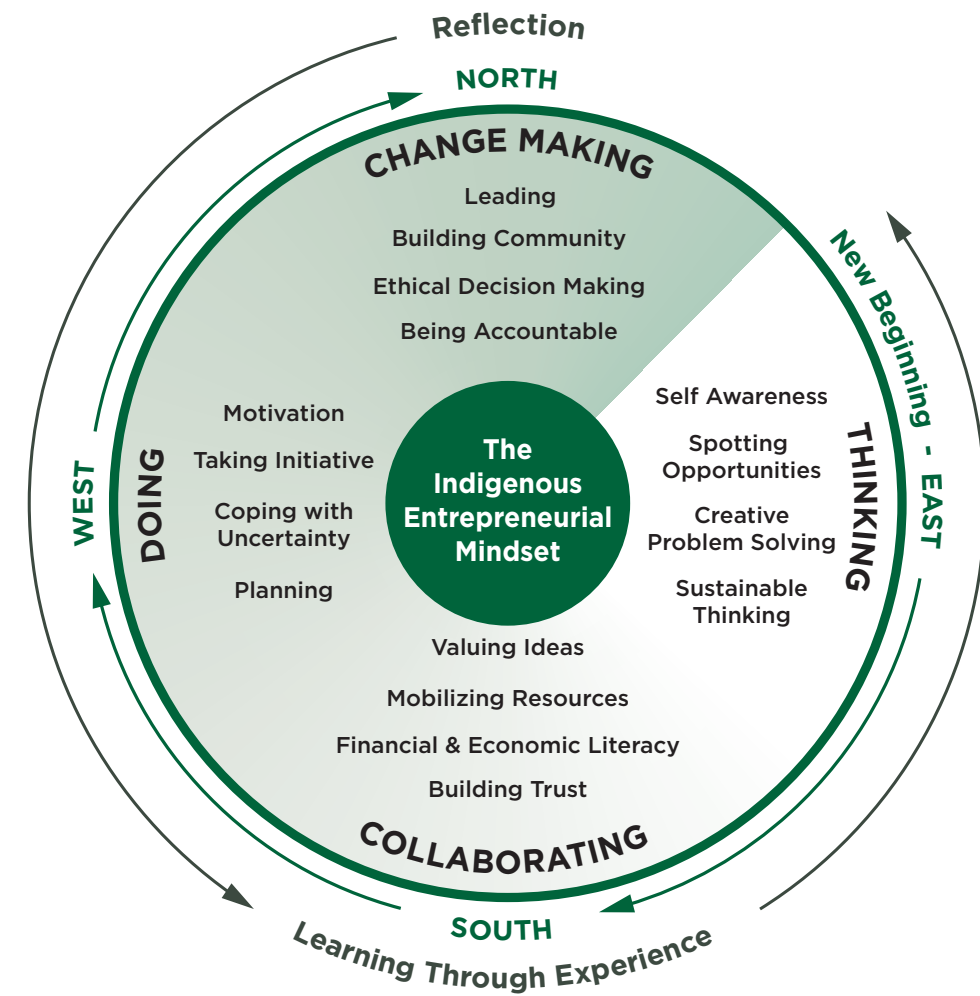
22 INDIVIDUAL AND GROUP INTERVIEWS	**5** FOCUS GROUPS	**3** BOARD OF GOVERNORS WORKSHOPS
278 TOTAL PARTICIPANTS	**200** APPROXIMATE TOTAL PARTICIPANTS	

973 COLLEGE AND COMMUNITY SURVEY RESPONSES

STUDENTS / SUPPORT STAFF / FACULTY / ADMIN / ALUMNI AND COMMUNITY PARTNERS

Read about Two-Eyed Seeing at: **http://www.integrativescience.ca/Principles/TwoEyedSeeing/**

We opened our strategic planning workshops and focus groups with Indigenous knowledge sharing, and we continually partnered the data we collected with storytelling. We are refreshing our Strategic Plan by looking at our accomplishments and goals with new perspectives.

The planning process included a variety of consultations and validation sessions from January through May, from one-on-one interviews to large group World Café sessions. We gathered data from existing sources and conducted a College-wide survey.

When the Students' Association was establishing a new brand identity for Algonquin athletics, they wanted to integrate Indigenous stories into the brand in a good way. The students selected the Wolves as the new brand identity and are creating a new brand narrative in consultation with Ron (Deganadus) McLester, Vice President for Truth, Reconciliation and Indigenization.

Reflection

NORTH

CHANGE MAKING

Leading
Building Community
Ethical Decision Making
Being Accountable

New Beginning - EAST

WEST

DOING

Motivation
Taking Initiative
Coping with Uncertainty
Planning

The Indigenous Entrepreneurial Mindset

Self Awareness
Spotting Opportunities
Creative Problem Solving
Sustainable Thinking

THINKING

Valuing Ideas
Mobilizing Resources
Financial & Economic Literacy
Building Trust

COLLABORATING

SOUTH

Learning Through Experience

In his work on Indigenous entrepreneurship, André O'Bonsawin, Director of Indigenous Initiatives, led a steering committee for the development of the Innovation and Entrepreneurship Mindset Competencies Framework in collaboration with Executive Sponsor Cristina Holguin-Pando, Director, Applied Research, Innovation and Entrepreneurship. The framework is based on the Anishinaabe Medicine Wheel teachings. It sets forth a sequence of thinking, collaborating, doing, and change-making that has informed and will continue to influence a number of Algonquin College initiatives, including the Learner-driven Strategy.
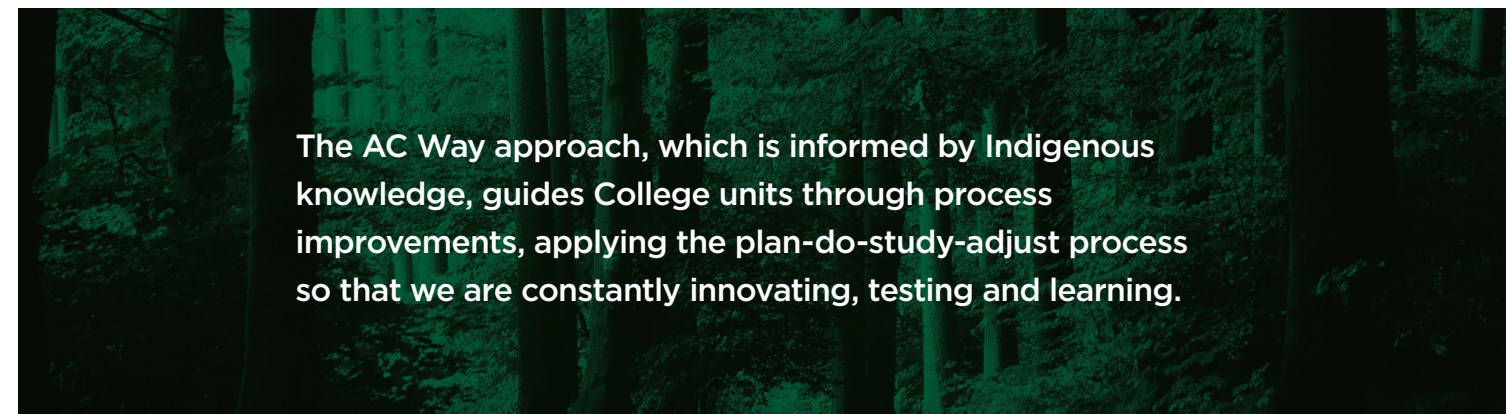
Who We Are

"The whole reason the College exists is for learners."

That statement may seem obvious, but it is one that was made repeatedly during the consultations.

Algonquin College is Ontario's largest community college outside the greater Toronto area, providing polytechnic-level education and training that serves learners and communities with a vast array of needs. In 2017, we recognized that Algonquin College's reputation as an education innovator and its deep commitment to quality uniquely positions us to respond to the changes occurring around us. The trends identified during the strategic planning process five years ago – changing demographics, learner expectations, the growing role of technology in the workplace and the urgent need for action on pressing environmental and social issues – inspired us to establish bold goals. We committed to deepen our learners' connections with industry through innovative approaches to work-integrated learning and to reach even higher on measures of quality, impact, and innovation within each school and service.

From 2017 to 2022, we accomplished many of the goals set out in the plan. We significantly increased our cooperative education programming and opportunities. We created a strong Advancement team that is building on our connections with alumni, donors, and industry. We adopted a Learner-driven Strategy that is committed to providing personalized, flexible learning experiences. We created a People Plan to help us empower and support our employees. We have embedded the AC Way approach to continuous improvement across the College, and we have made significant progress in our commitments to responding to the Truth and Reconciliation Commission's calls to action.

Areas of challenge include streamlining goals and ensuring that commitments are realistically matched with the resources available to achieve them, as well as overcoming the bureaucracy and silos that exist in any complex enterprise. Stakeholders and board members expressed a strong desire to focus on efficient service delivery and inter-departmental communication and cohesiveness. Our learners want more flexibility, and our people want to be empowered and engaged. Continued development of employee engagement, adaptable work options and work/life balance is understood to be critical for a stable, inclusive and positive work environment.

The AC Way approach, which is informed by Indigenous knowledge, guides College units through process improvements, applying the plan-do-study-adjust process so that we are constantly innovating, testing and learning.

Who We Are Becoming

Common to both stakeholder and Board consultations is a desire to serve the learner by offering high-quality education that is characterized by innovation, flexibility, inclusiveness, compassion, and connection to people and opportunities. By embracing Indigenization across the organization, Algonquin College enhances its core commitment to foster learner and social prosperity. Passion for teaching, for the College, and for fellow employees emerged as key motivations for developing a Strategic Plan that keeps the mission, vision and values of the College at the forefront.

The importance of meeting the needs of mature, career-focused learners, especially our own alumni, is greater than ever. Labour-market disruptions have heightened the demand for flexible, individualized learning plans that help people and their employers adapt to the new reality and transition quickly and easily to new careers or new lines of business.

The expectations of these emerging groups of learners are different than those of the traditional, direct-from-high-school, domestic student of past decades, and Algonquin College must maintain its commitment to innovation in order to respond. If there is something that the pandemic has taught us, it is that we can respond to changing needs and expectations quickly, nimbly and creatively, while maintaining the core commitment to quality and individual students' needs. It was not always ideal, but we have learned so much and done so much – there is no going back. We are, indeed, becoming again.

Business needs have changed as well. The disruption caused by the pandemic has had devastating impacts on some Eastern Ontario industries, opened unforeseen opportunities for others, and accelerated the changes that technology is bringing to the workplace. Whether employers are reinventing themselves to ensure survival, shifting to move into new markets, or implementing new technology, the partnerships they have had with Algonquin College are more important than ever. Programs must adapt and learners need the experiential learning opportunities that connect them to employer needs from Day One.

As we move forward, the unwavering resourcefulness, creativity and resilience of our people will drive our success as we focus on the key initiatives that constitute Algonquin College's unique contributions to the postsecondary landscape in Eastern Ontario, across the province and throughout Canada.

Project In-Kind: Campus Edition is an AC Hub initiative to promote volunteerism that supports global sustainability. The team is planning a conference on volunteerism and has committed to engaging Indigenous facilitators for all the sessions to ensure that Indigenous perspectives are integrated throughout the event.

Our Focus for 2022-2025

Throughout our consultations, we asked the College community to identify the areas we needed to focus on during the coming years so that we could recover and thrive. Consistently, two strategic directions rose to the top: Learner-driven and People.

Learner-driven

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

We recognize that the College exists to serve the learner – anyone who is preparing to learn or is currently learning at the College. We will ensure that the needs of the learner are embedded into every decision at the College, and priorities are determined with the learners in mind. As a learner-driven organization, we will capture the learner's voice and act on it at every opportunity. All systems at the College should be optimized to increase value and efficiency for the learner. We want our learners to return to us throughout their lives to continue their educational journeys and truly become life-long learners.

In the 50+5 Strategic Plan, we made commitments to becoming a leader in flexible personalized learning and in co-operative education and experiential learning. We have made great strides in providing students with co-operative education opportunities and integrating experiential learning into our programs. In 2019, the Board of Governors adopted the Learner-driven Strategy, which reinforced our commitment to providing flexibility as we deliver outstanding personalized experiential learning. For the next three years, we believe that we need to focus our energy on personalized learning and flexibility for learners. We will ensure that our new Student Information System project will create a platform for the personalization our students are seeking. We will also examine the innovations we have adopted during the pandemic to identify best practices for program and service delivery moving forward.

To be a sustainable College in a competitive environment, we need to meet the learners where they are. Quality and continuous improvement should be the focus for all interactions with learners. Moving to the "new normal," we must continue to improve on the approaches that are working and remove the ones that are not. It is essential during the life of this plan to become again – simply reverting to all our past practices is not an option.

Learner-driven

People

People

While the College exists to serve the learner, we cannot exist without our people. All the employees of the College, full-time and part-time, play a critical role in delivering upon our promise to learners. Our people drive the learner experience. We need to ensure our people reflect our communities and industries. Further, we need to empower them to achieve the goals of this plan, inspired by our shared commitment to creating a flexible, equitable, inclusive and welcoming environment to support learner success. As a learning institution, we need to equip our people to create an outstanding learning experience for all, by providing them with opportunities to continually learn and grow professionally. We are becoming again as an institution and as individuals.

In the 50+5 Strategic Plan, we set a goal of being recognized by our employees and the community as an exceptional place to work. We adopted a People Plan and an Equity, Diversity and Inclusion Blueprint that have guided our efforts to improve and support our team. Since 2013, Algonquin College has been named annually as one of the National Capital region's top employers. Our employees report that they are passionate about the work they do but recognize a need for work/life balance, work schedule flexibility, and the professional development support that will equip them to meet the challenges that lie ahead. They have also emphasized the importance of moving forward with the equity, diversity and inclusion work that we have begun. Therefore, we will focus our energies during the next three years on empowering our people to support our learner-driven goals and creating an inclusive and supportive work environment.

Over the next three years, we will look for opportunities to innovate and incorporate lessons learned about the ways we connect with each other and our approaches to work. Open and transparent communication will facilitate a culture of learning, idea exchange, innovation and quality. Throughout our programs, processes, and interactions with each other, we renew our commitment to embedding continuous improvement through the AC Way, Indigenous Ways of Knowing, and sustainability practices as we focus on recovering and thriving.

Foundational Themes

While Learner-driven and People were identified as our areas of focus, there was recognition that the other directions identified in the 50+5 plan were critical foundational themes. The message was clear that while our goals should focus on our learners and people, we needed to ensure that we are innovative and quality-focused, we remain connected – to each other and our broader community – and that all our efforts support economic, social and environmental sustainability.

We also found consistent support for embracing additional foundational themes: Indigenization, agility and flexibility, and focus. We need to continue to integrate Indigenous practices throughout our work. Rather than having a single goal related to Truth and Reconciliation or Indigeneity, we must be committed to adapting our processes and practices to honour and reflect Indigenous ways of knowing. We need to extend the Two-Eyed Seeing approach into all that we do.

Additionally, as we work to recover and thrive, we will need to be agile and flexible, while focusing our efforts on our highest priorities. Therefore, the goals for this plan are built around the strategic directions of Learner-driven and People, with the expectation that the foundational themes will inform and be integrated in all that we do.
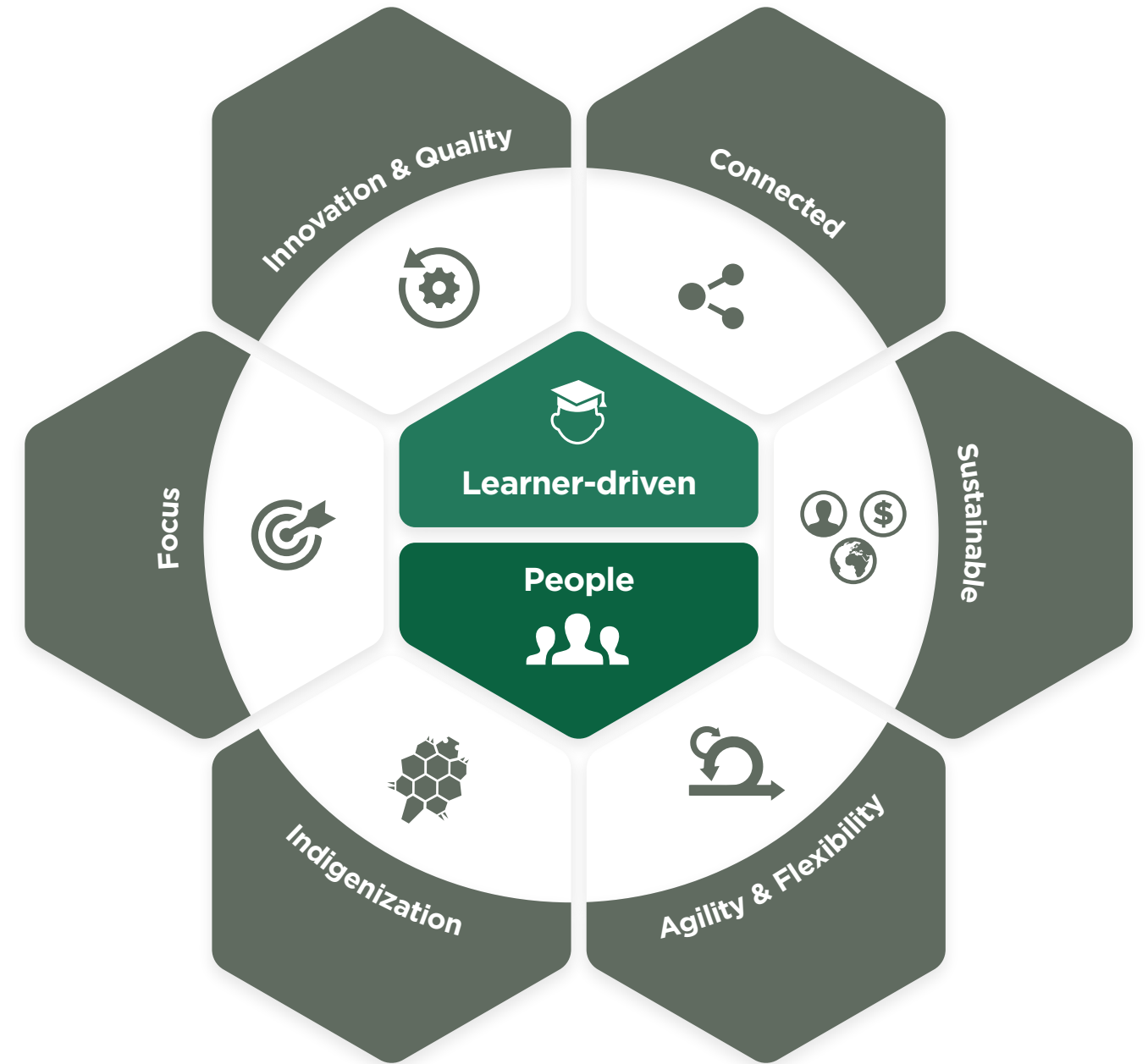
Goals

01.

PROVIDE FLEXIBLE, PERSONALIZED, AND LIFELONG LEARNER EXPERIENCES.

Desired outcomes:

- College-wide systems ensure that we are able to follow through on our promise of flexibility.

- A variety of academic and support services delivery modalities to meet the diverse needs of learners.

- A strategy for serving part-time learners that responds to their needs and educational goals.

- Innovative, high-quality, hands-on, applied learning that is aligned to industry needs.

- Learner experiences and pathways support enrolments that achieve financial sustainability.

02.

EMPOWER OUR PEOPLE TO FOSTER A HIGH-QUALITY, INNOVATIVE, LEARNER-DRIVEN CULTURE.

Desired outcomes:

- A culture of collaboration, continuous learning and improvement that promotes excellence in teaching and learning, and learner support.

- People have the necessary tools, systems, facilities, and support to create and deliver high-quality learner experiences.

- People have career and professional development opportunities to enhance their work and support their life-long learning.

- People have clear authority, roles, and responsibilities, enabling efficient decision-making.

03.

CREATE AN EQUITABLE, DIVERSE, AND INCLUSIVE WORK ENVIRONMENT.

Desired outcomes:

- Equity, diversity, and inclusion principles are embedded into our College culture and reflected in practices, processes, services, and programs.

- Our team reflects the diversity of the population and the communities we serve and facilitates an equitable and inclusive work environment for all.

- Indigenous ways of knowing are integrated into College practices.

- Flexible, adaptive work arrangements that meet the needs of the College and our people.

Measures of Success

- Full-time and part-time enrolment and retention

- Course delivery options

- Learner satisfaction

- Program and process quality reviews and implementation plans

- Graduation rate

- Employment rate

- Employee engagement

- Employee retention

- Financial sustainability

- Professional and career development opportunities

- Employee and learner net promoter scores

- Community and industry partnerships

What's Next?

This plan sets forth our high-level goals, the directions we need to travel in as we become again. However, it is just the beginning. The Executive Team will develop a multi-year Business Plan that sets out the initiatives and leveraged actions that will allow us to make progress on our Strategic Goals. Each unit within the College will make their own commitments to achieving these goals, which will be detailed in unit-level, multi-year business plans. We will also engage with our community – industry, government, alumni, donors and others – to identify how they can be partners in transforming the hopes and dreams of our learners, to ensure that we all recover and thrive together.

Every member of the College community has an invaluable role to play in supporting our commitments to our learners and our people, in helping us to become again.

Advisory Team Members:

Chair and College Project Lead:
Keltie Jones, Dean, Pembroke Campus

Faculty:
Lynn Cummings, Professor, Curriculum Consultant, Academic Development
Jill Reeves, Professor, Coordinator, Academic Advisor, Police Foundations
Abhay Sharma, Professor, Design Studies

Support staff:
Wadhah Almonaifi, Program Support Officer, AC Online
Cathy Ross, Administrative Assistant to the Chief Digital Officer and Information Technology Services
Jason Timms, Assistive Technologist, Centre for Accessible Learning

Administration:
Jordan Wong, Business Improvement Coach, AC Way

Student:
Geraldine Esparza, Director, Students' Association

External:
Christine Trauttmansdorff

Project Support:
Jessica Traynor, Executive Assistant, Advancement

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Agenda Item No: 5.2

Report title:	Transforming Indigenization Initiatives Update
Report to:	Board of Governors
Date:	June 7, 2021
Author(s)/Presenter(s):	Ron McLester, Vice President, Truth, Reconciliation & Indigenization

1. RECOMMENDATION:

   THAT the Board of Governors accepts this update for information.

2. PURPOSE / EXECUTIVE SUMMARY:

   The purpose of this report is to provide the Board of Governors with a progress update based on the work undertaken since the December 7, 2020, Board of Governors meeting.

   This report will include: research and development of Indigenous leadership activities, research on enhanced Indigenous student support services, Indigenous entrepreneurship, a variety of partnerships and the progress of efforts focused on Indigenization with support of the Office of the AC Way. It also includes a summary of efforts to advance work plans and contracts with external partners and communities on the COVID-19 Rapid Response project, and on YouthBuild international.

3. BACKGROUND:

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

   Additionally, the Office of Truth, Reconciliation and Indigenization continued to work with this research and recommendations to further embed Indigenous Ways of Knowing into the organizational culture of Algonquin College, and continued to embed Indigenous Knowledge

into the AC Way (Algonquin College's adaption of Lean methodology) and explore new options for revenue generation.

In the December 7, 2020, Board of Governor's report, there was a renewed commitment between the Office of the AC Way and the Office of Truth, Reconciliation and Indigenization. Over the past six months, this partnership has taken root and has become an example of a true mutually beneficial relationship, reflective of the Two Row Wampum. This partnership, which has positively impacted team meetings and the Indigenous Knowledge book club, will be irreplaceable as co-design, co-creation and co-implementation of Jidwá:doh gets underway.

4. DISCUSSION:

The current momentum coupled with this evidenced-based empirical research results in an ability to forecast future steps in order to identify targets for Indigenization. Since the last report on December 7, 2020, several very successful Burnt Water activities and Indigenous Initiatives have taken place:

- Keeping the Fire
- Indigenous Knowledge Book Club
- Indigenous YouthBuild Canada
- Indigenous YouthBuild Canada - Expansion Project
- COVID-19 Rapid Response Program
- Indigenous Entrepreneurship
- Building Relationships: Understanding Reconciliation
- The Student Leadership Pack
- DARE6
- Jidwá:doh – Let's Become Again

Keeping the Fire

The Office of Truth, Reconciliation, and Indigenization in partnership with the Indigenous Peoples' Education Circle launched a four-part Indigenous Knowledge-sharing and storytelling initiative, *Lighting the Fire*, that connected Indigenous and non-Indigenous students and leaders from across Ontario. Since then, the series has evolved from Lighting the Fire to Keeping the Fire. Three additional colleges have committed to continue to host this initiative throughout 2021-22.

Indigenous Knowledge Book Club

Over the summer and fall months of 2020, the Office of Truth, Reconciliation, and Indigenization began hosting an Indigenous Knowledge book club. The main goal of this program was to locate early adopters and Indigenous Initiative supporters regardless of positional placement within the organization. In order to prepare for the next big target via Indigenization through 'Jidwá:doh – Let's Become Again', the work was influenced by the book "And Grandma Said" to establish a baseline understanding of some key Indigenous Knowledge concepts. These concepts include, but are not limited to the Creation Story, the Great Law, the Clan System and the Thanksgiving Address.

While "And Grandma Said" will always remain a cornerstone of the research, three new book titles have been added to the reading list. These titles include:

- Becoming a Human Being by Leon Shenandoah
- Thinking in Indian by John Mohawk
- The Metaphysics of Modern Existence by Vine Deloria

Indigenous YouthBuild Canada

The first round of funding for a demonstration project has concluded and was deemed a huge success. The final report has been drafted and submitted to the Employment and Social Development Canada (ESDC) and it was very well received. 81 youth participated in programs offered in four communities. Over 90% of the participants have gone on to continue training or to employment. The office of Truth, Reconciliation & Indigenization also provided over 400 intake assessments that helped Indigenous youth determine their pathways to education and future employment as well as life skills development. The program was delayed several months due to COVID-19 and despite this, the project saw incredible results.

Indigenous YouthBuild Canada - Expansion Project

The Office of Truth, Reconciliation and Indigenization recently submitted their second quarter (January-March) report on this three-year program. Five new construction projects have started including three First Nations in south-central British Columbia. Good work being done along with in strong partnership with Thompson Rivers University.

Community Elders and traditional knowledge carriers continue to play a significant role in each community. They help to ensure that the teaching and learning approach is culturally relevant and appropriate. Additionally, these community resources help to 'Indigenize' this work and they are very supportive of the youth. An Elder from Treaty 2 Territory (Dauphin Manitoba) recently provided traditional Indigenous teachings to participants, on "what it is

to be a human being." In all participating communities, the office of Truth, Reconciliation and Indigenization is seeing stronger relationships develop with Elders and youth in the program.

COVID Rapid Response Program

The COVID-19 Rapid Response Program is another ESDC funded initiative that is performing strongly. Due to the COVID-19 pandemic, the program has been extended from March 31, 2021, to June 30, 2021.

Over 300 youth have been involved in programs provided by 14 partners in eight provinces and one territory. All but four partners are new and all the youth are outside the scope of the YouthBuild efforts.

Projects have included youth in the junior carpentry program on the Rapid Lake First Nation working with experienced carpenters renovating the health center. Others have been trained and hired to act as gate security to maintain the health integrity of the community. Three "at risk" youth are being mentored by an Elder in the art of moose hide preparation, while other youths are assisting Elders with training in new technology in a bit of reverse knowledge sharing.

Indigenous Entrepreneurship

Ottawa Tourism, in collaboration with the Office of Truth, Reconciliation and Indigenization at Algonquin College, developed a training program to support Indigenous tourism entrepreneurs in the Ottawa region funded by the Government of Canada. The *Indigenous Tourism Entrepreneurship Training* was a free 10-week online program developed by the College's Director of Indigenous Initiatives, external Indigenous entrepreneurs and community subject matter experts. The training was designed to equip future local Indigenous tourism businesses and entrepreneurs with foundational business skills, start-up development tools and sector resources needed to succeed. The training allowed participants to learn business fundamentals to explore their tourism concepts and business ideas in an Indigenized learning environment.

The program received over 30 applications of which 22 candidates were selected with their Indigenous tourism ideas. After 10 weeks of training plus two weeks of Pitch preparations, the learners received a certificate of completion and were ready to launch or further develop their tourism business ideas. Three new business owners are now working with Ottawa Tourism to open their businesses in the ByWard Market.

Due to the great success of this training, the training will be offered for a second session this fiscal year.

Building Relationships: Understanding Reconciliation

The Office of Truth, Reconciliation and Indigenization's eCampusOntario proposal for Virtual Learning Strategy was approved to create new online courses comprised of modules that engage Indigenous and non-Indigenous learners in building strong relationships with a better understanding of reconciliation. Every day more and more non-Indigenous learners are requesting courses, micro-credentials, or resources where they can learn about Indigenous History, Culture, Truth and Reconciliation.

This project will create a set of four flexible modules that can be used and repurposed in various ways to allow as many learners as possible opportunities to advance their knowledge related to the First Peoples of Canada. The modules will be designed in a way that they can offered as a stand-alone course, added to existing courses or programs, delivered separately or together as a micro-credential, or separated into individual components to supplement existing courses. The modules will focus on Indigenization and Reconciliation with content authenticated by Elders and Knowledge Keepers.

The Student Leadership Pack

Indigenous students have identified a gap to share their culture with the College community. The Office of Truth, Reconciliation and Indigenization in collaboration with the Algonquin Students' Association is fulfilling their needs by developing an Indigenous student leadership program - *The Student Leadership Pack*. The program will provide opportunities for Indigenous learners to share and celebrate Indigenous culture with their peers and College employees. *The Student Leadership Pack* will help students with leadership skills development, confidence and sense of belonging at Algonquin College. The College is answering to the Truth and Reconciliation Commission's Calls to Action in developing an Indigenous Leadership program that will create an environment for Indigenous students to focuses on their culture that will benefit all students and employees on campus.

Advancement and Truth of Reconciliation and Indigenization have secured a multi-year external sponsor to help develop and grow the Student Leadership Pack. Details of the report are provided in Appendix A.

DARE6

While the pandemic has slowed progress in securing new DARE6 partners, research and prospecting continue. Conversations are taking place with a select number of potential new members that represent a cross-section of the corporate sector on a national scale. These are primarily companies with Industrial Technology Benefits commitments as well as those in procurement with the Federal Government that require compliance with Indigenous Business Plans.

The office of Truth, Reconciliation & Indigenization is very engaged in the fulfillment of the DARE6 agreement with PCL Constructors, a current partner, and helped them develop their Indigenous Business Plan in response to a request for assistance. On May 26th, 2021, Vice President McLester will be hosting a virtual fireside chat with PCL's new district Vice President discussing their commitments and introducing a series of quarterly events designed to share Indigenous Knowledge with their 360 local employees. This will be aired on June 21st, 2021, in recognition of National Indigenous History Month. Details of the case support targeting resource generation are provided in Appendix B.

Jidwá:doh – Let's Become Again

Jidwá:doh or Becoming Again is the next big initiative that is being co-led by the Office of Truth, Reconciliation and Indigenization and the AC Way Office. The idea of Becoming Again has permeated the thinking and has grown strong roots within key stakeholder groups. It can be easily identified in the new strategic plan, business plans and continues to increasingly influence the College' way of conduct. The first major milestone of phase one of the Jidwá:doh work plan was presented for feedback from the Algonquin College Executive Team. The next steps include the creation of an action plan and a formal launch of the advisory circle comprised of the early adopters from the Algonquin College Leadership Team.

This work represents the largest investment to date in Indigenization and allows for the inclusion of Indigenous governance concepts reflective of the Two Row Wampum, the Creation Story, the Thanksgiving Address, the Three Sisters, the Seven Grandfathers, the formation of the Great Law, with inspirations of the Clans systems to guide the initial operationalization of this Indigenization framework.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2017-2022				
LEARNER DRIVEN **Goal One** **Establish Algonquin as the leader in personalized learning across all Ontario colleges.**	☐	**CONNECTED** **Goal Four** **Become an integral partner to our alumni and employers.**		☐
QUALITY AND INNOVATION **Goal Two** **Lead the college system in co-op and experiential learning.**	☐	**SUSTAINABLE** **Goal Five** **Enhance Algonquin's global impact and community social responsibility.**		☒
Goal Three	☐	**PEOPLE** **Goal Six**		☐

Attain national standing in quality, impact and innovation within each school and service.	Be recognized by our employees and the community as an exceptional place to work.	

6. STUDENT IMPACT:

The college has begun to understand that Indigenous Knowledge represents unrealized opportunities within every executive division; opportunities that will be realized as the Jidwá:doh advisory group is convened, and the initial work plan created and endorsed by relevant stakeholders. The College will continue to embed Indigenous ways of knowing deeper into the organization, thereby impacting learners in the following ways:

a) Exposing learners to the 94 recommendations of the Truth and Reconciliation Commission's Calls to Action, and in particular to those related to education.
b) Students will benefit from additional investments in Indigenous Knowledge transmission and acquisition through renovations and adaptations to learning spaces, as well as investment in Indigenous pedagogy.
c) Research, environmental scanning, literature reviews and key stakeholder interviews have generated data that will be instrumental in the creation of leadership development opportunities for students, staff and faculty in an unprecedented way at Algonquin College.
d) Having successfully begun reducing the duplication of specialized Indigenous student service oversight, the capacity generated has allowed the Office of Truth, Reconciliation and Indigenization to support the transmission of traditional Indigenous Knowledge throughout the college community and support post-secondary aspirations for Indigenous learners throughout the entire country from coast to coast to coast.

7. FINANCIAL IMPACT:

Due to the existing and additional external contracts and the focus on growing internal Indigenous initiatives, the plan to leverage the resources will be generated to enhance Indigenous activities by expanding the Truth, Reconciliation and Indigenization team with a greatly reduced need to draw on college resources. Over the last 30 months, Burnt Water has successfully secured considerable resources and projects that now have national exposure to Indigenous communities, thought leaders and prospective clients. These contracts have been key to reducing salary costs incurred by the college because they are, in part, able to be supported by the external resources generated.

8. HUMAN RESOURCES IMPACT:

The Mamidosewin Centre and staff have been in their new location for a short time, but this has added considerable capacity for the Office of Truth, Reconciliation, and Indigenization as

evidenced above. The capacity that is being generated by this realignment is being redeployed as an investment into Burnt Water, Indigenous Initiatives and Indigenization activities on campus and virtually.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

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

10. COMMUNICATIONS:

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

11. CONCLUSION:

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

Respectfully submitted: Approved for submission:

_____   _____
Ron McLester   Claude Brulé
Vice President, Truth, Reconciliation and   President and CEO
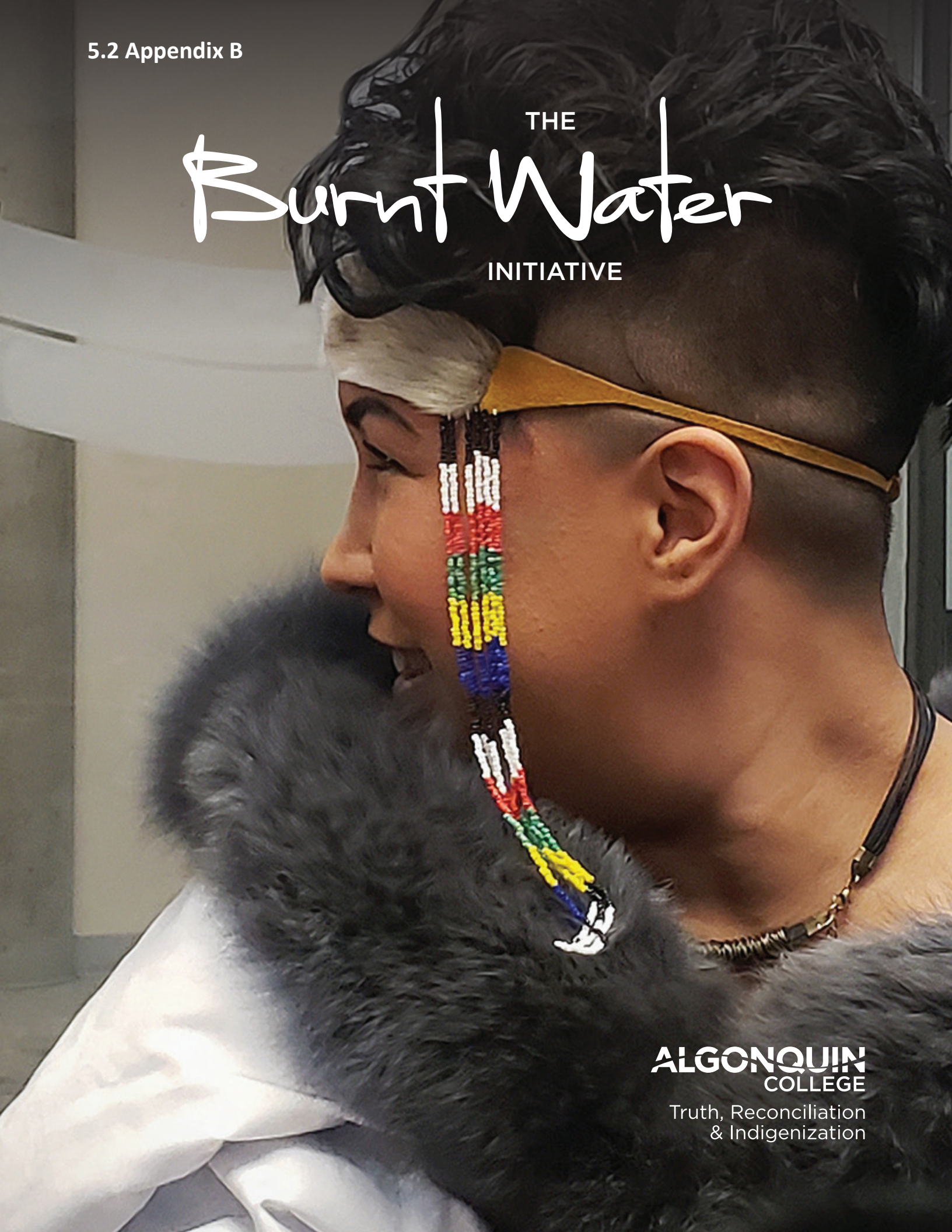Indigenization

Appendices:

Appendix A: Algonquin College Indigenous Student Needs Assessment
Appendix B: Burnt Water Case for Support March 2021

THE
Burnt Water
INITIATIVE

ALGONQUIN COLLEGE

*Truth, Reconciliation
& Indigenization*

THE Burnt Water INITIATIVE

The Burnt Water Initiative is a bold, dynamic, energetic and hopeful movement committed to understanding the lessons of the past to build a stronger Canada for the future. It strives to be fluid like the water it represents and the Rideau Canal that it intersects. In the Nation's capital region, the home to the Assembly of First Nations and thousands of national associations, the Burnt Water Initiative has ambitions to be a beacon of light in the stormy landscape we find ourselves navigating. We have begun to *Light the Fire* with measured success and now strive to Keep the Fire with a Good Mind for all those who want to gather around it, and tell stories about our collective and individual journeys.

We seek courageous leaders to join and gather around the Fire. CIBC is among those bold leaders. Grounded in your vision, mission and values, we invite CIBC to be a defining and founding supporter of the Burnt Water Initiative and Algonquin College's goal and vision to be a national and global leader, recognized for a dynamic approach to advancing the calls to action of the Truth and Reconciliation Commission.

Over the next three and half years, Algonquin College will build on its investment to transform Indigenous initiatives and stake out a leadership role in advancing the Indigenous Education Protocol in partnership with CICan (Colleges & Institutes Canada), in collaboration with IPEC (Indigenous Peoples' Education Circle, Colleges Ontario), staff, students and alumni of Algonquin, industry and community leaders and Indigenous partners.

The College has invested heavily in the foundational research, stakeholder engagement, campus transformation and pilot initiatives. Algonquin and CIBC share the commitment to **listen** and a desire to **exceed expectations.** It is essential that we listen and understand how to engage in this transformative work with a diverse national mosaic of communities.

The CIBC values of **trust, teamwork and accountability** resonate and are aligned with the Burnt Water Initiative. We cannot erase or change the legacy of the past. However, we can work in teams, building trust to reconcile the past and move forward, building a better Canada for today and the future based on the lessons we have learned along the way. Finally, we also **believe in the talent** of our teams. This teamwork and engagement between CIBC and Algonquin College will leverage this commonality to fuel the Fire so that branches and campuses across Canada see this beacon of hope, reconciliation and the bright future; anchored with long-standing and trusted organizations.

The Office of Truth, Reconciliation and Indigenization will soon finalize a journey map to lead the College and its partners to its destination: **The Burnt Water Initiative: A Nation-to-nation Centre for Truth and Reconciliation**.

The journey will be an exciting one and will be shaped by the leaders who seized the opportunity and understood the impact this national healing exercise can have on our collective experience and future prosperity.

Truth and Reconciliation

Truth and reconciliation is rooted in great movements led by Gandhi and Mandela, among others, to address the inequities created by colonialism as India and South Africa were rising out of a colonial past and into a new era of independence. It was by acknowledging the hard and uncomfortable truth of the past that these nations were able to chart a difficult path to reconciliation.

Applying this to the Canadian context, we far too often jump to the act of reconciliation and spend too little time addressing and understanding the truth. In the educational context, the truth is that the government's policies to assimilate the "savage Indian" had a devastating impact on the family unit, language, social identity, governance structures and overall existence.

The initial agreements reached between the Crown and First Nations were not respected and continue to be at the centre of disputes and challenges, creating tension.

The Truth and Reconciliation Commission delivered a set of Calls to Action. The practical approach adopted by the commission provides a tangible opportunity. It is up to the leaders of education, community and industry to embrace them.

CIBC has the opportunity to help establish the reputation of the Burnt Water Initiative as the go-to solution builder and collaborator for implementing dynamic change initiatives that help build the individual and community and foster prosperity.

The following is a brief overview of some of the opportunities that CIBC can be instrumental in supporting and shaping over the next three years.

Centre for Nation-to-Nation Truth and Reconciliation

Algonquin College's Office of Truth, Reconciliation and Indigenization is ready to implement and establish the Burnt Water Initiative as a Centre for Nation-to-Nation Truth and Reconciliation. This bold concept has high-profile leaders on board and ready to re-engage both from Indigenous communities and Canadian leaders.

This critical phase of development leading up to the next fiscal will be foundational steps towards advancing the establishment of the Centre. It includes establishing the final model, governance structure, mandate and journey map.

Curriculum Development of Training Modules & Content

$80,000 x 3 years x 5 modules ($1.2 M)

The use of authentic, validated Indigenous knowledge in a good way with a good mind is essential to reconciliation. This work requires detailed and meticulous work to be carried out by researchers, Elders, Knowledge Keepers and the next generation stepping up into the vital role of knowledge carriers and storytellers. This work is needed to help organizations, associations, communities, and individuals to access materials and customize them based on the community's unique needs. Burnt Water is looking for a partner to help advance this impactful work.

The work needed is extensive and will support the strategic investment by establishing a roadmap that accounts for lessons learned and leverages the incredible momentum and energy that the Office of Truth, Reconciliation and Indigenization has unleashed. It is at a critical moment. The Office has advanced Indigenous Initiatives to new heights.

We look forward to welcoming new partners to enable, invest and engage in this powerful national initiative.

EMPOWERED LEADERSHIP

Burnt Water Initiatives Indigenous Leadership Academy

There is an immediate opportunity to leverage a gift to secure Ontario funding through the Targeted Investment Fund for Indigenous Education in Ontario. $150,000K a year for 3 years for a total of $450,000K.

For far too long Indigenous ways of knowing, being and thinking were excluded from the Academy. The development of the central leadership academy will be the Centre's signature – engaging Elders in Residence and connecting them with Indigenous educational and other leaders to support the transmission of knowledge and traditions. This intergenerational approach will welcome all those who wish to gather around the fire to engage in storytelling, land-based learning, and 7 generation teachings respecting our Elders and seedlings' perspectives and all those who have gone before us.

On the Edge of the Woods

The Burnt Water Initiative's first external project was the *Lighting the Fire* 4-part series. The effort has been a guiding light, glowing through the woods and leading back to Algonquin College's outdoor Indigenous gathering structure. More than 700 participants gathered around a virtual fire for sessions, ending with an influential panel of women in post-secondary leadership roles setting a dynamic picture for the future.

Lighting the Fire Book Club

Inspired by the success of the Lighting the Fire pilot series, Algonquin launched a book club for staff to read a critical book called *And Grandma Said…* by Tom Porter. This document details some of the foundation Indigenous teachings, ways of life, and clan structure the foundational Indigenous knowledge that guided communities for thousands of years.

The book club's success has shown that there is a desire by Canadians to learn more about the true history of the Indigenous Peoples of Canada. The protocol club will be expanded on a national level. It can serve as foundational knowledge that informs our collective experience as we advance and rectify the misinformation taught in the school system. Two grandparents and retired college leaders from Kingston and Burlington have led this important project as Allies and the Burnt Water Initiative's supporters.

Keeping the Fire Library and Speakers Circle

Central to Algonquin's $5.4 million dollar investment into four unique areas that embed, profile, and celebrate Indigenous culture and identity investment is the DARE (Discovery, Applied Research, and Entrepreneurship) District . An important feature is **Kejeyàdizidjigwogamig**, or **Knowledge Keeper's Place**. We are looking for partners to engage and bring this element of the vision to life. Elders in Residence, and Indigenous Knowledge Keepers and Guardians, will be invited to share knowledge and storytelling virtually and in-person when it is safe to do so. The intimate setting is perfect for the deep and meaningful work that storytelling can unleash.

Burnt Water:Indigenous Knowledge

Discovery, Research, Communication & Transmission

$100,000 per year is required to engage Indigenous Knowledge Keepers or contribute to the Indigenous Discovery Fund to keep the fire.

To capture Indigenous knowledge, interpreting for today's context and distilling it for today's audience is essential, time-consuming, and requires love and attention to ensure that it remains authentic. Engaging storytellers, scholars, writers, artists and Knowledge Keepers will be central to the Burnt Water Initiative. Using this information to build awareness and the reputation of the Centre for Nation-to-Nation Truth and Reconciliation and the vital task of knowledge transmission will require a team effort and financial support.

Report title:	Salesforce Lightning Upgrade – Investment Case
Report to:	Board of Governors
Date:	June 7, 2021
Author/Presenter:	Duane McNair, Vice President, Finance and Administration Lois Pollock, Executive Technical Lead – R3 Project Yen Do, Acting Chief Digital Officer

1. RECOMMENDATION:

   THAT the Board of Governors approve the expenditure of up to $5.5 million over the fiscal years 2021-22 to 2023-24, to upgrade the College's Salesforce Customer Relationship Management system from the "Classic" version to the current "Lightning" version with 50% of the funds drawn from College reserves and 50% from in-year Strategic Investment Priorities budgets.

2. PURPOSE / EXECUTIVE SUMMARY:

   The purpose of this Investment Case is to seek endorsement from the Algonquin College Board of Governors to proceed with the Salesforce Lightning Upgrade. This project will upgrade all of the College's Salesforce Classic applications to the Salesforce Lightning version, aligning our environment to deliver on the College's strategic goal of Personalized Learning. This multi-year project is estimated to cost up to $5.5 million.

3. BACKGROUND:

   Algonquin College first implemented the Salesforce Classic Customer Relationship Management application twelve years ago. Since that time, this application has been rolled out to automate and support College processes across many departments including, but not limited to, Academic Services, International Education Centre and the Registrar's Office.

4. DISCUSSION:

   Details of the investment case are provided in Appendix A: Salesforce Lightning Upgrade – Investment Case that provides the rationale for this critical investment in upgrading the College's Customer Relationship Management application.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

The project will enhance student experience as the Lightning version is built for the social media and mobile era. Salesforce for Higher Education enables the College to have a 360-degree view throughout the student lifecycle, place students at the center, and achieve breakthrough performance across the student lifecycle. The College will be able to leverage the new features within Salesforce Lightning to improve the speed at which it processes applications for recruiting, student success, advancement, marketing, and community engagement.

7. FINANCIAL IMPACT:

The order of magnitude project cost estimate for the recommended approach (Option 2) is up to $5.5 million for a project team of 12 resources.

Beyond the one-time resourcing cost to implement the Project, there are no additional resourcing or ongoing operating costs anticipated, apart from the existing Salesforce support team and yearly Salesforce licensing fee. This team consists of thirteen employees (one (1) Manager, one (1) Salesforce Technical Lead, one (1) Continuous Improvement Lead, two (2) Salesforce Business Analysts/Administrators, and eight (8) Salesforce Administrators/ Developers). The salary for these positions ($1.5 million) in addition to the yearly Salesforce licensing fee ($1.5 million) is already included in the Information Technology Services Operating Budget for fiscal year 2021-22.

Salesforce Stabilization Project Cost		
FY 2021-24		Estimate
Project Resources (12)	$	4,911,000.00
Office Equipment Cost (one time cost for equipment - laptops, monitors, mice and keyboards)	$	34,000.00
Contingency (12%)	$	597,000.00
Total Project Cost Estimate	$	5,542,000.00

8. HUMAN RESOURCES IMPACT:

This project will require the recruitment of twelve resources over a two-to-three-year period. The final number of resources recruited will be dependent on labour market conditions.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

This investment is exempt from the requirement to obtain approval from the Ontario Minister of Finance as per the Section 28 Regulation of the Ontario Financial Administration Act.

10. COMMUNICATIONS:

A detailed Communications Plan will be developed at the start of the Project, ahead of any development work, to minimize the College's core services disruption and impact on overall service delivery. The Communication plan will include an internal consultation with all stakeholders, issuing any notice of disruption to the College community during the implementation.

11. CONCLUSION:

Algonquin College is committed to supporting learners, employees and the community by addressing existing barriers to our Customer Relationship Management infrastructure. Upgrading the College's Classic version and implementing this recommendation will increase student retention, delivers significant process improvement benefits along with the improved user experience, end-user productivity, and efficiency savings.

Respectfully submitted: Approved for submission:

_____   _____

Duane McNair   Claude Brulé
Vice President, Finance and Administration   President and CEO

Appendices:

Appendix A: Salesforce Lightning Upgrade – Investment Case

5.3 Appendix A

May 2021

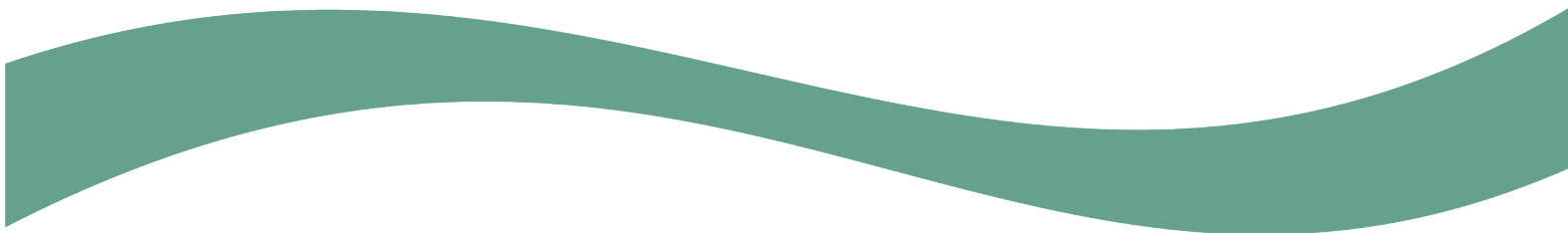# Salesforce Lightning Upgrade

Investment Case

Table of Contents

Executive Summary

Algonquin College's reliance on the Salesforce Customer Relationship Management platform has significantly increased over the last twelve years since it was first implemented. The Customer Relationship Management platform is an essential software tool for over 12 College departments including Academic Services, the International Education Centre, the Registrar's Office, Corporate Training, Marketing and Recruitment. In addition to supporting these departments across the College, there are over 600 employees and over 20,000 students and international student applicants relying on Salesforce for their day-to-day activities.

The Salesforce platform is being leveraged to manage the relationship with our Learners and to allow for a central location for Learners to ask questions, open cases, book appointments, apply for bursaries, receive support and so much more. Ensuring an online presence has never been so crucial for a learning institution and the continual improvement and development of Salesforce solutions will provide our Learners with the tools they have come to expect.

Recently Salesforce has announced that it will sunset its current "Classic" version and all solutions built in "Classic" will be required to be upgraded to the "Lightning" version. Therefore, at this time, the College must address the need to upgrade our Customer Relationship Management instance of Salesforce Classic to the newer Lightning version.

Salesforce is a software as a service (SaaS) solution that can provide expanded functionality through configuration as well as coding. The Customer Relationship Management environment has organically grown with heavily customized solutions without platform or data governance leading to data and functionality duplication. Accounting for the complexity and extensive customization of Algonquin College's current implementation over the past twelve years, Salesforce has estimated that the upgrade to Lightning will require 12 full-time personnel and between 2 to 3 years to complete.

To complete this upgrade, Information Technology Services intends to use external resources which is valued up to $5.5 million over a period of up to three years and will impact all applications using the Classic version in addition to multiple stakeholders listed above.

> **We recommend:**
>
> **THAT** the Board of Governors approves an expenditure of up to $5.5 million over the fiscal years 2021-22 to 2023-24, to upgrade the College's Salesforce Customer Relationship Management system from the "Classic" version to the current "Lightning" version with 50% of the funds drawn from College reserves and 50% from in year Strategic Investment Priorities (SIP) budgets.

Background

The College started using the Salesforce platform in 2009 with only 22 employees in two areas. In 2018, the College made the decision to sign a three-year Enterprise Licensing Agreement instead of a year-over-year contract. Moving to an Enterprise Licensing Agreement model, the College is realizing savings of almost one million dollars between fiscal years (FY) 2019-20 and 2021-22. This Enterprise Licensing Agreement also signaled Salesforce as one of the College's critical platforms along with Workday, Brightspace and the future Student Information System (Unit 4).

Figure 1: Licensing Comparison

	Year-over-Year Licensing Model	Enterprise Licensing Agreement Model	Total Number of Licenses
FY 2019-20	$835,152.00 USD	$600,980 USD	525 Named Employees / Employee Community (myAC) 4050 20,000 Named Students / Student Community 160,000
FY 2020-21	$1,013,517.00 USD	$708,364 USD	663 Named Employees / Employee Community (myAC) 4050 26,000 Named Students / Student Community 160,000
FY 2021-22	$1,324,023.00 USD	$869,720 USD	805 Named Employees / Employee Community (myAC) 4050 39,000 Named Students / Student Community 160,000
Total savings over three years	*$3,172,692.00 USD*	*$2,179,064 USD*	*savings of $993,628.00 US dollars over three years*

In January of 2019, Information Technology Services engaged a Customer Success Architect from Salesforce to review the College's Customer Relationship Management architecture and health of our Salesforce platform "CRM Architectural Review". The engagement resulted in several recommendations for improving the health of the Customer Relationship Management System architecture and improving the platform's scalability and supportability.

The migration of current applications to the newer Lightning version will allow Information Technology Services to comply with Salesforce best practices, configuration, and customization standards.

Problem Statement

Algonquin College uses Salesforce as its preferred Customer Relationship Management platform. Salesforce has announced that it will sunset its current "Classic" version and all solutions built in "Classic" will be required to be upgraded to the "Lightning" version. However, Salesforce has yet to announce when they will officially stop supporting the College's "Classic" version of Salesforce but the company has indicated that the loss of support is imminent.

The College relies heavily on a Customer Relationship Management platform that will be unsupported in the near future. If this platform is not upgraded, the College will run the risk of not being able to provide critical College business operations such as, for example, recruitment of international students.

The College's Information Technology Services department has concluded that the financial cost and human resource requirements to replace the Salesforce Customer Relationship Management platform with a new application would significantly exceed the cost of an upgrade.

We Submit that:

In response to the Customer Relationship Management Architectural Review assessment done by Salesforce, Algonquin College should undertake the migration of its Salesforce "Classic" applications to "Lightning" to provide an enhanced user experience. In addition, Algonquin College should also undertake the data clean-up and rewrite of its Salesforce data architecture in addition to revising the security roles and permissions to create a more stable data architecture.

Investment Objectives

Information Technology Services considers the Salesforce Lightning Upgrade as a critical business priority that must be addressed this fiscal year. Unfortunately, 15 other major technology initiatives are either underway or will start during the same period. The existing Salesforce Administration and Development team will continue to operate and maintain the current Customer Relationship Management platform while the Salesforce Lightning Upgrade is underway.

For the duration of the Salesforce Lightning Upgrade project, and on a full-time basis, the project team will require twelve resources: one Project Manager, two Business Analysts, and nine Salesforce Technical Resources. The resourcing model may consist of a mix of Term Employee positions (Initiatives/Opportunities (I/O), Fixed-term Administrators) resources as well as consultants. This will be dependent on the Labor Market at the time of recruitment. The proposed investment will cover the 12 full-time personnel, equipment (laptops, monitors, mice, and keyboards) and potentially recruitment fees for specialized resources spanning three fiscal years (2021-22 to 2023-24).

The Key Objectives of the Salesforce Lightning Upgrade:

1. Process improvement and automation.
2. Improving operating efficiencies.
3. Use of more configuration and less custom coding leading to quicker time to market and lower development cost for internal Salesforce solutions.
4. Improve data quality and platform stability and scalability.
5. Improve services for learners in order to support retention and enrolment.

The Key Deliverables of the Salesforce Lightning Upgrade:

1. Data clean-up including re-writing the underlying data.
2. Revising the platform's security roles and permissions.
3. Improve the stability of the Customer Relationship Management data architecture to allow an efficient software migration.
4. Strengthening Customer Relationship Management governance measures.
5. Strengthening Customer Relationship Management integration with Algonquin College's new Student Information System (Unit4), Brightspace and Workday as well as the migration of all existing applications to the new Lightning version.

Internal Environment

Since the Customer Relationship Management Architectural Review was completed, our Salesforce team has implemented many of the foundational technical recommendations identified. Despite these efforts, the College's Salesforce platform requires a version migration as well as an architectural review to address all of the stability and sustainability recommendations.

Salesforce Lightning Upgrade consists of:

1. Addressing the stability of the Customer Relationship Management data architecture to permit an efficient migration from the Salesforce Classic application to the newer Lightning application.
2. Data clean-up including re-writing the underlying data architecture.
3. Revision of security roles and permissions.

The Salesforce Lightning Upgrade must be an Information Technology Services priority for the next two years. Information Technology Services currently has eight Salesforce technical resources who support all project work, over 150+ minor change requests and break fixes, in addition to monthly minor Salesforce releases with quarterly major Salesforce releases. Therefore, in order to continue our operations, which includes supporting clients with new change requests and/or projects and managing Salesforce releases, Information Technology Services is requesting additional resources to focus on and complete the Salesforce Lightning Upgrade.

Salesforce Readiness challenges:

- 3000+ different user / groups affected by the Lightning migration.
- 400+ customized code (Apex Classes) which will need to be migrated together with the classic Visualforce Pages to Lightning.
- 30+ Custom Java Script Buttons, 20+ Actions and Buttons, 50+ Hardcoded URLs, 340+ Visualforce Pages accessed by 57 User Profiles which require conversion.
- Lack of platform governance generated an extensive technical debt that must be revised and resolved.

External Environment

Salesforce provides solutions that enable educational institutions to increase recruitment, productivity and student engagement, coordinate efforts across multiple departments, and adopt a more data-driven culture that effectively ensures student success. It allows educators, students and alumni to interact in different ways supporting the complete student life cycle from applicant to alumni whilst providing a personalized experience.

Here are some of the benefits of Salesforce:

- Flexibility and high degree of adaptability by using Lightning components;
- Student and employees are using Salesforce Community Clouds;
- Event management portals using Salesforce Community Portal;
- Student Awards System Administration;
- Integration with Student Information System, Marketing, and other legacy applications;
- Application governance model release process, data management, data backup, and security policies;
- License selection; and
- End to end Solution Architecture.

Competitive Environment

A survey of the Ontario Colleges landscape shows that the dominant Customer Relationship Management software is Salesforce.

As such, it is apparent that Algonquin College's selection of Salesforce has proven to be in line with many other Ontario post-secondary institutions.

In addition, a report from Salesforce shows more than forty Higher Education institutions in Quebec and Ontario are using Salesforce as their Customer Relationship Management of choice.

Ontario Colleges	Customer Relationship Management Platform
Algonquin	Salesforce
Boreal	HubSpot
Cambrian	Greymatter
Canadore	Salesforce
Centennial	Advise as core CRM & Ellucian Recruit (Domestic)
Conestoga	EZ Recruit
Confederation	Campus Nexus by Anthology
Durham	Salesforce
Fanshawe	Salesforce
Fleming	Salesforce
Humber	Microsoft Dynamics & Campus Management Connect
George Brown	Salesforce & CRM Advise
Georgian	Salesforce & Eloqua
La Cite	Salesforce
Lambton	Ellucian Recruit
Loyalist	Salesforce & Pardot
Mohawk	Salesforce & Banner Recruit
Niagara	Salesforce & Blackbaud NXT
Northern	CIMS (TakeTwo) for ERP & Salesforce for Marketing / Recruitment
Sault	Salesform
Seneca	Salesforce & Eloqua
Sheridan	Salesforce
St. Clair	People CRM - Oracle Siebel

Options Analysis

The College's Information Technology Services department has recognized the need to transition the current version of the College's Customer Relationship Management platform (Salesforce), from "Classic" to the "Lightning" version.

The Information Technology Services department has concluded that the financial cost to replace the Salesforce Customer Relationship Management platform with a new application would significantly exceed the cost of an upgrade and the time and human resource requirements to conduct a complete Customer Relationship Management platform replacement would be unrealistic. The options evaluated below reflect three available scenarios:

1. Status Quo – Salesforce Classic version (Do not perform the upgrade),
2. Salesforce Lightning version upgrade, and
3. Evaluate other Customer Relationship Management platforms available in market place.

The following chart shows the results of the evaluation of the three options.

Option 1: Maintain Status Quo with Salesforce Classic version

Pros:

- College maintains its current Classic version, and applications using the Classic version will not be immediately impacted until Salesforce support for Classic is turned-off.
- Risks of the College suffering any immediate interruption of service or financial loss due to upgrading to Lightning version will be postponed.
- No immediate costs incurred.

Cons:

- Bear the risk of interruption with several Salesforce solutions within the College when Salesforce sunsets the Classic version. In addition, the College may be required to hire additional resources to undertake work-arounds should current automated functionality no longer be available.
- Salesforce stopped investing in and supporting the Classic version, thus limiting the ability to adapt and change as Salesforce rolls out new features in Lightning.
- Use of Salesforce solutions on mobile devices is available but not responsive and requires custom development.
- High level of custom coding required in Classic to support what is now standard functionality in Lightning.
- Limited choice of options – using outdated and obsolete integration methods which leads to higher rate of errors and increased maintenance costs.

The anticipated sunsetted date of Classic, February 2021, was postponed due to the pandemic. Therefore, Option 1 is not viable since functionality will be lost once Classic has been turned off leading to disruption of several several core solutions supporting recruitment and retention.

Option 2: Transition to Lightning version (Recommended Option)

Pros:

- Ability to use new Lightning features and convert current customizations in the Classic version.
- Aligns with the College's long-term strategy, goals and objectives, specifically with regards to Personalized Learning, recruitment and retention.
- Salesforce Higher Education functionality available including new product development (e.g. Student Advising solution) which minimizes the College's need to build custom solutions from scratch.
- Salesforce develops major improvements to the features and functionality of the platform three times per year. Use of Lightning allows free access to these improvements.
- Use out-of-the-box functionality, allowing for quicker turn around time when developing new solutions or improving existing solutions.
- Provides the best user experience (UX) for students – suited to how Students work today.
- Use of a mobile device is readily available allowing the College to maximize the recruitment of International students using the Salesforce solutions.
- Integration simplified and improved reducing errors during integration.

Cons:

- Requires a large one time up-front investment and will take time and resources to implement.
- Potential additional disruption to College operations as some applications are being tested; however, this will be mitigated through proper planning and coordination with all stakeholders.

Option 2 is the only viable option as Classic is no longer supported and all solutions must be upgraded to Lightning.

Option 3: Market evaluation of an Alternative Customer Relationship Management Solution

Pros:

- Start new solution without technical debt.
- Possibility of finding a less expensive Customer Relationship Management platform.
- Potentially additional features and benefits.

Cons:
- Significant time and human resource investment in transitioning over existing data structure.
- Loss of existing corporate knowledge accumulated over the past decade on Salesforce and introducing a new learning curve for new solution.
- Re-train or re-hire technical resource to maintain the new platform.
- High degree of impact on already integrated applications.
- High cost in re-building all the integrations within College eco-system.
- Impact in operations due to delays in the selection process and re-customizing Algonquin specific processes.
- Negative impact on the new Student Information System (R3) Project.

Option 3 is not a viable option as financial and human resources requirements to replace Salesforce would significantly exceed the cost of an upgrade.

Financial Analysis

The Investment Case proposes full implementation of the recommendations identified in the Salesforce Architecture Review document completed by the Salesforce Customer Architect, meeting both business and technical requirements while following Salesforce best practices.

The order of magnitude project cost estimate for the recommended approach (Option 2) is up to $5.5 million spanning across three fiscal years, 2021-22 to 2023-24. Currently, $1 million has been allocated to start the Salesforce Lightning Upgrade in the FY 2021-22 Strategic Investment Priorities (SIP) budget that was approved as part of the College's Annual Budget on April 19, 2021. The intent is to draw from a combination of reserves and SIP in future years at a 50/50 split.

This Class 'B' estimate is based on rough order of magnitude prepared by both our Customer Relationship Management team and Salesforce. Cost estimates will be further refined once the recruitment process is finalized in October 2021 allowing for further cost savings and certainty.

For clarity, the proposed budget includes estimated 25% fringe and annual 2% cost of living increases embedded directly within the salary estimates as well as a separate 12% project contingency.

Beyond the one-time resourcing cost to implement the Project, there are no additional resourcing or ongoing operating cost anticipated, apart from the existing Salesforce support team and yearly Salesforce licensing fee. This team consists of 13 resources (one Manager, one Salesforce Technical Lead, one Continuous Improvement Lead, two Salesforce Business Analysts/ Administrators, and eight Salesforce Administrators/Developers). The salary for these positions ($1.5 million) in addition to the yearly Salesforce licensing fee ($1.5 million) is already included in the Information Technology Services Operating Budget for fiscal year 2021-22.

Salesforce Stabilization Project Cost	
Fiscal Year 2021-22	**Estimate**
Project Resources (12)	$ 880,000.00
Office Equipment (one time cost for equipment - laptops, monitors, mice and keyboards)	$ 37,000.00
Contingency (12%)	$ 110,000.00
Total (Per Fiscal)	$ 1,027,000.00
Fiscal Year 2022-23	**Estimate**
Project Resources (12)	$ 2,792,000.00
Contingency (12%)	$ 335,000.00
Total (Per Fiscal)	$ 3,127,000.00
Fiscal Year 2023-24	**Estimate**
Project Resources (12)	$ 1,239,000.00
Contingency (12%)	$ 149,000.00
Total (Per Fiscal)	$ 1,388,000.00
Total Project Cost	$ 5,542,000.00

Recommendation

In order to support the transition to Lightning, the underlying data architecture must be revisited to improve the stability, sustainability, and scalability of Salesforce. These multiple initiatives have been bundled into an overarching project called "Salesforce Lightning Upgrade":

1. ***Lightning Transition***: Migrating Salesforce Classic applications to Salesforce Lightning, which enables solutions to take advantage of new features that are available in Lightning. This project is dependent on the stability of the data architecture.
2. ***Data Re-architecture***: Improving, re-writing, clean-up of the underlying data architecture in addition to assessment and revision of security roles and permissions.

Adopting standards and best practices of a well-recognized Customer Relationship Management platform will position Algonquin College as a leader in personalized learning and demonstrate our core values of Caring, Integrity, Learning, and Respect.

This Project holds the potential of positively impacting student enrollment and retention and the ability to gain efficiencies by further automating manual business processes. Implementing this Project will stabilize an essential College information technology system, increase the rate of application development and integration between our enterprise systems such as Workday, Brightspace and the future Student Information System. Going forward, Salesforce solutions can be developed with speed and quality in mind. Salesforce helps developers build custom apps quickly with point-and-click tools that allow fast, iterative development which will assist with the return on investment in terms of its ease of development and integration.

We recommend:

THAT the Board of Governors approves an expenditure of up to $5.5 million over the fiscal years 2021-22 to 2023-24, to upgrade the College's Salesforce Customer Relationship Management system from the "Classic" version to the current "Lightning" version with 50% of the funds drawn from College reserves and 50% from in year Strategic Investment Priorities (SIP) budgets.

Implementation Strategy

This project will seek to address the areas of the recommendations identified in the Salesforce Architecture Review by establishing clear terms of reference for the Steering Committee, regularly monitoring, and reporting on the changes to the established risk register and engagement of key stakeholders to keep the project on-time and delivered within scope.

Project Sponsor
Vice-President, Finance, and Administration

Project Lead
Acting Chief Digital Officer (CDO)

Project Management
The Project Manager will report to the Manager of the Salesforce Team and work closely with the Project Management Office

Scope Changes
Any scope change identified before or during the project, which involves a Project Schedule extension must be approved in writing by the Steering Committee prior to commencement of the work. Increase in cost above the Project Budget allocations, must be approved by the Algonquin College Executive Team (ACET).

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

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 each Project Steering Committee meeting and will provide a recommended strategy to address any forecast increases beyond the budget. The tracking of salary and invoice payments will be maintained by the Information Technology Services finance team.

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.

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.

Change Management Strategy

To ensure the success of this project a detailed Change Management plan will be defined at the beginning of the project.

As a first step we will identify the changes that the Lightning upgrade will introduce to each College department and ensure all changes are aligned with the College strategic business goals.

For each change, we will identify:
- Impacted business processes
- Impacted users and business owners
- Required training

The changes will be addressed and deployed one solution at a time to minimize disruption to college operation and impact on overall service delivery.

A detailed Communications Plan will be developed at the start of the Project and communicated throughout the lifecycle of the project.

Key initiatives will include:
- Early consultation with department leads on an application-by-application basis ahead of any work commencement to minimize disruption and flag any potential issues.
- Consultation with departments with regards to any potentially impacted services before work commencement.
- Distribution of communication and notices of disruption directly to the Algonquin College Leadership Team (ACLT) ahead of any work.
- Implement approval process for each change through User Acceptance Testing and Change Approval Board.
- Train all impacted users before changes are deployed to production.
- Ensure current support model supports the introduced changes.
- Define and measure Key Performance Indicators (KPI)

Risk Assessment

The risk appetite test was conducted on February 3, 2021 and a follow up Risk Evaluation workshop was conducted on March 17, 2021. The result of both sessions have been summarized in Appendix A and B.

Governance and Oversight

Steering Committee

The Steering Committee is responsible for the overall authority and responsibility for the acceptance and approval of the deliverables. The Steering Committee will be chaired by the Project Lead and have representation from Algonquin College and 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 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.

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.

The initial list of Steering Committee members is noted below for consideration and will be confirmed upon Project approval.

Member	Position
Duane McNair	Vice President, Finance and Administration
Yen Do	Acting Chief Digital Officer
Lisbet Paulovich	Manager, Salesforce Team
Ernest Mulvey	Director, International Education Centre
Krista Pearson	Registrar, Student Services
TBD	Dean, AC Online
Kathryn Leroux	Acting Executive Director, Global, Online and Corporate Learning
Maggie Cusson	Dean, Academic Development
Alanna McDonell	Director, Marketing and Student Services
Marc Leduc	Executive Director, Academic Operations
TBD	Project Manager

Project Plan

Major Milestones	Estimated Dates
Initiation and Planning Phase	September 2021 – November 2021
Establish Salesforce Lightning Steering Committee membership and core team	
Define migration and implementation strategy/approach	
Hire all the I/O support staff and consultants	
Establish roles and responsibilities	
High level discovery analysis sessions	
Draft combined project charter and project management plan (establish sprints and releases)	
Draft Salesforce Lightning implementation/migration plan (list of features and applications with dependencies)	
Gate 1 Approval	
Analysis and Design Phase	Incremental by solution December 2021 – July 2023
Detailed discovery sessions by application and /or college area	
Solutions architecture design	
Data quality analysis and solution design	
Design integration with SIS and WD	
Roles and permissions analysis and solution design	
Gate 2 approval	
Implementation Phase	Incremental by solution December 2021 – July 2023
Implement and test Salesforce Lightning Security Configuration (user profiles, security, permissions)	
Implement integrations	
Complete migration/upgrade and validation activities for Salesforce core functionalities	
Implement new Salesforce Lightning model for each application	
Execute training strategy and training plan for each application	
Implement data de-duplication	
Gate 3 Approval	
Close-out	August 2023 – September 2023
Conduct lessons learned	
Turn off Salesforce Classic under the Algonquin College environment	
Gate 4 approval	

Appendix A: Risk Appetite Test

In preparation for completion of this Investment Case, a committee of College Leaders was assembled to engage in a preliminary risk appetite test specific for the Salesforce Lightning Upgrade.

Through the use of a Risk Appetite Test, the following summary of inherent opportunities and risks in the context of the College's six value drivers have been identified:

Appendix A: Risk Appetite Test	
Reputational	**Opportunities:** • Platform Stability • User interface improvement, efficiencies from the ease of use • Student Advisor Link service – security enhancements – may share across the College, identify students at risk, student retention • Student Success Specialists, collecting data, international student advisors • Resources (Salesforce subject matter experts/users) spend too much time cleaning the student information • Leverage web and mobile app
	Risks: • Security incidents putting data at risk – exposure • Segmentation capture isn't sufficient to support targeted marketing • Classic version failure in the International application portal
Financial Health and Capacity	**Opportunities:** • A newer version improves and streamlines the student application pipeline for better decision making (domestic and international) • Competitive advantage – better and quicker service to applicants and agents – our competitors can move from leads to contact within days at a faster pace than Algonquin • Better student experience once enrolled • Better opportunity for persistence and retention • Leaner processes to allow better value-added work – fewer glitches • Better alignment with departments • Algonquin is responsible for recruitment with Public College Private Partnership, therefore, the obligation to do so efficiently • Data transfer to external partners more efficient – hook-up to Customer Relationship Management platform • Registrar's Office Customer Relationship Management – include in the Customer Relationship Management platform all the services and cases provided to all clients (people risk where an employee works in two different environments– Classic and Lightning)
	Risks: • Classic version failure in the International application portal includes the data that determines payments to education agents (catastrophic) • Will not be able to capture application leads • Legal liabilities associated with a potential data breach

Student Experience	**Opportunities:** • Our people having access to the Customer Relationship Management tools to improve student engagement • Student awards solution may achieve improved integration with Customer Relationship Management platform resulting in improved processes and student satisfaction • Will enable a 360 view – Student and other parties – visibility of student journey services accessed, student success specialists, allow College to offer tailored services – retention impact • The new platform provides a mobile app – a higher level of student satisfaction
	Risks: • Competitive disadvantage if we don't upgrade compared to other Colleges • Students would continue to feel unsupported in certain situations • If a Student advisor link would go down or a data breach, there would be a significant impact on operations and/or reputation
Academic Excellence & Program Relevance	**Opportunities:** • Better service to students • Program lifecycle development – already using the Customer Relationship Management platform, beneficial having all information in one place – track outcomes of Program Quality Reviews and Domestic, International and PCPP applications • Program relevance – Program advisory committees
	Risks: • No significant risks identified
External Stakeholder Relationships	**Opportunities:** • Take what we have and provide superior service to our education agents • Take lessons learned in business development from partners – Lightning used by business development and use across the College • Data capture from donors and nurture the relationships • Customer Relationship Management platform used to record pathway agreements – used in the student application process
	Risks: • Customer Relationship Management platform used to communicate and pay our agents.

	• Mail-merge feature to support service agreements with instructors and clients – not supported in Lightning
Our People	Opportunities: • The simplicity of processes, removing systemic difficulties that require troubleshooting from subject matter experts • Ensure offshore recruitment offices have continued access to the Customer Relationship Management tool – up-time • Documenting our current and future business processes
	Risks: • The capacity of business to support the effort. Business owner subject matter experts are available to support the migration and training. • Time is used to troubleshoot now, this may get worse otherwise • Adding a new initiative in the current environment is very difficult
Technological Capability and Capacity	Opportunities: • Documenting our current and future business processes – training staff from day one on the system and embedding tasks and responsibilities into job descriptions • Capturing change events – corporate intelligence and knowledge • Step away from ad-hoc technological solutions • A holistic approach to developing solutions
	Risks: • The capacity of business to support the effort. Business owner subject matter experts are available to support the migration and training

Board of Governors – Corporate Risk Appetite Statements
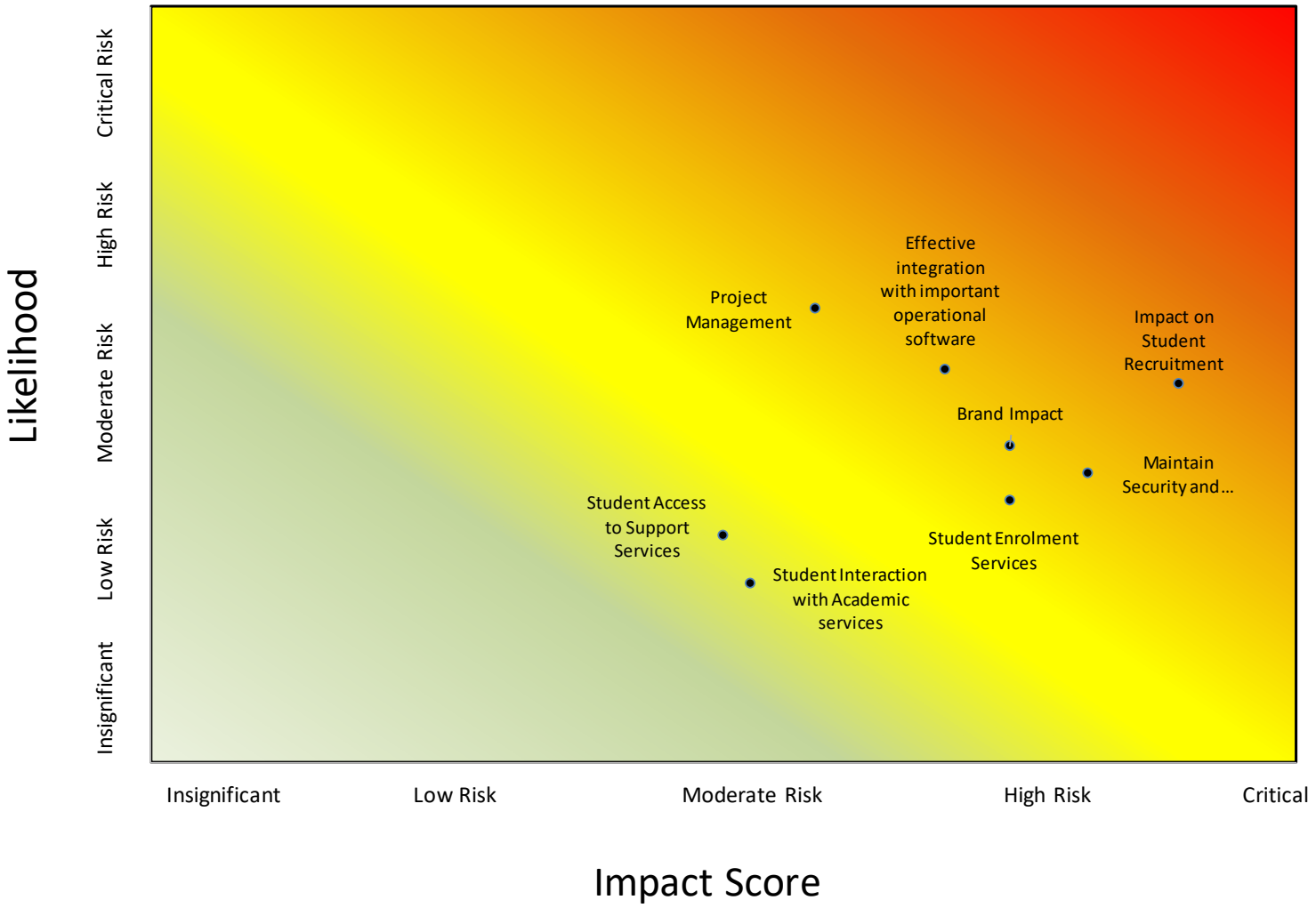
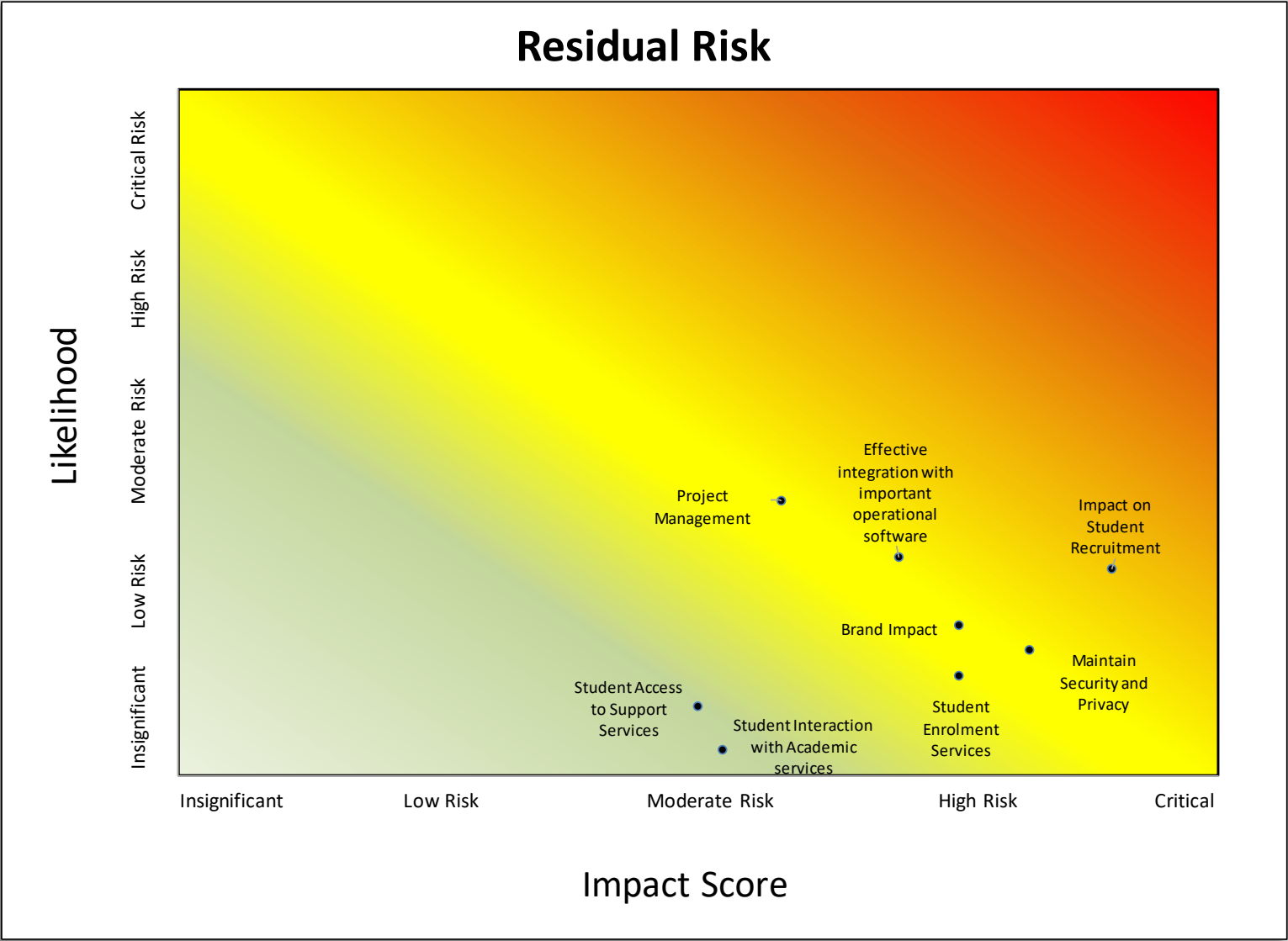|	
1	*Statement: Algonquin College accepts a moderate level of risk to embark on innovative program development that supports academic excellence & program relevance in a technologically advanced landscape, as long as it does not compromise the student experience, program success metrics or financial health.*
	Response: The Salesforce Stability Project is likely to improve how the College engages in innovative program development that supports academic excellence and program relevance in a technological landscape. The Salesforce Lightning Upgrade will help the College track academic outcomes for domestic and international students and improve our understanding of academic program relevance. The data collected will provide new valuable information to our program advisory committees and this will help them make better programming decision making.
2	*Statement: The College embraces technology as a value creation tool and has a high risk appetite for technology advancement initiatives provided that they do not adversely affect our other value drivers or unduly put at risk the privacy and security of personal or corporate data.*
	Response: The Salesforce Stability Project includes changes that will increase communication and data sharing between the College's data warehouses and enterprise-level software programs. This initiative recognizes that the College's current Customer Relationship Management platform needs improved security permission protocols and governance measures. This initiative should include risk mitigation measures that align with the College's information security and data privacy policies, the regulatory requirements of the Freedom of Information and Data Privacy Act, and those of the Personal Information Protection and Electronic Documents Act.
3	*Statement: 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: This initiative seeks to initiate a significant upgrade to the College's Customer Relationship Management platform. The innovations included with the proposed Customer Relationship Management platform upgrade will enable our mission-centric programs and services to improve how they digitally interact with students and faculty. The financial impact of the initiative is not expected to have a significant impact on the College's capital reserves, or to have a long-term incremental impact on operational expenses.
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 Salesforce Stability Project recognizes that the success of this initiative will have a significant impact on the College's ability to communicate with new and existing students. The initiative includes several user-interface improvements to the Customer Relationship Management platform's applications, including access through mobile platforms. Enabling mobile communications will greatly improve student access to advisory services and academic success specialists. The user-interface improvements are expected to result in more frequent and sustained communications between the College and students and lead to improvements in student retention and graduation.

Appendix B – Risk Evaluation Matrix

Risk #	Impact Category	Risk Category	Risk Definition	Inherent Risk	Mitigation	Mitigation Strength	Residual Risk
1	Operational / Hazard	Project Management	The risk that during implementation, the project manager is unable to obtain (maintain) adequate human resources, manage and enable necessary program integrations, address dependency requirements, or encounters technical difficulties that will significantly disrupt College operations.	3.4	Coordinate the timing of the two projects (SIS, Salesforce) and purchase incremental contract human resources to complete the project. Recognizing that support for the Classic Version of Salesforce will stop in 2022, delay the project start in order to ensure resource availability. Shift other projects priorities to reallocate internal human resources to the Salesforce project. Ensure that Salesforce team provides mock interface testing that is independent of the integration team. If the hiring of temporary "Initiatives and Opportunity" (I/O) personnel is deemed unacceptable, the hiring of external contractors will be needed - likely increasing project costs.	Moderate	2.9
2	Reputational	Brand Impact	The risk that the College's brand will suffer due to domestic/international agents and domestic/international applicants not being able to receive accurate and timely responses from the College.	3.3	Engage with user-stakeholders early in order to capture and document the business rules, processes and requirements. Ensure appropriate time for quality assurance and user-acceptance testing. Allocate specific resources from College Marketing and engage Students and Education Agent involvement in end-user testing activities. 0	Moderate	2.8
3	Financial	Student Enrolment Services	The risk that the Salesforce upgrade will remove existing functionalities or business rules that are important to current recruitment and enrolment activities including significant disruption in the student application and admissions process.	3.1	Document existing business rules and ensure they are transferred to the Salesforce upgrade. Add automation tools to increase testing. Engage with user-stakeholders early in order to capture and document the business rules, processes and requirements. Allocate specific resources from College Registrar's Office, Marketing and International Education Centre across the entire project cycle. 0	Moderate	2.6
4	Operational / Hazard	Student Access to Support Services	The risk that the Salesforce upgrade will hinder rather than improve the application process for bursaries, financial aid, and other services performed by the Register's Office or Student Advisory.	2.5	Document the existing application process and ensure they are transferred to the Salesforce upgrade. Allocate specific College Registrar's Office and International Education Centre resources across the entire project cycle and engage Students involvement. 0 0	Moderate	2.0
5	Reputational	Student Interaction with Academic services	The risk that the Salesforce upgrade will experience a greater frequency of operational "downtime" and as a result, hinder student access to academic services.	2.4	Implement the solution in a phased approach so that the Salesforce upgrade is being rolled out one application at time. Allocate specific Academic resources during the evaluation of the academic specific solution(s). 0 0 0	Moderate	1.9
6	Financial	Impact on Student Recruitment	The risk that the College will suffer significant financial harm if the international student application/admissions portal were to fail, be unavailable or lose functionality critical for processing student applications, issuing acceptance offers, and processing payments to recruitment agents (SAM).	3.8	Document existing business rules and ensure they are transferred to the Salesforce upgrade. Allocate specific resource from the International education centre across the entire project cycle and engage Students involvement. 0 0 0	Moderate	3.3
7	Compliance & Legal	Maintain Security and Privacy	The risk that the Salesforce upgrade will increase rather than reduce the likelihood that the College could suffer a security incident, privacy incident or privacy breach affecting personal, third-party and corporate information.	3.3	Participation of security and privacy specialist expertise Integration with Identity and Access Management (IAM) project elements including Multi-factor authentication. Conduct internal controls assessment including profiles, roles and permissions Integration with ITS CSU Security Incident and Event Monitoring (SIEM) system Integration with Cloud Access Security Brokerage (CASB) system	Moderate	2.8
8	Operational / Hazard	Effective integration with important operational software	The risk the Salesforce upgrade, once integrated, will impair rather than improve the functionality of other software such as Marketo, BrightSpace, Workday, etc. - making it more difficult to respond and engage with clients, Ministry and educational partners.	3.4	Implement the solution in a phased approach so that the Salesforce upgrade is being rolled out one application at time. Integration testing in a "sandbox" environment to ensure operational activities are not being disrupted or broken. Allocate specific resource from Marketing, BrightSpace, and Workday through the entire project cycle, and engage Finance to assist integration with GeneSIS and Flywire. 0 0	Moderate	2.9

Participants: Yen Do, Lisbet Paulovich, Craig Delmage, Kisha Marshall, Ben Bridgestock, Jessica Brown, Nadia Ramseier, James Pede, Joel Nethercote-Devlin, Julie Evans, Paul Gardner

Inherent Risk Assessment

ALGONQUIN COLLEGE

President/Board of Governors

Report title:	Financial Sustainability Roadmap
Report to:	Algonquin College Board of Governors
Date:	June 7, 2021
Author(s)/Presenter(s):	Duane McNair, Vice-President, Finance and Administration Alison Feather, Strategic Exercise to Restore Financial Sustainability, Project Manager

1. RECOMMENDATION:

THAT the Board of Governors accept the Financial Sustainability Roadmap for information.

2. PURPOSE / EXECUTIVE SUMMARY:

Over this past fall and winter, the Strategic Exercise to Restore Financial Sustainability (SERFS) Working Group developed the vision, goals and objectives for eight key themes, financial sustainability measures, and strategic financial conditions necessary to achieve long term financial sustainability.

The Financial Sustainability Roadmap will serve as a guide during the development of the College's strategic plans, business plans and initiatives as we emerge from the pandemic impacts. It contains key initiatives and financial health metrics that will advance the College's long-term goal of supporting decision-making that ensures the long-term financial health of the College. The Roadmap will support forecasting infrastructure investment requirements, responsible debt management, and delivering value for money while maintaining a high quality learning environment.

The Roadmap was received and endorsed by the Algonquin College Executive Team in April 2021. A detailed implementation plan and resourcing requirements will be developed in late 2021. Initiatives will be prioritized over the next six months. Several initiatives will be launched in 2021-22. Additional initiatives will be resourced and executed in 2022-23.

3. BACKGROUND:

Algonquin College has increased its activities and business units over past years and many current activities do not generate sufficient revenues to cover their own costs and/or contribute to the overhead requirements of the College. The serious financial impacts of

COVID-19 is an impetus for College administration to undertake initiatives and achieve outcomes that will position the College for long term sustainability.

The Algonquin College Revised 2020-21 Business Plan presents the goal 12.2: Lead a strategic exercise to mitigate the financial impacts of COVID-19 by March 31, 2021 to strategically position the College on a path to restore financial sustainability.

4. DISCUSSION:

The Financial Sustainability Roadmap is being presented for information. The Roadmap highlights the key initiatives developed to achieve the College's long-term financial objectives, the financial conditions and health metrics as indicators of financial health, and the contributions from the Board of Governors' Generative Discussion. Please reference Appendix A: Financial Sustainability Roadmap.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

Restoring financial sustainability to the College will benefit the students of today and tomorrow. This Financial Sustainability Roadmap will identify initiatives that will help ensure appropriate resources are in place to ensure quality programs and services.

7. FINANCIAL IMPACT:

The strategic exercise to restore financial sustainability requires $210,000 in funding over fiscal years 2020-21 to 2021-22 to appoint a project manager, business administrator and administrative support for an interim nine-month period. The return on this investment will be significant and realized over the medium to long term as the College implements the financial strategies to restore financial sustainability.

8. HUMAN RESOURCES IMPACT:

The strategic exercise to restore financial sustainability required the recruitment of two temporary contract employees to lead the project. Several members of the Algonquin College Leadership Team are contributing their time as participants on the SERFS Working Group. Over the medium to long term, it is anticipated that the Financial Sustainability Roadmap will identify initiatives to further enhance the College's workforce in pursuit of financial sustainability.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

This initiative does not have an impact on specific government or regulatory requirements. The strategies and initiatives developed will comply with applicable legislation, directives and policy.

10. COMMUNICATIONS:

A communications and engagement plan has been prepared to support the strategic exercise to restore financial sustainability. The objectives of this plan are to engage and inform stakeholder groups, provide opportunities to contribute and learn how this strategic roadmap may impact them. The plan identifies how to promote discussion and awareness about the need for strong financial health at Algonquin College to ensure the successful delivery of programs and services today and tomorrow.

11. CONCLUSION:

Algonquin College has a history of effectively managing its resources to ensure a quality experience for its students. Over recent years, many externally imposed factors have constrained the College's ability to grow revenue at the same pace as growth in expenses. The COVID-19 pandemic has further exacerbated the College's fiscal challenges and it is now time to develop a financial strategy to restore financial sustainability.

Agenda Item No: 5.4

Respectfully submitted:

Approved for submission:

_____

Duane McNair
Vice President, Finance and Administration

_____

Claude Brulé
President and CEO

Appendices:

Appendix A: Financial Sustainability Roadmap

Agenda Item No: 5.5

Report title:	Resolution of the Board of Governors to Liquidate and Dissolve Algonquin College – Saudi Arabia
Report to:	Board of Governors
Date:	June 7, 2021
Author/Presenter:	Duane McNair, Vice President, Finance and Administration

1. RECOMMENDATION:

   THAT the Board of Governors approves:

   a) Algonquin College – Saudi Arabia (AC-SA) be liquidated and dissolved pursuant to the prescriptions of the laws of Saudi Arabia (including the Companies Act); and

   b) Each of Duane McNair and Grant Perry, are and they are hereby authorized to do all things and sign for and on behalf of the College and, as counsel may advise, of AC-SA, any and all documents necessary to procure the liquidation and dissolution of AC-SA including the Power of Attorney and Shareholders resolutions attached as Schedule "A", as well as take all actions that may be necessary, desirable or useful to give full effect to these Resolutions.

2. PURPOSE / EXECUTIVE SUMMARY:

   The purpose of this report is to seek approval for the liquidation and dissolution of the College's inactive entity, Algonquin College – Saudi Arabia.

3. BACKGROUND:

   Effective June 2013, Algonquin College – Saudi Arabia entered into an Operation and Maintenance Agreement with the Colleges of Excellence Company in the Kingdom of Saudi Arabia. The agreement obligated Algonquin College – Saudi Arabia to procure and deliver foundation year training, and two-year Ontario College Diplomas to residents of Saudi Arabia in facilities operated by Algonquin College – Saudi Arabia in the city of Jazan, Saudi Arabia.

   Effective September 6, 2016, Algonquin College – Saudi Arabia terminated its agreement with the Colleges of Excellence Company under terms of the agreement. Details of the liquidation and resolution are provided in Appendix A: Resolution-Liquidate-Dissolve Algonquin College Saudi Arabia.

Agenda Item No: 5.5

4. DISCUSSION:

Following the termination of the agreement on September 6, 2016 with the Colleges of Excellence in Saudi Arabia, Algonquin College – Saudi Arabia has not delivered training, or operated in the Kingdom of Saudi Arabia. The Algonquin College – Saudi Arabia entity has remained active as an entity to comply with the terms of the settlement agreement which obligated Algonquin College – Saudi Arabia to provide services in-kind (if requested) until August 18, 2020. That agreement has now expired. Algonquin College – Saudi Arabia currently has no assets or liabilities. All assets and liabilities were liquidated and settled as part of the corporation's wind down process in 2016.

As the Algonquin College – Saudi Arabia entity is no longer required, management recommends that Algonquin College – Saudi Arabia (AC-SA) be liquidated and dissolved pursuant to the prescriptions of the laws of Saudi Arabia (including the Companies Act). This would close the entity and absolve the College from maintaining financial records and tax accounts, thereby eliminating further costs and administrative burden to Algonquin College.

The resolution would also authorize Duane McNair and Grant Perry through a Power of Attorney approval to take the steps necessary and to sign the documents required to affect the liquidation and dissolution of AC-SA as counsel may advise. Counsel for the College on this matter is Martin Aquilina, Hazlow Law, Ottawa, Ontario and Abbas Kahn, Feras Al Shawaf Law Firm, Riyadh, Saudi Arabia.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

There is no student impact as the entity ceased delivering training in Saudi Arabia, beginning September 6, 2016.

7. FINANCIAL IMPACT:

    Legal fees, annual financial audits and other government reporting fees will cease once the entity is dissolved. Annual cost is approximately $20,000.

    The total cost to undertake the liquidation and dissolution process is estimated at $100,000. This cost will cover legal fees and accounting costs.

8. HUMAN RESOURCES IMPACT:

    There is no human resources impact. Algonquin College Saudi Arabia has no employees.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

    Dissolving Algonquin College – Saudi Arabia would remove Algonquin College from the requirement to comply with government and regulatory requirements in the Kingdom of Saudi Arabia.

10. COMMUNICATIONS:

    No further communications within Algonquin College will be required as part of the dissolution process.

11. CONCLUSION:

    It is recommended that the Board of Governors approve the resolutions as presented so that the Algonquin College – Saudi Arabia entity can be liquidated and dissolved.

Respectfully submitted: Approved for submission:

_____   _____
Duane McNair   Claude Brulé
Vice President, Finance and Administration   President and CEO

Appendices:

Appendix A: Resolution-Liquidate-Dissolve Algonquin College Saudi Arabia

RESOLUTIONS OF THE BOARD OF GOVERNORS

OF

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

(the "College")

LIQUIDATION AND DISSOLUTION OF ALGONGUIN COLLEGE-SAUDI ARABIA

WHEREAS Algonquin College – Saudi Arabia ("**AC-SA**"), a limited liability company, was formed pursuant to Articles of Association dated June 26, 2013;

AND WHEREAS the College is a shareholder of AC-SA;

AND WHEREAS AC-SA ceased its operations in 2016 and has no prospects of resuming operations in the foreseeable future;

AND WHEREAS the shareholders of AC-SA have agreed to liquidate and dissolve AC-SA.

NOW THEREFORE, BE IT RESOLVED THAT:

1.	AC-SA be liquidated and dissolved pursuant to the prescriptions of the laws of Saudi Arabia (including the *Companies Act*); and

2.	Each of Duane McNair and Grant Perry, are and they are hereby authorized to do all things and sign for and on behalf of the College and, as counsel may advise, of AC-SA, any and all documents necessary to procure the liquidation and dissolution of AC-SA including the Power of Attorney and Shareholders resolutions attached as Schedule "A", as well as take all actions that may be necessary, desirable or useful to give full effect to these Resolutions.

SCHEDULE "A"

Please see attached.

POWER OF ATTORNEY

THIS POWER OF ATTORNEY (the **"Power of Attorney"**) is made or issued on this _7th_ day of June, 2021 by **THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY**, a company incorporated and existing under and by virtue of the laws of the province of Ontario, Canada with commercial registration number 2364193 and having its registered office at 1385 Woodroffe Avenue, Ottawa, Ontario, CANADA K2G 1V8 (the **"Company"**) in its capacity as a shareholder holding five percent (5%) shares in the share capital of **Algonquin College LLC** <u>**SAUDI ARABIA**</u>, a limited liability company with commercial registration number 5900024865 (**Algonquin College LLC**).

RECITALS:

WHEREAS, Algonquin College LLC has not been operational for many years and the Company has now decided to liquidate and/or wind up Algonquin College LLC in the Kingdom of Saudi Arabia.

OPERATIVE PROVISIONS:-

THEREFORE, the Company hereby jointly and severally appoints each of the following individuals:

(1) **Feras Abdul Moein Al Shawaf**, a Saudi national with civil registration number 1044496675;

(2) **Eid Mubarak Eid Al Subaei Al Enzi**, a Saudi Arabian national with civil identity number 1020437907;

(3) **Abdulrahman Alsuweedan**, a Saudi Arabian national with civil identity number 1071309239;

(4) **Fisal Fahed Al Fawzan**, a Saudi Arabian national with civil identity number 1080313156;

(5) **Abdulaziz Saleh A Alharbi**, a Saudi national with civil identity number 1080297649;

(6) **Faisal Fahad Abdulrehman Aldoreae,** a Saudi national with civil identity number 1104923907;

(7) **Yazeed Khalid Hamad AlHamoudi,** a Saudi national with civil identity number 1102145289;

to be the Company's true and lawful attorneys (the **"Attorneys"**), to act jointly or severally in the Company's name or otherwise on the Company's behalf in pursuing and undertaking all legal formalities on behalf of the Company for liquidation of Algonquin College LLC and for these purposes, the following powers are specifically conferred upon the Attorneys individually:

(a) taking all steps for the liquidation of Algonquin College LLC;

(b) filing applications to the Saudi Arabian Ministry of Investment (**"MISA"**), the Ministry of Commerce (**"MOC"**), General Authority of Zakat and Tax (**"GAZT"**), General Organization of Social Insurance (**"GOSI"**), Ministry of Municipal and Rural Affairs (**"MOMRA"**), Ministry of Human Resources and Social Development (**"MHRSD"**), Chamber of Commerce (**"COC"**), Ministry of Interior, and all other concerned Saudi authorities for cancelling of Commercial Registration Certificate, GOSI Certificate, GAZT Certificate, Municipality Certificate and all other certificates or licenses (as applicable), receiving and submitting documents, following up and providing any

clarifications and responses to any of the aforesaid authorities for the purpose of liquidating Algonquin College LLC;

(c)   managing and/or operating and closing the bank account of Algonquin College LLC for the purpose of liquidation. In this respect, each attorney is empowered to represent the Company and/or Algonquin College LLC before the bank to undertake all formalities, as required, including submitting the documents and/or withdrawing any funds available in the bank account(s) on behalf of the Company for the purpose of liquidation of Algonquin College LLC;

(d)   appearing and representing the Company as well as Algonquin College LLC before all government authorities such as MISA, MOC, MHRSD, MOMRA, GOSI, GAZT, COC and all other concerned authorities;

(e)   signing the shareholders resolutions of the Company and / or shareholders resolutions of Algonquin College LLC and all other required documents for and on behalf of the Company and/or Algonquin College LLC for the purpose of liquidating Algonquin College LLC;

(f)   Approving and signing the financial statements of Algonquin College LLC;

(h)   appointing, if required a liquidator and/or the auditors for liquidating Algonquin College LLC;

(h)   appearing before the aforesaid authorities to obtain copies of any corporate documents of Algonquin College LLC and paying any government fees in this regard; and

(i)   performing any ancillary or related tasks in respect of the liquidation of Algonquin College LLC in the Kingdom of Saudi Arabia.

The listing of specific powers in not intended to limit or restrict in any manner the general powers granted in this Power of Attorney to undertake and complete the process of liquidation of the Company.

Each one of the said Attorneys may delegate to third parties all or some of the powers conferred upon him.

This Power of Attorney shall endure until it is revoked or replaced by the Company.

The Company shall be responsible for all acts lawfully performed by the Attorneys under this Power of Attorney, and such acts shall be final and binding on the Company.

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Represented by: Mr. Grant Perry

Signature: _____

Title: Director

SHAREHOLDERS RESOLUTION OF ALGONQUIN COLLEGE SAUDI ARABIA LLC APPROVING LIQUIDATION OF ALGONQUIN COLLEGE SAUDI ARABIA LLC

Dated: _June 7_, 2021

On the date mentioned above, all shareholders (the **"Shareholders"**) of **ALGONQUIN COLLEGE SAUDI ARABIA LLC**, a limited liability company incorporated under the laws of Kingdom of Saudi Arabia with commercial registration number 5900024865 and having its registered office at P.O Box 1008, Post Code 45142, Gizan Economic City, Gizan (the **"Company"**) met to approve the below resolutions unanimously.

RECITALS:

(A) **WHEREAS**, the Company has ceased its operations since 2016 and has not conducted any business activities or operations since the above date.

(B) **WHEREAS**, the Shareholders have now decided to liquidate and/or wind up the Company in the Kingdom of Saudi Arabia by way of cancellation of all corporate documents such as Foreign Investment License, Commercial Registration Certificate, GAZT Certificate, GOSI Certification, Municipality Certificate and all other relevant certificates or licenses in terms of obtaining approval of the concerned authorities.

(C) **WHEREAS**, the Shareholders confirm that the Company has no assets, properties or liabilities or debts of whatsoever kind including, but without limitation, the corporate taxes and/or dues owed to the concerned Saudi authorities. The Shareholders further confirm the Company has no deposits in its bank account(s) and the Shareholders have withdrawn the share capital of the Company and distributed it among them as per their shareholdings.

NOW THEREFORE, **THE SHAREHOLDERS OF THE COMPANY HEREBY UNANIMOUSLY**:

1.   **RESOLVED:** The above recitals will form an integral part of the resolutions passed in this shareholders' meeting.

2.   **FURTHER RESOLVED:** To approve the liquidation of the Company.

3.   **FURTHER RESOLVED:** The Shareholders hereby confirm that they have paid all taxes and government dues of the Company. There are no outstanding obligations and/or liabilities of third parties and/or government authorities against the Company. The Company has ceased all its business operations and activities, and there are currently no deposits in its bank account(s).

4.   **FURTHER RESOLVED:** This undertaking of the Shareholders can be considered a liquidation report, a final account and acknowledgment of the liquidation of the Company in accordance with Article 205 of Saudi Companies Law, and a request of cancellation and/or de-

registration of the commercial registration certificate and other corporate documents of the Branch Office.

Signed as follows:

The ALGONQUIN COLLEGE of APPLIED ARTS AND TECHNOLOGY

Place and Date …………………………………………………..

Signature   …………………………………………………..

Name   …………………………………………………..

Title   …………………………………………………..

2364193 ONTARIO INC.

Place and Date …………………………………………………..

Signature   …………………………………………………..

Name: …………………………………………………..

Title   …………………………………………………..

SHAREHOLDERS RESOLUTION OF ALGONQUIN COLLEGE SAUDI ARABIA LLC APPROVING LIQUIDATION OF ALGONQUIN COLLEGE SAUDI ARABIA LLC

Dated: _June 7_, 2021

On the date mentioned above, all shareholders (the **"Shareholders"**) of **ALGONQUIN COLLEGE SAUDI ARABIA LLC**, a limited liability company incorporated under the laws of Kingdom of Saudi Arabia with commercial registration number 5900024865 and having its registered office at P.O Box 1008, Post Code 45142, Gizan Economic City, Gizan (the **"Company"**) met to approve the below resolutions unanimously.

RECITALS:

(A) **WHEREAS**, the Company has ceased its operations since 2016 and has not conducted any business activities or operations since the above date.

(B) **WHEREAS**, the Shareholders have now decided to liquidate and/or wind up the Company in the Kingdom of Saudi Arabia by way of cancellation of all corporate documents such as Foreign Investment License, Commercial Registration Certificate, GAZT Certificate, GOSI Certification, Municipality Certificate and all other relevant certificates or licenses in terms of obtaining approval of the concerned authorities.

(C) **WHEREAS**, the Shareholders confirm that the Company has no assets, properties or liabilities or debts of whatsoever kind including, but without limitation, the corporate taxes and/or dues owed to the concerned Saudi authorities. The Shareholders further confirm the Company has no deposits in its bank account(s) and the Shareholders have withdrawn the share capital of the Company and distributed it among them as per their shareholdings.

NOW THEREFORE, **THE SHAREHOLDERS OF THE COMPANY HEREBY UNANIMOUSLY**:

1. **RESOLVED:** The above recitals will form an integral part of the resolutions passed in this shareholders' meeting.

2. **FURTHER RESOLVED:** To approve the liquidation of the Company.

3. **FURTHER RESOLVED:** To appoint Mr. Feras Al Shawaf, a Saudi Arabian national with civil identity number 1044496675 and who is the Managing Partner of the Feras Al Shawaf Law Firm as the liquidator of the Company and grant him all powers and authorities to complete the process of liquidation of the Company. Mr. Feras Al Shawaf is authorized to pay or settle any dues of the employees and/or third parties under the relevant contracts and/or to settle any accrued debts and obligations of the Company. This resolution shall be construed broadly and the listing of the specific powers is not intended to limit or restrict the general powers granted to Mr. Feras Al Shawaf to undertake and complete the process of liquidation.

4.   **FURTHER RESOLVED:** Mr. Feras Al Shawaf is duly authorized and empowered to appoint the external auditors and any other persons required to assist or undertake the process of liquidation of the Company.

5.   **FURTHER RESOLVED:** The Shareholders will execute a Power of Attorney in favour of Feras AL Shawaf Law Firm empowering the attorneys named therein to undertake and complete the liquidation of the Company.

Signed as follows:

The ALGONQUIN COLLEGE of APPLIED ARTS AND TECHNOLOGY

Place and Date   ……………………………………………………..

Signature   ……………………………………………………..

Name   ……………………………………………………..

Title   ……………………………………………………..

2364193 ONTARIO INC.

Place and Date   ……………………………………………………..

Signature   ……………………………………………………..

Name: ……………………………………………………..

Title   ……………………………………………………..

ALGONQUIN COLLEGE

President/Board of Governors

Agenda Item No: 6.1

Report title:	Fourth Quarter 2020-21 Financial Report
Report to:	Board of Governors
Date:	June 7, 2021
Author/Presenter:	Grant Perry, Chief Financial Officer

1. RECOMMENDATION:

   THAT the Board of Governors accepts the Fourth Quarter 2020-21 Financial Report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

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

3. BACKGROUND:

   On February 24, 2020, the Board of Governors approved the 2020-21 Annual Budget with an overall net contribution of $5.7 million, in compliance with both the Board of Governors' Direction and Ministry of Colleges and Universities Operating Directive.

4. DISCUSSION:

   The Quarterly Projections/Reports takes into consideration any changes to the assumptions underlying the Approved Annual Budget including enrolment, funding and other operational and capital changes. Variance analysis for significant changes are included within the report.

   Details of the Fourth Quarter Financial Report is available in Appendix A: Fourth Quarter 2020-21 Financial Report along with the accompanying compliance schedule in Appendix B: Fourth Quarter 2020-21 Compliance Schedule.

$M	Q1 2020-21 Net Contribution	Q4 2020-21 Net Contribution	Variance Q4 vs Q1 favourable/ (unfavourable)
Funded Activity / College Operations	$(13.3)	$4.2	$17.5
Contract and Other Non-Funded Activity	2.1	2.1	0
Campus Services	1.2	(2.6)	(3.8)
International Education Centre	10.2	15.7	5.5
Net Contribution from Total College Operations	0.2	19.4	19.2
Net Strategic Investment Priorities	(25.4)	(19.4)	6.0
Non-Cash Adjustments: Capitalization & Depreciation	6.2	2.9	(3.3)
Net Contribution	$(19.0)	$2.9	$21.9
Domestic & International Enrolment	**Q1 2020-21 Projection**	**Q4 2020-21 Actuals**	**Variance Q4 vs Q1**
	40,363	41,131	768

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

Students will benefit from additional investments in technology infrastructure, renovations and adaptations to learning spaces, maintenance of existing learning spaces, and investment in new program development, academic equipment, and new facilities.

7. FINANCIAL IMPACT:

    The Fourth Quarter 2020-21 Financial Report states a surplus of $2.9 million.

8. HUMAN RESOURCES IMPACT:

    The 2020-21 Approved Annual Budget provided required funding for all existing full-time permanent staff complement positions and other than permanent positions.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

    The Quarterly Projections/Reports comply with the Ministry of Colleges and Universities' Business Plan Operating Procedure Directive.

10. COMMUNICATIONS:

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

11. CONCLUSION:

    The Algonquin College Fourth Quarter 2020-21 Financial Report is provided to present actual results compared to budgeted revenues and expenses supporting the Annual Business Plan and Strategic Plan.

Respectfully submitted: Approved for submission:

_____   _____
Duane McNair   Claude Brulé
Vice President, Finance and Administration   President and CEO

Appendices:

Appendix A: Fourth Quarter 2020-21 Financial Report
Appendix B: Fourth Quarter 2020-21 Compliance Schedule

Financial Report

FOURTH QUARTER
2020-21

Board of Governors
June 7, 2021

ALGONQUIN
COLLEGE

ALGONQUIN COLLEGE

Fourth Quarter 2020-21 Financial Report

TABLE OF CONTENTS

ALGONQUIN COLLEGE

Fourth Quarter 2020-21 Financial Report
SUMMARY
(all figures in $ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs.Q1 Variance Favourable/ (Unfavourable)	Variance as % of Q1
Funded Activity/College Operations							
Revenue	$ 278,123	$ 243,578	$ 244,524	$ 245,085	$ 253,920	$ 10,342	4%
Expenditures	267,103	256,839	256,444	256,260	249,682	7,157	3%
Net Contribution	11,020	(13,261)	(11,920)	(11,175)	4,238	17,499	132%
Contracts & Other Non-Funded Activity							
Revenue	27,805	39,526	43,233	43,724	40,510	984	2%
Expenditures	28,181	37,441	41,140	41,363	38,432	(991)	-3%
Net Contribution	(376)	2,085	2,093	2,361	2,078	(7)	0%
Campus Services							
Revenue	40,888	23,049	15,671	14,995	14,547	(8,502)	-37%
Expenditures	33,398	21,826	19,589	18,792	17,102	4,724	22%
Net Contribution	7,490	1,223	(3,918)	(3,797)	(2,555)	(3,778)	-309%
International Education Centre							
Revenue	67,079	43,775	46,546	46,796	48,282	4,507	10%
Expenditures	48,442	33,605	35,100	34,152	32,565	1,040	3%
Net Contribution	18,637	10,170	11,446	12,644	15,717	5,547	55%
Strategic Investment Priorities							
Revenue	41,545	41,545	43,051	41,503	39,304	(2,241)	-5%
Expenditures	80,341	66,992	65,982	65,579	58,707	8,285	12%
Net Contribution	(38,796)	(25,447)	(22,931)	(24,076)	(19,403)	6,044	24%
Non-Cash Revenue Adjustments							
Capital Grants recorded as Deferred Capital Contributions	(1,300)	(1,300)	(1,300)	(1,300)	(439)	861	66%
Amortization of Deferred Capital Contributions	7,900	8,000	8,000	8,000	7,638	(362)	-5%
Non-Cash Expenditure Adjustments							
Expenditures to be Capitalized (Moved to Balance Sheet)	18,000	13,700	13,700	13,800	9,918	(3,782)	-28%
Amortization Expense	(17,000)	(16,000)	(16,000)	(16,000)	(16,321)	(321)	-2%
Change in Vacation, Sick Leave & Post-Employment Benefits	110	1,860	1,860	560	2,022	162	9%
Net Contribution as per Public Sector Accounting Standards (PSAS)	$ 5,685	$ (18,970)	$ (18,970)	$ (18,983)	$ 2,894	$ 21,864	115%

Fourth Quarter 2020-21 Financial Report
STATEMENT OF FINANCIAL POSITION
(all figures in $ 000's)

	March 31, 2020 Year-End Actual	March 31, 2021 Approved Annual Budget	March 31, 2021 Q1 Projected	March 31, 2021 Q2 Projected	March 31, 2021 Q3 Projected	Year-End Actual (Unaudited)	Year-End vs. Q1 Variance
ASSETS							
Current Assets							
Cash and Short Term Investments	$ 89,733	$ 82,678	$ 82,232	$ 82,106	$ 82,103	$ 96,027	$ 13,795
Accounts Receivable	28,956	25,000	27,500	27,500	27,500	45,533	18,033
Inventory	2,044	1,550	1,550	1,550	1,550	1,995	445
Prepaid Expenses	4,588	2,700	3,200	3,200	3,200	4,865	1,665
	125,321	111,928	114,482	114,356	114,353	148,420	33,938
Investments	33,105	40,000	32,000	32,000	32,000	25,349	(6,651)
Long Term Prepaid Asset	5,500	5,500	5,500	5,500	5,500	5,500	-
Endowment Assets	26,943	29,070	27,543	27,543	27,543	34,137	6,594
Capital Assets	295,527	294,513	293,227	293,227	293,327	289,122	(4,105)
TOTAL ASSETS	$ 486,396	$ 481,011	$ 472,752	$ 472,626	$ 472,723	$ 502,528	$ 29,776
LIABILITIES & NET ASSETS							
Current Liabilities							
Accounts Payable & Accrued Liabilities	$ 20,878	$ 32,000	$ 29,000	$ 29,000	$ 29,000	$ 28,656	$ (344)
Accrued Salaries & Employee Deductions Payable	8,343	10,000	10,000	10,000	10,000	9,924	(76)
Deferred Revenue	45,092	42,000	42,000	42,000	42,000	52,622	10,622
Current Portion of Long Term Debt	3,502	3,718	3,718	3,718	3,718	3,622	(96)
	77,815	87,718	84,718	84,718	84,718	94,824	10,106
Long Term Debt	38,368	34,649	34,649	34,649	34,649	36,185	1,536
Vacation, Sick Leave & Post-Employment Benefits	20,248	19,018	18,388	18,388	19,688	18,225	(163)
Deferred Capital Contributions	159,717	152,022	153,017	153,017	153,017	152,517	(500)
Interest Rate Swaps	5,200	4,281	5,200	5,200	5,200	4,203	(997)
Net Assets							
Unrestricted	1,000	1,000	-	-	-	1,000	1,000
Investment in Capital Assets	93,940	104,123	101,843	101,843	101,943	96,798	(5,045)
Vacation, Sick Leave & Post-Employment Benefits	(20,248)	(19,018)	(18,388)	(18,388)	(19,688)	(18,225)	163
Internally Restricted	88,821	72,956	71,190	71,064	71,061	86,835	15,645
Endowment Fund	26,943	29,070	27,543	27,543	27,543	34,137	6,594
	190,456	188,131	182,188	182,062	180,859	200,545	18,357
Accumulated Remeasurement Losses	(5,408)	(4,808)	(5,408)	(5,408)	(5,408)	(3,971)	1,437
	185,048	183,323	176,780	176,654	175,451	196,574	19,794
TOTAL LIABILITIES & NET ASSETS	$ 486,396	$ 481,011	$ 472,752	$ 472,626	$ 472,723	$ 502,528	$ 29,776

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs.Q1 Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS						
Grants						
Post Secondary Activity	$ 105,213	$ 105,436	$ 105,726	$ 105,625	$ 113,452	$ 8,016
Apprentice	5,501	4,656	2,519	2,847	2,189	(2,467)
Flow-Through Student Aid	1,659	1,659	1,659	1,659	1,650	(9)
TOTAL GRANTS	**112,373**	**111,751**	**109,904**	**110,131**	**117,291**	**5,540**
Tuition Fees						
Full-Time Post Secondary	84,415	69,754	72,282	72,591	72,302	2,548
Part-Time	10,159	8,776	9,002	8,915	9,954	1,178
Adult Training	1,402	780	509	508	455	(325)
Student Technology Fees	8,552	7,966	7,817	7,744	7,447	(519)
TOTAL TUITION FEES	**104,528**	**87,276**	**89,610**	**89,758**	**90,158**	**2,882**
Contract Educational Services						
Corporate & Other Programs	6,491	6,091	5,865	6,349	6,635	544
TOTAL CONTRACT EDUCATIONAL SERVICES	**6,491**	**6,091**	**5,865**	**6,349**	**6,635**	**544**
Other						
Early Learning Centre	1,106	713	512	466	522	(191)
Student Ancillary Fees	6,626	5,363	4,976	5,110	5,742	379
Investment Income	1,165	1,165	1,165	1,165	789	(376)
Transfer from International Education Centre [1]	30,501	21,553	23,107	23,329	24,087	2,534
Miscellaneous	15,333	9,666	9,385	8,775	8,696	(970)
TOTAL OTHER	**54,731**	**38,460**	**39,145**	**38,847**	**39,836**	**1,376**
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	**278,123**	**243,578**	**244,524**	**245,085**	**253,920**	**10,342**
CONTRACTS & OTHER NON-FUNDED ACTIVITY	**27,805**	**39,526**	**43,233**	**43,724**	**40,510**	**984**
CAMPUS SERVICES	**40,888**	**23,049**	**15,671**	**14,995**	**14,547**	**(8,502)**
INTERNATIONAL EDUCATION CENTRE	**67,079**	**43,775**	**46,546**	**46,796**	**48,282**	**4,507**
STRATEGIC INVESTMENT PRIORITIES	**41,545**	**41,545**	**43,051**	**41,503**	**39,304**	**(2,241)**
TOTAL REVENUE	**$ 455,440**	**$ 391,473**	**$ 393,025**	**$ 392,103**	**$ 396,563**	**$ 5,090**

[1] 50% of the International Fee Premium is shared with Academic Services (part of Funded Activity/College Operations).

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ALGONQUIN COLLEGE

Fourth Quarter 2020-21 Financial Report
REVENUE SCHEDULE
Variance Analysis (all figures in $ 000's)

Description	Variance Favourable/ (Unfavourable)	Comments
Post Secondary Activity	$ 8,016	Favourable variance due to $8.3M Ministry of Colleges and Universities COVID-19 Support Fund for Post-secondary Institutions announced on March 19, 2021.
Apprentice	$ (2,467)	Unfavourable variance due to a 36% decline in enrolment for Apprenticeship programs.
Full-Time Post Secondary Tuition Fees	$ 2,548	Favourable variance due to 2% higher than projected enrolment from First Quarter Projection.
Part-Time Tuition Fees	$ 1,178	Favourable variance due to higher than projected enrolment in AC Online part-time courses.
Adult Training	$ (325)	Unfavourable variance in Adult Training student tuition fees due to decrease in enrolment for Apprenticeship programs as well as other Adult Training programs.
Student IT & Mobile Computing Fees	$ (519)	Unfavourable variance due to lower than projected enrolments from the First Quarter Projection in AC Online courses.
Corporate & Other Programs	$ 544	Favourable variance due to higher than anticipated enrolment in the collaborative programs.
Student Ancillary Fees	$ 379	Favourable variance due to higher than projected enrolment from First Quarter Projection.
Investment Income	$ (376)	Unfavourable variance due to lower than projected interest earned on cash and short-term investments.
Transfer from International Education Centre	$ 2,534	Favourable variance due to increased International Fee Premiums allocated to Funded Activity as a result of a 6.7% increase in international student enrolment from the First Quarter Projection.
Miscellaneous	$ (970)	Unfavourable variance of $632K due to a decrease in revenue projections for Pembroke Campus ancillary services, $234K decrease in Perth Campus program administration fees as a result of the cancelation of the Continuing Education courses at the Perth Campus and $117K decrease in student services revenue such as peer tutoring and health services.
Contract and Other Non-Funded Activity	$ 984	Favourable variance mainly due to additional revenue associated with new contracts for the Indigenous YouthBuild Pilot and Indigenous YouthBuild Expansion projects, Indigenous Tourism Incubator Program and COVID-19 Rapid Response Initiative contract (partially offset by additional expenditures).

ALGONQUIN COLLEGE

Fourth Quarter 2020-21 Financial Report
REVENUE SCHEDULE
Variance Analysis (all figures in $ 000's)

Description	Variance Favourable/ (Unfavourable)	Comments
Campus Services	$ (8,502)	Unfavourable variance due to longer than expected delays in opening the Campus, which resulted in less Campus Services activities. The Food and Conference Services food sales revenue declined by $3.3M, which included the reduction in the mandatory meal plans due to decrease of residence occupancy. Residence revenue has declined by $3.3M due to the decrease in student residence room rentals (less than 45% occupancy) as a result of the shift to mainly remote learning. Parking revenue has declined by $1.1M due to the significant decrease of demand for short and long term parking permits. Bookstore revenue declined by $444K due to lower sales of miscellaneous products (clothing, school supplies, and snacks) and as a result of decreased textbook sales which were partially offset by an increase in e-Text sales. Print Shop revenue declined by $300K due to decline in on-campus activity.
International Education Centre	$ 4,507	Favourable variance due to 6.7% higher than projected international student enrolment from First Quarter Projection.
Strategic Investment Priorities	$ (2,241)	*See Strategic Investment Priorities Variances page for details.*
Total Explained Variances	$ 5,290	
Other Minor Variances	$ (200)	
Total Variance	$ 5,090	

ALGONQUIN COLLEGE

Fourth Quarter 2020-21 Financial Report
EXPENDITURES SCHEDULE

(all figures in $ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs.Q1 Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS						
TOTAL SALARIES & BENEFITS	$ 190,702	$ 185,706	$ 185,641	$ 188,264	$ 186,017	$ (311)
Other Operating Costs						
Mandated Student Aid	5,898	5,898	5,898	5,898	6,094	(196)
Contingencies	5,255	4,255	4,255	3,255	1,753	2,502
Long Term Debt Interest	734	734	734	734	699	35
Contract Services	17,148	16,996	17,249	17,183	15,709	1,287
Instructional Supplies & Equipment	5,194	4,303	4,055	3,757	3,517	786
Information Technology	9,630	11,045	11,153	10,597	9,928	1,117
Marketing and Promotion	2,708	1,761	1,700	1,326	967	794
Building Maintenance & Utilities	13,125	12,135	12,144	12,126	11,891	244
Flow-Through Student Aid	1,659	1,659	1,659	1,659	1,650	9
Cost of Goods Sold	716	616	298	261	182	434
Other	14,334	11,731	11,658	11,200	11,275	456
TOTAL OTHER OPERATING	76,401	71,133	70,803	67,996	63,665	7,468
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	267,103	256,839	256,444	256,260	249,682	7,157
CONTRACTS & OTHER NON-FUNDED ACTIVITY	28,181	37,441	41,140	41,363	38,432	(991)
CAMPUS SERVICES	33,398	21,826	19,589	18,792	17,102	4,724
INTERNATIONAL EDUCATION CENTRE	48,442	33,605	35,100	34,152	32,565	1,040
STRATEGIC INVESTMENT PRIORITIES	80,341	66,992	65,982	65,579	58,707	8,285
TOTAL EXPENDITURES	$ 457,465	$ 416,703	$ 418,255	$ 416,146	$ 396,488	$ 20,215

ALGONQUIN COLLEGE

Fourth Quarter 2020-21 Financial Report
EXPENDITURES SCHEDULE
Variance Analysis (all figures in $ 000's)

Description	Variance Favourable/ (Unfavourable)	Comments
Salaries and Benefits	$ (311)	0.2% unfavourable variance due to additional costs resulting from COVID-19 pandemic course adaptation costs and additional costs required to respond to current and future impacts of the COVID-19 pandemic to ensure financial sustainability.
Contingencies	$ 2,502	Favourable variance due to lower than projected general and leave replacement contingency requirements.
Contract Services	$ 1,287	Favourable variances were a result of lower than projected contract services required in Facilities Management and a net decrease in Academic Operations contract requirements.
Instructional Supplies & Equipment	$ 786	Favourable variance due to the shift to remote delivery of courses.
Information Technology	$ 1,117	Favourable variance due to lower than projected software licensing, hardware maintenance, and information technology equipment costs.
Marketing and Promotion	$ 794	Favourable variance is the result of mitigation strategies to lessen the financial impact of the COVID-19 pandemic. Savings were also achieved with the shift to remote delivery of courses and fewer on-campus events.
Cost of Goods Sold	$ 434	Favourable variance is primarily due to a decrease in store operations and the cafeteria at the Pembroke Campus. These decreases are driven by the shift to remote delivery of courses resulting in reduced students and employees on the Pembroke campus.
Other Costs	$ 456	Favourable variance mainly due to the mandate to reduce discretionary spending to mitigate the financial impact of the COVID-19 pandemic and cost savings from working remotely.
Contract and Other Non-Funded Activity	$ (991)	Unfavourable variance is due to additional costs associated with new contracts for the Indigenous YouthBuild project, Indigenous Tourism Incubator Program and COVID-19 Rapid Response Initiative contract (all costs are offset by additional revenues).

ALGONQUIN COLLEGE

Fourth Quarter 2020-21 Financial Report
EXPENDITURES SCHEDULE
Variance Analysis (all figures in $ 000's)

Description	Variance Favourable/ (Unfavourable)	Comments
Campus Services	$ 4,724	Favourable variance due to decreased operating costs of Campus Services as a result of lower on-campus activities. Lower than projected cost of goods sold for computer hardware and textbook sales within the Bookstore offset by an increase in e-Text cost of goods sold. Also, reduction in Food Services departmental expenditures as a result of the closure of several Food Services locations.
International Education Centre	$ 1,040	Favourable variance due to increased expenditures required to support a 6.7% increase in international student enrolment from the First Quarter projection.
Strategic Investment Priorities	$ 8,285	*See Strategic Investment Priorities Variances page for details.*
Total Explained Variances	$ 20,123	
Other Minor Variances	$ 92	
Total Variance	$ 20,215	

ALGONQUIN COLLEGE

Fourth Quarter 2020-21 Financial Report
STRATEGIC INVESTMENT PRIORITIES SCHEDULE
(all figures in $ 000's)

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs.Q1 Variance Favourable/ (Unfavourable)
SOURCE OF FUNDS:						
Facilities Renewal Grant	$ 1,505	$ 1,505	$ 3,011	$ 4,000	$ 2,603	$ 1,098
College Equipment Renewal Fund Grant	1,503	1,503	1,503	1,503	2,509	1,006
Apprenticeship Enhancement Fund Grant	1,000	1,000	1,000	1,000	820	(180)
Students' Association Contribution	37,537	37,537	37,537	35,000	33,361	(4,176)
Miscellaneous	-	-	-	-	11	11
TOTAL SOURCE OF FUNDS	**41,545**	**41,545**	**43,051**	**41,503**	**39,304**	**(2,241)**
EXPENDITURES:						
Major Capital Projects						
Solar Photovoltaic Plan	-	625	625	625	281	344
R3 (Student Information System)	11,000	6,557	6,557	6,557	6,223	334
Athletics and Recreation Centre Enabling Work / Pedestrian Link	8,616	8,616	8,616	9,800	5,714	2,902
Athletics and Recreation Centre	37,337	37,337	37,337	34,800	33,361	3,976
Total Major Capital Projects	**56,953**	**53,135**	**53,135**	**51,782**	**45,579**	**7,556**
Other						
College Technologies	3,211	2,778	2,768	2,768	2,574	204
College Space & Infrastructure	9,294	5,339	4,784	5,871	5,374	(35)
New Program Initiatives	959	853	853	853	853	-
Academic & Other Equipment	1,440	618	618	618	463	155
Initiatives & Opportunities	8,441	3,269	3,324	3,437	2,943	326
Appropriations	100	-	-	-	-	-
Apprenticeship Enhancement Fund	1,000	1,000	1,000	1,000	809	191
Net Contribution Surplus Carryover	2,500	-	-	-	112	(112)
Adjustment for Anticipated Underspend	(3,557)	-	(500)	(750)	-	-
Total Other	**23,388**	**13,857**	**12,847**	**13,797**	**13,128**	**729**
TOTAL EXPENDITURES	**80,341**	**66,992**	**65,982**	**65,579**	**58,707**	**8,285**
TOTAL NET CONTRIBUTION	$ **(38,796)**	$ **(25,447)**	$ **(22,931)**	$ **(24,076)**	$ **(19,403)**	$ **6,044**

ALGONQUIN COLLEGE

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

Description	Variance Favourable/ (Unfavourable)	Comments
Revenue		
Facilities Renewal Grant	$ 1,098	Additional funding announced in December 2020 by the Ministry of Colleges and Universities to address deferred maintenance.
College Equipment Renewal Fund Grant	$ 1,006	Favourable variance due to a shift in the spending profile of the grant from the 2021-22 fiscal year.
Students' Association Contribution	$ (4,176)	Unfavourable variance mainly due to lower than projected revenue from the Students' Association related to the Athletics and Recreation Centre as a result of refinement of in-year expected expenditures (offset by a decrease in expenditures as detailed below).
Expenditures		
Solar Photovoltaic Plan	$ 344	Lower than projected spending due to delays from other overlapping electrical projects as well as delays caused by the COVID-19 pandemic. These costs will be deferred to 2021-22.
R3 (Student Information System)	$ 334	Refinement of the project spending profile has resulted in the shift of spending to fiscal 2021-22 while maintaining overall, multi-year project budget.
Athletics and Recreation Centre Enabling Work / Pedestrian Link	$ 2,902	Refinement of the project spending profile has resulted in the shift of spending to fiscal 2021-22 while maintaining overall, multi-year project budget.
Athletics and Recreation Centre	$ 3,976	Reflects revised anticipated in-year project expenditures (offset by a reduction in revenue). These costs will be deferred to 2021-22.
Initiatives & Opportunities	$ 326	Favourable variance due to minor variances in variance projects.
Total Explained Variances	$ 5,810	
Other Minor Variances	$ 234	
Total Variance	$ 6,044	

ALGONQUIN COLLEGE

	Year-End Actual March 31, 2020	Actual In-Year Use of Funds (2020-21)	Actual Year-End Adjustments (2020-21)	Year-End Actual March 31, 2021
Appropriations	$ -	$ -	$ -	$ -
Specific Reserves:				
Other Projects & Initiatives	41,581	7,149	12,121	46,553
Campus Services Reserve Fund	4,460	-	(3,800)	660
Employment Stabilization Funds	589	-	6	595
COVID-19 Response Contingency	5,000	5,000	-	-
	51,630	12,149	8,327	47,808
Contingency Reserve Fund	10,383	-	(1,510)	8,873
Reserve Funds:				
Future Capital Expansion	24,405	2,857	6,183	27,731
Net Proceeds from Sale of March Road Land	2,403	-	20	2,423
	26,808	2,857	6,203	30,154
TOTAL INTERNALLY RESTRICTED NET ASSETS*	$ 88,821	$ 15,006	$ 13,020	$ 86,835
TOTAL UNRESTRICTED NET ASSETS	$ 1,000	$ -	$ -	$ 1,000
Investment in Capital Assets	93,940	-	2,858	96,798
Vacation, Sick Leave & Post-Employment Benefits	(20,248)	-	2,022	(18,226)
Interest Rate Swaps	(5,408)	-	1,437	(3,971)
Endowment Fund	26,943	-	7,194	34,137
TOTAL NET ASSETS	$ 185,048	$ 15,006	$ 26,531	$ 196,573

* Budgeted balances of Internally Restricted Net Assets and Unrestricted Net Assets includes the impact of budgeted expenditures from Appropriations, Specific Reserves and Reserve Funds, and contributions to Reserve Funds for the fiscal year 2020-21.
The Board of Governors Financial Management Policy requires that the Board of Governors approve any spending from Reserve Funds.
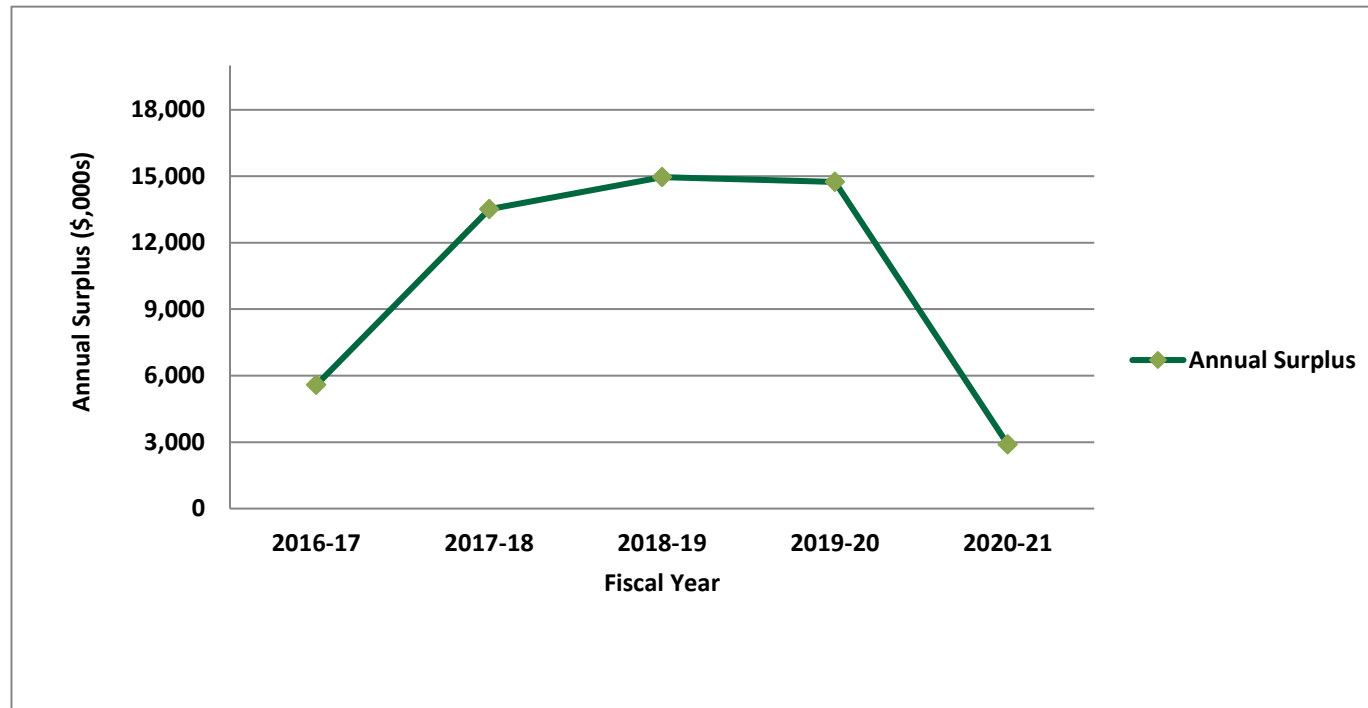
Fourth Quarter 2020-21 Financial Report
SUMMARY OF FUNDED POSITIONS

	Academic			Administrative			Support			Total		
	Positions	Staffed	Vacant	Positions	Staffed	Vacant	Positions	Staffed	Vacant	Positions	Staffed	Vacant
Academic Services												
Academic Development	8	6	2	6	5	1	10	10	-	24	21	3
Academic Operations & Planning	1	1	-	3	3	-	4	4	-	8	8	-
Algonquin College Heritage Institute	7	7	-	3	3	-	9	8	1	19	18	1
Algonquin College In The Ottawa Valley	29	29	-	7	7	-	34	33	1	70	69	1
Algonquin Centre for Construction Excellence	65	60	5	3	3	-	11	11	-	79	74	5
Experiential Learning and Innovation	-	-	-	6	2	4	21	19	2	27	21	6
Faculty Of Arts Media & Design	136	130	6	9	9	-	33	32	1	178	171	7
Faculty Of Health, Public Safety & Comm. Studies	125	116	9	8	8	-	32	31	1	165	155	10
Global, Online and Corporate Learning	-	-	-	25	20	5	46	44	2	71	64	7
School of Advanced Technology	112	99	13	6	6	-	17	17	-	135	122	13
School Of Business	90	79	11	4	4	-	8	8	-	102	91	11
School Of Hospitality & Tourism	44	41	3	4	3	1	9	9	-	57	53	4
Senior Vice-President Academic	-	-	-	3	3	-	-	-	-	3	3	-
Academic Services Total	**617**	**568**	**49**	**87**	**76**	**11**	**234**	**226**	**8**	**938**	**870**	**68**
Advancement												
Advancement Operations	-	-	-	7	6	1	5	5	-	12	11	1
Advancement Total	**-**	**-**	**-**	**7**	**6**	**1**	**5**	**5**	**-**	**12**	**11**	**1**
Finance & Administration												
Campus Services	-	-	-	12	12	-	60	58	2	72	70	2
Facilities Management	-	-	-	11	10	1	36	31	5	47	41	6
Finance And Administrative Services	-	-	-	13	11	2	26	26	-	39	37	2
Information Technology Services	-	-	-	25	25	-	93	86	7	118	111	7
Risk Management	-	-	-	10	10	-	1	1	-	11	11	-
Vice-President Finance and Administration	-	-	-	2	2	-	-	-	-	2	2	-
Finance & Administration Total	**-**	**-**	**-**	**73**	**70**	**3**	**216**	**202**	**14**	**289**	**272**	**17**
Human Resources												
Labour Relations	-	-	-	14	13	1	-	-	-	14	13	1
People and Culture	-	-	-	12	11	1	4	3	1	16	14	2
Vice-President Human Resources	-	-	-	2	2	-	-	-	-	2	2	-
Human Resources Total	**-**	**-**	**-**	**28**	**26**	**2**	**4**	**3**	**1**	**32**	**29**	**3**

Fourth Quarter 2020-21 Financial Report
SUMMARY OF FUNDED POSITIONS

	Academic			Administrative			Support			Total		
	Positions	Staffed	Vacant	Positions	Staffed	Vacant	Positions	Staffed	Vacant	Positions	Staffed	Vacant
President And Board Of Governors												
Communications	-	-	-	4	4	-	6	6	-	10	10	-
President and Board Of Governors	-	-	-	4	4	-	-	-	-	4	4	-
President And Board Of Governors Total	**-**	**-**	**-**	**8**	**8**	**-**	**6**	**6**	**-**	**14**	**14**	**-**
Student Services												
Business Improvement Office	-	-	-	2	2	-	-	-	-	2	2	-
Marketing & Recruitment	-	-	-	2	2	-	27	26	1	29	28	1
Registrar	-	-	-	9	9	-	68	64	4	77	73	4
Student Support Counselling And First Gen	20	20	-	11	11	-	40	38	2	71	69	2
Vice-President Student Services	-	-	-	2	2	-	-	-	-	2	2	-
Student Services Total	**20**	**20**	**-**	**26**	**26**	**-**	**135**	**128**	**7**	**181**	**174**	**7**
Truth, Reconciliation & Indigenization												
Indigenous Services And Partnerships	-	-	-	4	4	-	-	-	-	4	4	-
Truth, Reconciliation & Indigenization Total	**-**	**-**	**-**	**4**	**4**	**-**	**-**	**-**	**-**	**4**	**4**	**-**
College Totals	**637**	**588**	**49**	**233**	**216**	**17**	**600**	**570**	**30**	**1,470**	**1,374**	**96**
							Total % for the positions:			100.0%	93.5%	6.5%

Fourth Quarter 2020-21 Financial Report
Financial Health Indicators

Operating Results: Annual Surplus

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

ALGONQUIN COLLEGE

Fourth Quarter 2020-21 Financial Report
Financial Health Indicators

Measuring Liquidity: Quick Ratio
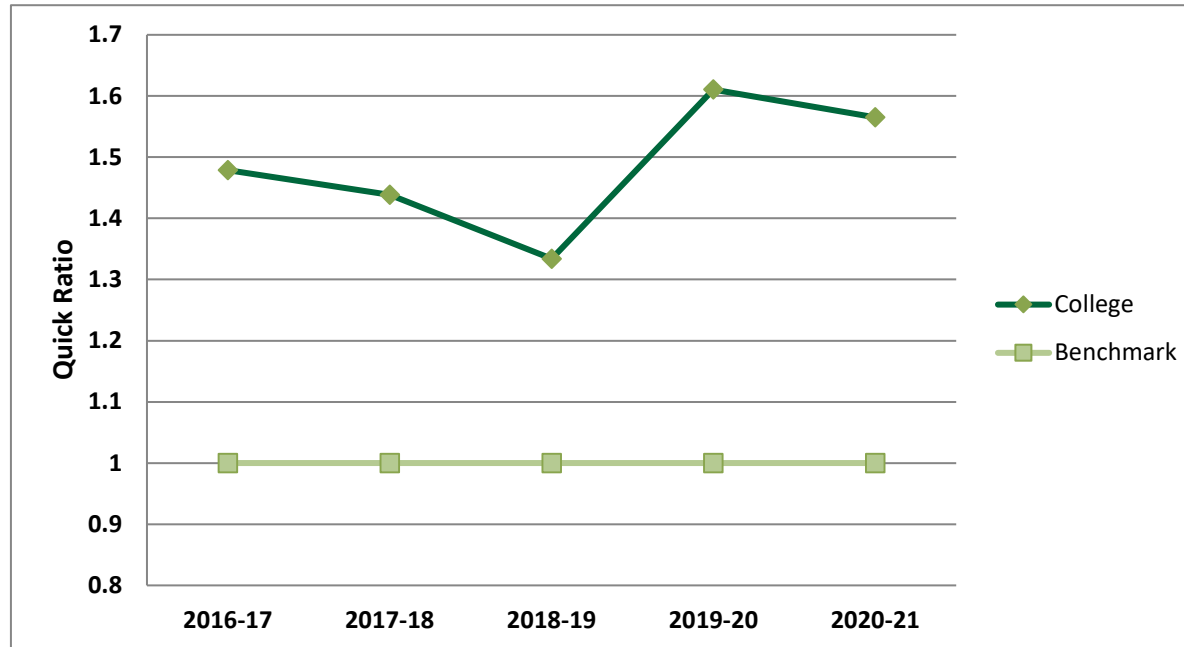
Objective:
Fiscal performance indicator testing the College's ability to pay its short-term maturing obligations (e.g. biweekly payroll payments).
Benchmark:
A ratio of 1 or higher indicates that a college should be able to meet its short-term obligations.
**Rationale*:*
A ratio of 1 is a typical business standard. Less than 1 may indicate that a college is not able to meet its short-term obligations. When including surplus cash invested in longer term investments (greater than 1 year) Algonquin's Quick Ratio was at 1.83 for Q4 2020-21.

ALGONQUIN COLLEGE

Fourth Quarter 2020-21 Financial Report
Financial Health Indicators

Operating Results: Net Assets to Expense Ratio

Operating Results: Net Income to Revenue Ratio
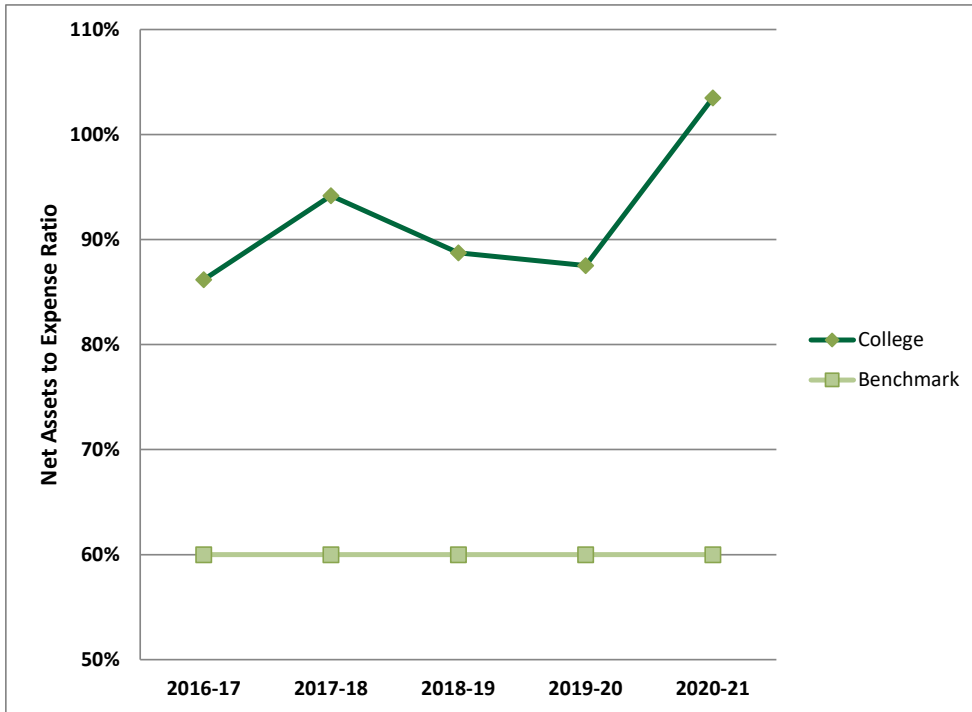
Objective:
A traditional indicator to ascertain the ability of a college to continue operations in the event there is a delay in revenue streams.
Benchmark:
60% or higher.
Rationale:
A net balance that is less than 60% of annual expenses may indicate a lower tolerance for variable or volatile revenues.
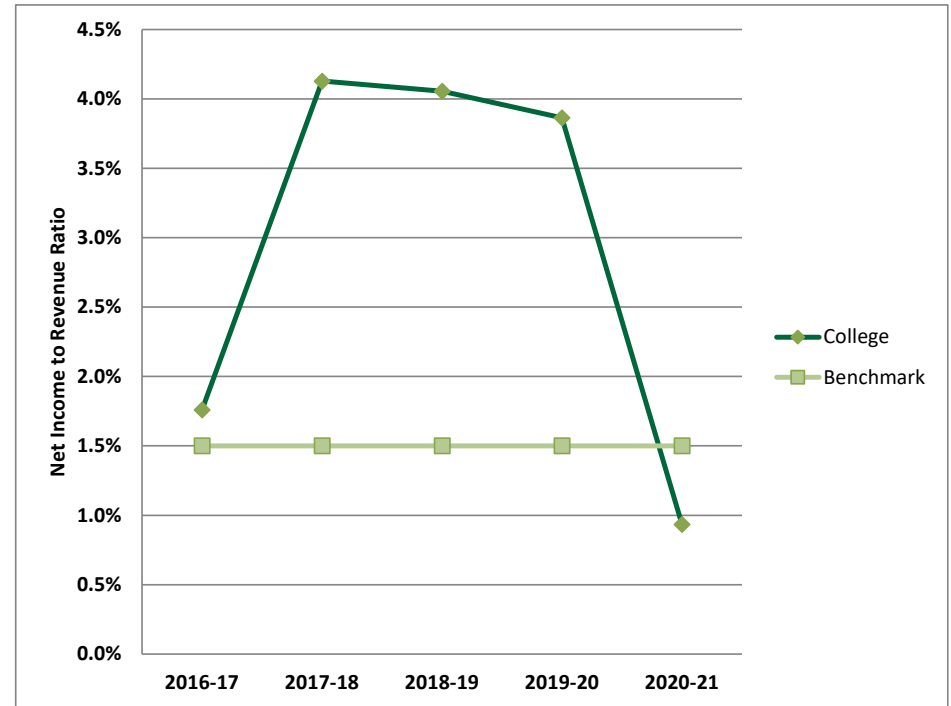
Objective:
This ratio measures the return an institution generates on each dollar of revenue.
Benchmark:
Less than 1.5% may be a concern because it may indicate that the college may not be able to recover from a deficit position in a reasonable period of time.
Rationale:
A surplus less than 1.5% of revenues indicates that small changes in expenses or revenues may result in annual deficits for the institution.

ALGONQUIN COLLEGE

Fourth Quarter 2020-21 Financial Report
Financial Health Indicators

Managing Debt: Total Debt to Assets Ratio
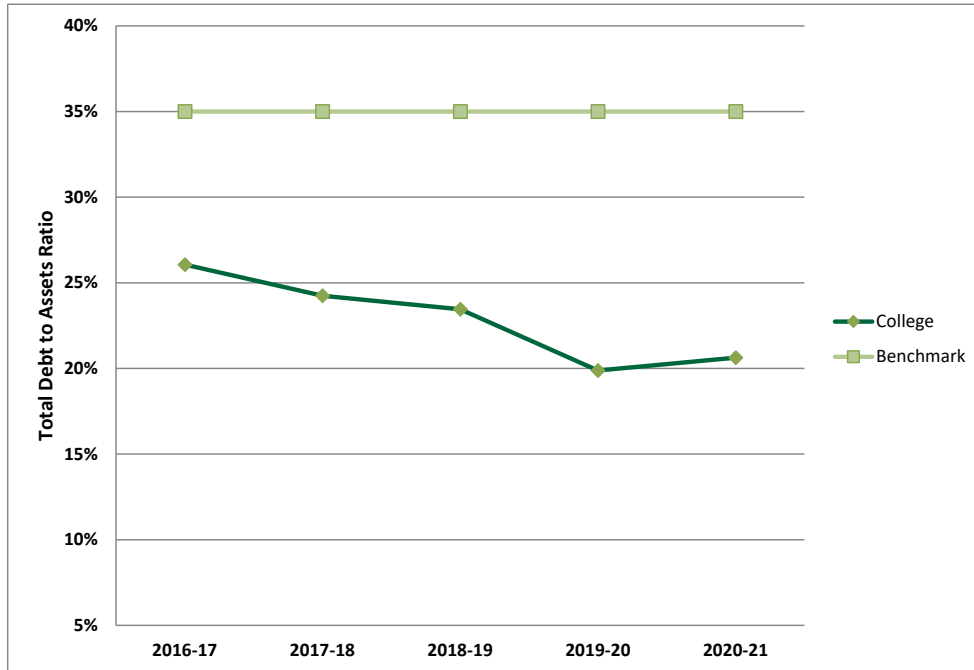
Managing Debt: Debt Servicing Ratio
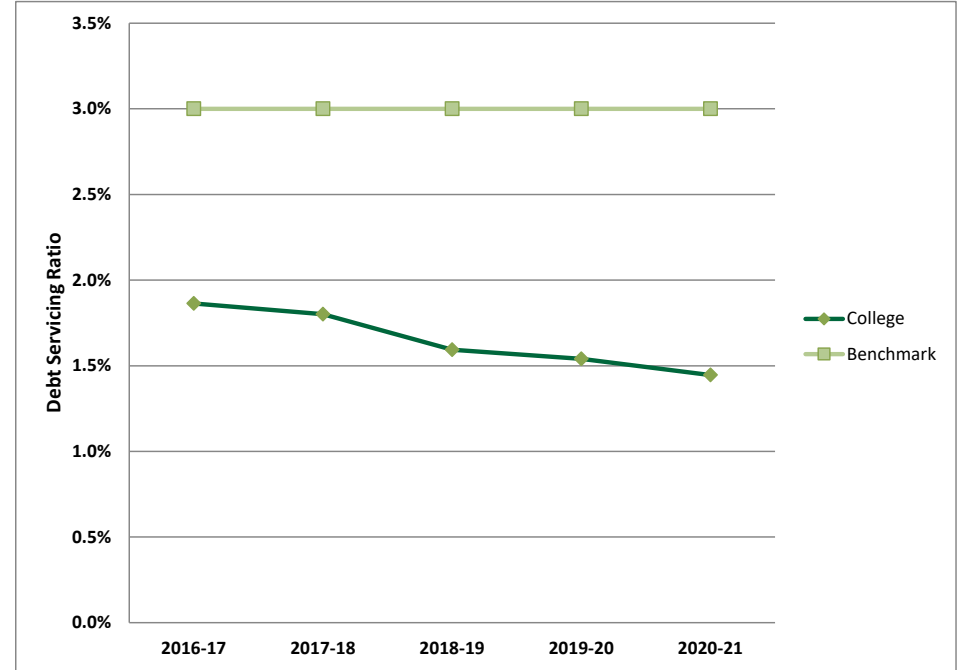
Objective:
Measures the proportion of total assets that are financed by debt. A high or increasing value may be predictive of future liquidity problems or a reduced ability to borrow money in the future.
Benchmark:
Greater than 35% leads to a concern as this may indicate that a college will not be able to finance their ongoing operations due to the debt burden.
Rationale:
A high debt burden may indicate that the institution is vulnerable to its creditors, or will have reduced liquidity or a reduced ability to borrow in the future.

Objective:
This ratio measures the College's spending on servicing the debt portfolio .
Benchmark:
A ratio of 3% or lower, based on historical trend analysis and industry standard.
Rationale:
A ratio of greater than 3% may indicate a reduced or restricted cash flow as the College is spending less than 97% of revenues on core services.

ALGONQUIN COLLEGE

Fourth Quarter 2020-21 Financial Report
Financial Health Indicators

Accumulated Surplus/(Deficit)
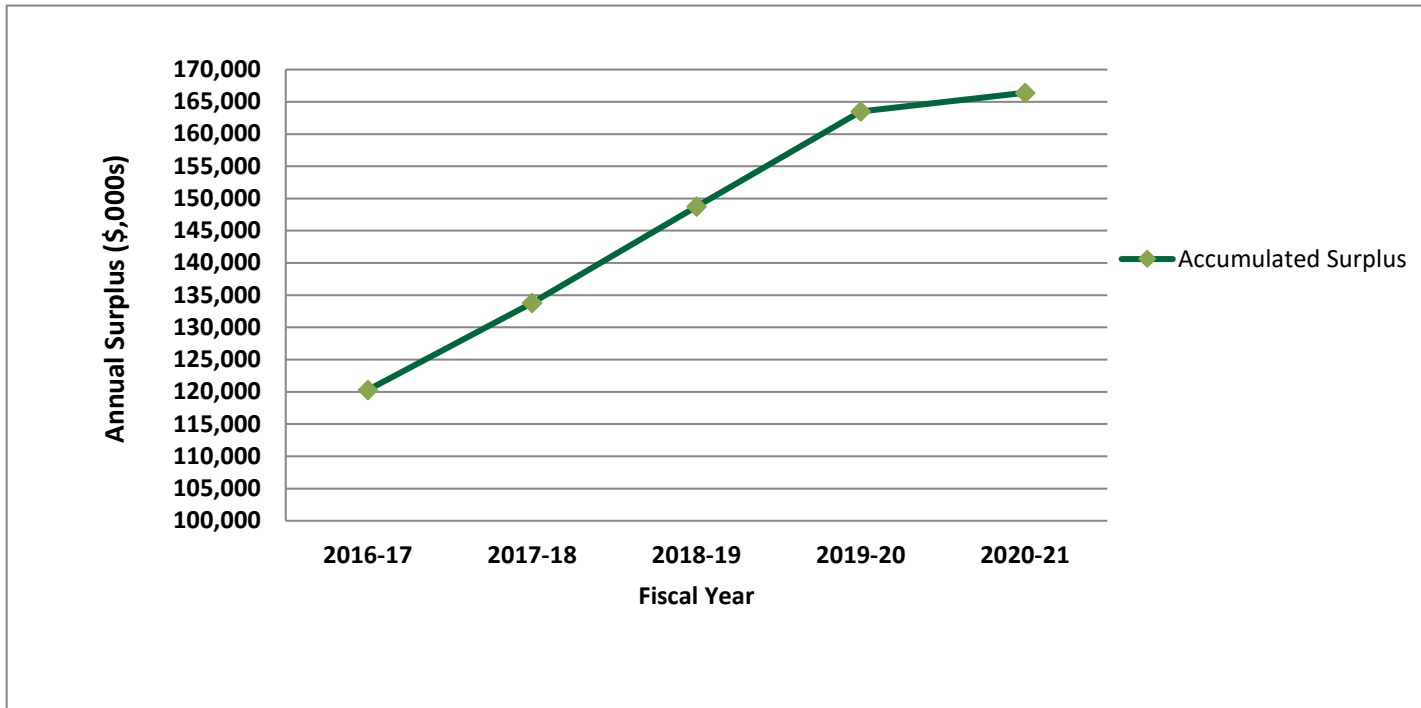
Objective:
Represents the cumulative wealth that an institution has under its own control to assist with ongoing operations.
Benchmark:
Must be greater than $0.
Rationale:
An accumulated deficit indicates that the College may have borrowed to support its past operations and will have to make up this difference in the future.

6.1 APPENDIX B

<div align="center">

ANNUAL BUDGET AND QUARTERLY FINANCIAL PROJECTIONS COMPLIANCE SCHEDULE

</div>

	Source	Budget/Projection Requirement	Compliant (Y/N)
1	BGII-02 Board Financial Management Policy	1.2 The annual budget [and Quarterly Projections] … shall: 1.2.2 Have expenditures not exceeding revenues unless the Board has approved … to spend from reserve funds;	Y (Board approval date: July 13, 2020)
2	BGII-02 Board Financial Management Policy	1.2 The annual budget [and Quarterly Projections] … shall: 1.2.3 Have ancillary expenditures not exceeding ancillary revenues unless the Board has specifically directed otherwise.	Y (Board approval date: July 13, 2020)
3	BGII-02 Board Financial Management Policy	2.3 Quarterly projections of the annual budget shall be presented to the Board, ensuring the College's projected surplus or deficit are at least equal to or better than the Approved Budget.	N (Board approved a maximum $19 million projected net contribution deficit on July 13, 2020)
4	BGII-02 Board Financial Management Policy	4.2 The President may not approve an unbudgeted expenditure or commitment that will result in the College's fiscal year-end total balance of unrestricted net assets plus internally restricted net assets being lower than budgeted without the approval of the Board.	Y
5	Strategic Plan 2017-2022	'Goal 5 - Enhance Algonquin's global impact and community social responsibility' -we must ensure we maintain strong financial health indicators	Y

6	President's Budget Overview - Annual Budget	President's Overview: 'We will be aggressively pursuing further opportunities in the non funded area which will provide funds for investment in all of the things that are currently not funded through government sources such as technology upgrades, infrastructure improvements, equipment for faculty and staff etc.'
		
		 - we must ensure that our SIP expenditures (budgeted and projected) do not exceed the sum of:
		   - Non-Funded Activities net contributions; and
		   - Allocations from Internally Restricted Net Assets
		     such that the ending balance of Internally Restricted
		     Net Assets is at least equal to or greater than
		     the balance approved by the Board in the
		     Annual Budget (see #4 above).
			N
			 (Board approved a maximum $19 million projected net contribution deficit on July 13, 2020)

Agenda Item No: 6.2

Report title:	2020-21 Draft Audited Financial Statements
Report to:	Board of Governors
Date:	June 7, 2021
Author/Presenter:	Duane McNair, Vice President, Finance and Administration Grant Perry, Chief Financial Officer

1. RECOMMENDATION:

    a. **THAT** the Board of Governors approves the 2020-21 Draft Audited Financial Statements of Algonquin College (Appendix A: 2020-21 Draft Audited Financial Statements – Algonquin College),
        AND
    b. **THAT** the Board of Governors approves the transfer of $1,986,426 from internally restricted net assets to unrestricted net assets,
        AND
    c. **THAT** the Board of Governors accepts for information, the 2020-21 Audited Financial Statements for 2364193 Ontario Inc. (Appendix B: 2020-21 Audited Financial Statements – 2364193 Ontario Inc.).

2. PURPOSE / EXECUTIVE SUMMARY:

    The purpose of this report is:

    a. To request approval of the 2020-21 Draft Audited Financial Statements of Algonquin College from the Board of Governors,

    b. To present the recommendation for the transfer of $1,986,426 from internally restricted net assets to unrestricted net assets for approval, and

    c. To present, for information, the 2020-21 Audited Financial Statements of 2364193 Ontario Inc.

3. BACKGROUND:

    Colleges are consolidated into the Province of Ontario's financial statements. Colleges are required to submit their approved financial statement details to the Ministry of Colleges and Universities no later than June 14, 2021. Draft financial statements are due to the Ministry of Colleges and Universities on May 17, 2021.

The Draft Audited Financial Statements of Algonquin College are prepared in the format required by the Ministry of Colleges and Universities that complies with financial reporting standards set by the Public Sector Accounting Board.

The College's audit firm, BDO, LLP, has substantially completed the audit of Algonquin College's financial statements for the fiscal year ending March 31, 2021. These financial statements are presented in draft form to the Audit and Risk Management Committee each year in May, with a subsequent year-end report to the Board of Governors in June accompanied with the final financial statements. The financial statements will remain "draft" until formally approved by the Board of Governors on June 7, 2021.

The Draft Audited Financial Statements of 2364193 Ontario Inc. will be presented for approval by its Board of Directors on May 27, 2021. The Draft Audited Financial Statements for 2364193 Ontario Inc. are being presented to the Board of Governors for information.

4. DISCUSSION:

Current assets have increased by $23 million primarily due to an increase in short-term investment holdings of $9 million, transferred in from long-term investments, and an increase in accounts receivable of $16.6 million. A lower cash balance results from a significant reduction in the number of students in residence in Winter 2021 and timing of the final March payroll process.

Long-term assets have decreased by $7 million primarily due to a transfer of investments to short-term assets, and a decrease in Capital Assets balance reflecting depreciation expenses for the year, with minimal capital additions. These reductions were offset by an increase in endowment investments of $7 million.

Total current liabilities have increased by $17 million. Accounts payable and accrued liabilities have increased by $8 million, reflecting several pending transfers of funds to partner institutions under the Ministry of Colleges and Universities Skills Advance Ontario (MCU:SAO) Project, the COVID-19 Rapid Response Initiative (Government of Canada's Youth Employment and Skills Strategy), and higher accruals related to the Athletics Recreation Centre project.

Deferred revenue has grown because of increases in student deposits, winter tuition and fee deferrals, as well as deferred revenue from the Employment and Skills Development Canada (ESDC) Strategy: Indigenous Youth Build Expansion Project (ESDC:Youthbuild).

Long-term liabilities have decreased by $12 million over the prior year. Most notably, long-term debt has decreased by $2.1 million reflecting six months of principal repayments. The remaining six months of repayments were deferred in response to the pandemic to preserve

capital. Long-term liabilities are further impacted by a $7.2 million decrease in deferred capital contributions from the recognition of revenue as scheduled, and a decrease in the number of new grants received over the past year.

The net assets of the College have increased by $10 million over the previous fiscal year, reflecting the flow-through of the current year $2.9 million surplus to reserves, a $2 million reduction to the vacation liability of the College, $3 million increase in capital assets, and a $7.2 million increase in endowment investments during the year.

There were several factors contributing to the surplus achieved, including one-time funding of $8.3 million received from the Ministry of Colleges and Universities through a COVID Support Fund, a two per cent increase in enrolment over the Q1 Financial Projection, and cost savings achieved through reduced campus activities, and college-wide austerity measures implemented at the outset of the pandemic. Additionally, spending through some of the Strategic Investment Priorities Projects was less than budgeted, and there were savings realized in the current year because of minor delays in the delivery of construction projects.

These cumulative changes to the Statement of Financial Position have resulted in a quick ratio of 1.57 compared to 1.66 for the prior year. This ratio is used to measure an entity's ability to service its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). Our quick ratio benchmark is 1.00 or above; therefore, our quick ratio remains strong and has remained stable to the prior year.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

Expenditures realized for this past year ensured that students were supported through adapted services and learning delivery models during the pandemic. Additional investments in information technology infrastructure, renovations, and adaptations to learning spaces, maintenance of existing learning spaces, and investment in new program development, and academic equipment upgrades ensures that the College continues to plan for the future. Increases in student aid were also provided in response to the ongoing pandemic and the challenges that the pandemic posed to learners.

The surplus of $2.9 million earned in the fiscal year, in part from one-time Ministry funding, will support the College as it responds to the numerous demands arising from the ongoing COVID-19 pandemic, and preserve capital to deliver strategic capital projects now, and in the future.

7. FINANCIAL IMPACT:

The College is assessed as being in good financial health with an increase of over $10 million in net assets that will provide opportunities to invest in future strategic projects, fund student financial aid, and support the College as it emerges from the pandemic.

8. HUMAN RESOURCES IMPACT:

These audited financial statements do not have a direct impact on human resources. Costs for employee salaries, benefits, and pension plan contributions are reflected in these financial statements.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

In accordance with the Ministry of Colleges and Universities, this year the College is required to submit Final Audited Financial Statements, approved by the Board of Governors to the Ministry by June 14, 2021.

10. COMMUNICATIONS:

The audited statements will be posted to the College's website once formally approved by the Board of Governors on June 7, 2021.

11. CONCLUSION:

The College has concluded the 2020-21 fiscal year with overall positive financial results as reflected in the Draft Audited Financial Statements. The College maintains good financial

health and is well positioned to respond to the impacts of the COVID-19 pandemic while making important investments of capital in strategic and student-focused initiatives.

Respectfully submitted: Approved for submission:

_____   _____
Duane McNair   Claude Brulé
Vice President, Finance and Administration   President and CEO

Appendices:

Appendix A: 2020-21 Draft Audited Financial Statements – Algonquin College
Appendix B: 2020-21 Draft Audited Financial Statements – 2364193 Ontario Inc

ALGONQUIN COLLEGE

President/Board of Governors

Report title:	Fourth Quarter 2020-2021 Business Plan Update
Report to:	Board of Governors
Date:	June 7, 2021
Author/Presenter:	Laura Stanbra, Vice President, Student Services

1. RECOMMENDATION:

THAT the Board of Governors accepts this update for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The Board of Governors is responsible for monitoring the College's progress against key metrics and performance outcomes related to the institution's strategic directions. The annual business plan is a tool used by management to set the direction for the College to achieve annual goals and targets in the context of the Strategic Plan. A detailed metrics scorecard is provided in Appendix C: 2020-21 Scorecard.

3. BACKGROUND:

The Board of Governors is provided with quarterly updates on progress being made against the annual Business Plan using a Business Plan Dashboard and Exceptions Report. The Business Plan Dashboard for the Fourth Quarter covers the period January 01 through to March 31, 2021, provided in Appendix A: Fourth Quarter 2020-21 Business Plan Dashboard.

Dashboard

The legend for the fourth quarter dashboard reads as follows:
- *Blue – Completed*: Identifies targets or initiatives completed within the fiscal year.
- *Red – Not Completed*: Identifies targets or initiatives that were not be completed within the fiscal year.

Exceptions Report

The Exceptions Report for the Fourth Quarter covers the period January 01 through to March 31, 2020, is provided in Appendix B: Fourth Quarter 2020-21 Business Plan Exceptions Report.

4. DISCUSSION:

Twenty-two (81%) of the 27 Business initiatives have a blue status, indicating they have been completed. There are five (19%) initiatives that were not fully completed by fiscal year end, and therefore have a red status. These five initiatives are:

1) The Athletics and Recreation Centre will achieve substantial performance by June 30, 2021 to align with the financial terms of the Students' Associations lender.
2) Finalizing Algonquin's first partnerhisp with a private sector college is dependent upon receiving approval from the Ministry of Colleges and Universities, and Ministry of Finance (Section 28). The contract will be signed upon Ministry approval.
3) The Ottawa Campus of Care shovel-ready project is not fully defined. Advocacy with the Provincial Government continues by both the partner and the College. The scope of project is not fully defined given uncertainty of financial support. Site exploration/planning continues. The academic plan is in a place where it can be rapidly scaled and adapted to any opportunity for government funding.
4) Forty top-priority project improvements were not reach due to the need to focus on COVID-19 related priorities. However, 22 (55% of target) of the identified process improvements were completed, resulting in $62,360 (312% of target) of non-personnel costs reinvested and time savings of over 43,000 (431% of target) hours.
5) The Commissioning of the new Solar Photovoltaic and battery energy storage system was delayed until June 30, 2021 due to pandemic-related delays at Hydro Ottawa and risks associated with completing the connection during winter months.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

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

7. FINANCIAL IMPACT:

There is no current financial impact identified at this time.

8. HUMAN RESOURCES IMPACT:

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

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

There is no government/regulatory/legal impact identified at this time.

10. COMMUNICATIONS:

The fourth quarter update is made available to the public on the Board of Governors website prior to the Board of Governors June 7, 2021 meeting.

11. CONCLUSION:

The Board of Governors has been kept informed of progress on the Business Plan initiatives through regular Board reports during the year. Targets and initiatives within a business plan are intended to balance an ambition to move the organization forward on its strategic goals while maintaining the ability to manage daily operations of the College. Given the impact of the COVID-19 Pandemic, the breadth and depth of the College's business operations and the highly dynamic nature of the College system, it is not unusual to have some business plan initiatives incomplete or delayed at the conclusion of the fiscal year.

Respectfully submitted: Approved for submission:

_____   _____
Laura Stanbra   Claude Brulé
Vice President, Student Services   President and CEO

Appendices:

Appendix A: Fourth Quarter 2020-2021 Business Plan Dashboard
Appendix B: Fourth Quarter 2020-2021 Business Plan Exceptions Report
Appendix C: Business Plan Scorecard Metrics

7.1 Appendix A

Business Plan Dashboard

Executive Sponsor

P&C	President's Office & Communications		**HR**	Human Resources
AS	Academic Services		**TRI**	Truth, Reconciliation and Indigenization
SS	Student Services		**ADV**	Advancement
FA	Finance & Administration			

LEARNER DRIVEN

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

Goal	ACET Sponsor	2020-21 Metric	Q4 Status
Improve Student Retention			
1.1	AS	100% of Winter and Spring 2020 students with outstanding face-to-face learning requirements have been provided opportunity to complete the Winter 2020 term by December 31, 2020.	⭐
Improve Overall Student Satisfaction			
1.2	AS	Operational processes necessary to support and maintain delivery of micro-credentials developed by March 31, 2021.	⭐
1.3	AS	Three new micro-credentials developed under Algonquin's micro-credential framework launched by March 31, 2021.	⭐
1.4	FA	Athletics and Recreation Centre achieves substantial performance by March 31, 2021.	🔷
1.5	AS	Instruments to measure the quality and student satisfaction of remotely delivered/online courses developed and implemented by September 1, 2020.	⭐
1.6	SS	Process and metrics to monitor and continuously improve Student Service delivery in a remote environment defined by August 31, 2020 and process launched by September 15, 2020.	⭐
1.7	FA	Identify and contract with a private sector college programs provider to establish Algonquin College's first partnership pursuant to the Ministry of Colleges and Universities Binding Policy Directive: Public College Private Partnerships by March 31, 2020.	🔷

CONNECTED

Goal	ACET Sponsor	2020-21 Metric	Q4 Status
Become an integral partner to our alumni and employers			
Increase the number of alumni who are engaged in meaningful activities with Algonquin College			
2.1	ADV	Data analytics and segmentation in alumni database implemented by July 31, 2020.	⭐
2.2	ADV	Integrated alumni engagement pilot implemented in one academic School by August 31, 2020.	⭐
2.3	ADV	Alumni-focused marketing and communications strategy implemented by August 31, 2020	⭐
Improve Willingness to Recommend External Community (Perception)			
3.0	AS	Ottawa Campus of Care shovel-ready and ready for design and development upon approval of government funding, by March 31, 2021.	🔷

PEOPLE

Goal	ACET Sponsor	2020-21 Metric	Q4 Status
Be recognized by our employees and the community as an exceptional place to work			
Improve Employee Engagement			
4.0	HR	Employee Engagement Survey (2019) college-wide initiatives to promote engagement in our remote working environment implemented by March 31, 2021, including assessment of college-wide initiatives completed with recommendations provided to Algonquin College Executive Team by the Employee Engagement Task Force by November 30, 2020.	⭐
Engage members of the College community in Equity, Diversity and Inclusion activities by measuring participation in the Culture Climate Survey			
5.0	HR	Elements of year two of the Equity, Diversity and Inclusion blueprint implemented by March 31, 2021, including: training on Active Bystander training and multiple learning opportunities through our Inclusion Infusion events.	⭐
Increase the strategic workforce planning forecasting focus of full-time and part-time staffing needs			
6.0	HR	Year 1 of the Strategic Workforce and Talent Planning implemented by March 31, 2021, including: Task force within the Academic Area established by October 31, 2020.	⭐
Create Culture of Employee Learning and Development through increased organizational training satisfaction metric			
7.0	HR	Cross-College Learning and Development Steering Committee established by January 31, 2021 and mandated to provide oversight for employee learning structure including: coordination of all employee remote learning delivery and oversight of the Employee Learning Experience Platform.	⭐

Innovation and Quality

Goal	ACET Sponsor	2020-21 Metric	Q4 Status
We will be leaders and continuously improve the quality, impact and innovativeness of teaching, learning and service delivery			
Increase the number of Students Registered in Co-op			
8.0	FA	50% of eligible Co-op programs available for direct entry at time of application for Fall 2020 intake.	★
Reduce the risk of failure of information technology infrastructure and software applications			
9.1	SS	Ontario College Application Service (OCAS) application pilot project launched to enable co-op enrolment at the time of OCAS application for Jun. 30, 2019	★
9.2	SS	Project plan for phased implementation of the Student Information System project approved by the Algonquin College Executive Team by March 31, 2021.	★
Business Processes Improved, Time repurposed in hours, Non-personnel costs reinvested			
10.0	SS	Forty top-priority processes improved as determined by the Algonquin College Leadership Team, with the outcome of hours repurposed and non-personnel cost reinvested by March 31, 2021.	◆
Create a new Strategic Plan			
11.0	P&C	2022-27 Strategic Plan planning process begun by September 30, 2020 and milestones reached by March 31, 2021	★

Sustainability

Goal	ACET Sponsor	2020-21 Metric	Q4 Status
Pursue truth and reconciliation, social, environmental, and economic sustainability			
Grow net contribution			
12.1	FA	College will limit its draws on reserves in response to the financial impacts of the COVID-19 pandemic to the balances available in the Contingency Reserve Fund plus the COVID-19 Response Contingency Fund. In addition, additional reserve draws will be executed for Board approved major capital projects.	★
12.2	FA	Lead a strategic exercise to mitigate the financial impacts of COVID-19 by March 31, 2021 to strategically position the College on a path to restore financial sustainability.	★
Increase value of new cash, gift-in-kind donations, and pledges			
13.0	ADV	Year 2 milestones of the three-year Advancement Plan implemented by March 31, 2021, including a focus on endowed revenue, major gifts and campaigns, and annual unendowed revenue.	★
Engage members of the College community (students, employees and community members) in Truth and Reconciliation activities			
14.1	TRI	Year 2 of the Indigenization Strategy implemented, including: Indigenization Strategy updated and shared with College community in a town hall format, once per term by December 15, 2020.	★
14.2	TRI	Revenue from Indigenization activities grown by 10%, by March 31, 2021.	★
14.3	TRI	Burnt Water business case and operational plan completed by July 31, 2020.	★
Commissioning of the new Solar Photovoltaic and battery energy storage system completed by March 31, 2021.			
15.0	FA	Commissioning of the new Solar Photovoltaic and battery energy storage system completed by March 31, 2021.	◆

2020-21 Business Plan
Definition of Metrics

#	Goal	Metric	Definition
2017-22 **Strategic Directions**	**DEFINITION OF METRIC**	**True North**	**True North Owner**
LEARNER DRIVEN			
Retention	Percentage of eligible Post-Secondary Education students enrolled at the College Day 10 of the Fall term who remain enrolled Day 10 in the following term across all levels. Eligible students are domestic and international full-time and part-time students registered in certificate, diploma, advanced diploma, degree and graduate certificate programs.	**100%**	Academic
Student Satisfaction	Overall student satisfaction rate from annual provincial KPI survey.	**100%**	Academic

#	Goal		Metric	Definition
2017-22 **Strategic Directions**	**DEFINITION OF METRIC**		**True North**	**True North Owner**
2. CONNECTED				
Alumni Engagement	**Number and percentage of contactable alumni who are engaged in meaningful activities with Algonquin College.** Definitions: **Alumni:** a graduate of Algonquin College from any program of instruction for which a credential is awarded including: College Certificate, Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, Ontario College Graduate Certificate or Degree. **Meaningful Alumni Engagement Activities:** activities that are valued by alumni, build enduring and mutually beneficial relationships, inspire loyalty and financial support, strengthen the institution's reputation and involve alumni in meaningful activities to advance Algonquin's mission of transforming hopes & dreams into lifelong success (their own & those of other past and present learners): • **Volunteer:** Formally defined and rewarding volunteer roles that are endorsed and valued by the institution and support its mission and strategic goals. • **Experiential:** Meaningful experiences that inspire alumni, are valued by the institution, promote its mission, celebrate its achievements and strengthen its reputation: • **Philanthropic**: Diverse opportunities for alumni to make philanthropic investments that are meaningful to the donor and support the institution's mission and strategic goals. • **Communication**: Interactive, meaningful and informative communication with alumni that supports the institution's mission, strategic goals and reputation and aligned with the College's communication strategy and planning process.		**100%**	Advancement
#	Goal		Metric	Definition
2017-22 **Strategic Directions**	**DEFINITION OF METRIC**		**True North**	**True North Owner**

Alumni Willingness to Recommend (Satisfaction):	Score calculated based on responses to the following question (using a 0-10 scale): How likely is it that you would recommend Algonquin College Alumni programming and events to other alumni? Subtracting the percentage of Detractors from the percentage of Promoters yields the Net Promoter Score, which can range from a low of -100 to a high of 100. Promoters (score 9-10), Passives (score 7-8) and Detractors (score 0-6)	**100 NPS Score**	Advancement
3. PEOPLE			
Employee Engagement	Percentage of engaged employees as measured in the employee engagement survey (AON Hewitt)	**100%**	HR
Willingness to Recommend (Perception) External Community	Score calculated based on responses to the following question (using a 0-10 scale): How likely is it that you would recommend Algonquin College to a friend, family member, or colleague? Subtracting the percentage of Detractors from the percentage of Promoters yields the Net Promoter Score, which can range from a low of -100 to a high of 100. Promoters (score 9-10), Passives (score 7-8) and Detractors (score 0-6) Our methodology evaluates brand holistically (perception and awareness). As such, it includes those unaware of our brand as detractors which results in a lower score than, for example, a post product experience survey. Detractors are asked a follow-up question that provides further detail on awareness/familiarity with our brand. Given that this is a general population survey these net promoter scores should not be compared to industry averages. The survey is conducted across Eastern Ontario and Gatineau.	**100 NPS Score**	Academic

#	Goal	Metric	Definition

2017-22 Strategic Directions	DEFINITION OF METRIC	True North	True North Owner

4. INNOVATION AND QUALITY

# of Students Registered in Co-op	The sum of; • Students who register directly to co-op mandatory programs through OCAS; • Students who register directly to co-op versions of programs when there is a choice between 'regular' and 'co-op' through OCAS (this is new for September 2019 intakes) • Students who register to co-op programs through the co-op registration process – this is for students that did not register directly to the co-op program through OCAS.	11,000	Co-op
Innovation and Entrepreneurial Mindset Students Employees	A percentage score obtained by answering a questionaire, created based on the competencies from the Innovation and Entrepreneurship Mindset Framework, which indicates through a self assessed score the level of innovation and entreprneurship mindset that a learner possesses at a point in time. The higher the score, the higher the mindset of innovation and entrepreneurship is.	100% (Students) 100% (Employees)	Innovation and Strategy

5. SUSTAINABLE (Financial, Enviromental, Social)

Maintain cash reserves of March 31, 2020 for future College investments	Operating revenues less operating expenditures on a modified cash flow basis. *Under a modified cash flow basis the following cash outflows are treated as expenditures: • principal portion of debt service payments • contributions to reserves • purchases of assets that will be capitalized on the balance sheet The following cash inflows are treated as revenues: • capital grants that will be recorded as deferred capital contribution on the balance sheet The following items are excluded from the calculation: • depreciation expense, amortization of deferred capital contributions, change in vacation liability, impact of capitalizing assets and capital grants *NOTE: this portion of the definition is required for Finance Dept staff only - applies at the College roll-up level, not required knowledge for other administrators	$100M	Finance & Admin

#	Goal	Metric	Definition
2017-22 **Strategic Directions**	**DEFINITION OF METRIC**	**True North**	**True North Owner**
Greenhouse Gas Emissions	Greenhouse gas emissions are the release of gases into the earth's atmosphere associated with an organization or business which contribute to the greenhouse effect. GHG emissions are measured in metric tons of CO2 and are broken up into three different types: • Scope 1 – "Direct Emissions" – emissions that are "owned or controlled by an organization" - generated on site by an organization • For Algonquin, it is almost exclusively from the burning of natural gas for heating and the generation of power (cogen) • Scope 2 – "Indirect Emissions" - emissions from the consumption of purchased electricity (i.e. from electricity grid) • Scope 3 – "Other Indirect Emissions" – not directly owned or controlled e.g. emissions generated by individuals travelling to/from an organization, third-party distribution and logistics etc. Current legislation and GHG reduction targets by the Ministry of the Environment pertain exclusively to Scope 1 and Scope 2 emissions but it is expected that Scope 3 emissions will be included at a future date. Consequently, GHG figures for Algonquin College are do not include Scope 3 emissions.	**0**	Finance & Admin
Indigenization & TRC	Implementing year 1 of the Transforming Indigenization Initiatives report in order to operationalize Indigenization at Algonquin College. Indigenization activities are heavily informed and inspired by the 94 Calls to Action resulting from the Truth and Reconciliation Commission. Participant engagement: meaningful engagement of interested individuals from students, college staff members (support staff, faculty and administrators) and college community stakeholders groups. • Exploration of Truth – developing a suit of Indigenous professional development offerings that will be used in order to meet target offering for this year (500 participants – staff, faculty, administrators, community members and / or college stakeholders). • Erecting the Tree – a one year special project that will see Indigenous Initiatives take on a coaching / guiding role for the Algonquin College Leadership Team (administrators) that will focus on the acquisition of traditional Indigenous governance models and seek to embed them into our business planning. This will take place over the entire year of 2019 and focus on 13 ACLT meetings. • Demonstrate financial viability of Indigenization activities by animating the capital investments via within the DARE District. Demonstrate financial viability of Indigenization activities.	**22500**	TRC & Indigenization

BUSINESS PLAN - EXCEPTIONS

	2017-22 Strategic Goals	2020-21 Metric	2020-21 Target	2020-21 Initiative/Leveraged Action	ACET Member	Status	Comments for Fourth Quarter
Learner Driven							
1.4	Athletics and Recreation Centre achieves substantial performance by March 31, 2021.			1.4) Athletics and Recreation Centre achieves substantial performance by March 31, 2021.	D. McNair	🟥	1.4) Did not reach target. Substantial performance milestone has been delayed by the client, the Students' Association, to June 30, 2021 to align with the financing terms of their lender. Construction is on track for other milestones. Partial occupancy was achieved by March 26th, 2021. The 'soft opening' is scheduled for August 9th, 2021.
1.7	Establish Algonquin as the leader in personalized learning across all Ontario colleges	Improve overall student satisfaction	71%	1.7) Identify and contract with a private sector college programs provider to establish Algonquin College's first partnership pursuant to the Ministry of Colleges and Universities Binding Policy Directive: Public College Private Partnerships by March 31, 2021.	C. Janzen	🟥	1.7) Did not reach target by March 31, 2021. Board of Governors has approved the partner and business model. Section 28 application was made to Ministry in February 2021, but a final decision has not been rendered. Contract will be signed upon receipt of Ministry approval.
Connected							
3	Become an integral partner to our alumni and employers	Improve Willingness to Recommend External Community (Perception)	-38	3) Ottawa Campus of Care shovel-ready and ready for design and development upon approval of government funding, by March 31, 2021.	C. Janzen	🟥	3) Did not reach target. Advocacy with the Provincial Government continues by both the partner and the College. The scope of project is not fully defined given uncertainty of financial support. Site exploration/planning continues. The academic plan is in a place where it can be rapidly scaled and adapted to any opportunity for government funding.
Innovation and Quality							
10	Become an integral partner to our alumni and employers	Business Processes Improved Time repurposed in hours Non-personnel costs reinvested	40 10,000 $20,000	10) Forty top-priority processes improved as determined by the Algonquin College Leadership Team, with the outcome of hours repurposed and non-personnel cost reinvested by March 31, 2021.	L. Stanbra	🟥	10) Did not reach all three targets. The 40 process improvements identified were not fully completed by March 31, 2021. However time and non-personnel cost targets were achieved. There were 22 (55%) process improvements completed that resulted in $62,360 (312%) non-personnel costs reinvested and a savings of 43,054 (431%) hours. Process improvement work continues into the new fiscal year.
Sustainability							
15	Pursue truth, reconciliation, social environmental, and economic sustainability	Reduce greenhouse gas emissions measured in tonnes C02, scope 1&2 Emissions	11,870	15) Commissioning of the new Solar Photovoltaic and battery energy storage system completed by March 31, 2021.	D. McNair	🟥	15) Did not reach target. Final connection of this new system to the Hydro Ottawa grid is completed. Hydro Ottawa authorization to generate power and infrastructure commissioning will be achieved by end of April 2021. Milestone dates were adjusted until Spring 2021 due to the pandemic-related delays at the Utility and risks associated with completing the connection during the winter months.

BUSINESS PLAN SCORECARD - METRICS

Legend	
🟩	Exceeded target
⬜	Approached target
🟧	Did not meet target
⬜	Target not specified

2017-2022 Strategic Directions	2020-2021 Target	2020-2021 (Restated) Target	2020-2021 Actuals	2021-2022 Target	2022-2023 Target	TRUE NORTH	TRUE NORTH OWNER
1. LEARNER DRIVEN							
Retention	87.0%	81.0%	84.0%	81.5%	81.7%	100%	Academic
Student Satisfaction	80.0%	71.0%	78.0%	71.2%	71.4%	100%	Academic
2. CONNECTED							
Alumni Engagement	5,070 (6%)	4,100 (4.5%)	5,965 (7%)	5,000 (6%)	5,500 (6%)	100%	Advancement
Alumni Willingness to Recommend (Satisfaction):	82%	N/A	N/A	N/A	N/A	100%	Advancement
Willingness to Recommend (Perception): External Community	-24	-38	-21	-36	-35	100%	Marketing
3. PEOPLE							
Employee Engagement	N/A	N/A	N/A	N/A	70%	100%	Human Resources
4. INNOVATION AND QUALITY							
# of Students Registered in Co-op	4,000	4,000	4,309	5,500	6,000	11,000	Co-op
Innovation and Entrepreneurial Mindset _Students_ _Employees_	70%	70%	71%	73%	73%	100% 100%	Innovation & Strategy
5. SUSTAINABLE (Financial, Social, Environmental)							
Grow Enrolment to Pre-COVID-19 levels by 2023-24	N/A	40,263	41,131	43,284	44,500	50,000	Academic
Transmission of Indigenous Knowledge and professional development material: _Students_ _Employees_ _Community_ Total	500 250 150 900	 600	516 334 806 1,656	2000 300 200 2,500	2000 300 200 2,500	10,000 1400 1,000 12,400	Truth Reconciliation and Indigenization
Greenhouse Gas Emissions Measured in tonnes C02, Scope 1&2 Emissions	12,310	11,870	9,590 (estimated)	11,870	11,870	0	Finance & Administration

BUSINESS PLAN SCORECARD - METRICS

* Updated with Ontario Ministry of Energy GHG Emission Calculations

** Employee engagement Pulse Survey conducted from January 26 to February 19, 2021.
     Algonquin College scored 70.7% on Organizational Engagement.

^ Corrected estimation of GHG Emission Calculation

Agenda Item No: 7.2

Report title:	2020-21 Annual Report and Progress against Strategic Plan 2017-2022
Report to:	Board of Governors
Date:	June 7, 2021
Author/Presenter:	Tracy McDougall, Director, President's Office and Communications

1. RECOMMENDATION:

   THAT the Board of Governors approves the 2020-21 Algonquin College Annual Report.

2. PURPOSE / EXECUTIVE SUMMARY:

   The Board of Governors fulfills its annual requirement to the Ministry of Colleges and Universities by submitting an Annual Report. This report charts the College's achievement of the operational outcomes established in the business plan for the year, including audited financial statements.

3. BACKGROUND:

   Each year, the College is required under the Ministry of Training, Colleges and Universities Binding Policy Directive on Governance and Accountability to prepare an annual report. The report must be approved by the Board of Governors and submitted to the Ministry. It also must be made available to the public.

   Further guidance for the Annual Report content and prescribed layout is provided in the Ministry of Training, Colleges and Universities Annual Report Operating Procedure. This Procedure is given in Appendix B: Ministry of Training, Colleges and Universities Annual Report Operating Procedure.

4. DISCUSSION:

   The Annual Report creation and assembly provides a summary of the College's achievements and success for the past year. College staff from all areas of the College provide accountability on the business plan goals and highlight efforts supporting student and employee success.

   The Annual Report highlights the College's efforts to:
   - plan and implement a refreshed three-year Strategic Plan (2022-2025);

- respond to the COVID-19 pandemic and the impact it has had on our learners and employees;
- restore financial stability and sustainability;
- become a leader in personalized learning in the Ontario College system with the Learner Driven Plan;
- become an integral partner to our alumni and employers;
- be recognized by our employees and community as an exceptional place to work;
- lead and continuously improve the quality, impact and innovativeness of teaching, learning and service delivery;
- pursue Truth and Reconciliation, social, environmental and economic sustainability.

The draft Annual Report is attached as Appendix A: 2020-2021 Draft Annual Report.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

The report includes graphics outlining key metrics from the 2020-22 Business Plan related to students, including student satisfaction, retention, and coop participation.

There are sections related to how the College adapted during the COVID-19 pandemic to offer a fulsome, virtual student experience, as well as efforts made to implement robust health and safety standards for those learners required to be on campus.

The document also outlines key student success stories, from award winners to Board of Governor Changemakers, as well as updates on key activities that will improve the student

experience, from the launch of the R3 project (the new Student Information System), to an update on construction of the Students' Association new Athletic and Recreation Complex.

Other student impacts highlighted include:
• Mental health, wellness and diversity initiatives, including Taking a Stand week;
• Efforts to support International students arriving during the COVID-19 pandemic; and
• Attracting more women into targeted technology programs with the "We Saved You a Seat" initiative.

7. FINANCIAL IMPACT:

Ministry guidelines require College staff to include audited financial statements as well as a narrative on College financial sustainability efforts.

8. HUMAN RESOURCES IMPACT:

The Annual Report outlines employee awards, successes, and initiatives such as: ACVision; ACEngage; and activities that support the College's Inclusion and Diversity Blueprint. Community outreach programs were also available through Algonquin's Speaker Series and Project In-Kind: Campus Edition. In addition, it was noted that the College has been named a top 25 employer of the National Capital Region for the *eighth* consecutive year.

Charts included in the report identify the following 2019-20 College staff:

• Algonquin College Executive Team;
• Algonquin College Leadership Team;
• Chairs Council; and
• College Academic Council.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The Annual Report has been prepared in compliance with the Ministry of Training, Colleges and Universities Binding Directive Policy on Governance and Accountability and Annual Report operating procedures.

10. COMMUNICATIONS:

Upon approval, the Annual Report will be posted to the reporting section of the College's website and posted to myAC, the College's internal communications portal, for review by employees and community stakeholders.

11. CONCLUSION:

In accordance with Ministry of Colleges and Universities directives, the Annual Report provides an excellent summary of Algonquin College's employee and learener accomplishments, and operational activities.

Respectfully submitted: Approved for submission:

_____   _____

Tracy McDougall   Claude Brulé
Director, President's Office and Communications   President and CEO

Appendices:

Appendix A: 2020-2021 Draft Annual Report
Appendix B: Ministry of Training, Colleges and Universities Annual Report Operating
Procedure (last revised September, 2010)

ALGONQUIN COLLEGE

President/Board of Governors

Agenda Item No: 7.3

Report title:	AC Way Update
Report to:	Board of Governors
Date:	June 7, 2021
Author(s)/Presenter(s):	Laura Stanbra, Vice President, Student Services

1. RECOMMENDATION:

    THAT the Board of Governors accepts this update for information.

2. PURPOSE / EXECUTIVE SUMMARY:

    This report provides an update to the Board of Governors on the College's efforts and activities regarding *The AC Way* – Algonquin College's branded adaptation of Lean methodologies for daily continuous improvement. The last report to the Board of Governors on these initiatives was provided on October 26, 2020.

3. BACKGROUND:

    The College recognizes the importance of working in the AC Way. With the restating of the College 2020-21 Business Plan, a goal was set to improve 40 top-priority processes with the outcome of hours repurposed and non-personnel costs reinvested by March 31, 2021. The scope of this goal changed slightly from 40 top-priority processes to 40 processes of which six were a top-priority. This decision was made to alleviate the extra burden that was placed on already overburdened areas of the College due to the COVID-19 pandemic. Each member of the Algonquin College Leadership Team would be responsible for improving a business process and would receive the support of an AC Way coach.

    In November 2020, the AC Way team was reduced by 60% as part of the Workforce Pandemic Mitigation Plan. This resulted in the AC Way rethinking their strategy for supporting the Algonquin College Leadership Team with their 40 process improvements. A decision was made to keep the target of improving 40 processes even though this was a stretch target. The importance was placed on knowledge transfer and learning how to work in the AC Way more so than reaching the target of entirely completing 40 process improvements.

4. DISCUSSION:

40 PROCESS IMPROVEMENTS

The AC Way team amended their strategy to maximize the capacity available to support the College with this goal.

STANDARD PROCESS

The team developed a standard process for the Algonquin College Leadership Team to follow as they embarked on their process improvement work. This standard process included templates that were used to track their work and outcomes.

COACHING SUPPORT

The team adopted a pull-system where their availability was entered into a booking system which allowed anyone responsible for improving processes to schedule time with a coach as needed and just-in-time.

TRAINING MATERIALS

Resources, including theory toolkits, fidelity checklists, and templates for commonly needed continuous improvement tools and practices were developed and made available for those responsible for improving processes.

COMMUNICATION AND CONNECTION

A Microsoft Teams site was created specifically related to the business plan goal to improve 40 processes. This was a place where leaders responsible for improving processes could go to gather information and updates, access resources and templates, track their continuous improvement journey including process and metrics, and could book time with a coach. It was also a place where successes were celebrated.

The target for non-personnel costs reinvested back to the College as a result of the process improvements was $20,000. The target for time saved was 10,000 hours. In the end, employees completed 22 of the 40 process improvements which resulted in non-personnel cost savings of $62,360 (312%) and returned 43,054 hours (431%) (which is the equivalent of approximately five years) of capacity back to the College community. There are additional process improvements that did not fully actualize their savings by fiscal year-end, however the work continues which will result in future time saved, cost-reduction, and quality improvement.

<u>STRATEGIC EXERCISE TO RESTORE FINANCIAL SUSTAINABILITY</u>

Continuous improvement has been identified by all levels of the College as a priority for financial sustainability. The AC Way team collaborated on the Strategic Exercise to Restore Financial Sustainability where continuous improvement was a theme. Working in the AC Way by equipping people with the skills, behaviours, and mindsets to continuously improve their work through reducing waste and adding value to learners is essential to meet and surpass the needs and expectations of learners.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

Successful College-wide implementation of the AC Way has a direct impact on learners by improving the end-user experience, supporting student retention and graduation metrics, as well as supporting a positive overall educational experience that leads to life-long learning at Algonquin College.

An example of a process improvement that directly benefited students was the excellent work done by the Card Services team related to the UPass opt-out program. By working in the AC Way, they were able to understand the voice of the student, identify waste in the process, and through the plan, do, study, and adjust process, improve the procedure so that over $2.1 million was returned to Algonquin College students who did not want a UPass. By working in the AC Way, students were able to avoid the financial burden for a transit service they would not have used.

7. FINANCIAL IMPACT:

The largest portion of Algonquin's budget expense is labour costs, and a key factor in the successful implementation of Lean is the unwavering commitment to not eliminate jobs because of process improvements. Therefore, the greatest financial impact of working in the AC Way is to save employee time through process improvements whereby inefficient and/or low value-add activities are eliminated so employees can spend time on other value-add activities which benefit learners.

Another financial benefit of working in the AC Way includes savings gained through the elimination or reduction of non-personnel costs due to process improvements as outlined in section 4 of this transmittal.

8. HUMAN RESOURCES IMPACT:

Employees benefit from working in the AC Way. Scientific problem-solving and leadership skills are developed, communication is increased throughout the College, and employee satisfaction and engagement scores improve.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

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

10. COMMUNICATIONS:

The AC Way office developed a Microsoft Teams channel for the process improvement work that was of focus this year.

The AC Way office maintains a website for internal and external visitors to learn more about the College's unique approach to Lean management. This website hosts information about what the AC Way is, why it is important, and how AC Way thinking and behaving is cascaded throughout the College. It is also a place to learn about upcoming events, such as Algonquin's External Ottawa Lean Community of Practice.

The External Ottawa Lean Community of Practice was founded by the AC Way office in 2019. It is a learning forum focused on developing Lean and continuous improvement skills, where members teach and learn from each other. The Community of Practice consists of over 100 members from various industries and the membership list continues to grow.

11. CONCLUSION:

Despite this year's challenges, the College's journey to continuous improvement continued and great gains were made. Time was saved, non-personnel costs were reinvested, quality was improved, and employees benefited from an approach that allowed them to learn the skills and behaviours of the AC Way in an integrated way.

Respectfully submitted: Approved for submission:

_____   _____
Laura Stanbra   Claude Brulé
Vice President, Student Services   President and CEO

ALGONQUIN COLLEGE

President/Board of Governors

Report title:	Freedom of Information and Protection of Privacy Act – 2020 Annual Report
Report to:	Board of Governors
Date:	June 7, 2021
Author(s)/Presenter(s):	Duane McNair, Vice President, Finance and Administration

1. RECOMMENDATION:

   THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

   The purpose of this report is to present the Board of Governors with a summary of the Freedom of Information activity for 2020 provided in Appendix A: 2020 Freedom of Information Requests Summary Report, along with corresponding year-end Statistical Report for the Information and Privacy Commissioner of Ontario provided in Appendix B: 2020 Information and Privacy Commissioner of Ontario Statistical Report.

3. BACKGROUND:

   The Vice President, Finance and Administration, acts as the College's Freedom of Information Coordinator on behalf of the Head of the organization, the Chair of the Board of Governors. The Freedom of Information and Protection of Privacy Act provides the right to request access to recorded information held by government organizations, subject to specific exemptions.

4. DISCUSSION:

   In 2020, there were three new (3) Freedom of Information requests received and two (2) ongoing requests from 2019. Of those new requests received, two (2) were processed within the statutory time limit and one (1) request was not processed within the statutory time limit due to the large volume and complexity of records for which an extension was granted and the matter has now been concluded.

   The two ongoing requests from 2019 are complex and are ongoing as a result of appeals to the original College response.

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

This activity does not have any direct student impact.

7. FINANCIAL IMPACT:

There is no material financial impact arising from Freedom of Information requests. A total of $15 in fees have been collected from requestors, while, the College has incurred $9,157 in legal costs to complete the requests.

8. HUMAN RESOURCES IMPACT:

Impacts to college human resources for completing these requests are minor when considering the overall College business activity level.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The standard report addresses the regulatory requirement for the Freedom of Information and Protection of Privacy Act. The completion of the Information and Privacy Commissioner's year-end Statistical Report is mandatory.

10. COMMUNICATIONS:

The information and Privacy Commissioner's year-end Statistical Report for all institutions is made available to the public on the Information and Privacy Commissioner's of Ontario website at: https://www.ipc.on.ca.

11. CONCLUSION:

Algonquin College's 2020 Freedom of Information Requests Summary Report, attached as Appendix A, has been prepared internally, for more detailed information.

Respectfully submitted: Approved for submission:

_____   _____
Duane McNair   Claude Brulé
Vice President, Finance and Administration   President and CEO

Appendices:

Appendix A: 2020 Freedom of Information Requests Summary Report
Appendix B: 2020 Information and Privacy Commissioner of Ontario Statistical Report

ALGONQUIN COLLEGE | Risk Management

7.4 Appendix A

Request Number	Date Requested	Request Topic	Information Requested	Fees Received	Legal Costs	Processed within 30 days	File Status
LGL-2020-12-00022	1-Dec-20	Request for data between the College and uOttawa in regards to the procurement of Honorlock over other proctoring applications	Third Party notification from uOttawa requesting review of emails between IT experts from Algonquin and uOttawa, discussing preferred proctoring application.	$ -	$ -	Yes	College did not consent to release of records per the Act exemption relating to Advise and Recommendations by public servants. **Completed**
LGL-2020-08-00032	4-Sep-20	Student's own Records regarding assault allegations	Request for all emails involving the Requestor with specific faculty members and the Centre for Accessible Learning.	$ 5.00	$ 9,157.00	No	Responsive documents were released with portions redacted on the basis of several exemptions under the Act, including Personal Privacy of Others and Advise given by public servants. **Completed**
LGL-2020-06-00129	24-Jun-20	Statistical data regarding number students who have identified as disabled	Third Party notification from Ministry of Colleges and Universities requesting College's view on disclosure of data as it relates to enhanced services required for students with specific learning needs.	$ -	$ -	Yes	College approved the release of records with necessary redactions for records involving sample size of 5 and less. **Completed**
LGL-2019-09-00173	13-Sep-19	Student interference with confrontation between Security and three other Students	Student requesting all data and information about him, taken by all Security personnel.	$ 5.00	$ 6,994.00	Yes	All responsive records have been withheld in order to protect the privacy and the safety concerns of other students (whistleblowers), and where the records cannot be reasonably severed to disclose only the Requester's information. January, 2020 College received Notice of Appeal with mediation taking place until January, 2021. The Adjudicator has since proposed that the College release these records, however, the College has declined on the basis that doing so may well seriously threaten the safety and health of certain students as their identities would be compromised. **Ongoing**
LGL-2019-04-00216	24-Apr-19	(Student) Learning Management System	Request for all records and documents, including pricing, scoring, resumés and communication around the decision to award tender to the winning Contractor (D2L).	$ 245.00	$ 8,334.00	No	Substantive collection of records was released to the Requestor with numerous redactions made throughout to protect privacy of other candidates and College employees. The requestor filed appeal with IPC, with mediation beginning December 20, 2020. **Ongoing**

The Year-End Statistical Report

for the

I formation and Privacy Commissioner of Ontario

Statistical Report of

Algonquin College

for the Reporting Year 2020

for

Freedom of Information and Protection of Privacy Act

Report run on: 3/25/2021 at 10:01am

Section 1: Identification

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

Section 2: Inconsistent Use of Personal Information

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

Your institution received:

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

Enter the number of requests that fall into each category.

	Personal Information	General Records
3.1 New Requests received during the reporting year	1	2
3.2 Total number of requests completed during the reporting year	1	2

Section 4: Source of Requests

Enter the number of requests you completed from each source.

	Personal Information	General Records
4.1 Individual/Public	1	0
4.2 Individual by Agent	0	0
4.3 Business	0	0
4.4 Academic/Researcher	0	0
4.5 Association/Group	0	0
4.6 Media	0	0
4.7 Government (all levels)	0	2
4.8 Other	0	0
4.9 Total requests (Add Boxes 4.1 to 4.8 = 4.9)	1	2

BOX 4.9 must equal BOX 3.2

Section 5: Time to Completion

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

	Personal Information	General Records
5.1 30 days or less	0	2
5.2 31 - 60 days	1	0
5.3 61 - 90 days	0	0
5.4 91 days or longer	0	0
5.5 Total requests (Add Boxes 5.1 to 5.4 = 5.5)	1	2

BOX 5.5 must equal BOX 3.2

Section 6: Compliance with the Act

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

> NO notices issued;
> BOTH a Notice of Extension (s.27(1)) and a Notice to Affected Person (s.28(1)) issued;
> ONLY a Notice of Extension (s.27(1)) issued;
> ONLY a Notice to Affected Person (s.28(1)) issued.

Please note that the four different situations are mutually exclusive and the number of requests completed in each situation should add up to the total number of requests completed in Section 3.2.(Add Boxes 6.3 + 6.6 + 6.9 + 6.12 = BOX6.13 and BOX 6.13 must equal BOX 3.2)

A. No Notices Issued

		Personal Information	General Records
6.1	Number of requests completed within the statutory time limit (30 days) where neither a Notice of Extension (s.27(1)) nor a Notice to Affected Person (s.28(1)) were issued.	0	2
6.2	Number of requests completed in excess of the statutory time limit (30 days) where neither a Notice of Extension (s.27(1)) nor a Notice to Affected Person (s.28(1)) were issued.	0	0
6.3	Total requests (Add Boxes 6.1 + 6.2 = 6.3)	0	2

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

		Personal Information	General Records
6.4	Number of requests completed within the time limits permitted under both the Notice of Extension (s.27(1)) and a Notice to Affected Person (s.28(1)).	0	0
6.5	Number of requests completed in excess of the time limit permitted by the Notice of Extension (s.27(1)) and the time limit permitted by the Notice to Affected Person (s.28(1)).	0	0
6.6	Total requests (Add Boxes 6.4 + 6.5 = 6.6)	0	0

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

		Personal Information	General Records
6.7	Number of requests completed within the time limits permitted under both the Notice of Extension (s.27(1)).	0	0
6.8	Number of requests completed in excess of the time limit permitted by the Notice of Extension (s.27(1)).	1	0
6.9	Total requests (Add Boxes 6.7 + 6.8 = 6.9)	1	0

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

		Personal Information	General Records
6.10	Number of requests completed within the time limits permitted under both the Notice to Affected Person (s.28(1)).	0	0
6.11	Number of requests completed in excess of the time limit permitted by the Notice to Affected Person (s.28(1)).	0	0
6.12	Total requests (Add Boxes 6.10 + 6.11 = 6.12)	0	0

E. Total Completed Requests (sections A to D)

		Personal Information	General Records
6.13	Total requests (Add Boxes 6.3 + 6.6 + 6.9 + 6.12 = 6.13)	1	2

BOX 6.13 must equal BOX 3.2

Section 6a: Contributing Factors

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

Due to the quantity of emails required to review (over 300), the College requested external legal assistance to sort through such volume and to provide the College with guidance regarding responsive and releasable records.

All correspondence and notices were delivered in a timely manner. Additionally, the College asks Requesters (including this particular Requester) to provide a focused search request in order to allow for an improved responsive search.

It is not unusual for the College to receive large and broad requests, where every concerted effort is made to satisfy the Requester. In this particular request, College incurred $9,053 in fees doing so.

Section 7: Disposition of Requests

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

		Personal Information	General Records
7.1	All information disclosed	0	2
7.2	Information disclosed in part	2	1
7.3	No information disclosed	0	0
7.4	No responsive records exists	0	0
7.5	Request withdrawn, abandoned or non-jurisdictional	0	0
7.6	Total requests (Add Boxes 7.1 to 7.5 = 7.6)	2	3

BOX 7.6 must be greater than or equal to BOX 3.2

Section 8: Exemptions & Exclusions Applied

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

		Personal Information	General Records
8.1	Section 12 - Cabinet Records	0	0
8.2	Section 13 - Advice to Government	1	1
8.3	Section 14 - Law Enforcement[1]	0	0
8.4	Section 14(3) - Refusal to Confirm or Deny	0	0
8.5	Section 14.1 - Civil Remedies Act, 2001	0	0
8.6	Section 14.2 - Prohibiting Profiting from Recounting Crimes Act, 2002	0	0
8.7	Section 15 - Relations with Other Governments	0	0
8.8	Section 16 - Defence	0	0
8.9	Section 17 - Third Party Information	0	1
8.10	Section 18 - Economic and Other Interests of Ontario	0	0

Section 8: Exemptions & Exclusions Applied

8.11	Section 18.1 - Information with Respect to Closed Meetings	0	0
8.12	Section 19 - Solicitor-Client Privilege	0	0
8.13	Section 20 - Danger to Safety or Health	1	0
8.14	Section 21 - Personal Privacy(Third Party)[2]	0	0
8.15	Section 21(5) - Refusal to Confirm or Deny	0	0
8.16	Section 21.1 - Species at risk	0	0
8.17	Section 22 - Information soon to be published	0	0
8.18	Section 27.1 - Frivolous or Vexatious	0	0
8.19	Section 49 - Personal Information(Requester)	1	0
8.20	Section 65 - Act Does Not Apply[3]	0	0
8.21	Section 65(6) - Labour Relations & Employment Related Records and Appointment and Placement Related Records	0	0
8.22	Section 67 - Other Acts	0	0
8.23	PHIPA Section 8(1) Applies	0	0
8.24	Total Exemptions & Exclusions Add Boxes 8.1 to 8.23 = 8.24	3	2

[1] not including Section 14(3)
[2] not including Section 21(5)
[3] not including Section 65(6)

Section 9: Fees

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

		Personal Information	General Records	Total
9.1	Number of REQUESTS where fees other than application fees were collected	0	0	0
9.2.1	Total dollar amount of application fees collected	$5.00	$10.00	$15.00
9.2.2	Total dollar amount of additional fees collected	$0.00	$0.00	$0.00
9.2.3	Total dollar amount of fees collected (Add Boxes 9.2.1 + 9.2.2 = 9.2.3)	$5.00	$10.00	$15.00
9.3	Total dollar amount of fees waived	$0.00	$0.00	$0.00

Section 10: Reasons for Additional Fee Collection

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

		Personal Information	General Records	Total
10.1	Search time	0	0	0
10.2	Reproduction	0	0	0
10.3	Preparation	0	0	0
10.4	Shipping	0	0	0
10.5	Computer costs	0	0	0

Section 10: Reasons for Additional Fee Collection

10.6	Invoice costs(and other as permitted by regulation)	0	0	0
10.7	Total (Add Boxes 10.1 to 10.6 = 10.7)	0	0	0

Section 11: Correction and Statements of Disagreement

Did your institution receive any requests to correct personal information?

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

BOX 11.4 must equal BOX 11.9

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

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

BOX 11.9 must equal BOX 11.4

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

		Personal Information
11.10	Number of statements of disagreement attached:	0

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

		Personal Information
11.11	Number of notifications sent:	0

Note:

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

Thank You for your cooperation!

Declaration:

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

	March 25, 2021
Signature	*Date*

Report title:	People Plan – Year Four Update
Report to:	Board of Governors
Date:	June 7, 2021
Author/Presenter:	Diane McCutcheon, Vice President, Human Resources

1. RECOMMENDATION:

THAT the Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

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

3. BACKGROUND:

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

A progress report on the development of the College's People Plan was provided to the Board of Governors for information at the June 8, 2020 meeting.

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

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

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

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

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

The People Promise is that the College will:

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

4. DISCUSSION:

As the 2020-21 Business Plan concluded, year four of the People Plan also concluded. The College's accomplishments remain consistent with the planning document that include:

Year four:

a) The College implemented year two of the Inclusion & Diversity Blueprint (2020-21) which included a focus on the strategic area of "Understand and Develop Myself", resulting in 10,000 meaningful touchpoints with employees such as blogs, podcasts, Ethical Upstander Training and 'Taking A Stand: Disrupting Black and Indigenous Racism' week in February. The focus on "Managing for Diversity" continued to be a priority and included a number of high impact community engagement efforts including support for immigrant women from World Skills Employment Centre and the Employment Accessibility Resource Network (EARN). To improve the inclusiveness of college processes and systems, four changes were made during the year to address systemic barriers including creation of a Diversity Champion Employee Award, safe washroom campaign, update to 'use of authorized animals on campus policy', and support for the Program Quality Assurance Committee (PQAC) in evaluation of new courses on equity, diversity and inclusion.

b) Employee Engagement Working Team, which included representation from academic, support and administration, finalized their research and list of recommendations in response to the Employee Engagement Survey conducted in 2019. The report identified

improvements in two key areas including recruitment practices and focus on development and career growth opportunities. The report and recommendations made will serve as a key input into future enhancements and the overall talent strategy.

c) An employee engagement pulse survey was conducted in January to collect data on the college's response to the COVID-19 pandemic, 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, organizational engagement departmental engagement compared to the last survey conducted in 2019. Results were shared at a Town Hall event on April 22, and each department received their own reports to discuss and review with their teams. Action plans will be developed in each department by June aimed at enhancing overall employee experience and engagement.

d) A new performance management model was developed for full-time administrators and fixed-term administrators aimed at improving the connection of employees with the business plan as well as providing a greater focus on operational excellence, learning and development, values and leadership competencies. The new model and performance management plan templates will be rolled out through a robust change management plan for the 2021-22 fiscal year.

e) Research and benchmarking have been completed to assess potential performance management models and feedback tools for part-time academic employees. Based on this analysis, a model and feedback approach has been proposed along with an action plan to pilot the process in 2021-22.

f) Employee learning remains a priority for the college to support the continuous professional learning and development of employees in their work flow. The Centre for Organizational Learning continues to focus on digital learning and conversion of content to a hybrid mode that integrates asynchronous digital learning with synchronous virtual interaction. Key programs delivered using this new modality include Introduction to the AC Way, Ethical Upstander Training, Algonquin Leadership in Education Institute (ALEI) (ALEI 1: The Leader in Me, ALEI 2: Leading with Others, ALEI 3: Organizational Leadership) and Leadership Mentoring Program.

g) Developed and deployed an Employee Toolkit that provided a single portal for all employee supports and resources while working remotely during the pandemic. Topics within the toolkit covered employee learning opportunities; working from home and wellness resources; and a section devoted to resources provided through Life Works, the college's Employee Assistance Plan (EAP) provider, including COVID-19 awareness training, fitness fact sheets, nutrition support and a mental health microsite.

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

5. LINK TO STRATEGIC PLAN:

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

6. STUDENT IMPACT:

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

7. FINANCIAL IMPACT:

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

8. HUMAN RESOURCES IMPACT:

Each year of the People Plan, a qualitative and quantitative impact on human resources is undertaken during the scoping of individual initiatives in the People Plan. In 2020-21, a few of the original initiatives identified in the plan were deferred to the final year of the People Plan to ensure focus on the health and wellbeing of the College Employees during the COVID-19 pandemic.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

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

10. COMMUNICATIONS:

    A communication plan has been developed to support the Employee Engagement Pulse Survey and sharing of results with the college community. Departmental area reports have been shared with college leaders and action plans are under development to improve employee engagement.

    Communications on the work of the Psychological Health & Safety Committee continued with focused communications on the "Not MySelf today" Campaign. A communication campaign on the Employee Toolkit and regular updates on Wellness continued in support of college employees. These initiatives are underscored with the message of the importance of physical and mental health in the workplace speaks to one of the College's primary value of Caring.

11. CONCLUSION:

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

Respectfully submitted: Approved for submission:

_____   _____
Diane McCutcheon   Claude Brulé
Vice President, Human Resources   President and CEO

Appendices:

Appendix A: Algonquin College People Plan 2017-22

ALGONQUIN
COLLEGE

50+5

People Plan 2017-2022

Abhay

June 2017

Table of Contents

Welcome to the People Plan

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

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

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

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

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

- Providing information and resources to help employees manage their careers with the College

- Holding people accountable for performance and results and recognizing contributions

- Providing performance feedback to enhance performance and career growth

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

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

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

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

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

Sincerely,

Cheryl Jensen,
President and CEO

Cathy Frederick,
Vice-President, Human Resources

01.

FOUNDATION

About this People Plan

Darrin

1.1

Guiding Principles in Developing the Plan

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

Cathy

01. ENGAGING EMPLOYEES

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

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

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

02. EVIDENCE-BASED DECISION-MAKING

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

- Recommendations of the task forces that considered the employee engagement priorities from the 2015 survey

- Interviews and consultations with people managers at all levels

- Human resources strategy risks identified by the College Enterprise Risk Management Committee

- The results of the Human Resources strategy audit commissioned by the Board of Governors

- Human resources business process and program data

03. LIVING DOCUMENT

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

04. ALIGNING WITH THE STRATEGIC PLAN

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

1.2

About us

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

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

- We are a mature employee group: most of us are older than 40.

- Many of us who are part-time have been working with the College for 10, 15, and 20 years or more.

- We employ several hundred of our own students every year in a variety of roles.

- Part-time employees are an important talent pool for full-time positions, and are often successful in becoming full-time employees in the Support and Academic groups. Over the past three years, 52 per cent of those hired into full-time Support positions

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

- The annual rate of turnover in full-time employees is just under 5 per cent, due mostly to retirements.

- The Ontario Colleges of Arts and Technology (CAAT) Pension Plan projects that 50 to 60 employees will retire in each of the next three years, based on analysis of the College's retirements since 2012.

- We need to further our understanding of the diversity within our workforce and whether we are fully taking advantage of the diversity of talent found in the labour marketplace.

- Since 1999, we have raised more than $1.3 million for United Way and had an impact on the lives of 4,600+ community members.

1.3

Our People Promise

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

Ben

The People Promise affirms that the College will:

- ✓ Engage the strengths of our employee community in support of our mission to transform hopes and dreams into lifelong success.

- ✓ Offer learning and development opportunities that will further employee performance and professional growth.

- ✓ Build a vibrant, resilient and diverse workforce, as well as foster an inclusive workplace culture that values the unique strengths of each employee.

- ✓ Provide caring, insightful leadership.

1.4

Plan Overview

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

✓ Provide employees with the tools and skills-building experiences necessary to build innovative programs and practices

✓ Readily connect pools of internal and external talent with opportunities

✓ Enable employees in choosing their career paths by making available information, resources, and opportunities

✓ Provide employees with insightful performance-enhancing feedback

✓ Facilitate a personalized, experiential learning approach to acquiring new skills

02.

The Core of the People Plan

Carlo

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

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

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

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

Sarah

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MEASURES OF SUCCESS

- Leadership roles filled by internal candidates

- Student satisfaction with internal Co-op work term

- Completion of performance discussions

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

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

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

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

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

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

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

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

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

MEASURES OF SUCCESS

- Learning investment as a % of payroll

- Time to hire employees

- User/client satisfaction with HR processes

Gregory

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

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

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

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

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

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

MEASURES OF SUCCESS

- Workforce diversity

- Resolution of issues tabled by the union in problem-solving sessions

- Employee wellness

03.

How will we be different five years out?

Cheryl

2017 - 2018 Accomplishments

WE WILL HAVE:

- ✓ Framework to employ Co-op Students

- ✓ Workday Phase I implemented and adoption support underway

- ✓ Employee Career Hub

- ✓ Lean strategy defined; additional training and supporting tools deployed

- ✓ College-wide and Departmental plans based on 2017 employee engagement survey results

- ✓ Pre-screened talent pools for PT Faculty

- ✓ 360-degree performance feedback and coaching for the College executive team

2018 - 2019 Accomplishments

WE WILL HAVE:

- ✓ Workday Phase II (Professional development module) implemented and adoption support underway

- ✓ Orientation module for new managers

- ✓ Performance-feedback tool for PT Admin and Support

- ✓ Pulse surveys on employee-engagement issues

- ✓ Process for matching internal candidates with short-term (<4 months) assignments

- ✓ Standardized scaleable change-management methodology and tools

- ✓ Online and blended learning methodologies introduced into leadership and management Professional Development

2019 - 2020 Accomplishments

WE WILL HAVE:

- ✓ Core competency framework refined for management role levels

- ✓ Departmental orientation framework in place

- ✓ Updated succession planning framework

- ✓ Workforce diversity and inclusion strategy

- ✓ Wellness assessment and updated resources

- ✓ 360-performance feedback and coaching for Deans and Directors

2020 - 2021
Accomplishments

WE WILL HAVE:

✓ Core competency framework
   expanded to non-management
   role levels

✓ Performance feedback tool
   for PT Academic

Carolyn

2021 - 2022
Accomplishments

WE WILL HAVE:

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

Dave

ALGONQUIN COLLEGE

Report from the Chair
Board of Governors Meeting
June 7, 2021

President's Year-End Dinner
The President's Year-End Dinner for the Algonquin College Board of Governors originally scheduled for June 25, 2021 has been postponed until the ban for large gatherings is lifted by public health and the province.

2021 Spring Convocation Ceremonies
The 2021 Spring Convocation Ceremonies will be held virtually on June 23, 2021.

Fall Board Retreat - September 12-13, 2021 – Pending status of COVID-19 pandemic restrictions
The September Board Retreat is scheduled for September 12 – 13, 2021. An in-person retreat will depend on the COVID-19 pandemic situation in September relating to social distancing and large group gatherings. The retreat is being planned virtually and should the pandemic situation change, attendees will be given the option to attend in-person or virtually. Fall Board retreat locations are usually rotated between Perth and Pembroke, but would be held at the Ottawa campus to adhere to budget restrictions.

Colleges Ontario Higher Education Summit 2021
The annual Colleges Ontario Higher Education Summit which includes professional development opportunities for Board of Governor members, as well as the Premier's Award Gala, will take place on November 27 to 29, 2021 at the Sheraton Centre Toronto Hotel. Details will be communicated in early Fall and will depend on state of COVID-19 pandemic restrictions.

RECOGNITION OF RETIRING GOVERNORS
I would like to take the opportunity to thank all of our retiring Governors for their dedicated service to the College and Board of Governors:

Wayne Johnson (2018-2021) first joined the Board of Governors in 2018, completing a three-year term of office. He was an active member of the Academic and Student Affairs Committee from 2018-19, a member of the Governance Committee from 2019-20 and served as Vice Chair of the Academic and Student Affairs Committee from 2020-21. We thank Wayne for his in-depth contribution to the Board of Governors.

Enrico DeFrancesco (2018-2021) was elected to the Board of Governors in September 2018 as an internal Board member representing the Academic employees. Enrico served as a member of the Academic and Student Affairs Committee from 2018-21. We thank Enrico for his dedicated service to the College and for the issues of interest to faculty that he brought to the Board's attention.

Shivang Dhawan (2020-2021) was elected to the Board of Governors in September 2020 as an internal Board member representing students and served on the Academic and Student Affairs Committee from 2020-21. Shivang ensured that the student's voice was heard at the Board table and we thank Shivang for his service to our Board and to the College community.

A BIG Thank you to all!

Over the Summer
Depending on the COVID-19 pandemic situation, the Board Executive Committee will be holding a virtual Retreat on June 25, 2021 to develop the agenda for the September Board Retreat. The Governance Committee will finalize the Orientation Sessions for new Governors, scheduled for August 19 and September 12, 2021, and the Board Office will be busy with logistics for the Board and Committee meetings and activities that occur throughout the year.

2021-2022 Board Meeting Schedule & Events
The schedule of Board meetings from September 2021 to June 2022 will be posted on the Board of Governors website. The 2021-22 Board meetings, retreats and special events are as follows:

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

Meeting Schedule		
Date	**Location**	**Time**
Monday, October 25, 2021	T102 A&B	4:00 – 6:00 pm
Monday, December 06, 2021	T102 A&B	4:00 – 6:00 pm
Monday, February 28, 2022	T102 A&B	4:00 – 6:00 pm
Monday, April 25, 2022	T102 A&B	4:00 – 6:00 pm
Board Meeting & Annual General Meeting Monday, June 06, 2022	T102 A&B	4:00 – 6:00 pm

Event Schedule	
New Governor Orientation Part 1	Thu. Aug. 19, 2021
New Governor Orientation Part 2	Sun. Sep. 12, 2021 (morning)
Board of Governors' Fall Retreat	Sun. Sep. 12 & Mon. Sep. 13, 2021
Board of Governors Holiday Dinner	Fri. Dec. 10, 2021
Board of Governors' Spring Retreat	Sat. Mar. 26, 2022
President's End-of-Year Dinner	Fri. Jun. 17 or 24, 2022

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

June 7, 2021

President Brulé met virtually 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:

- Board members of Polytechnics Canada;
- President and CEO, Colleges Ontario, Linda Franklin;
- Deputy Minister at Ontario Ministry of Colleges and Universities, Shelley Tapp;
- Minister of Training, Colleges and Universities, Ross Romano;
- Committee members for the Ottawa Campus of Care project;
- President and CEO, Carleton University, Benoit-Antoine Bacon;
- President and CEO, Invest Ottawa, Michael Tremblay; and
- President and CEO, La Cité, Lise Bourgeois.

On April 20, 2021, President Brulé virtually attended the Ottawa Board of Trade and Ottawa Business Journal annual Post-Budget Breakfast. A virtual event that will bring together some of Canada's top fiscal and political experts to analyse the federal budget.

On April 20, 2021, President Brulé hosted the virtual Future of Health and Wellness Speaker Series with guest speaker Dr. Jessica Hopkins, Chief Health Protection & Emergency Preparedness Officer, Public Health Ontario. Dr. Hopkins' discussed the topic of: One Year Later: Pandemic Reflections from a Public Health Leader. Attendees included members of the Algonquin College Board of Governros, Keith Egli, City Councillor, Ward 9 (Knoxdale/Merivale) and Chair of Ottawa Public Health, Mathieu Fleury, City Councillor, Ward 12 (Rideau-Vanier).

On April 22, 2021, President Brulé virtually attended the Talent for a Resilient Recovery discussion hosted by Polytechnics Canada. As Canada transitions to a green economy and adopts new climate-focused technologies, success will depend on a globally competitive workforce to develop, build, operate and repair new systems and infrastructure. The post-budget discussion was started by President of ECO Canada, Kevin Nilsen along with a panel of leaders from Canadian Colleges for a Resilient Recovery weighing in to discuss the sector's role in a greener future. Expert panel included: President & CEO, Mohawk College, Ron McKerlie; President & CEO, Red River College, Fred Meier; and Vice-President Academic, British Columbia Institute of Technology, Tom Roemer.

On April 22, 2021, President Brulé attended the Royal Ottawa Foundation, Royal Leaders Event. Table captains of this special event had the opportunity to interview Mark Borowiecki, a former member of the Ottawa Senators Hockey Club and currently playing for the Nashville Predators.

From April 26-28, 2021, President Brulé attended the Colleges and Institutes Canada (CICan) 2021 Connection Virtual Conference. Keynote speakers included: CEO proGective, Fabienne Goux-Baudiment; Futurist & Humanist, CEO The Futures Agency, Gerd Leonhard; Founder and Co-Director Building 21, Ollivier Dyens; Journalist & Author, CEO of Makwa Creative, Tanya Talaga; and Futurist DaVinci Institute, Thomas Frey. The conference theme Changing Narratives, reflects how the global impact of the COVID-19 pandemic has forced post-secondary institutions to dramatically change the way they operated – from the classroom to the boardroom. Over 1,500 delegates attended, more than 50 live and recorded sessions and presentations and listened to over 100 speakers from Canada and Globally.

On April 29, 2021, President Brulé, Algonquin College Board members, and the Algonquin College Executive Team attended the Mayor's Breakfast hosted by Mayor, Jim Watson with guest speaker President & CEO, the Ottawa Hospital, Cameron Love. The Ottawa Hospital is ground zero when it comes to treating people infected with COVID-19. For more than one year, its doctors, nurses and medical staff have toiled day and night to save lives in this worsening pandemic.

On May 3, 2021, President Brulé virtually attended the Launch Event for Bachelor of Culinary Arts & Food Science (Honours) Degree Program, coming Fall 2022, and offered opening remarks. The first of its kind in Ontario, this degree program is designed for students seeking careers in the hospitality, culinary, food services and food science sectors through a unique combination of food science and culinary skills. A panel discussion with industry leaders and key facutly members included: Director, Health Protection, Ottawa Public Health, Sherry Beadle; Director of Product Development and Quality Assurance of M & M Food Market, Chef Michael Gray; Senior Vice-President of Future Innovations and Technologies at Instant Brands Inc., Yi Qin. Attendees included the Algonquin College community and students.

On May 3, 2021, President Brulé also virtually attended the Audrey Lawrence Recognition Event. The new bursary, the Audrey Lawrence AC Online Bursary, officially launched during the virtual event. The Audrey Lawrence AC Online Bursary will represent five separate bursaries. Two $6,000 bursaries will benefit full-time learners, with one preferably directed toward an Indigenous student. Three $1,000 bursaries will also be awarded to part-time students. Member of Parliament, Jeremy Roberts brought greetings from the Province of Ontario during the event. Attendees included members of the Algonquin College Board of Governors, Algonquin College Executive Team, and the Algonquin College community.

On May 5, 2021, President Brulé attended a virtual generative discussion on the 2022-2025 Strategic Plan Validation led by the Dean, Pembroke Campus, Keltie Jones and facilitated by the Deloitte Team. This session was attended by the Algonquin College Board of Governors and the Algonquin College Executive Team.

On May 6, 2021, President Brulé attended the Commercialization Mandate for the College sector with Minister, Ross Romano. Earlier this year all colleges and universities completed the "Intellectual Property Generation Protection and Management Questionnaire". The purpose of this questionnaire was to provide the Ministry with information and details to help the government prepare a framework for Intellectual Property in the College sector. Attendees included Ontario College Presidents, President and CEO, Colleges Ontario, Linda Franklin.

On May 7, 2021, President Brulé attended the Public Sector Leaders Forum Breakfast Meeting to discuss Post- pandemic topics on Economic Recovery and Priorities for Advocacy with Federal and Provincial Governments based on lessons learned.

He also attended the Multi-College Collaborative Model Meeting with Presidents of Northern College, Sault College and Lambton College along with their Vice-Presidents Academic. The Multi-College Collabortative is an inter-college collaboration arrangement that was originally initiated as part of the Strategic Mandate Agreement 2.

On May 20, 2021, President Brulé virutally attended the A New Look at Lifelong Learning webinar hosted by Polytechnics Canada, with special guest speakers author, Michelle Weise and President of Fanshawe College, Peter Devlin. Given the massive workplace disruptions caused by COVID-19, there is new urgency to have systems and programs in place, navigation and supports for worker-learners, and a culture that embraces lifelong learning. Author, Michelle Weise discussed her new book, Long Life Learning: Preparing for Jobs that Don't Even Exist Yet, and President of Fanshawe College, Peter Devlin discussed what Canada must do to get lifelong learning right.

On May 25, 2021, President Brulé attended an Ottawa Community Loan Fund Board and Annual General Meeting. The Ottawa Community Loan Fund (OCLF) is an incorporated non-profit charitable organization working for financial empowerment in the Ottawa area.

On May 26, 2021, President Brulé attended the Invest Ottawa / Innovation Centre at Bayview Yards Board Meeting.

On May 28, 2021, President Brulé, Algonquin College Board members, Algonquin College Executive Team and the Students' Association Board of Directors attended the Mayor's Breakfast hosted by Mayor, Jim Waston with guest speaker President & CEO of Ottawa Tourism, Michael Crockatt. The topics discussed during the Mayor's breakfast were: The economic impact of tourism and its influence on other economic drivers; the impact of the pandemic, how Ottawa's strategy changed and our opportunities moving forward; and the role of our community in designing the future.

Committee of Presidents Meetings

The Committee of Presidents has stopped meeting on a bi-weekly basis, as it did in the past in order to coordinate closely on COVID-19 related matters. Instead, the group now meets on a monthly basis. The last meeting held on May 13, 2021, and covered the following agenda items: update from the Ministry of Colleges and Universities, presentation from the Nominating Committee, finalization of the Colleges Ontario Business Plan, Fiscal Sustainability Working Group Update presentation, a presentation on Apprenticeship Reform, a review of a proposal for expanding Nursing training, and planning for the 2021 Fall term (for which the Minister has called a one-hour meeting on June 3, 2021).

On the COVID-19 related matters, the Committee of Presidents will be reviewing an opinion from BLG regarding the option of establishing a condition that requires students and employees to be vaccinated in order to access campus this fall.

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.

President/Board of Governors

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For Algonquin College to deliver on its Mission and Vision we have five Strategic Directions and six supporting goals. These commitments guide our strategic priorities and budget process.
Strategic Direction
Reporting Timeframe: March 9, 2021 to May 3, 2021

LEARNER DRIVEN Goal 1: Establish Algonquin as the leader in personalized learning across all Ontario colleges.	
Summary Report from:	**Activity**

Academic	• The Learning and Teaching Services - Course Development team prepared professional development workshops on writing and revising course outlines to be delivered to Information and Communications Technology faculty, and course development 101 (to be delivered to Foundations faculty), with the intention of offering synchronous and asynchronous professional development for all faculty.
	• The Pembroke Campus held a two-day Virtual Open House event on March 16 and 18, 2021 that attracted close to 200 prospective students. The event showcased presentations from all programs and provided an opportunity for potential students and parents to ask questions about future studies at the Pembroke Campus.
	• The Audrey Lawrence AC Online Bursary was announced on May 3, 2021. This is the first bursary dedicated to online students in Ontario amongst colleges.
	• Record number of enrolments in 2020-21 in online courses and programs at Algonquin College as depicted in the following statistics:
	  o 22,160 part-time online course enrollments – 30.9% increase over last year;
	  o 9,265 part-time online students - 16.6% increase over last year;
	  o 34,501 full-time online course enrollments – 22.7% increase over last year; and
	  o 3,888 full-time online students - 19.6% increase over last year.
	The total part-time and full-time online course enrollments was 56,661, a 25.8% increase over last year while the total number of unique students was 13,153, a 17.5% increase year-over-year.
	• During the reporting period, the Prior Learning Assessment and Recognition (PLAR) and Pathways team helped to facilitate the completion of 60 PLAR challenges and processed 72 new PLAR applications. Staff also assisted 51 credit transfer students and 44 pathways students with advice on continuing their studies.

President/Board of Governors

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Advancement	• The Alumni & Friends Network Advisory Committee met on March 10, 2021 and featured special guest Emily Ferguson, the Students' Association President. Ms. Ferguson provided an overview of the Students' Association priorities and highlighted how alumni can help support student success. • Algonquin College received a $25,000 Bell Canada grant to support a Student Services mental health project.
Communications, Marketing and External Relations	• Ontario College's began accepting applications to the Province's new accelerated training program for Personal Support Workers in March, with Colleges Ontario supporting the dissemination of the message on social media. In March 2021, Communications created and published content advertising these programs, with content posted across all of the College's Social Media platforms. Local Member of Provincial Parliament, Jeremy Roberts also collaborated with Communications for a special message on Social Media to discuss the programs. • Personal Support Worker posts in the month of March earned nearly 65,000 impressions.
Finance and Administration	• The Jack Doyle Athletics and Recreation Centre achieved partial occupancy from the City of Ottawa.
Human Resources	• Updated HR04 Tuition Assistance Degree Completion policy to enhance access to the program for employees as well as rigour in tracking digital applications. Cross functional committee formed to evaluate applications for the 2021-22 fiscal year.
Student Services	• Marketing engagement email communications (communications that are considered not operational) amounted to 306,000 sends during the reporting period, with a 44% open rate (industry comparison ~25%), and a 13% clickthrough (industry comparison ~ 4%). Operational email communications (referencing application information, financial aid, awards, etc.) had 81,000 launches, a 78% open rate, and a 27% clickthrough rate. • The Request for Proposal process for the new Library Services platform involving 18 Ontario colleges was completed in April 2021. The Ex Libris Alma platform was selected. Funding to support the implementation and first year costs of this project have been provided by the Ministry of Colleges and Universities ($1,070,000) and as part of the eCampus Virtual Learning Strategy funding ($952,000). An Ex Libris Implementation Steering Committee has been established with representatives from five-member colleges, including Algonquin College, to oversee the implementation of the platform. • The Student Learning Centre completed 2,268 Peer tutoring appointments and 460 online coaching sessions to students. • On April 6, 2021, the Health Services Annual Report for the 2020-21 fiscal year was presented to the Students' Association. Key metrics from the annual report included 15,100 completed appointments by the medical team (nurse and doctor appointments), of which 66% were virtual appointments and 34% were in-person appointments.

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	• During March and April, 2021, Dr. Yves Pelletier met with over 170 of Algonquin College's Indigenous students and those that work to support their success to learn about student experiences at the college and collect their recommendations for how the Mamidosewin Centre can best meet their needs. The final report was delivered to the Mamidosewin Centre team on April 30, 2021 and contained a comprehensive summary of Dr. Pelletier's observations and five key recommendations for meeting the needs of Indigenous students in the future. • The Registrar's Office international admissions team processed 1,260 applications during the reporting period with a turn-around time on applications of 7.89 days, which is comparable to 7.91 days during the same time last year. There was a 25% increase in applications processed from the same period the previous year.

INNOVATION AND QUALITY
Goal 2: Lead the college system in co-op and experiential learning.
Goal 3: Attain national standing in quality, impact and innovation within each school and service.

Summary Report from:	Activity
Academic	• To date, 646 cooperative education students are employed for Spring/Summer 2021 representing a 7.3% increase over the Spring/Summer 2020 terms. • The Cooperative Education Awards of Excellence were celebrated on April 27, 2021. Seven students were recognized with the Cooperative Education Student Achievement Award and eight employers took home the Outstanding Contribution to Algonquin College Cooperative Education Award. Full details available at: https://www.algonquincollege.com/coop/2021-co-op-awards-of-excellence-main/ • In April, Hannah, a student from the Fitness and Health Promotion program was featured in MyWorldAbroad's "Stories from Abroad". The article, written by the student, highlighted her recent virtual internship experience with a partner in Nicaragua, outreach 360, which she acquainted during a reading week volunteer trip to the Dominican Republic in 2019 through the AC Hub. MyWorldAbroad provides 4,000 searchable resources, 300 expert articles and inspiring student stories, made available to Algonquin College staff and students by the International Education Centre to support those interested in pursuing international mobility activities.
Advancement	• Advancement successfully applied for a Summer Employment Opportunities Program grant through the Postsecondary Accountability Branch to offer a current Algonquin College student a summer placement within the Advancement Division.
Communications, Marketing and External Relations	• Government Relations accompanied President Brulé, along with Presidents from Ottawa University, Carleton University and La Cité for a meeting with Mayor, Jim Watson to discuss cooperative education, marketing and infrastructure.

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	• Government Relations secured government speakers for the launch of the new Bachelor of Culinary Arts & Food Science Degree. Through this an opportunity for collaboration with Health Canada was made for their Nutritional Labelling Online Course and work on voluntary sodium reduction targets. • March was National Co-op month, which gave the College an opportunity to highlight some of the many Co-op achievements the College has seen over the past year. Communications created social media content throughout the month highlighting positive news stories pertaining to Co-op, such as the College's Partnership with Yordas Group. • Co-op related posts earned over 75,000 impressions throughout the month of March, with LinkedIn proving to be the most popular page for sharing Co-op related content.
Human Resources	• Launched a college-wide Employee Learning Moment (ELM) Blog for all College employees with active 'subscribe' feature to support just-in-time employee learning. The Blog curates and catalogues Employee Learning Moment materials.
Student Services	• The Marketing and Student Recruitment department received special funding to develop a campaign that created awareness of the transfer and continuing education opportunities available to learners at various post-secondary institutions across Ontario. The campaign resulted in 2.35 million impressions which was a 135% increase beyond the targeted goal. Unique visits to the pathway's website increased by 31% year-over-year. Radio and Spotify helped to create a broader awareness of AC Pathways by leveraging an AC Pathway student's success story, generating 787,949 impressions. • On April 5, 2021, Prescribe-IT went live as an add-on feature to the Electronic Medical Record (EMR) system in Health Services. Prescribe-IT will facilitate improved clinic-to-pharmacy communication and collaboration for e-prescribing and managing prescription renewals. • On April 7, 2021, one counsellor and one counselling intern from Counselling Services participated in a social media event to connect with students regarding mental health; they interacted with 1,200 students during the event. • The Registrar's Office launched a new online employee onboarding training module created through a process improvement plan as a part of the AC Way Business Plan activity.
CONNECTED Goal 4: Become an integral partner to our alumni and employers.	
Summary Report from:	**Activity**
Academic	• The Pembroke Campus secured a contract to deliver Employment Services in the Barry's Bay and Eganville areas, as well as Youth Job Connection in the Renfrew and Arnprior areas. This contract allows the Campus to expand its footprint in offering Employment Ontario programming on behalf of the province of Ontario.

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	• The Employment Support Centre hosted its first bootcamp style event for recent graduates titled "Get Hired! Mini Series for New Grads" from April 27-29, 2021. Graduates participated in a variery of career readiness workshops designed to support their transition from school to work. This three-day event included programming offered in collaboration with the International Education Centre and the Alumni & Friends Network. Over 435 attendees (across six sessions) joined this employment centric event. • The Pembroke Campus recently partnered with the City of Pembroke, County of Renfrew, Upper Ottawa Valley Chamber of Commerce and the Lanark Renfrew Labour Market Working Group to hold several forums to address the question of what the post-pandemic economic recovery will look like for Renfrew County. One of the common themes that emerged was the continuing need to have a highly skilled labour force. The College is responding to this need by continuing to offer programs that produce graduates to fill these labour market gaps. • The Pembroke Campus secured a $5 million Skills Advance Ontario contract to support the forestry sector by attracting more job seekers and by providing training to incumbent workers. • Business Administration Marketing students hosted a virtual networking event on April 13, 2021, with a keynote address by Katrina Moss from Shopify, industry leader sessions, and a silent auction. Just under $2,000 was raised for Youth Mental Health Canada. • The Culinary Arts department worked with Food For Thought Café to have student volunteers cook for individuals in need.
Advancement	• A survey to solicit feedback on the College's 2022-2025 Strategic Plan was distributed on March 21, 2021. Three hundred and forty-two alumni responded to the survey. • Alumni panelists, Chris Hofley and Meghan Boyd, were featured in an alumni and student session on April 7, 2021 during the College's Virtual Spring Open House. • Alumni volunteers, including Rena Bowen, Monica Elaine Campbell and Nazira Tareen, were featured in support of National Volunteer Week (April 18–24, 2021). Each of these proud alumni are past recipients of the Rena Bowen volunteer of the Year Award. • The Get Hired! Mini Series for New Grads on April 29, 2021 featured alumni Naina Kansal, Sarah Robinson and Alex Hosselet and was moderated by Barry Seller, Manager of Alumni of Engagement.
Communications, Marketing and External Relations	• Corporate Events - in partnership with Bruyère Foundation and Ottawa Public Health hosted the 27th installment of the on-going Future of Health and Wellness Speaker Series. The Keynote Speaker for this virtual event was Dr. Jessica Hopkins, Deputy Chief, Health Protection, Medical and System Support and Public Health Ontario.

President/Board of Governors

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	• Government Relations met with senior bureaucrats at Innovation, Science and Economic Development to discuss opportunities of collaboration in skills and training. • Government Relations met with Ottawa Public Health to discuss the Community Ambassadors Program.
Human Resources	• Five employees at New Employee College Orientation were identified as Algonquin College Alumni and referred to the Alumni & Friends Network (Advancement).
Student Services	• The Recruitment team partnered with the Alumni Department to host a panel with Alumni and current students at the Spring Virtual Open House. Alumni also joined sessions with the Recruitment team supporting the Ottawa-Carleton District School Board Black Students Graduation Program.

SUSTAINABLE
Goal 5: Enhance Algonquin's global impact and community social responsibility.

Summary Report from:	Activity
Academic	• More than 300 people registered for a Pembroke Campus speaker series with His Honour, Murray Sinclair of the Truth and Reconciliation Commission on May 11, 2021. The speaker series was made possible as a result of the Pembroke Campus securing a federal government New Horizons grant to expand its speaker series to a virtual format. • As part of an innovative outreach strategy to potential international students and partners across Latin America, Algonquin College participated in a virtual Creative Arts, Design and Digital Media event hosted by the Canadian Embassies in Mexico, Colombia, Argentina and Chile. As one of only three institutions selected to present, Stephen Young, School of Media and Design faculty, provided a one-hour remote delivery digital animation Masterclass, entitled "Walk This Way", to over 500 participants from across the four countries. In addition, International Education Centre Senior Regional Manager Hellen Costa represented Algonquin College in supplementary event activities including a virtual recruitment seminary and meetings with potential institutional partners. • On April 30, 2021, the Victimology Research Centre submitted a draft report on the Ottawa Homicide Project: A Review of Cases 2010-20 to our community partner, Crime Prevention, with the goal to better inform prevention efforts and effective victim assistance. • The Human Centered Design Institute, completed two CICan funded projects examining student mobility. Research included Indigenous perspectives, and will provide a platform for future Collaborative Online International Learning (COIL) initiatives. Findings were presented to stakeholders at various academic institutions across Canada.
Advancement	• The College received a generous gift-in-kind donation of over $336,000 of equipment from Exfo Inc. in support of the Optophotonics Lab.

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	• Algonquin College received an initial distribution of $210,000 from the Estate of Gerhard Binhammer in support of the Pembroke Campus. • The College received $15,800 from C.S.T. Consultants, a wholly-owned subsidiary of the Canadian Scholarship Trust Foundation. • The Princess Auto Foundation made a $25,000 donation in support of student bursaries. • Respect RX Pharmacy pledged $10,000 to support student bursaries. • Algonquin College's first direct mail appeal to support the Student Emergency Aid Fund raised $11,985 from 58 donors. College Registrar Krista Pearson was the signatory.
Communications, Marketing and External Relations	• Government Relations participated in meetings with City View Community Association to discuss their local green space project. • Government Relations met with Ottawa Public Health to discuss vaccination rollout plans locally, and how Algonquin College could assist with these efforts and prioritize college staff.
Indigenous Initiatives	• On March 11, 2021, Vice President, Ron McLester was part of the Diamond Schmitt: Canadian Indigenous Design Panel and spoke about the importance of Indigenous community engagement related to place-making. Diamond Schmitt, a well-known and highly respected architect firm invited their entire staff, in offices across Canada, to participate in this session. • On March 19, 2021, the Office of Truth, Reconciliation and Indigenization's eCampusOntario proposal for Virtual Learning Strategy was approved. This proposal was to create new online courses comprised of four modules that engage Indigenous and non-Indigenous learners in building strong relationships with a better understanding of reconciliation.
Student Services	• The Spring Virtual Open House took place on April 7, 2021. Over 3,800 individuals registered for the event which welcomed over 2,500 unique viewers. In March 2019, there were 1,202 registrations for the Spring (on-campus) Open House. The March 2020 Open House was cancelled due to the pandemic. This year's event featured 46 unique virtual information rooms covering college services, the student experience, programs, and campuses. Promotional tactics included Google search ads, Facebook/Instagram paid ads, Snapchat, Spotify, a television spot on CTV Morning Live and radio in Ottawa, Brockville, Kingston and Cornwall. • The Student Recruitment team surpassed their fiscal targets with 1,236 unique presentations (target: 1,000), connecting with 12,326 individuals (target: 10,000) and earning an impressive net promoter score of + 87.5 (target 80.0).

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	• The 2020-21 Brand Campaign closed out the Tuition Contest during the reporting period. The campaign generated 1,432 leads, an increase of 28.9% year-over-year. A valuable new addition to the Marketing team's mix included Snapchat, an increasingly important brand awareness tool for the College. Impressions generated were 2,126,233, clicks: 18,272, with a staggering low cost-per-click of only $0.27, an 82% decrease from the average cost-per-click for social media. • AC Online finalized their 2020-21 marketing campaign during the reporting period. The campaign generated 9,611 leads, a 139% increase year-over-year. The campaign shifted to a robust blend of traditional and digital mediums with a special emphasis on including more digital opportunities such as Spotify, YouTube and on-demand television with Rogers and Bell Media. • On March 13, April 11, and May 3, 2021, the Aspire AC program participated in three interviews with the Higher Educational Quality Council of Ontario (HEQCO) as they prepare to make recommendations to the Ministry of Colleges and Universities on the direction of the Ontario Post-Secondary Access and Inclusion Program (OPAIP) across Ontario. • Financial Aid and Student Awards processed 14,506 active Ontario Student Assistance Program applications as of May 7, 2021, with $132 million awarded. Of the Ontario Student Assistance Program awarded, $79 million (60%) was in grant funding. Compared to 2020 at the same time, this is a 2% increase in applications (from 14,260 to 14,506) and 15% increase in funding (from $115 million to $132 million). Proportion of grant funding increased from 52% to 60%. • The Ottawa Lean Community of Practice membership grew to 115 members from various industries.
PEOPLE Goal 6: Be recognized by our employees and the community as an exceptional place to work.	
Summary Report from:	**Activity:**
Academic	• The City of Pembroke was recently recognized by MacLean's Magazine as one of the top communities in Canada to live in. Some of the factors that were considered included housing, affordability, weather, community involvement and internet quality. Access to post-secondary education was also a factor as the beautiful Waterfront Campus is in the heart of the downtown and draws students from the region, across the country and around the world.

President/Board of Governors

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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. • Government Relations participated in the Canadian Colleges for a Resilient Recovery Working Group. • Corporate Events provided mentorship and skill-sharing for non-corporate virtual events happening campus-wide.
Human Resources	**Diversity and Inclusion:** • Released Inclusion Infusions Podcast on Safe Washrooms on Campus, and five blogs. • Provided one Ethical Upstanders Training Workshop, with 11 participants. • Provided one Intercultural Competence Workshop to the Testing team in Student Support Services with 15 employees, and follow up one-on-one coaching. • Provided one workshop on 'Gender and Sexual Diversity' to an intact team in the School of Advanced Technology. **Learning and Development:** • Welcomed 20 new participants in the spring semester, hybrid offering (asynchronous online and synchronous remote learning) of the Algonquin Leadership in Education Institute (ALEI) Program, Level 2: Leading with Others. • Celebrated 20 graduates from ALEI 1: The Leader in Me. • Celebrated 13 graduates from ALEI 3: Organizational Leadership. • Offered two New Employee College Orientation sessions hosting 16 new employees. • Provided course design, course scheduling, Learning Management System guidance and overall advice for the delivery of 14 Professional Development workshops to 270 registrants. These workshops were offered in collaboration with Human Resources and Learning & Teaching Services. • Offered three sessions from the Management Academy and the Support Staff Academy to 47 registrants. • Provided one-on-one support in the use of technology including MicroSoft Office and Teams. **Employee Engagement:** • Pulse survey results were shared with employees on April 22, 2021 at Town Hall event including a review of the global results and question and answer period. Departmental area reports were released to the Algonquin College Leadership Team with focus on sharing results in their teams and formulation of employee engagement action plans for June 30, 2021. **Performance Management:**

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	• New performance management model developed for full-time administrators and fixed-term administrators (greater than one year of service). Change management plan developed including focus on new performance management plan template, setting of Specific, Measurable, Achievable, Relevant, Time-bound (SMART) objectives and key processes focused on employee feedback, growth and development. **Workday Enhancement:** • New employee type 'Sessional' added to Workday, improving our ability to properly classify and manage our Sessional workforce, improving the experience of Managers and Timekeepers who administer staffing activities, and the experience of Sessional employees by automating program. **Wellness and Abilities:** • Offered a virtual session conducted by Dr. Bill Howatt focused on the impact of change, normalizing the impact of overwhelm, communicating with others and working on thoughts. Over 80 employees attended the virtual event. • Four bi-weekly virtual wellness secessions were available for all staff to attend. • One Morneau Shepell online webinar was conducted on "Staying Connected in Today's Digital World" to support mental health. • A synopsis of short-term disability benefits, absence/accommodation process, Workplace Safety and Insurance Board (WSIB) requirements and wellness resources have been developed and implemented as part of the New Hire Orientation onboarding process. The sessions were delivered by the Wellness and Abilities team and took place monthly as part of the New Hire training.
Student Services	• On April 5 and April 21, 2021 two further installments of the Employee Education Series presentations from the Royal Ottawa partnership with Student Support Services took place virtually. The focus of these sessions was on the psychiatric consequences of substance use, and cannabis use among youth.
STUDENT & EMPLOYEE SUCCESSES:	**Activity**
Academic	• Colin Mills, Coordinator, Music Industry Arts received the Victor Tolgesy Arts Award at the Ottawa Arts Council awards. https://www.ottawaartscouncil.ca/whats-on/arts-awards-recipients. • Gayle Nakamoto-Jancewicz, TV Broadcasting professor, participated in the Ottawa Film Office's virtual career fair on March 13, 2021 for the Film and TV industry in partnership with the International Film Festival of Ottawa. • Geraldine Trapper, student General Arts and Science – Aboriginal Studies, won the Miss Eeyou Eenou Iskwaau Pageant on April 17, 2021 sponsored by the Cree Women of Eeyou Istchee Association. https://cweia.ca/images/MEEI_2021_Application_package.pdf.

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	• The Performing Arts program partnered with The Ottawa Grassroots Festival with four students winning the chance to perform in this year's event. https://ottawagrassrootsfestival.com/program-2021/.
	• Full Magazine and Prosound Web published articles by Wayne Hawthorne, Professor, Music Industry Arts program, on "Enhancing Drive-In Concert and Streaming Audio Mixes" https://www.prosoundweb.com/loudness-metering-exploring-a-key-aspect-in-enhancing-drive-in-concert-streaming-audio-mixes/ https://www.dropbox.com/sh/76oxl5l6k5k1ywy/AADzLWQ2Mo_LA8o76dJgK163a?dl=0.
	• The Photography program hosted its 48th Annual Exhibition and Award Show on April 26, 2021 featuring a Charity Print Sale to raise money for the Children's Hospital of Eastern Ontario.
	• Robyn Heaton, Dean, Faculty of Arts, Media and Design has completed six years (maximum) on the Board of Directors of Women in Communications and Technology. She remains as an advisor on their Education Committee.
	• Crystal Martin-Lapenskie, graduate, Social Service Worker program, Pembroke Campus, and owner of Okpik Consulting, was featured in a public service announcement for Indigenous Services Canada where she shared important information about the rollout of COVID-19 vaccines to Inuit communities.
	• Duncan Knight, student, Outdoor Adventure, participated in the Ride for Mind, cycling 500 kms in 17 hours over two days. Duncan raised $2,200 towards the overall goal of $420,000 for mental health-related to COVID-19 which will be directed to mental health programs and facilities at Michael Garron Hospital, Toronto East Health Network.
	• On March 24, 2021 Jake Wilson, alumni, Outdoor Adventure Naturalist, hosted a session for "REAL – Rideau Environmental Action League's Journey to Sustainabilty" entitled Plastics in Our Waterways. The presentation focused on the importance of protecting our waterways, the problem of plastics in our rivers and lakes, and simple and effective solutions.
	• Pembroke Campus Elder-in-Residence, Aimee Bailey, hosted a virtual Talking Circle on March 26, 2021 to explore a Change of Season.
	• The Social Innovation Lab was invited and facilitated a workshop "Service Learning in Design and Engineering (SLiDE): Scaling an Approach for Social Innovation in Colleges" April 26, 2021 at the College and Institutes Canada National conference.
	• Designing Realistic Educational Acute care Medical Simulations (DREAMSim): A Social Innovation Lab collaboration with the Children's Hospital of Eastern Ontario received an e-campus Ontario grant ($90,000) to develop virtual serious games (VSG) which teach non-healthcare providers how to manage medical emergencies that occur in the community.

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	• Teams from the Project Management, Ontario College Graduate Certificate program won second and third place at the Ontario Project Management Competition on March 27, 2021. • Ontario Architecture for Applied Architectural Sciences (OAAAS) Student Awards notified the Algonquin Centre for Construction Excellence that students Lindsay Beardsall, Erica Saikaley, Taylor Top and Jasmine Young won first place in the Large Building Group category for the 2020 OAAAS Students Awards. Known as the Metamorphic Project team, they will be featured in the 2021 Ontario Association of Architects (OAA) Virtual Conference (due to the cancellation of this event last year). The project, based on their third-year Architectural Technology final project, was a theoretical addition to the Z building on campus, specifically a training and recreational facility for injured/para athletes. The concept and research behind is commendable. https://oaa.on.ca/registration-licensing/becoming-a-licensed-technologist-oaa/student-awards-program.
Advancement	• Members of Algonquin College Executive Team and the Advancement team attended the Council for Advancement and Support of Education (CASE) District II Virtual Awards Celebration and Ceremony on April 15, 2021 where Mark Savenkoff, Vice President, Advancement was presented with the Professional of the Year Award.
Communications, Marketing and External Relations	• Algonquin College student William Bourgault made headlines when he started a charity focused on collecting footwear for those in need. *Footwear 4 Kids* was highlighted by Communications through the College's Blog, MyAC, as well as social media, and was picked up by the Ottawa Citizen for a feature piece. The Communication Department's posts highlighting the charity and surrounding stories earned nearly 65,000 impressions.
Finance and Administration	• Residence Spring move out was completed by April 24, 2021. During the school year there was no known transmission of Covid-19 within the Residence. This demonstrates the commitment of over 400 students and staff during the year.

7.9 Appendix A

ALGONQUIN COLLEGE

Board of Governors
2021-22

*Board meetings will be virtual until further notice.

Meeting Schedule		
Date	**Location**	**Time**
Monday, October 25, 2021	T102 A&B	4:00 – 6:00 pm
Monday, December 6, 2021	T102 A&B	4:00 – 6:00 pm
Monday, February 28, 2022	T102 A&B	4:00 – 6:00 pm
Monday, April 25, 2022	T102 A&B	4:00 – 6:00 pm
Annual General Meeting & Board Meeting Monday, June 6, 2022	T102 A&B	4:00 – 6:00 pm

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

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*

7.9 Appendix B — 2021-22 Board of Governors and Committee Meetings

COMMITTEES		September	October	November	December	January	February	March	April	May	June
		2021				**2022**					
ACADEMIC & STUDENT AFFAIRS COMMITTEE											
Docs to BOG Office (8 a.m.)		8-Sep-2021		19-Oct-2021		4-Jan-2022		1-Mar-2022		25-Apr-2022	
Prep Meetings w/President		17-Sep-2021		26-Oct-2021		11-Jan-2022		9-Mar-2022		2-May-2022	
Meeting Material Distribution		22-Sep-2021		2-Nov-2021		18-Jan-2022		15-Mar-2022		9-May-2022	
ASAC MEETINGS (4:00-6:00 pm)		**29-Sep-2021**		**9-Nov-2021**		**25-Jan-2022**		**22-Mar-2022**		**16-May-2022**	
AUDIT & RISK MANAGEMENT COMMITTEE											
Docs to BOG Office (8 a.m.)		1-Sep-2021		28-Oct-2021			20-Jan-2022	10-Mar-2022		5-May-2022	
Prep Meetings w/President		8-Sep-2021		4-Nov-2021			27-Jan-2022	17-Mar-2022		12-May-2022	
Meeting Material Distribution		15-Sep-2021		11-Nov-2021			3-Feb-2022	24-Mar-2022		19-May-2022	
ARM Cmt. MEETINGS (2:00-5:00 pm)		**22-Sep-2021**		**18-Nov-2021**			**10-Feb-2022**	**31-Mar-2022**		**26-May-2022**	
GOVERNANCE COMMITTEE											
Prep Meetings (Pres & VTS)			14-Sep-2021	25-Oct-2021			17-Jan-2022		14-Mar-2022	3-May-2022	
Meeting Material Distribution			27-Sep-2021	8-Nov-2021			31-Jan-2022		28-Mar-2022	17-May-2022	
Governance Cmt. MEETINGS (3:00-5:00 pm)			**4-Oct-2021**	**15-Nov-2021**			**7-Feb-2022**		**4-Apr-2022**	**24-May-2022**	
EXECUTIVE COMMITTEE											
Prep Meetings (Pres & VTS)			21-Sep-2021		2-Nov-2021		25-Jan-2022		22-Mar-2022	4-May-2022	
Meeting Material Distribution			5-Oct-2021		16-Nov-2021		8-Feb-2022		5-Apr-2022	18-May-2022	
BOG Executive Cmt. MEETINGS (4:00-5:00 pm)			**12-Oct-2021**		**23-Nov-2021**		**15-Feb-2022**		**12-Apr-2022**	**25-May-2022**	
BOARD OF GOVERNORS MEETINGS											
ACET MEETING - Agenda Prep/review	16-Jun-2021	**25-Aug-2021 Orientation Part 2 Presentations Retreat Agenda Prep**	22-Sep-2021		10-Nov-2021		26-Jan-2022	24-Feb-2022	23-Mar-2022		4-May-2022
Docs DUE to BOG Office (8 a.m.) *(Except for Presentations) see below		03-Sep-2021 **Retreat Presentations if any**	4-Oct-2021		15-Nov-2021		7-Feb-2022	7-Mar-2022	4-Apr-2022		16-May-2022
ACET BOG Dry-run **BOG PRESENTATIONS**		25-Aug-2021 Retreat Prep	13-Oct-2021		24-Nov-2021		16-Feb-2022	16-Mar-2022	13-Apr-2022		25-May-2022
Agenda Review with President, Board Chair, Board EA			12-Oct-2021		22-Nov-2021		14-Feb-2022		11-Apr-2022		25-May-2022
Meeting Material Distribution		7-Sep-2021	18-Oct-2021		29-Nov-2021		22-Feb-2022	18-Mar-2022	18-Apr-2022		30-May-2022
*Final versions of PRESENTATIONS DUE to BOG Office (8 am)		8-Sep-2021	20-Oct-2021		1-Dec-2021		23-Feb-2022	21-Mar-2022	20-Apr-2022		1-Jun-2022
BOG MEETINGS Mondays (4:00-6:00 pm)			**25-Oct-2021**		**6-Dec-2021**		**28-Feb-2022**		**25-Apr-2022**		**6-Jun-2022**
BOG EVENTS & RETREATS	**19-Aug-2021 New Governor Orientation Part 1 Room T102 A&B**	**Sep 12 & 13, 2021 New Governor Orientation Part 2 & 2021 Fall Retreat Room T102 A&B**			**10-Dec-2021 BOG Holiday Dinner Restaurant Int'l TBC**			**26-Mar-2022 2022 Spring Board Retreat Location TBD**			**17-Jun-2022 or 24-Jun-2022 End of Year Dinner**

7.9 Appendix C	2021-22 BOG Work Plan						
LEGEND: D - Discussion **I -** Information Item **P -** Presentation **V -** Verbal	Total Meeting Time				**MEETING DATES**		
ROLE OF THE BOARD OF GOVERNORS	**120**		**25-Oct-2021**	**6-Dec-2021**	**28-Feb-2022**	**25-Apr-2022**	**6-Jun-2022**
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.	**RESPONSIBLE AREA/PERSON**	**Remaining Time >>**	**60.0**	**-10.0**	**0.0**	**20.0**	**-5.0**
		Time Required					
2022-23 Budget Assumptions, Three-Year Pro Forma, First Draft Concepts of the 2021-23 Business Plan	D. McNair, M. Savenkoff	30		P			
Approval of the 2022-24 Business Plan & 2022-23 Annual Budget	M. Savenkoff, D. McNair	60			P		
Major Capital Projects, Endowment Fund and Operating Fund Investment Reports, etc. **(Included in ARM Report to BOG, see row 42)**	D. McNair	0	I	I	I		I
New/Suspended and Cancelled Academic Programs **(Included in ASAC report to BOG, see row 42)**	C. McKelvie, C. Janzen	0					
Campus Tours for BOG (Before each Board meeting) will commence once the College is back to regular operations	C. Brulé						
Executive compensation	C. Brulé	0			I	I	
Five Year Capital Investment Plan (No updates required for 2021-22)	D. McNair	15		P			
Student Satisfaction and Engagement Report **(Included in ASAC Report, see row 42)**	C. Janzen	10					I
Learner-Driven Plan Implementation Update (Paused During COVID-19)	C. Janzen	20				P	
People Plan (Information item only October & June meetings)	D. McCutcheon	0	I				I
Employee Engagement Update (Information item for October meeting)	D. McCutcheon	0	I				
R3 Project (Rethink, Redesign, Reimagine) - Update	L. Stanbra	20		P		P	
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's performance (IN Camera & Meeting Without Management)	C. Brulé J. McLaren	10	D	D	D	D	D
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 2021-22 and progress against Strategic Plan 2017-22	T. McDougall	10					P
Quarterly 2021-22 Business Plan Update (for information)	M. Savenkoff	0	I	I	I		
Fourth Quarter 2021-22 Business Plan performance	M. Savenkoff	10					P
Program Advisory Committee's Annual Report (ASAC Report)	C. Janzen	0		I			
2021-22 Sexual Assault/Sexual Violence Annual Report to the Board (Approval item ASAC Report)	L. Stanbra	5				I (approval required)	
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.							

ROLE OF THE BOARD OF GOVERNORS	120		25-Oct-2021	6-Dec-2021	28-Feb-2022	25-Apr-2022	6-Jun-2022
2022-23 Schedule of Tuition and Ancillary Fees	L. Stanbra	20		P			
Banking Officers' resolution (AGM agenda) if new officers are to be added, present at next meeting	D. McNair	5					V
Colleges of Applied Arts & technology (CAAT) Retirement Compensation Annual Report to Sponsors (emailed to Governors)	C. Brulé	0					I
Quarterly 2021-22 Financial **Projection**	D. McNair	10	P	P	P		
Fourth Quarter Financial **Report**	D. McNair	10					P
Appointment of auditors (AGM agenda)	D. McNair	5					V
Draft Audited Financial Statements (AGM agenda)	D. McNair	20					P
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	0					I
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	0	I	I	I	I	I
Celebrating Student Success - Changemaker Awards	C. Janzen, N. Makila	10	P	P	P	P	P
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	0					
Board Generative Discussion - Session to be held as required (separate meeting)	J. McLaren	0					
Board Committee reports (Academic & Student Affairs; Audit & Risk Management; Governance)	V. Tiqui-Sanford	30	V	V	V	V	V
Appointment of new Governors for 2022-23	J. McLaren	5				V	
Board Officer; Committee Appointments; BGI-01 Report Card; Governor Reappointments **(Included in Governance Committee Report, see row 42)**	J. McCracken	0				I	
BOG Officer & Committee Memberships (AGM agenda)	J. McCracken	0					V
2021-22 Board of Governors Evaluation Results **(Included in Governance Committee Report to the Board, see row 42)**	J. McCracken	0					I
Approval of previous year AGM Minutes	J. McLaren	5					V
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	0	I		I	I	
Attestation of Section 28 Process (Memo to Minister, Colleges and Universities from Board Chair)	D. McNair	0					I